

### Empathy

- How important is it for you to know what others think about you? How do you go about getting an impression of your effect on others in specific situations?
- In your dealings with others, when have you put “your foot in your mouth”? What made you realize it?
- What experiences have you had with colleagues from different areas of work (head-teacher, teacher trainers, other trainees at your school etc...)? Where do you see typical characteristics and/or differences in behaviour?

### Behavioural Flexibility

- In different situations, how do you adjust to the differences in people? Please describe this using a specific example.
- In your life, have you ever had to adapt to special circumstances? How did you react?
- Where are your personal boundaries when having to adapt to others or to situations?
- When dealing with pupils, you need a vast and varied behavioural repertoire. Name forms of behaviour which you already “know”, “implement” or “master”.

### Tolerance

- In which educational field (adult education, minority education, supervision, administration) do you not want to work? Why not?
- Among people you work with, which type of behaviour do you have the most difficulty dealing with? What is the reasoning?
- How do you express esteem for colleagues when you don't share their views, opinions or attitudes? Please give an example of such a situation.
- Describe a situation in which you were of a completely different opinion than a colleague at your school. What were the opposing views? How did you proceed?
- A colleague (teacher trainee) behaves in a way which you cannot tolerate. What do you do?

### Independence/Autonomy

- When has it been difficult for you to deal with criticism? What made it difficult for you?
- How important is encouragement/feedback from others to you? What is the reasoning?
- Please give us an example of a difficult situation you had to cope with by yourself (without outside help)!
- When in your life have you chosen a path that others advised you not to take. Why did you still decide to follow that path? Would you do it again? Why?

### Mobility

- To which region would absolutely not go to work after your teacher training (time period 2-5 years)? Why?
- Under which circumstances would you decide to move to another region at short notice (3 months)?
- How willing are your family and friends to accept such a move? Which difficulties do you anticipate?
- What would you have to sacrifice if you moved (to another area)?

### Performance-Orientation

- In which way have you already dealt with the subject performance?
- In your role as a teacher trainee, what would you describe as an exceptional performance of a pupil? Please give an example.
- How do you perceive yourself when you are demanding „performance“ of a pupil? Do you have limitations when demanding performance of others?
- How can a pupil recognize that you think and act in a performance-oriented manner? Please give an example.
- How can a teacher trainee recognize that you think and act in a performance-oriented manner? Please give an example.

### Task-Orientation

- The work at school and at the teachers college is defined by tasks and goals. Please name a task that is important to you. Please name a goal that is important to you.!
- What do you pay attention to when giving pupils a task?
- What experience have you had when dealing with an unclear assignment? Which conclusions do you draw from this?

### Loyalty

- Does the term „loyalty“ play a part in your professional life? Please give a specific example.
- In a professional context, who demands loyalty of you? *alternative*: Of whom do you demand loyalty? Please give specific examples.
- Can you describe a conflict of loyalty which you experienced during your studies or on the job? (Where are your boundaries of loyalty)?
- Does loyalty depend on gender? To which extent?

### Professional Ethics

- In your opinion, what are the most important virtues a teacher should possess? What are the worst vices a teacher could have in regard to professional behaviour in highschool? Why?
- Power: Do you see yourself as powerful? How is this visible? How do you deal with this?
- The teaching profession gives you power over others. Are you aware of this power? Have you witnessed cases in which this power is abused? How did you react?
- With regard to your pupils, what are you responsible for and what are you not responsible for?