

GLOSSARY

<p>Active competence</p>	<p>Active competence means all abilities, skills, knowledge and experience of people which enable him to actively self organise and master practical tasks appropriately, purposefully, situation conditionally and responsibly.</p> <p>Active competence means:</p> <ul style="list-style-type: none"> - The ability to recognise a situation and the necessity of action - The technical knowledge and ability as a basis for making decisions - The ability to weigh risks - Assertiveness - The ability to control. <p>Vocational active competence</p> <p>The development of vocational active competence is important due to the processes of change and the attendant change in requirements. Vocational active proficiency is can be assessed in its application in the concrete vocational work. It is the task of the enterprise to define, assess and confirm it and develop it further.</p>
<p>Coaching</p>	<p>Coaching is used increasingly as accompaniment to measures for operational work in the field of company training.</p> <p>As a new learning form it aims to promote individuals in their personal and vocational development also the support of groups.</p> <p>Coaching aims to reflect individual and collective development, promote adaptability, self-knowledge processes and active behaviour.</p>
<p>Competence assessment</p>	<p>Competence assessment/measurement means instruments which contain an individual on-site definition with respect to personal competence and also make conclusions possible for further vocational development steps.</p> <p>This does not mean standardised measures but rather instruments targeting the individual strengths and weaknesses of the employee and the needs of the enterprise. This is seen as an opportunity to recognise early the need for further development of the employees and handle both the current and future requirements of the workplace successfully.</p>
<p>Competences</p>	<p>With competence, all the active and self-organisation abilities of the individual can be adapted, enabling him to cope with waiting tasks and projects (i.e. relating to the situation and the persons concerned).</p> <p>Competence means the abilities, skills, methods, knowledge, experiences, attitudes, needs and values which a person acquires, develops and applies in life. They are bound to the individual and his ability to act responsibly.</p> <p>Competence must always be described in the relationship which arises between the requirements on a person and his individual abilities or potential. Competence is dependent on the conditions of the environment for its development.</p>

	<p>The development of competence results from individual learning and development processes and different forms of learning at work and in everyday life.</p> <p>It is not only the acquisition or adaptation of knowledge and ability. Most important is the readiness to allow the experience to be tested as well as the self organised further development of the active proficiency in order to do justice to new requirements and tasks.</p> <p>The ability and motivation for self organised learning and the further development of personal expertise, methods and social competences are essential constituents too.</p>
Cooperative development of competence	<p>This specific form of development of competence takes place e.g. in the process of the exchange of experience.</p> <p>Cooperative development of competence means the possibility to learn with and from each other how to cope with problems, new tasks and conflicts.</p> <p>The exchange of experience plays a large role in cooperation structures like study groups or networks and the learning follows in two different ways.</p> <p>The speaker expresses his personal problem definition and methods of coping. Difficulties which he hasn't recognised before can be pointed out to him by making particular enquiries. The listeners connect what they hear with their own experiences and are made more aware of the respective problem. In this way the different technical knowledge and the personal experience come to the fore. Such a mutual give and take situation is teaching and learning at the same time; this kind of learning is only found in groups.</p>
Development of competence	<p>Development of competence in vocational training takes in the existing competences gained in-house or elsewhere by the individual, groups and organisations.</p> <p>As a constituent of personnel and organisational development, the development of competence is mainly identified, developed, implemented and judged in the work process. Development of competence can also be viewed in the context of processes of change (management of change processes).</p> <p>Development of competence leads to the building and consolidation of extensive active vocational proficiency. Development of competence is an active process which is largely formed by individuals. Self paced learning therefore plays a central role. Apart from traditional further training and qualification measures (e.g. seminars), learning in the process of working in particular contributes heavily to the development of competence.</p> <p>Development of competence at work calls for the existence of conditions conducive to learning, e.g. the existence and the demands of freedom of action in the workplace to cope with any problem content in the tasks which goes beyond routine action.</p>
Employee interview	<p>The employee interview is an instrument for the management and assessment of employees. Their motivation, participation and cooperation can be influenced and their performance profile can be reported back to them.</p> <p>In the realisation of modern work concepts which aim at the extensive use of the potential, the main emphasis of the instrument has shifted so that the support of colleagues and personnel development has acquired more meaning.</p> <p>The content of employee interviews:</p>

