



# 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?“

Einige Partnerländer haben einen effektiven HRM-Zyklus zur Bewertung von Lehr- und Ausbildungsleistungen eingeführt. Es gibt jedoch kein europäisches Bewertungsinstrument für Lehrer/Ausbilder, mit dem sie sich selbst einschätzen und auch voneinander lernen können. Die oben genannten Fragen weisen auf diejenigen Kompetenzen hin, die Lehrer/Ausbilder des Zweiten Bildungswegs benötigen, wenn sie mit der NEET-Gruppe arbeiten wollen.

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

Durch das System zur Selbst- und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs können diese ihre Kompetenzen und Fähigkeiten selbst beurteilen. Starke und schwache Elemente ihres beruflichen Verhaltens können in dieser persönlichen Analyse untersucht und mögliche Entwicklungsbereiche identifiziert werden. Im Anschluss an die Beurteilung erfolgt eine Beratung zur Orientierung und es besteht die Möglichkeit, eine Kollegenbeurteilung anzufragen. Dies sollte zu einer offenen Lernkultur führen, in der sich einzelne Lehrer und Ausbilder gegenseitig in ihrer Entwicklung unterstützen.

Es zeigt sich ein dreistufiger Ansatz:  
Selbsteinschätzung, Bericht mit Rückmeldung und Beratung, Kollegenbeurteilung. Dies ist der Prozess, auf den das System zur Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs aufbaut. Die Bestätigung erfolgt entweder durch die Kollegenbewertung oder durch das Hochladen von Nachweisen durch den Lehrer/Ausbilder. Diese Bestätigung ermöglicht eine vergleichende und objektivere Sichtweise der Möglichkeiten des Lehrers/Ausbilders.

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.

## Feedback - Self Assessment on 11 October 2016 ▾

### Feedback on the Self Assessment of Betawerk Beheer

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 your 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. 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.

### Your results

Based on your assessment feedback and guidance is given. As part of your own development, please invest in your competences. Of course you can invite your colleagues to peer-assess your results and encourage them to start a self-assessment yourselves. In your feedback and guidance report you are directed to good practices when working with NEET-learners and to professional development offers for teachers/trainers. With these examples you are invited to invest in your professional development. If you have any worthwhile alternatives, please upload them on [secondchanceeducation.eu](http://secondchanceeducation.eu).

### Feedback on your Self Assessment

#### Recommendations based on your self assessment:

#### Output 1.1

When managing your work and resources, the results show that you already master your own environment. Your work and resources are properly managed and when you are unsure about priorities you seek guidance. Based on your assessment the advice is given to invest more in this area: for example follow professional developments offers like Communication training and conflict solving strategies and Coaching and Mentoring Skills for School Team Leaders. >

#### Outcome 2.1

When you deliver your teaching and training, you put the learner's needs central. Also you put effort to innovate and make the learning offers more flexible. You might want to validate your results by uploading evidences and requesting peer-assessments. The professional development offer Being an Effective Mentor, Getting the Best out of Your Students might support you further. Also the good practice SMentoring Programma Friesland might be of interest. >

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.

Am Ende der Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs werden Sie gebeten, mindestens drei Ergebnisse der Prüfung abzuschließen. Alle Felder sind Pflichtfelder und man hat die Möglichkeit, die Bewertung zu speichern und zu einem späteren Zeitpunkt fortzusetzen. Nach Abschluss der Selbsteinschätzung erhalten Sie einen Bericht mit Rückmeldungen und Ratschlägen und können eine Kollegenbeurteilung anfordern. Der vollständige Fragebogen steht online auf [www.secondchanceeducation.eu](http://www.secondchanceeducation.eu) zur Verfügung und ist diesem Dokument angehängt.

