



Work Package 6
ValidAid
*Adaptation and product
finalization*

**FINAL VERSION OF METHODS AND TOOLS
for evaluation of the low-qualified employees
who will take part in the validation procedures in
sector “Trade”, “IT and Communications” and sector
“Finance”**

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1. Introduction

The project “Validation of skills and knowledge for strengthening the positions of low-qualified employees in the labour market – ValidAid” started in October 2010. It has duration of two years and is expected to end in September 2012.

This project aims at developing methods and tools for identifying and validating competences in the workplace and opening gateways to education and training to make it easier for low qualified individuals to develop their competences, and by that secure their position on the labour market.

The project consortium includes seven organisations from six countries – Austria, Bulgaria, Iceland, France, Lithuania and Portugal. The partnership includes international universities, research centres, training and counselling organisations.

ValidAid
validation of
competences

2. Work package 6 Review

These Methods and instruments aim to support the validation process of knowledge, skills and competences of cashiers in the workplace. They are based on the suggestions of the pilot project “Value of Work” and they are adapted to „Trade“, „IT & Communication“ and „Finance“ sectors in Bulgaria. Developed Methods and instruments in this document are applicable to specific work positions in the relevant sectors in Bulgaria.

Each partner shall modify the Methods and instruments according to the normative base and requirements of the validation system in their country.

The Methods and instruments were reviewed after the actual completion of the validation process in „Trade“, „IT & Communication“, „Finance“ sectors. They include the outcomes from: the discussions among the Professional task groups, which were created for the project; the Interim Report of the external evaluator from Austria; the Project Evaluation Report, MERIG; partner’s presentations during the 4th Project Meeting in Vilnius, Lithuania; other comments and opinions made during the validation process in this sector in Bulgaria.

3. Validation - general description

General purposes

Validation can be an exploration without presuppositions, i.e. directed at **what** one can do so-called **divergent validation**. It can also be accomplished using set standards, i.e. testing **whether** a person possesses competence in relation to the set standards, so-called **convergent validation**.

Clearly defined validation aims and objectives will determine which method is chosen. It is also important to be clear about how the results are to be used. Is validation to lead to a nationally recognised certificate? Or is the aim to gain a picture of the person's competence in order to aid and encourage competence training? The aims and objectives also determine how comprehensive validation needs to be, both in terms of content and time, and thus also the amount of resources which need to be allocated.

This document describes methods and tools intended for convergent validation, i.e. the kind which checks whether an employee satisfies set competence standards.

Organisation

An organisation to assume responsibility for the planning and implementation of the validation needs to be set up early. An independent organisation should have overall responsibility. Those doing actual validation work, such as the advisers and assessors, should form a working group. Important to the organisation is the **Professional Task Group (PTG)**, with local and/or national representatives from organisations such as employees and employers, and the way the PTG collaborates with the working group.

Competence standards

In order to coordinate and harmonize validation among the countries participating in the project was prepared **Final version of Standards** for recognition and validation of informal and non-formal competencies in the “Trade” sector, “IT and Communications” and in the “Finance” sector. So check whether the employee in the position “Cashier” meets certain standards of competence drawn up in advance. The structure of the ten general standards can very easily be adapted and transferred to other occupations. Aims and objectives determine whether there is a need to define sub-standards in the framework of the necessary knowledge, skills and competences.

Information

Experience gained in pilot VOW projects shows that adequate information needs to be provided and that the validation process needs the support of participants, supervisors and work teams. This should be achieved at an early step.

Methods and tools

Validation may be carried out two parts: an preparatory (exploratory survey) part and an evaluation part. There are aspects of assessment in the preparatory part. For the sake of

simplicity and clarity, assessment is described here (Section 7) as a separate phase. For validation candidates to recognise their competencies, they need good self-awareness and the ability to communicate these competencies. They are then set down in a well-organised Qualification portfolio. The choice of methods and tools is otherwise determined by the standards needed for validation along with the competence, which the individual has described during self-assessment (see **Final version of Standards** for recognition and validation of informal and non-formal competencies in the “Trade” sector, “IT and Communications” and in the “Finance” sector).

Assessment

Assessment of an individual’s competencies relative to the competence standard takes place on a continuous basis during the process together with the different activities. Finally, a summary and an overall assessment are produced.

Certificate

If certification cannot be related to the national educational assessment system, it is important that the content is informative. It should be indicated how assessment has been carried out and which standards have been applied. It is of value if part of the certification is made up of a more detailed description of abilities/knowledge that the employee has shown. Who signs the certificate is of great importance. It is natural that those people who have been responsible for the validation process should sign the document. If employer organisations and trade unions have participated in the PTG, it will improve the status of the certificate if representatives from these organisations also sign the document.

Time factors and validation

The time needed by the participants for validation is determined by its aims and objectives. Please note that some of the time the employee spends on validation may be outside of ordinary working hours.

Recommendations

Validation should be followed up by consultations with advisers and supervisors in order to find possible routes to competence development. This may be courses given by the formal education system or courses arranged by employers.

3.1. Planning

When the opportunity arises for employees to validate their competencies, it is important to consider as early as possible the purpose of the validation. One purpose may be to make an exploratory inventory of an individual’s competencies. Some of the unidentified competencies that staff has acquired can be an asset for a company. It can provide employees with a chance for personal development and a change in their work duties. Validation can also be a useful instrument for drawing up personnel development plans. This applies only to exploratory, **divergent validation**.

Another purpose of validation is to evaluate employee competencies in relation to identified competence standards for a particular vocational role, **convergent validation**. The employee receives proof of his/her competencies and can identify the areas, which need to be developed. It gives employers opportunities to form work groups/units whose competencies complement each other and to develop concrete personnel development plans.

Usually, validation is a mix of an exploration without presuppositions and validation in relation to defined standards.

The validation described in this project takes place in terms of established competence standards within a specific vocational role par. example “Cashier” in the Retail trade, “Cashier” in the Bank sector and “Cashier” in the IT and Communication sector.

It is important to clarify the scope of the vocational role both with regard to the number of work assignments and how advanced these work assignments are. Are target groups to be found at several different workplaces? These questions largely determine the scope of the validation, how it is organised and the amount of time required.

The objective of the validation also needs to be adjusted for the number of hours an employee can set aside for validation and other validation costs, including costs for advisers and assessors.

Things to consider:

- *What is the purpose of the validation:*
 - Only exploratory - what competence does the employee have?
 - To see if the employee fulfils workplace competence standards.
- *What profession:*
 - The need for standards and scope of sub-standards.
- *Prerequisites:*
 - What legitimacy do you want the validation to have?
 - What will be done with the results of the validation?
 - Who is to be offered validation?
 - Who is to make the choice and what are the selection criteria?
 - One or several workplaces?
 - Estimated number of employees to be validated?
 - How much may validation cost?
 - How many hours can be set aside for validation?

Objectives and costs must also be related to whether or not it is possible to carry out validation with the required level of quality.

3.2. Organisation

The various representatives who will later form the Professional Task Group (PTG) should be invited in at an early step to assist in planning. During the initial planning steps, an independent organisation should be involved to assume responsibility for the practical work of implementing the project.

The Professional Task Group may be regarded as the steering group for the validation. The PTG should consist of both national and/or local employer and employee representatives, and the organisation, which will assume the responsibility for the implementation of the validation. PTG assignments include:

- developing and/or approving of the competence standards;
- providing input on the structure of the validation;
- providing input on documentation;
- possibly signing the certificate;
- guaranteeing the worth of the certificate.

The people responsible for the practical implementation of the validation are the advisers and the assessors. One or two assessors will most likely be required. For certain methods/tools, there may be a need for co-assessors at the workplaces.

Adviser

The role of the adviser is separate from that of the assessor. An adviser's main task is to:

- provide information about project in the recruitment phase;
- carry out the survey and planning interview and, with the participants, establish a plan for the different steps in the process;
- initiate and supervise the portfolio work;
- initiate the self-assessment work;
- arrange contact with the assessors;
- provide overall support and counselling during the validation process;
- participate in the working group's development/review of the validation tools.

Qualification requirements

- People with educational and occupational guidance competencies are preferable.

Training for the advisers should include attitudes to validation and training for the guidance of the portfolio work. Otherwise, advisers should prepare by participating in the development/revision of the validation tools.

Assessor

The assessor should have no working relationship with the people to be validated.

Qualification requirements

The assessor may be a (senior) trainer outside of the workplace or an expert within a trade association academic organisation etc.

Suitable people include vocational instructors associated with a particular profession; specialists in the field of human resources management.

