

# Student Care Coordinator

FF12 Education and training · ISCO-08 2359 · CBS 0115 Educational counselors, educational specialists, and other instructors · seniority senior · Also known as: Pastoral Care Coordinator, Student Support Coordinator

Coordinates support for pupils with more complex care needs within secondary education and liaises with external care providers.

The student care coordinator builds and maintains the school's care structure and is the point of contact for mentors, parents and external care providers. Unlike the SENCO in primary education, cases are often more complex and require cooperation with youth care services. Selection often tests knowledge of care structures, while the ability to move between school, parents and external care without a case stalling is rarely assessed.

## Key figures for this profile

25 skills · 4 competencies to measure · 5 knockout skills · centre of gravity: Professional knowledge domains 29%, Communication and influence 18%, Collaboration and interpersonal effectiveness 17%

## 1 Competencies to measure

These are the behavioural and ability constructs in this profile. Each one shows which hrmforce questionnaire measures it.

| Competencies to measure                                                    | Target level | hrmforce instrument                        | Assessment method            | Behavioural anchor at target level                                                                                                          |
|----------------------------------------------------------------------------|--------------|--------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stress tolerance</b><br>Competency (50-framework):<br>Stress resilience | ■■■■■ N5     | Big Fifty, 15PF,<br>Mental Resilience (4C) | Personality<br>questionnaire | Keeps the organisation workable in crises, takes decisions under high uncertainty and sets the standard for composed action under pressure. |

| Competencies to measure                                                                                      | Target level                                                                                | hrmforce instrument                            | Assessment method         | Behavioural anchor at target level                                                                                                      |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>interpersonal sensitivity</b><br>Competency (50-framework):<br>Sensitivity                                |  <b>N4</b> | Big Fifty, 360 Feedback, Colour Profile (Jung) | Personality questionnaire | Names observed tension or reticence during a conversation and adapts tone, pace and wording accordingly.                                |
| <b>Verbal reasoning</b>                                                                                      |  <b>N4</b> | Ability Scan                                   | Cognitive ability test    | Extracts the core arguments from a report of several pages and shows with textual references which conclusion does and does not follow. |
| <b>Professional demeanour and representation</b><br>Competency (50-framework):<br>Organizational Sensitivity |  <b>N4</b> | 360 Feedback, Competency Check                 | On-the-job observation    | Represents the team with clients and external parties, chooses appropriate language and addresses colleagues on inappropriate conduct.  |

## 2 Full skill profile

Every skill in this profile, sorted by weight. The behavioural anchor under each skill belongs to the target level.

| T | Skill                                                                                                                                                                                     | Target level | Weight | Knockout | Assessment method      | hrmforce instrument                    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------|----------|------------------------|----------------------------------------|
| V | <b>Clear oral expression</b><br>Sets the organisation wide standard for spoken clarity, explains complex strategic choices understandably and coaches others on their word choice.        | ■■■■■ N5     | 5      | yes      | Assessment centre      | Communication Styles, Competency Check |
| V | <b>Instructional practice</b><br>Develops the school's instructional framework, grounds it in research and guides colleagues through lesson observation and feedback.                     | ■■■■■ N5     | 5      | yes      | On-the-job observation | Work sample test, Competency Check     |
| V | <b>Pedagogical practice</b><br>Develops the school's pedagogical policy, draws up behaviour protocols and guides teams through stalled group dynamics.                                    | ■■■■■ N5     | 5      | yes      | On-the-job observation | Competency Check, Work sample test     |
| V | <b>Stakeholder management</b><br>Maintains a network reaching governance and political bodies, connects parties with differing interests and safeguards the position of the organisation. | ■■■■■ N5     | 4      | yes      | Assessment centre      | Competency Check, 360 Feedback         |

