Self- and peer-assessment system for teachers and trainers in second chance education
Introduction

Good practices, strong educational organisations and NEET-group members need professionals who are intrinsically motivated and have the latest knowledge. To spur the continuous development of teachers/trainers in second chance education it is necessary that a feedback loop is present that mirrors teachers/trainers in their development; am I using the right tools, do I show exemplary behaviour, am I still motivated, what methodologies on board, do I provide effective (social) support, am I aware of cultural pitfalls and is my knowledge on the back ground of my learners still up to date?

Some partner countries have effectively introduced a HRM-cycle to evaluate teaching and training performances. However no European assessment tool exists for teachers/trainers to assess themselves and eventually learn from each other. The above mentioned questions are indicative for competences teachers/trainers need in second chance education when working with the NEET-group.

A self-assessment tool for teachers/trainers in second chance education was developed. With existing competence models as an example, a tailor made competence model for teachers/trainers in second chance education was developed and, via a testing procedure teacher/trainers, were invited to mirror themselves on their professional involvement and "up to dateness".

The assessment is not a check-list whether a teacher/trainer functions (or not): it is a tool for (self-)reflection and sharpening thoughts when working with a disadvantaged target group, the NEET’s.
Self- and peer-assessment system for teachers and trainers in second chance education

The Self- and peer-assessment system for teachers and trainers in second chance education makes it possible for teachers and trainers to assess their competencies and capabilities. Strong and weak elements in their professional behaviour can be explored and areas for development identified; a personal swot-analysis. When completed the assessment guidance and advice will be given and the possibility to request a peer-assessment is possible. This should lead to an open learning culture in which individual teachers and trainers support each other in their development.

A three step-approach is visible: self-assessment, report with feedback and guidance, peer-assessment. That’s the process on which Self- and peer-assessment system for teachers and trainers in second chance education is built. Validation takes place via either the peer assessment or the teacher/trainer uploading evidences. Via this validation a more comparative and more objective view on teacher’s/trainer’s possibilities is given.

The Self- and peer-assessment system for teachers and trainers in second chance education is built upon a competence framework. In this competence framework the seven competence areas were identified:

1. Managing work and resources
2. Commitment to providing a service
3. Working collaboratively
4. Leading people
5. Developing and applying expertise
6. Analytical skills and creativity
7. Communicating and Influencing

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The competence areas 1 and 2 deal with result orientation, the competence areas 3 and 4 deal with cooperation. The competence areas 5, 6 and 7 deal with personal competences. For each competence an outcome was formulated to which indicators were set leading to a four grade system.

The indicators are cumulative in junior and medior level are expected to demonstrate the indicators in levels 1 and 2, medior-senior levels are expected to demonstrate the indicators in levels 1, 2 and 3 and senior levels are expected to demonstrate the indicators in levels 1, 2, 3 and 4. The difference in assessing the different levels comes from considering the behaviour in context. For instance, someone at level 1 will face fewer competing priorities and a less complex work situation than someone at level 2, who will be expected to display the same behaviors but in a more wider ranging and challenging circumstances. The full list of competences and indicators is attached.

When starting to complete the Self- and peer-assessment system for teachers and trainers in second chance education you are asked to complete at least three outcomes of the assessment. All fields are required and you the possibility to save your assessment and continue later. After completing the self-assessment you receive a report on feedback and guidance and can request a peer assessment. The complete questionnaire as online incorporated on www.secondchanceeducation.eu is attached.

Feedback and guidance is given with reference to professional development offers and good practices. These professional development offers support teachers, trainers, mentors and other educators working with NEETs to develop and grow. Effective continuing professional development (CPD) raises standards in schools. Excellent CPD shifts practice, gives constant support and reinforcement, and is the key to sustaining change. It helps to realise your own potential and improve the life chances of all the children, young people and adult learners you work with. View all trainings, both activities and continuous offers, here or contribute with your own example. The good practices section provides hands-on tools for working with the NEET-group: tools for ice-breaking activities, to improve social competencies, to learn foreign language and to support budget keeping are examples of good practices present.

In summary the Self- and peer-assessment system for teachers and trainers in second chance education is an assessment tool as such. This tool can be completed online on www.secondchanceeducation.eu: once completed the good practice-section and the continuing professional development-section offer opportunities to strengthen the areas of improvement of a teacher/trainer. Also the possibility for peer-review opens up to validate assessment outcomes and to start discussions on teachers performance in second chance education.
**Testings**

The Self- and peer-assessment system for teachers and trainers in second chance education was tested by teachers and trainers throughout whole Europe. Inner and outer consortium more than 30 tests were executed and feedback and guidance given. When analysing this test it appeared that the three most chosen competence areas were:

1. Communicating and Influencing
2. Developing and applying expertise
3. Working collaboratively

Derived from that a first conclusion can be drawn that these competences are most appreciated by teachers and trainers in second chance education. However this doesn't mean that the area for improvement of needed competences are the most prominent areas for further development.

When acquiring feedback teachers and trainers reported that the assessment in some cases was too general: the competences did insufficiently match their daily challenges when giving support to learners/final beneficiaries. The assessment now was in some areas too much dedicated to managerial issues like project development and fund raising. Regarding the feedback and guidance was reported that the feedback and guidance was sometimes too general and standardised.
Recommendations

The Self- and peer-assessment system for teachers and trainers in second chance education was tested on a small scale. Large scale testing is foreseen as the tool needs to be exploited by second chance education providers in Europe. For now it is difficult to draw reliable conclusions based on the small scale testing. However some direct recommendations can be given, given the state-of-art of the Self- and peer-assessment system for teachers and trainers in second chance education and the experiences/feedback received when developing and testing:

- Large scale testing should be the next step. During this testing more concrete feedback from teachers/trainers should be received in order to optimize the tool. Optimization is likely to be in terms of adding user experiences and to make the assessment further lean.

- For the feedback and guidance section the resource pool of good practices and continuous professional development offers needs to be enlarged. This enlargement should make it possible to offer more precisely resources to areas of improvement indicated by a teacher/trainer.

- The validation of outcomes should be improved. European and national qualification systems for teachers/trainers in second chance education should be better integrated: in that way the Self- and peer-assessment system for teachers and trainers in second chance education can directly feed in to an e-portfolio.

- The feedback loop can be strengthened. The results of the Self- and peer-assessment system for teachers and trainers in second chance education, the follow-up via good practices and continuous professional development offers and the final evaluation need to be more developed. Or even more ambitious the continuous development of teachers and trainers in second chance education might be even periodically assessed.
Attachment QUESTIONNAIRE

PART I. Your information *(field, target group, general activities)*

1.1. Name

1.2. Country *(please tick applicable)*
- Austria
- Belgium
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Danemark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- The Netherlands
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden
- The United Kingdom
- Other (please specify) ...........

1.3. Professional branch *(please tick applicable, more than one answer is possible)*
- Second chance education
- School education (pre-primary, primary and secondary education)
- Youth field
- Vocational education and training
- Adult education
- Higher education
- Other (please specify) ............
1.4. Profession *(please tick applicable, more than one answer is possible)*
- teacher
- trainer
- social worker/counsellor
- mentor
- other

**PART II. ASSESSMENT FOR PROFESSIONALS WORKING WITH NEET-LEARNERS**

**OUTCOME 1. MANAGING WORK AND RESOURCES: Objectives are achieved and quality standards and deadlines are met**

**Indicator 1. When working I ... *(please tick)***
- Take responsibility for own actions
- Keep track of several activities simultaneously and make sure everything is progressing
- Ensure systems are in place for project planning and progress monitoring
- Can identify the organisation’s business focus and my own contribution to its financial and operational objectives

**AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE**

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

**Indicator 2. Considering procedures and regulations, I *(please tick)***
- Follow relevant procedures, for example financial management procedures and work within organisation/institution policy and guidelines on equal opportunities
- Consider the health and safety implications of tasks for self and others before work starts and acts to minimise any risks
- Consider the wider implications of activities and regularly review and manage risks
- Lead by example when incurring expenditure and managing business relationships and risks. Also I promote and enforce financial and management controls to deliver business priorities.

**AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE**

Please briefly describe your personal experience
Indicator 3. In case of complex tasks, I ... (please tick)
- Seek guidance when priorities conflict or are unclear
- Break down complex tasks into a logical sequence of activities and sets milestones. Further I delegate to match resources to priorities and shift resources to reflect changes in priorities
- Negotiates for the resources needed to deliver the outcomes
- Identify and use a range of evidence sources

Please briefly describe your personal experience

Indicator 4. When working on a project, I ... (please tick)
- Focuses on the task in hand and am not easily distracted
- Think ahead to spot problems and put contingency plans in place
- Ensures systems are in place for project planning and progress monitoring
- Use project and programme management techniques to ensure results are delivered and that identified business benefits are achieved.

Please briefly describe your personal experience

Add evidence
Search / Upload
or (if applicable) give information about the evidence and place where it can be found
OUTCOME 2. COMMITMENT TO PROVIDING A SERVICE: Effective service delivery is achieved to meet customer needs

Indicator 5. When I support a NEET, I ...

- Adapt my support to the learner’s needs.
- Follow up my support and ensure the learner’s satisfaction
- Deal with conflicts constructively and evaluate learner’s satisfaction
- Use feedback from learners, staff and stakeholders to improve my support

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 8. I feel, I ...

- Contribute with ideas and suggestions to improve services
- Question working practices that do not need to be there
- Encourage innovation and considered risks
- Am able to hold a firm line and convince learners and colleagues when I think a better support can be offered

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found
OUTCOME 3. WORKING COLLABORATIVELY: People with diverse talents work together to achieve a shared goal

Indicator 9. In my organization I ... (please tick)
- Keep colleagues informed of developments or problems in good time for them to take action
- Build links with other teams
- Promote collaborative working across organisations to meet learner needs
- Build and maintain strong and productive relationships with stakeholders

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 10. I know how ... (please tick)
- My own objectives fit in broader activities ...
- Pressures are affecting others and adapt my own demands accordingly
- To work to strike a balance between a range of stakeholder expectations
- To work across traditional boundaries to achieve shared goals

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found
Indicator 11. In respect to my colleagues I ... *(please tick)*

- Am willing to learn about colleagues’ jobs and treats my colleagues with respect and appreciation
- Aware of the impact of own behaviour on others and adapt my behaviour to suit different situations and circumstances
- Appreciate and value their input regardless whether it suits my professional view
- Encourage and support them to broaden horizons

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

OUTCOME 4. LEADING PEOPLE: People have a clear sense of direction and feel valued

Indicator 13. When showing my leadership I ... *(please tick)*

- Protect health and safety of myself and any other people who may be affected
- Create opportunities for all staff to expand their roles and develop
- Create a climate where people feel at ease and are able to air problems and doubt
- Deal professionally with a range of people issues, including improving performance through coaching and development, recognising and rewarding success, and dealing promptly with poor performance

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found
Indicator 14. My coaching experiences include ... *(please tick)*
- To welcome new team members and help them settle in
- To create opportunities for all staff to expand their roles and to help deliver objectives and develop potential
- To build a team containing complementary skills and approaches to work and communicate team’s overall purpose and each individual’s contribution to achieving it
- To be visible, accountable, inspire trust and constant learn including the promotion of equality of opportunity and diversity

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

OUTCOME 5. DEVELOPING AND APPLYING EXPERTISE: People continuously develop and apply their knowledge and skills, including job specific knowledge and skills, to their work

Indicator 15. When I take a look at my skills and competences, I ? *(please tick)*
- Develop and apply my own portfolio of skills, knowledge and expertise
- Understand the relevance of my own and other relevant external organisations to own work
- Look for best practice inside and outside the organisation, and promote benchmarking and performance measurement
- Ensure knowledge is accessible, is proactively shared and promote continuous learning

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found
Indicator 16. When I don’t have the requested expertise, I … *(please tick)*
- Knows where to find the information to do the job
- Build networks with fellow specialists in other organisations
- Contributes to ideas for development and new applications of specialist skills in organisation/institution work
- Ensure knowledge management strategy is set up in business delivery and performance management

**AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE**
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 17. To develop my skills and knowledge, I … *(please tick)*
- Take steps to update and develop my own specialist knowledge and skills
- Understand the role of own profession/specialism in the work of the organisation/institution and looks for opportunities to apply professional skills to produce a better outcome
- Ensure my own specialist staff’s continuous professional development needs are met and contribute to the maintenance of critical mass of specialist expertise to secure quality services needed
- Ensure knowledge is accessible, is proactively shared and promote continuous learning

**AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE**
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found
OUTCOME 6. ANALYTICAL SKILLS AND CREATIVITY: The important issues are identified and creative responses developed

Indicator 18. When I experience a complex situation, I ... *(please tick)*
- [ ] Identify the essential information needed to do the job
- [ ] Sift information and identify the important points to keep track of all the threads of an issue
- [ ] Identify and consider a range of options to resolve an issue and take decisions which are firmly based on evidence
- [ ] Understand the validity, relevance and limitations of different sources of evidence

AFTER TICKING *FIRST OR LAST TICK BOX USER CAN SEE*
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 19. To solve a problem, I ... *(please tick)*
- [ ] Think beyond current circumstances and procedures drawing on past experience to think of new ways of doing things
- [ ] Identify links between events elsewhere and my own area of work to think laterally when considering issues
- [ ] Draw on collective experience of the team and the organization and encourage the use of creative thinking techniques (eg, brainstorming; lateral thinking)
- [ ] 3. Interprets and uses data to identify issues and develop out-of-the-box responses

AFTER TICKING *FIRST OR LAST TICK BOX USER CAN SEE*
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found
OUTCOME 7. COMMUNICATING AND INFLUENCING: Messages are clear, persuasive and consistent and ranges of views are heard

Indicator 20. In my communication, I ... (please tick)
- Provide clear and concise verbal explanations and choose content and medium to suit the audience/recipient and context
- Can explain complex and technical subjects in terms the layperson can understand
- Identify the interests of others in proposals and am persuasive in selling the benefits of proposals to them.
- Understand the importance of effective, joined up communication and actively engage with staff and stakeholders to make it happen.

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 21. When I participate in meetings, I ... (please tick)
- Listen and asks questions to check my own understanding and record key points and decisions in writing as needed.
- Adopt a structured and planned approach to meetings and intervene at appropriate time and use listening skills
- Steer meetings to reach clear decisions or conclusions and use negotiation skills to achieve win/win outcome where possible
- Apply communication and group dynamics techniques in order to have fruitful meeting

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found
Assessment date: **ONLY IF DATE IS NOT VISIBLE AUTOMATICALLY**

[Optional] Assessment by: (name, position)

View your assessment report!
Attachment competence framework

CONTENTS ........................................................................................................................................... 2

A framework for delivery ...................................................................................................................... 3

Managing work and resources ............................................................................................................. 4

Commitment to providing a service ....................................................................................................... 5

Working collaboratively .......................................................................................................................... 6

Leading people ...................................................................................................................................... 7

Developing and applying expertise ......................................................................................................... 8

Analytical skills and creativity .................................................................................................................. 9

Communicating and Influencing ............................................................................................................. 10
A quality standard framework for delivery

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<th>Delivering personally</th>
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<tr>
<td>Developing and applying expertise</td>
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<tr>
<td>Analytical skills and creativity</td>
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<tr>
<td>Communicating and influencing</td>
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</tbody>
</table>

The three levels correspond to the following grades:

- Level 1 – Administrators and equivalents
- Level 2 – Middle managers and equivalents
- Level 3 – Senior Managers and equivalents
- Level 4 – Assistant directors, directors and equivalents

The indicators are cumulative in that administrators and middle managers are expected to demonstrate the indicators in levels 1 and 2, senior managers are expected to demonstrate the indictors in levels 1, 2 and 3 and directors are expected to demonstrate the indicators in levels 1, 2, 3
and 4. The difference in assessing the different levels comes from considering the behaviour in context. For instance, someone at level 1 will face fewer competing priorities and a less complex work situation than someone at level 2, who will be expected to display the same behaviours but in a more wider ranging and challenging circumstances.
# Managing work and resources

## Delivering results: Managing work and resources

**Outcome:** Objectives are achieved and quality standards and deadlines are met

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Takes responsibility for own actions</td>
<td>1. Keeps track of several activities simultaneously and makes sure everything is progressing</td>
<td>1. Ensures systems are in place for project planning and progress monitoring</td>
<td>1. Can identify the organisation's business focus and own contribution to its financial and operational objectives</td>
</tr>
<tr>
<td>2. Focuses on the task in hand and is not easily distracted</td>
<td>2. Thinks ahead to spot problems and put contingency plans in place</td>
<td>2. Focuses on the delivery of outcomes</td>
<td>2. Uses financial data to make decisions, interpret trends, identify risks and manage issues.</td>
</tr>
<tr>
<td>3. Pays attention to detail and accuracy</td>
<td>3. Breaks down complex tasks into a logical sequence of activities and sets milestones</td>
<td>3. Considers the wider implications of activities</td>
<td>3. Ensures personal delivery against plans and forecasts accurately.</td>
</tr>
<tr>
<td>4. Seeks guidance when priorities conflict or are unclear</td>
<td></td>
<td>4. Regularly reviews and manages risks</td>
<td></td>
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<tr>
<td>5. Plans and manages own time effectively</td>
<td></td>
<td>5. Identifies areas where own activities</td>
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<tr>
<td>6.</td>
<td>Follows relevant procedures, for example financial management procedures</td>
<td>4.</td>
<td>Puts in effort on all topics not just on the interesting ones</td>
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<tr>
<td>7.</td>
<td>Works within organisation/institution policy and guidelines on equal opportunities</td>
<td>5.</td>
<td>Clearly defines tasks before work starts</td>
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<td></td>
<td></td>
<td>6.</td>
<td>Delegates to match resources to priorities and shifts resources to reflect changes in priorities</td>
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<tr>
<td></td>
<td></td>
<td>7.</td>
<td>Considers the health and safety implications of tasks for self and others before work starts and acts to minimise any risks</td>
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<td></td>
<td></td>
<td></td>
<td>can personally add value</td>
</tr>
<tr>
<td>6.</td>
<td>Negotiates for the resources needed to deliver the outcomes</td>
<td>7.</td>
<td>Looks for opportunities to use IT to improve quality of outputs and speed of delivery</td>
</tr>
<tr>
<td></td>
<td>Works to improve the value achieved from people, budget and assets</td>
<td>4.</td>
<td>Leads by example when incurring expenditure and managing business relationships and risks. Promotes and enforces financial and management controls to deliver business priorities</td>
</tr>
<tr>
<td>5.</td>
<td>Works with business experts and stakeholders, and provides them with routine or exceptional information as required.</td>
<td>6.</td>
<td>Identifies and uses a range of evidence sources</td>
</tr>
<tr>
<td>6.</td>
<td>Uses project and programme management techniques to ensure results are delivered and that identified business benefits are achieved.</td>
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</table>
# Commitment to providing a service

## Delivering results: Commitment to providing a service

### Outcome: Effective service delivery is achieved to meet customer needs

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Contributes ideas and suggestions to improve services</td>
<td>1. Shows determination to provide a quality service</td>
<td>1. Uses feedback from customers, staff and stakeholders to identify areas for continuous improvement and takes remedial action where necessary</td>
</tr>
<tr>
<td>2.</td>
<td>Keeps calm under pressure</td>
<td>2. Questions working practices that do not need to be there</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responds constructively and flexibly to change</td>
<td>3. Follows up and through to ensure satisfactory outcomes</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Displays honesty and integrity</td>
<td>4. Doesn’t ignore problems but takes early action to resolve them</td>
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<td></td>
<td></td>
<td>5. Encourages innovation and considered risks and is supportive if honest mistakes results</td>
<td></td>
</tr>
</tbody>
</table>
## Working collaboratively

### Delivering with others: Working collaboratively

<table>
<thead>
<tr>
<th><strong>Outcome:</strong> People with diverse talents work together to achieve a shared goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>1. Keeps colleagues informed of developments or problems in good time for them to take action</td>
</tr>
<tr>
<td>2. Knows how own objectives fit in to the broader activities</td>
</tr>
<tr>
<td>3. Is willing to learn about colleagues’ jobs and helps others</td>
</tr>
<tr>
<td>4. Listens to others and considers their point of view in a positive/constructive way</td>
</tr>
<tr>
<td>5. Treats all colleagues and contacts with respect and appreciation regardless of race, ethnic or national origin</td>
</tr>
</tbody>
</table>

| **Level 2** |
| 1. Builds links with other teams |
| 2. Shares credit with all who contribute |
| 3. Understands the pressures affecting others and adapts own demands accordingly |
| 4. Is aware of the impact of own behaviour on others and adapts own behaviour to suit different situations and circumstances |

| **Level 3** |
| 1. Promotes collaborative working across organisations to meet customer needs |
| 2. Includes stakeholders in project teams, when appropriate |
| 3. Focuses on long term quality service delivery |
| 4. Sets up systems to get feedback from ultimate end users |

<p>| <strong>Level 4</strong> |
| 1. Builds and maintains strong and productive relationships with stakeholders ensuring that the organization is respected and has a good reputation. |
| 2. Works across traditional boundaries to achieve shared goals |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>5.</td>
<td>Explains the reasons for decisions, especially for saying ‘no’</td>
</tr>
<tr>
<td>6.</td>
<td>Develops clear service specifications for contractors when required</td>
</tr>
<tr>
<td>7.</td>
<td>Looks for opportunities to improve service quality or efficiency or to reduce costs</td>
</tr>
<tr>
<td>8.</td>
<td>Involves stakeholders at an early stage in decision making when appropriate</td>
</tr>
<tr>
<td>9.</td>
<td>Explains views to stakeholders’ and conveys stakeholders’ views.</td>
</tr>
<tr>
<td>5.</td>
<td>Works to strike a balance between a range of stakeholder expectations</td>
</tr>
</tbody>
</table>

1 Stakeholders are individuals, groups and organisations who may be affected by a job holder’s decisions and actions, they include colleagues, customers, suppliers, interest groups and relevant sections of the community, inside and outside the organisation/institution.
## Leading people

