Learning Workplace
CERTIFIED
2023

LEARN: Towards a Holistic Transformation of Organisations into Learning Workplaces

Class A Annexes

MMC
Mediterranean Management Centre

Class A
Annexes

CA1: Job Rotation

BB1

1. Job Rotation/Exchange Application Form

EMPLOYEE	REQUESTED JOB ROTATION/EXCHANGE	
Name	Rotation (√)	Exchange (√)
Tel. No E-mail Address	Preferred Period of Rotation/Exchange	
	dd/mm/yyyy – dd/mm/yyyy	No of Days/Months
Department	Desired Job Position *(if applicable)*	
Job Position	Department of Desired Job Position *(if applicable)*	
Responsibilities and Tasks	Reasons for Requesting to Participate in Job Rotation/Exchange	
Qualifications	Skills Expected to Acquire in New Job Position	
Skills	Previous Participation in Job Rotation/Exchange (YES/NO)	

Name:

Signature:

Date:

2. Employees Job Description and Matching Record

The Employee *Job Description and Matching Record* provides information on the job position of the employees who apply for 'Job Rotation': job position description, qualifications and skills required for the specific job position, and reasons for requesting to participate in job rotation/exchange. Also, based on this information, employees "are matched" with other employees.

S/N	Employee Name	Current Job Position & Department	Current Job Position Description	Qualifications & Skills Required for the Current Job Position	Reasons for Requesting Job Rotation/ Exchange	Possible Employee Match
1	Example: *Person A*	Example: *Administrative Staff, Financials Dept.*				
2	Example: *Person B*	Example: *Technician, Maintenance Dept.*				
3	Example: *Person C*	Example: *Aux. Administrative Staff, Internationalisation Dept.*				

3. Annual Record of Job Rotations

The *Annual Record of Job Rotations* lists all the job shifts that take place within the organisation/company on an annual basis.

Year: ....

S/N	Employee	Position & Department of Origin	Position & Department of Destination	Rotation Period	Employee Signature	(HR) Manager Signature
1	Example: Person A	Example: Administrative Staff, Financials Dept.		Example: 01/01/2021 – 01/02/2021		
2	Example: Person B	Example: Technician, Maintenance Dept.		Example: 01/05/2021 – 15/05/2021		
3	Example: Person C	Example: Aux. Administrative Staff, Internationalisation Dept.		Example: 01/06/2021 – 01/08/2021		

4. Annual Record of Employees Exchanging Job Positions

The *Annual Record of Employees Exchanging Job Positions* lists all the job position exchanges within the organisation/company on an annual basis.

	Employee 1	Position & Department of Employee 1	Position & Department of Employee 2	Employee 2	Exchange Period	Employee 1 Signature	Employee 2 Signature	(HR) Manager Signature
Exchange 1	Example: Person A	Example: Administrative Staff, Financials Dept.	Example: Administrative Staff, ICT Dept.	Example: Person B	Example: 01/09/2021 – 01/10/2021			
Exchange 2	Example: Person C	Example: Technician, Maintenance Dept.	Example: Technician, HR Dept.	Example: Person D	Example: 01/10/2021 – 15/10/2021			
Exchange 3	Example: Person E	Example: Aux. Administrative Staff, Internationalisation Dept.	Example: Administrative Staff, ICT Dept.	Example: Person F	Example: 01/11/2021 – 01/11/2021			

5. Job Rotation Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1.	☺	☺	☺	☺	☺
2.	☺	☺	☺	☺	☺
3.	☺	☺	☺	☺	☺
4.	☺	☺	☺	☺	☺
5.	☺	☺	☺	☺	☺

1. I am satisfied with the job rotation/exchange experience.

Comment:

2. I learnt new things during the job rotation/exchange.

Comment:

3. I would participate again in job rotation/exchange.

Comment:

4. My relationship with my colleagues was improved during the job rotation/exchange period.

Comment:

5. I will apply new things that I learnt during the job rotation/exchange period to my regular tasks.

Comment:

6. Job Rotation and Exchange Annual Report

The *Job Rotation and Exchange Annual Report* provides an overview of the results of the evaluation implemented after each job rotation/exchange period as well as comments on the appraisal of employees by the (HR) Managers supervising the new job placements.

Year: ....

S/N	Employees	New Position & Department	Job Rotation/ Exchange	Tasks Undertaken during the Job Rotation/ Exchange Period	Skills Acquired during the Job Rotation/ Exchange Period	Overall Satisfaction with the Job Rotation/ Exchange*	Comments on the Job Rotation/ Exchange (*Strengths, Weaknesses, Recommendations*)
1	Example: *Person A*	Example: *Administrative Staff, ICT Dept.*				Example: 4/5	
2	Example: *Person B*	Example: *Administrative Staff, Financials Dept.*				Example: 5/5	
3	Example: *Person C*	Example: *Technician, HR Dept.*				Example: 3.5/5	
4	Example: *Person D*	Example: *Technician, Maintenance Dept.*				Example: 5/5	

*Average score of job rotation/exchange evaluation provided by each employee at the end of the activity implementation period.

CA2: Knowledge to Share

BB1

BB1 Encourage employers to adopt a learning culture that supports career-long learning

1. Knowledge to Share Participant List

Speaker (Knowledge Sharer) Name:

Speaker Organisation/Company:

Speaker Job Position:

Speaker Years of Work Experience:

Session Topic/Title (if applicable):

1. Date and Time:
2. Venue:

1.

2.

S/N	Name	Department	Job Position	Years of Work Experience	Signature

2. Knowledge to Share Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

A. Reaction

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefits of the *Knowledge to Share* activity were clearly explained to me. Comment:	😊	🙂	😐	🙁	😣
2. I enjoyed the *Knowledge to Share* activity. Comment:	😊	🙂	😐	🙁	😣
3. The *Knowledge to Share* activity was conducted in a professional manner. Comment:	😊	🙂	😐	🙁	😣
4. The time provided for the presentation by the speaker and the discussion was satisfactory. Comment:	😊	🙂	😐	🙁	😣
5. The speaker was effective. Comment:	😊	🙂	😐	🙁	😣
6. The *Knowledge to Share* activity was interesting. Comment:	😊	🙂	😐	🙁	😣
7. The *Knowledge to Share* activity was informative. Comment:	😊	🙂	😐	🙁	😣

8. Personal experiences and good practices at work and in life inspire me.

Comment:

9. Learning through personal experiences and good practices is something that works well for me.

Comment:

10. I am willing to be further involved in such activities.

Comment:

11. What were, in your opinion, the strong points of the *Knowledge to Share* activity? Please provide your answer in the text box below.

Answer:

12. Would you like to change anything on the *Knowledge to Share* activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

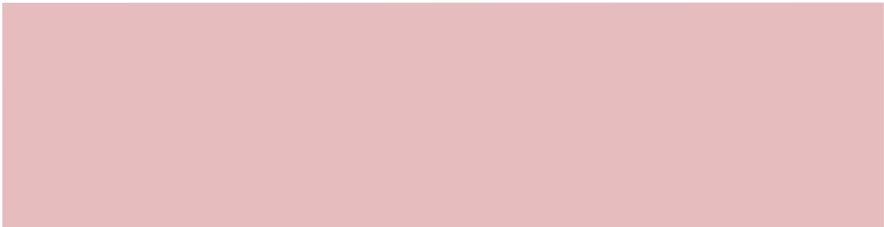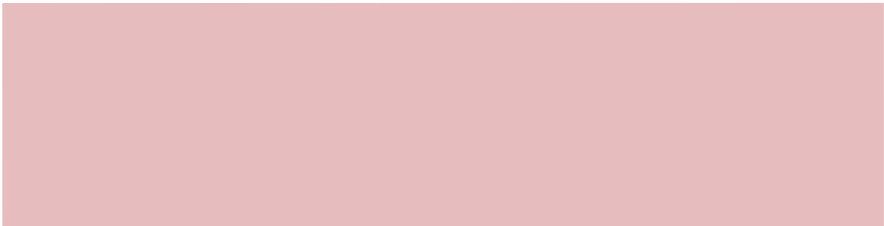**13. The Knowledge to Share activity was worthwhile overall.**

Comment:

8.

9.

10.

13.

Part B. Learning

1. Which are the main lessons and key messages that you will keep from today's meeting?

2. Have your professional experiences been similar in any way to the speaker's experiences?

3. How are you planning to utilise the acquired knowledge from today's meeting, in order to improve your performance in the workplace?

3. Knowledge to Share Evaluation Report

No. of Participants:
Person Responsible for the Report:
Department:
Job Position:
Date:
Signature:

A. Participants' Reaction

Average score:

1. The benefits of the Knowledge to Share activity were clearly explained to me.	
Comments (summary):	

2. I enjoyed the Knowledge to Share activity.	
Comments (summary):	

3. The Knowledge to Share activity was conducted in a professional manner.	
Comments (summary):	

4. The time provided for the presentation by the speaker and the discussion was satisfactory.	
Comments (summary):	

5. The speaker was effective.	
Comments (summary):	

6. The Knowledge to Share activity was interesting.	

Comments (summary):

7. The Knowledge to Share activity was informative.	

Comments (summary):

8. Personal experiences and good practices at work and in life inspire me.	

Comments (summary):

9. Learning through personal experiences and good practices is something that works well for me.	

Comments (summary):

10. I am willing to be further involved in such activities.	

Comments (summary):

11. What were, in your opinion, the strong points of the Knowledge to Share activity?	

Comments (summary):

12. Would you like to change anything on the Knowledge to Share activity? If yes, please explain.	

Comments (summary):

13. The Knowledge to Share activity was worthwhile overall.	

Comments (summary):

B. Participants' Learning
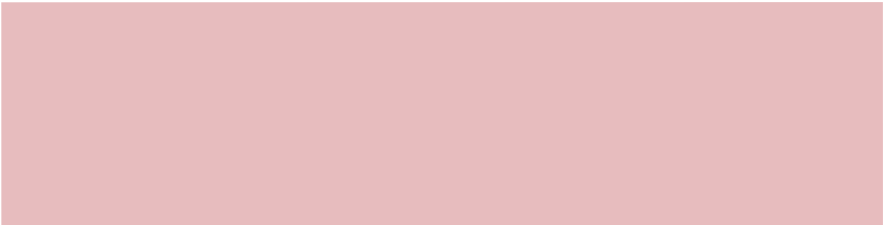
1. Which are the main lessons and key messages that you will keep from today's session?
(Summary of Answers)

2. Have your professional experiences been similar in any way to the speaker's experiences?
(Summary of Answers)

3. How are you planning to utilise the acquired knowledge from today's meeting, in order to improve your performance in the workplace?
(Summary of Answers)
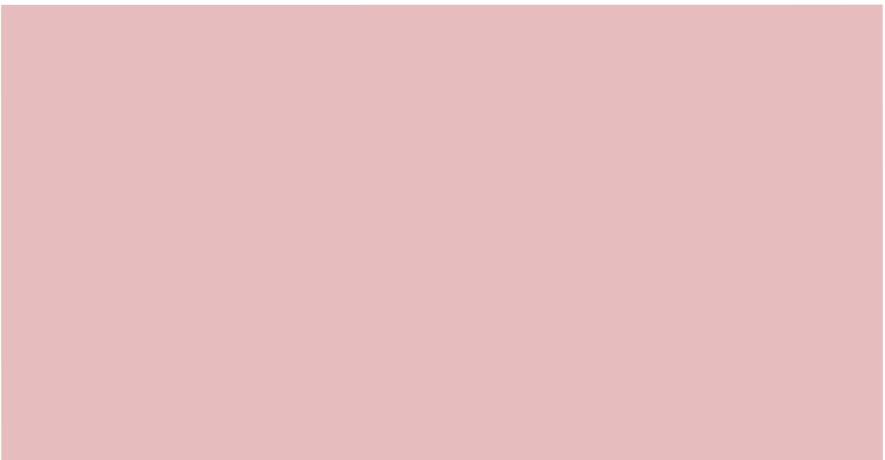
C. Conclusions

1. What are your conclusions in terms of the overall satisfaction of the participants with the activity?

2. What are your conclusions in terms of the acquisition of knowledge by the participants from the activity (presentation and discussion)?

CA3: Post-mortems

BB1

1. Post-mortem Report (Template and Guidelines)

PART A: INCIDENT ID

INCIDENT TITLE	INCIDENT DATE	INCIDENT ID NO

INCIDENT SEVERITY		
X	LEVEL	COMMENTS
	High	
	Medium	
	Low	
	Other	

PEOPLE RESPONSIBLE (NAME AND POSITION)	DEPARTMENT

REPORT AUTHOR (NAME, POSITION, AND DEPARTMENT)	REPORT ID NO	SIGNATURE

PART B: INCIDENT OVERVIEW

Write a summary of the incident in a few sentences. Include what happened, why, the severity of the incident, and how long the impact lasted.

Between the hour of {time range of incident, e.g. 15:45 and 16:35} on {DATE}, {NUMBER} users encountered {EVENT SYMPTOMS}.

The event was triggered by a {CHANGE} at {TIME OF CHANGE THAT CAUSED THE EVENT}.

The {CHANGE} contained {DESCRIPTION OF OR REASON FOR THE CHANGE, such as a change in code to update a system}.

A bug in this code caused {DESCRIPTION OF THE PROBLEM}.

The event was detected by {MONITORING SYSTEM}. The team started working on the event by {RESOLUTION ACTIONS TAKEN}.

This {SEVERITY LEVEL} incident affected {X%} of users.

There was further impact as noted by {e.g. NUMBER OF SUPPORT TICKETS SUBMITTED, SOCIAL MEDIA MENTIONS, CALLS TO ACCOUNT MANAGERS} were raised in relation to this incident.

TRIGGER   Describe how and when the incident was detected.

DETECTION	When did the team detect the incident? How did they know it was happening? *This incident was detected when the {ALERT TYPE} was triggered and {TEAM/PERSON} were paged.* *Next, {SECONDARY PERSON} was paged, because {FIRST PERSON} didn't own the service writing to the disk, delaying the response by {XX MINUTES/HOURS}.* *{DESCRIBE THE IMPROVEMENT} will be set up by {TEAM OWNER OF THE IMPROVEMENT} so that {EXPECTED IMPROVEMENT}.*
ROOT CAUSE	Note the root cause of the incident, the thing identified that needs to change in order to prevent this class of incident from happening again. *· Begin with a description of the impact and ask why it occurred.* *· Note the impact that it had.* *· Ask why this happened, and why it had the resulting impact.* *· Then, continue asking "why" until you arrive at a root cause.* *List the "whys" in your postmortem documentation.*
IMPACT	Describe how the incident impacted internal and external users during the incident. Include how many support cases were raised. *{SUMMARY OF INCIDENT} our users experienced this incident.* *This incident affected {XX} customers, who experienced {DESCRIPTION OF SYMPTOMS}.* *{XX NUMBER OF SUPPORT TICKETS AND XX NUMBER OF SOCIAL MEDIA POSTS} were submitted.*

RESPONSE

After receiving a page at {XX:XX UTC}, {ON-CALL ENGI-NEER} came online at {XX:XX UTC} in {SYSTEM WHERE INCIDENT INFO IS CAPTURED}.

This engineer did not have a background in the {AFFECT-ED SYSTEM} so a second alert was sent at {XX:XX UTC} to {ESCALATIONS ON-CALL ENGINEER} into the who came into the room at {XX:XX UTC}.

RESOLUTION

Depending on the scenario, consider these questions: How could you improve time to mitigation? How could you have cut that time by half?

We used a three-pronged approach to the recovery of the system:

{DESCRIBE THE ACTION THAT MITIGATED THE ISSUE, WHY IT WAS TAKEN, AND THE OUTCOME}

Example: By Increasing the size of the BuildEng EC3 ASG to increase the number of nodes available to support the workload and reduce the likelihood of scheduling on oversubscribed nodes

Disabled the Escalator autoscaler to prevent the cluster from aggressively scaling-down

Reverting the Build Engineering scheduler to the previous version.

PART C: INCIDENT TIMELINE

Detail the incident timeline. Include any notable lead-up events, any starts of activity, the first known impact, and escalations.

Note any decisions or changes made, and when the incident ended, along with any post-impact events of note.

INCIDENT TIMELINE	
DATE AND TIME OF INCIDENT	**DATE AND TIME OF INCIDENT IDENTIFICATION**
INCIDENT CLOSURE DATE	**EXPLANATION FOR INCIDENT CLOSURE** (Resolved, false positive, other)

INCIDENT INVESTIGATION AND RESPONSE TIMELINE			
EVENT	**ACTION TAKEN**	**DATE (AND TIME)**	**PERSON RESPONSIBLE**

PART D: LESSONS LEARNT AND CORRECTIVE ACTIONS

CONTRIBUTING FACTORS

Discuss what went well in the incident response, what could have been improved, and where there are opportunities for improvement.

LESSONS LEARNT	
What went well?	
What went bad?	
Where were we lucky?	

Describe the corrective action ordered to prevent this class of incident in the future. Note who is responsible and when they have to complete the work and where that work is being tracked.

CORRECTIVE ACTIONS			
ACTION ITEM	ASSIGNED TO	DATE OF ASSIGNMENT	DATE OF COMPLETION

PART E: SUPPORTING DOCUMENTS (in list and in attachment)

2. Post-mortem Checklist

S/N	ITEM	ASSIGNED TO	NOTES
1.	Initiate the post-mortem process for a new incident.		
2.	Schedule a meeting within a few days after the incident to discuss it. Invite attendees to the post-mortem meeting via a shared calendar to encourage transparency and a blameless culture.		
3.	Investigate the incident and begin writing a post-mortem report.		
4.	Create a detailed incident timeline that includes a chronological breakdown of events, what information was available at the time, and what decisions were made.		
5.	Conduct an analysis of the incident to identify the impact and the root cause.		
6.	Review your post-mortem content before the meeting.		
7.	Conduct the post-mortem meeting.		
8.	Share the post-mortem report and key findings with the organisation/company.		

Supervisor/Team Leader Name:

Position and Department:

Signature:

3. Post-mortem Review Meeting Report

DATE OF INCIDENT REVIEW MEETING   **PERSON RESPONSIBLE**

PARTICIPANTS

INCIDENT ID NO   **INCIDENT TITLE**

INCIDENT LOCATION   **RECORDED BY**

SUMMARY

IMPACT

ROOT CAUSE

LESSONS LEARNT

PLANNED ACTIONS AND RESPONSIBILITIES

ACTIONS	PEOPLE RESPONSIBLE

4. Post-mortem Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

INCIDENT TITLE

DATE OF POST-MORTEM REVIEW MEETING

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The information on the incident provided before the start of the post-mortem process was adequate.	☺	☺	😐	☹	✗
Comment:					
2. The post-mortem process was conducted in a professional manner.	☺	☺	😐	☹	✗
Comment:					
3. The time provided for the post-mortem process was sufficient for coming to safe conclusions.	☺	☺	😐	☹	✗
Comment:					
4. The team responsible for the investigation of the incident through the post-mortem process worked well together.	☺	☺	😐	☹	✗
Comment:					
5. The post-mortem review meeting was informative.	☺	☺	😐	☹	✗
Comment:					

6. During the post-mortem review meeting, there was sufficient time for discussion.

Comment:

7. The post-mortem review meeting focused on discussing the contributing root causes of the incident without indicting any individual or team for bad or inappropriate behaviour.

Comment:

8. The post-mortem review meeting focused on concluding on corrective actions for avoiding similar incidents in the future.

Comment:

9. The lessons learnt from the post-mortem process in which I participated were worthwhile.

Comment:

5. Annual Post-mortems Record

Year: ....

POST-MORTEM REPORT ID NO	INCIDENT TITLE	INCIDENT DATE	POST-MORTEM REPORT DATE	POST-MORTEM REPORT AUTHOR(S)	AUTHOR(S) DEPARTMENT (if applicable)

CA4: Retrospective

BB1

BB1 Encourage employers to adopt a learning culture that supports career-long learning

1. Retrospective Survey Questionnaire

TITLE OF THE PROJECT/ACTIVITY
## (for which the survey is conducted)

[Short Description of the Project/Activity. To be completed before the distribution of the

Retrospective Survey Questionnaire by the department conducting the survey].

