

STEP 3 THE REFERENCE SYSTEM – The RIVER reference system = Intergenerational Cooperation

L	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	2	3	4	2	3	4	2	3	4
	Level Titles	Individual description/ explanatory statement	Indicators (EXAMPLES)	Level Titles	Individual description/ explanatory statement	Indicators (EXAMPLES)	Level Titles	Individual description/ explanatory statement	Indicators (EXAMPLES)
5	Know where else (Knowledge for transfer)	Knowing how to transfer previous knowledge on igC and turn possible conflicts into beneficial situations. Knowledge to identify and use the potential benefits of intergenerational cooperation in different contexts.	Knows how to present to others the benefits of intergenerational cooperation..	Developing Constructing/ Transfer	Ability to develop and elicit ways of intergenerational cooperation. Moves easily in unknown intergenerational cooperation settings and deals without difficulty with age difference.	Can bring together and lead to performance an intergenerational group	Incorporated	Internalising intergenerational cooperation "living" in the concept of an intergenerational setting Feeling that one has to foster the intergenerational cooperation. seeks opportunities for working with other generations	inspire peers and junior/senior co-workers to respect the characteristics of the other generation.
4	Know when (Implicit understanding)	Knows in practical cases which differences in knowledge, behaviour and attitudes are due to generation gaps and which ones can become challenges. (Understands the emotional experience of the other generation in a certain context <i>(this can be an indicator?)</i>)	Can use the knowledge to avoid conflicts and to support performance	Discovering/ acting independently	Ability to test and try out new strategies and actions in order to foster an effective intergenerational cooperation. Tries to propose new ways of intergenerational cooperation.	Can lead an already performing intergenerational group efficiently	Self-regulation	Refrains from own plans and positions for the sake of the quality/effectiveness of the intergenerational cooperation..	Avoids conflict by promoting intergenerational benefits. Accepts different outcomes for different participants
3	Know how	Knows how different socialisation patterns, as well as cultural, historical and societal realities impact on habits and living styles of individuals thus generating intergenerational tensions	Can explain the link between certain actions and age	Deciding/selecting	Ability to use an already known cooperation strategy for work across generations, in familiar situations.	To assess and react in accordance with the intergenerational setting	Appreciation	Appreciating the value of intergenerational exchange for all parties involved. Has a positive approach/feeling towards generational diversity	Signs of sympathy and appreciation
2	Know why (Distant understanding)	Knows why the different level of experience in life affects the behaviour and thinking of the other generation. Ability to recognise different working and communication styles and reasons.	Can identify the link between certain actions and age	Using/Imitating	Ability to react and adapt in certain cases to intergenerational differences in working/acting together. Apply intergenerational oriented behaviour when being instructed.	Typical behaviour patterns in a training context.	Perspective taking	Is open to and interested in intergenerational cooperation;	Open and curious attitude towards the other generation
1	Know-what	Knows that there is a generation gap and that peers from different generations have different expectations.	Knows how to define the concept of generation	Perceiving	Perceives different preferences of other generations.	Ability to identify a generation gap	Self oriented	Acknowledging the gap between the generations without relating them to the own situation.	Showing symptoms of diversity