	<ul style="list-style-type: none"> - Feedback on the performance of the employee; analysis of departures from objectives - Strengths, weaknesses and satisfaction of the employee - Agreement on objectives - Stipulation of further training and support measures <p>The communicative competences of the persons involved are a decisive factor for the success of an employee interview.</p>
Formal learning	In initial and further training, learning is conducted predominantly to predefined curricula and teaching plans with a defined target within a framework of institutional offers. The study is handicap oriented and leads to recognised degrees.
Forms of learning	Forms of learning as learning organisation forms refer as a matter of priority to the organisational structural side of learning. It represents a framework which supports, promotes and demands learning - mostly under didactic- methodical conditions. Apart from conventional forms of learning such as lessons and seminars, supplementary new forms of learning like quality circles, learning islands, coaching and online communities are finding increasing use in connection with new work and organisation concepts.
Informal learning	This takes place in the general living environment outside of formal training facilities. The learning is acquired informally in relation to current problems and task situations. It is cause and experience related and occurs partly sporadically and more or less self-initiated. The results of the learning are frequently unconscious.
Knowledge management	Operational knowledge management means all planning and measures which with enterprise aid connect and develop implicit and explicit knowledge. The person is central to this process because only people can initiate knowledge. Technical systems can only store, process and utilize data. Modern operational knowledge management should develop, identify and systematically process new knowledge in the enterprise and pass it on to the appropriate departments. At the same time it must be made possible for the employees to learn in turn and develop new knowledge for themselves to the benefit of the entire enterprise. Knowledge management must be tied in to operational training management.
Learning arrangement	The learning arrangement is didactically prepared learning material for the independent and action oriented acquisition of complex further training contents by the learner.
Learning enterprise	<p>A learning enterprise means an economically based organisation system which enables continuous learning and knowledge processes between employees, groups and the entire organisation. It stands out due to even hierarchies, decentralisation, groups and project organisation.</p> <p>Six dimensions identify a learning enterprise:</p> <ol style="list-style-type: none"> (1) Learning contains a strategic significance to assure competitive ability (economic dimension); (2) Work is integral and demands and promotes learning at the same time (work-related organisational-qualified dimension); (3) Business goals and visions are pursued jointly, every employee is learning and teaching at the same time (enterprise cultural dimension)

	<p>(4) Learning in the working process is increasing, learning locations and on-site learning combinations are becoming more common (organisational learning dimension)</p> <p>5) Instructive learning is supplemented by constructive learning experience-related and organised learning processes are combined (theoretical learning dimension)</p> <p>(6) New forms of learning and learning concepts result (didactic methodical dimension).</p>
Learning in the working process	The acquisition of new knowledge can be promoted by other forms of learning, e.g. quality circles, learning islands, groups or project work, working out solutions and optimisation of work schedules.
Learning island	<p>A learning island was introduced as a decentralised learning form to the operational initial and further training and in the business sector.</p> <p>Conceptual characteristics:</p> <ul style="list-style-type: none"> - Learning islands are workplaces supplemented by learning materials in which real work assignments are carried out and training is conducted - Work assignments suffice for the criteria of integral work, they offer good opportunities by learn with their complexity, problem content and variety riches - Work is carried out in groups in the learning island in which the form of organisation is structured on the principle of partly autonomous teamwork - Learning islands can also function as innovation points in the work process, primarily for innovations in work organisation and social and methodical aspects
Methodical competence	Methodical competence describes the ability and readiness for the application of procedures and techniques (e.g. ability to solve problems or learning jurisdiction) which serve for the arrangement of one's own work, group work, personality development and the development of social relationships.
Operational analysis of training needs	<p>The operational analysis of training needs targets the operational requirements (safeguarding continuity and company development) and the individual training needs of the employees. The operational training needs arise from the qualification requirements of the workplace and the work processes. A training need exists if an argument arises between the requirements of the workplace and the competence of the employee in question.</p> <p>The analysis of training needs forms the basis for extensive and lasting operational further training planning.</p> <p>Instruments and methods of the operational analysis of training needs include the current and future requirements in the workplace and the competences of the employees.</p>
Operational further training	<p>The term further training describes the entire field of adult learning after the initial training. Vocational further training includes further education, retraining and work study.</p> <p>Operational further education means both conventional further training measures in the form of courses and seminars and forms of learning acquired through working (coaching, quality circles, Communities of Practice etc.). Informal learning plays an important role in these work-related further training forms.</p> <p>Technical talks, conventions and other information forums in</p>