PERSONAL DETAILS	
Name	
Department and Position	
E-mail	
Date	

RATING SYSTEM: 1 – STRONGLY DISAGREE, 2 – DISAGREE, 3 – NEUTRAL, 4 – AGREE, 5 – STRONGLY AGREE

QUESTIONS	RATING				
1. The aim and objectives of the project/activity etc. were clearly explained to me.	1	2	3	4	5
2. The roles and responsibilities of the individuals involved in the project/activity etc. were clearly defined.	1	2	3	4	5
3. The individuals involved in the project/activity helped to achieve its aim and objectives.	1	2	3	4	5
4. The project/activity etc. tasks were well defined.	1	2	3	4	5
5. The project/activity etc. tasks were appropriately assigned.	1	2	3	4	5
6. The project/activity etc. tasks were deployed in a reasonable time frame according to its scope.	1	2	3	4	5
7. The project/activity etc. goals were attainable within the predefined time frame.	1	2	3	4	5
8. The risks identified during the project/activity etc. and preventive/corrective measures taken or the compromises made were well understood.	1	2	3	4	5
9. The changes occurred throughout the development process of the project/activity were reasonable and were handled prudently.	1	2	3	4	5
10. A post-implementation plan was provided for the project/activity and has been proven effective.	1	2	3	4	5
11. The team collaboration level was high throughout the project/activity etc.	1	2	3	4	5
12. Mistakes were handled within the team in a timely manner.	1	2	3	4	5
13. Support was provided timely, whenever needed.	1	2	3	4	5
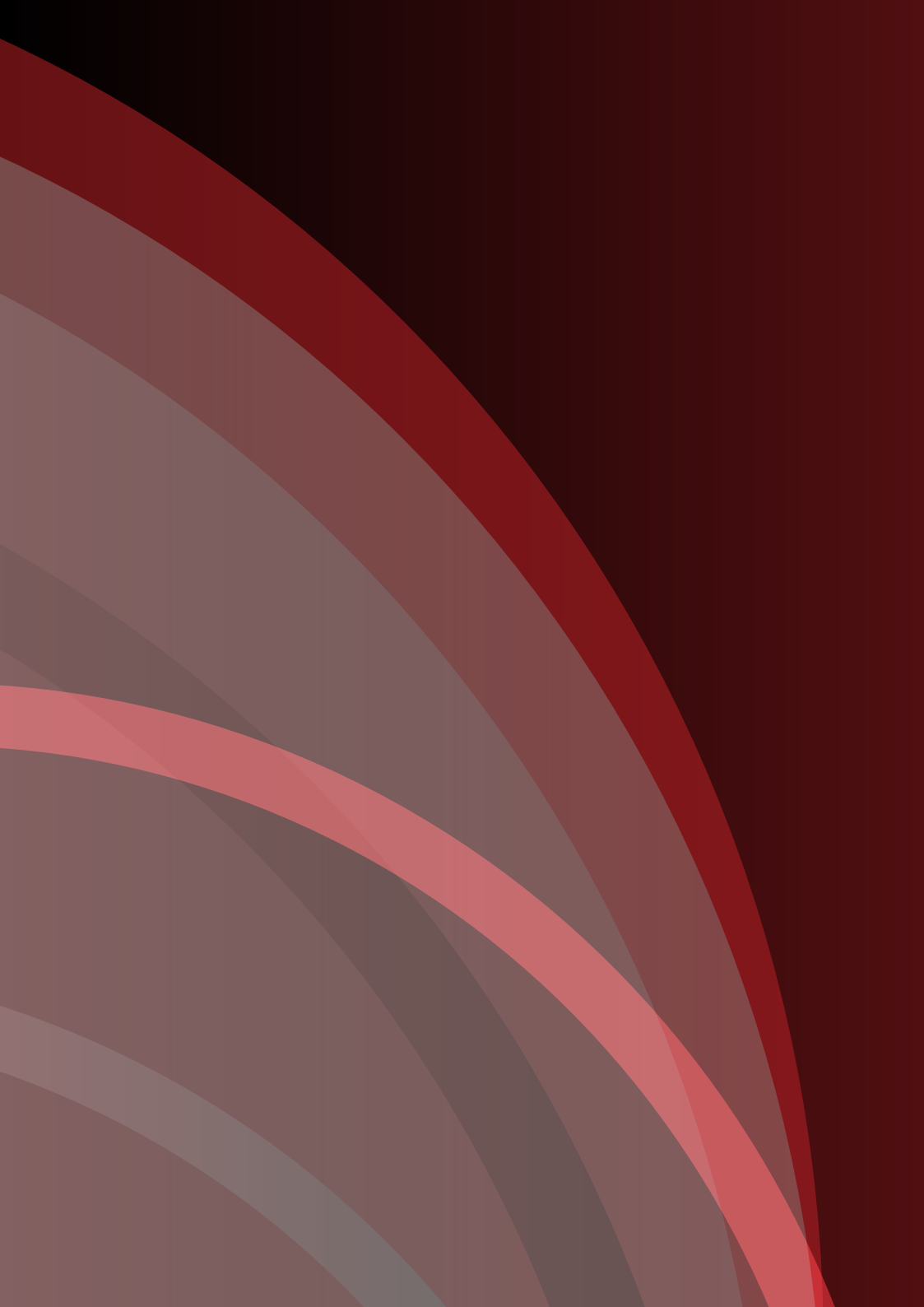
2. Retrospective Meeting Participant List

Project/Activity for which the meeting takes place:

Facilitator:

Department and Position:

Session Topic/Title (if applicable):

1. Date and Time:
2. Venue:

1.

2.

S/N	Name	Department	Job Position	Tasks Related to the Project/Activity	Signature

3. Retrospective Brainstorming and Conclusions Form

A. BRAINSTORMING	
WHAT WENT WELL	**WHAT COULD HAVE GONE BETTER**
LESSONS LEARNT	**ACTIONS TO TAKE IN THE FUTURE**

B. CONCLUSIONS

A. Top 3 Things to Consider in Future Projects/Activities (Voting Results)

1. ...

2. ...

3. ...

B. How to Overcome Challenges in Future Projects/Activities

☑ ...
☑ ...
☑ ...
☑ ...
☑ ...
☑ ...
☑ ...
☑ ...

4. Retrospective Reaction Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. My expectations of the retrospective meeting were met.	☺	☺	😐	☹	☹
Comment:					
2. The survey conducted before the retrospective meeting on the project/activity etc. helped to have a fruitful discussion during the meeting.	☺	☺	😐	☹	☹
Comment:					
3. I am satisfied with the depth of the discussion on the issues of the retrospective meeting.	☺	☺	😐	☹	☹
Comment:					
4. The time provided for the retrospective meeting was adequate.	☺	☺	😐	☹	☹
Comment:					
5. The retrospective meeting facilitation was effective and efficient.	☺	☺	😐	☹	☹
Comment:					
6. The participation of the attendees in the retrospective meeting was constructive.	☺	☺	😐	☹	☹
Comment:					
7. Thanks to the retrospective meeting, I have a clear idea about what to be careful of in the next projects/activities of my team/department.	☺	☺	😐	☹	☹
Comment:					
8. The retrospective activity was worthwhile overall.	☺	☺	😐	☹	☹
Comment:					

5. Retrospective Learning Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The questions I had during the implementation of the project/activity etc. were addressed in the retrospective meeting.	☺	☺	😐	☹	😣
Comment:					
2. During the retrospective meeting, I shared experiences related to the project/activity etc. with the other participants of which I can make use to improve.	☺	☺	😐	☹	😣
Comment:					
3. After the retrospective meeting, I feel more empowered to handle future tasks.	☺	☺	😐	☹	😣
Comment:					
4. After the retrospective meeting, I feel closer to my colleagues and confident to express my opinion.	☺	☺	😐	☹	😣
Comment:					
5. After the retrospective meeting, I feel I am more likely to identify and highlight issues that will need the team's attention in next projects/activities etc.	☺	☺	😐	☹	😣
Comment:					
6. In the retrospective meeting, I identified team practices that helped to achieve the project/activity etc. goals.	☺	☺	😐	☹	😣
Comment:					

7. The retrospective meeting taught me things that I can apply not only to my work but also to my personal life and relationships.

Comment:

8. Through the retrospective meeting, I discovered more of what we have in common with my colleagues and what each of us can provide to the team.

Comment:

9. Through the retrospective meeting, I reflected on what I do from a different perspective.

Comment:

10. The retrospective meeting helped me got new ideas on how to better fulfil my goals.

Comment:

7.

8.

9.

10.

CA5: Buddy Programme

BB2

BB2 Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1. Buddy Programme – List of Potential Buddies

S/N	Name of Buddy	Department	Job Position	Employment in the Organisation/Company (in years)	Availability Period	Availability (in months)	Previous Participation in the Activity (Yes/No)	Suggested Match (New Employee)

2. Buddy Programme Meetings Record

The *Buddy Programme Meetings Record* provides an overview of the meetings implemented between new employees and their "buddies" (employees with working experience in the organisation/company exceeding 2 years) during the "buddying" period as well as their results.

This document can serve as a record on the progress of integration of new employees in the organisation/-company and the promotion of workplace learning culture during the first 6 months of their employment.

During the first two months of "buddying" (weeks 1-8) at least one meeting per week should be recorded in the table below. During months 3-6 (weeks 9-20), all the meetings taking place between the "buddies" should be recorded in the table.

Name of New Employee:

Job Position of "Buddy" Employee:

Date of Employment:

Signature:

Date:

Name of "Buddy" Employee:

Job Position of New Employee:

Date of Employment:

Signature:

Date:

Buddy Programme Meetings (Weeks 1-20)

S/N	Date & Time of Meeting	Duration of Meeting	Tasks Undertaken since the Last Meeting	Knowledge/Skills Acquired since the Last Meeting	Comments on the Progress Made since the Last Meeting (*Strengths, Weaknesses, Recommendations*)	Goals Set until the Next Meeting
1						
2						
3						
20						

Please add as many rows as required.

Questions for the New Employee (Final Meeting)

1. What was the most rewarding part of the Buddy Programme?

2. How can we perform better at work?

3. What is one thing that we can do to make onboarding smoother?

4. Do you have any further remarks?

3. Buddy Programme Evaluation Questionnaire – New Employees

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefits of the *Buddy Programme* were clearly explained to me. Comment:	☺	☺	😐	🙁	☹
2. I enjoyed participating in the *Buddy Programme*. Comment:	☺	☺	😐	🙁	☹
3. The *Buddy Programme* helped me a lot to have a smooth onboarding in the organisation/company. Comment:	☺	☺	😐	🙁	☹
4. Thanks to the *Buddy Programme*, I managed to start working efficiently for the organisation/company earlier than expected. Comment:	☺	☺	😐	🙁	☹
5. The overall number of meetings with my *buddy* was satisfactory. Comment:	☺	☺	😐	🙁	☹
6. The *Buddy Programme* reinforced my willingness to learn. Comment:	☺	☺	😐	🙁	☹
7. The information and ideas that I got from my *buddy* inspired and motivated me. Comment:	☺	☺	😐	🙁	☹
8. The *buddy* I was assigned to was genuinely interested in my smooth onboarding in the organisation/company. Comment:	☺	☺	😐	🙁	☹

9. The *buddy* I was assigned to was genuinely interested in developing my knowledge and skills throughout the *Buddy Programme*.

Comment:

10. I was able to speak freely about my learning needs in the offered meetings with my *buddy*.

Comment:

11. I was offered trainings by the organisation/company according to the learning needs identified through the *Buddy Programme*.

Comment:

12. My learning and training needs were taken into consideration by my *buddy*.

Comment:

13. What are, in your opinion, the strong points of the *Buddy Programme*? Please provide your answer in the text box below.

Answer:

14. Would you like to change anything on the *Buddy Programme*? If yes, please explain. Please provide your answer in the text box below.

Answer:

15. The *Buddy Programme* was effective for me overall.

Comment:

16. I am willing to become a *buddy* myself later on in my career.

Comment:

4. Buddy Programme Evaluation Questionnaire – Buddy-Employees

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefits of the *Buddy Programme* were clearly explained to me.	😀	🙂	😐	🙁	😣
Comment:					
2. I enjoyed being a *buddy* for a new employee.	😀	🙂	😐	🙁	😣
Comment:					
3. The time frame provided for the implementation of the *Buddy Programme* was satisfactory.	😀	🙂	😐	🙁	😣
Comment:					
4. The guidelines I was provided with for the implementation of the *Buddy Programme* were satisfactory.	😀	🙂	😐	🙁	😣
Comment:					
5. The *Buddy Programme* motivated me to share my knowledge and experiences.	😀	🙂	😐	🙁	😣
Comment:					
6. While being a *buddy*, I also learnt a lot of things from my "partner".	😀	🙂	😐	🙁	😣
Comment:					

7.

**7. The *Buddy Programme* gave me another point of view on processes/
activities etc. in the organisation/company.**

Comment:

**8. What were, in your opinion, the strong points of the *Buddy
Programme?*** Please provide your answer in the text box below.

Answer:

**9. Would you like anything to change on the Buddy Programme? If yes,
please explain.** Please provide your answer in the text box below.

Answer:

10.

10. The Buddy Programme was a useful experience for me overall.

Comment:

5. Buddy Programme Evaluation Report

Person Responsible for the Report:
Department:
Job Position:

Date:
Signature:

Year of "Buddying":

No. of New Employees:
No. of Buddy-Employees:
No. of "Buddying" Pairs:

Duration of "Buddying":
3 months: …… pairs
4 months: …… pairs
5 months: …… pairs
6 months: …… pairs
Other: ………………. (specify, e.g., 3.5 months): …… pairs

No. of Pair	Job Position of New Employee	Job Position of Buddy-Employee	Overall Duration of "Buddying"	Overall No. of Meetings
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

A1. New Employees (Reaction)	Average Score:
1. The benefits of the Buddy Programme were clearly explained to me. Comments *(Summary)*:	
2. I enjoyed participating in the Buddy Programme. Comments *(Summary)*:	
3. The Buddy Programme helped me a lot to have a smooth onboarding in the organisation/company. Comments *(Summary)*:	
4. Thanks to the Buddy Programme, I managed to start working efficiently for the organisation/company earlier than expected. Comments *(Summary)*:	
5. The overall number of meetings with my buddy was satisfactory. Comments *(Summary)*:	
6. The Buddy Programme reinforced my willingness to learn. Comments *(Summary)*:	
7. The information and ideas that I got from my buddy inspired and motivated me. Comments *(Summary)*:	
8. The buddy I was assigned to was genuinely interested in my smooth onboarding in the organisation/company. Comments *(Summary)*:	
9. The buddy I was assigned to was genuinely interested in developing my knowledge and skills throughout the Buddy Programme. Comments *(Summary)*:	

A1. New Employees (Reaction)	Average Score:
10. I was able to speak freely about my learning needs in the offered meetings with my buddy. Comments *(Summary)*:	
11. I was offered trainings by the organisation/company according to the learning needs identified through the Buddy Programme. Comments *(Summary)*:	
12. My learning and training needs were taken into consideration by my buddy. Comments *(Summary)*:	
	Summary of Answers
13. What are, in your opinion, the strong points of the Buddy Programme? Answers *(Summary)*:	
14. Would you like to change anything on the Buddy Programme? If yes, please explain. Answers *(Summary)*:	
15. The Buddy Programme was effective for me overall. Comments *(Summary)*:	
16. I am willing to become a buddy myself later on in my career. Comments *(Summary)*:	

1. What was the most rewarding part of the Buddy Programme?
(Summary of Answers)

2. How can we perform better at work?
(Summary of Answers)

3. What is one thing that we can do to make onboarding smoother?
(Summary of Answers)

4. Do you have any further remarks?
(Summary of Answers)

B. Buddy-Employees (Reaction)	Average Score:

1. The benefits of the Buddy Programme were clearly explained to me.
Comments *(Summary)*:

2. I enjoyed being a buddy for a new employee.
Comments *(Summary)*:

3. The time frame provided for the implementation of the Buddy Programme was satisfactory.
Comments *(Summary)*:

4. The guidelines I was provided with for the implementation of the Buddy Programme were satisfactory.
Comments *(Summary)*:

5. The Buddy Programme motivated me to share my knowledge and experiences.
Comments *(Summary)*:

6. While being a buddy, I also learnt a lot of things from my "partner".
Comments *(Summary)*:

7. The Buddy Programme gave me another point of view on processes/activities etc. in the organisation/company.
Comments *(Summary)*:

Summary of Answers

8. What were, in your opinion, the strong points of the Buddy Programme?
Answers (Summary):

9. Would you like anything to change on the Buddy Programme? If yes, please explain.
Answers (Summary):

10. The Buddy Programme was a useful experience for me overall.
Comments *(Summary)*:

C. Conclusions

1. What are your conclusions in terms of the overall satisfaction of the participants (New Employees and Buddy-Employees) with the activity?

2. What are your conclusions in terms of the usefulness of the activity in relation to the introduction of new employees in the workplace?

CA6: E-Learning Courses

BB2

BB2 Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1. Training Need Analysis Results

Empoyee Name:	
Employee Department and Position:	
TNA Activity/Tool Used (if applicable)	
Purpose of TNA Analysis:	

Major Tasks of the Position	Training/Skills' development required?		If yes, what training needs exist?	How will these be addressed? (e.g., on-the-job, external training etc.)
	Yes	No		

What needs to be achieved in the coming period (until ………..) ?

Person Responsible for the TNA
(and completing the Form):

Signature:

Date:

2. E-Learning Needs and Courses Matching Tool

S/N	Name of Employee	Department and Position of Employee	E-Learning Course Title	E-Learning Course Duration	Training Needs Addressed through E-Learning Course
1					
2					
3					
4					
5					
6					
7					
8					

3. E-Learning Action Plan

Employee Name:

Employee Department and Position:

Supervisor Name:

Supervisor Department and Position:

Year: ………..

S/N	E-Learning Course/Activity included in E-Learning Course	Due Date	Supervisor Signature Upon Completion	Comments
1				
2				
3				
4				
5				

Estimated cost for the selected e-learning courses and activities

4. Hints & Tips for E-Learning

Steps to study online courses effectively:

1. Choose a study space with reliable Internet access

You will probably need to refer to online lectures and notes when you study. Therefore, you will need a study space where your Internet access will not be interrupted. Internet access will be particularly important during things like study sessions for your class.

2. Create a Study Schedule

Maintaining a strict schedule is vital to success in an online course. Even though you may not be required to attend classes or lectures at particular times, you still need to keep up with the course material on your own time. Therefore, self-discipline is important. Set a time each week to log onto the class and study materials.

3. Be disciplined / Avoid online distractions

It can be hard to stick to a schedule for an online course. However, be strict with yourself about adhering to your schedule. Self-discipline is vital to your success in an online course.

It can be difficult to focus on your online course if you have a social media account open in another tab on your computer. When you're doing class-work, avoid browsing the Internet, checking your email, and other distractions.

4. Learn Actively

Learning happens when the neurons in your brain are active. To learn effectively, you must engage your mind. Write notes in your own words, recall information – say what you know about a topic without using notes.

5. Stay motivated

Use motivation tricks to get results. You could study while listening to your favourite music or picture yourself in an hour's time having completed the task and enjoying a well-earned break.

6. Print out any materials

Sometimes, the internet or your computer can be a distraction. It can be helpful to turn your laptop off at times to study. You should also print out things like a course schedule and syllabus.

7. Take notes on online lectures

Always take notes online as you would during a physical lecture. Sit with a pen and paper and take careful, legible notes in front of your computer. Handwritten notes increase your retention of the material better than typed notes.

8. Test yourself

Even if you don't have access to practice tests, you can still test yourself by writing down everything you remember after each new chapter or frequently asking yourself questions about what you're learning.

9. Avoid multi-tasking

Research shows that multitasking reduces the brain's ability to store new information, so if you're constantly switching between tasks, all that information will likely be going in one ear and out the other.

10. Take breaks

It's important to take breaks as you study. Do something fun, like watch TV for a few minutes or go for a brief walk. You will find yourself feeling refreshed and recharged after a quick break.

11. Make friends online

Establish connections with other online learners. You can meet up and study together; share your challenges with them; and try collaborative learning as it promotes student engagement, and deeper understanding.
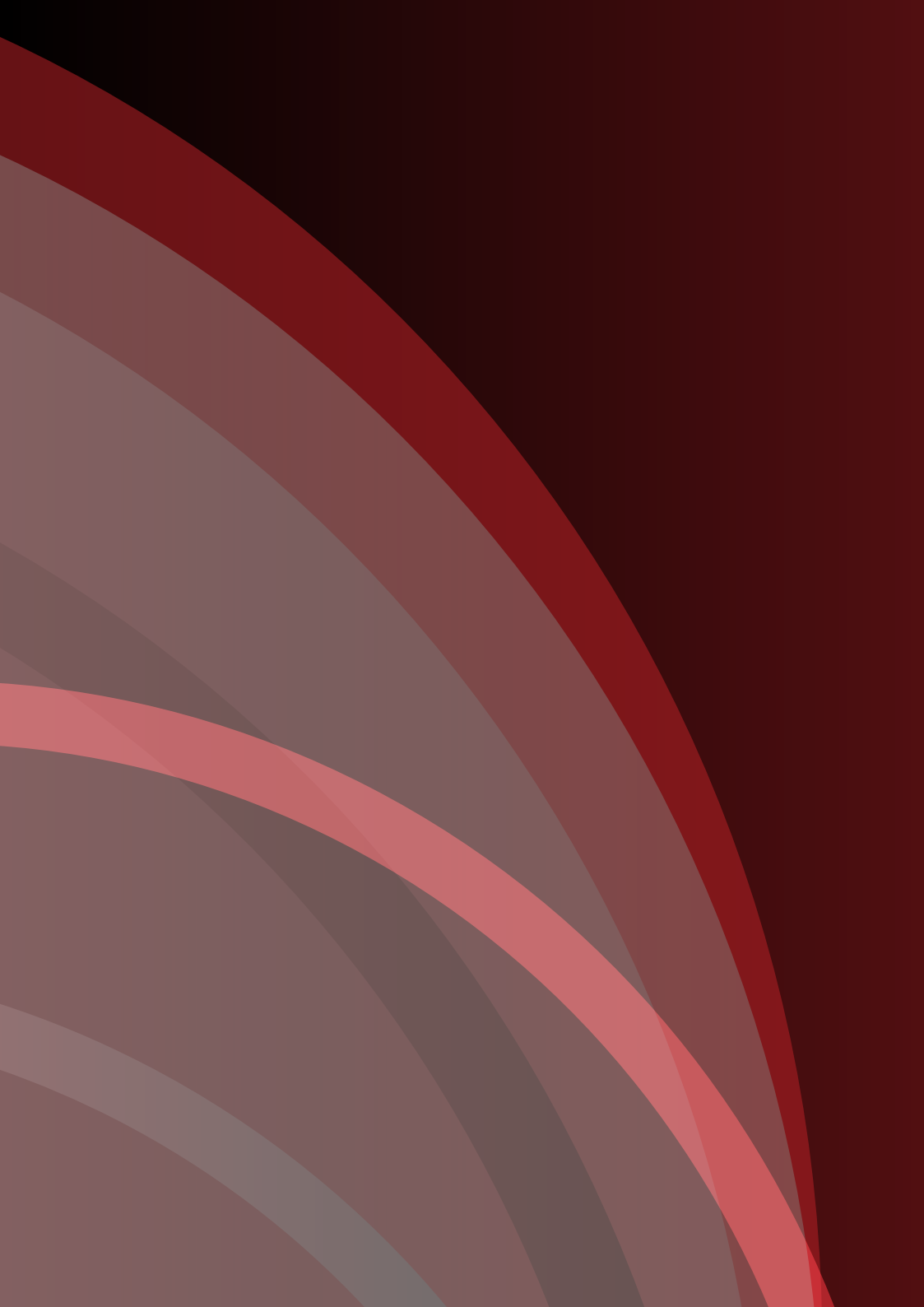
5. E-Learning Course Certificate

Title of the E-Learning Course

CERTIFICATE

This is to confirm that

Mr/Mrs First Name and Surname

attended and successfully completed the XX hours' E-Learning Course:

"Title of the E-Learning Course" on **dd/mm/year.**

Place, dd/mm/year

Name of Responsible Person
Position of Responsible Person

6. E-Learning Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

1. E-Learning Module/Session No: ....

Evaluation of each module/session

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The topic of the module/session was interesting for me.	1.				
Comment:					
2. The training material used for the module/session was appropriate for me.	2.				
Comment:					
3. The module/session was well-structured and provided all the necessary information.	3.				
Comment:					
4. The quality of the training material used for the module/session was high.	4.				
Comment:					
5. The learning method chosen for the module/session supported adequately the learning process.	5.				
Comment:					
6. I would suggest this module/session to my colleagues.	6.				
Comment:					

What can be improved in this module/session?

