**You(th) Stand Up Assessment**

**ROLE PLAY - ASSESSMENT FORM**

**Grading system**

**4** = Excellent (lies above the needs) - **3** = Good (meets the needs) - **2** = Weak (lies below the needs)

**1** = Unacceptable (lies far below the needs)

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| **COMPETENCE - Communication** | **1** | **2** | **3** | **4** | **COMMENTS** |
| ***SKILLS***  |
| LINGUISTIC COMPETENCEthe ability to use a language (mother tongue or foreign language) effectively in order to communicate.  It includes vocabulary, syntax, grammar. |  |  |  |  |  |
| ACTIVE LISTENING the skill of being able to focus on the message deliver, decode it appropriately and process the information contained in it. |  |  |  |  |  |
| PUBLIC SPEAKING the ability to engage larger audiences in a variety of settings. |  |  |  |  |  |
| CONVEYING MESSAGEthe ability to transfer thoughts, ideas and emotions into a coded message through the use of appropriate language and symbols. |  |  |  |  |  |
| DEBATE AND CONFLICT RESOLUTIONthe ability to transfer thoughts, ideas and emotions into a coded message through the use of appropriate language and symbols. |  |  |  |  |  |
| BODY LANGUAGEthe use of proper posture, gestures, tone, and overall body elements in order to emphasize, convey or effectively communicate messages to a variety of audiences in a cultural dimension. |  |  |  |  |  |
| IMAGE MAKINGthe ability to use tools such as clothing and appearance in order to facilitate the effective communication of information and/or messages. |  |  |  |  |  |
| VISUAL AIDS the ability to use visual representations of information effectively in order to promote or validate messages for a variety of audiences. |  |  |  |  |  |
| REPUTATIONit refers to opinions, beliefs or prejudices  that people in general have about someone or something, or how much respect or admiration someone or something receives, based on past behavior, character or gossip. |  |  |  |  |  |
| **COMPETENCE - Team Working** | **1** | **2** | **3** | **4** | **COMMENTS** |
| ***SKILLS*** |
| MANAGING RESOURCES is about understanding human, financial, and operational resource issues to make decisions aimed at building and planning efficient project workflows, and at improving overall organisational performance. |  |  |  |  |  |
| DEVELOPING TALENT means fostering an environment that will encourage professional and personal growth and the transfer of knowledge to future talent. |  |  |  |  |  |
| STRATEGIC NETWORKING involves working to build and maintain friendly, trustworthy and open internal and external relationships and networks with people who are, or might become, important actors in achieving strategic-related goals. |  |  |  |  |  |
| NEGOTIATING AND CLIMATE involves the ability to work towards win-win outcomes. At lower levels, this competency assumes an understanding of one’s counterparts and how to respond to them during negotiations. At the higher levels, the competency reflects a focus to achieve value-added results. |  |  |  |  |  |
| SHARING AND INFLUENTIAL the power to make other people agree with your opinions or do what you want. If someone or something influences a person or situation, they have an effect on that person's behavior or that situation. |  |  |  |  |  |

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| **COMPETENCE - Decision Making** | **1** | **2** | **3** | **4** | **COMMENTS** |
| ***SKILLS*** |
| GATHER INFORMATIONone of the most crucial steps in decision making is being able to gather accurate and relevant information regarding the task at hand |  |  |  |  |  |
| IDENTIFY POSSIBLE OPTIONS AND SOLUTIONS once all information has been gathered and processed as above, then multiple courses of action and various solution options, will become apparent. This step is important as it allows the individual to consider multiple potential choices and choose the best option for the specified context and group. |  |  |  |  |  |
| ANALYTICAL SKILLS once multiple options have been identified, each one should be assessed and analyzed in terms of its attributes.   |  |  |  |  |  |
| **COMPETENCE - Decision Making** | **1** | **2** | **3** | **4** | **COMMENTS** |
| ***SKILLS*** |
| SELECTING THE BEST OPTION once all the available options have been identified and analyzed, the choice must be made, one which one is the most efficient for the task at hand.  Multiple factors may affect that decision which should be made with consideration and careful intent. |  |  |  |  |  |
| EVALUATION AND REVIEWS the skill necessary in order to assess progress in each step, evaluate and take remedial actions when needed. |  |  |  |  |  |
| CREATIVITY AND IMAGINATIONthe skills necessary in order to come up with innovative, out-of-the-box solutions to problems and situations; as well as the ability to imagine and anticipate potential outcomes and future developments. |  |  |  |  |  |

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| **COMPETENCES - ENTREPRENEURIAL MINDSET** | **1** | **2** | **3** | **4** | **COMMENTS** |
| ***SKILLS***  |
| NETWORKINGTo build and maintain friendly, trustworthy and open internal and external relationships and networks with people who are, or might become, important actors in achieving strategic-related goals. |  |  |  |  |  |
| PROJECT MANAGEMENT AND BUSINESS MODEL Understanding human, financial, and operational resource issues to make decisions aimed at building and planning efficient project workflows, and at improving overall organizational performance. |  |  |  |  |  |
| PROMOTING SELF-DEVELOPMENTmeans fostering an environment that will encourage professional and personal growth and the transfer of knowledge to future talent. Design education is learning how to apply practical methods, prior knowledge, and natural talent to solve new problems. It is also referred to as Creative Education. |  |  |  |  |  |
| LEARNING TO LEARNrefers to the ‘ability of acquiring knowledge efficiently and effectively’. What defines our success is not the things we know, but our ability to learn the new. It’s an individual's ability to adapt to change and their willingness to own the progression of their career. It is the desire and the ability grow and adapt to new circumstances and challenges throughout the work life. |  |  |  |  |  |