Globalised Team Working Skills and Attributes Map

ALPS has produced three Common Competency Maps which can be used across 16 health and social care professions to assess competence. The Maps cover **Communication, Team Working** and **Ethical Practice**. ALPS has received feedback from other professions who have expressed an interest in using the Maps to demonstrate skills and abilities of students. It is with this in mind that the following Globalised Team Working Skills and Attributes Map is produced for use outside health and social care. It is recognised that both across professions and universities the terminology may differ; in using the Maps you may wish to substitute words with those more appropriate to your profession or organisation. This Map has, where possible, been mapped to the skills and attributes which students are encouraged to develop as undergraduates at ALPS partners' universities.

Cluster	Dimension Statement	Element	Performance Criteria
Effective Team Working	**The student contributes to effective team practice**	The student understands and is able to identify and articulate his/her role and responsibilities	• The student respects the expertise of other professionals to benefit the client • The student understands the impact of skill mix within a team • The student is able to recognise his/her own limitations and ask for guidance • The student has an awareness of his/her own skill and ability and has confidence in articulating them • The student has the self belief and confidence in his/her own ability to influence decisions and the outcome
		The student demonstrates the ability to participate in a team	• The student is able to respond to task demands effectively and collectively with other people in pursuit of common goals • The student participates in all aspects of the team activities • The student works reflectively, adapting to the team/situation and is able to engage or disengage from team participation • The student acknowledges and values other members of the team and their contributions • The student is able to reflect constructively on the effectiveness of interprofessional team working in the workplace • The student is aware of how conflicts within the team are managed • The student has the ability to take responsibility and or provide direction for a team • The student evaluates his/her contribution to the team • The student is open to constructive feedback • The student manages his/her time and workload effectively

Relationships and networks	Understand, respect and value the roles and contributions of all involved in positive achievements for the client	The student demonstrates the ability to foster appropriate relationships	• The student actively questions appropriately • The student gathers, gives and acts on feedback • The student actively shares information • The student is able to engage with society and individuals, acknowledging and managing preconceptions or prejudice • The student is able to build rapport • The student is able to work in a collegiate way
		The student is able to adapt his/her communication style to suit diversity within teams	• The student uses verbal and non-verbal skills to enhance interaction • The student adapts communication to the situation • The student respects and supports the dignity, rights, privacy, autonomy and equality of others • The student acknowledges and values other members of the team and their contributions
		The student is aware of the range of networks to facilitate an effective service	• The student respects the expertise of professionals to benefit the client • The student guides clients to access suitable services and resources • The student accesses suitable services and resources on behalf of clients • The student researches and identifies options to enable client choice

Sharing Information	Share information with clients and other agencies	The student verifies information gathered from a variety of sources	• The student checks and confirms information accuracy with the source of information where possible • The student uses alternative sources to corroborate information
		The student shares information	• The student is able to identify confidential and sensitive information • The student identifies potential risks and benefits • The student can identify, select and deliver information sensitively, empathically and confidently • The student summarises and confirms key messages, ensuring that they have been fully understood
		The student records and reports information clearly and accurately to members of the team	• The student consistently records and reports information which represents the views of those concerned and the context and environment in which the information is obtained • The student keeps all records and information according to legislation, standards, organisational policies and procedures

Coordinated delivery of agreed client outcomes	Work in partnership with clients to meet agreed outcomes	The student contributes to the team's assessment, evaluation and review of client outcomes	• The student works with clients and colleagues to assess, plan, deliver and evaluate • The student reports any difficulties in implementing the outcome to the client and colleague as soon as possible • The student is able to contribute to decision making within a team • The student implements specific parts of individualised programmes of work on behalf of the team • The student supports clients to express their views about the effects of the outcomes • The student is aware of resources available to deliver client outcomes • The student has a responsible awareness of and respect for other perspectives and sensitivities, whether local, national or international and the implications for individual behaviour • The student responds sensitively and appropriately to the needs of different stakeholders and circumstances

Feedback

We would be pleased to receive comments on the materials provided. Please contact alps@leeds.ac.uk with any feedback or suggestions you may have.

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ALPS are keen that this resource is developed and embedded into a future curriculum. Please contact alps@leeds.ac.uk if you wish to discuss developing and altering this Map.

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