Important factors when choosing an assessor are that the person must have:

- credibility and impartiality;
- professional competencies within the area and a knowledge of current standards;
- to know so-called "competency model";
- experience as an assessor;
- good communication competence, empathy and a positive attitude to validation.

Co-assessors

Where co-assessors are required, they are to act on behalf of the assessors at the employees' (the validation candidates) workplaces. In certain circumstances, the supervisor may act as a co-assessor.

Training

It is not always possible to find assessors who are trained and who have experience.

One way of preparing people who act as assessors is to have them actively participating in adapting the tools for the validation process/project.

In the framework of ValidAid project the Training programme for evaluators in how to implement the validation process was developed (see **Final version of Training programme for evaluators** in how to implement the validation process developed by IEBA).

Things to consider:

- *Professional Task Group;*
- *Adviser suitable competence - educational and occupational guidance counsellor and training in validation methodology;*
- *Assessor - educational and occupational guidance counsellor and training in validation methodology.*

3.3. Competence standards

When conducting a validation which checks if the employee fulfils certain competence standards, it is necessary to first identify and decide the competence standards for the profession by which employees are to be assessed. Examples of such standards can be found in the **Final version of Standards** for recognition and validation of informal and non-formal competencies in the “Trade” sector, “IT and Communications” sector and in the “Finance” sector.

The ten general standards offer a comprehensive explanation of the standards. However, it makes it easier for employees to assess themselves in respect of the standards if the primary standards are defined in more detail in a number of sub-standards in the framework of the necessary knowledge, skills and competences. These sub-standards can also make evaluation easier (see **Final version of Standards** for recognition and validation of informal and non-formal competencies in the “Trade” sector, “IT and Communications” sector and in the “Finance” sector.).

According to the approach adopted by the Bulgarian team, the applicant can be validated if he/she meet the requirements of the ten basic standards and minimum of 70% of sub-standards for each reference standard.

Things to consider:

- **Competence standards:**
 - Do they exist?
 - If not – produce standards;
 - If they do exist - do they need to be reviewed/ adjusted?
- **Sub-standards in the framework of the necessary knowledge, skills and competences:**
 - The need for sub-standards;
 - Why?
 - Which ones and how detailed?

3.4. Methods and tools

In section 7 and **Appendix 1**, there is a list of the methods and tools. Some of them always need to be used during validation. The descriptions of each method and the instrument below include how they were used in the project. In order for validation candidates to identify the competencies they have, they need good self-awareness and the ability to communicate about their competencies. The foundations of these abilities are laid down in a well organised portfolio.

Things to consider:

- *Decide which methods and tools can be used;*
- *Do the methods need to be adapted to the validation in question?*

4. Selection of Participants

4.1. Information and establishment of the project

For the success of the whole validation process, it is important to inform people of the forthcoming validation, while carefully selecting the most suitable period for this activity. This includes disseminating information not only among potential direct participants, whose competencies are to be validated, but also among supervisors and people occupying other related positions. Information always needs to be in both verbal and written form. During the preparation of the information materials, it should be considered establishing cooperation with the respective employers' and labour organisations concerned.

Information and information materials should be concise and contain the following:

- background of the project;
- purpose of the validation;
- how the validation will be carried out;
- requirements for participants;
- how the results will be documented.

4.2. Recruitment of participants

The purpose and the objectives of the validation determine the specificities of the application and selection process.

Examples of selection criteria:

- an individual has worked for a certain amount of years on the respective position;
- educational background;
- interest.

The number of participants for the pilot implementation of the validation kit tool is estimated to be between 10 and 15 people for each sector (“Trade”, “IT and Communications” and “Finance”). The number has thus been chosen due to the pilot character of the validation kit tool application.

Things to consider:

- *Identify at the planning stage of the validation process the target group and specify the way of conducting the application and selection procedures;*
- *Disseminate information among the target group and other people and organisations concerned with the validation at an early stage and ensure their support.*

5. The validation process – Implementation

5.1. Initial exploratory and survey discussions

An initial discussion upon selection of the validation candidates should be carried out. Its purpose is to clarify the individual expectations regarding validation as well as to get the selected candidates acquainted with the processes involved. The discussion will be conducted by the adviser. His role should be to keep things together, providing advice and support to the validation candidates throughout the whole process.

The initial discussion could comprise the following content:

- to determine the educational and vocational background of the validation candidate;
- the validation candidate’s attitude to validation and any questions he/she might have;
- the validation candidate’s expectations and ambitions;
- a review of the various stages of the validation process;
- information and planning work on the qualification portfolio.

At this point, the various stages of the process should be scheduled, times and places specified as precisely as possible, and a list of all the other people involved who will provide support throughout the validation process should be prepared. The schedule should be revised continuously.

Things to consider:

- *Include any education and work experience, which might be of significance for validation.*
- *Provide clear information and listen carefully to questions.*

5.2. Qualification portfolio

In order that validation candidates identify the competencies they have, they need good self-awareness and the ability to communicate about their competencies. The foundations of these abilities are laid down in a well organised portfolio (see **Appendix 2:** Instructions for setting up a qualification portfolio for validation candidates working at a retail store).

The adviser has an important role to provide guidance to the participant during the performance of this task. Occasionally, existing documents, e.g. diplomas, certificates and testimonials only provide summarised information about the educational and vocational background of the participant. These should therefore be supplemented by detailed descriptions of their educational achievements and work experience. Besides the existing portfolio, the process of performing one’s duties is just as important. Supervision or guidance may be organised in groups but should mostly be provided by the adviser on an individual

basis. Among other things, this process helps individuals increase awareness about their own competencies and improve their ability to communicate about them.

Things to consider:

- Documents concerning education and work as part of the qualification portfolio, often need to be supplemented by participants' own detailed descriptions.
- Considerable time and effort should be put in the process.
- As a result of the process participants will become aware of their competencies and therefore be able to better identify and communicate about them.
- Guidance is important;
- The ensuring of confidentiality of the personal information is also important.

5.3. Self-assessment and supervisor's assessment, where applicable

Self-assessment always relates to the established competence standards including sub-standards. The validation candidate must be very familiar with the standards in question. Self-assessment may be organised in different ways. Validation candidates may specify the competencies they believe can be validated on a self-assessment form, including a list of the established standards (see **Appendix 3:** Self-assessment form for validation candidates working at a retail store). It is also possible that candidates determine which competencies can be validated following a dialogue with their supervisors.

Assessors will have a better basis for identifying participants' competencies if self-assessments are supplemented by a supervisor's assessment (see **Appendix 4:** Supervisor assessment form for validation candidates working at a retail store). In some cases, the latter may be used as confirmation of participants' competencies.

Things to consider:

- It is important that the validation candidate fully understands the validation standards.
- An assessor should be available to provide explanations and guide participants throughout the process of self-assessments.
- It is valuable if self-assessment is supplemented by a supervisor's assessment.

5.4. Individual discussions – revised planning

The next step in the validation process is conducting assessor's interviews with the validation candidates. The interviews should be based on each individual's self-assessment and qualification portfolio. The purpose is to reach an agreement between the validation candidate and the assessor upon which competencies should be assessed and how they should be assessed. The way the individual has described the performance of his/her duties may be of great significance to how the validation candidate presents his/her competencies and thus affect choice of validation methods.

The choice of assessment tools (case-studies and/or analysis of work tasks that have been carried out, observations and/or role-play, knowledge tests and any additional discussions) is individual. The schedule describing the process (produced during the first interview/discussion with the participant) should be revised with up-to-date times, places and people to be involved.

Things to consider:

- *Set aside a sufficient amount of time for the discussions.*
- *Plan all the stages of the assessment process.*

5.5. Case-studies and/or analysis of work tasks carried out

The validation process should ensure that competencies are validated in environment resembling the working conditions where they have been acquired. Case-study is an illustration of this method where the process can be organised based on this concept. Starting from a given situation, the validation candidate describes how to proceed solving a particular problem, either verbally, or in written form, or both. As a rule, there is not a single correct way of handling the situation and here the validation candidate has the opportunity to describe and argue for the way that he/she has chosen to solve the problem.

As a first step, it would be suitable to analyse the processes and products, which the validation candidate has presented as a part of his/her ordinary work assignments. These may include, for example, keeping records, writing reports etc., which together with verbal comments and explanations can form a basis for the assessment.

Things to consider:

- *Try first to analyse the materials the validation candidate has produced during his/her ordinary work assignments.*
- *Case studies should resemble the working conditions where the competence has been developed.*
- *Involve a co-assessor who masters the tasks to be validated.*
- *It is suitable to make separate check-list with the correct answers of the case-study and to fulfil the level of knowledge, skills and competences (a grid analysis).*

5.6. Observations and/or role-play

This method is suitable for assessing competencies, which cannot be identified using case-studies or traditional knowledge tests. These may concern attitudes towards customers and colleagues, service-mindedness, general awareness and ability to listen etc. It is advantageous if observations are made in a real working environment (see **Appendix 5**: Observation form for validation candidate).

