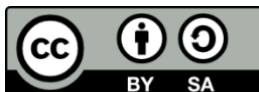




LEVEL5 Competence Assessment Kit (Learner) Spotting Ideas and Opportunities for Sustainable Development



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1. Introduction and How to

This final assessment relates to your *“Competence to spot ideas and opportunities for Sustainable Development”*.

We believe that you acquired and developed these competences during your DISC learning programme and now we want to validate them.

In this self-assessment we would like you to reflect on your competence levels at the beginning of the course (at the time you entered the Module 8 course) and at the end of it.

Please use the following word-file and make yourself familiar with the reference system and the descriptors in this file.

It is the basis for a self-assessment and rating.

This is done in the following steps:

1. You first simply (and only) tick boxes on the levels of knowledge, skills and attitudes, where you would allocate yourself at the beginning and at the end of your DISC learning programme (only one rating possible per dimension)
2. Please give examples that illustrate and reason your ratings. Please, by all means, do not exceed the number of 230 characters.
3. Please discuss these ratings and the reasoning with your team mates. Maybe he/she can contribute with other examples?
4. After this step you please finalise the examples and justifications and write a short final conclusion on your competence development on page 9 (also not exceeding 250 characters). Please insert your name and add a photo.
5. There will be a consistency check from the coordinators and the LEVEL5 certificates will be produced as PDF and send to you

2. Competence Description: Spotting Ideas and Opportunities for Sustainable Development

This Competence requires knowledge on different ideation and prototyping instruments and strategies, e.g. Spotting opportunities, Creating ideas, Working towards a Vision, Valuing ideas, Checking for Sustainability, etc. and how to apply them in different situations

A competent person should be able to Identify and seize opportunities to create value by exploring the social, environmental, cultural and economic contexts, identify needs and challenges that need to be met, and establish new connections and bring together scattered elements of the landscape to create opportunities to create value. He/she should be able to create and value Ideas and act responsibly.

A competent person is pro-active and motivated to take the initiative and has a positive attitude towards innovation, collaboration and is conscious and committed to ethical and sustainable development.

Knowledge: The person knows

- The concept of Sustainability and Sustainable Development Goals in general
- His/her own field of influence and working/community context and the SDG intervention area
- Different ideation and prototyping instruments and strategies, e.g. Spotting opportunities, Creating ideas, Working towards a Vision, Valuing ideas, Checking for Sustainability, etc. and how to apply them in different situations

Skills: The person is able to

Spot Opportunities

- Identify and seize opportunities to create value by exploring the social, cultural and economic land-scape
- Identify needs and challenges that need to be met
- Establish new connections and bring together scattered elements of the landscape to create opportunities to create value for sustainable Development

Create and value Ideas

Creating

- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects

Valuing

- Judge what value is in social, cultural and economic terms, i.e. sustainability
Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment

Considering Sustainability and Ethics

- Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- Act responsibly
- Imagine the future
- Develop a vision to turn ideas into action
- Visualise future scenarios to help guide effort and action

Attitudes: The person ...

- is pro-active and motivated to take the initiative in order to reach a goal
- is willing to undertake risks to achieve his/her vision
- values autonomy and accepts the risk to fail
- has a positive attitude towards innovation and development
- appreciates collaboration and respects others
- has an ethical consciousness

