Glossary

Term	Explanation
Action Competency	**Action competency** comprises all abilities, skills, knowledge and experience of a person which enable him to actively self-organise and master practical tasks appropriately, purposefully, adequate to the situation and responsibly. Action competence means: • The ability to recognise a situation and the necessity of action • The technical knowledge and ability as a basis for making decisions • The ability to weigh risks • Assertiveness • The ability to control Vocational action competence The development of vocational action competence is important due to the processes of change and the attendant changes in requirements. Vocational active competence can be assessed in its application in the concrete vocational work. It is the task of the enterprise to define, assess and confirm it and develop it further. (questionnaire on activity and action competencies)
Appraisal Interview	The **appraisal interview** is an instrument for the guidance and the assessment of employees. Their motivation, participation and cooperation can be influenced and their performance profiles can be reported back to them. In the realisation of modern work concepts which aim at the extensive use of potential, the main emphasis of the instrument has shifted so that the support of colleagues and personnel development has gained importance. Contents of an appraisal interviews: • Feedback on the performance of the employee; analysis of bad meeting of objectives • Strengths, weaknesses and satisfaction of the employee • Agreement on objectives • Determination of further training and support measures The communicative competences of the persons involved are decisive factors for the success of an appraisal interview.
Assessment of Competencies	**Assessment of competencies** gives insight into an employee's qualities. It makes clear in which areas an employee may need to grow, adapt to changed circumstances or new professional developments. We do not talk about standardised measures, but rather instruments oriented on the individual strengths and weaknesses of the employee and the needs of the enterprise. This is seen as an opportunity to early recognise the need for further development of the employees and handle both the current and future requirements of the workplace successfully.

Coaching	**Coaching** is used increasingly as accompaniment to measures for operational work in the field of company training. As a new learning form it aims to promote individuals in their personal and vocational developments, also to support groups. Coaching aims to reflect individual and collective developments, to enable processes of change and self-knowledge and to change behaviour.
Competencies	**Competencies** comprise all abilities to act and to self-organise of the individual that enable him to cope with tasks and projects (i.e. relating to the situation and the persons concerned). Competencies cover the abilities, skills, methods, knowledge, experiences, attitudes, needs and values which a person acquires, develops and applies in life. They are bound to the individual and his ability to act self-responsibly. Competences always have to be described in relationship to the requirements on a person and his individual abilities or potentials. Competences are dependent on the conditions of the environment for their evolvement. The development of competences results from individual learning and development processes and different forms of learning at work and in everyday life. It is not only the acquisition or adaptation of knowledge and abilities. Most important is the readiness to allow the experience to be tested as well as the self-organised further development of the action competence in order to do justice to new requirements and tasks. The ability and motivation for self-organised learning and acting and the further development of technical, methodical, social and personal competences are essential elements too.
Cooperative Development of Competencies	**Cooperative development of competences** means the possibility to learn with and from each other, how to cope with problems, new tasks and conflicts. This specific form of development of competences takes place e.g. in the process of exchange of experiences. The exchange of experience plays an important role in cooperation structures like study groups or networks. Here the learning takes place in two different ways. The speaker expresses his own personal problem definition and methods of coping. Difficulties which he hasn't recognised before can be pointed out to him by making particular enquiries. The listeners connect what they hear with their own experiences and are made more familiar to the respective problem. In this way the different technical knowledge and personal experiences have an effect. Such a mutual give and take situation is teaching and learning at the same time; this kind of learning can only be experienced in groups.

