

GOOD PRACTICE 1
INTENT

	ASSESSMENT PROJECT	INTENT		COUNTRY	NETHERLANDS
		<p>This assessment tool, composed of a questionnaire for self-evaluation and a comprehensive evaluation grid/rubrics, was developed by KCH INTERNATIONAL (The Netherlands), and is part of the work package of the 2013 European EU-MOVE project, developed under the Leonardo Da Vinci "Transfer of Innovation" 2007-2013 programme. (conceived for use by students as a self-assessment tool during international school exchange programmes structured around apprenticeship experiences at foreign companies). The tool also contains an evaluation grid to be filled by the trainee's supervisor. Upon return from the work experience, students undertake a series of meetings with qualified teaching staff intended to encourage challenging and critical reflection on the experience.</p>			
ASSESSMENT FOCUS	COMPETENCES ASSESSED	ENTREPRENEURSHIP INTERCULTURAL COMMUNICATION METACOGNITION	ASSESSMENT METHOD	(PROJECT) WORK EXPERIENCE ABROAD (OBSERVATION) CHECK-LIST (INDIVIDUAL) SELF-ASSESSMENT	
	COMMUNICATION / INVOLVEMENT	ASSESSMENT GUIDELINES	SCOPE	INDIVIDUAL or CLASS-LEVEL, depending on the number/share of students per class participating to the programme	
ASSESSMENT	STAFF INVOLVED IN ASSESSMENT PRACTICES	TEACHER SELF-ASSESSMENT	MINIMUM QUALIFICATION OF THE ASSESSOR	VARIABLE	
	PURPOSE OF THE ASSESSMENT TOOL	QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)	Impact of the assessment of entry status/ degree completion/ final mark	NONE	
	Assessment Timeframe	<p>The project presents no fixed assessment timeframe.</p> <ul style="list-style-type: none"> - Preparatory/advisory activities are of course fundamental, and must be duly organised before the student's departure. - Activities of self-evaluation need to take place, on a weekly basis, throughout the entire duration of the student's experience abroad. - "Reflection" meetings are to be organised (by the relevant school staff) upon the student's return, in a timely fashion. 			
	Operational Instructions/ Resources/ Toolbox	Questionnaire for self assessment needs to be thoroughly explain dby	Sensitive Data Protection	REGULATORY FRAMEWORK FOR PRIVACY	
	Outcome	SELF-ASSESSMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL			