Die Rückmeldungen und Ratschläge erfolgen mit Bezug auf die berufliche Entwicklung und beste Vorgehensweisen. Diese berufliche Entwicklung unterstützt alle Lehrer, Ausbilder, Mentoren und andere Pädagogen, die mit NEETs arbeiten. Eine effektive kontinuierliche Weiterbildung erhöht die Standards in den Schulen. Eine ausgezeichnete Weiterbildung ermöglicht die Verlagerung in die Praxis, bietet ständige Unterstützung und positive Bestätigung und ist der Schlüssel zur Aufrechterhaltung des Erfolgs. Sie hilft dabei, Ihr eigenes Potenzial zu erkennen und die Chancen im Leben aller Kinder, Jugendlichen und erwachsenen Lernenden zu verbessern, mit denen Sie arbeiten. Hier finden Sie alle Weiterbildungen, Aktivitäten und kontinuierlichen Angebote oder können mit Ihrem eigenen Beispiel beitragen. Der Abschnitt zu bewährten Vorgehensweisen enthält praktische Instrumente für die Arbeit mit der NEET-Gruppe: Aktivitäten, die das Eis in der Gruppe brechen und soziale Kompetenzen verbessern, das Lernen von Fremdsprachen und die Unterstützung einer guten Haushaltung sind Beispiele für vorhandene bewährte Praktiken.

Zusammengefasst ist das System zur Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs das Selbstbewertungsinstrument schlechthin. Es kann online unter [www.secondchanceeducation.eu](http://www.secondchanceeducation.eu) verwendet werden. Am Ende geben die Abschnitte für bewährte Vorgehensweisen Gelegenheit, die Verbesserungsbereiche eines Lehrers/Ausbilders zu stärken. Auch die Möglichkeit einer Kollegenbewertung zur Einschätzung der Bewertungsergebnisse sowie Diskussionsrunden zur Lehrerleistung im Bereich des Zweiten Bildungswegs sind gegeben.

# 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.

Beim Erhalt der Rückmeldungen berichteten Lehrer und Ausbilder, dass die Bewertung in einigen Fällen zu allgemein war: Die Kompetenzen passten nur unzureichend zu ihren täglichen Herausforderungen bei der Unterstützung der Lernenden/Endbegünstigten. Die Bewertung war in einigen Bereichen zu sehr auf verwalterische Themen wie Projektentwicklung und Mittelbeschaffung konzentriert. Was Rückmeldung und Empfehlungen betrifft, so wurden auch diese manchmal als zu allgemein und standardisiert empfunden.

## 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



**Sabine Bräutigam**  
22 August 2016

1 review 

**Aleksandra Cięglewicz-Wachowiak**  
1 September 2016

0 reviews 

**Danuta Waszak**  
1 September 2016

0 reviews 

**Sylwia Rakowska-Chodnicka**  
6 September 2016

0 reviews 

# Empfehlungen

Das System zur Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs wurde im kleinen Maßstab getestet. Groß angelegte Tests sind vorgesehen, da das Instrument von Instituten und Lehrkräften des Zweiten Bildungswegs in ganz Europa genutzt werden soll. Bislang ist es noch schwierig, auf der Grundlage des kleinen Testumfangs zuverlässige Schlussfolgerungen zu ziehen. Anhand des aktuellen Zustands des Systems zur Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs und aufgrund der Erfahrungen bzw. Rückmeldungen während seiner Entwicklung und Testphase können jedoch einige direkte Empfehlungen gemacht werden:

- Groß angelegte Tests sollten der nächste Schritt sein. Während dieser Testphase sollten mehr konkrete Rückmeldungen von Lehrern/Ausbildern eingehen, damit das Instrument optimiert werden kann. Die Optimierung besteht wahrscheinlich im Hinzufügen von Benutzererfahrungen und in einer weiteren Verschlankung der Bewertung.
- 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.
- Die Bewertung und Einordnung der Ergebnisse sollte verbessert werden. Die europäischen und nationalen Qualifikationssysteme für Lehrer/Ausbilder des Zweiten Bildungswegs sollten besser integriert werden: Auf diese Weise kann das System zur Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs direkt in ein E-Portfolio eingespeist werden.
- Die Rückkopplungsschleife kann verstärkt werden. Die Ergebnisse des Systems zur Selbstbeurteilung und Kollegenbeurteilung für Lehrer und Ausbilder des Zweiten Bildungswegs, die Nachverfolgung über bewährte Praktiken und das Angebot kontinuierlicher Weiterbildung sowie die abschließende Bewertung müssen noch ausgebaut werden. Noch besser sollte die kontinuierliche Weiterentwicklung von Lehrern und Ausbildern des Zweiten Bildungswegs sogar regelmäßig bewertet werden.