[Copy and paste the two tables above as many times as the overall number of the modules of the e-learning course.]

104

2. E-Learning Course Content
Evaluation of the course content

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1.	☺	☺	☺	☹	☹
2.	☺	☺	☺	☹	☹

1. The topics covered throughout the course contributed to reaching the learning objectives set.

Comment:

2. The training design (i.e., training materials used, learning methods applied) encouraged my participation in the course.

Comment:

What would you point out as redundant or missing from the course?

How is the course content relevant to your practical activities at work?

3. E-Learning Course Delivery
Evaluation for the course delivery

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The learning aids/material assisted my learning.	☺	☺	☺	☹	☹
Comment:					
2. The training format and methods of delivery provided room for everyone to participate actively.	☺	☺	☺	☹	☹
Comment:					

4. General Information on the Course
General evaluation of the course

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. Overall, I am satisfied with the course.	☺	☺	☺	☹	☹
Comment:					
2. In general, the course was relevant to my learning needs and addressed my expectations.	☺	☺	☺	☹	☹
Comment:					

The part of the course that I found most relevant to my work/useful for me as an employee was

The part of the course that I liked the most was:

The course can be improved by:

7. Learning Progress Evaluation Questionnaire

1) What am I trying to learn?

2) Why is this important to learn?

3) How does this e-learning course link to previous learning?

4) What gap in my knowledge is this e-learning course addressing?

5) How well have I learnt?

6) What do I now know, understand, or do?

7) Can I now recognise accurate work and correct mistakes?

8) Can I apply this learning to different situations?

9) Could I explain or teach the concepts I have learnt to another person?

10) Have I achieved all the criteria of success set for this learning?

11) How could this e-learning course be useful in my position in the company?

12) Have I used my new skills in my position in the company?

CA7: Mentoring

BB2

BB2 Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1. Mentoring Agreement

Mentoring Agreement between:	
Mentor Name	Mentee Name
Mentor Department and Position	Mentee Department and Position

Mentor and mentee use this form to establish their relationship (obligations of both parties and rules of collaboration).

One Mentoring Agreement form is used per mentee.

Obligations of the MENTOR

1. Provide knowledge and technical assistance, and facilitate networking.
2. Provide time allocation, prepare a mentoring plan, and set goals for the mentoring process.
3. Conduct at least 6 mentoring sessions/year (face-to-face or online).
4. Give moral support and motivation, and empower the mentee.
5. Assess the mentee's progress and provide feedback.

Obligations of the MENTEE

1. Commit to complete the activity and respect this commitment.
2. Attend all the mentoring sessions (minimum 6/year).
3. Be prepared for the meetings and give follow-up from the previous meeting.
4. Follow the timeline and report progress.
5. Maintain a professional relationship with the mentor.
6. Be willing to listen and learn.

Rules of Collaboration

1. Mentoring sessions shall last at least 2 hours/month each.
2. Mutual respect and trust are necessary for mentoring commitment.
3. Best rational solutions shall be found for issues that may come up.
4. Disputes shall be solved in an amicable way.
5. Both the Mentor and the Mentee shall give feedback.
6. Intellectual property from the sessions belongs to the Mentee.
7. The schedule of mentoring sessions should be agreed between the Mentor and the Mentee.
8. Every mentoring session shall be logged.

....	....
Date and Mentor Signature	*Date and Mentee Signature*

2. Mentoring Action Plan

The *Mentoring Action Plan* is completed by the Mentor and is approved by the Mentee. Section A is filled out at the beginning and at the end of the activity. Section B is completed each time a mentoring session takes place.

A. MENTORING INFORMATION	
MENTEE	**MENTOR**
Name:	**Name:**
Position:	**Position:**
Department:	**Department:**
E-mail Address:	**E-mail Address:**
Tel. No.:	**Tel. No.:**

Mentoring Duration

Start Date:	
End Date: (if available from the beginning)	

Mentoring Purpose and Objectives

Mentoring Results
(Conclusions and Recommendations; to be completed after the end of the activity)

B. MENTORING SESSIONS LOG

Description, date, and hours of interactions with the assigned mentee.

S/N	Session Topic and Short Description What was covered? What was accomplished?	Date	Hours
	Total hours		

....
Date and Mentor Signature

....
Date and Mentee Signature

3. Mentoring Evaluation Questionnaire – For Mentees

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

MENTEE'S NAME (Optional)

MENTOR'S NAME (Optional)

ACTION PLAN DURATION

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. I enjoyed the mentoring activity.	☺	☺	😐	☹	☹
Comment:					
2. My mentor was attentive and focused during the sessions.	☺	☺	😐	☹	☹
Comment:					
3. My mentor provided me with appropriate, relevant, and helpful information.	☺	☺	😐	☹	☹
Comment:					
4. After the mentoring, I became aware of resources that can help me at work.	☺	☺	😐	☹	☹
Comment:					
5. I am now more confident to perform tasks and activities addressed during the mentoring sessions.	☺	☺	😐	☹	☹
Comment:					

6. What are, in your opinion, the strong points of the Mentoring activity?
Please provide your answer in the text box below.

Answer:

7. Would you like to change anything on the Mentoring activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

8. My overall experience with mentoring was positive.

Comment:

8. 😀 🙂 😐 🙁 😠

Comments on what the mentor can improve.

3. Mentoring Evaluation Questionnaire – For Mentees

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

MENTOR'S NAME (Optional)

MENTEE'S NAME (Optional)

ACTION PLAN DURATION

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. I enjoyed the mentoring activity. Comment:	1.				
2. The mentee and I were able to communicate effectively. Comment:	2.				
3. The mentee made productive use of our meeting time. Comment:	3.				
4. The mentee accepted advice from me with respect to our sessions' objectives. Comment:	4.				
5. Overall, I feel that the mentee has benefited from my contribution through mentoring. Comment:	5.				

6. What are, in your opinion, the strong points of the Mentoring activity?
Please provide your answer in the text box below.

Answer:

7. Would you like to change anything on the Mentoring activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

8. My overall experience with mentoring was positive.

Comment:

8. 🙂 🙂 😐 🙁 😵

Comments on what the mentee can improve.

CA8: Learn 4 Free

BB2

BB2 Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1. Learn-4-Free Training Offers Record and Participant List

The *Learn-4-Free Training Offers Record and Participant List* contains a selection of free training courses provided by the organisation/company for a year as well as information on the group of employees participating in the offered courses, and the compensation by the organisation/company to those who will finalise the training.

Year: ....

Training Course Title & Provider	Duration	Description	Expected Learning Outcomes	Target Group	Compensation for Participation (if applicable)	Participants (Name, Department and Position)	Start & End Date	Assistance from Colleague (Yes/No and Kind of Support)
Example: *Title:* *Requirements, planning, execution and measurement of social media strategies* *Provider and Source:* *Tecnológico de Monterrey, Coursera*	*Example:* *22 hours*	*Example:* *In this course, you will learn about the elements you need to consider in order to realise your social media strategy. The cornerstone of all this is to have a proper technique that helps you step by step to carry out each stage, where everything starts with a good planning. It is also necessary to have a structure that allows you to move from planning to execution and finally to know what and how to measure the results.*	*Example:* *Improving management of commercial campaigns via social networks, within a realistic and measurable strategy.*	*Example:* *Administrative staff.*	*Example:* *2 hours off at employees' choice*	*Example:* *E1: Name, Department, Position* *E2: Name, Department, Position* *E3: Name, Department, Position* *E4: Name, Department, Position*	*Example:* *01/01/2023 – 31/05/2023* *(if different for some employees, please indicate)*	*Example:* *Yes (E1 and E4) – Guidance on the Coursera platform and, probably, on some issues related to social media.* *No (E2 and E3)*

Person responsible for keeping the record:
Department and Position:
Signature:

2. Learn-4-Free Training Course Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

Free Training Course Title:
Date:

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The free training course in which I participated has increased my knowledge and/or skills.	☺	☺	😐	☹	☹
Comment:					
2. The free training course in which I participated will help me in my current tasks.	☺	☺	😐	☹	☹
Comment:					
3. I would like to participate in more free training courses.	☺	☺	😐	☹	☹
Comment:					
4. The fact that the training course in which I participated was free of charge had an impact on its content quality.	☺	☺	😐	☹	☹
Comment:					
5. The support I received by my colleague with regards to the free training course in which I participated was adequate. [If applicable]	☺	☺	😐	☹	☹
Comment:					
6. What are, in your opinion, the strong points of the free training course in which you participated? Please provide your answer in the text box below.					
Answer:					
7. Would you like to change anything on the free training course in which you participated? If yes, please explain. Please provide your answer in the text box below.					
Answer:					
8. The free training course in which I participated was useful overall.	☺	☺	😐	☹	☹
Comment:					

3. Learn-4-Free Activity Annual Report

The *Learn-4-Free Activity Annual Evaluation Report* provides a summary of all the free training courses attended during the year by the employees of the organisation/company as well as an analysis of the training courses' evaluation results and recommendations for the training offers of the organisation/company in the following year.

Report Author(s):

Year:

Training Course 1:

Training Course Title and Provider	Description	Participants	Proof and Date of Training Completion	Overall Evaluation Score
Example: Title: Requirements, planning, execution and measurement of social media strategies Provider and Source: Tecnológico de Monterrey, Coursera	Example: Learning about the elements you need to consider in order to realise your social media strategy. The cornerstone of all this is to have a proper technique that helps you step by step to carry out each stage, where everything starts with a good planning.	Example: Employee A	Example: Name of Certificate, Location of Storage of Certificate, dd/mm/yyyy	Example: e.g., 8/10.
		Example: Employee B		Example: e.g., 7.5/10
		Example: Employee C	Example: Training Course incomplete	Example: -
		Example: Employee D		Example: e.g., 9/10
		Example: Employee E		Example: e.g., 9/10

Remarks about Training Course 1:

E.g.: According to the evaluation results, Training Course 1 is very useful for the employees of [Department Name] for the following reasons: …

Therefore, it is suggested that it is offered again during next year.

Also, it is recommended to be offered to the management staff too for the following reasons: …

Training Course 2:

Training Course Title and Provider	Description	Participants	Proof and Date of Training Completion	Overall Evaluation Score
Example: *Title:* *Requirements, planning, execution and measurement of social media strategies* *Provider and Source: Tecnológico de Monterrey, Coursera*	*Example:* *Learning about the elements you need to consider in order to realise your social media strategy. The cornerstone of all this is to have a proper technique that helps you step by step to carry out each stage, where everything starts with a good planning.*	*Example: Employee A*	*Example: Name of Certificate, Location of Storage of Certificate, dd/mm/yyyy*	*Example: e.g., 8/10.*
		Example: Employee B		*Example: e.g., 7.5/10*
		Example: Employee C	*Example: Training Course incomplete*	*Example: -*
		Example: Employee D		*Example: e.g., 9/10*
		Example: Employee E		*Example: e.g., 9/10*

Remarks about Training Course 2:

As it was shown when the employees attended Training Course 2, the specific course cannot contribute effectively to the improvement of [skill A] and [skill B]... Therefore, it is not recommendable for the next year and it should be replaced by another course that can address the same training need.

However, some parts of this course could be used in combination with [Title of Another Course] in order to support the staff in...

[Please copy and paste the Training Course analysis table and the Remarks section as many times as the number of training courses attended during the year, and then delete this.]

CA9: Draw and Analyse your SWOT

BB4

BB4 Ensure effective coordination between all stakeholders and agree on roles and responsibilities

1. Draw and Analyse your SWOT
Participant List

Year	
Group No	
Venue	
Date	

S/N	Name	Department	Position	Years of Work Experience	Signature

Moderator Name:

Moderator Department and Position:

Moderator Signature:

2. Draw and Analyse Your SWOT

Draw your SWOT in terms of the competences you have and the competences you lack as well as in terms of the opportunities for learning and threats to learning that you identify in relation to your strengths and weaknesses.

STRENGTHS

What are my strengths with regards to my job position in terms of knowledge, skills, and competences?

WEAKNESSES

What are my weaknesses with regards my job position?

What kind of knowledge, skills, and competences do I lack and I should acquire?

OPPORTUNITIES

What opportunities do I have which can help cover my learning gaps?

Are there any internal opportunities? What about external opportunities?

Which methods/solutions/options could I suggest for my learning?

What is time needed and the cost?

THREATS

Do I see any threats to my job position deriving from the identified learning gaps? Do I see any threats from my employer's side with regards to investing in my learning?

3. Draw and Analyse your SWOT Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. I enjoyed the Draw and Analyse your SWOT activity.	🙂	🙂	😐	🙁	😠
Comment:					
2. The instructions given to me for completing the SWOT table were clear.	🙂	🙂	😐	🙁	😠
Comment:					
3. The time given to me to complete the SWOT table was sufficient.	🙂	🙂	😐	🙁	😠
Comment:					
4. The debriefing session of the Draw and Analyse your SWOT activity helped the management team to come to conclusions on the group's learning needs.	🙂	🙂	😐	🙁	😠
Comment:					
5. Completing a SWOT table is helpful for understanding my learning needs.	🙂	🙂	😐	🙁	😠
Comment:					
6. The Draw and Analyse your SWOT activity can help the management team adapt the organisation/company's learning strategy to my real learning needs.	🙂	🙂	😐	🙁	😠
Comment:					

7. What are, in your opinion, the strong points of the Draw and Analyse your SWOT activity? Please provide your answer in the text box below.

Answer:

8. Would you like to change anything on the Draw and Analyse your SWOT activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

4. Draw and Analyse your SWOT Results Report

SUMMARY OF THE STRENGTHS OF THE GROUP	SUMMARY OF THE WEAKNESSES OF THE GROUP
SUMMARY OF THE OPPORTUNITIES IDENTIFIED BY THE GROUP	SUMMARY OF THE THREATS IDENTIFIED BY THE GROUP

CONCLUSIONS

SUGGESTIONS FOR ADAPTATION OF THE LEARNING STRATEGY OF THE ORGANISATION/COMPANY

Report Author Name:

Report Author Department and Position:

Report Author Signature:

Date:

5. Draw and Analyse your SWOT Evaluation Report

No. of Participants:

Person Responsible for the Report:
Department:
Job Position:

Date:
Signature:

A. Participants' Evaluation	Average Score:
1. I enjoyed the Draw and Analyse your SWOT activity. Comments *(Summary)*:	
2. The instructions given to me for completing the SWOT table were clear. Comments *(Summary)*:	
3. The time given to me to complete the SWOT table was sufficient. Comments *(Summary)*:	
4. The debriefing session of the Draw and Analyse your SWOT activity helped the management team to come to conclusions on the group's learning needs. Comments *(Summary)*:	
5. Completing a SWOT table is helpful for understanding my learning needs. Comments *(Summary)*:	
6. The Draw and Analyse your SWOT activity can help the management team adapt the organisation/company's learning strategy to my real learning needs. Comments *(Summary)*:	
	Summary of Answers
7. What are, in your opinion, the strong points of the Draw and Analyse your SWOT activity? Answers *(Summary)*:	
8. 8. Would you like to change anything on the Draw and Analyse your SWOT activity? If yes, please explain. Answers (Summary):	

B. Conclusions

1. What are your conclusions in terms of the overall satisfaction of the group with the use of the tool?

2. What are your conclusions with regards to the level of understanding by the group of their learning needs achieved through the use of the tool?

CA10: Learning Agreement

BB4

BB4 Ensure effective coordination between all stakeholders and agree on roles and responsibilities

1. Learning Agreement Example

EDUCATIONAL COOPERATION AGREEMENT

BETWEEN ******** AND ******

In _____, on this day of ____,

MEETING

On the one hand, Mr./Mrs. (*name*), (*position in the University*), in the name and legal representation of the same, by virtue of (*reference to the legal basis*).

And on the other hand, Mr./Mrs. (*name*), (*position*) as legal representative, accredited with sufficient power of attorney, of (*name of the company*), (*hereinafter, acronym of the company*), with Legal number (*number*) and with registered office in the street (*street, number, postcode, town*).

Both parties mutually recognise that they have sufficient legal capacity to enter into this Agreement, and to this effect.

MANIFEST

1. That the entities represented here are aware of the importance of strengthening their academic relations, within a broad framework of educational cooperation, joining their efforts to offer a better service to society by improving training programmes, and promoting the transfer of knowledge between universities and institutions and companies.

2. That both entities, considering that they have partly coinciding and complementary objectives, wish to enter into an agreement for which they formalize the present document in accordance with the following,

CLAUSES

First - Purpose of the Agreement

The purpose of the present agreement is to establish lines of collaboration between the (*name of the University*) and (*name of the company*), which are specified in the following actions:

The field of collaboration may take the form of any activity related to the aims of both entities, and may refer, among others, to:

- Granting of scholarships/study aids
- Involvement of professionals in the teaching of the Degree.
- Participation of professionals in the co-direction of the final projects of their own degree.
- Internships for students

Second - General conditions of the agreement.

(delete sub-paragraphs which do not refer to activities which are the subject of the collaboration)

1. AWARDING OF SCHOLARSHIPS

(*name of the company*), will grant (*number*) scholarships, so that as many students can study the Own Degree.

The amount of each of the scholarships will be (*amount of the approved prices for the Degree / percentage of the amount*).

Any student or staff of the company enrolled in the Degree may apply for these scholarships.

Applicants must meet the requirements established by _____and, in any case, the access conditions and requirements established for the Degree at _____.

2. PARTICIPATION OF PROFESSIONALS IN THE TEACHING OF THE DEGREE.

(*name of the company*) will participate in the teaching of the Degree, collaborating in the teaching of the following subjects:

- (*name of the subject*), teaching (*number*) hours.

(*name of the company*) will send to (*name of the University*), before the beginning of each academic year, a list of the professionals who will be teaching, as well as the number of hours that each of them will teach.

(*name of the University*) will pay (*name of the company*) or (*the collaborating teachers*) the maximum amount of (*hourly rate*) for each hour taught.

3. PARTICIPATION OF PROFESSIONALS IN THE CO-DIRECTION OF FINAL DEGREE PROJECTS.

(*name of the company*) will offer its participation in the co-direction of (*number of projects*) Final Degree Projects each academic year.

(*name of the company*) will send to (*name of the University*), within the deadlines set by the Academic Committee of the Degree, a list of the topics that can be developed by the students as Final Project of the Degree, as well as a list of the professionals who will be co-directing the project.

4. INTERNSHIPS OF DEGREE STUDENTS IN THE (*COMPANY*)

(*name of the company*) will offer every academic year to (*number of places*) students of the Degree Programme to carry out and supervise internships.

Third - Conditions of the work placement (only in the event that the agreement provides for collaboration in work placements).

1. The student's relationship with the company shall not entail any commitment other than that stipulated in this Agreement, nor does it give rise to any obligation of an employment contract.

2. Annex I, attached to this Agreement, shall indicate the personal details of the student(s) concerned, the start and end dates, the timetable, the place of development and the specific content of the placement.

3. For the follow-up of the placement, (*name of the company*) appoints (*name of the tutor*) as the responsible tutor, and on behalf of the University (*name of the tutor*).

4. No contract of employment may be concluded between (*name of company*) and the student until this Collaboration Agreement is expressly revoked or terminated in respect of the student concerned.

5. Before the start of the work placement, (*name of the University*) will take out a supplementary collective accident and civil liability policy, which will include all the students who are going to carry out the work placement.

6. (*name of the company*) shall, at the end of this Agreement, issue a certificate acknowledging the trainee for the time spent on the placement.

Fourth - Form of economic management of the Agreement.

(If the agreement involves financial commitments, the conditions shall be specified in this section. Otherwise, this clause shall be deleted).

Fifth - Joint Monitoring Committee

1. As from the signing of this Agreement, a Joint Monitoring Committee shall be set up with representatives appointed by both parties on a parity basis. This Commission shall be responsible for the planning, monitoring and evaluation of the actions derived from the Agreement.

2. The Joint Monitoring Committee shall meet whenever requested by one of the parties and shall draw up reports and proposals to the governing bodies of both parties and shall be formed:

On behalf of (*name of the University*):

- Vice-chancellor with competence in matters relating to UB-specific degrees, or the person he/she delegates.

- Director of the Degree (*name of the Degree*), or person delegated by him/her.

By (*name of company*)

- (*position*), or person delegated by him/her.
- (position), or person delegated by him/her.

Sixth - Commencement and duration

The duration of this Agreement shall be (*time in years*) and shall take effect from the date of signature.

It may be extended by agreement of the parties, which must be formalised two months before the expiry of the agreed period.

Seventh - Complaint

1. Either party may denounce this agreement, or terminate its commitment to participate, by giving written notice to the other party (*number*) months before the date on which it wishes to terminate or, as the case may be, the date of its extension.

2. In any case, the parties undertake to complete the development of the actions already initiated at the time of notification of the waiver.

Eighth - Interpretation of the agreement

1. This agreement is of an administrative nature, and its interpretation and development is governed by the applicable administrative legal system.

2. The resolution of any problems that may arise in the execution of this agreement shall be resolved by the Joint Monitoring Committee established in this agreement.

And, in witness whereof and for the due record of all that has been agreed, the parties hereto have signed this agreement, in duplicate and on all pages, at the place and on the date first above written.

By (*name of the University*)   By (*name of company*)

*************   ***********

Annex 1: Record of Participants

	Name	Start Date	End Date	Organisation of Placement	Content of Placement
Student 1					
Student 2					
Student 3					

2. Learning Agreements Record

The Learning Agreements Record includes all the ongoing learning contracts of the organisation/company with other entities on an annual basis.