Observation during work with customers



The assessor observes the work with customers for a particular period of time. Some of the customers could be ‘secret client’ who have been prepared to act in a certain manner and possibly ask predetermined questions. This is to ensure that relevant questions are included. The observer should have a checklist with him to make notes concerning abilities and factual knowledge.

An example of what could be evaluated is how the customer is met, how well the validation candidate listens to the customer, the attitude of the candidate to the customer, the way in which information is provided, how the customer is seen off. Feedback should be given on a later occasion.

Observations during internal meetings

An observer sits in at one of the internal meetings, which are held regularly. He again should have a checklist so that he can take notes concerning abilities and factual knowledge. All the participants at the meeting should be aware as to who the observer is and the purpose of the observation.

The observer

The observer may be the candidate’s immediate superior (supervisor) or an experienced colleague with no close relationship. It is important that observers act impartially.

Role-play

If it is not suitable to conduct observations at the workplace, role-play can be arranged whereby the participants are asked to act and react based on given instructions. Depending on the complexity of the task, one or two observers should be appointed.

Things to consider:

- *Observations during work with customers – it is important that the validation candidate is aware of the structure and purpose of the observations.*
- *Observations during internal meetings – all participants at the meeting must be made aware as to who the observer is and the purpose of the observation.*

5.7. Knowledge testing

Knowledge testing is a traditional method, which has been practised for a long time within formal education. The method measures actual knowledge and may be carried out with different types of tests such as written questionnaires, multiple-choice, interviews and the like.

The usefulness of the method is limited, as it does not measure abilities and attitudes. Since the focus here is recognising the participants’ ability to manage their work tasks and the competence standards have also been formulated based on this approach, knowledge testing has a limited usage as a complement to other tools.

Supplementary individual interviews



If the assessor considers that he/she does not have sufficient information to make an assessment, or the assessor needs to check work assignments that have already been presented, it may be necessary to conduct further individual interviews with the validation candidate.

Things to consider:

- *Keep the participant regularly informed about how assessment is progressing.*

Assessment

Assessment takes place continuously during the process. As a final stage in the process, the assessor analyses what has been verified during the process. If there is a correspondence between the results of the self assessment and the verification process (incl. case studies and observations) then it is easy to conclude that the individual has the competencies as described. (see Appendix 6: Competences assessment form for validation candidate).

If such a correspondence lacks, the assessor must determine the degree of non-conformity and depending on that, decide which of the following alternative courses of action to take:

1. Come up with a decision that the individual does not have the competence in question.
2. Allow the individual to carry out additional assignments.

5.8. Certificate

The way of documenting the results is of key importance to the validation process. The decision about the form of documents certifying a given competence should be taken as early as possible since the development of standards and the choice of methods used depend on the form of documentation chosen.

A number of issues are important with respect to the documents issued:

Legitimacy

Is the documentation to be accepted:

- locally?
- nationally?
- in EU countries?

What qualification should be documented:

- factual knowledge?
- abilities?
- general competence?

What work assignments/tasks should be included:

- only the results of the validation?
- details concerning education and work experience – a selection?

Level-graded evaluations

- how many levels?
- what standards apply for each level?

Format

- what should the certificate look like?
- preparation of template/layout?
- who should sign/stamp?

Design/content

The competence standards focus on ability to carry out work tasks – this should therefore be reflected in the documentation. The aim is thus to provide certification, which presents a picture of an individual’s personal profile.

When documentation of this type is issued, it is important that the certificate is informative so that the reader receives a clear picture of an individual’s competence within his/her vocational area. The results should be described as objectively as possible. To give the certification more authority, it should include a description of how assessment was carried out and who issued it. There is also value in having certificates issued with the same layout, thus making them recognisable and adding a certain quality to them.

If there is a need for national acceptability, it is necessary for assessment to be made in relation to nationally accepted competence standards, found within the formal education system for most occupations. Even the various trade associations could contribute by producing up-to-date competence requirements. This would allow the use of existing documentation such as testimonials, certificates of vocational competence, etc.

Things to consider:

- *As early as possible, decide what form of documentation is to be issued*
 - what type of legitimacy?
 - content?
- *A certificate of competence must be informative to have any value.*
- *Who is to sign/stamp it?*

Appendix 1

METHODS AND INSTRUMENTS DESCRIPTION

Measuring the level of knowledge, skills and competences is of primary importance in the validation process. It is necessary to indicate the existing level of the assigned standards and this level should be compared with the required standards. The validation process includes elaboration and implementation of clear methods and instruments for valuation of knowledge, skills and competences level of the workers.

The cashiers should cover ten validation standards and the right choice of validation methods and instruments is very important for their assessment. In most cases various methods and instruments are appropriate and their correct selection predetermines results reliability. Every valuation method has advantages and disadvantages and they should be considered in the validation process. At the same time the assessment process should not be too long and the chosen methods and instruments should not be too numerous because this could bore or stress the participants. The methods do not exclude each other and various combinations are recommendable in order to achieve better effect.

Usually cashiers start working for their employers after they have passed one or more trainings about institution's history, hierarchical structure, products and services provided, organizational and management policies, legislation and other important courses with the aim to introduce them in the working environment.

The assessors, observers and advisers (supervisors) have key role in the validation process and their personal and professional qualities should be on a very high level. They should be good professionals and be able to assess cashiers knowledge, skills and competences independently and objectively as well as they should be able to show inductive and deductive abilities regarding assessed personnel. In cases of wrong selected assessors it is possible that some cashiers abilities are omitted or not appreciated while at the same time other are overestimated.

Case studies

Case studies are a suitable method for measurement of standards that are not quantitative but qualitative and require ability of estimation of situations, people and events. A problem often has different solutions and it is a priority that the employees could suggest various opportunities and find the most favorable of them to the customers. Case studies are applicable in almost all the standards so that they are a universal validation tool.

Case studies could be taken from the real life or could be imaginary in order to take into consideration many different situations. Case studies provoke discussions, team working and estimation of the situation from different points of view and, allow variable opinions and thoughts to be presented. Sometimes employees could give extraordinary but right, reasonable and applicable solutions to customer's problems.

Their ideas and points of view should be highly esteemed by their employers and supervisors.

The most appropriate tools that could be used in estimating the case studies are “pen and paper”, “use of internal institution programs”, “at the desk case study”, “additional work”, conversation, etc. A suitable validation tool is simulation of a customer meeting where cashiers would be asked about legislation, organizational hierarchy, internal rules and practices. The role of customers could be played by assessors, supervisors or other mentors who know cashier’s tasks well and could estimate their realization.

Usually the case studies start from a given situation where the validation candidate describes how he would solve a particular problem that often has several solutions or means of handling things correctly. That is where the validation candidate has the opportunity to explain and argue his decisions and actions and to try to convince the assessors in his rightness.

Using validation by case studies is suitable to start with analysis of the materials, presented by the candidate as part of his ordinary work – reports, documents, financial calculations, that could be commented by the cashiers and could be the basis of the valuation process.

Case studies could be implemented both in oral or written form according to the specific situation, working environment, available time and the other conditions that could reflect on cashier’s work.

Knowledge tests

Knowledge tests are one of the most traditional and popular validation methods that are usually implemented in the formal educational system. This method includes different types of oral or written tests, questionnaires, multiple-choice, conversation, interviews, etc. It is considered that knowledge tests are one the most objective measures of ascertaining the factual level of employee’s knowledge but their biggest disadvantage is that they cannot measure skills, competences and abilities. That is why knowledge test should be combined with other validation methods and tools.

There is a variety of knowledge tests but the most frequently used are:

- Written tests – they include questions with answer options where the cashiers should choose amongst them. Questions should be made precise and the answers should be explicit and indisputable in order to be excluded any doubts or equivocations.
- Multiple-choice questionnaires – in these kind of tests various answers are correct and a combination of more than one of them is possible. It is very important that the assessment principles are explained at the beginning of the test and cashiers should know very well the valuation rules.
- Oral test in the form of interviews – oral tests could be made with direct or indirect, formal or informal questions. Depending on the purposes of the interview, it could be structured or unstructured and the expected answers could be standardized or non-standardized. If the test or the interview is

decided previously and they follow the same way that could make possible candidates to be assessed impartially and to be used the same criteria.

