



SELF ASSESSMENT AND REFLECTION

Following the structure of the European portfolio for youth leaders and workers, a self-assessment grid for each competence has been developed in order to allow Dare+ project participants to individually reflect and self-evaluate their level for each competence.

Please read each indicator and see to what extent it applies to you in your practice. You will then find for each indicator three levels of mastery; please highlight with a color the level that you think better reflects your own expertise of the indicator.

You will then repeat this exercise in all following boxes for each indicator and related levels, so you will have the opportunity to practice self-assessment.

EXAMPLE:

Competence indicator	1	2	3
Developing effective communication strategies	Communicates initiatives with clarity	Engages others to convey initiatives	Fosters others' enthusiasm for/with own initiatives.

After each table, there is space to describe the evidence for each answer.

As in the European portfolio for youth leaders and workers, this is an important part of the process, because it helps you to analyse your previous experience as well as to start defining and describing your competences. Furthermore, this will also help you in putting together supporting materials which demonstrate your experience and competences, such as: certificates from courses and seminars; projects carried out; video or picture of products; letters from stakeholders referring to your involvement, etc.

Please, describe in the format after the self-assessment grid each indicator of competence, by following the prompts/questions [proposed](#).

Give yourself adequate time to complete this exercise - the more thought you put into it, the more valuable will be the outcome!

1 COMPETENCE: TEAMWORK – self-assessment



Competence indicator	Level 1	Level 2	Level 3
Actively participating and collaborating in team tasks	Completing assigned tasks within deadline as group member, participating actively in team meetings, sharing information, knowledge and experiences	collaborating in defining, organising and distributing group task towards the achievement of shared objectives	Providing constructive feedback to other people on the work carried out
Promoting confidence, cordiality in the group relationship	Listening to others' opinions and expressing his/her own opinion	Accepting the opinions of others and knowing how to give own point of view constructively	Promoting constructive dialogue and maintaining atmosphere of collaboration and support
Contributing to the consolidation and development of the team, by fostering communication, good atmosphere and cohesion	Accepting and respecting group norms and applying the team's work processes	Interacting positively with other group members, supporting and encouraging them	Proposing ways of getting together apart from formal meetings to improve group cohesion.
Acting constructively to resolve team conflicts	Avoiding addressing conflicts.	Acting positively to resolve conflicts that arise in group.	Own actions provide constructive ways out of conflicts
Coordinating groups, ensuring members integration and empowerment	Obtaining commitment of each member by enabling the group to function as such.	Achieving personal and collective commitment of the team in all key aspects	Getting members involved and committed, by accepting in a positive way others' suggestions as their own proposals
Coordinating groups, ensuring results achievement and high performance	Distributing feasible tasks to members in a co-ordinated way with clear guidelines and achieve a balanced participation of all	Stimulating integration among tasks towards a common result	Challenging the members to reach further goals beyond the expected ones



2 COMPETENCE: LEADERSHIP – self-assessment

Competence indicator	Level 1	Level 2	Level 3
Developing effective communication strategies	Communicates initiatives with clarity	Engages others to convey initiatives	Fosters others' enthusiasm for/with own initiatives.
Delegating, distributing work in balanced way	Distributes work among team members in order to cover all tasks	Distributes work in order to cover all tasks matching tasks to team members' skills.	Distributes work effectively among team members in order to cover all tasks, thereby building confidence
Appropriately expressing recognition for things well done/Providing constructive feedback to team members	Appropriately expresses recognition for things well done.	Through recognition, stimulates satisfaction of group members with the work they've done.	Fosters the initiative of others through recognition.
Conflict/ Negotiation	Prefers to work alone, however tries to work with others. Unable to mediate/Difficulties when mediating.	Ability to encourage teamwork. Forges team identity and can mediate in most situations of conflict.	Successfully gets others to work well as a team. Effective mediator.
Initiative/creativity	Enthusiastic in role of leader. Requires prompting and lacks initiative.	May have some original ideas or build on others' ideas. Acts when situation is critical.	Shows initiative, acts without prompting. Innovative and highly motivated.
Emotional maturity	Tries to cope with pressure and demands, but is not always successful.	Can cope with most demands and remains calm in most situations.	Is calm and composed under pressure. Provides an example for other team members in difficult situations.
Decision-making	Decisions taken lightly without thought for consequences.	Appropriate decision-making taking into account complexities of issues.	Sound decisions and judgements made and respected by other team members.



3 COMPETENCE: INTERPERSONAL COMMUNICATION – self-assessment

Competence indicator	Level 1	Level 2	Level 3
Establishing good dialogical relations with others	Being present and paying attention to the other	Building a trusting and sustainable relationship by accepting and exploring the other's feelings	Ability to co-construct meaning in dialogue
Using dialogue to generate closer, more fruitful and respectful collaborative relations	Uses effective listening to ensure the other feels heard and understood	Uses constructive criticism and recognizes the others perspective including their beliefs and expectations	Creates an atmosphere of genuine mutuality to generate fruitful and respectful relations between those involved
Fostering a constructive communicative context for interaction	Expresses self with sincerity and respect	Systematically but empathetically questions the opinions of the other and openly recognizes own doubts and mistakes	Stimulates honest, sincere and open communication on the part of others
Showing congruency between explicit and implicit communication signs and symbols	Body and gestures convey information that is consistent with verbal message	Body and gestures contribute valuable information and enrich verbal message	Body language is totally consistent and suitable to enhancing communication
Demonstrate accountability and good judgement in communication	Demonstrates awareness of the need for discretion in given situations	Assumes responsibility for the possible outcomes of the communication and makes wise choices in the conduct of the dialogue	Shows a comprehensive understanding of the ethical dimension of the communication



4 COMPETENCE: PROJECT DEVELOPMENT AND MANAGEMENT – self-assessment

Competence indicator	Level 1	Level 2	Level 3
Needs analysis: to understand needs and gaps, causes and drivers	Gathers relevant data and identifies the pertinent facts	Identifies the deeper linkages, relationships and gaps in the data	Identifies the drivers of change in the situation
Creative and proactive problem solving: to evaluate challenges and come up with innovative solutions	Identifies alternative solutions	Evaluates such solutions	Creates an innovative plan of action capable of gaining support
Resource identification and procurement: to acknowledge available assets, prioritize and evaluate them, and draw them into the project	Has an overview of the available and required resources	Constructs a hierarchy of resources and evaluating their relative potential and impact	Evaluates the relative potential and impact of resources, and realizes the material support
Project writing and reporting: understanding guidelines, responding with structured narrative introducing novelty and convincing arguments	Responds to a template in a clear way	Responds to a template in a clear way or constructs own structure	Responds to a template in a clear way or constructs own structure and writes with conviction and originality
Time management: judge time requirements of tasks and foresee the relative demands of completing elements	Sticks to pre-defined deadlines in the different stages of the project	Allots time into tasks in a structured and planned manner	Exercises prudent foresight on the time-weighting of important issues
Budget design and control: to follow financial rules and take the budget to its maximal impact	Follows and understand the budget template accurately	Brings budgetary concerns and matters to the broader project debate	Makes effective use of budgetary measures to maximize their impact on the project
People management: to identify needs and available human resources, and to evaluate and mobilize these to their maximum potential	Identifies the human resources needed to build the team	Identifies gaps and evaluates strengths and weaknesses in the available human resources, and considers possible outsourcing	Delegates and promotes empowerment of participants to perform to their highest potential
Effective communication: to convey ideas in a clear, collaborative and convincing way, both internally and externally	Communicates in a clear and unambiguous manner, open to the views of others	Negotiates alternative positions and generates agreement	Promotes the project to third parties with conviction and passion

5 COMPETENCE: INTERCULTURAL COMMUNICATION – self-assessment

Competence indicator	Level 1	Level 2	Level 3
Curiosity, openness/non-judgmental attitude and respect	Shows interest in simple or superficial [top-of-the-iceberg] issues of other cultures. Has difficulty suspending judgment but shows basic respect for the attitudes, opinions and actions of others.	Demonstrates interest in deeper aspects of other cultures. Is aware of and can normally suspend own judgment. Has an appreciative respect of other cultures even if these challenge own views	Demonstrates an interest in complex aspects of other cultures, actively seeking answers. Suspends judgment in order to allow multiple cultural perspectives. Values and appreciates cultural differences.
Cultural self-awareness	Identifies, with help, own cultural rules and biases	Recognizes own cultural rules and biases from a different perspective	Articulates insights into own cultural rules and biases from own and others' perspectives
Knowing how to learn about a culture	Has a basic conception of cultures, focusing on the top-of-the-iceberg elements	Has a deeper conceptual knowledge of culture and the means of comparative culture learning.	Has a sophisticated knowledge of means to analyze, compare and continuously learn about cultures.
Interaction and communication	Can engage in short simple conversations with some appreciation of both verbal and nonverbal signs.	Can sustain longer engagement with the ability to negotiate shared understanding and overcome differences.	Can conduct and complete a shared task in a multicultural situation.
Empathy & capacity to understand situations and issues from more than one cultural perspective	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Can relate to the intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.



6 COMPETENCE: CONFLICT MANAGEMENT & TRANSFORMATION – self-assessment

Competence indicator	Level 1	Level 2	Level 3
Developing strategies for coping with emotions caused by differences	Tolerates feelings of frustration in interaction with others	Feels at ease with different views and discrepancies	Empathizes with others' views and emotions
Developing strategies for coping with intellectual conflict caused by differences	Tolerates tensions in arguments with others	Accepts different views and discrepancies	Values positively expressions of differences among others
Listening and considering the positions of others in situation of conflicts. Being able to understand own and others' position and the ethical responsibilities	Listens to and understands only the opinions and interests which do not conflict with own position, and becomes tense when differences are expressed	Takes the opinions and interests of others into account, recognizing and understanding points of agreement or divergence	Promotes an atmosphere of respect and dialogue where everyone can speak freely and be listened to and comprehends ethical implications of own and others' position, seeing possibilities for reconciliation
Showing assertiveness and strategy when proposing and defending own positions and managing conflict	Expresses own opinions and interests calmly but with firmness and conviction, even though different from those of others. Is open to dialogue, but there is little strategy and defense of own position weakens when a competitive atmosphere arises or the process takes an unexpected direction	Expresses own position and interests with clarity, and knows how to defend it in an atmosphere of dialogue. Knows how to plan a strategy and adapts own position to the process with flexibility	Expresses own positions and interests to others, remaining open to dialogue and the possibility of reconsidering own standpoint(s). Analyses and plans the best strategies, responding quickly and with versatility and cooperation in process of negotiation
Seeking acceptable alternatives and solutions for conflicts	After listening, is clearly open to considering others' proposals, and to conceding points in order to reach agreement	Contributes actively to dialogue with proposals to explore possible alternatives and achieve agreements and commitments with others	Tries to reconcile and integrate different postures to reach agreements satisfactory to everyone involved



7 COMPETENCE: SOCIAL ENTREPRENEURSHIP – self-assessment

Competence indicator	Level 1	Level 2	Level 3
Awareness of social challenges and proactive approaches	Has a basic sense of social challenges: observes reality and identifies challenges	Sees opportunities for actions and possible approaches; weighing the risks and potentials	Has capacity and self-esteem to take decisions with inclusion of risks. Develops a plan of action
Inspiring others to take part in projects with social impact Finding resources	Shares knowledge and argues visions with possible partners	Engages individuals and groups to participate in the social initiative. Identifies necessary resources.	Develops a business plan to move towards the shared vision. Procures the necessary resources
Undertaking ambitious (complex and challenging) projects that respond to social challenges	Starts a pilot Project	Considers positive and negative feedback from the pilot, demonstrates flexibility necessary to adjust the project to build on its strengths	Develops complex projects and networks to replicate the pilot experience, and is able to turn criticism and failure into success
Application of management skills (financial, personal, organizational...) to guarantee the sustainability of the project	Knows what financial, personal and organizational elements are required for the sustainability of the project	Can identify procurement sources for the necessary elements	Can organize and monitor the three aspects in a way that promises to bring the project to the desired aim and profitability