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EVALUATION GRID ENTREPRENEURSHIP AND INTERCULTURAL COMMUNICATION

	ENTREPRENEURSHIP AND INTERCULTURAL COMMUNICATION LEVEL I - BEGINNER	ENTREPRENEURSHIP AND INTERCULTURAL COMMUNICATION LEVEL II - INTERMEDIATE	ENTREPRENEURSHIP AND INTERCULTURAL COMMUNICATION LEVEL III - ADVANCED
Intercultural competences mainly comprise the knowledge, skills, insights and attitudes which allow you to perform well in various (work) experiences abroad	<i>I am already willing to interact successfully with people of other cultures. I tend to pick things up and learn from them as I go along but I haven't yet the experience to work out any system of dealing with intercultural situations in general. I respond to events, rather than planning for them. At times I may be perplexed by the different ways of working and organisation of people from other cultures. At this stage I am reasonably tolerant of other values, customs and practices although I may find them odd and surprising and I may approve or disapprove.</i>	<i>As a result of experience and/or training, I am beginning to view more coherently some of the aspects of intercultural encounters I used to deal with in a 'one-off way'. I have a mental 'map' or 'checklists' of the sort of situations I am likely to need to deal with and am developing my skills to cope with them. This means that I am more prepared for the need to respond and adapt to the demands of unfamiliar situations. I am quicker to see patterns in the various experiences I have and I am beginning to draw conclusions without having to seek advice. I find it easier to respond in a neutral way to difference, rather than approving or disapproving.</i>	<i>Many of the competences I developed consciously at the intermediate level have become intuitive. I am constantly ready for situations and encounters in which I will exercise my knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of the intercultural group. I not only accept that people can see things from widely varying perspectives and are entitled to do so, but am able to put myself in their place and avoid behaviour I sense would be hurtful or offensive. At this level of operation I am able to intercede when difficulties arise and tactfully support other members of the group in understanding each other. I am confident enough of my position to take a polite stand over issues despite my respect for the viewpoint of others.</i>
Section 1 Knowing yourself and others.	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
overview	<i>The candidate at this level is able to identify own emotions in a tension situation, but not control them. Can understand other's emotions only through open demonstrations or explanations. May give in to stress and let it influence his relations with others. Can evaluate a situation against own abilities, but superficially. May become stuck in stressful situations.</i>	<i>The candidate at this level is able to suppress unproductive emotions to a certain degree, but does not yet have techniques in place to do it in any situation. He is aware of other's mood and emotions by analysing the situation, but cannot always foresee them. Can organise own work, but may become overwhelmed when everything doesn't go as planned.</i>	<i>The candidate at this level is able to identify the factors that have an impact on his emotions, isolate and control them. He is able to foresee other's reactions based on their mood and personality. He is able to stay calm and take coherent decisions even in high-tension situations. He knows his own abilities very well and is able to organise his work in order to play to own strengths and ask for help when necessary.</i>
Section 2 Intercultural communication.	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
overview	<i>The candidate at this level tends to see cultural foreigner's differences and behaviour as strange. Attempts to relate problems of intercultural interaction to different conventions but lacks knowledge to identify differences and tends to hold on to own conventions.</i>	<i>The candidate at this level is capable in familiar situations of seeing the other's point of view and differing perceptions. Begins to relate communication difficulties to differing conventions and attempts to clarify and adapt.</i>	<i>The candidate at this level accepts fully the "other" as a coherent individual and uses decentering skills to maximize communication. Can identify and adapt to different communication and behaviour conventions or to negotiate new discourse rules to avoid misunderstandings or solve them when they arise.</i>
Section 3 Negotiating and influencing	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
overview	<i>The candidate at this level is able to formulate opinions and ideas. First awareness of the necessity to vary his /her approach depending on the communication context (for example multicultural), to beginning to apply negotiation strategies in familiar situations. Does not yet have sensory acuity to adapt to unprepared objections. Is still reactive in negotiation and cannot yet take the lead and is beginning to gain understanding of influencing internal and external customers.</i>	<i>The candidate at this level is able to vary his/her approach to the negotiation depending on the context. Is more aware of the impact of opinions and ideas on others and deliberately seeks to get others on board. Is able at this level to understand what is at stake in the negotiation and adapt his/her strategy accordingly.</i>	<i>The candidate at this level is capable of gaining added value from the negotiation and getting commitment and involvement of key stakeholders from different cultures in the negotiation process. Demonstrates a high level of sensory acuity and a capacity to fully integrate others concerns and can react rapidly to act accordingly. Is able to calm others down in high-tension situations in order to make the situation more manageable.</i>
Section 4 International leadership	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
overview	<i>The candidate at this level demonstrates a basic degree of accountability or personal responsibility in the carrying out of set objectives. Has primary awareness of the need to set his/her own personal and professional objectives. Recognizes diversity as positive input into the work environment. Not yet able to identify between ambitious and realistic goals in terms of risks and consequences. Is in the process of learning the value of feedback and accepting it.</i>	<i>The candidate at this level is able to set his own personal and professional goals with some strategic guidance. Demonstrates personal responsibility for his/her actions and is able to justify choices. Takes measured risks and starts to see problems as challenges. Is proactive in looking for solutions in a safe environment. Acting on feedback and asking for feedback in some circumstances. Adapts and positively regards team diversity in dealing with problems.</i>	<i>The candidate at this level sets ambitious personal and professional goals. Actively motivates and stimulates others to the achievement of these goals. Stays focused on objectives while demonstrating flexibility in his/her approach. Strives for continuous improvement and accepts failure as a learning opportunity. Feedback is used as a tool for continuous improvement. Values diversity and maximizes various qualities present in a multicultural team to maximize performance.</i>
Section 5 Creative entrepreneurship mindset	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
Overview	<i>The candidate at this level has primary awareness of the need to be open and looks for new ideas and ad hoc basis. Does not yet have a deliberate strategy for innovation. Deals with ambiguity on a one off basis, responding to items as they arise. Still needs a very structured environment and support.</i>	<i>The candidate at this level actively looks for alternatives and new possibilities. Is able to pick up on opportunities in a more systematic way. Has begun to acquire approaches to deal with several issues simultaneously. Can deal with ambiguity in situations where the stakes are not too high and the context is relatively predictable.</i>	<i>The candidate at this level systematically applies creative thinking strategies in their problem solving and are motors of innovative. Are at ease and show no visible signs of stress in ambiguous and uncertain situations.</i>
I.C.2 Tolerate ambiguity	I take events as they come, doing what seems right at the time	I often plan for different eventualities and can deal with unexpected events familiar contexts	When ambiguous situations arise, I am comfortable that I can deal with them even when personally challenged

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QUESTIONNAIRE FOR SELF-EVALUATION