Year: ....

S/N	Learning Agreement Title	Activity Covered by the Learning Agreement	Details of the Agreement (No and Titles of Annexes to the Agreement)	Contributing Parties	Date of Entry into Force	End Date

3. Learning Agreement – Learner Feedback Form

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefits of my participation in the Learning Agreement were clearly explained to me.	☺	☺	😐	☹	☹
Comment:					
2. The application of the Learning Agreement was conducted in a professional manner.	☺	☺	😐	☹	☹
Comment:					
3. The time given to me for reviewing the Learning Agreement was satisfactory.	☺	☺	😐	☹	☹
Comment:					
4. The learning opportunity provided to me through the Learning Agreement met my learning needs.	☺	☺	😐	☹	☹
Comment:					
5. I am satisfied from the level of the following aspect of the trainer/supervisor etc.: – Teaching skills	☺	☺	😐	☹	☹
Comment:					
6. I am satisfied from the level of the following aspect of the trainer/supervisor etc.: – Support	☺	☺	😐	☹	☹
Comment:					
7. I am satisfied from the level of provision of the following by the trainer/supervisor etc.: – Supervision	☺	☺	😐	☹	☹
Comment:					
8. I am satisfied from the level of provision of the following by the trainer/education/supervisor etc.: – Provision of relevant learning opportunities	☺	☺	😐	☹	☹
Comment:					

9. I am satisfied from the level of provision of the following by the trainer/education/supervisor etc.: - Management of your learning over time

Comment:

10. I am satisfied from the level of provision of the following by the trainer/education/supervisor etc.: - Provision of information

Comment:

11. I am satisfied from the level of provision of the following by the trainer/educator/supervisor etc.: - Feedback on your progress

Comment:

12. I am satisfied from the level of provision of the following by the trainer/education/supervisor etc.: - Assessment of your professional capacity

Comment:

13. What were, in your opinion, the strong points of the Learning Agreement through which you participated in a new learning opportunity? Please provide your answer in the text box below.

Answer:

14. Would you like to change anything on the Learning Agreement through which you participated in a new learning opportunity? If yes, please explain. Please provide your answer in the text box below.

Answer:

15. The Learning Agreement through which I participated in a new learning opportunity was effective overall.

Comment:

CA11: Inquiry-Based Learning

BB5

1. Inquiry-Based Learning: Inquiry Form

Title of the inquiry:

Assignees:

Name: Department: Position:
Name: Department: Position:

Date of assignment:
Date of submission and meeting with the manager/supervisor:

Description of the inquiry

Issues to be addressed through the inquiry

Other information related to the inquiry

List of resources used while implementing the inquiry

2. Inquiry-Based Learning: Inquiry Record

Year: ....

Title of Inquiry	Name(s) of Employee(s) Involved	Department(s) & Position(s) of Employee(s)	Date of Assignment	Name of Manager/ Supervisor (who assigned the inquiry)	Was the Inquiry Submitted Successfully? (YES/NO)	Comments

168

3. Inquiry-Based Learning Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
2.	🙂	🙂	😐	🙁	😣
3.	🙂	🙂	😐	🙁	😣
4.	🙂	🙂	😐	🙁	😣
5.	🙂	🙂	😐	🙁	😣
6.	🙂	🙂	😐	🙁	😣

1. What were your main expectations of the inquiry which was assigned to you? Please provide your answer in the text box below.

Answer:

2. To what extent were the expectations of the inquiry assigned to you met?

Comment:

3. The inquiry assigned to me was interesting.

Comment:

4. The inquiry assigned to me was complex.

Comment:

5. The inquiry assigned to me provided me with the opportunity to develop different skills.

Comment:

6. I enjoyed the implementation of the inquiry assigned to me.

Comment:

7. What are, in your opinion, the skills that you have developed through the inquiry assigned to you? Please provide your answer in the text box below.

Answer:

8. What are, in your opinion, the strong points of the inquiry-based learning activity? Please provide your answer in the text box below.

Answer:

9. Would you like to change anything on the inquiry-based learning activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

4. Inquiry-Based Learning: Inquiry Reflection Log

This document is for employee's use. However, if the employee would like to, s/he can submit it to the manager/supervisor responsible for the activity, so that s/he gets informed about the effort put to respond to the inquiry as well as what the employee has learnt from it.

Name of Employee	
Department of Employee	
Position of Employee	
Name of Manager/Supervisor (person who hasassigned the inquiry)	
Date of Assignment of Inquiry	
Date of Submission of Inquiry	

1.1. Please enter the title of the inquiry that has been assigned to you

1.2. Please describe the methodology that you have followed in order to implement the inquiry

1.3. Please describe the lessons learnt from the inquiry (what has this activity added to your knowledge and skills)

1.4. Did the inquiry lead to increase in your skills? If yes, which ones and to what extent?

CA12: Brainstorming on Training Needs

BB7

BB7 Ensure that workplace learning is tailored to adult learners needs

1. Brainstorming on Training Needs
Participant List

Year: ………………

Session Topic/Title (if applicable):
Session No.:
Venue:
Date and Time:

S/N	Name	Department	Position	Years of Work Experience	Academic Background	Signature

Facilitator Name:

Facilitator Department and Position:

Facilitator Signature:

176

2. Brainstorming on Training Needs Guide

1. Where do you spot a gap in your knowledge and skills that prevent you from performing your current duties in the best possible way?

- Technical skills
- IT/Digital skills: special programmes, Office package, etc.
- Compliance
- Data protection rules
- Sales
- Marketing
- Presentation skills / Public speaking
- Project management skills
- Quality assurance
- Time management skills
- Collaboration
- Creativity
- Other: ………………………………….

2. Where do you spot a gap in your knowledge and skills that prevent you from supporting the organisation/company to meet its future goals in the best possible way?

- Communication skills
- Language/Foreign Languages capacity
- Diversity
- Management and leadership skills
- Other: …………………………………….

3. How would you prefer to receive training (in classroom, through synchronous electronic learning, through outdoor, experiential activities, etc.) in order for your knowledge and skill gaps to be fulfilled?

4. Other relevant question

3. Brainstorming on Training Needs Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefits of brainstorming/brainwriting for identifying existing training/learning needs were clearly explained to me.	☺	☺	☺	☺	☺
Comment:					
2. I enjoyed the brainstorming/brainwriting session.	☺	☺	☺	☺	☺
Comment:					
3. The time provided for the implementation of the brainstorming/ brainwriting session was satisfactory.	☺	☺	☺	☺	☺
Comment:					
4. During the brainstorming/brainwriting session I was able to speak freely about my training/learning needs.	☺	☺	☺	☺	☺
Comment:					
5. In my opinion, the results of the brainstorming/brainwriting session reflect my real training/learning needs.	☺	☺	☺	☺	☺
Comment:					
6. What were, in your opinion, the strong points of the brainstorming/ brainwriting session? Please provide your answer in the text box below.					
Answer:					
7. Would you like to change anything on the brainstorming/ brainwriting session? If yes, please explain. Please provide your answer in the text box below.					
Answer:					
8. The activity was helpful for communicating my training/learning needs.	☺	☺	☺	☺	☺
Comment:					

4. Brainstorming on Training Needs Results Report

VENUE AND DATE & TIME OF IMPLEMENTATION

PARTICIPATING DEPARTMENT(S)
(if a department's team participates, please state)

NUMBER OF PARTICIPANTS

FACILITATOR AND REPORT AUTHOR (NAME, DEPARTMENT, POSITION)

BRAINSTORMING/BRAINWRITING RESULTS

[Please attach photos of/copy link to the collected results here or provide a summary of the collected results]

What are the actual training/learning gaps and respective needs of the participants/the organisation (if applicable) based on the results of the brainstorming/brainwriting session?

SUGGESTED TRAINING/LEARNING SOLUTIONS

What training/learning solutions are suggested for the fulfilment of the identified training/learning gaps and respective needs of the participants in the brainstorming/brainwriting session?

SUGGESTED TRAINING/LEARNING SOLUTIONS (FOLLOWED OR NOT – SIX MONTHS AFTER THE BRAINSTORMING/BRAINWRITING SESSION)

Which of the suggested training/learning solutions have been adopted and which of them have not been adopted? What is the justification provided for the latter (selection of other training/learning solutions / postponement of their adoption / lack of resources etc.). What is suggested now for the learning/training needs that have not been fulfilled (same training/learning solutions, other options etc.)?

5. Brainstorming on Training Needs Evaluation Report

B. Buddy-Employees (Reaction)	Average Score:
1. The benefits of brainstorming/brainwriting for identifying existing training/learning needs were clearly explained to me. Comments *(Summary)*:	
2. I enjoyed the brainstorming/brainwriting session. Comments *(Summary)*:	
3. The time provided for the implementation of the brainstorming/brainwriting session was satisfactory. Comments *(Summary)*:	
4. During the brainstorming/brainwriting session I was able to speak freely about my training/learning needs. Comments *(Summary)*:	
5. In my opinion, the results of the brainstorming/brainwriting session reflect my real training/learning needs. Comments *(Summary)*:	
	Summary of Answers
6. What were, in your opinion, the strong points of the brainstorming/brainwriting session? Answers (*Summary*):	
7. Would you like to change anything on the brainstorming/ brainwriting session? If yes, please explain. Answers (*Summary*):	
8. The activity was helpful for communicating my training/learning needs. Comments *(Summary)*:	**Average Score:**

CA13: Communication Skills Assessment Tool

BB7
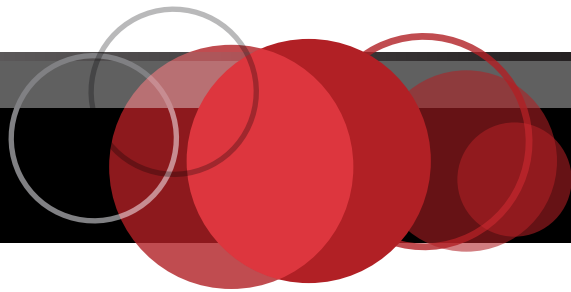
1. Communication Skills Assessment Tool (Test)

This assessment tool has been developed for the evaluation of your communication skills. Thank you in advance for taking the time to use the tool.

Exercise 1 (25 points)

Read the statements below and indicate (X) if they are True or False, based on your knowledge and experience.

	True	False
1. One should always summarise the key points at the end of a conversation in order to facilitate communication.		
2. Planning your response whilst the other person is talking is considered to be a communication skill.		
3. We have to take the initiative to settle misunderstandings as soon as they arise.		
4. Offering verbal signals while listening, like 'Go on...' or 'Uh-huh' to encourage the speaker to continue can be beneficial for the communication.		
5. It is acceptable to interrupt the speaker to make a point in order to contribute to a conversation.		
6. It is rude to nod your head and use other gestures and facial expressions to show that you are interested in what is being said.		
7. Avoiding confrontations and difficult conversations at work is considered to be professionalism.		
8. When someone talks, it is important to maintain eye contact but also occasionally look away, so as not to appear as staring at him/her.		
9. Matching what you say with the appropriate body language can help you be more understandable.		
10. Being able to give and receive feedback appropriately is an important communication skill.		

Exercise 2 (25 points)

Read carefully the following sentences and choose the correct answer:

1. Which of the following describes best the term "active listening"?
a. "Active listening" is the ability to identify the speaker's main ideas and feelings.
b. "Active listening" is the ability to focus completely on the speaker, understand his/her message, comprehend the information s/he provides and respond thoughtfully.
c. "Active listening" is the ability to understand and share the feelings of another person.
d. "Active listening" is the capacity to put one's self in another's shoes.

2. Which of the following statements about words is most accurate?
a. Words themselves have no real meaning.
b. Words themselves always have the biggest impact.
c. The way you use words will not change their meaning.
d. The voice inflections can change the meaning of words.

3. To be effective in business communication you need:
a. To always use a formal tone.
b. Not to make arguments or recommendations.
c. To adopt an informal tone.
d. To adapt your communication to the specific audience.

4. Which of the following statements are true with regards to the importance of effective communication?
a. Communication is important for most jobs, except for technical jobs such as engineering or finance.
b. Lack of time can cause communication problems.
c. Effective communicators never express their emotions.
d. Good communication is linked to financial benefits for companies.

5. Choose the correct statement: a. You are wrong. We do not have to complete this form.
a. You are wrong. We do not have to complete this form.
b. I disagree. We shouldn't complete this form.
c. We could complete this form, if we consider all the factors.
d. No, it is impossible to complete this form.

6. Which of the following describes best the term "empathy"?
a. "Empathy" is sharing you own experiences.
b. "Empathy" is the same as "sympathy".
c. "Empathy" is the capacity to understand or feel what another person is experiencing.
d. "Empathy" is having positive feelings about a person that suffers.

7. During verbal communication, the most important factor that can affect the effectiveness of the communication are:
a. The words.
b. The body language.
c. The tone of voice.
d. All the above.

8. Which of the following describe the term "body language" (there may be more than one correct answer)?
a. Facial expressions.
b. Tone of voice.
c. Eye contact.
d. Smile.

9. Write 4 communication skills that help employees succeed in interpersonal relationships with their colleagues:
1.
2.
3.
4.

10. Which of the following are types of communication?
a. Verbal.
b. Non-verbal.
c. Written.
d. All the above.

Exercise 3 (25 points)

Read the case study below and answer the questions:

This is the transcript of a radio conversation of a US naval ship with Canadian authorities off the coast of Newfoundland in October 1995. The radio conversation was released by the Chief of Naval Operations on 10.10.95.

Americans: Please divert your course 15 degrees to the North to avoid a collision.

Canadians: Recommend you divert YOUR course 15 degrees to the South to avoid a collision.

Americans: This is the Captain of a US Navy ship. I say again, divert YOUR course.

Canadians: No. I say again, you divert YOUR course.

Americans: This is the aircraft carrier USS Lincoln, the second largest ship in the United States' Atlantic fleet. We are accompanied by three destroyers, three cruisers and numerous support vessels. I demand that YOU change your course 15 degrees north, that's one five degrees north, or countermeasures will be undertaken to ensure the safety of this ship.

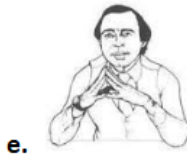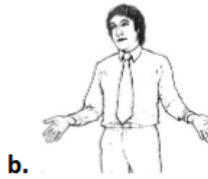**Canadians:** This is a lighthouse. Your call.

Questions:

1. What recommendations would you make to Americans in order to make their communication more effective?

2. What recommendations would you make to Canadians in order to make their communication more effective?

Exercise 4 (25 points)

Match the pictures with the statements below:

1. The man has lied.
2. The man is upset.
3. The man has self-confidence.
4. The man is defensive.
5. The man is critical.
6. The man is open to new ideas and opportunities.

2. Communication Skills Assessment Tool (Test) (Correct Answers)

This assessment tool has been developed for the evaluation of your communication skills. Thank you in advance for taking the time to use the tool.

Exercise 1 (25 points)

Read the statements and indicate (X) if they are True or False, based on your knowledge and experience.

	True	False
1. One should always summarise the key points at the end of a conversation in order to facilitate communication.	X	
2. Planning your response whilst the other person is talking is considered to be a communication skill.		X
3. We have to take the initiative to settle misunderstandings as soon as they arise.	X	
4. Offering verbal signals while listening, like 'Go on…' or 'Uh-huh' to encourage the speaker to continue can be beneficial for the communication.	X	
5. It is acceptable to interrupt the speaker to make a point in order to contribute to a conversation.	X	
6. It is rude to nod your head and use other gestures and facial expressions to show that you are interested in what is being said.		X
7. Avoiding confrontations and difficult conversations at work is considered to be professionalism.		X
8. When someone talks, it is important to maintain eye contact but also occasionally look away, so as not to appear as staring at him/her.	X	
9. Matching what you say with the appropriate body language can help you be more understandable.	X	
10. Being able to give and receive feedback appropriately is an important communication skill.	X	

Exercise 2 (25 points)

Read carefully the following sentences and choose the correct answer:

1. Which of the following describes best the term "active listening"?
a. "Active listening" is the ability to identify the speaker's main ideas and feelings.
b. "Active listening" is the ability to focus completely on the speaker, understand his/her message, comprehend the information s/he provides and respond thoughtfully.
c. "Active listening" is the ability to understand and share the feelings of another person.
d. "Active listening" is the capacity to put one's self in another's shoes.

2. Which of the following statements about words is most accurate?
a. Words themselves have no real meaning.
b. Words themselves always have the biggest impact.
c. The way you use words will not change their meaning.
d. The voice inflections can change the meaning of words.

3. To be effective in business communication you need:
a. To always use a formal tone.
b. Not to make arguments or recommendations.
c. To adopt an informal tone.
d. To adapt your communication to the specific audience.

4. Which of the following statements are true with regards to the importance of effective communication?
a. Communication is important for most jobs, except for technical jobs such as engineering or finance.
b. Lack of time can cause communication problems.
c. Effective communicators never express their emotions.
d. Good communication is linked to financial benefits for companies.

5. Choose the correct statement: a. You are wrong. We do not have to complete this form.
a. You are wrong. We do not have to complete this form.
b. I disagree. We shouldn't complete this form.
c. We could complete this form, if we consider all the factors.
d. No, it is impossible to complete this form.

6. Which of the following describes best the term "empathy"?
a. "Empathy" is sharing you own experiences.
b. "Empathy" is the same as "sympathy".
c. "Empathy" is the capacity to understand or feel what another person is experiencing.
d. "Empathy" is having positive feelings about a person that suffers.

7. During verbal communication, the most important factor that can affect the effectiveness of the communication are:
a. The words.
b. The body language.
c. The tone of voice.
d. All the above.

8. Which of the following describe the term "body language" (there may be more than one correct answer)?
a. Facial expressions.
b. Tone of voice.
c. Eye contact.
d. Smile.

9. Write 4 communication skills that help employees succeed in interpersonal relationships with their colleagues:
1. Active listening.
2. Empathy.
3. Clarity.
4. Respect.

10. Which of the following are types of communication?
a. Verbal.
b. Non-verbal.
c. Written.
d. All the above.

Exercise 3 (25 points)

Read the case study below and answer the questions:

This is the transcript of a radio conversation of a US naval ship with Canadian authorities off the coast of Newfoundland in October 1995. The radio conversation was released by the Chief of Naval Operations on 10.10.95.

Americans: Please divert your course 15 degrees to the North to avoid a collision.

Canadians: Recommend you divert YOUR course 15 degrees to the South to avoid a collision.

Americans: This is the Captain of a US Navy ship. I say again, divert YOUR course.

Canadians: No. I say again, you divert YOUR course.

Americans: This is the aircraft carrier USS Lincoln, the second largest ship in the United States' Atlantic fleet. We are accompanied by three destroyers, three cruisers and numerous support vessels. I demand that YOU change your course 15 degrees north, that's one five degrees north, or countermeasures will be undertaken to ensure the safety of this ship.

Canadians: This is a lighthouse. Your call.

Questions:

1. What recommendations would you make to Americans in order to make their communication more effective?

Americans should focus more on the consequences of the crash and ask the reasons for why Canadians insist not to change their direction.

2. What recommendations would you make to Canadians in order to make their communication more effective?

Canadians should be more accurate in their statements and let Americans know that they were in a lighthouse from the beginning. In this way the misunderstanding would not occur.

Exercise 4 (25 points)

Match the pictures with the statements below:

a.

b.

c.

d.

e.

f.
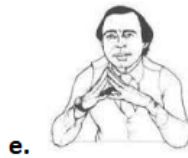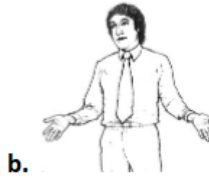
1. The man has lied. - f
2. The man is upset. - d
3. The man has self-confidence.- e
4. The man is defensive. - c
5. The man is critical. - a
6. The man is open to new ideas and opportunities. - b

3. Communication Skills Supporting (Experiential) Activities

Experiential Activity 1

Back-to-back

(49 Communication Activities, Exercises, and Games (positivepsychology.com))

The activity works as follows:

· The couple sits back-to-back with an identical set of building blocks in front of each of them.
· One partner uses their blocks to create some sort of building or structure.
· The builder partner then relays a series of instructions to the other partner to help him/her build the exact same structure.
· The listener partner must try to build the same structure based on the speaker partner's instructions.

This game takes some serious teamwork and good communication, and it can be repeated as needed to help a couple build their skills.

Experiential Activity 2

Guess the Emotion

(49 Communication Activities, Exercises, and Games (positivepsychology.com))

Follow the instructions below to play this engaging game:

1. Divide the group into two teams.
2. Place on a table (or put in a box) a packet of cards, each of which has a particular emotion typed on.
3. Have a participant from Group A take the top card from the table and act out (pantomime) the emotion for his/her group. This is to be done in a fixed time limit (such as a minute or two).
4. If the emotion is guessed correctly by Group A, they receive ten points.
5. Now have a participant from Group B act out an emotion; award points as appropriate.
6. Rotate the acting opportunities between the two groups.
7. After twenty to thirty minutes of acting and guessing, call time and announce the winning team based on its point total.

If you have a particularly competitive group, consider giving a prize to the winning team.

Experiential Activity 3

(49 Communication Activities, Exercises, and Games (positivepsychology.com))

Telephone Exercise

Split your group into two even lines. At opposite ends of each line whisper a phrase or short sentence to the person on the end and tell them to pass it on using only whispers, one person at a time. They can only repeat the phrase or sentence once.