	operational further training should be included if they are offered by enterprises.
Operational training management	Operational education management targets the generation, development, utilisation and logistics of knowledge and experience, including the newer information and communication technologies. At the operational level this means primarily the continual updating and expansion of knowledge base for staff and organisational development processes to effect planned product and process innovations and to increase the competences of the employees. Cooperation with other enterprises and institutions in joint projects and networks enables the fusion of knowledge of different disciplines/fields.
Operational work in the field of training	Operational work in the field of training contains the planning, implementation and evaluation of all measures of vocational training and qualification and training from initial up to executive level. It targets both formal, organised learning and informal learning. The operational work in the field of training is increasingly characterised by the elements of vocational training, personnel development and organisational development. (human resources development).
Organisational development	Organisational development subjects the demands, structures, processes and persons in organisations to integral scrutiny and aims to convert the interests of the employees to the strategic aims of the business. The new work and knowledge concepts relating to current social and operational changes require continuous organisational development processes which are brought together in the operational work in the field of training to include personnel development.
Personal competence	Personal competence, which is also described as self jurisdiction, means the readiness and ability to reflect on one's own development and to develop further with regard to individual and social moral concepts. However, it also covers attitudes, maintaining values, motives, self-confidence, self perception, self-organisation, reliability, responsibility and critical ability.
Personnel development	The development of competence of the employees relates operationally to personnel development for the attainment of the business goals by optimum use of human resources. Personnel development is becoming increasingly a decisive strategic success factor in the competitive ability of an enterprise. It has to assure the permanent balance between the aims of the enterprise and those of the staff and the training and operational education and summarises all further training measures. Personnel development is closely connected to organisational development and operational work in the field of training. Measures and concepts for personnel development mainly target the individual requirements of the employees. The training in the context of the personnel development is no longer primarily directed at the technical as a matter of priority but and is increasingly being designed to address the extensive development of competence.
Qualification	Qualification means abilities, knowledge and skills and the intelligence with regard to their utility in certain activities or professions. Qualifications are determined from the view of the demand and not the subject. They are subordinated to the vocational competences and the vocational active proficiency or can be viewed as the integral constituents.
Self-organised learning	Self-organised learning, unlike self-paced learning, means that the infrastructural and organisational framework of learning are

	determined essentially by the learners themselves. Apart from the framework the learners decide on the aims and content of the learning process as well as the methods, instruments and aids for the learning guidelines.
Self-paced learning	Self-paced learning means independent self-control of learning processes. The learner alone determines the aims and content of the learning process and the corresponding methods, instruments and aids in a predefined framework. Unlike self organised learning, the action framework is limited only by the learner himself but is organised essentially from the outside.
Social competence	Social competence describes the readiness and ability to solve conflicts, form, maintain and understand social relations and interests and the ability for communication, cooperation and information.
Technical competence	Technical competence means the readiness and ability to solve professional and workplace-specific tasks and problems on the basis of existing technical knowledge and available skills in a direct, proper and methodical manner and judge the result independently.
Working models conducive to learning	The term - work conducive to learning - means the conditions and possibilities to enable learning in the working process. The arrangement of work conducive to learning is determined by the enterprise profile, such as the size of the plant or branch, the form of the practical tasks and the organisation of labour. The concrete requirements of the workplace and the competence profiles of the employees are an essential basis for developing the workplace as a learning location. The work is then particularly conducive to learning if it poses problems, is variable, can be individually adapted and covers complete actions. In addition, the existing freedom of movement for the employees and support and recognition from their colleagues and supervisors are important in the use of learning opportunities. The starting point for the supervisors of operational learning processes is the analysis of the learning possibilities in the different workplaces and the identification of conditions which impede or promote learning.