**Delivering with others: Leading people**

**Outcome:** People have a clear sense of direction and feel valued

<table>
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<th>Level 3</th>
<th>Level 4</th>
</tr>
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<tbody>
<tr>
<td>1. Welcomes new team members and helps them settle in</td>
<td>1. Creates opportunities for all staff to expand their roles and develop</td>
<td>1. Identifies and develops potential in all staff</td>
<td>1. Understands, communicates and focuses on the organisation’s strategy and priorities and ensures people’s objectives are aligned with them</td>
</tr>
<tr>
<td>2. Identifies inequality and other unacceptable behaviours and follows up with suitable action</td>
<td>2. Coaches all staff to help deliver objectives and develop potential</td>
<td>2. Creates a climate where people feel at ease and are able to air problems and doubt</td>
<td>2. Deals professionally with a range of people issues, including improving performance through coaching and development, recognising and rewarding success, and dealing promptly with poor performance</td>
</tr>
<tr>
<td>3. Protects the health and safety of themselves and any other people who may be affected by their acts or omissions</td>
<td>3. Supports long term career development, beyond the current job</td>
<td>3. Demonstrates strong leadership consistently</td>
<td>3. Promotes equality of opportunity and diversity.</td>
</tr>
<tr>
<td>4. Takes responsibility for own role in performance management and personal development</td>
<td>4. Involves staff in decisions about objectives and working practices</td>
<td>4. Strives to build a team containing complementary skills and approaches to work</td>
<td></td>
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<tr>
<td></td>
<td>5. Values and harnesses people’s previous and non-work experience</td>
<td>5. Communicates team’s overall</td>
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<tr>
<td>4.</td>
<td>Is not afraid to give difficult messages to colleagues, communities and other stakeholders, and does so with honesty, courage and realism.</td>
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<tr>
<td>5.</td>
<td>Is visible, accountable, inspires trust and constantly learns</td>
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<td>6.</td>
<td>Shares information and promotes upward and downward communication/feedback</td>
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<td>7.</td>
<td>Is accessible and approachable and gives staff frequent constructive feedback</td>
<td></td>
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<tr>
<td>8.</td>
<td>Deals promptly, appropriately and effectively with underperformance</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>Deals promptly, appropriately and effectively with actions contrary to the organisation's diversity and equal opportunities policies</td>
<td></td>
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<tr>
<td>10.</td>
<td>Recognises and responds to the different development and support needs of all staff by getting to know them as individuals and what limits them and motivates them at work</td>
<td></td>
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<tr>
<td>11.</td>
<td>Creates a climate where people feel able to challenge unacceptable behaviour</td>
<td></td>
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<tr>
<td>12.</td>
<td>Ensures that policies and procedures are applied equitably</td>
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<td>5.</td>
<td>Contributes constructive upward feedback</td>
<td></td>
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<tr>
<td>6.</td>
<td>Encourages flexible working patterns and practices</td>
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<td>7.</td>
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<td>9.</td>
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<td>11.</td>
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<td>12.</td>
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</tbody>
</table>

Produced DISCO CJ/BW 2015
Developing and applying expertise

Delivering personally: Developing and applying expertise

Outcome: People continuously develop and apply their knowledge and skills, including job specific knowledge and skills, to their work

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops and applies own portfolio of skills, knowledge and expertise</td>
<td>1. Understands the relevance of own and other relevant external organisations to own work</td>
<td>1. Seeks out best practice inside and outside the organisation, and promotes benchmarking and performance measurement</td>
<td>1. Ensures knowledge management strategy is embedded in business delivery and performance management</td>
</tr>
<tr>
<td>2. Can use relevant IT software to do own job</td>
<td>2. Applies previous experience to new situations</td>
<td>2. Creates a climate where people are willing to put forward and listen to ideas</td>
<td>2. Ensures knowledge is accessible, is proactively shared and promotes continuous learning</td>
</tr>
<tr>
<td>3. Is willing to embrace new ideas and ways of working to improve service delivery</td>
<td>3. Develops ICT competence relevant to work and to potential for developing services</td>
<td>3. Encourages managed risk taking and expects learning to result</td>
<td>3. Continuously develops and applies own knowledge and skills to enhance the business and team</td>
</tr>
<tr>
<td>4. Knows where to find the information to do the job</td>
<td>4. Encourages new ideas in others</td>
<td>4. Contributes ideas for development</td>
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<tr>
<td>5.</td>
<td>Communicates specialist advice simply and clearly</td>
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<tr>
<td>6.</td>
<td>Takes steps to update and develop own specialist knowledge and skills</td>
<td></td>
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<td>7.</td>
<td>Obtains more expert specialist advice when appropriate</td>
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<tr>
<td>5.</td>
<td>Feeds back learning into improving working practices and delivery</td>
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<tr>
<td>6.</td>
<td>Knows when specialist advice is needed</td>
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<tr>
<td>7.</td>
<td>Contributes ideas for use of own skills</td>
<td></td>
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<tr>
<td>8.</td>
<td>Understands the role of own profession/specialism in the work of the organisation/institution</td>
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<tr>
<td>9.</td>
<td>Looks for opportunities to apply professional skills to produce a better outcome</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>Makes judgements on the level of specialist input and quality appropriate to the task</td>
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<tr>
<td>11.</td>
<td>Builds networks with fellow specialists in other organisations</td>
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<tr>
<td>12.</td>
<td>Takes responsibility for own continuous professional development</td>
<td></td>
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<tr>
<td></td>
<td>and new applications of specialist skills in organisation/institution work</td>
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<tr>
<td>5.</td>
<td>Takes account of the wider organisation’s needs and balances professional considerations with what is achievable and affordable</td>
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<tr>
<td>6.</td>
<td>Ensures own specialist staff’s continuous professional development needs are met</td>
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<tr>
<td>7.</td>
<td>Contributes to maintenance of critical mass of specialist expertise to secure quality services needed</td>
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</tbody>
</table>
## Analytical skills and creativity

### Developing personally: Analytical skills and creativity

**Outcome:** The important issues are identified and creative responses developed

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thinks beyond current circumstances and procedures drawing on past experience to think of new ways of doing things</td>
<td>1. Identifies links between events elsewhere and own area of work</td>
<td>1. Keeps a strategic view without losing sight of the detail</td>
<td>1. Uses evidence to evaluate policies, projects and programmes to support continuous improvement</td>
</tr>
<tr>
<td>2. Identifies the essential information needed to do the job</td>
<td>2. Sifts information and identifies the important points</td>
<td>2. Identifies and considers a range of options to resolve an issue</td>
<td>2. Understands the validity, relevance and limitations of different sources of evidence</td>
</tr>
<tr>
<td></td>
<td>3. Thinks laterally when considering issues</td>
<td>3. Takes decisions which are firmly based on evidence</td>
<td>3. Interprets and uses data to identify issues and develop realistic responses</td>
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<tr>
<td></td>
<td>4. Keeps track of all the threads of an issue</td>
<td>4. Draws on collective experience of the team and the organisation</td>
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<tr>
<td></td>
<td>5. Identifies and uses appropriate analytical tools and statistics in analysing issues</td>
<td>5. Encourages the use of creative thinking techniques (eg, brainstorming; lateral thinking)</td>
<td></td>
</tr>
</tbody>
</table>

Produced DISCO CJ/BW 2015
# Communicating and Influencing

## Developing personally: Communicating and Influencing

**Outcome:** Messages are clear, persuasive and consistent and ranges of views are heard

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides clear and concise verbal explanations</td>
<td>1. Adopts a structured and planned approach to meetings</td>
<td>1. Considers the communications aspect of all activities and in all directions: internal/external; up/down/sideways</td>
<td>1. Understands the importance of effective, joined up communication across teams and the organisation and actively engages with staff and stakeholders to make it happen.</td>
</tr>
<tr>
<td>2. Chooses content, and medium to suit the audience/recipient and context</td>
<td>2. Incorporates communications aspects into workplans from the outset</td>
<td>2. Identifies the interests of others in proposals and is persuasive in selling the benefits of proposals to them</td>
<td></td>
</tr>
<tr>
<td>3. Written work is logically structured, clear and concise using plain English</td>
<td>3. Intervenes at appropriate time in meetings and uses listening skills</td>
<td>3. Communicates the wider organisation or government policy position effectively</td>
<td></td>
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<tr>
<td>4. Uses correct spelling and grammar with minimal jargon</td>
<td>4. Uses verbal communications before putting things in writing when appropriate</td>
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<td>5. Contributes to discussions/meetings</td>
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<tr>
<td>6.</td>
<td>Listens and asks questions to check own understanding</td>
<td></td>
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<tr>
<td>7.</td>
<td>Records key points and decisions in writing as needed</td>
<td></td>
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<tr>
<td>5.</td>
<td>Can explain complex and technical subjects in terms the layperson can understand</td>
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<tr>
<td>6.</td>
<td>Communicates only what matters</td>
<td></td>
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<tr>
<td>4.</td>
<td>Steers meetings to reach clear decisions or conclusions</td>
<td></td>
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<tr>
<td>5.</td>
<td>Uses negotiation skills to achieve win/win outcome where possible</td>
<td></td>
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<tr>
<td>6.</td>
<td>Uses aids and techniques appropriate to audience and purpose in giving presentations</td>
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</tbody>
</table>
Self- and peer-assessment system for teachers and trainers in second chance education
Einleitung