| T | Skill                                                                                                                                                                       | Target level                                                                           | Weight | Knockout | Assessment method          | hrmforce instrument                                |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------|----------|----------------------------|----------------------------------------------------|
| G | <b>Stress tolerance</b><br>Keeps the organisation workable in crises, takes decisions under high uncertainty and sets the standard for composed action under pressure.      |  N5   | 4      | no       | Personality questionnaire  | Big Fifty, 15PF, Mental Resilience (4C)            |
| G | <b>interpersonal sensitivity</b><br>Names observed tension or reticence during a conversation and adapts tone, pace and wording accordingly.                                |  N4   | 4      | no       | Personality questionnaire  | Big Fifty, 360 Feedback, Colour Profile (Jung)     |
| V | <b>de-escalating and setting limits</b><br>States which limit is being crossed when behaviour is unwanted, what the consequence is, and ends the conversation when needed.  |  N4   | 4      | no       | Situational Judgement Test | Conflict Styles, Big Fifty, Mental Resilience (4C) |
| V | <b>Assessment and grading</b><br>Independently constructs a test with a test matrix, checks the results for flaws and discusses grading standards with subject colleagues.  |  N4 | 4      | yes      | Portfolio or evidence      | Portfolio, Knowledge test (client-specific)        |
| V | <b>Communication with parents and carers</b><br>Independently holds a conversation with parents about disappointing results, states the facts and reaches joint agreements. |  N4 | 4      | no       | On-the-job observation     | Work sample test, Competency Check                 |

| T | Skill                                                                                                                                                              | Target level                                                                        | Weight | Knockout | Assessment method      | hrmforce instrument                       |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------|----------|------------------------|-------------------------------------------|
| A | <b>Verbal reasoning</b><br>Extracts the core arguments from a report of several pages and shows with textual references which conclusion does and does not follow. |    | 3      | no       | Cognitive ability test | Ability Scan                              |
| V | <b>Critical thinking and source evaluation</b><br>Detects fallacies and selective evidence in reports and states which conclusion the data do support.             |    | 3      | no       | Work sample test       | Competency Check, Work sample test        |
| V | <b>Presenting</b><br>Tailors structure, examples and level of detail to the knowledge of the audience and handles critical questions without preparation.          |    | 3      | no       | Assessment centre      | Competency Check, 360 Feedback            |
| V | <b>Written expression</b><br>Independently writes texts with opening, core and closing, chooses a tone per audience and applies fixed terms consistently.          |  | 3      | no       | Work sample test       | Work sample test, Competency Check        |
| V | <b>working in teams</b><br>Divides work with colleagues, shares information others need without being asked, and adjusts own planning to fit team goals.           |  | 3      | no       | 360-degree feedback    | Big Fifty, 360 Feedback, Competency Check |

| T | Skill                                                                                                                                                                                      | Target level                                                                           | Weight | Knockout | Assessment method      | hrmforce instrument                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------|----------|------------------------|--------------------------------------------------|
| V | <b>representing interests</b><br>Advocates a position with decision makers, supports it with facts and interests, and negotiates a feasible outcome.                                       |  N4   | 3      | no       | Assessment centre      | Communication Styles, Competency Check           |
| V | <b>Planning and organising</b><br>Plans the work of the team for several weeks, distributes tasks and reshuffles on disruptions without missing deadlines.                                 |  N4   | 3      | no       | Work sample test       | Competency Check, 360 Feedback, Work sample test |
| G | <b>Professional demeanour and representation</b><br>Represents the team with clients and external parties, chooses appropriate language and addresses colleagues on inappropriate conduct. |  N4   | 3      | no       | On-the-job observation | 360 Feedback, Competency Check                   |
| V | <b>Reflecting on own practice</b><br>Takes time to review difficult situations, looks for patterns in own conduct and records one improvement point in writing.                            |  N4 | 3      | no       | 360-degree feedback    | 360 Feedback, Development Review                 |
| V | <b>Professional currency and specialist literature</b><br>Tracks sources and guidelines structurally, weighs their quality and adapts the own working method to new insights.              |  N4 | 3      | no       | Portfolio or evidence  | Portfolio, Knowledge test (client-specific)      |

