

IAF MD 20: 2016 - Generic Competence for AB Assessors: Application to ISO/IEC 17011

T . 1		
Introd	uction	
	fifd ffall	



- This MD shall be read in conjunction with ISO/IEC 17011.
- All clauses of ISO/IEC 17011 continue to apply.
- This MD provides supporting criteria to ISO/IEC 17011.
- The objective is to ensure consistent and harmonized application of ISO/IEC $\eta \sigma u$ for defining the generic competence for assessors.

Scope



- $\bullet \quad \hbox{This MD defines the generic competencies for assessors.}$
- $\bullet \quad \text{Annex} \ {\scriptstyle 1} \ \text{contains the competency profile for Accreditation Body assessors}.$
- $\bullet \quad \text{Annex 2 contains additional information to assist in understanding the competency profile.}\\$
- $\bullet \quad \text{The competencies and associated knowledge and skills should be considered by the AB when evaluating} \\$ assessors or the assessment team.
- AB does not have to have documented evidence of its assessors (or assessment team) meeting every $individual\ competence\ or\ all\ of\ the\ knowledge\ listed.$
- $\bullet \quad \text{If the competencies are considered by the AB, then the AB may consolidate the evidence of conformance}\\$ (e.g. summary results of an onsite evaluation).
- $\bullet \quad \text{Most common demonstration methods interviews, personal interaction and/or during onsite} \\$ evaluations

Terms & Definitions



- Assessor: person assigned by an accreditation body to perform, alone or as part of an assessment team, an assessment of a conformity assessment body. The use of the term "assessor" in this doctue in does not require that all of the activities must be conducted by each individual assessor; however, the same competence would be required for the specific task whether it is being performed by the assessor or other AB personnel.
- Accreditation Body Assessor is an individual who performs an assessment of a Conformity Assessment Body (CAB) for an Accreditation Body (AB) against an accreditation standard or normative document by reviewing documents and conducting onsite visits and/or observing Conformity Assessment Body (CAB) activities.
- Competence: ability to apply knowledge and skills to achieve the intended results.
- Job Task Analysis: a documented process for analyzing the tasks performed by individuals in an occupation, as well as the knowledge, skills and abilities (KSAs) required to perform those tasks. Abilities can include physical capabilities such as vision, hearing and mobility

AB ASSESSOR COMPETENCE



- The AB shall have assessors or other personnel (e.g. lead assessors, technical officers, programme managers) with competence to perform tasks assigned by the AB.
 The level of competence required should be held within the team as a whole and not by each individual member of the team.
- The AB shall establish and document procedures for selecting, training and formally approving
- The AB shall maintain evaluation records to demonstrate that any assessor competencies identified by the AB have been achieved.

 Annex a (informative) contains personal behaviors to be considered during the selection and training process as well as when monitoring the assessor activity.

- Desired personal behaviors that are important for personnel involved in accreditation activities are described in Section D, Foundational Competencies of Annex 2
 When evaluating/monitoring the competence of assessors (or the assessment team) the competency profile in Annex 1, Section B, Generic Assessment Competencies (1-5) shall be considered.

ACCREDITATION BODY ASSESSOR COMPETENCY PROFILE A. SPECIFIC STANDARD COMPETENCIES D. FOUNDATIONAL COMPETENCIES (Required of All Assessors)