Bewährte Verfahrensweisen, starke Bildungseinrichtungen und Angehörige der NEET-Gruppe brauchen Fachleute, die intrinsisch motiviert sind und auf die neuesten Erkenntnisse zurückgreifen können. Um die kontinuierliche Weiterentwicklung der Lehrer/Ausbilder des Zweiten Bildungswegs anzuspornen, ist es notwendig, dass eine Feedbackschleife vorhanden ist, die ihre Entwicklung reflektierend begleitet. So gibt sie beispielsweise Denkanstöße zu den folgenden Themen: „Verwende ich die richtigen Werkzeuge, ist mein Verhalten vorbildlich, bin ich immer noch motiviert, welche Methoden setze ich ein, was tue ich für eine effektive (soziale) Unterstützung, bin ich mir kultureller Tücken bewusst und ist mein Hintergrundwissen für meine Lerngruppe noch auf dem neuesten Stand?“


Es wurde ein Selbstbewertungsinstrument für Lehrer/Ausbilder des Zweiten Bildungswegs (Self- and Peer-Assessment System for Teachers and Trainers in Second Chance Education) entwickelt. Anhand bereits vorhandener Kompetenzmodelle wurde ein maßgeschneidertes Kompetenzmodell für Lehrer/Ausbilder des Zweiten Bildungswegs entwickelt. In einem Testverfahren wurden sie eingeladen, sich selbst und ihr berufliches Engagement zu reflektieren und zu beurteilen, inwiefern sie „auf dem neuesten Stand sind“.

Die Beurteilung ist keine Checkliste, um zu überprüfen, ob ein Lehrer/Ausbilder noch funktioniert (oder auch nicht): Es ist ein Instrument zur (Selbst-)Beobachtung, das zusätzlich bei der Arbeit mit einer benachteiligten Zielgruppe wie den NEETs die Sinne schärft.
System zur Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs


Es zeigt sich ein dreistufiger Ansatz:

Das System zur Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs baut auf einem Kompetenzrahmen auf. Für diesen Kompetenzrahmen wurden die sieben folgenden Kompetenzbereiche bestimmt:

1. Verwalten von Arbeit und Ressourcen
2. Verpflichtung zur Erbringung eines Bildungsauftrags
3. Kooperatives Arbeitsverhalten
4. Menschen führen
5. Entwicklung und Anwendung von Know-how
6. Analytische Fähigkeiten und Kreativität
7. Kommunikation und Überzeugungsfähigkeit

Die Kompetenzbereiche 1 und 2 befassen sich mit Ergebnisorientierung, die Kompetenzbereiche 3 und 4 beschäftigen sich mit der Zusammenarbeit. Die Kompetenzbereiche 5, 6 und 7 beschäftigen sich mit persönlichen Kompetenzen. Für jede Kompetenz wurde ein Ergebnis formuliert, für das Indikatoren festgelegt wurden, die mit vier Noten bewertet werden.
Die Indikatoren sind kumulativ, und die der Junior- und Medior-Ebene sollten die Indikatoren der Ebenen 1 und 2 aufzeigen, die der Medior-/Senior-Ebene sollten die Indikatoren der Ebenen 1, 2 und 3 und die Senior-Ebenen sollten die Indikatoren der Ebenen 1, 2, 3 und 4 aufzeigen. Der Unterschied in der Bewertung der verschiedenen Ebenen liegt in der Berücksichtigung des Verhaltens im Kontext. So trifft zum Beispiel jemand auf der Ebene 1 auf weniger konkurrierende Prioritäten und eine weniger komplexe Arbeitssituation, als jemand auf der Ebene 2, von dem die gleichen Verhaltensweisen in einem komplexeren Bereich mit schwierigeren Bedingungen erwartet werden. Die vollständige Liste der Kompetenzen und Indikatoren findet sich im Anhang.


Tests

Das System zur Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs wurde von Lehrern und Ausbildern aus ganz Europa getestet. Das innere und äussere Konsortium führte mehr als 30 Tests durch, gefolgt von Rückmeldungen und Beratungen. Bei der Auswertung des Tests zeigte sich, dass die drei am häufigsten ausgewählten Kompetenzbereiche die folgenden waren:

1. Kommunikation und Überzeugungsfähigkeit
2. Entwicklung und Anwendung von Know-how
3. Kooperatives Arbeitsverhalten

Davon ausgehend kann eine erste Schlussfolgerung gezogen werden, dass diese Kompetenzen von Lehrern und Ausbildern des Zweiten Bildungswegs am meisten geschätzt werden. Dies bedeutet jedoch nicht, dass der Bereich für die Verbesserung der erforderlichen Kompetenzen den wichtigsten Bereich für die weitere Entwicklung darstellt.


Peer assessment

Peer feedback may be valuable in relation to assessment processes. Help your peers by using your own expertise to assess the questionnaire(s). Exchange with other practitioners, share your examples, give your comments, show your point of view - commit to improving of second chance education.

Below, there is a list of Assessments opened for review. To start your review, choose one of the assessments, then click on 'Review'. After finishing click on: 'Add review'.

Assessments open for review

<table>
<thead>
<tr>
<th>Author</th>
<th>Date</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabine Bräutigam</td>
<td>22 August 2015</td>
<td>1 review</td>
</tr>
<tr>
<td>Aleksandra Cęglewicz-Wachowiak</td>
<td>1 September 2016</td>
<td>0 reviews</td>
</tr>
<tr>
<td>Danuta Waszak</td>
<td>1 September 2016</td>
<td>0 reviews</td>
</tr>
<tr>
<td>Sylwia Rakowska-Chodnicka</td>
<td>6 September 2016</td>
<td>0 reviews</td>
</tr>
</tbody>
</table>
Empfehlungen


- Was die Bereiche der Rückmeldung und Beratung betrifft, so sollte der Pool bewährter Verfahrensweisen und das Angebot kontinuierlicher Weiterbildung vergrößert werden. Diese Ausdehnung sollte es möglich machen, für die von einem Lehrer/Ausbilder angegeben Verbesserungsbereiche präzisere Ressourcen zur Verfügung zu stellen.


Attachment QUESTIONNAIRE

PART 1. Your information (field, target group, general activities)

1.1. Name

1.2. Country (please tick applicable)

   - Austria
   - Belgium
   - Bulgaria
   - Croatia
   - Cyprus
   - Czech Republic
   - Danemark
   - Estonia
   - Finland
   - France
   - Germany
   - Greece
   - Hungary
   - Ireland
   - Italy
   - Latvia
   - Lithuania
   - Luxembourg
   - Malta
   - The Netherlands
   - Poland
   - Portugal
   - Romania
   - Slovakia
   - Slovenia
   - Spain
   - Sweden
   - The United Kingdom
   - Other (please specify) ...........