| T | Skill                                                                                                                                                                              | Target level                                                                           | Weight | Knockout | Assessment method      | hrmforce instrument                                |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------|----------|------------------------|----------------------------------------------------|
| K | <p>GDPR and privacy in practice</p> <p>Judges in own processes whether a legal basis exists, applies data minimisation and handles requests from data subjects correctly.</p>      |  N4   | 3      | no       | Knowledge test         | Knowledge test (client-specific)                   |
| V | <p>Instructional design and curriculum</p> <p>Independently designs a teaching period with coherent goals, materials and assessment and aligns it with subject colleagues.</p>     |  N4   | 3      | no       | Portfolio or evidence  | Portfolio, Competency Check                        |
| V | <p>Pupil guidance</p> <p>Independently analyses the cause of lagging results, makes a plan with the pupil and involves parents and the support team.</p>                           |  N4 | 3      | no       | On-the-job observation | Competency Check, Development Review               |
| V | <p>Working with digital devices and applications</p> <p>Selects the appropriate device and application for each task and fixes common disruptions without support from others.</p> |  N4 | 2      | no       | Work sample test       | Knowledge test (client-specific), Work sample test |
| K | <p>AI literacy</p> <p>Judges per work task whether AI is suitable, names the main limitations and explains how it works to colleagues.</p>                                         |  N3 | 2      | no       | Knowledge test         | Knowledge test (client-specific)                   |

| T | Skill                                                                                                                                                                   | Target level                                                                      | Weight | Knockout | Assessment method | hrmforce instrument            |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------|----------|-------------------|--------------------------------|
| T | <p>Using collaboration platforms</p> <p>Sets up channels, task boards and permissions for a team and addresses colleagues on agreements about online collaboration.</p> |  | 1      | no       | Work sample test  | Work sample test, 360 Feedback |

### 3 Levels per seniority

The same profile with the job family seniority adjustment applied. Target levels are clamped to 1 to 5.

| Skill                                           | medior | senior |
|-------------------------------------------------|--------|--------|
| Clear oral expression                           | N4     | N5     |
| Instructional practice                          | N4     | N5     |
| Pedagogical practice                            | N4     | N5     |
| Stakeholder management                          | N4     | N5     |
| Stress tolerance                                | N4     | N5     |
| interpersonal sensitivity                       | N3     | N4     |
| de-escalating and setting limits                | N3     | N4     |
| Assessment and grading                          | N3     | N4     |
| Communication with parents and carers           | N4     | N4     |
| Verbal reasoning                                | N3     | N4     |
| Critical thinking and source evaluation         | N3     | N4     |
| Presenting                                      | N3     | N4     |
| Written expression                              | N3     | N4     |
| working in teams                                | N3     | N4     |
| representing interests                          | N3     | N4     |
| Planning and organising                         | N3     | N4     |
| Professional demeanour and representation       | N3     | N4     |
| Reflecting on own practice                      | N3     | N4     |
| Professional currency and specialist literature | N3     | N4     |
| GDPR and privacy in practice                    | N3     | N4     |
| Instructional design and curriculum             | N3     | N4     |
| Pupil guidance                                  | N3     | N4     |
| Working with digital devices and applications   | N3     | N4     |

| Skill                         | medior | senior |
|-------------------------------|--------|--------|
| AI literacy                   | N2     | N3     |
| Using collaboration platforms | N2     | N3     |