3. REFERENCE SYSTEM – Competence to spot Ideas and Opportunities for Sustainable Development

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer SDG strategies and concepts into other contexts. Knowing how to help other people act successfully in implementing SDGs.	Developing, constructing, transferring	Being able to transfer ideation and prototyping strategies for SD. Actively planning and creating new SD activities based on ideating and prototyping.	Incorporation	Having internalised SD as a fundamental personal entrepreneurship mindset. Being an inspiration for others in their ideation and prototyping activities for SD
4	Knowing when (implicit understanding)	Knowing when to apply right instruments from the portfolio of different ideation and prototyping approaches and tools. Knowing when to use certain ideation and prototyping strategies.	Discovering acting independently	Deliberately searching for and selecting appropriate ideation and prototyping techniques and instruments for the advancement of SD. Creating and executing an ideation and prototyping strategy.	Self-regulation, Commitment	Being determined and pro-active in using and improving ideation and prototyping in the own environment for Sd Finding it important to be creative in this respect.
3	Knowing how	Knowing different ideation and prototyping approaches, techniques related to: <ul style="list-style-type: none"> • Checking for Sustainability • Spotting opportunities • Creating ideas • Working towards a vision • Valuing ideas Theoretically knowing how to act along an ideation and prototyping concept.	Deciding/ selecting	Taking part in ideation and prototyping activities as they are offered by others in safe (undisturbed) contexts. Choosing singular ideation and prototyping tools from a given (known) SDGs portfolio	Motivation/ appreciation	Valuing SD and SDGs in general. Being motivated to develop own ideation and prototyping competences and visions.
2	Knowing why (distant understanding)	Having basic knowledge on SD and SDGs. Knowing that idea creation, a multi-perspective view on SDGs and the check of ideas is an essential part of the product/service and business development. Understanding basic aspects of the ideation and prototyping.	Using, imitating	Occasionally taking part in non-structured activities related to the creating ideas for SD. Carrying out ideating actions when being instructed to.	Perspective taking	Being curious and interested in ideating and prototyping and spotting of opportunities for SD
1	Knowing what	Knowing that entrepreneurship is based on innovation and the creation of ideas, and the principles of sustainable development (SD)	Perceiving	Perceiving and recognising the concept of creating ideas and opportunities for sustainable development (SD) without taking further steps.	Self-orientation	Perceiving the concept of sustainable development (SD) without relating it to oneself.

4. Assessment Grid: My Knowledge Development on Spotting Ideas and Opportunities

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 (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Level	Level Titles ¹	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)	Knowing how to transfer SDG strategies and concepts into other contexts. Knowing how to help other people act successfully in implementing SDGs.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Knowing when (implicit understanding)	Knowing when to apply right instruments from the portfolio of different ideation and prototyping approaches and tools. Knowing when to use certain ideation and prototyping strategies.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Knowing how	Knowing different ideation and prototyping approaches, techniques related to: Checking for Sustainability, Spotting opportunities, Creating ideas, Working towards a vision; Valuing ideas Theoretically knowing how to act along an ideation and prototyping concept.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Knowing why (distant understanding)	Having basic knowledge on SD and SDGs. Knowing that idea creation, a multi-perspective view on SDGs and the check of ideas is an essential part of the product/service and business development. Understanding basic aspects of the ideation and prototyping.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Knowing what	Knowing that entrepreneurship is based on innovation and the creation of ideas, and the principles of sustainable development (SD)	<input type="checkbox"/>		<input type="checkbox"/>	

¹ 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)

5. Assessment Grid: My Skills Development on Spotting Ideas and Opportunities

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, (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ²	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 transfer ideation and prototyping strategies for SD. Actively planning and creating new SD activities based on ideating and prototyping.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering acting independently	Deliberately searching for and selecting appropriate ideation and prototyping techniques and instruments for the advancement of SD. Creating and executing an ideation and prototyping strategy.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding/ selecting	Taking part in ideation and prototyping activities as they are offered by others in safe (undisturbed) contexts. Choosing singular ideation and prototyping tools from a given (known) SDGs portfolio	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using, imitating	Occasionally taking part in non-structured activities related to the creating ideas for SD. Carrying out ideating actions when being instructed to.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Perceiving and recognising the concept of creating ideas and opportunities for sustainable development (SD) without taking further steps.	<input type="checkbox"/>		<input type="checkbox"/>	

² 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...

6. Assessment Grid: Development of my Attitudes on Spotting Ideas & Opportunities

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 Spotting ideas and opportunities, (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ³	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	Having internalised SD as a fundamental personal entrepreneurship mindset. Being an inspiration for others in their ideation and prototyping activities for SD	<input type="checkbox"/>		<input type="checkbox"/>	
4	Affective self-regulation	Being determined and pro-active in using and improving ideation and prototyping in the own environment for Sd Finding it important to be creative in this respect.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Appreciation Empathy	Valuing SD and SGDs in general. Being motivated to develop own ideation and prototyping competences and visions.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Perspective taking	Being curious and interested in ideating and prototyping and spotting of opportunities for SD	<input type="checkbox"/>		<input type="checkbox"/>	
1	Self centred neutral	Perceiving the concept of sustainable development (SD) without relating it to oneself.	<input type="checkbox"/>		<input type="checkbox"/>	

³ 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,...)

7. Conclusion and Personal Data:

My Competence Development on Spotting Ideas and Opportunities (for Sustainable Development within my project)

Please describe your development on this competence in one sentence (max 250 characters)

Personal Data:

First Name: _____

Last Name: _____

Please add also a photo to this questionnaire

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