Section 1 Knowing yourself and others.	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
1. Question: Can you use your senses as valid information sources when you work in an international context with someone from a different cultural background? Give an example.	I get emotional in situations I don't understand and I find it hard to understand the emotions strangers may experience.	I seek out verbal and non verbal information about strangers.	I am attentive to verbal and non verbal behaviour, to the communication context and to interpersonal relations.
	I try to pick up on non verbal communication signals.	I am able to analyse feelings in interpersonal relations and am beginning to control behaviour.	I am resilient and able to deal with stressful feelings in a constructive way.
2. Question: Which cultural differences do you encountered and how did you handle it?	I am aware that stereotypes may influence my behaviour but I do not yet have a consistent strategy for moving beyond them.	I am open to different ways of thinking, learning, behaving but am still uncomfortable when I feel challenged or that my identity is questioned.	I enjoy interacting with people who think differently and I have a high degree of sensitivity to interpersonal relationships. But I also maintain my personal beliefs and identity when challenged.
Section 2 Intercultural communication.	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
1. Question: Can you understand others concerns and motives? Give an example.	I recognize that strangers with whom I am communicating may have different points of view than I do.	I am aware that there are different culturally related perceptions.	I am able to decode other people's communication according to their cultural background
	I try to find culturally related reasons why strangers behave in a way I perceive as strange.	I am able to see the point of view of others	
2. Question: Which situation indicated that you can build on mutual trust?	I am able to adapt my behaviour to people from another cultural background once I know what behaviour is required.	I am able to adapt my behaviour when communicating with people from another cultural background and can help to clarify ambiguous situations.	I can deal successfully with ambiguous and conflict situations that are related to different communication conventions
Section 3 Negotiating and influencing	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
1. Question: Give an example of you showing sensory acuity?	I pay attention to non verbal reactions of people	I take into account non verbal information and actively listen to my counterpart.	I apply appropriate listening skills and strategies to sense and read my counterparts reactions and I balance emotion with reason to favour the relationship even in potentially conflictual situations
	I am dealing with but I respond emotionally to potentially conflict situations that I don't understand	I look for the best way to adapt my negotiating strategy to other cultures. I am not always fully able to control my emotions in potentially conflict situations.	I am able to take into account multiple perspectives when deciding on the best negotiation strategy and on what winning and losing means to my counterpart.
2. Question: Can you balance your own progress on objective but also understanding others concerns and motive when balancing? Can you give an example?	I understand that values, norms and perspectives are culturally determined and may affect the way others negotiate.	I understand time considerations are culturally determined but am still sometimes frustrated by some setbacks rather than searching for the best solution.	I accept and work with different attitudes to time and deadlines.
	I may feel frustrated when I don't get the results I want in my own timeframe.		I consider setbacks as a matter of course when working with other cultures.
Section 4 International leadership	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
1. Question: Give an example of when you showed accountability?	I am not afraid to make decisions and choices	I take responsibility for my own decisions and choices, even when the outcome is different than expected	I make decisions and choices, knowing the risks of the decision or choice
	I can explain the decions and choices I have made	I use feedback and the expertise of someone else to make decisions and choices	I take responsibility for own mistakes
	I ask feedback about my work		I use feedback to improve my work
2. Question: When do you empower and inspire others? Give an example?	I give positive feedback/compliments to team members	I stimulate team members to do their best and thank them for their effort	I create positivism and enthusiasm for new ideas and plans in my team
	I think it is important to work in a diverse team	I often underline the importance of team members for the team and the importance of diversity in the team	I am a good example for my team in making use of diversity in my team
	I take in account the difference between team members by asking advice	I make use of the differences between team members by he allocating tasks, giving feedback, etc.	When I select team members, I aim to select a wide range of different qualities in my team
3. Question: When you have to solve a problem, how do you react?	I try to solve problems, before consulting others	I make clear decisions	I make difficult decisions, even when the outcome is unpleasant
	I am proactive in turning ideas into actions	I am proactive in changing work methods, habits, etc., when circumstances change	I am flexible, but I keep the goals in mind

Section 5 Creative entrepreneurship mindset	LEVEL I - BEGINNER	LEVEL II - INTERMEDIATE	LEVEL III - ADVANCED
1. Question: Are you a creative thinker? Give an example of you finding an innovative solution	I understand basic creative thinking strategies	I use creative thinking techniques	I look for innovative solutions with long term vision
	I question the most obvious solutions proposed	I look beyond the given framework for new opportunities	I am active in creative new opportunities for improvement
	I am opened minded towards new ideas	With some guidance I search for some and suggest new ideas	
2. Question: Can you handle with ambiguity? Give an example?	I take events as they come, doing what seems right at the time	I often plan for different eventualities and can deal with unexpected events familiar contexts	When ambiguous situations arise, I am comfortable that i ca can deal with them even when personally challenged