## 4 The proficiency scale

| Level     | Label             | Autonomy                                        | Complexity                                 | Scope                                   | Depth of knowledge                           |
|-----------|-------------------|-------------------------------------------------|--------------------------------------------|-----------------------------------------|----------------------------------------------|
| <b>N1</b> | <b>Guided</b>     | works under supervision and follows instruction | routine, one variable at a time            | own task                                | basic understanding of terminology           |
| <b>N2</b> | <b>Applying</b>   | works independently within set frameworks       | familiar situations with limited variation | own role                                | working knowledge, applies standard approach |
| <b>N3</b> | <b>Proficient</b> | sets own approach and seeks input proactively   | several variables, some ambiguity          | own team or process                     | thorough knowledge, weighs alternatives      |
| <b>N4</b> | <b>Advanced</b>   | directs others and decides on the approach      | complex, with conflicting interests        | several teams or a department           | in-depth knowledge, advises others           |
| <b>N5</b> | <b>Leading</b>    | sets the standard and the policy                | strategic, under high uncertainty          | organisation, value chain or profession | authority, advances the profession           |

## 5 Behavioural anchors per skill

Anchors sit at N1, N3 and N5. N2 and N4 are deliberately not anchored: raters interpolate between them, following the O\*NET convention.

| Skill                                                                                                                                                                      | N1                                                                                                               | N3                                                                                                                          | N5                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Clear oral expression</b><br>Phrasing messages in spoken language so that the core point, the structure and the requested action are immediately clear to the listener. | Restates in own words what has been agreed and repeats the core of the instruction as a check.                   | Builds an unprepared spoken explanation into core point, background and next step, and adapts pace to the listener.         | Sets the organisation wide standard for spoken clarity, explains complex strategic choices understandably and coaches others on their word choice. |
| <b>Instructional practice</b><br>Delivers lessons in which learning goals, explanation, assignments and feedback align, and attunes pace and format to the group.          | Delivers a lesson segment under guidance according to a prepared lesson plan and keeps to the indicated formats. | Independently varies formats with a mixed ability group and adjusts the explanation on the basis of signals from the class. | Develops the school's instructional framework, grounds it in research and guides colleagues through lesson observation and feedback.               |

| Skill                                                                                                                                                                        | N1                                                                                                                     | N3                                                                                                                                           | N5                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pedagogical practice</b><br>Creates a safe and orderly learning climate, guides pupil behaviour and attunes the approach to age and developmental stage.                  | Applies the class agreements under guidance and addresses pupils on unwanted behaviour following the standard routine. | Recognises patterns in group behaviour, independently chooses an approach and discusses concerns about a pupil with the support coordinator. | Develops the school's pedagogical policy, draws up behaviour protocols and guides teams through stalled group dynamics.                                  |
| <b>Stakeholder management</b><br>Mapping who has an interest in an initiative and maintaining contact with those parties so that decisions keep their support.               | Maintains a list of those involved and informs them about progress according to the agreed rhythm.                     | Assesses influence and interest per party, chooses a fitting form of contact and discusses conflicting wishes before a decision is taken.    | Maintains a network reaching governance and political bodies, connects parties with differing interests and safeguards the position of the organisation. |
| <b>Stress tolerance</b><br>Keeps delivering work of the same quality under time pressure, opposition or unexpected turns and maintains a businesslike tone with others.      | Keeps working on the current task as pressure rises and asks the supervisor which task can wait.                       | Keeps working in a structured way at peak load, keeps agreements with clients clear and flags early which results are at risk.               | Keeps the organisation workable in crises, takes decisions under high uncertainty and sets the standard for composed action under pressure.              |
| <b>interpersonal sensitivity</b><br>Noticing verbal and non-verbal signals from others, naming what stands out and adjusting own behaviour accordingly during the contact.   | Notices when a conversation partner disengages or hesitates and asks whether the explanation is clear.                 | Names observed tension or reticence during a conversation and adapts tone, pace and wording accordingly.                                     | Trains others in recognising social signals and uses that insight when designing sensitive change processes across the organisation.                     |
| <b>de-escalating and setting limits</b><br>Reducing rising tension or unwanted behaviour by staying calm, stating the limit clearly and steering or ending the conversation. | Stays calm when facing an angry reaction, lets the other person speak and calls in a colleague or manager.             | States which limit is being crossed when behaviour is unwanted, what the consequence is, and ends the conversation when needed.              | Establishes organisation-wide agreements on transgressive behaviour, arranges support and follow-up, and holds managers to that line.                    |