# 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
- Denmark
- 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**



Search / Upload

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

**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**

### 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 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

**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

<p>Delivering results</p> <ul style="list-style-type: none"> <li>• Managing work and resources</li> <li>• Commitment to providing a service</li> </ul>
<p>Delivering with others</p> <ul style="list-style-type: none"> <li>• Working collaboratively</li> <li>• Leading people</li> </ul>
<p>Delivering personally</p> <ul style="list-style-type: none"> <li>• Developing and applying expertise</li> <li>• Analytical skills and creativity</li> <li>• Communicating and influencing</li> </ul>

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

<b>Delivering results: Managing work and resources</b>			
<b>Outcome: Objectives are achieved and quality standards and deadlines are met</b>			
<p><b>Level 1</b></p> <ol style="list-style-type: none"> <li>1. Takes responsibility for own actions</li> <li>2. Focuses on the task in hand and is not easily distracted</li> <li>3. Pays attention to detail and accuracy</li> <li>4. Seeks guidance when priorities conflict or are unclear</li> </ol>	<p><b>Level 2</b></p> <ol style="list-style-type: none"> <li>1. Keeps track of several activities simultaneously and makes sure everything is progressing</li> <li>2. Thinks ahead to spot problems and put contingency plans in place</li> <li>3. Breaks down complex tasks into a logical sequence of activities and sets milestones</li> </ol>	<p><b>Level 3</b></p> <ol style="list-style-type: none"> <li>1. Ensures systems are in place for project planning and progress monitoring</li> <li>2. Focuses on the delivery of outcomes</li> <li>3. Considers the wider implications of activities</li> <li>4. Regularly reviews and manages risks</li> </ol>	<p><b>Level 4</b></p> <ol style="list-style-type: none"> <li>1. Can identify the organisation's business focus and own contribution to its financial and operational objectives</li> <li>2. Uses financial data to make decisions, interpret trends, identify risks and manage issues.</li> <li>3. Ensures personal delivery against plans and forecasts accurately.</li> </ol>

<p>5. Plans and manages own time effectively</p> <p>6. Follows relevant procedures, for example financial management procedures</p> <p>7. Works within organisation/institution policy and guidelines on equal opportunities</p>	<p>4. Puts in effort on all topics not just on the interesting ones</p> <p>5. Clearly defines tasks before work starts</p> <p>6. Delegates to match resources to priorities and shifts resources to reflect changes in priorities</p> <p>7. Considers the health and safety implications of tasks for self and others before work starts and acts to minimise any risks</p>	<p>5. Identifies areas where own activities can personally add value</p> <p>6. Negotiates for the resources needed to deliver the outcomes</p> <p>7. Looks for opportunities to use IT to improve quality of outputs and speed of delivery</p>	<p>Works to improve the value achieved from people, budget and assets</p> <p>4. Leads by example when incurring expenditure and managing business relationships and risks. Promotes and enforces financial and management controls to deliver business priorities</p> <p>5. Works with business experts and stakeholders, and provides them with routine or exceptional information as required.</p> <p>6. Identifies and uses a range of evidence sources</p> <p>7. Uses project and programme management techniques to ensure results are delivered and that identified business benefits are achieved.</p>
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# Commitment to providing a service

