



Taxonomies of Learning and Competence

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Learning objectives can be understood in terms of different domains of learning and different levels of performance.

	C Cognitive ¹⁾ Mental Skills (Knowledge)	A Affective ¹⁾ Emotions, Attunement, Focus	PB Psychomotor & Behavioral ¹⁾ Physical Skills & Embodiment	PA Process Awareness ²⁾ of discrete Sequences
Growth in Competence		7 Anticipating 'Perform as if'-strategies; mental rehearsing and imagination; Learning from past experiences; pro-active emotional planning ; anticipating emotional effect.	7 Generating & Expanding Creating new movement patterns to meet novel challenges; flow with high dedication and ease; synergetic performance & creative extension of patterns.	7 Generative Process-Awareness Process observations are used to generate models that are used in various contexts. Models may lead to formal theories.
	6 Assessing, Creating Search for inconsistencies or contradictions; formulate additional extensions if needed; critically compare and select.	6 Creating, Motivating Manage targeted emotions; activate internal motivations; self-coaching, self-motivating, adjust and manage attitudes.	6 Adaption, Coordination Skills are integrated and individuals can modify movement patterns to adjust depending on unique situational requirements.	6 Planning Process Awareness The effective flow of the (communication) process can be predicted and planned with high success ratio.
	5 Evaluating Arrange, link, compare and contrast fundamental aspects; formulate hypotheses	5 Evaluating Understanding the relationship between emotions and personal values that are viewed as set of standards that shape behavior.	5 Integration Anchored approaches; creating new reference behaviors that can be recalled at will. Gaining additional behavioral competencies.	5 Proactive Process Awareness The process is perceived concurrent with behavior AND continuously modified to lead to desired outcomes.
	4 Analyzing Discern principles; distinguish incidental from essential.	4 Identifying Awareness of internal parts; perceive internal self-talk; fine differentiation of emotions; choice of vocabulary used; assign embodiment.	4 Checking the Limits Breaking of routines by 'kicking the habit' and permitting the unfamiliar; leaving the comfort zone to generate 'out of box' behaviors.	4 Active Process Awareness Processes are perceived concurrently (parallel) to the actual behavior.
	3 Applying Illustrate w/examples, transfer information to similar situations; apply and implement know-how.	3 Acknowledgement Noticing and accepting personal stress patterns; defense mechanism, and idiosyncratic attributions.	3 Routine, Mechanism Getting into the flow; sequence of behaviors becomes routine, automated and habitualized and increased efficiency and refinements occur.	3 Process focused Feedback Detailed description of the process sequence with precise; sensory-specific words leading to differentiated perception.
	2 Understanding Describing, explaining, attribute meaning; summarise in one's own frame of reference.	2 Recognition Sensory perception and processing of stimuli (external and/or internal).	2 Autonomous Practicing Practice towards 'conscious competence'; trial and error; modelling by stepping into somebody else's shoes.	2 Reflexiv Process Awareness Awareness of other 'models of the world' that facilitates the reflection upon one's behavioral patterns; internal feedback.
	1 Knowledge & Memory Naming; categorizing; describing; memorizing; recalling; reporting.	1 Response Pattern Unconscious and unquestioned stimulus-response patterns	1 Sensitizing Awareness Observation and preparation; 'learning apprenticeship'; conscious incompetence; reproducing; copying.	1 Context related PA Behaviors are triggered by environmental cues that elicit acquired stimulus-response pattern.
			0 No Process Awareness (PA)	

1) Benjamin Bloom, David Krathwohl et al.; Taxonomy of Educational Objectives, Longman Pub Group (1956 - 1999)

2) Ueli R. Frischknecht (2000) based on ideas by Ken Wilber (No Boundary, Shambala Publications, 1979)