While participants are busy passing the message along to the next person in line, play music or engage them in conversation to create some white noise. This will make it a bit more difficult but it will mimic real-life conditions, where distractions abound.
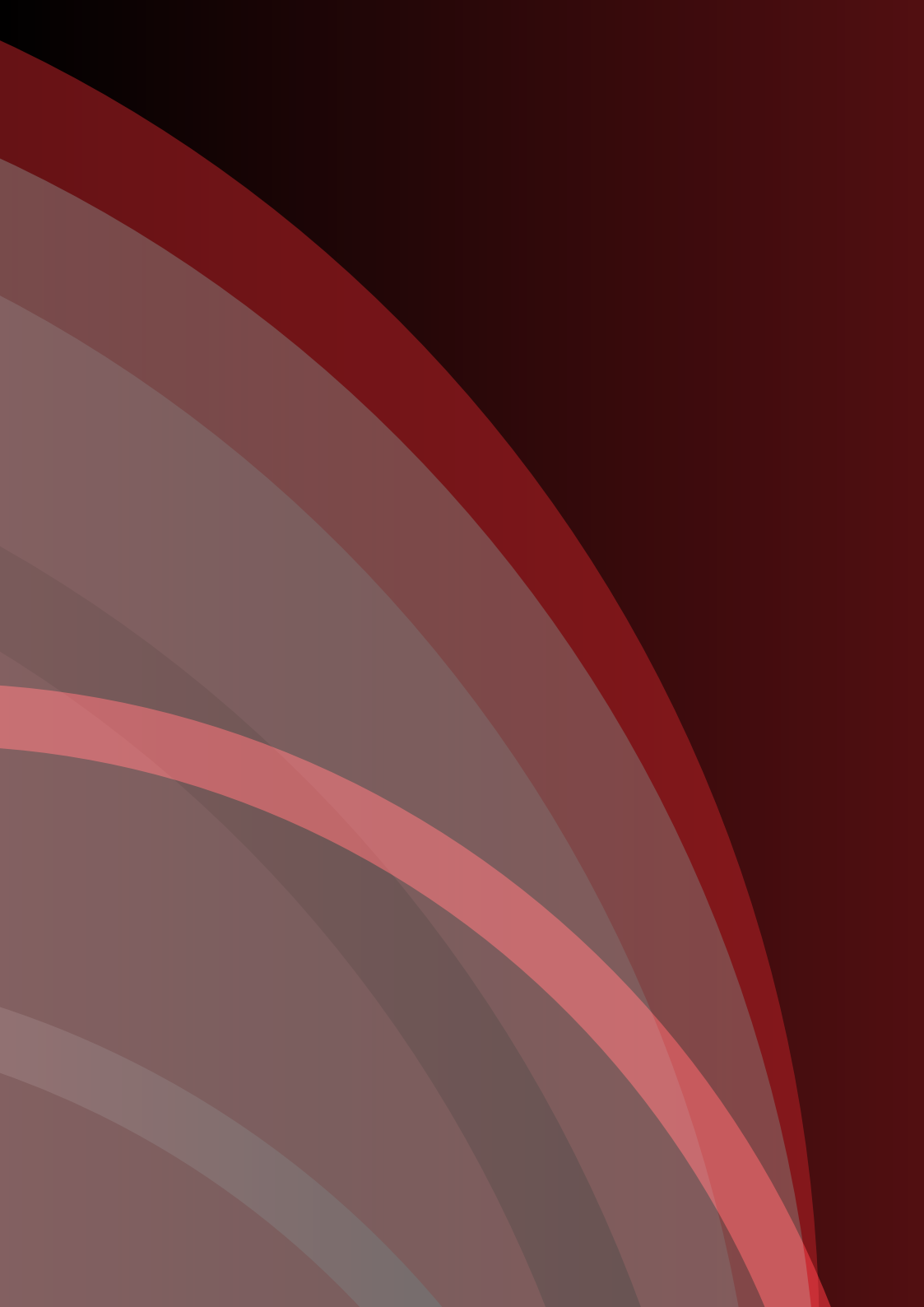
When the messages have made it to the end of each line, have the last person to receive the message in each line report out on what they heard. Next, have the first person to receive the message in each line report the original message and compare it to the final message received.

Stop Listening Exercise

Split your group into two smaller groups of equal size and take one group outside the room. Tell them that they are instructed to stop listening to their partner after about thirty seconds and to be open in showing their disinterest. Tell the other group to think of something that they are passionate about and be prepared to tell their soon-to-be partner a meaningful or personally relevant story about this topic.

Bring the other group back in, put all the participants into pairs, and tell them to get started. Observe the behaviour from the listeners and the reactions from the speakers until you are sure each speaker has picked up on what is happening. Stop the conversations at this point and explain the instructions that were given to each group.

Facilitate a group discussion on the importance of listening, how to use active listening, and what indicates that someone is truly listening.

4. Communication Skills Assessment Record

S/N	Employee Name	Employee Department	Employee Job Position	1st Assessment Date & Score (%)	Learning Solution/s Suggested for the Employee	Comments (Provider, Duration, etc.)	2nd Assessment Date & Score (%)	Recommendations

5. Communication Skills Evaluation Tool Assessment

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1.	😀	🙂	😐	🙁	😵
2.	😀	🙂	😐	🙁	😵
3.	😀	🙂	😐	🙁	😵
4.	😀	🙂	😐	🙁	😵
5.	😀	🙂	😐	🙁	😵
8.	😀	🙂	😐	🙁	😵

1. The benefit of having my skills assessed was clearly explained to me.

Comment:

2. I enjoyed the assessment process.

Comment:

3. The time given to me to complete the assessment tool (test) was satisfactory.

Comment:

4. The content of the assessment tool (test) was appropriate.

Comment:

5. The results of the assessment tool (test) reflect the real state of my skills in the specific area.

Comment:

6. What are, in your opinion, the strong points of the assessment tool (test)? Please provide your answer in the text box below.

Answer:

7. Would you like to change anything on the assessment tool (test)? If yes, please explain. Please provide your answer in the text box below.

Answer:

8. The assessment tool was effective overall.

Comment:

CA14: English Language Skills Assessment Tool

BB7

BB7 Ensure that workplace learning is tailored to adult learners needs

1. English Language Skills Assessment Tool (Test)

This assessment tool has been developed for the evaluation of your English language skills. Thank you in advance for taking the time to use the tool.

Exercise (100 points)

1. There was no .... in waiting until six o' clock so we left.

Select one:
a. worth
b. point
c. time
d. use

2. .... all I know, he's still living there.

Select one:
a. far
b. for
c. much
d. further

3. I look forward .... from you.

Select one:
a. to hearing
b. for hearing
c. hear
d. to hear

4. I told you .... it.

Select one:
a. for not touching
b. to touching
c. not touching
d. not to touch

5. .... the time they get here, it will have finished.

Select one:
a. By
b. Till
c. In
d. On

6. I took the stairs because the lift was ....

Select one:
a. in order
b. out of order
c. out of condition
d. out of shape

7. You ...... better take the books to the library today to avoid paying a fine.

Select one:
a. had
b. should
c. would
d. ought to

8. His phone was .... off because he hadn't paid his bill.

Select one:
a. taken
b. cut
c. broken
d. set

9. He burst ..... tears after failing the exam.

Select one:
a. into
b. out
c. to
d. in

10. The plane left on time .... the fog.

Select one:
a. in spite
b. nevertheless
c. however
d. despite

11. It seemed a good .... at the time, but it proved to be a disaster.

Select one:
a. thought
b. idea
c. belief
d. reckoning

12. .... having a cold, he managed to get the work finished in time.

Select one:
a. Despite
b. In spite
c. Even though
d. Although

13. According ...... the opinion polls, the opposition are five points ahead.

Select one:
a. to
b. with
c. for
d. by

14. The company made a huge .... last year.

Select one:
a. bonus
b. reward
c. money
d. profit

15. He .... on the course because he was off sick for three weeks.

Select one:
a. got through
b. left behind
c. got over
d. fell behind

16. I bought the car because it has a very low fuel ....

Select one:
a. consume
b. consummation
c. consumption
d. consummate

17. It's time we ......

Select one:
a. leave
b. leaving
c. were to leave
d. left

18. Get ...... the bus at the stop before the station.

Select one:
a. through
b. on
c. in
d. over

19. The factory chimneys .... too much smoke.

Select one:
a. give in to
b. give off
c. give in
d. give over

20. I'd be very grateful if you .... me your reply as soon as possible.

Select one:
a. sending
b. could send
c. had sent
d. send

21. He won't get the job .... he passes the exam.

Select one:
a. whenever
b. whether
c. unless
d. if

22. I've always wished I .... a musical instrument.

Select one:
a. would play
b. should play
c. might play
d. could play

23. I will not stand .... any more of his rudeness.

Select one:
a. up to
b. for
c. by
d. out

24. Please tell .... call me.

Select one:
a. her
b. her to
c. to her
d. her for

25. Call me the second you .... anything.

Select one:
a. will have heard
b. will be hearing
c. hear
d. will hear

26. ...... it is supposed to be easy to do, they still found it very hard.

Select one:
a. In spite of
b. Despite
c. Nevertheless
d. Although

27. Even I try, I won't succeed.

Select one:
a. Correct
b. Incorrect

28. You'd be better to do it.

Select one:
a. Correct
b. Incorrect

29. Never I have seen anything like it.

Select one:
a. Correct
b. Incorrect

30. She lives in the South Asia.

Select one:
a. Correct
b. Incorrect

31. She wouldn't let me to do it.

Select one:
a. Correct
b. Incorrect

32. It lasted me ages to get here.

Select one:
a. Correct
b. Incorrect

33. The others were expected to fail, but Maria even failed.

Select one:
a. Correct
b. Incorrect

34. It ………. next month.

Select one:
a. will publish
b. will be published
c. will be publish

35. She ……….. responsible for the incident.

Select one:
a. was holding
b. held
c. was held

36. A prize ……… every year.

Select one:
a. awards
b. are awarded
c. award
d. is awarded

37. When the police arrived, the problem …………. .

Select one:
a. sorted
b. had been sorted

38. The assistant ……….. to his new boss yesterday.

Select one:
a. was introduced
b. introduced

39. Everybody ………… by the news.

Select one:
a. had shocked
b. was shocked
c. were shocked
d. shocked

40. She …………. there for a few months so far.

Select one:
a. is studied
b. has studied
c. study

2. English Language Skills Assessment Tool (Test) (Correct Answers)

This assessment tool has been developed for the evaluation of your English language skills. Thank you in advance for taking the time to use the tool.

Exercise (100 points)

1. There was no .... in waiting until six o' clock so we left.

Select one:
a. worth
b. point
c. time
d. use

2. .... all I know, he's still living there.

Select one:
a. far
b. for
c. much
d. further

3. I look forward .... from you.

Select one:
a. to hearing
b. for hearing
c. hear
d. to hear

4. I told you .... it.

Select one:
a. for not touching
b. to touching
c. not touching
d. not to touch

5. ………. the time they get here, it will have finished.

Select one:
a. By
b. Till
c. In
d. On

6. I took the stairs because the lift was ....

Select one:
a. in order
b. out of order
c. out of condition
d. out of shape

7. You ...... better take the books to the library today to avoid paying a fine.

Select one:
a. had
b. should
c. would
d. ought to

8. His phone was .... off because he hadn't paid his bill.

Select one:
a. taken
b. cut
c. broken
d. set

9. He burst ..... tears after failing the exam.

Select one:
a. into
b. out
c. to
d. in

10. The plane left on time .... the fog.

Select one:
a. in spite
b. nevertheless
c. however
d. despite

11. It seemed a good .... at the time, but it proved to be a disaster.

Select one:
a. thought
b. idea
c. belief
d. reckoning

12. .... having a cold, he managed to get the work finished in time.

Select one:
a. Despite
b. In spite
c. Even though
d. Although

13. According ...... the opinion polls, the opposition are five points ahead.

Select one:
a. to
b. with
c. for
d. by

14. The company made a huge .... last year.

Select one:
a. bonus
b. reward
c. money
d. profit

15. He .... on the course because he was off sick for three weeks.

Select one:
a. got through
b. left behind
c. got over
d. fell behind

16. I bought the car because it has a very low fuel ....

Select one:
a. consume
b. consummation
c. consumption
d. consummate

17. It's time we ......

Select one:
a. leave
b. leaving
c. were to leave
d. left

18. Get ...... the bus at the stop before the station.

Select one:
a. through
b. on
c. in
d. over

19. The factory chimneys .... too much smoke.

Select one:
a. give in to
b. give off
c. give in
d. give over

20. I'd be very grateful if you .... me your reply as soon as possible.

Select one:
a. sending
b. could send
c. had sent
d. send

21. He won't get the job .... he passes the exam.

Select one:
a. whenever
b. whether
c. unless
d. if

22. I've always wished I .... a musical instrument.

Select one:
a. would play
b. should play
c. might play
d. could play

23. I will not stand .... any more of his rudeness.

Select one:
a. up to
b. for
c. by
d. out

24. Please tell .... call me.

Select one:
a. her
b. her to
c. to her
d. her for

25. Call me the second you .... anything.

Select one:
a. will have heard
b. will be hearing
c. hear
d. will hear

26. ...... it is supposed to be easy to do, they still found it very hard.

Select one:
a. In spite of
b. Despite
c. Nevertheless
d. Although

27. Even I try, I won't succeed.

Select one:
a. Correct
b. Incorrect

28. You'd be better to do it.

Select one:
a. Correct
b. Incorrect

29. Never I have seen anything like it.

Select one:
a. Correct
b. Incorrect

30. She lives in the South Asia.

Select one:
a. Correct
b. Incorrect

31. She wouldn't let me to do it.

Select one:
a. Correct
b. Incorrect

32. It lasted me ages to get here.

Select one:
a. Correct
b. Incorrect

33. The others were expected to fail, but Maria even failed.

Select one:
a. Correct
b. Incorrect

34. It ………. next month.

Select one:
a. will publish
b. will be published
c. will be publish

35. She ……….. responsible for the incident.

Select one:
a. was holding
b. held
c. was held

36. A prize ……… every year.

Select one:
a. awards
b. are awarded
c. award
d. is awarded

37. When the police arrived, the problem ………… .

Select one:
a. sorted
b. had been sorted

38. The assistant ……….. to his new boss yesterday.

Select one:
a. was introduced
b. introduced

39. Everybody ………… by the news.

Select one:
a. had shocked
b. was shocked
c. were shocked
d. shocked

40. She …………. there for a few months so far.

Select one:
a. is studied
b. has studied
c. study

3. English Language Skills Assessment Record

Year: …………………

S/N	Employee Name	Employee Department	Employee Job Position	1st Assessment Date & Score (%)	Learning Solution/s Suggested for the Employee	Comments (Provider, Duration, etc.)	2nd Assessment Date & Score (%)	Recommendations

4. English Language Skills Assessment Tool Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefit of having my skills assessed was clearly explained to me.	🙂	🙂	😐	🙁	😵
Comment:					
2. I enjoyed the assessment process.	🙂	🙂	😐	🙁	😵
Comment:					
3. The time provided to me to complete the assessment tool (test) was satisfactory.	🙂	🙂	😐	🙁	😵
Comment:					
4. The content of the assessment tool (test) was appropriate.	🙂	🙂	😐	🙁	😵
Comment:					
5. The results of the assessment tool (test) reflect the real state of my skills in the specific area.	🙂	🙂	😐	🙁	😵
Comment:					
6. What are, in your opinion, the strong points of the assessment tool (test)? Please provide your answer in the text box below.					
Answer:					
7. Would you like to change anything on the assessment tool (test)? If yes, please explain. Please provide your answer in the text box below.					
Answer:					
8. The assessment tool (test) was effective overall.	🙂	🙂	😐	🙁	😵
Comment:					

CA15: Numerical Skills Assessment Tool

BB7

BB7   Ensure that workplace learning is tailored to adult learners needs

1. Numerical Skills Assessment Tool (Test)

This assessment tool has been developed for the evaluation of your English language skills. Thank you in advance for taking the time to use the tool.

Exercise 1 (30 points)

1. 37 + 17 = 9 + ?

Select one:
a. 47
b. 45
c. 41
d. 55
e. 54

2. A team of three lumberjacks cut an average of 45,000 cubic feet of timber in a week. How many thousand cubic feet will seven lumberjacks cut in two weeks?

Select one:
a. 210
b. 105
c. 225
d. 21
e. 22

3. Calculate the answer to this question. 3,506 + 198 = ?

Select one:
a. 3,650
b. 3,700
c. 3,750
d. 3,800
e. 3,770

4. Identify the missing number at the end of the series. 5, 12, 19, 26, ?

Select one:
a. 35
b. 37
c. 34
d. 33
e. 31

5. Which function has the highest average bonus for both Supervisors and Support Staff?

ARL Ltd: Salary rates (£ per annum)			
Function	Level	Average Base £ per annum	Average Bonus £ per annum
Finance	Supervisors	£45,100	£5370
	Support Staff	£18,680	£1480
Sales & Marketing	Supervisors	£37,270	£2460
	Support Staff	£14,780	£415
Manufacturing	Supervisors	£40,450	£3600
	Support Staff	£21,670	£1300
IT	Supervisors	£52,940	£4500
	Support Staff	£16,000	£800
All functions		£27,200	£2095

Select one:
a. IT
b. Manufacturing
c. Sales & Marketing
d. Finance
e. Cannot Say

6. Considering the total (Base and Bonus) average pay, which function shows the largest difference between Supervisors and Support Staff?

ARL Ltd: Salary rates (£ per annum)			
Function	Level	Average Base £ per annum	Average Bonus £ per annum
Finance	Supervisors	£45,100	£5370
	Support Staff	£18,680	£1480
Sales & Marketing	Supervisors	£37,270	£2460
	Support Staff	£14,780	£415
Manufacturing	Supervisors	£40,450	£3600
	Support Staff	£21,670	£1300
IT	Supervisors	£52,940	£4500
	Support Staff	£16,000	£800
All functions		£27,200	£2095

Select one:
a. Manufacturing
b. IT
c. Finance
d. Sales & Marketing
e. Cannot Say

7. In an Erasmus project only the 75% of exceptional costs is eligible. If your budget for exceptional costs is 900 euro, what should your invoices add up to, in order to claim the whole budget?

Select one:
a. 1,200 euro
b. 1,300 euro
c. 1,100 euro

8. The daily rate for a researcher in an Erasmus project is 138 euro. Your researcher has worked for 6 days. How much should you claim?

Select one:
a. 828 euro
b. 820 euro
c. 727 euro

9. Which question has the largest number of positive responses?

Employee satisfaction Survey responses 2012						
Question	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree	Total Respondents
1. I am provided with the opportunity to develop my skills at my organisation	394	423	326	262	206	1611
2. I know what is expected from me at work	432	623	327	163	64	1609
3. I feel my workload is at an appropriate level	391	527	263	291	132	1604
4. When necessary I am willing to go the extra mile to get the job done	439	720	192	203	54	1608
5. My talents are well utilised at my organisation	195	397	393	459	161	1605
6. I am constantly looking for ways to do better at work	405	380	368	224	226	1603
7. The work I do is important	92	158	658	221	148	1277
8. The people I work with cooperate to deliver results	424	701	176	205	103	0

The correct answer is question number......

10. Convert 3/2 + 1/4 to a decimal:

Select one:
a. 0.46
b. 2
c. 1.75
d. 1.25

11. What would be the next number in the following series?

1 | 5 | 4 | 16 | 14 | 42 |?

Select one:
a. 9
b. 41
c. 39
d. 18

12. Some wines contain 40% alcohol. How many ml of wine can be produced with 80ml of alcohol?

Select one:
a. 200 ml
b. 280 ml
c. 320 ml
d. 500 ml

13. Which company has the highest annual profit per employee?

Company	Company Annual Profit (£)	Cost to Buy Company (£)	Number of Employees
A	20,000	18,000	5
B	26,000	25,000	8
C	21,000	20,000	8
D	30,000	30,000	18

Select one:
a. A
b. B
c. C
d. D

14. If a piece of blueberry pie costs €4 and a piece of apple pie costs 50% more than a piece of blueberry pie, how much does a piece of apple pie cost?

Select one:
a. €3
b. €2
c. €6
d. None of the above

15. The numbers in each box go together in a certain way. Find the missing number marked by the question mark.

5, 10, 25	9, 18, 81
4, 8, 16	8, 16, ?

Select one:
a. 24
b. 32
c. 64
d. 81

2. Numerical Skills Assessment Tool (Test) (Correct Answers)

This assessment tool has been developed for the evaluation of your English language skills. Thank you in advance for taking the time to use the tool.

Exercise 1 (30 points)

1. 37 + 17 = 9 + ?

Select one:
a. 47
b. 45
c. 41
d. 55
e. 54

2. A team of three lumberjacks cut an average of 45,000 cubic feet of timber in a week. How many thousand cubic feet will seven lumberjacks cut in two weeks?

Select one:
a. 210
b. 105
c. 225
d. 21
e. 22

3. Calculate the answer to this question. 3,506 + 198 = ?

Select one:
a. 3,650
b. 3,700
c. 3,750
d. 3,800
e. 3,770

4. Identify the missing number at the end of the series. 5, 12, 19, 26, ?

Select one:
a. 35
b. 37
c. 34
d. 33
e. 31

5. Which function has the highest average bonus for both Supervisors and Support Staff?

ARL Ltd: Salary rates (£ per annum)			
Function	Level	Average Base £ per annum	Average Bonus £ per annum
Finance	Supervisors	£45,100	£5370
	Support Staff	£18,680	£1480
Sales & Marketing	Supervisors	£37,270	£2460
	Support Staff	£14,780	£415
Manufacturing	Supervisors	£40,450	£3600
	Support Staff	£21,670	£1300
IT	Supervisors	£52,940	£4500
	Support Staff	£16,000	£800
All functions		£27,200	£2095

Select one:
a. IT
b. Manufacturing
c. Sales & Marketing
d. Finance
e. Cannot Say

6. Considering the total (Base and Bonus) average pay, which function shows the largest difference between Supervisors and Support Staff?

ARL Ltd: Salary rates (£ per annum)			
Function	Level	Average Base £ per annum	Average Bonus £ per annum
Finance	Supervisors	£45,100	£5370
	Support Staff	£18,680	£1480
Sales & Marketing	Supervisors	£37,270	£2460
	Support Staff	£14,780	£415
Manufacturing	Supervisors	£40,450	£3600
	Support Staff	£21,670	£1300
IT	Supervisors	£52,940	£4500
	Support Staff	£16,000	£800
All functions		£27,200	£2095

Select one:
a. Manufacturing
b. IT
c. Finance
d. Sales & Marketing
e. Cannot Say

245

7. In an Erasmus project only the 75% of exceptional costs is eligible. If your budget for exceptional costs is 900 euro, what should your invoices add up to, in order to claim the whole budget?