<b>Delivering results: Commitment to providing a service</b>			
<b>Outcome: Effective service delivery is achieved to meet customer needs</b>			
<p><b>Level 1</b></p> <ol style="list-style-type: none"> <li>1. Contributes ideas and suggestions to improve services</li> <li>2. Keeps calm under pressure</li> <li>3. Responds constructively and flexibly to change</li> <li>4. Displays honesty and integrity</li> </ol>	<p><b>Level 2</b></p> <ol style="list-style-type: none"> <li>1. Shows determination to provide a quality service</li> <li>2. Questions working practices that do not need to be there</li> <li>3. Follows up and through to ensure satisfactory outcomes</li> <li>4. Doesn't ignore problems but takes early action to resolve them</li> </ol>	<p><b>Level 3</b></p> <ol style="list-style-type: none"> <li>1. Designs, manages and delivers services to meet customer requirements</li> <li>2. Measures service delivery in terms of customer satisfaction</li> <li>3. Deals constructively with conflict</li> <li>4. Is able to take and hold a firm line</li> <li>5. Encourages innovation and considered risks and is supportive if honest mistakes results</li> </ol>	<p><b>Level 4</b></p> <ol style="list-style-type: none"> <li>1. Uses feed back from customers, staff and stakeholders to identify areas for continuous improvement and takes remedial action where necessary</li> </ol>

# Working collaboratively

**Delivering with others: Working collaboratively**

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

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<ol style="list-style-type: none"> <li>1. Keeps colleagues informed of developments or problems in good time for them to take action</li> <li>2. Knows how own objectives fit in to the broader activities</li> <li>3. Is willing to learn about colleagues' jobs and helps others</li> <li>4. Listens to others and considers their point of view in a positive/constructive way</li> <li>5. Treats all colleagues and contacts with respect and appreciation regardless of race, ethnic or national</li> </ol>	<ol style="list-style-type: none"> <li>1. Builds links with other teams</li> <li>2. Shares credit with all who contribute</li> <li>3. Understands the pressures affecting others and adapts own demands accordingly</li> <li>4. Is aware of the impact of own behaviour on others and adapts own behaviour to suit different situations and circumstances</li> </ol>	<ol style="list-style-type: none"> <li>1. Promotes collaborative working across organisations to meet customer needs</li> <li>2. Includes stakeholders in project teams, when appropriate</li> <li>3. Focuses on long term quality service delivery</li> <li>4. Sets up systems to get feedback from ultimate end users</li> </ol>	<ol style="list-style-type: none"> <li>1. Builds and maintains strong and productive relationships with stakeholders ensuring that the organization is respected and has a good reputation.</li> <li>2. Works across traditional boundaries to achieve shared goals</li> </ol>

<p>origin, nationality, age, religion, sex, gender identity, marital status, disability, sexual orientation, working hours, union membership, union office or union activity</p> <p><b>6.</b> Contributes to an environment in which difference and diversity are respected</p> <p><b>7.</b> Builds relationships with internal and external contacts and is aware of their interests</p> <p><b>8.</b> Is impartial and even-handed in all dealings with contacts</p> <p><b>9.</b> Knows when to refer the matter to others</p>	<p><b>5.</b> Explains the reasons for decisions, especially for saying 'no'</p> <p><b>6.</b> Develops clear service specifications for contractors when required</p> <p><b>7.</b> Looks for opportunities to improve service quality or efficiency or to reduce costs</p> <p><b>8.</b> Involves stakeholders at an early stage in decision making when appropriate</p> <p><b>9.</b> Explains views to stakeholders<sup>1</sup> and conveys stakeholders' views.</p>	<p><b>5.</b> Works to strike a balance between a range of stakeholder expectations</p>	
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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