- Written reports in the form of memoranda or essays – cashiers should present in writing their opinion about stated questions, give proposals and make comments about working problems. Written reports have a considerable disadvantage – it is possible the validation candidates try to show abilities that they do not have and to write what the interviewer wants to read. In the writing process there is a possibility that the candidate uses literature or other information sources and tries to fraud the assessors.

Knowledge tests are too impersonal and cannot show candidate's ability to react quickly on complicated situations. They require more time, the cashiers could think about the answers longer and it is possible that they are not independent. They try to put themselves in more favorable light and to demonstrate knowledge that they actually do not have.

It is necessary written and oral test to be structured very precisely and unequivocally and interviewers should be selected carefully in order to avoid any doubts, misunderstandings and disagreements. It is recommendable that the assessors are independent persons or outsiders to the institution because internal supervisors, mentors, managers could influence the test results.

Oral test and conversations are very suitable for social and communication skills validation but at the same time it is possible that in these cases cashiers feel stressed, depressed and nervous which could be a precondition for underperforming. It is difficult that subjective factors like sympathy, embarrassment, tension, stress to be excluded and the interviewers do not take them into account. It is possible some good and capable workers to show low results feeling under observation, but experienced assessors should take these circumstances into consideration and should be able to abstract them.

Observation

Observation is very appropriate method to measure skills, competences and abilities to combine different professional qualities while the other traditional methods measure knowledge and competences. Observation could estimate virtues like social and communication abilities (speaking, writing, reading, etc.), solidarity, service-mindedness, empathy, quick orientation in customer's problems and enterprise's products and services, attitude toward customers, colleagues, managers, etc.

Observation could be made in various ways:

- Observation during customer visit – This is an indirect observation of cashier's work and the assessors attend to a several customer meetings. It is recommendable that customers ask concrete, complicated and in some cases predetermined questions in order to be assessed cashier's ability to communicate easily, to ask the right questions, to listen and understand customer's wishes, to handle various information sources, to prioritize obligations, to try to find the best solutions, etc. Some times it is possible

that the observation is made through video camera in order to customers and cashiers not to be disturbed by observers. Nevertheless employees should be informed that they are observed and they should be aware to the observation purposes. They should not be stressed or embarrassed of the valuation process. The observation results should be fulfilled in checklist and the assessors should make notes about cashier's abilities, skills and knowledge.

- Observation during internal meeting – The assessor attends into internal meetings, regularly held in the institution and observes cashier's behavior, his participation in the conversations, debates about enterprise's problems, etc. The assessor should estimate cashier's social and personal skills, business orientation, abilities to react quickly in problem situation. Workers that participate in the internal meeting and the validation candidate should be informed about the observation and its purposes.
- Role-play – In this method the observer or some other person plays the role of customer and the cashier should try to serve him in the best way, being kind, amiable and punctual. The cashier should demonstrate his social abilities, personal and professional qualities, empathy and willingness to solve customer's problems but at the same time he should represent and defend institution's interests. Cashiers should be able to structure and lead the meeting with confidence and calm, to explain comprehensively and to summarize necessary information, to embrace every business opportunity but at the same time they should not insist too much and make customers feel pressed. The cashiers should be informed fluently about the relevant legislation, procedures, rules and regulations and he should implement them in the firm certitude. The interviewers also should be prepared to ask complicated questions and to mark cashier's answers. They should be good professionals and should have correct and quick assessment of personnel skills.

Trough observation could be assessed the level of satisfaction of customer's needs and expectations and this is one of the most important conditions to win and keep the market shares in a satisfactory level. Good service is a precondition for establishment of long-term and stable relations between enterprises and clients.

The right choice of observers is at the first significance. They should be good professionals in the field of organizational behavior and corporate culture. They should be able to assess both personal and professional skills of validation candidates and to determine the level of customer's needs satisfaction. It is recommendable that internal and external observers are included in validation process. Work supervisors, most experienced colleagues or managers are appropriate for internal meeting observation while outside observers are suitable for observation during customer service and role-play.

Assessment

Assessment is a continuously process that could be made by the assessors and could be self-assessment. Usually assessment process starts with review of CV,

autobiography, cover letter, certificates, information about working experience, trainings, courses, language and computer literacy, etc. Through this information could be estimated formal worker's knowledge, skills and competences. This information is not verified clearly and some times could provoke doubts. It is possible that candidates give uncertain information that overstates their abilities or they could hide some important information about previous working experience, reasons of leaving their jobs, relations with leaders, colleagues and clients, social and communication skills. Usually candidates tend to give information that is favorable for them and to omit things and events that could reflect negatively to them. The real abilities could be assessed by the working process and using the other validation methods.

Self-assessment is based on validation candidate's estimation on his own knowledge and abilities comparing them with generally accepted standards. To a great extent this estimation depends on cashier's opinion and this makes the method subjective. It is most likely that workers distort the results in order to make them more favorable.

Self-assessment could be made in the work place using computer programs and when the given time is expired the program closes and checks the results automatically. This method is convenient to assess the initial level of knowledge, skills and competences and to ascertain the necessity of further education, vocational trainings and skills improvements. The limited time decreases the possibility some workers to be aided by most experienced colleagues or information sources.

The results, determined with assessment and self-assessment should always be confirmed with the other validation methods in order to be avoid any doubts and subjectivism. It is necessary that the results are discussed with cashiers and assessors and both parts should agree with them. The assessor should estimate the level of knowledge and abilities that cashier covers and they should make together future plans about candidate's career development.

Appendix 2

INSTRUCTIONS FOR SETTING UP A QUALIFICATION PORTFOLIO FOR VALIDATION CANDIDATES WORKING AT A RETAIL STORE

Aim

The preparation of a Qualification Portfolio aims at providing a clear picture of the validation candidate's work tasks at the retail store and the skills he/she has in order to carry them out. The Portfolio can thus be used as a basis for self-assessment prior to validation.

Content

- CV;
- Education and training – diplomas, testimonials, etc., incl. supplementary details;
- Working experience in the retail trade sector – certificates, etc., incl. supplementary details.

Approach

- The validation candidate should collect together certificates, diplomas and testimonials, which are relevant to his/her work at the retail store;
- The validation candidate together with the advisor should provide supplementary details of education, training and/or work if the documentation is insufficient or incomplete;
- As a final step, the candidate should compile a CV, again with the assistance of the advisor.

The validation candidate should use a computer to put together the Qualification Portfolio. In order to make this easier and to ensure that all the important information is included, the candidate is to use special templates, provided by the advisor. These templates will ensure that Portfolios have a standardised structure and thus facilitate the assessment process. The advisor will monitor the preparation of the Portfolio and provide support to the candidate throughout the process.

To think about when producing work descriptions for the Qualification Portfolio

Work descriptions are to provide a clear picture of the validation candidate's work tasks at the retail store and which abilities are required to carry them out. It is therefore important that one describes his/her work very thoroughly so that all the relevant details are included. In order to obtain an all-round picture of the candidate's abilities, in addition to defining his/her work tasks, he/she will also have to describe the work process from several different perspectives, such as:

- **how** the candidate carries out his/her work tasks;
- what **aims** are to be achieved by his/her work efforts;
- what **responsibilities/power** does the candidate have;
- whether he/she **collaborates** with another person/other people and in what way.

For validation, it is of special interest that the candidates describe how they handle their work tasks in various contexts, for example their ability to:

- handle work tasks which require an understanding of national and international economics, and an understanding of the economic and social context in which the retail sector operates, for example: how events and situations in the community and in the surrounding world affect the retail store's activities;
- independently assess which of the retail store products and services best address customer needs;
- take care of customers in a professional manner;
- apply ethical standards and confidentiality to work tasks;
- express oneself clearly and properly regarding the retail store's activities;
- be flexible and receptive to information.

DIPLOMAS, TESTIMONIALS AND CERTIFICATES DESCRIPTION FORM

EDUCATION

- Dates (from-to) [Add separate entries for each relevant course you have completed, starting from the most recent.]
- Name and type of organisation providing education and training
- Principal subjects/occupational skills covered
- Title of qualification awarded
- Level in national or international classification (if applicable)

TRAINING

- Dates (from-to) [Add separate entries for each relevant course you have completed, starting from the most recent.]
- Name and type of organisation providing education and training
- Principal subjects/occupational skills covered
- Title of qualification awarded
- Level in national or international classification (if applicable)

applicable)

**WORKING EXPERIENCE
CERTIFICATES**

- Dates (from-to) [Add separate entries for each relevant course you have completed, starting from the most recent.]
- Name and type of organisation providing education and training
- Principal subjects/occupational skills covered
- Title of qualification awarded

**DETAILS OF EDUCATION, TRAINING AND/OR WORK DESCRIPTION
FORM**

EDUCATION

- Diploma [Add separate entries for each relevant course the candidate has completed, starting from the most recent.]
- Detailed description of subjects covered

TRAINING

- Certificate/Testimonial [Add separate entries for each relevant course the candidate has completed, starting from the most recent.]
- Detailed description of subjects/occupational skills covered

**WORKING EXPERIENCE
CERTIFICATES**

- Certificate [Add separate entries for each relevant course the candidate has completed, starting from the most recent.]
- Detailed description of occupational skills covered

**WORK TASKS AND ABILITIES
DESCRIPTION**

- Dates (from-to) [Add separate entries for each relevant post the candidate has occupied, starting from the most recent.]
- Name and address of employer
- Occupation or position held
 - Detailed description of activities and responsibilities:
 - **how** do you carry out your work tasks?