Select one:
a. 1,200 euro
b. 1,300 euro
c. 1,100 euro

8. The daily rate for a researcher in an Erasmus project is 138 euro. Your researcher has worked for 6 days. How much should you claim?

Select one:
a. 828 euro
b. 820 euro
c. 727 euro

9. Which question has the largest number of positive responses?

Employee satisfaction Survey responses 2012						
Question	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree	Total Respondents
1. I am provided with the opportunity to develop my skills at my organisation	394	423	326	262	206	1611
2. I know what is expected from me at work	432	623	327	163	64	1609
3. I feel my workload is at an appropriate level	391	527	263	291	132	1604
4. When necessary I am willing to go the extra mile to get the job done	439	720	192	203	54	1608
5. My talents are well utilised at my organisation	195	397	393	459	161	1605
6. I am constantly looking for ways to do better at work	405	380	368	224	226	1603
7. The work I do is important	92	158	658	221	148	1277
8. The people I work with cooperate to deliver results	424	701	176	205	103	0

The correct answer is question number…8…

10. Convert 3/2 + 1/4 to a decimal:

Select one:
a. 0.46
b. 2
c. 1.75
d. 1.25

11. What would be the next number in the following series?

1 | 5 | 4 | 16 | 14 | 42 |?

Select one:
a. 9
b. 41
c. 39
d. 18

12. Some wines contain 40% alcohol. How many ml of wine can be produced with 80ml of alcohol?

Select one:
a. 200 ml
b. 280 ml
c. 320 ml
d. 500 ml

13. Which company has the highest annual profit per employee?

Company	Company Annual Profit (£)	Cost to Buy Company (£)	Number of Employees
A	20,000	18,000	5
B	26,000	25,000	8
C	21,000	20,000	8
D	30,000	30,000	18

Select one:
a. A
b. B
c. C
d. D

14. If a piece of blueberry pie costs €4 and a piece of apple pie costs 50% more than a piece of blueberry pie, how much does a piece of apple pie cost?

Select one:
a. €3
b. €2
c. €6
d. None of the above

15. The numbers in each box go together in a certain way. Find the missing number marked by the question mark.

5, 10, 25	9, 18, 81
4, 8, 16	8, 16, ?

Select one:
a. 24
b. 32
c. 64
d. 81

3. Numerical Skills Assessment Record

Year: ....

S/N	Employee Name	Employee Department	Employee Job Position	1st Assessment Date & Score (%)	Learning Solution/s Suggested for the Employee	Comments (Provider, Duration, etc.)	2nd Assessment Date & Score (%)	Recommendations

4. Numerical Skills Assessment Tool Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefit of having my skills assessed was clearly explained to me.	☺	☺	😐	☹	😣
Comment:					
2. I enjoyed the assessment process.	☺	☺	😐	☹	😣
Comment:					
3. The time provided to me to complete the assessment tool (test) was satisfactory.	☺	☺	😐	☹	😣
Comment:					
4. The content of the assessment tool (test) was appropriate.	☺	☺	😐	☹	😣
Comment:					
5. The results of the assessment tool (test) reflect the real state of my skills in the specific area.	☺	☺	😐	☹	😣
Comment:					
6. What are, in your opinion, the strong points of the assessment tool (test)? Please provide your answer in the text box below.					
Answer:					
7. Would you like to change anything on the assessment tool (test)? If yes, please explain.Please provide your answer in the text box below.					
Answer:					
8. The assessment tool (test) was effective overall.	☺	☺	😐	☹	😣
Comment:					

CA16: Time Management Skills Assessment Tool

BB7

1. Time Management Skills Assessment Tool (Test)

This assessment tool has been developed for the evaluation of your time management skills. Thank you in advance for taking the time to use the tool.

Exercise 1 (25 points)

**Read the statements and indicate (X) if they are True or False,
based on your knowledge and experience.**

	True	False
1. I have to check my e-mails regularly and answer the most urgent of them immediately.		
2. I have to make a list of priorities each day and work on the most urgent first.		
3. It is important to work on the tasks that I like first rather than the tasks with high priority. That is more productive.		
4. It is important to set specific and clearly defined goals, which are realistic and achievable.		
5. It is important to track how much time I actually spend on all my various priorities, so as to become more aware of my efficiency.		
6. When I am given a new assignment from my supervisor, I have to begin working on it.		
7. I should spend a lot of time on planning, because it is important for being well organised.		
8. My actions should be determined primarily by me, not by circumstances or by other people's priorities.		
9. Avoiding distractions at office is not easy.		
10. It is difficult to manage your time, when your colleagues use to disturb you.		

Exercise 2 (25 points)

Read the case study below and answer the questions.

It is Monday morning and Martha arrives at her office, starts her PC and logs in to her Outlook to check her e-mails. After fifteen minutes, she has a quick look at her Facebook notifications and call her colleague Helen to ask how she spent the weekend. When she finishes her phone call, she starts working on that report (in which is still in the beginning) that its deadline is tomorrow and she knows she won't have an extension. After spending 45 minutes on the report, her manager asks her for a short meeting. 15 minutes later is time for a cup of coffee. She sees Andrew preparing his coffee too. It has been over a week that they have not meet each other, so they spend some time chatting on how things are and what is going on. Coming back to her office, she notices that she has three new e-mails regarding an event of the company that she is responsible for. The event will be held in two months. After collecting her thoughts, she comes back to the report for 30 minutes, when a client calls her about some urgent issues that he is facing. The phone call ends after 30 minutes and it is time for Martha to go for lunch. She will work for another hour after lunch and then leave the office, as she has to pick her daughter up from school and she has the permission to leave earlier today.

Questions:

1. Identify the time stealers and justify.

2. Identify and list Martha's time management problems.

3. List two time-management strategies and explain how Martha could use them in order to overcome her time management problems.

Exercise 3 (25 points)

George is working as a sales advisor for a Training Center in Spain. His main duties are to answer enquiries of clients and promote the seminars that the company schedules. After a survey conducted inhouse, George knows that he has to promote each seminar for four weeks (one month) in order to succeed the implementation of the seminar (at least 7 registrations). It is a department's principle to answer every enquiry within two hours from the time requested.

Below, you can find George's check list for Monday. He needs some help in order to prioritise his tasks and be efficient. Put numbers next to each task in order to help George prioritise wisely according to what is urgent.

Monday, 7th of July 2021:

· Call Mr Jonathan for "Excel Expert Programme" – He called me yesterday when I was on a day off.

· Schedule programmes for September.

· Give sales report of June to sales manager.

· "PowerPoint Presentation Seminar" on the 21st of July – Only 2 registrations so far.

· Meeting on my performance appraisal at 15.00-16.00 with HR manager.

· Update leaflets for seminars that are scheduled for August.

· Send email with information to Ms Clark for "PMP Seminar".

Exercise 4 (25 points)

You are an administrative officer in a Human Resources Development Department. Below, there are some tasks that you should do.

a) Prioritise them according to what is important and urgent.

• A staff member arrives at the reception desk of the department. He tells you that 3 days have passed since the last day of the month and he has not been paid yet. He is not very happy and wants to file a complaint.

• Your HR manager has asked for a report on the staff of a particular department. He wants it urgently (that is until tomorrow) and it looks like he will use it in a meeting next week.

• Your colleague John organises a party for his child. He should send the invitations by the end of the week (today is Wednesday) and he wants your help in designing the invitation. You have been colleagues for the last ten years and you have a very good relationship.

• A staff member will rent a new home. The company that will rent it to him has sent a letter for recommendations. The colleague wants to rent the house as soon as possible.

b) Fill in the Eisenhower matrix with the tasks above.

	Urgent	Not Urgent
Important		
Not Important		

2. Time Management Skills Assessment Tool (Test) (Correct Answers)

This assessment tool has been developed for the evaluation of your time management skills. Thank you in advance for taking the time to use the tool.

Exercise 1 (25 points)

Read the statements and indicate (X) if they are True or False, based on your knowledge and experience.

	True	False
1. I have to check my e-mails regularly and answer the most urgent of them immediately.	X	
2. I have to make a list of priorities each day and work on the most urgent first.	X	
3. It is important to work on the tasks that I like first rather than the tasks with high priority. That is more productive.		X
4. It is important to set specific and clearly defined goals, which are realistic and achievable.	X	
5. It is important to track how much time I actually spend on all my various priorities, so as to become more aware of my efficiency.	X	
6. When I am given a new assignment from my supervisor, I have to begin working on it.		X
7. I should spend a lot of time on planning, because it is important for being well organised.		X
8. My actions should be determined primarily by me, not by circumstances or by other people's priorities.		X
9. Avoiding distractions at office is not easy.	X	
10. It is difficult to manage your time, when your colleagues use to disturb you.		X

Exercise 2 (25 points)

Read the case study below and answer the questions.

It is Monday morning and Martha arrives at her office, starts her PC and logs in to her Outlook to check her e-mails. After fifteen minutes, she has a quick look at her Facebook notifications and call her colleague Helen to ask how she spent the weekend. When she finishes her phone call, she starts working on that report (in which is still in the beginning) that its deadline is tomorrow and she knows she won't have an extension. After spending 45 minutes on the report, her manager asks her for a short meeting. 15 minutes later is time for a cup of coffee. She sees Andrew preparing his coffee too. It has been over a week that they have not meet each other, so they spend some time chatting on how things are and what is going on. Coming back to her office, she notices that she has three new e-mails regarding an event of the company that she is responsible for. The event will be held in two months. After collecting her thoughts, she comes back to the report for 30 minutes, when a client calls her about some urgent issues that he is facing. The phone call ends after 30 minutes and it is time for Martha to go for lunch. She will work for another hour after lunch and then leave the office, as she has to pick her daughter up from school and she has the permission to leave earlier today.

Questions:

1. Identify the time stealers and justify.

· A quick look at her Facebook.
· Call her colleague Helen to ask how she spent the weekend.
· They spend some time chatting on how things are and what is going on.

2. Identify and list Martha's time management problems.

· She is not prioritising.
· She can not distinguish the important tasks from the urgent ones.
· She does not make a schedule for the day.

3. List two time-management strategies and explain how Martha could use them in order to overcome her time management problems.

· To do list:

- Create tasks.
- Break them into smaller, manageable tasks.
- Assign them.
- Set start and due dates.
- Set estimate time for completing them and track the time spent.

· Just say no:

It is okay if you don't want to upset anyone but only agree to deadlines that you can handle in reality. If your to-do list is already full and you receive a request to complete an additional task on the same day, decline it. Do not agree to work on a task or help a colleague until you have some spare time. Keep your priorities straight and simple.

· Avoid time stealers:

Preschedule your breaks.

Exercise 3 (25 points)

George is working as a sales advisor for a Training Center in Spain. His main duties are to answer enquiries of clients and promote the seminars that the company schedules. After a survey conducted inhouse, George knows that he has to promote each seminar for four weeks (one month) in order to succeed the implementation of the seminar (at least 7 registrations). It is a department's principle to answer every enquiry within two hours from the time requested.

Below, you can find George's check list for Monday. He needs some help in order to prioritise his tasks and be efficient. Put numbers next to each task in order to help George prioritise wisely according to what is urgent.

Monday, 7th of July 2021:

· Call Mr Jonathan for "Excel Expert Programme" – He called me yesterday when I was on a day off. (1)

· Schedule programmes for September. (7)

· Give sales report of June to sales manager. (3)

· "PowerPoint Presentation Seminar" on the 21st of July – Only 2 registrations so far. (5)

· Meeting on my performance appraisal at 15.00-16.00 with HR manager. (4)

· Update leaflets for seminars that are scheduled for August. (6)

· Send email with information to Ms Clark for "PMP Seminar". (2)

Exercise 4 (25 points)

You are an administrative officer in a Human Resources Development Department. Below, there are some tasks that you should do.

a) Prioritise them according to what is important and urgent.

• A staff member arrives at the reception desk of the department. He tells you that 3 days have passed since the last day of the month and he has not been paid yet. He is not very happy and wants to file a complaint. (1)

• Your HR manager has asked for a report on the staff of a particular department. He wants it urgently (that is until tomorrow) and it looks like he will use it in a meeting next week. (2)

• Your colleague John organises a party for his child. He should send the invitations by the end of the week (today is Wednesday) and he wants your help in designing the invitation. You have been colleagues for the last ten years and you have a very good relationship. (4)

• A staff member will rent a new home. The company that will rent it to him has sent a letter for recommendations. The colleague wants to rent the house as soon as possible. (3)

b) Fill in the Eisenhower matrix with the tasks above.

	Urgent	Not Urgent
Not Important	· A staff member arrives at the reception desk of the department. He tells you that 3 days have passed since the last day of the month and he has not been paid yet. He is not very happy and wants to file a complaint · Your HR manager has asked for a report on the staff of a particular department. He wants it urgently (that is until tomorrow) and it looks like he will use it in a meeting next week. · A staff member will rent a new home. The company that will rent it to him has sent a letter for recommendations. The colleague wants to rent the house as soon as possible.	
Important	· Your colleague John organises a party for his child. He should send the invitations by the end of the week (today is Wednesday) and he wants your help in designing the invitation. You have been colleagues for the last ten years and you have a very good relationship.	

3. Time Management Skills' Supporting Activities

1. Time Squared, inspired by "Ever Hour Blog"

(13 Best Time Management Games & Activities To Unite Your Team (ever-hour.com))
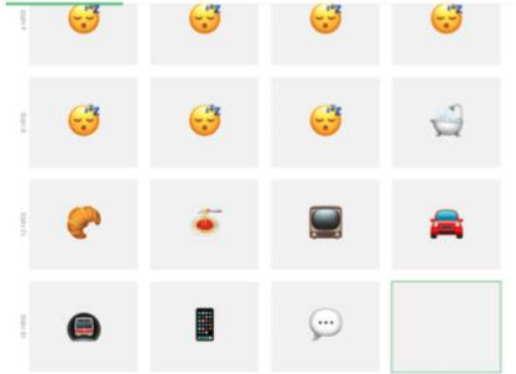
· Print 3 pages with 24 squares that represent the 24 hours of a day.
· Share the 1st page with the participants.
· Explain that each square represents one hour of a day.
· Ask them to fill out the squares with their routine activities. E.g. eating 4 hours = 4 squares, sleeping 7 hours = 7 squares etc.
· Share the 2nd page with the participants.
· Ask them to fill out the squares on the second page with the non-working time that they spend at their workplace. E.g., coffee-breaks, talk shops, calls to mom, checking social networks etc.
· Share the 3rd page with the participants.
· Ask them to summarise the data from the 1st and 2nd pages on the 3rd page. Use different colours to tell them apart. E.g., green for the 1st page, blue for the 2nd, red for the 3rd.
· Explain to your colleagues that the uncoloured squares = "productive time".
· The task can be done throughout the day, so that your coworkers have more precise results on their papers, allowing them to evaluate time efficiently.

Points to discuss:

· How could you reevaluate your time?
· Would you change anything in your statistics?
· Are there any steps that you could take to increase your productive time?
· How would you rearrange your time to have some extra time for rest?

2. Overcooked!

(13 Best Time Management Games & Activities To Unite Your Team (ever-hour.com))

Overcooked! is a restaurant time management game. The idea behind the game is to serve various food to your customers, try to keep them happy and cook everything in absurdly stressful conditions – like a hot air balloon or in the middle of the street. Sounds like a normal day at the office, right? The game offers lots of obstacles to overcome, diversity of cooking recipes, and lots of fun, especially in multiplayer mode.

Time management skills improved:

· Delegation and team-coordination skills by ordering and organising the cooking process.
· Rapid decision-making by dealing with portals, fires, moving floors and change of settings.
· Dealing with time-pressure skills as every level is time-limited.
· Team-work in multiplayer mode.

What to discuss with your team:

· How did it feel to be under pressure in the kitchen?
· How did you learn to manage the process?
· What would you do differently?

4. Time Management Skills Assessment Record

Year: ………………………

S/N	Employee Name	Employee Department	Employee Job Position	1st Assessment Date & Score (%)	Learning Solution/s Suggested for the Employee	Comments (Provider, Duration, etc.)	2nd Assessment Date & Score (%)	Recommendations

5. Time Management Skills Assessment Tool Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1.	☺	☺	☺	☺	☺
2.	☺	☺	☺	☺	☺
3.	☺	☺	☺	☺	☺
4.	☺	☺	☺	☺	☺
5.	☺	☺	☺	☺	☺
8.	☺	☺	☺	☺	☺

1. The benefit of having my skills assessed was clearly explained to me.

Comment:

2. I enjoyed the assessment process.

Comment:

3. The time provided to me to complete the assessment tool (test) was satisfactory.

Comment:

4. The content of the assessment tool (test) was appropriate.

Comment:

5. The results of the assessment tool (test) reflect the real state of my skills in the specific area.

Comment:

6. What are, in your opinion, the strong points of the assessment tool (test)? Please provide your answer in the text box below.

Answer:

7. Would you like to change anything on the assessment tool (test)? If yes, please explain. Please provide your answer in the text box below.

Answer:

8. The assessment tool (test) was effective overall.

Comment:

CA17: Train the Trainers

BB7

1. Internal Trainers: Expression of Interest (Application Form)

If you are interested in becoming an in-company trainer, please fill out the form below:

1. Name:

2. Current position in the organisation

3. Department:

4. Date of employment:

5. List of qualifications and academic credentials:

Title of Qualification/ Academic Credential	Educational Institution/ Other Provider	Year Received

6. List of topics that you are interested in delivering:

☐ **Induction training**
☐ **Soft skills:**
☐ **Topic 3**
☐ **Topic 4**
☐ **Topic 5**
☐ **Topic 6**
☐ **Topic 7**
☐ **Topic 8**

Name:
Signature:
Date:

2. "Train the Trainers" Curriculum

1. Duration of the training programme:

2. Aim of the training programme:

3. Duration of the training programme:

4. Duration of the training programme:

5. Learning outcomes of the training programme:

At the completion of the training programme, the participants will be in a position to:

Knowledge:

☑ ...

☑ ...

Skills:

☑ ...

☑ ...

Attitudes/Competences:

☑ ...

☑ ...

6. Topic List

Unit No	Unit Title	Unit Content	Unit Duration
1.			
2.			
3.			
4.			
5.			

3. "Train the Trainers" Participant List

Trainer Name:
Trainer Position and Organisation/Company:
Date and Time:
Signature:

(The template should be filled out each time a training session takes place)

S/N	Employee Name	Employee Department	Employee Job Position	Employee Signature	Comments
1.					
2.					
3.					
4.					
5.					

4. Record of In-company Trainers

An employee is added to this record provided that they have participated once to the "Train the Trainer" workshop implemented by the organisation or any other training of trainers delivered by a training provider and approved by the organisation.

Date that the record has been developed:

Date that the record will be updated:

S/N	Employee Name	Employee Department	Employee Job Position	Possible Topics
1.				· Topic 1 · Topic 2 · Topic 3
2.				
3.				
4.				
5.				

CA18: Word Processing Skills Assessment Tool

BB7

BB7	Ensure that workplace learning is tailored to adult learners needs

1. Word Processing Skills Assessment Tool (Test)

This assessment tool has been developed for the evaluation of your ICT skills on Word Processing. Thank you in advance for taking the time to use the tool.

Exercise (40 points)

Answer the questions below.

1. What is the correct way to insert the dotted line linking the titles and the figures?

Select one:
a. We click ⊞ ▾ and select a command from the menu.
b. We click **A** ▾ and select a command from the Dashes.
c. We press ⊡ (point) several times
d. We place a left tab stop , with a leader option. Then, we press ⇥Tab .
e. We click ∪ ▾ and select a command from the menu.

2. In order to select a paragraph:

Select one:

a. We place the cursor inside the paragraph and make a triple left-click.
b. We place the cursor to the left of the paragraph, close to the margin and opposite from any of the paragraph's lines, and then make a double left-click.
c. All the above.
d. None of the above.

3. Which of the following demonstrates a "justified text alignment"?

Select one:

a.
> One day I would like to own an Alpaca farm in the mountains of North Carolina. Owning an alpaca farm has many benefits. Alpacas have luxurious wool that can be used to create yarn. The yarn can then be used to make blankets, clothing, and other unique items.

b.
> One day I would like to own an Alpaca farm in the mountains of North Carolina. Owning an alpaca farm has many benefits. Alpacas have luxurious wool that can be used to create yarn. The yarn can then be used to make blankets, clothing, and other unique items.

c.
> One day I would like to own an Alpaca farm in the mountains of North Carolina. Owning an alpaca farm has many benefits. Alpacas have luxurious wool that can be used to create yarn. The yarn can then be used to make blankets, clothing, and other unique items.

d.
> One day I would like to own an Alpaca farm in the mountains of North Carolina. Owning an alpaca farm has many benefits. Alpacas have luxurious wool that can be used to create yarn. The yarn can then be used to make blankets, clothing, and other unique items.

4. In order to copy the formatting of a word onto other words we use the following tool:

Select one:
a. Format Painter.
b. Text Highlight Colour.
c. Insert Citation.
d. Clear All Formatting.

5. What is the term for a group of character and/or paragraph formatting commands?

Select one:
a. Style.
a. Template.
b. Watermark.
c. Boilerplate.

6. By changing the settings of the ……………….. command, we can move a picture inside a document without any restrictions.

Select one:
a. Track changes.
b. Picture shape.
c. Artistic effects.
d. Text wrapping.

7. In order to be able to edit headers and footers on a document we must apply the following View option:

Select one:
a. Web Layout View.
b. Print Layout View.
c. Read Mode View.
d. Draft View.

8. Section breaks are used to change the view and format of:

Select one:
a. Page Margins.
b. Paper Size and Layout.
c. Headers and Footers.
d. Page Numbering.
e. All the above.
f. None of the above.

9. How can we split a table in Microsoft Word?

Select one:
1. We select "Split group" in the "Table" tab and click on the "Split Table" command.
2. We select "Merge group" in the "Layout" tab and click on the "Split Table" command.
3. We select "Tables group" in the "Insert" tab and click on the "Split Table" command.
4. We select "Split group" in the "Layout" tab and click on the "Split Table" command.