<b>Delivering with others: Leading people</b>			
<b>Outcome: People have a clear sense of direction and feel valued</b>			
<p><b>Level 1</b></p> <ol style="list-style-type: none"> <li>1. Welcomes new team members and helps them settle in</li> <li>2. Identifies inequality and other unacceptable behaviours and follows up with suitable action</li> <li>3. Protects the health and safety of themselves and any other people who may be affected by their acts or omissions</li> </ol>	<p><b>Level 2</b></p> <ol style="list-style-type: none"> <li>1. Creates opportunities for all staff to expand their roles and develop</li> <li>2. Coaches all staff to help deliver objectives and develop potential</li> <li>3. Supports long term career development, beyond the current job</li> <li>4. Involves staff in decisions about objectives and working practices</li> <li>5. Values and harnesses people's previous and non-work experience</li> </ol>	<p><b>Level 3</b></p> <ol style="list-style-type: none"> <li>1. Identifies and develops potential in all staff</li> <li>2. Creates a climate where people feel at ease and are able to air problems and doubt</li> <li>3. Demonstrates strong leadership consistently</li> <li>4. Strives to build a team containing complementary skills and approaches to work</li> </ol>	<p><b>Level 4</b></p> <ol style="list-style-type: none"> <li>1. Understands , communicates and focuses on the organisation's strategy and priorities and ensures people's objectives are aligned with them</li> <li>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</li> </ol>

<p>4. Takes responsibility for own role in performance management and personal development</p> <p>5. Contributes constructive upward feedback</p>	<p>6. Encourages flexible working patterns and practices</p> <p>7. Is accessible and approachable and gives staff frequent constructive feedback</p> <p>8. Deals promptly, appropriately and effectively with underperformance</p> <p>9. Deals promptly, appropriately and effectively with actions contrary to the organisation's diversity and equal opportunities policies</p> <p>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</p> <p>11. Creates a climate where people feel able to challenge unacceptable behaviour</p> <p>12. Ensures that policies and procedures are applied equitably</p>	<p>5. Communicates team's overall purpose and each individuals contribution to achieving it</p> <p>6. Shares information and promotes upward and downward communication/feedback</p>	<p>3. Promotes equality of opportunity and diversity.</p> <p>4. Is not afraid to give difficult messages to colleagues, communities and other stakeholders, and does so with honesty, courage and realism.</p> <p>5. Is visible, accountable, inspires trust and constantly learns</p>
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**Developing and applying expertise**

<p><b>Delivering personally: Developing and applying expertise</b></p>			
<p><b>Outcome: People continuously develop and apply their knowledge and skills, including job specific knowledge and skills, to their work</b></p>			
<p><b>Level 1</b></p> <ol style="list-style-type: none"> <li>1. Develops and applies own portfolio of skills, knowledge and expertise</li> <li>2. Can use relevant IT software to do own job</li> <li>3. Is willing to embrace new ideas and ways of working to improve service delivery</li> <li>4. Knows where to find the information to do the job</li> </ol>	<p><b>Level 2</b></p> <ol style="list-style-type: none"> <li>1. Understands the relevance of own and other relevant external organisations to own work</li> <li>2. Applies previous experience to new situations</li> <li>3. Develops ICT competence relevant to work and to potential for developing services</li> <li>4. Encourages new ideas in others</li> </ol>	<p><b>Level 3</b></p> <ol style="list-style-type: none"> <li>1. Seeks out best practice inside and outside the organisation, and promotes benchmarking and performance measurement</li> <li>2. Creates a climate where people are willing to put forward and listen to ideas</li> <li>3. Encourages managed risk taking and expects learning to result</li> </ol>	<p><b>Level 4</b></p> <ol style="list-style-type: none"> <li>1. Ensures knowledge management strategy is embedded in business delivery and performance management</li> <li>2. Ensures knowledge is accessible, is proactively shared and promotes continuous learning</li> </ol>