Development of Competencies	**Development of competencies** in vocational training includes the existing competences gained in-house or elsewhere by the individual, groups and organisations. As a constituent of personnel and organisational development, the development of competences is mainly identified, developed, implemented and judged in the work process. Development of competences can also be viewed in the context of processes of change (management of change processes). Development of competencies leads to the development and consolidation of extensive vocational action competence. Development of competences is an active process which is largely formed by the individuals themselves. Self-paced learning therefore plays a central role. Apart from traditional further training and qualification measures (e.g. seminars), learning in the process of work in particular contributes to the development of competences. Development of competencies at work calls for the existence of conditions conducive to learning, e.g. the existence of freedom of action at the workplace and tasks with problems that go beyond routine action.
Formal Learning	**Formal learning** is related with initial and further training, where learning is conducted predominantly based on predefined curricula with a distinct target within a framework of institutional offers. Learning is oriented on specifications and leads to recognised certificates.
Forms of Learning	**Forms of learning** as learning organisation forms refer as a matter of priority to the organisational structural side of learning. A framework is created which supports, promotes and demands learning - mostly under didactic- methodical conditions. Apart from conventional forms of learning such as lessons and seminars, supplementary new forms of learning like quality circles, learning islands, coaching and online communities are finding increasing use in connection with new work and organisational concepts.
Informal Learning	**Informal learning** takes place in the general living environment outside of formal training facilities. The learning is acquired informally in relation to current problems and task situations. It is cause and experience-related and occurs partly sporadically and more or less self-initiated. The results of the learning are frequently unconscious.
Knowledge Management	Operational **knowledge management** means all planning and measures which help to connect and develop implicit and explicit knowledge in the enterprise. The person is central to this process because only people can initiate knowledge. Technical systems can only store, process and utilize data. Modern operational knowledge management should develop, identify and systematically process new knowledge in the enterprise and pass it on to the relevant departments. At the same time it must be made possible for the employees to learn and develop new knowledge for themselves to the benefit of the entire enterprise. Knowledge management must be tied to the operational training management.

Learning Arrangement	**Learning arrangement** is didactically prepared learning material for the independent and action-oriented acquisition of complex further training contents by the learner.
Learning Enterprise	**A learning enterprise** is an economically based organisation system which enables continuous learning and knowledge processes between employees, groups and the entire organisation. It stands out due to even hierarchies, decentralisation, groups and project organisation. Six dimensions characterise a learning enterprise: 1. Learning has a strategic significance to assure competitive ability (economic dimension); 2. Work is integral and demands and promotes learning at the same time (organisational-qualified dimension); 3. Business goals and visions are pursued jointly, every employee is learning and teaching at the same time (enterprise cultural dimension); 4. Learning in the work process is increasing, learning locations and on-site learning combinations are becoming more manifold (organisational learning dimension); 5. Instructive learning is supplemented by constructive learning, experience-related and organised learning processes are combined (theoretical learning dimension); 6. New forms of learning and learning concepts result (didactic methodical dimension).
Learning in the Working Process	The acquisition of new knowledge can be promoted by other forms of learning, e.g. quality circles, learning islands, groups or project work, working out solutions and optimisation of work schedules.
Learning Island	A **learning island** was introduced as a decentralised learning form to the operational initial and further training and in the business sector. Conception characteristics: • Learning islands are workplaces supplemented by learning materials in which real work assignments are carried out and training is conducted. • Work assignments suffice for the criteria of integral work, they offer good opportunities by learning with their complexity, problem content and variety riches. • Work is carried out in groups in the learning island in which the form of organisation is structured on the principle of partly autonomous teamwork. • Learning islands can also function as innovation points in the work process, primarily for innovations in work organisation and social and methodical fields.

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Methodical Competency	**Methodical competency** describes the ability and readiness for the application of procedures and techniques (e.g. ability to solve problems or learning competence) which serve for the arrangement of one's own work, group work, personality development and the development of social relationships. (questionnaire on technical – methodical competences)
Operational Analysis of Training Needs	The **operational analysis of training needs** targets the operational requirements (safeguarding continuity and company development) and the individual training needs of the employees. The operational training needs arise from the qualification requirements of the workplace and the work processes. A training need exists, if there is a gap between the requirements of the workplace and the competences of the employee in question. The analysis of training needs forms the basis for extensive and lasting operational further training planning. Instruments and methods of the operational analysis of training needs include the current and future requirements at the workplace and the competences of the employees.
Operational Further Training	The term further training describes the entire field of adult learning after the initial training. Vocational further training includes further education, retraining and work study. **Operational further training** encompasses both conventional further training measures in the form of courses and seminars and forms of learning acquired through work (coaching, quality circles, Communities of Practice etc.). Informal learning plays an important role in these work-related further training forms. Technical talks, conventions and other information forums in operational further training should be included, if they are offered by enterprises.
Operational Training Management	**Operational training management** targets the generation of information and communication technologies, development, utilisation and logistics of knowledge and experience, including the newer information and communication technologies. At the operational level this means primarily the continual updating and expansion of the knowledge base for staff and organisational development processes to reach planned product and process innovations and to increase the competences of the employees. Cooperation with other enterprises and institutions in joint projects and networks enables the fusion of knowledge of different disciplines/fields.
Operational Work in the Field of Training	**Operational work in the field of training** contains the planning, implementation and evaluation of all measures of vocational training and qualification and training from initial up to executive level. It targets both formal, organised learning and informal learning. The operational work in the field of training is increasingly characterised by the elements of vocational training, personnel development and organisational development (human resources development).