10. When selecting the last cell of a table by clicking on the "Tab" option:

Select one:
a. We create a new column.
b. We return to the first cell of the table.
c. We create a new row.
d. We return to the previous cell.

11. What is the purpose of the button?

Select one:
a. To format selected text as subscript.
b. To format selected text as superscript.
c. To create a mathematical formula.
d. To apply the Symbol font to selected text.
e. To find the next occurrence of a selected word.

12. Which of the following options allows us to send the same e-mail to multiple recipients?

Select one:
a. Macros.
b. Templates.
c. Mail merge.
d. All the above.
e. None of the above.

13. By clicking Ctrl + G:

Select one:
a. We open a "Paragraph" Dialog box by activating the "Go to" tab.
b. We open the "Find and Replace" Dialog box by activating the "Go to" tab.
c. We open the "Go to" Dialog box.
d. We open the "Page Setup" Dialog box by activating the "Go to" tab.

14. What can be introduced as a cross-reference in Microsoft Word?

Select one:
a. Placeholders.
b. Word fields.
c. Objects.
d. Bookmarks.

15. What is the use of bookmarks in Microsoft Word?

Select one:
a. To create a link inside the document.
b. To be quickly and easily transferred at the end of the document.
c. To review any possible spelling errors in a faster and more practical way.
d. To be quickly and easily transferred to a specific part of the document.

16. How can we move a text selection rapidly? We select it and then:

Select one:
a. We press and hold [Ctrl] and then, while holding down the left mouse button, we drag the pointer to the position where we want to place the text.
b. We press and hold the left mouse button and then we drag the pointer to the position where we want to place the text.
c. We press [Ctrl] and hold and then we click at the position where we want to place the text.
d. We press and hold [Alt] and then, while holding down the left mouse button, we drag the pointer to the position where we want to place the text.
e. We press [Ctrl] + [C] , we click at the position where we want to place the text and then we press [Ctrl] + [V] .

2. Word Processing Skills Assessment Tool (Test) (Correct Answers)

This assessment tool has been developed for the evaluation of your ICT skills on Word Processing. Thank you in advance for taking the time to use the tool.

Exercise (40 points)

Answer the questions below.

1. What is the correct way to insert the dotted line linking the titles and the figures?

Select one:
a. We click ⊞ ▾ and select a command from the menu.
b. We click **A** ▾ and select a command from the Dashes.
c. We press ⸬ (point) several times
d. We place a left tab stop , with a leader option. Then, we press 🔲Tab .
e. We click U ▾ and select a command from the menu.

2. In order to select a paragraph:

Select one:

a. We place the cursor inside the paragraph and make a triple left-click.
b. We place the cursor to the left of the paragraph, close to the margin and oppo-site from any of the paragraph's lines, and then make a double left-click.
c. All the above.
d. None of the above.

3. Which of the following demonstrates a "justified text alignment"?

Select one:

a.
> One day I would like to own an Alpaca farm in the mountains of North Carolina. Owning an alpaca farm has many benefits. Alpacas have luxurious wool that can be used to create yarn. The yarn can then be used to make blankets, clothing, and other unique items.

b.
> One day I would like to own an Alpaca farm in the mountains of North Carolina. Owning an alpaca farm has many benefits. Alpacas have luxurious wool that can be used to create yarn. The yarn can then be used to make blankets, clothing, and other unique items.

c.
> One day I would like to own an Alpaca farm in the mountains of North Carolina. Owning an alpaca farm has many benefits. Alpacas have luxurious wool that can be used to create yarn. The yarn can then be used to make blankets, clothing, and other unique items.

d.
> One day I would like to own an Alpaca farm in the mountains of North Carolina. Owning an alpaca farm has many benefits. Alpacas have luxurious wool that can be used to create yarn. The yarn can then be used to make blankets, clothing, and other unique items. X

4. In order to copy the formatting of a word onto other words we use the following tool:

Select one:
a. Format Painter.
b. Text Highlight Colour.
c. Insert Citation.
d. Clear All Formatting.

5. What is the term for a group of character and/or paragraph formatting commands?

Select one:
a. Style.
a. Template.
b. Watermark.
c. Boilerplate.

6. By changing the settings of the ……………….. command, we can move a picture inside a document without any restrictions.

Select one:
a. Track changes.
b. Picture shape.
c. Artistic effects.
d. Text wrapping.

7. In order to be able to edit headers and footers on a document we must apply the following View option:

Select one:
a. Web Layout View.
b. Print Layout View.
c. Read Mode View.
d. Draft View.

8. Section breaks are used to change the view and format of:

Select one:
a. Page Margins.
b. Paper Size and Layout.
c. Headers and Footers.
d. Page Numbering.
e. All the above.
f. None of the above.

9. How can we split a table in Microsoft Word?

Select one:
1. We select "Split group" in the "Table" tab and click on the "Split Table" command.
2. We select "Merge group" in the "Layout" tab and click on the "Split Table" command.
3. We select "Tables group" in the "Insert" tab and click on the "Split Table" command.
4. We select "Split group" in the "Layout" tab and click on the "Split Table" command.

10. When selecting the last cell of a table by clicking on the "Tab" option:

Select one:
a. We create a new column.
b. We return to the first cell of the table.
c. We create a new row.
d. We return to the previous cell.

11. What is the purpose of the button?

Select one:
a. To format selected text as subscript.
b. To format selected text as superscript.
c. To create a mathematical formula.
d. To apply the Symbol font to selected text.
e. To find the next occurrence of a selected word.

12. Which of the following options allows us to send the same e-mail to multiple recipients?

Select one:
a. Macros.
b. Templates.
c. Mail merge.
d. All the above.
e. None of the above.

13. By clicking Ctrl + G:

Select one:
a. We open a "Paragraph" Dialog box by activating the "Go to" tab.
b. We open the "Find and Replace" Dialog box by activating the "Go to" tab.
c. We open the "Go to" Dialog box.
d. We open the "Page Setup" Dialog box by activating the "Go to" tab.

14. What can be introduced as a cross-reference in Microsoft Word?

Select one:
a. Placeholders.
b. Word fields.
c. Objects.
d. Bookmarks.

15. What is the use of bookmarks in Microsoft Word?

Select one:
a. To create a link inside the document.
b. To be quickly and easily transferred at the end of the document.
c. To review any possible spelling errors in a faster and more practical way.
d. To be quickly and easily transferred to a specific part of the document.

16. How can we move a text selection rapidly? We select it and then:

Select one:
a. We press and hold `Ctrl` and then, while holding down the left mouse button, we drag the pointer to the position where we want to place the text.
b. We press and hold the left mouse button and then we drag the pointer to the position where we want to place the text.
c. We press `Ctrl` and hold and then we click at the position where we want to place the text.
d. We press and hold `Alt` and then, while holding down the left mouse button, we drag the pointer to the position where we want to place the text.
e. We press `Ctrl` + `C` , we click at the position where we want to place the text and then we press `Ctrl` + `V` .

3. Word Processing Skills Assessment Record

Year: ....

S/N	Employee Name	Employee Department	Employee Job Position	1st Assessment Date & Score (%)	Learning Solution/s Suggested for the Employee	Comments (Provider, Duration, etc.)	2nd Assessment Date & Score (%)	Recommendations

4. Word Processing Skills Assessment Tool Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefit of having my skills assessed was clearly explained to me.	🙂	🙂	😐	🙁	😣
Comment:					
2. I enjoyed the assessment process.	🙂	🙂	😐	🙁	😣
Comment:					
3. The time provided to me to complete the assessment tool (test) was satisfactory.	🙂	🙂	😐	🙁	😣
Comment:					
4. The content of the assessment tool (test) was appropriate.	🙂	🙂	😐	🙁	😣
Comment:					
5. The results of the assessment tool (test) reflect the real state of my skills in the specific area.	🙂	🙂	😐	🙁	😣
Comment:					
6. What are, in your opinion, the strong points of the assessment tool (test)? Please provide your answer in the text box below.					
Answer:					
7. Would you like to change anything on the assessment tool (test)? If yes, please explain. Please provide your answer in the text box below.					
Answer:					
8. The assessment tool (test) was effective overall.	🙂	🙂	😐	🙁	😣
Comment:					

CA19: Competency Framework LEVEL 5

BB9
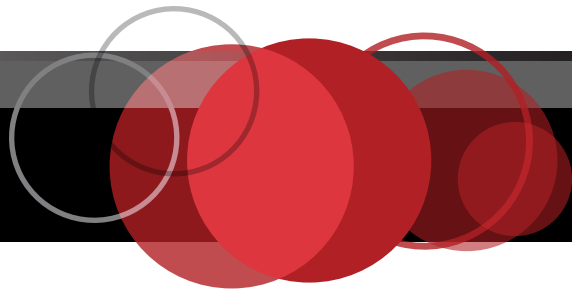
1. Competency Framework LEVEL5 Template

1. COMPETENCE – NAME

Description of the competence

The most important knowledge, skills, and attitudes related to this competence are:

Knowledge: The learner should be in a position to…

- define
- list
- name
- explain
- …

Skills: The learner should be in a position to…

- identify
- apply
- develop
- utilise
- …

Attitudes: The learner should be in a position to…

- adapt
- appraise
- appreciate
- respect
- …

2. REFERENCE SYSTEM – NAME

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5.	Knowing where else (strategic transfer)		Developing, constructing, transferring		Incorporation/ internalisation	
4.	Knowing when (implicit understanding)		Discovering acting independently		Self-regulation/ determination	
3.	Knowing how		Deciding/ selecting		Motivation/ appreciation	
2.	Knowing why (distant understanding)		Using, imitating		Perspective taking/interest	
1.	Knowing what		Perceiving		Self-orientation	

3. COMPETENCE MONITORING – NAME

To be completed at group or individual level.

COMPETENCE	LEVEL AT TIME OF COMPLETION OF THE TOOL			LEVEL AT 2ND TIME OF TOOL CHECK			LEVEL AT 3RD TIME OF TOOL CHECK		
	K	S	A	K	S	A	K	S	A
1. Communication	e.g., L3	e.g., L2	e.g., L2	e.g., L4	e.g., L3	e.g., L2	e.g., L5	e.g., L3	e.g., L3

4. COMPETENCE IMPROVEMENT VISUAL REPRESENTATION – NAME

[Optional]

[Please duplicate the Competence Description, Reference System (LEVEL5), Competence Monitoring, and Competence Improvement Visual Representation sections as many times as necessary and then, delete this. Also, please update the table of contents.]

2. Competency Framework LEVEL5 Example

COMPETENCE – 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 s/he can identify problems, can discuss them and find and implement solutions.

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to…

· name different communication styles
· explain how to listen and interpret messages and how to read between the lines
· explain how to react to hidden messages
· tell that different people/cultures/contexts have different communication styles
· define other ways of communication and expression, e.g. non-verbal communication
· tell that the efficiency of communication is dependent on the way one uses different communication media
· list basic ways of communication in order to comprehend others and to make oneself understood

Skills: The learner should be in a position to…

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

Attitudes: The learner should be in a position to…

· influence others to reflect on own communication behaviour by valuing other persons' communication
· keep a balanced emotional behaviour during communication
· self-regulate for the sake of the communication and for the respect of others (e.g., to avoid certain words, arguments)
· appreciate the virtues of good communication
· become open to other communication styles
· relate the way of communicating with another person to their mood and background
· probe on improvement of communication
· become open to other people's communication styles
· respect others and their different communication styles

REFERENCE SYSTEM – COMMUNICATION

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	**Level description**	**Level Title**	**Level description**	**Level Title**	**Level description**
5.	Knowing where else (strategic 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.	Incorporation/ internalisation	Feeling it important to engage others to use proper communication styles. Expressing readiness to share communication expertise with others.
4.	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.
3.	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.
2.	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/interest	Generally feeling the need for appropriate communication in work and social life. Becoming curious about it.
1.	Knowing what	Knowing basic ways of communication in order to understand others and to make oneself understood.	Perceiving	Sending and receiving information without special awareness.	Self-orientation	Talking and listening without feeling the need to reflect on communication.

COMPETENCE – FLEXIBILITY

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

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to...

· list requirements of different contexts and environments
· name the benefits of being flexible
· define the challenges of flexibility
· tell that things are dynamic and change is inherent in all areas of life
· summarise adequate forms of behaviour for certain contexts
· explain how to adapt own strategies according to available or missing resources

Skills: The learner should be in a position to...

· transfer knowledge, skills and abilities to other contexts and environments
· reflect on observations and experiences and to draw conclusions in terms of how to adapt
· adapt on resources to changing environments or changing constraints
· operate in multicultural environments and to adapt to new situations and locations
· anticipate new perspectives
· select from a repertoire of different behaviours
· accept and adapt to restrictions
· accept others to be their way
· cope with stress that might result from the pressure to adapt to changing situations and environments

Attitudes: The learner should be in a position to…

· become open to new perspectives, things, behaviours, situations…
· become curious about learning, discovering new things
· become willing to change approaches or to try different approaches
· become willing to learn to adapt
· become motivated to benefit from flexibility, e.g., to fit in/be more comfortable/-successful

REFERENCE SYSTEM – FLEXIBILITY

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5.	Knowing where else (strategic transfer)	Be familiar with multiple strategies to be flexible and knowing how to deal with various contexts. Knowing the impact of changing one's behaviour.	Developing, constructing, transferring	Developing and applying tailored strategies to be flexible for any situation that lead to the best possible result. Being able to perform adequately in unknown situations.	Incorporation/ internalisation	Having internalised flexibility as a means of dealing with changing conditions and to let go of or change initial plans and procedures, where necessary. Inspiring others to become more flexible.
4.	Knowing when (implicit understand-ing)	Knowing when and how to adapt the own behaviour, attitudes and thinking to changing conditions in order to cope with a situation.	Discovering acting independently	Developing own behavioural strategies and methods to deal with changes and working on becoming more flexible. Analysing situations and acting accordingly.	Self-regula-tion/ determi-nation	Being determined to deal with changing conditions for the sake of a good result.
3.	Knowing how	Knowing how to adapt the own behaviour, perception and thinking to changing circumstances.	Deciding/ selecting	Deciding how to deal with changes based on familiar behaviours. Selecting from a repertoire of familiar behaviours to adapt to changing conditions in known situations.	Motivation/ appreciation	Valuing flexibility and adaptability. Being motivated to improve own capability to adapt to changing conditions and to show flexibility.
2.	Knowing why (distant understand-ing)	Knowing why one should be flexible and that there are benefits and challenges of being flexible.	Using, imitat-ing	Adapting to changing conditions when being asked to or as instructed or by imitating the behaviour of others.	Perspective taking/interest	Being interested in how others behave in different situations. Being interested to learn how to become more flexible.
1.	Knowing what	Knowing what it means to be flexible and that flexibility is expected in many areas of life.	Perceiving	Perceiving situations that require flexibility (without acting).	Self-orienta-tion	Not being interested in adapting to changing conditions. Only considering to adapt for own personal benefit.

COMPETENCE – NETWORKING

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

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to...

· tell that successful networking must be reciprocal
· define who to reach out to
· name how to establish connections and improve them
· explain how to make contacts
· explain how to join a professional association and meet other professionals in their field or volunteer on a committee where they can offer up their expertise
· tell that effective networking always starts with approachability
· name the benefits of networking
· list the practices and routines that are based on good and respectful dialogue
· tell that interaction is always context specific (time, relationship, situation and function)

Skills: The learner should be in a position to...

· keep valuable contacts
· use various communication tools to establish contact
· pass leads to other people so that they reciprocate
· express their opinion on others in order to build on the foundations of good personal relationships with peers
· be a good listener and not a loud talker
· develop a networking strategy
· implement a networking strategy
· encourage partners in innovative discussions, creativeness, and cooperation as well as in developing new networking clusters
· engage in social interaction

Attitudes: The learner should be in a position to…

· become open to creating and developing trust in relationships using a focused strategy, a specific structure and interpersonal skills
· be keen to cultivate the philosophy of developing a relationship by focusing emphasis on the other person's needs, interests and situation
· become willing to spend time maintaining contact
· become motivated to find, develop and leverage relationships with key persons who have the ability or willingness to help achieve their goals
· become interested in the exchange of knowledge and experiences
· value trust

REFERENCE SYSTEM – NETWORKING

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5.	Knowing where else (strategic transfer)	Knowing how to integrate networking into personal and professional development plan.	Developing, constructing, transferring	Actively planning and creating networking opportunities and networking activities. Creating and executing a networking strategy for any personal or professional domain. Helping other people act successfully in different networking structures. Applying networking strategies in new contexts.	Incorporation/ internalisation	Finding it important that other people in the sector are open and active as networkers. Enjoying networking and inspiring others to network for the sake of their personal and professional development.
4.	Knowing when (implicit understanding)	Knowing how and when to apply the different networking techniques for the purpose of personal and professional development. Knowing how to act in different networking structures.	Discovering acting independently	Deliberately seeking networking opportunities. Searching for the appropriate networking techniques and opportunities for own purpose. Choosing the right networking techniques for the right purpose and to act appropriately.	Self-regulation/ determination	Feeling the need to be proactive in networking. Refraining from own position for the sake of the network.
3.	Knowing how	Being familiar with different networking theories, techniques and practices for sharing, learning, advocacy and building contacts.	Deciding/ selecting	Taking part in networking activities as they are offered by others. Deliberately selecting certain situations for networking and networking techniques.	Motivation/ appreciation	Value networking in general. Feeling like a networker and seeing things though the networkers' perspective.
2.	Knowing why (distant understanding)	Knowing that other people have different knowledge, expertise and contacts and that through networking and sharing one can learn, gain weight in decision making and/or build useful contacts.	Using, imitating	Occasionally taking part in non-structured networking activities. Acting in a network on given tasks.	Perspective taking/interest	Being curious to actively participate in a network.
1.	Knowing what	Knowing that networking is an essential competence that can help contribute to own personal and professional development.	Perceiving	Spotting and recognising the values and opportunities of networking (but without acting)	Self-orientation	Relating networking to one's own situation.

COMPETENCE – RELIABILITY

Reliability describes the quality of being reliable and trustworthy. A reliable person is someone who you can trust to behave well or do what you expect him/her to do, on the one hand, and who is eager to take responsibility and to interact with other persons in a way, that relationships of trust can be built, on the other hand. Reliability also includes the concept of commitment in interpersonal cooperation and collaboration. This means that a person is able to communicate in an appropriate way and he/she is able to meet agreements and appointments in order to contribute to healthy and functioning relationships both in private and in professional settings.

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to…

· explain that especially in the interaction with other people, trust and reliability are important aspects of healthy interpersonal relationships
· explain why it is beneficial in certain contexts to show reliability
· tell about own limits and ways of self-reflection

Skills: The learner should be in a position to…

· recognise the necessity and the benefit of being trustworthy and reliable in different situations
· actively take responsibility in the interaction with others and meets agreements and appointments
· show commitment in the interaction and collaboration with others
· communicate/inform in an appropriate way, in case s/he is not able to keep agreements/appointments or to fulfil a certain task

Attitudes: The learner should be in a position to…

· feel the need to be a person one can count on
· become motivated to be seen as a reliable and responsible partner in private and professional settings
· become open minded to learn about other people's points of view and their concepts of trust and reliability
· feel motivated to convince other people to realise how important reliability is for a good relationship

REFERENCE SYSTEM – RELIABILITY

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5.	Knowing where else (strategic transfer)	Knowing to transfer and develop new strategies to expand one's own reliability. Intuitively knowing the benefits and importance to be a reliable person in interacting with others to build new and trustful relationships.	Developing, constructing, transferring	Developing new ways of proving oneself as a reliable person in a variety of contexts, interacting with others in order to build trustful relationships.	Incorporation/ internalisation	Having internalised the concept of trust and reliability to make this as one's main principles in the interpersonal cooperation and interaction in various settings. Feeling motivated to make others realise how important reliability is for a good relationship.
4.	Knowing when (implicit understanding)	Knowing about own chances and limits in his/her actions to keep agreements and appointments and to have a realistic estimation on promises one can keep.	Discovering acting independently	Recognising own limits. Being able to communicate in an appropriate way in situations when appointments or agreements cannot be fulfilled in the way they had been initially planned.	Self-regulation/ determination	Being determined to reflect on one own roles, tasks and responsibilities in order to fulfil them in different interpersonal relationships.
3.	Knowing how	Knowing how to act and to behave to build trustful relationships in professional and in private settings.	Deciding/ selecting	Being able to show commitment in the interaction and cooperation with others and actively fulfilling expectations in private and professional settings.	Motivation/ appreciation	Appreciating trustful and reliable relationships in professional and private contexts and being motivated to follow this concept in his/her own acting.
2.	Knowing why (distant understanding)	Knowing why there is a benefit in the interpersonal interaction to act in a trustworthy and reliable way.	Using, imitating	Being able to recognise the necessity and the benefit of being trustworthy and reliable in private and professional relationships.	Perspective taking/interest	Being interested and motivated to learn about other people's points of view and their concepts of trust and reliability.
1.	Knowing what	Knowing what is the scope of one's own responsibility and that this may affect others.	Perceiving	Recognising that healthy interpersonal relationships are based on trust and reliability.	Self-orientation	Having a positive attitude towards being a trustworthy/reliable person.

COMPETENCE – WILLINGNESS TO LEARN

Willingness to learn describes a general positive attitude towards learning of new things and improving oneself. This can be on the one hand being open towards formal learning – such as attending courses and trainings to improve one's professional and personal qualification. On the other hand willingness to learn also describes the motivation to learn about a new living environment: a new society, a new political/educational etc. system, culture and traditions. Willingness to learn reflects the readiness and also the motivation and curiosity to get to know new aspects of life and to collect new experiences - being aware of the fact, that this learning will also improve one's self development and create a profound base to cope with a new living situation.

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to…

· tell that new situations require learning new things
· explain why learning of new things is important for the self-development
· define when he/she has to learn new things in what kind of way
· name the different dimensions of learning and the impact on one's personal and professional situation and how s/he can benefit from learning

Skills: The learner should be in a position to…

· recognise the necessity and the benefit of learning when living in a new country
· to make use of learning offers provided to him/her (formal learning)
· decide which learning content is important for his/her personal and professional situation
· research for new sources and ways to learn new things about his/her new environment (formal & non formal/informal)
· use the interaction with other people to benefit from the learning experiences this can bring.