| Skill                                                                                                                                                                                             | N1                                                                                                                      | N3                                                                                                                                        | N5                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment and grading</b><br>Constructs tests and assessment tasks that cover the learning goals, grades work against criteria and gives pupils usable feedback.                              | Administers an existing test according to instruction and grades the work using the answer model provided.              | Independently constructs a test with a test matrix, checks the results for flaws and discusses grading standards with subject colleagues. | Develops the institution's assessment policy, safeguards examination quality and advises examination boards on grading standards.                            |
| <b>Communication with parents and carers</b><br>Informs parents and carers about a pupil's development and behaviour, holds conversations when there are concerns and makes agreements with them. | Informs parents about practical matters as agreed and refers substantive questions to the mentor.                       | Independently holds a conversation with parents about disappointing results, states the facts and reaches joint agreements.               | Sets the policy for communication with parents, mediates in complaints and trains colleagues in difficult parent conversations.                              |
| <b>Verbal reasoning</b><br>Understands written and spoken language and draws logical conclusions from it, also when the text is long, dense or ambiguous.                                         | Summarises a short work instruction in own words and points out which word or sentence remains unclear.                 | Extracts the core arguments from a report of several pages and shows with textual references which conclusion does and does not follow.   | Dissects legal or policy texts with conflicting passages, reformulates the central question and substantiates the chosen reading for the whole organisation. |
| <b>Critical thinking and source evaluation</b><br>Tests claims for logic, evidence and the interest of the source and thereby distinguishes facts from opinions and assumptions.                  | Asks what a claim is based on and checks whether the source is named and can be found.                                  | Detects fallacies and selective evidence in reports and states which conclusion the data do support.                                      | Sets the assessment criteria for sources and claims, including for texts made by artificial intelligence, and enforces them organisation wide.               |
| <b>Presenting</b><br>Building and delivering a message to a group with a clear line of argument, fitting materials and attention to reactions and questions from the audience.                    | Presents a prepared set of slides about own work and answers factual questions with help from an experienced colleague. | Tailors structure, examples and level of detail to the knowledge of the audience and handles critical questions without preparation.      | Presents at external conferences on behalf of the organisation, sets the key message for the field and coaches others on their delivery.                     |

| Skill                                                                                                                                                                                                                  | N1                                                                                                                       | N3                                                                                                                                     | N5                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Written expression</b><br>Putting thoughts into correct and readable text with a logical paragraph structure, fitting tone and word choice suited to the reader.                                                    | Writes short messages and reports free of language errors after using a checking tool and a review round by a colleague. | Independently writes texts with opening, core and closing, chooses a tone per audience and applies fixed terms consistently.           | Draws up the writing guide and house style for the organisation, approves publications on content and develops the writing skill of teams.    |
| <b>working in teams</b><br>Contributing to a team result by dividing tasks, sharing information, keeping agreements and involving colleagues in the work at hand.                                                      | Carries out an own task within the team as agreed and reports to the team lead when something does not work.             | Divides work with colleagues, shares information others need without being asked, and adjusts own planning to fit team goals.          | Designs collaboration agreements for several teams in the organisation, evaluates them against results and revises them on the basis of data. |
| <b>representing interests</b><br>Putting forward the interest of a group, client or organisation on their behalf with others and obtaining support or a decision for it.                                               | Passes a question from a colleague or client to the right person and reports the answer back.                            | Advocates a position with decision makers, supports it with facts and interests, and negotiates a feasible outcome.                    | Represents the organisational interest with public authorities or sector bodies and thereby influences regulation or sector-wide agreements.  |
| <b>Planning and organising</b><br>Placing activities, people and resources in time, setting priorities and arranging dependencies so that agreed results are delivered on schedule.                                    | Makes a daily or weekly schedule for own tasks and sticks to the agreed order and times.                                 | Plans the work of the team for several weeks, distributes tasks and reshuffles on disruptions without missing deadlines.               | Sets the planning system for the organisation, links annual plan, capacity and budget and decides on conflicting claims.                      |
| <b>Professional demeanour and representation</b><br>Behaves in contact with clients, colleagues and external parties according to the organisation's conduct and dress standards, including outside the own workplace. | Follows house rules on conduct, language and dress and asks the supervisor for guidance when in doubt.                   | Represents the team with clients and external parties, chooses appropriate language and addresses colleagues on inappropriate conduct. | Represents the organisation in the public domain and sets the standards of conduct that apply when doing so.                                  |

