Edinburgh Competency Statement Blank Grid A

Valued Styles Of Behavior

NAME OF STUDENT				
NAME OF TEACHER				
	Achievement	Affiliation	Power	Other Activities Which May Be Valued
Competencies Displayed While Carrying Out Valued Activities				
■ Note 1: <u>Competence</u> implies motivation and ability. Of the two, the tendency to engage in the activity spontaneously and persistently usually contributes most to effective performance.	יחפ יחפ	the second	hey in hey	the state of the s
■ Note 2: The components of competence listed below are not really separable.	mething which has not been done to developing some new product to better way of doing something in better way of thinking about ingor developing a new theory a new contribution to science, etc. The way society works. The way society works. The way society works.	ncouraging someone who is to new things ple to get along with each other ple feet good ple to like each other yand lowing people or amusing people ce to write in other affiliative	Ensuring that everyone contributes fully to group activity Setting targets for others and ensuring they are reached Getting influential people outside their organization to do what they want them to do Ensuring that the received wisdom of some moral or religious authority is accepted without question Playing power games, eg by manipulating	other people so as to create conflicts or arguments. Jee this space to write in other power-oriented activities Seing popular Seing popular Seing sensitive to other people's needs, concerns, and unexpressed thoughts instructions strictly and following rules or instructions strictly and following rules or system. Advancing themselves without being concerned with the good of the concerned with the good of the organization or society. Advancing themselves without being concerned with the good of the organization or society. Advancing themselves with their teachers organization to society. Advancing the thrill of the chase and subsequent conquest minimum effort Seing relaxed and carefree Jajoying the thrill of the chase and subsequent conquest minimum adjusting themselves with their teachers or superiors mpressing others by their appearance, cart, illestyle, etc. Treating a distinctive identity Seing stoical, tolerating demeaning treatment Learning a distinctive identity der This Space To List Any Other Activities Which Are Valued By This
Thus, effective thinking - normally thought of as a cognitive activity - involves both persistence and use of feelings - le constive and affective activities. It is also largely non-verbal. See Brief Instructions for this and	not be e new g some ing at new t new t o scier rks.	omeone vang with each other people other aff	ribute I ensu Itside cy wai isdom y is ac	other people so as to create conflicts arguments set his space to write in other power-oriented activities contented activities concerns, and unexpressed thoughts terpreting and colowing rules or ainstructing and colowing rules or ainstructions strictly actions strictly action strictly action as system work to the maximum personal advantage (i.e. beating the system) dvancing themselves without being concerned with the good of the organization or society. Aking as much money as possible with minimum effort enging relaxed and carefree highlying the thrill of the chase and subsequent conquest gradiating themselves with their teach or superiors and subsequent conquest gradiating themselves with their teach or superiors and subsequent conquest gradiating themselves with their teach or superiors along solicial, tolerating demeaning treatment see This Space To List Any Other
other Notes. All an assessor can do is record whether the person being assessed displays high level competencies whilst carrying out activities that	s some s some doing think ping a atton to too too too too too too too too	S some state of the state of th	conti	in oth in
are valued. ■ Row 1: Insert a tick (check-mark) under the appropriate headings to indicate	which loping vay of varicibu itribu varite write varite va	raging withing set a set	ryone r othe do wido wix recei	to write ivities ivities to other duncarpud du
your first impressions of the kinds of activity valued by the person being assessed.	oing something which has not l'before venting or developing some ne or service nding a better way of doing soinding a better way of thinking something or developing a new coranization aking a new contribution to sching a new contribution to the sching a new contribution to the sching a new contribution to the sching and the sching a new contribution to the sching a new contribution to the sching and the sching a new contribution to the sching and t	cnoou lo new ple to ple to ple to so a	at eve wity wity ets for don to on to celigio	ple so to citiviti ci
Row 2: Prioritize valued activities, using 1 for the most fundamental, inclusive, or dominant.	ing some effore enting or enting or recruite or service ding a be omething and king a nething and king and enting and entire of this span chieven(S poor s	ng th pacting targe cache g influ nizati ng th ng th al or 1	argument sea oriented a argument sea oriented a coriented a coriented a coriented seasification of the coriente seasification
inclusive, or countries.	Doing son before Inventing or service Finding a Someth Creating a Making a history, Changing Use this is a achieve	Helpin tryin Helpin Makin Helpin Helpin Use th	Ensuring to group as Setting tax are reac Getting in organization to do Ensuring to method without Playing po	other people: Use this space to oriented activoriented act
Row 1				
Row 2		- - - 		
Cognitive Activities (Components Of Competence)		1 1 1 1 1 1 1		
Thinks about the activities to be carried out and how they are to be carried out. Anticipates problems likely to arise in the future and develops ways of avoiding				
or surmounting them. Monitors the effects of his or her actions in order to learn more about the				
nature of a task, and the effectiveness of the strategies which are to be used so as to improve performance in the future.	1			
Identifies conflicts between his or her values and tries to resolve them.		┼╌┼╌┼┼┼┼┼	{ 	╶╎┈╎╎╎┈╏┈╎┈╎┈╎┈╎┈╎┈╎┈╎ ┈
Thinks about the social context of his or her actions and ways in which social and political constraints can be influenced.		 - - 		- - - - - - - - - - - - -
Builds up a store of specialist information relating to this activity by: a) Personal observation and experience.	<u> </u>	 		-
b) Observing others.	}	┼╾┼┈┼┼┼┼┼	╂┼╌┼╌┼╌	╶╏╸╏╏╏╏╸╏ ┈╏ ╸╏╸╏╸╏╸╏
c) Talking to other people.				
 d) Reading. Accumulates a store of explicit, specialist, largely verbal knowledge about the 				
area which could be communicated to others. Accumulates a store of largely non-verbalized knowledge about how to		1-1-11111-1		
approach problems and how to adapt to changing situations.				
Thinks about how to get others to help with the activity. Does not settle for simplistic explanations of events but instead acknowledges				
their complexity and takes decisions based on multiple sources of evidence,				
Turns the task of problem-solving over to unconscious processes after thorough preparation, but remains alert to indications that these processes are generating new insights or finding solutions.				
Use this space to write in other <u>cognitive</u> activities displayed whilst undertaking valued activities.		 		
Capacity To Generate Cognitive Transformations: Forms of Creativity				
Displays the creativity and imagination required to: Realize that otherwise useless physical and human resources can be harnessed				
to assist. ⁴ Think of better ways of undertaking the activity.				
Notice new activities which can be undertaken within the area.				
Identify barriers to undertaking the activity effectively.				
Motivate others to help. Clarify the reasons why people do not get on together well.				
Identify, and find ways of overcoming, personal limitations.		 		
Sift information and spot good ideas.				
Perceptions Of Self, Other's Expectations, And Society Thinks it appropriate for someone like him or her to carry out activities of this kind (Insert 0 if the person being assessed thinks it would be inappropriate				
for someone like them to carry out valued activities.) Considers other people's expectations of him or her and tries to find ways of				
resolving conflicts between: a) Personal desires and reference groups' expectations.				
b) The differing expectations of people, all of whose opinions are important.				
Expects activities of this kind to produce positive reactions from people whose opinions are important (Insert 0 if the person being assessed expects negative reactions if he or she tries to carry out valued activities.)				
Expects action in the area to achieve desired effects (Insert 0 if he or she		 		
anticipates undesirable consequences on carrying out valued activities.) Expects that engaging in this activity would enable him or her to live up to his or		<u> </u>		
her ideals and be the sort of person he or she would like to be. Sees him or herself as one who should influence wider social and political				
processes.				
Studies what other people are concerned about (e.g. the concerns of superiors so as to be able to please them, or the concerns of subordinates with a view to putting them at ease, barnessing their talents, etc.)				
Use this space to write in other perceptions of self, ideal self, society and their				
role in it displayed whilst undertaking valued activities.				
Affective Competencies Displayed Uses feelings to initiate action, monitor its effects, identify problems and				
possible lessons, and as a basis on which to initiate corrective action.		 	H + H + H	
Recognizes and finds ways of harnessing unpleasant feelings evoked by activities which need to be performed as a means to a desired end.				
Allows (or actively self-stimulates) him or herself to experience in advance the different feelings aroused by success and failure and uses these as incentives to carry the activity out.				
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Edinburgh Competency Statement Blank Grid A Valued Styles Of Behavior

NAME OF STUDENT				•
NAME OF TEACHER	Achievement	Affiliation	Power	Other Activities Which May Be Valued
	Doing something which has not been done before Inventing or developing some new product or service Finding a better way of thinking about something or developing a new theory Creating a new organization Making a new contribution to science, history, etc. Changing the way society works. Use this space to write in other achievement-related activities	Helping or encouraging someone who is trying to do new things. Helping people to get along with each other Making people feel good. Helping people to like each other Being friendly and loving. Entertaining or amusing people. Use this space to write in other affiliative behaviors.	Ensuring that everyone contributes fully to group activity. Setting targets for others and ensuring they are reached. Getting influential people outside their organization to do what they want them to do. Ensuring that the received wisdom of some moral or religious authority is accepted without quession. Playing power games, es by manipulating other people so as to create conflicts or arguments Use this space to write in other power-oriented activities	Being popular Being sensitive to other people's needs, concerns, and unexpressed thoughts Interpreting and following rules or instructions strictly Making as system work to the maximum personal advantage (i.c. beating the system) Advancing themselves without being concerned with the good of the organization or society. Making as much money as possible with the minimum effort Being relaxed and carefree Enjoying the thrill of the chase and subsequent conquest languaging the thrill of the chase and subsequent conquest lifestyle, etc. Creating a distinctive identity Being stoical, tolerating demeaning treament Use This Space To List Any Other
Conative Competencies Displayed Displays willpower and determination.				
Persists in the face of frustration, punishment and ostracism.				
Behaves as if he or she believes in his or her ability to influence outcomes in this area.		╫	 	├┼├┈╂┈┤┈┤┈┼┈┼┈┼┈ ┼
area.* Sets realistic, challenging, goals and achieves them.				
Use this space to write in other <u>conative</u> competencies displayed whilst undertaking valued activities.				
Inter-Personal Competencies (See extended discussion in the Guide.) Communicates effectively (include communication by body language and innuendo as well as formal language.) Co-operates with others. Leads.				
Influences politicians. Forms Of Self-Confidence If the person being assessed demonstrated the willingness and the ability to do such things as lead, invent, and find resources in the course of undertaking valued activities this should already have been recorded as a result of indicating that undertaking such activities were second-order priorities for the individual and then listing the competencies displayed whilst carrying out such activities.				
However, owing to the prioritizing process, this may not have been done and, in any case, the person you are assessing may well be confident in his or her ability to carry out other kinds of activity effectively but not have had an opportunity to display it in the situations in which your observations were made.				•
Such experience-based confidence is vital to the student's success in many desired activities. Please record the kinds of activities which the individual being assessed has particular confidence that he or she is able to carry out effectively. Examples include influencing politicians, getting people to work together effectively, and discovering something worthwhile in the course of an adventure or other apparently "risky" activity.				
Areas in which the student lacks confidence in his or her ability to do things which are crucial to goal achievement.	<u>, , , , , , , , , , , , , , , , , , , </u>			