Organisational Development	**Organisational development** asserts the claim to look at structures, processes and persons in organisations in a holistic way and to make changes in the interests of the strategic aims of the enterprises and its employees. The new work and knowledge concepts relating to current social and operational changes require continuous organisational development processes which are brought together in the operational work in the field of training, additionally including personnel development
Personal Competencies	**Personal competencies**, which are also described as self jurisdiction, display the readiness and ability to reflect on one's own development and to develop further with regard to individual and social moral concepts. However, they also cover attitudes, values, motives, self-confidence, self perception, self-organisation, reliability, responsibility and critical faculty. (questionnaire on social communicative competences)
Personnel Development	The development of competences of the employees operationally relates to **personnel development** for the attainment of the business goals by optimum use of human resources. Personnel development is increasingly seen as decisive strategic success factor for competitiveness of an enterprise. It has to assure the permanent balance between the aims of the enterprise and those of the staff and the training and operational education and summarises all further training measures. Personnel development is closely connected to organisational development and operational work in the field of training. Measures and concepts for personnel development are mainly oriented on the individual requirements of the employees. The training in the context of personnel development is no longer primarily technically oriented, but increasingly designed as extensive development of competences.
Qualification	**Qualification** stands for abilities, knowledge and skills with regard to their utility for certain activities or professions. Qualifications are determined from the view of demand and not subject. They are subordinated to the vocational competences and the vocational action competences or can be viewed as their integral elements.
Self-organised Learning	**Self-organised learning**, unlike self-paced learning, means that the infrastructural and organisational frameworks of learning are determined essentially by the learners themselves. Apart from the framework the learners decide on the aims and content of the learning process as well as the methods, instruments and aid to regulate learning.
Self-paced Learning	**Self-paced learning** means independent self-control of learning processes. The learner alone determines the aims and content of the learning process and the corresponding methods, instruments and aids in a predefined framework. Unlike self-organised learning, the action framework is only partly determined by the learner himself, but is organised essentially from the outside.

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SME	The category of micro, small and medium-sized enterprises consists of enterprises which employ fewer than 250 persons and which have either an annual turnover not exceeding 50 million euro, or an annual balance sheet total not exceeding 43 million euro".
Social Competencies	**Social competencies** describe the readiness and ability to solve conflicts, form, maintain and understand social relations and interests and the ability for communication, cooperation and information. (questionnaire on social communicative competences)
Social Economy	The **social economy** is a grass-roots entrepreneurial, not-for-profit sector, based on democratic values that seek to enhance the social, economic, and environmental conditions of communities, often with a focus on their disadvantaged members. Social economy refers to a third sector in economies between the private sector and business or, the public sector and government. It includes organisations such as cooperatives, non-governmental organisation and charities.
Technical Competencies	**Technical competencies** are understood as readiness and ability to solve professional and workplace-specific tasks and problems on the basis of existing technical knowledge and available skills in a direct, proper and methodical manner and assess the results independently. (questionnaire on technical – methodical competences)
Working Models Conducive to Learning	The term "**work conducive to learning**" means the conditions and possibilities to enable learning in the working process. The arrangement of work conducive to learning is determined by the enterprise profile, such as the size of the plant or branch, the kind of practical tasks and the organisation of labour. The concrete requirements of the workplace and the competence profiles of the employees form an essential basis for developing the workplace as a learning location. The work is then particularly conducive to learning, if it poses problems, is variable, can be individually adapted and covers complete actions. In addition, the existing freedom of movement for the employees and support and recognition from their colleagues and supervisors are important for the taking hold of learning opportunities. The starting point for the supervisors of operational learning processes is the analysis of the learning possibilities at the different workplaces and the identification of conditions which impede or promote learning.

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