| Skill                                                                                                                                                                                                        | N1                                                                                                                          | N3                                                                                                                                 | N5                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reflecting on own practice</b><br>Looks back on own work in a structured way, names the effect of choices made and formulates one concrete point to do differently.                                       | Answers the questions of the supervisor after a task about what went well and what was difficult.                           | Takes time to review difficult situations, looks for patterns in own conduct and records one improvement point in writing.         | Builds reflection into work processes as a standard step, guides peer review across the organisation and keeps difficult assumptions open for discussion. |
| <b>Professional currency and specialist literature</b><br>Follows developments in the own profession through literature, guidelines and networks and works relevant new insights into own practice.          | Reads the professional information received and names which part matters for the own work.                                  | Tracks sources and guidelines structurally, weighs their quality and adapts the own working method to new insights.                | Assesses the state of the field, weighs conflicting research and determines which guidelines the organisation will follow from now on.                    |
| <b>GDPR and privacy in practice</b><br>Knows privacy legislation requirements for own work, which legal basis and retention period apply and recognises when notification is required.                       | Processes personal data only according to the applicable work instruction and refers doubtful cases to the privacy officer. | Judges in own processes whether a legal basis exists, applies data minimisation and handles requests from data subjects correctly. | Sets privacy policy, decides on high risk processing operations and represents the organisation towards the supervisory authority.                        |
| <b>Instructional design and curriculum</b><br>Designs learning pathways and materials in which goals, content, formats and assessment cohere, aligned with attainment targets or qualification requirements. | Supplements an existing lesson plan under guidance with assignments that match the stated learning goal.                    | Independently designs a teaching period with coherent goals, materials and assessment and aligns it with subject colleagues.       | Develops the curriculum for the entire programme, links it to statutory requirements and leads its introduction across all teams.                         |
| <b>Pupil guidance</b><br>Guides pupils with learning difficulties, study choices and personal questions, refers on where needed and tracks progress in the file.                                             | Conducts a guidance conversation under supervision using the standard form and records the agreements in the pupil file.    | Independently analyses the cause of lagging results, makes a plan with the pupil and involves parents and the support team.        | Develops the school's guidance structure, draws up referral protocols and coaches mentors in their role.                                                  |

| Skill                                                                                                                                                                                                       | N1                                                                                                                 | N3                                                                                                                          | N5                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Working with digital devices and applications</b><br>Uses computers, mobile devices and standard applications to carry out work tasks, adjusts settings and resolves simple usage problems without help. | Opens and uses the prescribed applications for own tasks and asks for help whenever an unfamiliar message appears. | Selects the appropriate device and application for each task and fixes common disruptions without support from others.      | Defines organisation wide which digital workplace facilities are used and guides their introduction across all teams.   |
| <b>AI literacy</b><br>Knows how AI systems work, what they can and cannot do, states where they fit or not and uses correct terminology.                                                                    | Explains in own words that a language model predicts from patterns and can therefore produce incorrect output.     | Judges per work task whether AI is suitable, names the main limitations and explains how it works to colleagues.            | Defines what AI literacy means in the organisation, measures the level and links it to training and deployment policy.  |
| <b>Using collaboration platforms</b><br>Collaborates in digital platforms by sharing files, setting up tasks and channels and following agreements on working together online.                              | Shares files and messages in the designated channel and follows instructions on permissions and storage locations. | Sets up channels, task boards and permissions for a team and addresses colleagues on agreements about online collaboration. | Determines organisational policy for digital collaboration and steers the introduction of new ways of working together. |

