21 OER Aeres University of Applied Sciences COMPETENCES

Competency 1: To show leadership capabilities
The student coaches the development of employees and shows exemplary behaviour; retains overview in complex situations, takes initiative at key strategic moments to administer processes of change and applies an appropriate leadership style.

Competency 2: To cooperate
The student creates a good atmosphere, handles the interests of others with care, is able to conquer resistance and conflict and utilizes the qualities of all individual team members to collectively reach the predetermined goals.

Competency 3: To present
The student is able to communicate messages about complex topics in an understandable and persuasive manner to a critical target audience, whereby consciously choosing the most effective form of communication.

Competency 4: To research
The student identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method.

Competency 5: To innovate
The student uses creativity to develop new products, services and applications that are of use in practice.

Competency 6: To organise
The student plans and executes activities, brings both employees and resources effectively into action, supervises progress, adjusts when necessary and achieves the desired results.

Competency 7: To introspect
The student has a clear understanding of one's own behaviour and directs one's own development with the purpose of matching one's functioning with one's work environment.

Competency 8: To enterprise
The student recognizes chances and opportunities and turns these into desired results at one's own risk.

Competency 9: To endorse sustainable behaviour
The student justifies one's actions while showing respect for values and with a focus on a balanced use of available resources.

Competency 10: To appreciate the global perspective
The student considers the world one's playing field and functions well in an international environment.

Depending on the stage of the course, a number of these competences will be tested in a professional situation that is as authentic as possible (aptitude test). The chart below illustrates which competences are central at which the aptitude tests and at what the different evaluation criteria per level are.

		1	2	3	4	5	6	7	8	9	10
	Competencies →	**Management**	**Cooperation**	**Presentation**	**Research**	**Innovation**	**Organisation**	**Selfmanagement**	**Entrepreneurship**	**Sustainable behaviour**	**Globalisation**
	Growth indicators ↓										
1	**Roles**		x								
2	**Responsibility**	x					x	x		x	
3	**Independence**	x	x		x			x	x		
4	**Public**	x		x							x
5	**Time limit**		x			x	x		x	x	
6	**Work**						x				
7	**Procedures**				x						
8	**Knowledge and insight**			x	x	x					
9	**Insecurity**							x	x		x
10	**Change**	x				x		x			x
11	**Scope**			x			x		x	x	

		Level 1 (Year 1)	**Level 2 (Main phase)**	**Level 3 (BSc)**
1	**Roles**	skilled worker	specialist	researcher adviser
		manager	operational manager	strategic manager
		small business entrepreneur	entrepreneur	innovative manager
2	**Responsibility**	delegated responsible	co-responsible	final responsible
3	**Independence**	external control	own risk and initiative	own risk, own initiative
4	**Public**	familiar colleagues and contacts within the own field of work	new target group within the own sector	unfamiliar or expert target groups domestic or abroad
5	**Time limit**	1 year	1-5 years	5-10 years
6	**Work**	singular task	several tasks	combined tasks
7	**Procedures**	adjust and improve	develop	continuous innovation
8	**Knowledge + insight**	facts, methods, principles	background, explanation	integration and discussion
9	**Insecurity**	situations with unknown factors	situations with unpredictable	continuously changing circumstances
10	**Change**	introduce, initiate, direct	control, direct, form	pro-active behaviour, innovate, design
11	**Scope**	transfer within the sector	transfer within adjoining sectors	transfer across sectors