1.3. Professional branch (please tick applicable, more than one answer is possible)

   - Second chance education
   - School education (pre-primary, primary and secondary education)
   - Youth field
   - Vocational education and training
   - Adult education
   - Higher education
   - Other (please specify) ............
1.4. Profession (please tick applicable, more than one answer is possible)
☐ teacher
☐ trainer
☐ social worker/counsellor
☐ mentor
☐ other

PART II. ASSESSMENT FOR PROFESSIONALS WORKING WITH NEET-LEARNERS

OUTCOME 1. MANAGING WORK AND RESOURCES: Objectives are achieved and quality standards and deadlines are met

Indicator 1. When working I ... (please tick)
☐ Take responsibility for own actions
☐ Keep track of several activities simultaneously and make sure everything is progressing
☐ Ensure systems are in place for project planning and progress monitoring
☐ Can identify the organisation’s business focus and my own contribution to its financial and operational objectives

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 2. Considering procedures and regulations, I (please tick)
☐ Follow relevant procedures, for example financial management procedures and work within organisation/institution policy and guidelines on equal opportunities
☐ Consider the health and safety implications of tasks for self and others before work starts and acts to minimise any risks
☐ Consider the wider implications of activities and regularly review and manage risks
☐ Lead by example when incurring expenditure and managing business relationships and risks. Also I promote and enforce financial and management controls to deliver business priorities.

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Indicator 3. In case of complex tasks, I ... *(please tick)*
- Seek guidance when priorities conflict or are unclear
- Break down complex tasks into a logical sequence of activities and sets milestones. Further I delegate to match resources to priorities and shift resources to reflect changes in priorities
- Negotiates for the resources needed to deliver the outcomes
- Identify and use a range of evidence sources

**AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE**
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 4. When working on a project, I ... *(please tick)*
- focuses on the task in hand and am not easily distracted
- think ahead to spot problems and put contingency plans in place
- ensures systems are in place for project planning and progress monitoring
- Use project and programme management techniques to ensure results are delivered and that identified business benefits are achieved.

**AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE**
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found
OUTCOME 2. COMMITMENT TO PROVIDING A SERVICE: Effective service delivery is achieved to meet customer needs

Indicator 5. When I support a NEET, I … (please tick)
- Adapt my support to the learner’s needs.
- Follow up my support and ensure the learner’s satisfaction
- Deal with conflicts constructively and evaluate learner’s satisfaction
- Use feedback from learners, staff and stakeholders to improve my support

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 8. I feel, I …
- Contribute with ideas and suggestions to improve services
- Question working practices that do not need to be there
- Encourage innovation and considered risks
- Am able to hold a firm line and convince learners and colleagues when I think a better support can be offered

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

SecondChanceEducation.eu is an initiative from the Digital Second Chance Opportunities project. This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Agreement 2014-1-DE02-KA204-001549.
OUTCOME 3. WORKING COLLABORATIVELY: People with diverse talents work together to achieve a shared goal

Indicator 9. In my organization I ... (please tick)
- Keep colleagues informed of developments or problems in good time for them to take action
- Build links with other teams
- Promote collaborative working across organisations to meet learner needs
- Build and maintain strong and productive relationships with stakeholders

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 10. I know how ... (please tick)
- My own objectives fit in broader activities ...
- Pressures are affecting others and adapt my own demands accordingly
- To work to strike a balance between a range of stakeholder expectations
- To work across traditional boundaries to achieve shared goals

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 11. In respect to my colleagues I ... (please tick)
☐ Am willing to learn about colleagues’ jobs and treats my colleagues with respect and appreciation
☐ Aware of the impact of own behaviour on others and adapt my behaviour to suit different situations and circumstances
☐ Appreciate and value their input regardless whether I suits my professional view
☐ Encourage and support them to broaden horizons

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

OUTCOME 4. LEADING PEOPLE: People have a clear sense of direction and feel valued

Indicator 13. When showing my leadership I ... (please tick)
☐ Protect health and safety of myself and any other people who may be affected
☐ Create opportunities for all staff to expand their roles and develop
☐ Create a climate where people feel at ease and are able to air problems and doubt
☐ Deal professionally with a range of people issues, including improving performance through coaching and development, recognising and rewarding success, and dealing promptly with poor performance

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE
Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 14. My coaching experiences include ... (please tick)
☐ To welcomes new team members and help them settle in
☐ To creates opportunities for all staff to expand their roles and to help deliver objectives and develop potential
☐ To build a team containing complementary skills and approaches to work and communicates team’s overall purpose and each individuals contribution to achieving it
To be visible, accountable, inspire trust and constant learns including the promotion of equality of opportunity and diversity

After ticking first or last tick box user can see

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

------------------------------------------------------------------------------
Outcome 5. Developing and applying expertise: People continuously develop and apply their knowledge and skills, including job specific knowledge and skills, to their work

Indicator 15. When I take a look at my skills and competences, I? (please tick)
- Develop and apply my own portfolio of skills, knowledge and expertise
- Understand the relevance of my own and other relevant external organisations to own work
- Look for best practice inside and outside the organisation, and promote benchmarking and performance measurement
- Ensure knowledge is accessible, is proactively shared and promote continuous learning

After ticking first or last tick box user can see

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

------------------------------------------------------------------------------
Indicator 16. When I don’t have the requested expertise, I? (please tick)
- Knows where to find the information to do the job
- Build networks with fellow specialists in other organisations
- Contributes to ideas for development and new applications of specialist skills in organisation/institution work
- Ensure knowledge management strategy is set up in business delivery and performance management

After ticking first or last tick box user can see

Please briefly describe your personal experience
Indicator 17. To develop my skills and knowledge, I ... *(please tick)*

- Take steps to update and develop my own specialist knowledge and skills
- Understand the role of own profession/specialism in the work of the organisation/institution and looks for opportunities to apply professional skills to produce a better outcome
- Ensure my own specialist staff’s continuous professional development needs are met and contribute to the maintenance of critical mass of specialist expertise to secure quality services needed
- Ensure knowledge is accessible, is proactively shared and promote continuous learning

**AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE**

Please briefly describe your personal experience

---

**OUTCOME 6. ANALYTICAL SKILLS AND CREATIVITY: The important issues are identified and creative responses developed**

Indicator 18. When I experience a complex situation, I ... *(please tick)*

- Identify the essential information needed to do the job
- Sift information and identify the important points to keep track of all the threads of an issue
- Identify and consider a range of options to resolve an issue and take decisions which are firmly based on evidence
- Understand the validity, relevance and limitations of different sources of evidence

**AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE**

Please briefly describe your personal experience
Indicator 19. To solve a problem, I ... *(please tick)*
- Think beyond current circumstances and procedures drawing on past experience to think of new ways of doing things
- Identify links between events elsewhere and my own area of work to think laterally when considering issues
- Draw on collective experience of the team and the organization and encourage the use of creative thinking techniques (e.g., brainstorming, lateral thinking)
- 3. Interprets and uses data to identify issues and develop out-of-the-box responses

**OUTCOME 7. COMMUNICATING AND INFLUENCING:** Messages are clear, persuasive and consistent and ranges of views are heard

Indicator 20. In my communication, I ... *(please tick)*
- Provide clear and concise verbal explanations and choose content and medium to suit the audience/recipient and context
- Can explain complex and technical subjects in terms the layperson can understand
- Identify the interests of others in proposals and am persuasive in selling the benefits of proposals to them.
- Understand the importance of effective, joined up communication and actively engage with staff and stakeholders to make it happen.

