

# Validation of a Competence

## On the example of intercultural competence

### Assessment Pack



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## 1 Introduction and how to validate your Competence

The final assessment relates to your ***intercultural competence***.

We would like you to reflect on your competence levels before the training and your learning project and after.

The LEVEL5 procedure follows these steps:

- ✚ Reflect about your learning context and identify your learning objectives in the given context – we will call this „learning project“. (If you strive for a certificate, you will have to describe your learning project briefly)
- ✚ Get familiar with the competence description and the reference system for the ***intercultural competence***.
- ✚ Do a first assessment of your competence at the beginning of the learning phase: identify your competence level in each of the three dimensions. Give reasons or examples that prove your rating.
- ✚ Pursue your learning objectives in the given context.
- ✚ Do the second assessment at the end of the learning phase: Read the competence description and the reference system and identify your competence level in each of the three dimensions again. Give reasons or examples that prove your rating. If you wish to receive a certificate, also write a summary of the learning process for each dimension.

If you wish to receive a LEVEL5 certificate which evidences and visualises your learning progress, please document your learning activity and the outcomes of your assessment.

After you have finished the documentation, contact [info@level5.de](mailto:info@level5.de) and receive your certificate within one week.

If you wish to use LEVEL5 after the end of the project, you may join the REVEAL association, who is owner of the software, to become a licensed partner. For further information please contact [info@reveal-eu.org](mailto:info@reveal-eu.org).

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## 2 Your learning project template

By setting goals for what you want to learn and what you want your colleagues to learn in the given situation you will automatically increase the impact of your experience, because this will enable you to reflect more specifically about what is happening.

You may fill this template with support from I-Care team. It shall help you to become more clear about the learning potentials.

<b>Context</b> (e.g. company environment, individual counselling, etc.)	
<b>Description</b> (What/How/For whom)	
<b>Target group(s)</b>	
Description of career management approach applied (e.g. career mapping, career pathing, growth-based career, etc)	
<b>Activities/Methods</b> carried out with the end users	
<b>Expected Outputs/Results/Impact</b>	
<b>Timeframe</b>	
<b>What are the age-responsive elements in your approach?</b>	
<b>Which competence(s) could you improve or develop?</b>  To get some inspiration you can look at the competence descriptions in the SASSI Working On competence	

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inventory.	
<b>How can you evaluate your progress</b> (and your colleague's) at the end of the learning project?	

### 3 Implementation Competence - what it involves

#### Competence Description: Intercultural competence

In a globalised world, people increasingly find themselves working with persons from different cultures. International exchange programs for working, as well as projects focused on different disadvantaged groups, place employee in situations where cultural awareness is of vital importance.

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

Knowledge:

The employee...

- *knows that many aspects of one's cultures can be hidden and not immediately obvious;*
- *has knowledge about how culture shapes one's identity and worldview;*
- *has knowledge of ways to establish a relationship of trust and respect with people from a different cultural, social and religious background;*
- *has knowledge of relevant intercultural communication techniques;*
- *has knowledge about nonverbal communication patterns of other cultures;*

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- *has knowledge of the cultural codes relating to behaviour and communication, e.g. politeness strategies in making requests;*
- *knows that solutions for achieving satisfactory communication between people from different cultural backgrounds are not universal, but context-specific;*
- *knows how to deal with situations of intercultural misunderstandings.*

### *Skills*

The employee...

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

### *Attitudes*

The employee...

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

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## 4 Reference System: Competence for promoting the implementation of age-sensitive career management in the corporate culture

### 4.1 Competence Assessment

KNOWLEDGE		SKILLS			ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (knowledge for transfer)	Possessing thorough knowledge of one's own cultural frames of reference and the various possible patterns of cultural differences. Knowing how to make cultural differences visible and how to teach others strategies for effective communication.	Developing, constructing, transferring	Being able to put oneself in the shoes of others and apply a variety of intercultural approaches. Adjusting one's communicational style to accommodate people from other cultures. Being able to point out the differences in verbal and non-verbal communication and supporting others to communicate effectively.	Incorporation	Actively seeking out intercultural interactions. Willing to move beyond one's comfort zone. Constantly considering the cultural aspects of communication. Being motivated to help others discover the same aspects and improve their intercultural competence.
4	Knowing when (implicit understanding)	Knowing when to adapt a specific communication strategy based on a thorough understanding of the different culture. Understanding the possible ways intercultural misunderstanding can arise and what are the most suitable	Discovering acting independently	Actively collecting information about the communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context. Making use of critical thinking such as analysing, interpreting, seeking	Self-regulation, determination	Respecting and valuing the expressions of cultural differences. Being determined to overcome communication-based obstacles between people from different cultural backgrounds. Viewing difference as a learning opportunity. Being aware of



		strategies for dealing with them.		out relationships and causality, in order to interpret the world from other cultures' point of view.		one's own limitations and developing a tolerance for ambiguity.
3	Knowing how	Knowing how to anticipate the differences based on different cultural backgrounds and how to adapt one's own communication accordingly.	Deciding/ selecting	Being able to independently apply concrete strategies in intercultural communication such as active listening, observing, perceiving non-verbal signs.	Motivation/ appreciation	Valuing intercultural competence and being motivated to develop one's own intercultural communication by acquiring knowledge of different communication styles.
2	Knowing why (distant understanding)	Understanding that one's own culture is central to what people see, how they make sense of it, and how they express themselves. Knowing that different cultures impact people in a different way.	Using, imitating	Communicating by taking into account the cultural backgrounds of other people. Copying observed strategies for intercultural communication or adopting new ones under instruction.	Perspective taking	Accepting the existence of different ways of communication. Being curious towards cultural diversity. Wanting to know more about different communication styles.
1	Knowing what	Knowing that different cultures have different ways of communicating.	Perceiving	Recognising the existence of different styles of communication based on cultural backgrounds.	Self-oriented	Considering the benefits of culture sensible communication without experiencing a need to become active in this respect.