## 6 Assessment methods and validity

The validities are the corrected meta-analytic estimates from Sackett, Zhang, Berry and Lievens (2022) in the Journal of Applied Psychology, which replace the older Schmidt and Hunter (1998) figures. The spread matters as much as the mean: with a high SD, validity varies strongly by context.

| Assessment method          | rho  | SD   | What it is                                                                         |
|----------------------------|------|------|------------------------------------------------------------------------------------|
| Assessment centre          | 0.29 | 0.09 | Multiple exercises, multiple assessors, dimension-wise scoring.                    |
| On-the-job observation     | -    | -    | Structured workplace observation with a form based on behavioural anchors.         |
| Personality questionnaire  | 0.40 | 0.15 | Self-report of behavioural preferences. At hrnforce the Big Fifty and the 15PF.    |
| Situational Judgement Test | 0.12 | 0.11 | Scenario with response options, scored on knowledge or behavioural tendency.       |
| Portfolio or evidence      | -    | -    | A collection of prior work or results, assessed against fixed criteria.            |
| Cognitive ability test     | 0.41 | 0.14 | Standardised test of verbal, numerical or abstract reasoning.                      |
| Work sample test           | 0.33 | 0.09 | The candidate performs a representative work sample under standardised conditions. |
| 360-degree feedback        | -    | -    | Multiple raters around the person rate behaviour against behavioural anchors.      |
| Knowledge test             | 0.40 | 0.13 | Test of declarative job knowledge, usually assembled per client.                   |

## 7 Assessment instruments for this job

| hrnforce instrument              | Skills | What it measures                                         |
|----------------------------------|--------|----------------------------------------------------------|
| Competency Check                 | 14     | Behavioral-Level Competency Assessment                   |
| Work sample test                 | 8      | Representative work sample under standardized conditions |
| 360 Feedback                     | 8      | Multiple assessments based on behavioral anchors         |
| Knowledge test (client-specific) | 5      | Professional knowledge test, customized for each client  |
| Big Fifty                        | 4      | Personality questionnaire, 150 items, 25 factors         |
| Portfolio                        | 3      | Evaluation of prior work against fixed criteria          |

| hrmforce instrument    | Skills | What it measures                                                |
|------------------------|--------|-----------------------------------------------------------------|
| Communication Styles   | 2      | Preferred communication style                                   |
| Mental Resilience (4C) | 2      | Mental Resilience According to the 4C Model                     |
| Development Review     | 2      | Structured development interview                                |
| 15PF                   | 1      | Personality Profile, a shorter alternative to the Big Fifty     |
| Colour Profile (Jung)  | 1      | Four color types, linked to Big Fifty factors                   |
| Conflict Styles        | 1      | Preferred style in conflict situations                          |
| Ability Scan           | 1      | Aptitude Test: Verbal, Numerical, and Abstract Reasoning Skills |

## 8 How to use this profile

1. Agree the profile with the hiring manager before the first candidate is measured. Weights shifted afterwards make the outcome indefensible.
2. Choose the assessment method per skill from the Assessment method column. Combine at most three methods per candidate.
3. Calibrate the assessors in a two-hour session using the anchors in chapter 5. Anchors without rater training deliver little.
4. Fill in the match calculator and discuss the gaps in the development conversation. Type A and type G are selection criteria, not one-quarter development goals.

Source: hrmforce Skills Framework 2.0, version 2.0.0, built 2026-09-08. Crosswalks to ESCO v1.2.1, O\*NET 31.0, Lightcast Open Skills, SFIA 9, DigComp 3.0, EntreComp, LifeComp, GreenComp, AILit, WEF Future of Jobs 2025, ISCO-08 and the Dutch CBS occupational classification BRC 2014 edition 2025. This profile is a starting point, not a standard: align it with your own organisation before selecting on it.