Please briefly describe your personal experience.
Indicator 21. When I participate in meetings, I ... *(please tick)*
- ☐ Listen and asks questions to check my own understanding and record key points and decisions in writing as needed.
- ☐ Adopt a structured and planned approach to meetings and intervene at appropriate time and use listening skills
- ☐ Steer meetings to reach clear decisions or conclusions and use negotiation skills to achieve win/win outcome where possible
- ☐ Apply communication and group dynamics techniques in order to have fruitful meeting

*AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE*

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Assessment date: ONLY IF DATE IS NOT VISIBLE AUTOMATICALLY

[Optional] Assessment by: (name, position)

View your assessment report!
Attachment competence framework

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A quality standard framework for delivery

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<tr>
<td>• Developing and applying expertise</td>
</tr>
<tr>
<td>• Analytical skills and creativity</td>
</tr>
<tr>
<td>• Communicating and influencing</td>
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</tbody>
</table>

The three levels correspond to the following grades:

- Level 1 – Administrators and equivalents
- Level 2 – Middle managers and equivalents
- Level 3 – Senior Managers and equivalents
- Level 4 – Assistant directors, directors and equivalents

The indicators are cumulative in that administrators and middle managers are expected to demonstrate the indicators in levels 1 and 2, senior managers are expected to demonstrate the indicators in levels 1, 2 and 3 and directors are expected to demonstrate the indicators in levels 1, 2, 3 and 4. The difference in assessing the
different levels comes from considering the behaviour in context. For instance, someone at level 1 will face fewer competing priorities and a less complex work situation than someone at level 2, who will be expected to display the same behaviours but in a more wider ranging and challenging circumstances.
## Managing work and resources

### Delivering results: Managing work and resources

### Outcome: Objectives are achieved and quality standards and deadlines are met

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Takes responsibility for own actions</td>
<td>1. Keeps track of several activities simultaneously and makes sure</td>
<td>1. Ensures systems are in place for project planning and progress</td>
<td>1. Can identify the organisation's business focus and own contribution</td>
</tr>
<tr>
<td>2. Focuses on the task in hand and is not easily distracted</td>
<td>everything is progressing</td>
<td>monitoring</td>
<td>to its financial and operational objectives</td>
</tr>
<tr>
<td>3. Pays attention to detail and accuracy</td>
<td>2. Thinks ahead to spot problems and put contingency plans in place</td>
<td>2. Focuses on the delivery of outcomes</td>
<td>2. Uses financial data to make decisions, interpret trends, identify</td>
</tr>
<tr>
<td>4. Seeks guidance when priorities conflict or are unclear</td>
<td>3. Breaks down complex tasks into a logical sequence of activities and</td>
<td>3. Considers the wider implications of activities</td>
<td>risks and manage issues.</td>
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<tr>
<td></td>
<td>sets milestones</td>
<td></td>
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<td></td>
<td></td>
<td>4. Regularly reviews and manages risks</td>
<td>3. Ensures personal delivery against plans and forecasts accurately.</td>
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<tr>
<td>5.</td>
<td>Plans and manages own time effectively</td>
<td>4. Puts in effort on all topics not just on the interesting ones</td>
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<tr>
<td>6.</td>
<td>Follows relevant procedures, for example financial management procedures</td>
<td>5. Clearly defines tasks before work starts</td>
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<tr>
<td>7.</td>
<td>Works within organisation/institution policy and guidelines on equal opportunities</td>
<td>6. Delegates to match resources to priorities and shifts resources to reflect changes in priorities</td>
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<tr>
<td></td>
<td></td>
<td>7. Considers the health and safety implications of tasks for self and others before work starts and acts to minimise any risks</td>
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<td></td>
<td></td>
<td>5. Identifies areas where own activities can personally add value</td>
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<tr>
<td></td>
<td></td>
<td>6. Negotiates for the resources needed to deliver the outcomes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>7. Looks for opportunities to use IT to improve quality of outputs and speed of delivery</td>
<td></td>
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<tr>
<td></td>
<td>Works to improve the value achieved from people, budget and assets</td>
<td>4. Leads by example when incurring expenditure and managing business relationships and risks. Promotes and enforces financial and management controls to deliver business priorities</td>
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<tr>
<td></td>
<td></td>
<td>5. Works with business experts and stakeholders, and provides them with routine or exceptional information as required.</td>
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<td></td>
<td></td>
<td>6. Identifies and uses a range of evidence sources</td>
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<td></td>
<td></td>
<td>7. Uses project and programme management techniques to ensure results are delivered and that identified business benefits are achieved.</td>
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</tbody>
</table>
Commitment to providing a service

Delivering results: Commitment to providing a service

Outcome: Effective service delivery is achieved to meet customer needs

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contributes ideas and suggestions to improve services</td>
<td>1. Shows determination to provide a quality service</td>
<td>1. Designs, manages and delivers services to meet customer requirements</td>
<td>1. Uses feed back from customers, staff and stakeholders to identify areas for continuous improvement and takes remedial action where necessary</td>
</tr>
<tr>
<td>2. Keeps calm under pressure</td>
<td>2. Questions working practices that do not need to be there</td>
<td>2. Measures service delivery in terms of customer satisfaction</td>
<td></td>
</tr>
<tr>
<td>3. Responds constructively and flexibly to change</td>
<td>3. Follows up and through to ensure satisfactory outcomes</td>
<td>3. Deals constructively with conflict</td>
<td></td>
</tr>
<tr>
<td>4. Displays honesty and integrity</td>
<td>4. Doesn’t ignore problems but takes early action to resolve them</td>
<td>4. Is able to take and hold a firm line</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5. Encourages innovation and considered risks and is supportive if honest mistakes results</td>
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</tbody>
</table>
# Working collaboratively

**Delivering with others: Working collaboratively**

## Outcome: People with diverse talents work together to achieve a shared goal

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Keeps colleagues informed of developments or problems in good time for them to take action</td>
<td>1. Builds links with other teams</td>
<td>1. Promotes collaborative working across organisations to meet customer needs</td>
<td>1. Builds and maintains strong and productive relationships with stakeholders ensuring that the organization is respected and has a good reputation.</td>
</tr>
<tr>
<td>2. Knows how own objectives fit in to the broader activities</td>
<td>2. Shares credit with all who contribute</td>
<td>2. Includes stakeholders in project teams, when appropriate</td>
<td>2. Works across traditional boundaries to achieve shared goals</td>
</tr>
<tr>
<td>3. Is willing to learn about colleagues’ jobs and helps others</td>
<td>3. Understands the pressures affecting others and adapts own demands accordingly</td>
<td>3. Focuses on long term quality service delivery</td>
<td></td>
</tr>
<tr>
<td>4. Listens to others and considers their point of view in a positive/constructive way</td>
<td>4. Is aware of the impact of own behaviour on others and adapts own behaviour to suit different situations and circumstances</td>
<td>4. Sets up systems to get feedback from ultimate end users</td>
<td></td>
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<tr>
<td>5. Treats all colleagues and contacts with respect and appreciation regardless of race, ethnic or national</td>
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<tr>
<td>5.</td>
<td>Explains the reasons for decisions, especially for saying ‘no’</td>
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<td>6.</td>
<td>Develops clear service specifications for contractors when required</td>
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<tr>
<td>7.</td>
<td>Looks for opportunities to improve service quality or efficiency or to reduce costs</td>
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<tr>
<td>8.</td>
<td>Involves stakeholders at an early stage in decision making when appropriate</td>
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<tr>
<td>9.</td>
<td>Explains views to stakeholders(^1) and conveys stakeholders’ views.</td>
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</tr>
</tbody>
</table>

| 5. | Works to strike a balance between a range of stakeholder expectations |

\(^1\) Stakeholders are individuals, groups and organisations who may be affected by a job holder’s decisions and actions, they include colleagues, customers, suppliers, interest groups and relevant sections of the community, inside and outside the organisation/institution.
## Leading people