## 4.2 Knowledge Dimension:

### My knowledge concerning < promoting the implementation of age-sensitive career management in the corporate culture >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. Give concrete examples of what you knew at the beginning and at the end and write them in the 2 boxes behind your ticked ones.

1	2	3	4	4a	5	5b*
Level	Level Titles <sup>1</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you know at the end regarding entrepreneurship to illustrate the chosen level
5	Knowing where else (strategic transfer)	Possessing thorough knowledge of one's own cultural frames of reference and the various possible patterns of cultural differences. Knowing how to make cultural differences visible and how to teach others strategies for effective communication.	▲		▲	
4	Knowing when (implicit understanding)	Knowing when to adapt a specific communication strategy based on a thorough understanding of the different culture. Understanding the possible ways intercultural misunderstanding can arise and what are the most suitable strategies for dealing with them.	▲		▲	

<sup>1</sup> Hints for describing the levels:  
 Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)  
 Level 4: Analysing (Differentiating – Organising – Attributing)  
 Level 3: Understanding (Explaining – Comparing)  
 Level 2: Interpreting (Exemplifying – Summarising – Classifying)  
 Level 1: Remembering (Recognising – Recalling)

3	Knowing how	Knowing how to anticipate the differences based on different cultural backgrounds and how to adapt one's own communication accordingly.	⚠		⚠	
2	Knowing why (distant understanding)	Understanding that one's own culture is central to what people see, how they make sense of it, and how they express themselves. Knowing that different cultures impact people in a different way.	⚠		⚠	
1	Knowing what	Knowing that different cultures have different ways of communicating.	⚠		⚠	

**How would you describe your development on the competence dimension 'knowledge' in one sentence?**

### 4.3 Skills dimension:

## My skills regarding < promoting the implementation of age-sensitive career management in the corporate culture >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. Give concrete examples of what you were and are able to do and write them in the 2 boxes behind your ticked ones.

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles <sup>2</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples of what you were able to do at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you are able to do at the end to illustrate the chosen level
5	Developing, constructing, transferring	Being able to put oneself in the shoes of others and apply a variety of intercultural approaches. Adjusting one's communicational style to accommodate people from other cultures. Being able to point out the differences in verbal and non-verbal communication and supporting others to communicate effectively.	▲		▲	
4	Discovering acting independently	Actively collecting information about the communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context.	▲		▲	

<sup>2</sup> Hints for describing the levels:

Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting partly independently, choosing between options, selecting

Level 2: Imitating, Acting without own impulse, acting when being instructed

Level 1: Listening only, participating only, reception without action...

		Making use of critical thinking such as analysing, interpreting, seeking out relationships and causality, in order to interpret the world from other cultures' point of view.				
3	Deciding/ selecting	Being able to independently apply concrete strategies in intercultural communication such as active listening, observing, perceiving non-verbal signs.	⚠		⚠	
2	Using, imitating	Communicating by taking into account the cultural backgrounds of other people. Copying observed strategies for intercultural communication or adopting new ones under instruction.	⚠		⚠	
1	Perceiving	Recognising the existence of different styles of communication based on cultural backgrounds.	⚠		⚠	

**How would you describe your development on the competence dimension 'skills' in one sentence?**

## 4.4 Affective Dimension:

### My attitudes and emotions concerning < The promoting the implementation of age-sensitive career management in the corporate culture >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. Give concrete examples of how you felt and which attitude you had in regard to the promotion of the implementation of age-sensitive career management in the corporate culture

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles <sup>3</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples that illustrate the selected attitude level the beginning	Time 2 (tick)	Give concrete examples that illustrate the selected attitude level the end
5	Incorporation Internalisation	Actively seeking out intercultural interactions. Willing to move beyond one's comfort zone. Constantly considering the cultural aspects of communication. Being motivated to help others discover the same aspects and improve their intercultural competence.	▲		▲	
4	Affective self-regulation	Respecting and valuing the expressions of cultural differences. Being determined to overcome communication-based obstacles between people from different cultural backgrounds. Viewing difference as a learning opportunity. Being aware of	▲		▲	

<sup>3</sup>

Hints for filling the level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)

		one's own limitations and developing a tolerance for ambiguity.				
3	Appreciation Empathy	Valuing intercultural competence and being motivated to develop one's own intercultural communication by acquiring knowledge of different communication styles.	⚠		⚠	
2	Perspective taking	Accepting the existence of different ways of communication. Being curious towards cultural diversity. Wanting to know more about different communication styles.	⚠		⚠	
1	Self centred neutral	Considering the benefits of culture sensible communication without experiencing a need to become active in this respect.	⚠		⚠	

**How would you describe your development on the competence dimension 'skills' in one sentence?**