 - what **aims** are to be achieved by your work efforts?

 - what **responsibilities/** power do you have?

 - do you **collaborate** with another person/ other people and in what way?

CURRICULUM VITAE

**PERSONAL
INFORMATION**

Name [SURNAME, FIRST NAME, SECOND NAME]

Address [House number, street name, postcode, city, country]

Telephone

Fax

E-mail

Nationality

Date of birth [dd,mm,yyyy]

WORK EXPERIENCE

- Dates (from-to) [Add separate entries for each relevant post occupied, starting from the most recent.]
- Name and address of employer
- Type of business or sector
- Occupation or position held
- Main activities and responsibilities

EDUCATION AND TRAINING

- Dates (from-to) [Add separate entries for each relevant course you have completed, starting from the most recent.]
- Name and type of organisation providing education and training
 - Principal subjects/occupational skills covered
- Title of qualification awarded
- Level in national or international classification (if applicable)

PERSONAL SKILLS AND COMPETENCES

Acquired during the course of life or professional experience, not necessarily certified with an official document or diploma

MOTHER TONGUE

OTHER LANGUAGES

[Language]

- Reading proficiency [Define the level: excellent, good, basic]
- Writing proficiency [Define the level: excellent, good, basic]
 - Conversation proficiency [Define the level: excellent, good, basic]

SOCIAL SKILLS AND
COMPETENCES

*Living together with
people in multicultural
environment, in
situations requiring
communication and
team work shall be
essential (for example
in the sphere of culture
or sports), etc.*

[Describe these competencies and indicate where they are
acquired.]

ORGANIZATIONAL SKILLS
AND COMPETENCES

*Coordination and
management of people,
projects and budgets in
a professional
environment as a
volunteer (for example
culture or sports) at
home, etc.*

[Describe these competencies and indicate where they are
acquired.]

TECHNICAL SKILLS AND
COMPETENCES

*Work with computers,
specific equipment,
machines etc.*

[Describe these competencies and indicate where they are
acquired.]

ARTISTIC SKILLS AND
COMPETENCES

*Music, epistolary,
design, etc.*

[Describe these competencies and indicate where they are
acquired.]

OTHER SKILLS AND
COMPETENCES

[Describe these competencies and indicate where they are
acquired.]

*Qualifications not
mentioned hereabove.*

DRIVER'S LICENCE

**ADDITIONAL
INFORMATION**

[Include here any other information that may be relevant, for
example contact persons, references, etc.]

ANNEXES

[List any items attached.]

Appendix 3

SELF-ASSESSMENT FORM

Validation candidate <i>(please, fill in your personal information in the table below)</i>	
Surname, First name, Second name:	
Place of work:	
Sector:	
Position:	

Please, in the table below mark one of the possible self-assessment answers indicated in column 2, depending on whether you think that you satisfy the respective competence sub-standard.

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
<i>Standard №1. Managing the job function on a relevant level based on an understanding of the law, national, international economic and societal context within which the Retail trade companies operate.</i>		
Knowledge	To have a basic knowledge of economics related to pricing	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To have a basic knowledge of commercial law	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the legislation on the control of outlets	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	Be able to recognize important business events of national and international level	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to understand heard or read information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to summarize and transmit the information heard or read	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	To evaluate the importance of political and economic events for the business	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To understand and submit certain information	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard № 2. Managing the job function on a relevant level based on understanding the products and services of the Retail trade companies.</i>		
Knowledge	To be knowledgeable about the range of products and services offered by the retail store	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	To know the characteristics of each product, its properties and changes that occur in the processes of storage	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the specific requirements for the types of storage products	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the specific requirements for product labeling	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the distinctive characteristics of the national currency	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know information products used by the company	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To have a basic knowledge of mathematics	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	Be able to communicate with clients	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to offer products and information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to recognize the national currency	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to work with information products	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to process information	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Summarizing information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Working with existing technologies	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Communication with consumers	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Strong performance benefits of each offered product	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard № 3. Relating the individual customer needs to the organization's products and services based on an independent assessment/judgment.</i>		
Knowledge	To be knowledgeable about the range of products offered by the retail store	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to communicate with customers	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to offer products supply chain	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to collect information from customers	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Analyze the information gathered	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Strong performance benefits of products	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	Properly directing customers to search by product	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard No 4. Taking part in customer relations with empathy and sensitivity towards the customer needs and having respectful and professional communication.</i>		
Knowledge	To know the basic behavioral techniques that can build the client a sense of trust, security and satisfaction	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the accepted norms of ethical behavior	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to collect information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to communicate with clients	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Analyze the information gathered	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Understand customer problems	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Properly directing customers to search by product	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard No 5. Managing the job function with respect to ethical codes and confidentiality</i>		
Knowledge	To know the policy vision and mission of the company	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the accepted norms of ethical behavior	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the rules of confidentiality	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to retain information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to communicate with colleagues and customers, following accepted ethical standards	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to assess the situation and react in accordance with ethical norms	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Dealing with conflict situations at work with colleagues and customers	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Loyalty to colleagues and clients	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Take appropriate behavior in a situation of an accident	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard No 6. Putting the customer first by performing the job function in service-oriented manner inspiring confidence.</i>		

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
Knowledge	To be acquainted with the basic behavioural tools, which can make the customer feel confident, secure and satisfied	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the nature of work that he/she performs and the scope of his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the abilities of his/her colleagues to help the client in different situations	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be knowledgeable about the range of products and services offered by the retail store	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the features of each product and service, incl. advantages and disadvantages, value for money, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to work with customers – to be kind, polite, outgoing in his/her work with the retail store customers	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to handle conflict situations during work with customers, without making them feel dissatisfied	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to inspire confidence in performing his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to mediate contact between the customer and those of his/her colleagues best suited to solve the customer's problem	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to guide the customer to the desired product or service	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to convincingly present the advantages of each product or service offered by the retail chain	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Works well with customers and is kind, polite and outgoing during the process	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Handles conflict situations during work with customers, without making them feel dissatisfied	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Inspires confidence in performing his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	Mediates contact between the customer and those of his/her colleagues best suited to solve the customer's problem	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Correctly guides the customer to the desired product or service	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Convincingly presents the advantages of each product or service offered by the retail chain	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard № 7. Expressing oneself clearly and understandable both verbally and in writing.</i>		
Knowledge	To possess basic knowledge on the language spoken in the country he works	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to understand and pass on information received in verbal or written form	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to listen to others and understand the point (idea) of the announcement	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to comment the announcement and to start a dialogue with the speaker	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to comment the proposed by the speaker opinion on a certain issue	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to adequately participate in a dialogue depending on the situation and the purpose of the communication	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to use the tools of the speech etiquette	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Understands and passes on information received in verbal or written form	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Listens to others and understands the point (idea) of the announcement	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Masters the dialogic form of communication	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Adequately participates in a dialogue depending on the situation and the purpose of the communication	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Demonstrates culture of speech behaviour	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard № 8. Managing the job function with responsibility, precision and punctuality.</i>		

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
Knowledge	To know the procedures related to serving the customers upon paying for their purchases	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the procedures related to reception, exchange, storage and delivery of cash, incl. the ways of detecting counterfeit bills	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the procedures of issuing receipts and keeping a cash book of a cash register with fiscal memory	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the procedures related to closing cash stock	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be acquainted with the legal acts, terms, financial discipline and internal rules with respect to ensuring the security in the retail store as well as with the related procedures	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the significance of his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to perform operations with technical devices for serving customers – cash register with fiscal memory, POS terminal for debit and credit card payments, counterfeit bill detector, barcode scanner, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to perform operations related to reception, exchange, storage and delivery of cash, incl. detection of counterfeit bills	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to issue receipts and keep a cash book of a cash register with fiscal memory	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to close the cash stock	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to organise (plan) his/her time and prioritise his/her tasks	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Works with technical devices for serving customers – cash register with fiscal memory, POS terminal for debit and credit card payment, counterfeit bill detector, barcode scanner, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Performs the operations related to reception, exchange, storage and delivery of cash, incl. detection of counterfeit bills	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	Issues receipts and keeps a cash book of a cash register with fiscal memory	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Closes cash stock	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Organises (plans) his/her time and prioritises his/her tasks	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard No 9. Taking part in team work and internal co-operation acting with responsibility and initiative.</i>		
Knowledge	To know the members of the formal/informal group to which he/she pertains	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be acquainted with the goals of the organisation he/she works in	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the benefits of teamwork and sharing knowledge and experience	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know where to obtain information about forthcoming work and information meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be acquainted with the methods of identifying and satisfying customers' real needs	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to work in a team	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to handle conflict situations while working with the members of the formal/informal group to which he/she pertains	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to channel the individual and team efforts in the right direction, so that the overall goals of the organisation are achieved	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to get informed about forthcoming team meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able in cooperation with his/her team-mates to identify and satisfy customers' real needs	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Is a good team worker	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Successfully handles conflict situations while working with the members of the formal/informal group to which he/she pertains	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Channels the individual and team efforts in the right direction, so that the overall goals of the organisation are achieved	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	Is informed about forthcoming team meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>
	In cooperation with his/her team-mates identifies and satisfies customers' real needs	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard №10. Keeping oneself updated on development trends with implications for the job function and showing flexibility and adaptability in this respect.</i>		
Knowledge	To know the basic ways of learning and self-improvement on the workplace	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the benefits of developing one's own knowledge and skills	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the perspectives and ways for career development in the organisation	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To possess self-awareness with respect to one's own abilities for professional development	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to find internal motivation for effective performance of one's duties	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to realistically identify and prioritise one's individual goals with respect to one's own knowledge, skills, career development, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to choose corresponding to one's own abilities ways in this respect	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Is internally motivated for effective performance of one's duties	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Realistically identifies and prioritises one's individual goals with respect to one's own knowledge, skills, career development, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Chooses corresponding to one's own abilities ways in this respect	Yes <input type="checkbox"/> No <input type="checkbox"/>

Date: _____

Candidate's signature: _____

Appendix 4

SUPERVISOR ASSESSMENT FORM

Validation candidate (please, fill in the personal information about the validation candidate in the table below)	
Surname, First name, Second name:	
Place of work:	
Sector:	
Position:	

Supervisor (please, fill in your personal information in the table below)	
Surname, First name, Second name:	
Place of work:	
Sector:	
Position:	

Please, in the table below mark one of the possible assessment answers indicated in column 2, depending on whether you think that the candidate satisfies the respective competence sub-standard.

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
<i>Standard №1. Managing the job function on a relevant level based on an understanding of the law, national, international economic and societal context within which the Retail trade companies operate.</i>		
Knowledge	To have a basic knowledge of economics related to pricing	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To have a basic knowledge of commercial law	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the legislation on the control of outlets	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	Be able to recognize important business events of national and international level	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to understand heard or read information	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	Be able to summarize and transmit the information heard or read	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	To evaluate the importance of political and economic events for the business	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To understand and submit certain information	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard No 2. Managing the job function on a relevant level based on understanding the products and services of the Retail trade companies.</i>		
Knowledge	To be knowledgeable about the range of products and services offered by the retail store	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the characteristics of each product, its properties and changes that occur in the processes of storage	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the specific requirements for the types of storage products	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the specific requirements for product labeling	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the distinctive characteristics of the national currency	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know information products used by the company	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To have a basic knowledge of mathematics	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	Be able to communicate with clients	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to offer products and information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to recognize the national currency	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to work with information products	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to process information	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Summarizing information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Working with existing technologies	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Communication with consumers	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Strong performance benefits of each offered product	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
<i>Standard No 3. Relating the individual customer needs to the organization's products and services based on an independent assessment/judgment.</i>		
Knowledge	To be knowledgeable about the range of products offered by the retail store	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to communicate with customers	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to offer products supply chain	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Be able to collect information from customers	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Analyze the information gathered	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Strong performance benefits of products	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Properly directing customers to search by product	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard No 4. Taking part in customer relations with empathy and sensitivity towards the customer needs and having respectful and professional communication.</i>		
Knowledge	To know the basic behavioral techniques that can build the client a sense of trust, security and satisfaction	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the accepted norms of ethical behavior	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to collect information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to communicate with clients	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Analyze the information gathered	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Understand customer problems	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Properly directing customers to search by product	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard No 5. Managing the job function with respect to ethical codes and confidentiality</i>		
Knowledge	To know the policy vision and mission of the company	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the accepted norms of ethical behavior	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the rules of confidentiality	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to retain information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to communicate with colleagues and customers, following accepted ethical standards	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	To be able to assess the situation and react in accordance with ethical norms	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Dealing with conflict situations at work with colleagues and customers	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Loyalty to colleagues and clients	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Take appropriate behavior in a situation of an accident	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard № 6. Putting the customer first by performing the job function in service-oriented manner inspiring confidence.</i>		
Knowledge	To be acquainted with the basic behavioural tools, which can make the customer feel confident, secure and satisfied	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the nature of work that he/she performs and the scope of his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the abilities of his/her colleagues to help the client in different situations	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be knowledgeable about the range of products and services offered by the retail store	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the features of each product and service, incl. advantages and disadvantages, value for money, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to work with customers – to be kind, polite, outgoing in his/her work with the retail store customers	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to handle conflict situations during work with customers, without making them feel dissatisfied	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to inspire confidence in performing his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to mediate contact between the customer and those of his/her colleagues best suited to solve the customer's problem	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to guide the customer to the desired product or service	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	To be able to convincingly present the advantages of each product or service offered by the retail chain	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Works well with customers and is kind, polite and outgoing during the process	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Handles conflict situations during work with customers, without making them feel dissatisfied	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Inspires confidence in performing his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Mediates contact between the customer and those of his/her colleagues best suited to solve the customer's problem	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Correctly guides the customer to the desired product or service	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Convincingly presents the advantages of each product or service offered by the retail chain	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard No 7. Expressing oneself clearly and understandable both verbally and in writing.</i>		
Knowledge	To possess basic knowledge on the language spoken in the country he works in	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to understand and pass on information received in verbal or written form	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to listen to others and understand the point (idea) of the announcement	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to comment the announcement and to start a dialogue with the speaker	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to comment the proposed by the speaker opinion on a certain issue	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to adequately participate in a dialogue depending on the situation and the purpose of the communication	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to use the tools of the speech etiquette	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Understands and passes on information received in verbal or written form	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	Listens to others and understands the point (idea) of the announcement	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Masters the dialogic form of communication	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Adequately participates in a dialogue depending on the situation and the purpose of the communication	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Demonstrates culture of speech behaviour	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard № 8. Managing the job function with responsibility, precision and punctuality.</i>		
Knowledge	To know the procedures related to serving the customers upon paying for their purchases	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the procedures related to reception, exchange, storage and delivery of cash, incl. the ways of detecting counterfeit bills	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the procedures of issuing receipts and keeping a cash book of a cash register with fiscal memory	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know the procedures related to closing cash stock	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be acquainted with the legal acts, terms, financial discipline and internal rules with respect to ensuring the security in the retail store as well as with the related procedures	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the significance of his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to perform operations with technical devices for serving customers – cash register with fiscal memory, POS terminal for debit and credit card payments, counterfeit bill detector, barcode scanner, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to perform operations related to reception, exchange, storage and delivery of cash, incl. detection of counterfeit bills	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to issue receipts and keep a cash book of a cash register with fiscal memory	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to close the cash stock	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	To be able to organise (plan) his/her time and prioritise his/her tasks	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Works with technical devices for serving customers – cash register with fiscal memory, POS terminal for debit and credit card payment, counterfeit bill detector, barcode scanner, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Performs the operations related to reception, exchange, storage and delivery of cash, incl. detection of counterfeit bills	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Issues receipts and keeps a cash book of a cash register with fiscal memory	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Closes cash stock	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Organises (plans) his/her time and prioritises his/her tasks	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard № 9. Taking part in team work and internal co-operation acting with responsibility and initiative.</i>		
Knowledge	To know the members of the formal/informal group to which he/she pertains	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be acquainted with the goals of the organisation he/she works in	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the benefits of teamwork and sharing knowledge and experience	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To know where to obtain information about forthcoming work and information meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be acquainted with the methods of identifying and satisfying customers' real needs	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to work in a team	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to handle conflict situations while working with the members of the formal/informal group to which he/she pertains	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to channel the individual and team efforts in the right direction, so that the overall goals of the organisation are achieved	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to get informed about forthcoming team meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	To be able in cooperation with his/her team-mates to identify and satisfy customers' real needs	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Is a good team worker	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Successfully handles conflict situations while working with the members of the formal/informal group to which he/she pertains	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Channels the individual and team efforts in the right direction, so that the overall goals of the organisation are achieved	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Is informed about forthcoming team meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>
	In cooperation with his/her team-mates identifies and satisfies customers' real needs	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Standard №10. Keeping oneself updated on development trends with implications for the job function and showing flexibility and adaptability in this respect.</i>		
Knowledge	To know the basic ways of learning and self-improvement on the workplace	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the benefits of developing one's own knowledge and skills	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be aware of the perspectives and ways for career development in the organisation	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To possess self-awareness with respect to one's own abilities for professional development	Yes <input type="checkbox"/> No <input type="checkbox"/>
Skills	To be able to find internal motivation for effective performance of one's duties	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to realistically identify and prioritise one's individual goals with respect to one's own knowledge, skills, career development, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	To be able to choose corresponding to one's own abilities ways in this respect	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies	Is internally motivated for effective performance of one's duties	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Realistically identifies and prioritises one's individual goals with respect to one's own knowledge, skills, career development, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)
1		2
	Chooses corresponding to one's own abilities ways in this respect	Yes <input type="checkbox"/> No <input type="checkbox"/>

Assessment conclusion and motives: _____

Date: _____

Supervisor's signature: _____

Appendix 5

OBSERVATION FORM

Recognition of skills

VALIDATION CANDIDATE	
Surname, First name, Second name:	
Place of work:	
Sector:	
Position:	

ASSESSOR	
Surname, First name, Second name:	
Place of work:	
Sector:	
Position:	

STANDARDS	CASHIER'S TASKS	CASHIERS' SKILLS	ASSESSMENT (Yes/No)	PROOFS, NOTES AND COMMENTS
1. Managing the job function on a relevant level based on understanding of the national and international economic, financial and societal context within which the institution operates.	- Use different information sources; - Obtain, select and interpret information about financial, social, economic and geopolitical events;	- They know and estimate the international events and they can foresee the changes of their work;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can take decisions and be responsible for them;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can estimate complicated situations and problems	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can be flexible and adaptable to the dynamic economic, social, financial, geo-	Yes <input type="checkbox"/> No <input type="checkbox"/>	

		political changes;		
		- They have inductive and deductive skills towards their work;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are able to work independently in the changing work environment;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are capable of defying the financial, economic and social risks;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are informed about the products and services provided;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can estimate the advantages and disadvantages of the products provided by the other market participants;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are able to calculate currency rates and make international transactions;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can argue and defend their positions on important problems;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Managing the job function on a relevant level based on understanding company's products and services	- Serve customers; - Offer products and services; - Collaborate with the other post employees when necessary;	- They can provide information to the customers;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can advise and make suggestions to the customers;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are able to estimate when the right time is to connect with specialists in the	Yes <input type="checkbox"/> No <input type="checkbox"/>	

		relevant areas;		
		-They are fluent in terminology and can communicate easily;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They know their rights and responsibilities;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		-They are capable of working independently;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can assess the quality of the task realized by them or other colleagues;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can take motivated decisions and argue upon them;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3. Relating the individual customer needs to the organization's products and services based on an independent judgment.	<ul style="list-style-type: none"> - Listen to the customers and understand their wishes; - Try to solve customer's problems; - Help customers in their optimum choice; - Suggest the most appropriate products and services; 	- They are fluent in the products offered to customers;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They have good practical abilities to solve complicated problems in the working process;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They easily use the software products and internal computer programs;	Yes <input type="checkbox"/> No <input type="checkbox"/>	

		- They serve customers quickly, precisely and qualitatively;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are flexible in trying to find the most appropriate solution for the customer's needs;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They know when the right time is to escalate the customer's problem to a more experienced colleague;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
4. Taking part in customer relations with empathy and sensitivity towards customer's needs and having respectful and professional communication.	- Communicate daily with customers and colleagues;	- They show empathy towards customer's needs;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are familiar with moral standards and behavior norms in communication with customers and colleagues;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are able to listen attentively and actively;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are able to communicate easily and politely;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can clearly explain the characteristics of the product and services that the enterprise provides;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can win the customer's trust;	Yes <input type="checkbox"/> No <input type="checkbox"/>	

		- They can carry on a conversation with patience and tolerance;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can avoid any conflicts with customers and colleagues;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They resist on stress and can control the working tension;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5. Managing the job function with respect to ethical codes and confidentiality	<ul style="list-style-type: none"> - Use confidential documents in their everyday work with customers; - Handle with personal information; - Implement ethical code regulations implemented by the institution; 	- They can identify use documents, financial accounts numbers and other personal information;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They implement the requirements of correct, precise and qualitative customers service;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They have ethical attitude to customers and colleagues;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They give correct and reliable information about products and services provided;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They do not distribute personal information that could harm a customer's interests;	Yes <input type="checkbox"/> No <input type="checkbox"/>	

		- They are loyal to the employer and colleagues and keep their dignity and reputation;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6. Putting the customer first by performing the job function in service-oriented manner inspiring confidence	- Cashiers try to satisfy all customer's needs professionally; - They stand up for institution's interests;	- Cashiers are polite, amiable and kind in their work with customers;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They do not cross the boundaries of courtesy;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They should perform their duties strictly and professionally	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They recognize perfectly the customer's needs and find the best solutions for them;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are able to inspire confidence in the customers;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- Cashiers do not allow working stress to influence customer relations;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can work under stress;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can prioritize problems;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7. Expressing oneself clearly and understandable both verbally and in writing	- Cashiers communicate daily with colleagues, managers and customers; - They are in correspondence with	- Cashiers communicate easily with customers;	Yes <input type="checkbox"/> No <input type="checkbox"/>	

	colleagues, customers and other institutions;			
		-They have good written and verbal literacy of mother-thong;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They have basic knowledge of foreign languages;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They have a good command of non-verbal communications and they have knowledge of the body language;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They understand and judge the information flows and use them effectively;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They do not allow misapprehensions with customers and colleagues;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They speak with a calm voice;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can ask correct and adequate questions;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can give clear answers that customers can understand;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
8. Managing the job function with responsibility, precision and punctuality	- Cashiers make their duties precisely and responsibly; - They keep discipline at the working place;	- Cashiers enjoy customers' and colleagues' confidence;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They keep their duties and obligations to the customer's and employer's expectations;	Yes <input type="checkbox"/> No <input type="checkbox"/>	

		- They are able to take responsibility for their actions;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can prepare, fill in and deal with documents;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They have excellent motivation for their job function;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They have self-control and discipline;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can take initiative and set different goals;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are discreet with any kind of official information;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can recognize false currencies;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They have good mathematical skills and they can use computer, calculator and other devices;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They can be innovative and creative in their work;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
9. Taking part in team work and internal co-operations, acting with responsibility and initiative	<ul style="list-style-type: none"> - Cashiers collaborate daily with customers, colleagues and managers; - They participate actively in decision-making process; - They work toward the institution's strives and 	- Cashiers participate actively in the corporate life;	Yes <input type="checkbox"/> No <input type="checkbox"/>	

	perspectives;			
		- They take initiative and they suggest new ideas about enterprise's development;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are loyal to their employers;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are able to win customer's confidence;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They take responsibility for their acts and decisions and they are ready to give arguments for them;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They pass on their know how to the younger or newer employees;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		-They contribute to the institution's success and are integrated part of its goals;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They have high working motivation;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They try to avoid conflicts with customers, colleagues and managers;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
10. Keeping oneself updated on development trends with implications for the job function and showing flexibility and adaptability in this respect	- Cashiers are acquaint with the last achievements in the working field; - They know and use the new technologies in their everyday work;	- In their daily work they can show their intellectual potential;	Yes <input type="checkbox"/> No <input type="checkbox"/>	

	<ul style="list-style-type: none"> - They are directed towards permanent acquisition of new knowledge and skills and renewing of the available information; - They participate in appropriate training programs; 			
		- They are inclined to professionally develop;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They are flexible and adaptable to the demands of the working environment;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They have the necessity of improving their competences;	Yes <input type="checkbox"/> No <input type="checkbox"/>	
		- They show inductive and deductive abilities when they solve problems;	Yes <input type="checkbox"/> No <input type="checkbox"/>	

DATE:

ASSESSOR:

SIGNATURE:

Appendix 6

COMPETENCE ASSESSMENT FORM

Validation candidate <i>(please, fill in the personal information about the validation candidate in the table below)</i>	
Surname, First name, Second name:	
Place of work:	
Sector:	
Position:	

Assessor <i>(please, fill in your personal information in the table below)</i>	
Surname, First name, Second name:	
Place of work:	
Sector:	
Position:	

Please, in the table below mark one of the possible assessment answers indicated in column 2, depending on whether you think that the candidate satisfies the respective competence sub-standard. In column 3 you should write down the proof and method for verifying the conformity/nonconformity with the sub-standard, the need for obtaining additional information (as well as the methods for that – interviews, case studies, observations, etc.) as well as your notes and comments related to the validation process (if applicable).

STANDARDS AND SUB-STANDARDS	ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1	2	3
<i>Standard №1. Managing the job function on a relevant level based on an understanding of the law, national, international economic and societal context within which the Retail trade companies operate.</i>		
Knowledge	To have a basic knowledge of economics related to pricing	Yes <input type="checkbox"/> No <input type="checkbox"/>

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	To have a basic knowledge of commercial law	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the legislation on the control of outlets	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	Be able to recognize important business events of national and international level	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Be able to understand heard or read information	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Be able to summarize and transmit the information heard or read	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competencies	To evaluate the importance of political and economic events for the business	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To understand and submit certain information	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Standard Nº 2. Managing the job function on a relevant level based on understanding the products and services of the Retail trade companies.</i>			
Knowledge	To be knowledgeable about the range of products and services offered by the retail store	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the characteristics of each product, its properties and changes that occur in the processes of storage	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the specific requirements for the types of storage products	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the specific requirements for product labeling	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	To know the distinctive characteristics of the national currency	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know information products used by the company	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To have a basic knowledge of mathematics	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	Be able to communicate with clients	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Be able to offer products and information	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Be able to recognize the national currency	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Be able to work with information products	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Be able to process information	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competencies	Summarizing information	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Working with existing technologies	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Communication with consumers	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Strong performance benefits of each offered product	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Standard No 3. Relating the individual customer needs to the organization's products and services based on an independent assessment/judgment.</i>			
Knowledge	To be knowledgeable about the range of products offered by the retail store	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	To be able to communicate with customers	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Be able to offer products supply chain	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Be able to collect information from customers	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competencies	Analyze the information gathered	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	Strong performance benefits of products	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Properly directing customers to search by product	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Standard No 4. Taking part in customer relations with empathy and sensitivity towards the customer needs and having respectful and professional communication.</i>			
Knowledge	To know the basic behavioral techniques that can build the client a sense of trust, security and satisfaction	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the accepted norms of ethical behavior	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	To be able to collect information	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to communicate with clients	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competencies	Analyze the information gathered	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Understand customer problems	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Properly directing customers to search by product	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Standard No 5. Managing the job function with respect to ethical codes and confidentiality</i>			
Knowledge	To know the policy vision and mission of the company	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the accepted norms of ethical behavior	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the rules of confidentiality	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	To be able to retain information	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	To be able to communicate with colleagues and customers, following accepted ethical standards	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to assess the situation and react in accordance with ethical norms	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competencies	Dealing with conflict situations at work with colleagues and customers	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Loyalty to colleagues and clients	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Take appropriate behavior in a situation of an accident	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Standard N^o 6. Putting the customer first by performing the job function in service-oriented manner inspiring confidence.</i>			
Knowledge	To be acquainted with the basic behavioural tools, which can make the customer feel confident, secure and satisfied	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the nature of work that he/she performs and the scope of his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be aware of the abilities of his/her colleagues to help the client in different situations	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be knowledgeable about the range of products and services offered by the retail store	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	To know the features of each product and service, incl. advantages and disadvantages, value for money, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	To be able to work with customers – to be kind, polite, outgoing in his/her work with the retail store customers	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to handle conflict situations during work with customers, without making them feel dissatisfied	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to inspire confidence in performing his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to mediate contact between the customer and those of his/her colleagues best suited to solve the customer's problem	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to guide the customer to the desired product or service	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to convincingly present the advantages of each product or service offered by the retail chain	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competencies	Works well with customers and is kind, polite and outgoing during the process	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Handles conflict situations during work with customers, without making them feel dissatisfied	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	Inspires confidence in performing his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Mediates contact between the customer and those of his/her colleagues best suited to solve the customer's problem	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Correctly guides the customer to the desired product or service	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Convincingly presents the advantages of each product or service offered by the retail chain	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Standard No 7. Expressing oneself clearly and understandable both verbally and in writing.			
Knowledge	To possess basic knowledge on the language spoken in the country he works in	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	To be able to understand and pass on information received in verbal or written form	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to listen to others and understand the point (idea) of the announcement	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to comment the announcement and to start a dialogue with the speaker	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to comment the proposed by the speaker opinion on a certain issue	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	To be able to adequately participate in a dialogue depending on the situation and the purpose of the communication	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to use the tools of the speech etiquette	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competencies	Understands and passes on information received in verbal or written form	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Listens to others and understands the point (idea) of the announcement	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Masters the dialogic form of communication	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Adequately participates in a dialogue depending on the situation and the purpose of the communication	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Demonstrates culture of speech behaviour	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Standard Nº 8. Managing the job function with responsibility, precision and punctuality.</i>			
Knowledge	To know the procedures related to serving the customers upon paying for their purchases	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the procedures related to reception, exchange, storage and delivery of cash, incl. the ways of detecting counterfeit bills	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know the procedures of issuing receipts and keeping a cash book of a cash register with fiscal memory	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	To know the procedures related to closing cash stock	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be acquainted with the legal acts, terms, financial discipline and internal rules with respect to ensuring the security in the retail store as well as with the related procedures	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be aware of the significance of his/her work assignments	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	To be able to perform operations with technical devices for serving customers – cash register with fiscal memory, POS terminal for debit and credit card payments, counterfeit bill detector, barcode scanner, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to perform operations related to reception, exchange, storage and delivery of cash, incl. detection of counterfeit bills	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to issue receipts and keep a cash book of a cash register with fiscal memory	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to close the cash stock	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to organise (plan) his/her time and prioritise his/her tasks	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
Competencies	Works with technical devices for serving customers – cash register with fiscal memory, POS terminal for debit and credit card payment, counterfeit bill detector, barcode scanner, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Performs the operations related to reception, exchange, storage and delivery of cash, incl. detection of counterfeit bills	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Issues receipts and keeps a cash book of a cash register with fiscal memory	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Closes cash stock	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Organises (plans) his/her time and prioritises his/her tasks	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Standard No 9. Taking part in team work and internal co-operation acting with responsibility and initiative.</i>			
Knowledge	To know the members of the formal/informal group to which he/she pertains	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be acquainted with the goals of the organisation he/she works in	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be aware of the benefits of teamwork and sharing knowledge and experience	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To know where to obtain information about forthcoming work and information meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	To be acquainted with the methods of identifying and satisfying customers' real needs	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	To be able to work in a team	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to handle conflict situations while working with the members of the formal/informal group to which he/she pertains	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to channel the individual and team efforts in the right direction, so that the overall goals of the organisation are achieved	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to get informed about forthcoming team meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able in cooperation with his/her team-mates to identify and satisfy customers' real needs	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competencies	Is a good team worker	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Successfully handles conflict situations while working with the members of the formal/informal group to which he/she pertains	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Channels the individual and team efforts in the right direction, so that the overall goals of the organisation are achieved	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	Is informed about forthcoming team meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	In cooperation with his/her team-mates identifies and satisfies customers' real needs	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Standard №10. Keeping oneself updated on development trends with implications for the job function and showing flexibility and adaptability in this respect.</i>			
Knowledge	To know the basic ways of learning and self-improvement on the workplace	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be aware of the benefits of developing one's own knowledge and skills	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be aware of the perspectives and ways for career development in the organisation	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To possess self-awareness with respect to one's own abilities for professional development	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills	To be able to find internal motivation for effective performance of one's duties	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to realistically identify and prioritise one's individual goals with respect to one's own knowledge, skills, career development, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	To be able to choose corresponding to one's own abilities ways in this respect	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competencies	Is internally motivated for effective performance of one's duties	Yes <input type="checkbox"/> No <input type="checkbox"/>	

STANDARDS AND SUB-STANDARDS		ASSESSMENT (Yes/No)	PROOF AND VALIDATION METHODS, NEED AND METHODS FOR OBTAINING ADDITIONAL INFORMATION, NOTES AND COMMENTS
1		2	3
	Realistically identifies and prioritises one's individual goals with respect to one's own knowledge, skills, career development, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Chooses corresponding to one's own abilities ways in this respect	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Assessment conclusion and motives:

Date: _____

Assessor's signature: _____