**Delivering with others: Leading people**

**Outcome:** People have a clear sense of direction and feel valued

<table>
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</thead>
<tbody>
<tr>
<td>1. Welcomes new team members and helps them settle in</td>
<td>1. Creates opportunities for all staff to expand their roles and develop</td>
<td>1. Identifies and develops potential in all staff</td>
<td>1. Understands, communicates and focuses on the organisation’s strategy and priorities and ensures people’s objectives are aligned with them</td>
</tr>
<tr>
<td>2. Identifies inequality and other unacceptable behaviours and follows up with suitable action</td>
<td>2. Coaches all staff to help deliver objectives and develop potential</td>
<td>2. Creates a climate where people feel at ease and are able to air problems and doubt</td>
<td>2. Deals professionally with a range of people issues, including improving performance through coaching and development, recognising and rewarding success, and dealing promptly with poor performance</td>
</tr>
<tr>
<td>3. Protects the health and safety of themselves and any other people who may be affected by their acts or omissions</td>
<td>3. Supports long term career development, beyond the current job</td>
<td>3. Demonstrates strong leadership consistently</td>
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<tr>
<td></td>
<td>4. Involves staff in decisions about objectives and working practices</td>
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<td></td>
<td>5. Values and harnesses people’s previous and non-work experience</td>
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<tr>
<td>7. Is accessible and approachable and gives staff frequent constructive feedback</td>
<td>8. Deals promptly, appropriately and effectively with underperformance</td>
<td></td>
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</tr>
<tr>
<td>9. Deals promptly, appropriately and effectively with actions contrary to the organisation’s diversity and equal opportunities policies</td>
<td>10. Recognises and responds to the different development and support needs of all staff by getting to know them as individuals and what limits them and motivates them at work</td>
<td></td>
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<tr>
<td>11. Creates a climate where people feel able to challenge unacceptable behaviour</td>
<td>12. Ensures that policies and procedures are applied equitably</td>
<td></td>
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</tr>
<tr>
<td>5. Communicates team’s overall purpose and each individuals contribution to achieving it</td>
<td>6. Shares information and promotes upward and downward communication/feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Promotes equality of opportunity and diversity.</td>
<td>4. Is not afraid to give difficult messages to colleagues, communities and other stakeholders, and does so with honesty, courage and realism.</td>
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<tr>
<td>5. Is visible, accountable, inspires trust and constantly learns</td>
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Developing and applying expertise

Delivering personally: Developing and applying expertise

Outcome: People continuously develop and apply their knowledge and skills, including job specific knowledge and skills, to their work

<table>
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<tr>
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<tbody>
<tr>
<td>1. Develops and applies own portfolio of skills, knowledge and expertise</td>
<td>1. Understands the relevance of own and other relevant external organisations to own work</td>
<td>1. Seeks out best practice inside and outside the organisation, and promotes benchmarking and performance measurement</td>
<td>1. Ensures knowledge management strategy is embedded in business delivery and performance management</td>
</tr>
<tr>
<td>2. Can use relevant IT software to do own job</td>
<td>2. Applies previous experience to new situations</td>
<td>2. Creates a climate where people are willing to put forward and listen to ideas</td>
<td>2. Ensures knowledge is accessible, is proactively shared and promotes continuous learning</td>
</tr>
<tr>
<td>3. Is willing to embrace new ideas and ways of working to improve service delivery</td>
<td>3. Develops ICT competence relevant to work and to potential for developing services</td>
<td>3. Encourages managed risk taking and expects learning to result</td>
<td></td>
</tr>
<tr>
<td>4. Knows where to find the information to do the job</td>
<td>4. Encourages new ideas in others</td>
<td></td>
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</table>
5. Communicates specialist advice simply and clearly
6. Takes steps to update and develop own specialist knowledge and skills
7. Obtains more expert specialist advice when appropriate

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<thead>
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<tbody>
<tr>
<td>5.</td>
<td>Feeds back learning into improving working practices and delivery</td>
</tr>
<tr>
<td>6.</td>
<td>Knows when specialist advice is needed</td>
</tr>
<tr>
<td>7.</td>
<td>Contributes ideas for use of own skills</td>
</tr>
<tr>
<td>8.</td>
<td>Understands the role of own profession/specialism in the work of the organisation/institution</td>
</tr>
<tr>
<td>9.</td>
<td>Looks for opportunities to apply professional skills to produce a better outcome</td>
</tr>
<tr>
<td>10.</td>
<td>Makes judgements on the level of specialist input and quality appropriate to the task</td>
</tr>
<tr>
<td>11.</td>
<td>Builds networks with fellow specialists in other organisations</td>
</tr>
<tr>
<td>12.</td>
<td>Takes responsibility for own continuous professional development</td>
</tr>
</tbody>
</table>

4. Contributes ideas for development and new applications of specialist skills in organisation/institution work
5. Takes account of the wider organisation’s needs and balances professional considerations with what is achievable and affordable
6. Ensures own specialist staff’s continuous professional development needs are met
7. Contributes to maintenance of critical mass of specialist expertise to secure quality services needed
8. Understands the role of own profession/specialism in the work of the organisation/institution

3. Continuously develops and applies own knowledge and skills to enhance the business and team
## Analytical skills and creativity

### Developing personally: Analytical skills and creativity

### Outcome: The important issues are identified and creative responses developed

<table>
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<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thinks beyond current circumstances and procedures drawing on past experience to think of new ways of doing things</td>
<td>1. Identifies links between events elsewhere and own area of work</td>
<td>1. Keeps a strategic view without losing sight of the detail</td>
<td>1. Uses evidence to evaluate policies, projects and programmes to support continuous improvement</td>
</tr>
<tr>
<td>2. Identifies the essential information needed to do the job</td>
<td>2. Sifts information and identifies the important points</td>
<td>2. Identifies and considers a range of options to resolve an issue</td>
<td>2. Understands the validity, relevance and limitations of different sources of evidence</td>
</tr>
<tr>
<td>3. Thinks laterally when considering issues</td>
<td>3. Thinks laterally when considering issues</td>
<td>3. Takes decisions which are firmly based on evidence</td>
<td>3. Interprets and uses data to identify issues and develop realistic responses</td>
</tr>
<tr>
<td>4. Keeps track of all the threads of an issue</td>
<td>4. Keeps track of all the threads of an issue</td>
<td>4. Draws on collective experience of the team and the organisation</td>
<td></td>
</tr>
<tr>
<td>5. Identifies and uses appropriate analytical tools and statistics in analysing issues</td>
<td>5. Identifies and uses appropriate analytical tools and statistics in analysing issues</td>
<td>5. Encourages the use of creative thinking techniques (eg, brainstorming; lateral thinking)</td>
<td></td>
</tr>
</tbody>
</table>
### Communicating and Influencing

**Developing personally: Communicating and Influencing**

**Outcome:** Messages are clear, persuasive and consistent and ranges of views are heard

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<tr>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>1. Provides clear and concise verbal explanations</td>
<td>1. Adopts a structured and planned approach to meetings</td>
<td>1. Considers the communications aspect of all activities and in all directions: internal/external; up/down/sideways</td>
<td>1. Understands the importance of effective, joined up communication across teams and the organisation and actively engages with staff and stakeholders to make it happen.</td>
</tr>
<tr>
<td>2. Chooses content, and medium to suit the audience/recipient and context</td>
<td>2. Incorporates communications aspects into workplans from the outset</td>
<td>2. Identifies the interests of others in proposals and is persuasive in selling the benefits of proposals to them</td>
<td></td>
</tr>
<tr>
<td>3. Written work is logically structured, clear and concise using plain English</td>
<td>3. Intervenes at appropriate time in meetings and uses listening skills</td>
<td>3. Communicates the wider organisation or government policy position effectively</td>
<td></td>
</tr>
<tr>
<td>4. Uses correct spelling and grammar with minimal jargon</td>
<td>4. Uses verbal communications before putting things in writing when appropriate</td>
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<tr>
<td>5. Contributes to discussions/meetings</td>
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<tr>
<td>6.</td>
<td>Listens and asks questions to check own understanding</td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Records key points and decisions in writing as needed</td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Can explain complex and technical subjects in terms the layperson can understand</td>
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<tr>
<td>6.</td>
<td>Communicates only what matters</td>
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<tr>
<td>4.</td>
<td>Steers meetings to reach clear decisions or conclusions</td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Uses negotiation skills to achieve win/win outcome where possible</td>
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</tr>
<tr>
<td>6.</td>
<td>Uses aids and techniques appropriate to audience and purpose in giving presentations</td>
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