Attitudes: The learner should be in a position to…

· acquire a positive attitude towards learning (education but also in getting to know new people, culture, traditions etc.)
· value the given opportunities to learn more and to broaden his /her knowledge
· become open minded and motivated to learn as much as possible
· become willing to improve one's learning and feels the need to inspire other people in the same situation to make use of different learning offers.

REFERENCE SYSTEM – RELIABILITY

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	**Level description**	**Level Title**	**Level description**	**Level Title**	**Level description**
5.	Knowing where else (strategic transfer)	Knowing that learning in every aspect is a means of self-development and provides a profound base for building up a new existence in a new environment. Knows how to support others to develop themselves through learning and thereby improve their own life situation.	Developing, constructing, transferring	Developing new ways of learning in a variety of contexts, interacting with others in order to use synergies in learning and to share experiences and new gained knowledge.	Incorporation/ internalisation	Having internalised the concept of learning, motivation and being curious about all aspects of life in order to improve the personal situation. Inspiring others to make use of learning and to be open-minded.
4.	Knowing when (implicit understanding)	Knowing how to act properly in a situation when a learning challenge is set – or any other challenges which require a adaption or flexibility in the behaviour.	Discovering acting independently	Reflecting upon one's learning and development and recognising learning needs in order to cope with the new environment. Actively choosing and searching for new possibilities to acquire new learning – formal (languages and professional training courses) and informal (learning about the society, culture).	Self-regulation/ determination	Being determined to reflect on one's own learning. Being open to look for new sources of learning and showing a positive attitude towards new "life challenges" to collect new experiences.
3.	Knowing how	Knowing how to learn for specific requirements. Has knowledge of learning resources and understands how to use them.	Deciding/ selecting	Being able to select the appropriate learning content/course offers from the learning opportunities, which are provided.	Motivation/ appreciation	Appreciating the learning opportunities, which are offered to him/her. Being motivated to learn as much as possible. Is curious to get to know his/her new living environment.
2.	Knowing why (distant understanding)	Knowing why learning of new things is essential for the self-development and to get along with requirements in a new living environment.	Using, imitating	Using one's resources to meet the requirements to learn to get along in his/her new learning environment. Using learning opportunities which are provided.	Perspective taking/interest	Being interested and motivated to learn new things and values the possibility to broaden his/her experience and/or knowledge.
1.	Knowing what	Knowing that new situations require learning new things.	Perceiving	Recognising that new situations require a lot of things to learn.	Self-orientation	Having a positive attitude towards learning in general

COMPETENCE – PROBLEM SOLVING

Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations with no easy routine solutions. Even if the final aim is clearly defined (but sometimes it is not), the problem solver might not be aware of all steps towards its achievement. The problems might vary in complexity, context and might require different resources or tools. Therefore, the learner needs to investigate the issues, to identify or develop options and selecting solutions to problems which occur in the role. In order to be completed successfully the learner needs to be motivated, curious and eager.

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to…

· explain the need to use problem solving in situations, where there is no predefined solution
· name different problem-solving techniques
· list ways to modify and combine different problem-solving techniques according to the specific problem
· explain how to transfer problem-solving knowledge to other people

Skills: The learner should be in a position to…

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

Attitudes: The learner should be in a position to...

· feel that problem-solving competences are useful ⊠ become eager to look for solutions
· become curious
· become intrinsically motivated to solve problems in general
· become autonomous
· feel the need to help other people in applying problem solving techniques

REFERENCE SYSTEM – PROBLEM SOLVING

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5.	Knowing where else (strategic 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.	Incorporation/ internalisation	Being enthusiastic about solving problems and encouraging other people and co-operate with them to solve certain problems.
4.	Knowing when (implicit understanding)	Knowing variations and modifications to solving problems in different contexts and how to actively use his/her resources. Knowing different ways/instruments to tackle the task.	Discovering acting independently	Discovering and applying complex solutions in different private and professional contexts.	Self-regulation/ determination	Restraining from personal wishes to tackle the task. Openness to find new solutions and to take them on board.
3.	Knowing how	Knowing theoretically what to do to solve the problem/to tackle the task and to reach the goal.	Deciding/ selecting	Applying given problem-solving actions. Choosing between different given possibilities to solve the problem.	Motivation/ appreciation	Being motivated to solve the problem and to deal with the task.
2.	Knowing why (distant understanding)	Knowing the reason for the task or the background of the problem.	Using, imitating	Being instructed to take specific actions to tackle with the problem/task.	Perspective taking/interest	Curiosity in finding solutions to the problem.
1.	Knowing what	Knowing that there is a specific task and it is necessary to solve it in order to reach the goal.	Perceiving	Understanding the problem without taking action.	Self-orientation	Not interested in solving a problem or in thinking and applying possible solutions to it.

COMPETENCE – CRITICAL THINKING

Critical thinking describes the competence to question an issue or a situation, an idea, assumption without accepting anything given at a face value. The learner will identify and analyse the given issue/situation in a systematic way without automatically jumping to conclusions. He/she is curious to assess the given issue/situation and analyse the underlying arguments/ideas and is able to argue the considerations in an understandable way. He/she is able to identify inconsistencies and errors when reasoning, reaching to a conclusion in a systematic way by applying experience and evaluating available information. It is the ability to go beyond the memorization, information recall and facts description, to analyse, evaluate, interpret, or synthetize information or experience in order to form or criticize an idea or argument and not simply accept all the given information without questioning.

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to...

· list different critical thinking methods
· tell the appropriate use of critical thinking
· explain how to evaluate and respond to counterarguments

Skills: The learner should be in a position to...

· analyse information or experience
· evaluate information or experience
· interpret information or experience
· synthetise information or experience
· examine ideas, concepts or situations from multiple perspectives, including different cultural perspectives;
· develop well-reasoned, persuasive questions and arguments
· respond to counterarguments
· identify themes or patterns and making abstract connections across subjects

Attitudes: The learner should be in a position to…

· become curious to test information and to seek evidence, being open to new ideas
· show scepticism about non proven information, not believing everything he/she is exposed to
· become willing to consider that his/her ideas may be wrong when facing new information, experience or evidence that states otherwise
· become motivated to submit his/her ideas and experiments to peer review
· become willing to accept criticism

REFERENCE SYSTEM – CRITICAL THINKING

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5.	Knowing where else (strategic transfer)	Knowing how to apply critical thinking strategies in both known and unknown situations. Knowing how to strategically use critical arguments in various contexts.	Developing, constructing, transferring	Being able to recompose arguments or information after a critical assessment including new aspects. Providing constructive insight to an unknown problem. Thinking in a coherent way to recognise critical aspects and to act accordingly.	Incorporation/ internalisation	Having internalised to assess issues in a critical way in order to identify and to process conclusions according to context and objectives.
4.	Knowing when (implicit understanding)	Knowing when critical thinking is adequate. Knowing how to analyse more thoroughly, broadly and frequently, including validating sources of information in order to come to a holistic solution.	Discovering acting independently	Researching additional information and arguments on a given issue to include it into the analysis. Being able to explain the line of thought/results of the critical evaluation of an information or solution to others in an understandable way.	Self-regulation/ determination	Being determined to reach adequate and constructive conclusions thorough analysis and critical thinking. Being confident to engage with complex and/or unfamiliar problems and concepts.
3.	Knowing how	Knowing how to look through different lenses and how to analyse diverse information in order to come to a constructive conclusion.	Deciding/ selecting	Applying different known strategies to look at an issue from different angles and questioning the given information – including different cultural perspectives.	Motivation/ appreciation	Being motivated to test and question own and others' judgements, opinions and ideas. Valuing critical thinking and being motivated to expand own competence to do so.
2.	Knowing why (distant understanding)	Knowing why it is important to consider different views on a given issue.	Using, imitating	Taking different views on an issue only when instructed to or following the example of others.	Perspective taking/interest	Openness to look at an issue from different perspectives. Being interested in seeing issues through different lenses and also from different cultural points of views.
1.	Knowing what	Knowing the meaning of critical thinking.	Perceiving	Perceiving issues that require further analysis or that may be taken from different point of views.	Self-orientation	Being aware that there are different ideas but not necessarily willing to explore them.

COMPETENCE – CONFLICT MANAGEMENT

The learner is competent in solving conflict situations through the application of specific 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 accommodation, mediation, facilitation and compromising 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 conflict management techniques and finds ways to promote them in the group/to others. S/he exhibits foresight to identify and defuse conflicts before they occur.

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to...

· list different conflict management strategies and techniques;
· name ways to integrate conflict management strategies in activities involving groups/others

Skills: The learner should be in a position to...

· identify problems and find solutions in a group of people with different requests and values
· apply different conflict management techniques and strategies according to the situation

Attitudes: The learner should be in a position to...

· become determined to solve conflicts
· respect others' feelings, rights, requests, and values
· become motivated to improve his/her conflict management techniques
· inspire others to use conflict management techniques

REFERENCE SYSTEM – CONFLICT MANAGEMENT

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5.	Knowing where else (strategic transfer)	Knowing intuitively how to avoid conflict situations or how to help others in looking for a good solution and compromises. Knowing how to apply conflict management techniques in different contexts.	Developing, constructing, transferring	Identifying and defusing conflicts before they occur. Elaborating ways for compromise and conflict solving strategies; Taking initiatives and being active with the parties to apply different conflict management techniques.	Incorporation/ internalisation	Being motivated to inspire others to learn and apply conflict management techniques to solve their own situations. Feeling the need to improve other people's conflict management competences.
4.	Knowing when (implicit understanding)	Having a profound knowledge on which measure can be taken to solve a specific conflict in different situations. Knowing when a suitable measure should be implemented.	Discovering acting independently	Choosing an own way to listen to and express all arguments, con and pro, to discuss them and to find the best solution in solving a problem / compromise.	Self-regulation/ determination	Being motivated to work on one's own conflict management techniques, to improve methods on how to apply management techniques and to adapt them to new situations.
3.	Knowing how	Knowing theoretically certain processes and techniques of conflict solving.	Deciding/ selecting	Making a conscious choice on which conflict management technique seems more pertinent for the given case.	Motivation/ appreciation	Appreciating the strength of one's own conflict management techniques; Feeling important that other members of the group are familiar with conflict management techniques. Being motivated to learn more about conflict management techniques.
2.	Knowing why (distant understanding)	Knowing why it is important to use different conflict management techniques to solve different situations.	Using, imitating	Acting as instructed in a conflict situation. Occasionally using conflict management techniques.	Perspective taking/interest	Valuing conflict management techniques; Generally feeling that conflict management techniques are useful to solve conflict situations.
1.	Knowing what	Knowing that there are techniques to solve conflicts.	Perceiving	Recognising ways of behaviour in acting in conflict situations or/and avoiding conflict situations.	Self-orientation	Feeling the need to apply a conflict management technique to certain situations.

COMPETENCE – PRODUCTIVE AUTONOMY

The learner is independent. This involves self-determination, well-developed abilities for self-regulation and self-direction, awareness regarding the own strengths and resources to use them autonomously in a productive way. The autonomous person appreciates the benefits and the challenges of the freedom he/she has and enjoys this independence. This competence also relates to the ability to recognise the situations and to be motivated to use them to create opportunities for oneself. Further, productive autonomy is closely related to taking responsibility for own decisions and actions and to deal with the consequences of autonomous decisions.

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to...

· name scope and limits of his/her own skills, powers and resources
· tell he/she is accountable for his/her decisions
· explain that his/her own decisions may affect others
· explain there might be limits for taking own decisions/actions
· list the skills and resources (internal and external) that are needed to turn a situation in an opportunity
· explain the benefits and challenges of acting autonomously and creating new opportunities for himself/herself

Skills: The learner should be in a position to...

· recognise his/her own skills, resources and limits
· self-reflect and analyse situations and to act accordingly in a productive way
· act in an independent, productive and self-directed manner
· organise the needed resources to implement actions on his/her own

Attitudes: The learner should be in a position to...

· feel responsible for his/her own actions and decisions
· appreciate rewards of autonomy (freedom, sense of achievement)
· adopt a general positive attitude towards autonomous and self-directed actions
· inspires/motivates others to act independently/autonomously and for using their own powers and resources

REFERENCE SYSTEM – PRODUCTIVE AUTONOMY

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	**Level description**	**Level Title**	**Level description**	**Level Title**	**Level description**
5.	Knowing where else (strategic transfer)	Knowing how to transfer and develop new strategies to tackle challenging situations, acting independently, pro-actively and autonomously. Intuitively knowing how to evaluate, choose and apply different productive strategies.	Developing, constructing, transferring	Creating own decision-making strategies and self-directed actions in various work or personal related contexts; inspiring others to act independently and proactively, being e.g. a role-model for them.	Incorporation/ internalisation	Having incorporated to act as a fully autonomous person and to live according to the own principles regarding self-reliance and productive autonomy. Wanting to support others in developing this competence.
4.	Knowing when (implicit understanding)	Knowing strategies and methods to tackle challenging situations using one's own skills and resources, and turn them into opportunities. Knowing how to mobilise external resources.	Discovering acting independently	Searching for and organising the most appropriate resources (internal and external) to handle challenging situations in an autonomous and self-directed manner to turn them in concrete opportunities.	Self-regula- tion/ determi- nation	Feeling the need to act in an autonomous and independent way to create concrete opportunities for oneself and being determined to improve own capability to do so.
3.	Knowing how	Knowing how own skills and resources determine a decision or can make an action. Knowing how to organise external resources in a productive way.	Deciding/ selecting	Being able to analyse the situation and systematically take decisions/make actions using one's own skills and resources, acting independently and productively.	Motivation/ appreciation	Valuing autonomous, independent and self-responsible actions; appreciating the rewards of being autonomous (freedom; sense of achievement) and being motivated to improve own competence to do so.
2.	Knowing why (distant understanding)	Knowing what are the benefits of relying on one's own abilities and resources. Understanding the advantages of being productively autonomous.	Using, imitating	Occasionally trying to take decisions/ actions using one's own skills and resources, by watching others, imitating strategies for autonomous/-self-directed productive acting.	Perspective taking/interest	Being interested to learn how to act independently and proactively using one's own skills and resources.
1.	Knowing what	Knowing what is the scope of one's own capabilities, judgment and resources.	Perceiving	Recognising that one can take actions/decisions using one's own skills and resources.	Self-orienta- tion	Feeling that autonomous decision making and acting can challenge oneself as it requires responsibility.

335

COMPETENCE – RESILIENCE

The learner is competent in planning resources and activities in order to quickly recover from change and/or difficulties and adapt to new life contexts. This involves knowledge of main values and characteristics of the new environment, as well as of own capabilities and resources to create opportunities for oneself. The learner is able to act accordingly and adapt and develop strategies to set up plans in different life and working contexts. Being flexible and having a positive attitude towards the future is key to turn challenges in opportunities and adapt successfully to new situations.

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to...

· explain how to deal with new situations
· name the meaning and the benefits of being resilient
· list resilience strategies and behaviours

Skills: The learner should be in a position to...

· adopt own as well as external resources to recover from difficulties and adapt to new life contexts
· implement resilience strategies and behaviours
· select from a repertoire of behaviours to better cope with a difficulty
· plan activities according to the new situation

Attitudes: The learner should be in a position to...

· acquire a positive attitude towards change
· adapt his/her habits to new life contexts for the safe of his/her own wellbeing
· to become motivated to quickly recover from difficulties

REFERENCE SYSTEM – RESILIENCE

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5.	Knowing where else (strategic transfer)	Being familiar with multiple resilience strategies to adopt in different situations (life, working, etc.).	Developing, constructing, transferring	Developing and applying tailored resilience strategies in order to recover and adapt to any new context.	Incorporation/ internalisation	Having internalised resilience strategies and behaviours to cope with difficulties and new life contexts. Being a role model and an inspiration for other newcomers.
4.	Knowing when (implicit understanding)	Knowing when and how to adopt resilience strategies in order to better and faster adapt to a new context. Knowing how to plan actions according to the changing situation.	Discovering acting independently	Discovering own resilience strategies to transform challenges in opportunities. Analysing situations and planning resources and activities accordingly.	Self-regulation/ determination	Being determined to adapt to the new life context for the sake of own wellbeing.
3.	Knowing how	Knowing how to adopt own and/or external resources to better recover and adapt to new situations.	Deciding/ selecting	Deciding to adopt own or external resources to overcome a difficulty or to better adapt to a new context. Selecting from a repertoire of familiar tools and behaviours to better cope with a particular difficulty.	Motivation/ appreciation	Valuing behaviours and strategies to quickly recover from difficulties and adapt to new contexts. Being motivated to improve own resilience competences.
2.	Knowing why (distant understanding)	Knowing why it is important to be resilient and that there are opportunities as well as difficulties when adapting to new situations.	Using, imitating	Adopting own resources to adapt to a new situation when being asked to or as instructed or by imitating the behaviour of others.	Perspective taking/interest	Being interested to learn how to act independently and proactively using one's own skills and resources.
1.	Knowing what	Knowing what it means to be resilient and that it is expected when the life context changes considerably.	Perceiving	Perceiving situations that require adaptability (without acting).	Self-orientation	Feeling that autonomous decision making and acting can challenge oneself as it requires responsibility.

COMPETENCE – SOCIAL ENGAGEMENT

The learner is competent in interacting with others involved in social practice, is able to establish relationships and to build up a network of relevant contacts in his/her life and working contexts. In engaging with other people and colleagues, the learner has the ability to exchange knowledge and experience as well as to establish new contacts for the sake of cultivating his/her interests, for leisure, new opportunities and, in general, for his/her wellbeing. The learner is aware of habits and customs of the different social and working contexts and knows feasible approaches to establish new contacts. He/she has an attitude of openness, appreciation and curiosity towards the others, including people with a different cultural background.

The most important knowledge, skill, and attitudes relevant to this competence are:

Knowledge: The learner should be in a position to...

· list ways to interact with people, also from different cultural backgrounds
· name the habits and customs of the society he/she lives in
· define different strategies for social engagement

Skills: The learner should be in a position to...

· socially interact with other people in new contexts
· share knowledge and experiences
· actively engage in social activities

Attitudes: The learner should be in a position to...

· become interested in being socially involved
· become curious and open towards people and new social opportunities
· adopt a positive attitude towards the others

REFERENCE SYSTEM – SOCIAL ENGAGEMENT

	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5.	Knowing where else (strategic transfer)	Knowing how to help other people in engage in social relationships. Knowing how to interact with people in multiple new contexts.	Developing, constructing, transferring	Actively creating social engagement opportunities in new unknown contexts. Developing tailored strategies to increase relevant contacts.	Incorporation/ internalisation	Enjoying social engagement and inspire others to be more involved in the society they live in. Being at ease in several social contexts, including new contexts.
4.	Knowing when (implicit understanding)	Knowing how and when to engage with other people according to the context and the other people's cultural background. Having a good knowledge of habits and customs of the society one lives in.	Discovering acting independently	Developing own strategies of social engagement and ways to meet and interact with new people, also from different cultural backgrounds.	Self-regulation/ determination	Feeling the need to be socially engaged. Being motivated to increase social activities and contacts in different contexts.
3.	Knowing how	Knowing how to interact with other people, also with a different cultural background. Knowing main habits and customs of the new context.	Deciding/ selecting	Taking part in social activities, engage in social relationships in known contexts.	Motivation/ appreciation	Valuing social engagement. Being motivated to improve own capabilities of interacting with people, also from different cultural backgrounds.
2.	Knowing why (distant understanding)	Knowing why one should be socially active and that there are benefits in making useful contacts and being engaged in social activities.	Using, imitating	Talking to others, trying to learn from them and building contacts following the example of others or when being asked to.	Perspective taking/interest	Being interested in increasing social activities and personal contacts. Being interested in knowing more about social opportunities available.
1.	Knowing what	Knowing what social engagement means and that it is expected in different areas of life.	Perceiving	Seeing and recognising values and opportunities of being socially active.	Self-orientation	Feeling the impulse to be more socially engaged for own benefits.

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generaliza-tions.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

4. Competency Framework LEVEL5 Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefits of the Competency Framework LEVEL5 activity were clearly explained to me. Comment:	☺	☺	😐	☹	☹
2. I enjoyed the Competency Framework LEVEL5 activity. Comment:	☺	☺	😐	☹	☹
3. The instructions provided to me on how to produce learning objectives as well as the supporting material for this were useful. Comment:	☺	☺	😐	☹	☹
4. The instructions provided to me for the completion of the Competency Framework LEVEL5 tool (table) were adequate. Comment:	☺	☺	😐	☹	☹
5. The time provided to me for the completion of the Competency Framework LEVEL5 tool (table) was satisfactory. Comment:	☺	☺	😐	☹	☹
6. The Competency Framework LEVEL5 activity was interesting to implement. Comment:	☺	☺	😐	☹	☹
7. The identification of the key competences required for my job is of high importance for my learning at work. Comment:	☺	☺	😐	☹	☹

8.

8. Breaking down key competences related to my job into knowledge, skills, and attitudes as well as into 5 levels of acquisition can help the organisation/company that I work for to provide learning solutions that are suitable for me.

Comment:

9.

9. I am willing to be further involved in such activities.

Comment:

10. What were, in your opinion, the strong points of the Competency Framework LEVEL5 activity? Please provide your answer in the text box below.

Answer:

11. Would you like to change anything on the Competency Framework LEVEL5 activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

12.

12. The Competency Framework LEVEL5 activity was worthwhile overall.

Comment:

5. Competency Framework LEVEL5 Participant List

Session 1 Topic/Title (if applicable):

	1. Date and Time: 2. Venue:	1.	2.
e.g., Identification of Key Competences			

S/N	Name	Department	Job Position	Years of Work Experience	Signature

Session 2 Topic/Title (if applicable):

	1. Date and Time: 2. Venue:	1.	2.
e.g., Identification of Key Competences	Number of Participants in Groups:	G1: G3:	G2: G4:
Number of Groups:			

S/N	Name	Department	Job Position	Years of Work Experience	Signature

[In case of more than two sessions, copy and paste the table above as many times as the number of additional sessions. As soon as you finish, delete this instruction.]

Manager/Supervisor responsible:
Signature: