BEHAVIOURS EVALUATION – FOUNDATION PHASE

Level 3 Advanced Science Manufacturing Technician



**Learner Name**:

**ULN**:

**Start Date**:

**Planned Completion Date**:

**Employer Name**:

**Review Number**: 1/3

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| **Personal Responsibility: demonstrate personal responsibility towards safety systems (including risk management and environment)****Please circle one of the three expectations.** | **Does not meet Expectation**Fails to demonstrate an acceptable level of behaviour. Improvement is required. | **Meets Expectation** Demonstrates an acceptable level of behaviour and meets the minimum level of behaviour expected.  | **Exceeds Expectation** Demonstrates consistent and positive behaviours that reflect those expected of outstanding apprentices. |
| Little evidence of personal responsibility to safety systems.  | Good personal responsibility towards safety systems.  | Exhibits high standards of personal responsibility toward safety systems. Seeks to influence the behaviour of others.  |
| Tries to play down incidents in which they are involved. | Responds positively to suggestions for own improvements in personal responsibility for safety issues.  | Actively monitors the safety of self and others, challenging and making suggestions where appropriate.  |
| **Justification/evidence provided:** |
| **Areas for development:** |
| **Assessor/Employer comment(s):** |

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| **Communication: communicate effectively using a full range of skills - speaking; listening; writing; body language; presentation****Please circle one of the three expectations.** | **Does not meet Expectation** | **Meets Expectation**  | **Exceeds Expectation**  |
| Misinterprets or is slow to comprehend oral and/or written instructions.  | Readily comprehends oral and/or written instructions when first presented.  | Superior comprehension of oral and/or written instructions. Checks back to avoid any misunderstanding.  |
| Communications are vague or poorly written or spoken. Difficulty conveying meaning to others.  | Passes on information both verbal and written, in a way that is easily understood  | Is able to adapt both verbal and written communication to be understood by different audiences (e.g. peer, supervisor, senior manager, and visitor).  |
| Will not ask questions and demonstrates little willingness to listen.  | Listens and will question and challenge appropriately to enhance own understanding.  | Listens and questions to enhance own and others understanding. Supports and acknowledges contributions from others.  |
| Unable to effectively present personal viewpoint.  | Able to effectively present personal viewpoint.  | Able to influence others to see personal viewpoint.  |
| Unwilling to see other people’s point of view.  | Receptive to other people's point of view. | Ability to reason from different points of view. |
| **Justification/evidence provided:** |
| **Areas for development:** |
| **Assessor/Employer comment(s):** |
| **Team Work: work and interact effectively within a team****Please circle one of the three expectations.** | **Does not meet Expectation** | **Meets Expectation**  | **Exceeds Expectation**  |
| Unwilling to contribute during team discussions/problem solving.  | Makes a useful contribution during team discussions/problem solving.  | Contributes and willing to lead team based discussions/problem solving.  |
| Can reduce morale and enthusiasm within the team.  | A good team member gets on well with colleagues.  | Builds working relationships between team and other groups. Seeks to diffuse conflict situations where they arise.  |
| Exhibits negative behaviour concerning team/organisational mission.  | Demonstrates knowledge and understanding of team/organisation mission.  | A strong team player helps bind the team together to achieve team/organisation mission.  |
| Does not accept responsibility for own impact on team performance.  | Works cooperatively with others to achieve overall team goals.  | Puts team goals ahead of personal achievement and recognition.  |
| **Justification/evidence provided:** |
| **Areas for development:** |
| **Assessor/Employer comment(s):** |

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| **Independence and Responsibility: work independently and take responsibility for initiating and completing tasks****Please circle one of the three expectations.** | **Does not meet Expectation** | **Meets Expectation**  | **Exceeds Expectation**  |
| Inclined to wait for direction on work tasks. Regularly needs to be told what to do or how to do it.  | Normally does not need to be told what to do next, can be trusted to complete tasks. Identifies obstacles to achieving work assigned and escalates.  | Looks ahead and progresses work in areas of the job. Will seek to resolve obstacles to achieving work assigned themselves before escalating. |
| Supervision required to progress work.  | Can be relied on to manage their work with little supervision.  | Holds themselves accountable for their own performance.  |
| Over reliance on supervisor for motivation.  | Self-motivated and deals with work/learning balance in a positive way.  | Maintains motivation and encourages others to do the same.  |
| **Justification/evidence provided:** |
| **Areas for development:** |
| **Assessor/Employer comment(s):** |

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| **Impact of work: understand impact of work on others, especially where related to diversity and equality****Please circle one of the three expectations.** | **Does not meet Expectation** | **Meets Expectation**  | **Exceeds Expectation**  |
| Others feel the need to recheck their work or have to finish off the job after them. Work rarely makes a contribution to team quality.  | Works to the required standard of accuracy, neatness and thoroughness. Often makes valued contributions to team quality.  | Has a reputation within the work group for doing jobs right first time, every time. Consistently makes a valued contribution to team quality.  |
| Little respect for the values of others. | Respects the value of others. | Actively encourages work group to respect the values of others  |
| Has difficulty being tactful, considerate and respectful in dealing with others.  | Usually tactful, considerate and respectful in dealing with others.  | Always tactful, considerate and respectful in dealing with others.  |
| **Justification/evidence provided:** |
| **Areas for development:** |
| **Assessor/Employer comment(s):** |
| **Time management: accepts responsibility for managing own time and workload within a given plan to complete work to schedule****Please circle one of the three expectations.** | **Does not meet Expectation** | **Meets Expectation**  | **Exceeds Expectation**  |
| Does not deliver consistently and can waste time on non-essentials.  | Continually demonstrates efficient use of work time.  | Continuously strives for improved productivity. |
| Unreliable timekeeping  | Timekeeping complies with company protocols.  | Encourages others to comply with company timekeeping protocols.  |
| Not fully prepared in advance holds up group activities.  | Always prepares in advance ready to participate in group activities.  | Encourages others to prepare in advance for group activities  |
| **Justification/evidence provided:** |
| **Areas for development:** |
| **Assessor/Employer comment(s):** |

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| **Change Management: ability to handle change and respond to change management processes****Please circle one of the three expectations.** | **Does not meet Expectation** | **Meets Expectation**  | **Exceeds Expectation**  |
| Has difficulty adjusting to changes in workload or assignments.  | Is flexible, willing and able to respond to changes in work situations and/or learn new skill.  | Capable of supporting others with change in work situations and or learning new skill.  |
| Resists change or innovation or takes a “wait and see” approach.  | Works hard to implement successful change in areas of responsibility as directed by supervisor.  | Recommends changes to improve own work and work of others and implements as agreed with supervisor.  |
| Does not value own contribution. | Able to demonstrate examples of situations when they have changed practice or personal behaviour.  | Evidence of influencing change of practice or personal behaviour by others. |
| **Justification/evidence provided:** |
| **Areas for development:** |
| **Assessor/Employer comment(s):** |

Name of Reviewer: Learner Signature:

Signature: Date:

Note: Further reviews of behaviours to be carried out at 10 months and 14 months (further reviews can be carried out if required).

**Evidence**

Evidence should be provided to meet each behaviour. Examples of evidence could be:

* Work product - the learner’s PDR, or similar reviews of their progress during the programme. The learner may also provide work logs, communications eg e-mails, reports etc that they have produced, identification of breaches of safety, in-company recognition/reward.
* Observation by an assessor, in which case notes of what was observed should be included.
* Witness testimonies could be provided by people who have seen the learner carrying out work activities and demonstrating the required behaviours – these could be work colleagues or customers.

The learner’s manager/nominated coach should make a comment relating to each behaviour, giving further explanation of their decision, and identify areas for development.