<p>5. Communicates specialist advice simply and clearly</p> <p>6. Takes steps to update and develop own specialist knowledge and skills</p> <p>7. Obtains more expert specialist advice when appropriate</p>	<p>5. Feeds back learning into improving working practices and delivery</p> <p>6. Knows when specialist advice is needed</p> <p>7. Contributes ideas for use of own skills</p> <p>8. Understands the role of own profession/specialism in the work of the organisation/institution</p> <p>9. Looks for opportunities to apply professional skills to produce a better outcome</p> <p>10. Makes judgements on the level of specialist input and quality appropriate to the task</p> <p>11. Builds networks with fellow specialists in other organisations</p> <p>12. Takes responsibility for own continuous professional development</p>	<p>4. Contributes ideas for development and new applications of specialist skills in organisation/institution work</p> <p>5. Takes account of the wider organisation's needs and balances professional considerations with what is achievable and affordable</p> <p>6. Ensures own specialist staff's continuous professional development needs are met</p> <p>7. Contributes to maintenance of critical mass of specialist expertise to secure quality services needed</p>	<p>3. Continuously develops and applies own knowledge and skills to enhance the business and team</p>
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## Analytical skills and creativity

<b>Developing personally: Analytical skills and creativity</b>			
<b>Outcome: The important issues are identified and creative responses developed</b>			
<p><b>Level 1</b></p> <ol style="list-style-type: none"> <li>1. Thinks beyond current circumstances and procedures drawing on past experience to think of new ways of doing things</li> <li>2. Identifies the essential information needed to do the job</li> </ol>	<p><b>Level 2</b></p> <ol style="list-style-type: none"> <li>1. Identifies links between events elsewhere and own area of work</li> <li>2. Sifts information and identifies the important points</li> <li>3. Thinks laterally when considering issues</li> <li>4. Keeps track of all the threads of an issue</li> <li>5. Identifies and uses appropriate analytical tools and statistics in analysing issues</li> </ol>	<p><b>Level 3</b></p> <ol style="list-style-type: none"> <li>1. Keeps a strategic view without losing sight of the detail</li> <li>2. Identifies and considers a range of options to resolve an issue</li> <li>3. Takes decisions which are firmly based on evidence</li> <li>4. Draws on collective experience of the team and the organisation</li> <li>5. Encourages the use of creative thinking techniques (eg, brainstorming; lateral thinking)</li> </ol>	<p><b>Level 4</b></p> <ol style="list-style-type: none"> <li>1. Uses evidence to evaluate policies, projects and programmes to support continuous improvement</li> <li>2. Understands the validity, relevance and limitations of different sources of evidence</li> <li>3. Interprets and uses data to identify issues and develop realistic responses</li> </ol>

# Communicating and Influencing

**Developing personally: Communicating and Influencing**

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

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<ol style="list-style-type: none"> <li>1. Provides clear and concise verbal explanations</li> <li>2. Chooses content, and medium to suit the audience/recipient and context</li> <li>3. Written work is logically structured, clear and concise using plain English</li> <li>4. Uses correct spelling and grammar with minimal jargon</li> <li>5. Contributes to discussions/meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Adopts a structured and planned approach to meetings</li> <li>2. Incorporates communications aspects into workplans from the outset</li> <li>3. Intervenes at appropriate time in meetings and uses listening skills</li> <li>4. Uses verbal communications before putting things in writing when appropriate</li> </ol>	<ol style="list-style-type: none"> <li>1. Considers the communications aspect of all activities and in all directions: internal/external; up/down/sideways</li> <li>2. Identifies the interests of others in proposals and is persuasive in selling the benefits of proposals to them</li> <li>3. Communicates the wider organisation or government policy position effectively</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>

<p>6. Listens and asks questions to check own understanding</p> <p>7. Records key points and decisions in writing as needed</p>	<p>5. Can explain complex and technical subjects in terms the layperson can understand</p> <p>6. Communicates only what matters</p>	<p>4. Steers meetings to reach clear decisions or conclusions</p> <p>5. Uses negotiation skills to achieve win/win outcome where possible</p> <p>6. Uses aids and techniques appropriate to audience and purpose in giving presentations</p>	
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