2

B. GENERIC A	SSESSMENT COMPETENCIES (REQUIRED OF SOMEONE ON THE ASSESSMENT TEAM)
B.1. Accreditation	Knowledge, skills and competencies associated with accreditation
	Different types of onsite assessments Different types of organizational structures for CABs
	Legal entity structures and the types of documents that confirm the legal status of CABs
	Different management structures Accreditation standards, guidance and mandatory documents / Requirements of accreditation
	Typical management systems Technical terms associated with scopes assessor is assessing
	Common understanding of accreditation terms and definitions (Non-conformity [NC], Opportun for Improvement [OFI], key activity, etc.)
B.2. Planning and	Knowledge, skills and competencies associated with planning and scheduling an
Scheduling	Typical assessment team compositions
	Typical resources required during an assessment Prioritizing assessments by risk areas
	Creating sampling plans
	Preparing assessment plans Providing input into the selection of the assessment team
P.2 Dogum and David	Assigning roles and responsibilities for the assessment team
B.3. Document Review	Knowledge, skills and competencies associated with conducting a document review Reviewing applications for accreditation and identifying appropriate documentation of legal state
	Determining the documents that will be needed for the assessment Checking the documents for completeness
	Determining if the documents meet the requirements
	Establishing investigative lines for the onsite assessment Communicating to the CAB the results of the document review
	Confirming the CAB's readiness for an onsite assessment Determining if sufficient evidence exists to document conformity
	occurring a summeric evidence exists to document comprimity
B.4. Onsite Assessment	Knowledge, skills and competencies associated with assessment (including onsite
	assessment) Achieving consensus of the team on findings
	Adapting assessment plans based on circumstances Analyzing assessment findings (including identifying and reviewing findings)
	Assessing management systems and controls
	Assessing technical requirements Assessing the CAB against accreditation requirements
	Communicating preliminary findings to CAB Competence in coaching the trainee assessor
	Conducting closing meetings
	Conducting interviews Conducting opening meetings
	Conducting pre-assessment meetings
	Conducting witness assessments Confirming assessment plans
	Confirming completion of the assessment plan
	Confirming the methods of reporting Confirming the objectives of the assessment were met
	Confirming the scope of accreditation Create records to document objective evidence gathered
	Creating working papers, notes and completing checklists
	Describing the final assessment conclusions
	Describing the final assessment conclusions Determining if requirements have been met
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining that mext stens (anneal procedures, nost-assessment processes, final decision
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining that mext stens (anneal procedures, nost-assessment processes, final decision
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/Timeline, potential follow-up assessments, etc.)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that has assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/fruineline, potential follow-up assessments, etc.) Extending sampling in case of NC Grading findings (if required)
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that he assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision Extending any passessments, etc.) Extending sampling in case of NC Grading findings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that he assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision Explaining the next steps (appeal procedures, post-assessment processes, final decision Extending sampling in case of NC Grading findings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying orthers that will be used for the assessment
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that has assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/fruineine, potential follow-up assessments, etc.) Extending sampling in case of NC Grading findings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying certain at a will be used for the assessment Identifying criteria that will be used for the assessment Identifying criteria that will be used for the assessment
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that he assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision Explaining the next steps (appeal procedures, post-assessment processes, final decision Extending sampling in case of NC Grading findings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying orthers that will be used for the assessment
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that he assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision Explaining the mext steps (appeal procedures, post-assessment processes, final decision Extending sampling in case of NC Grading findings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying criteria that will be used for the assessment Identifying technical areas and when additional expertise is needed Judging the effectiveness of corrective actions (when required) Managing and solving conflicts in the team Observing CAB processes
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Explaining that has assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision sofeduck/makene, potential follow-up assessments, etc.) Grading hindings (if requires) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying criteris that will be used for the assessment Identifying technical areas and when additional expertise is needed Judiging the effectiveness of corrective actions (when required) Managing and solving conflicts in the team Observing CAB processes Obtaining written acknowledgement of the NC Prepare reports
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that he assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/fruienine, potential follow-up assessments, etc.) Extending sampling in case of NC Grading findings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying certain that will be used for the assessment Identifying criteria that will be used for the assessment Identifying technical areas and when additional expertise is needed Judging the effectiveness of corrective actions (when required) Managing and solving conflicts in the team Observing CAB processes Obtaining written acknowledgement of the NC Prepare reports Presenting an explanation of the assessment methodology
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining that the assessment is a sampling process. (not everything was reviewed) Explaining that the assessment is a sampling process. (not everything was reviewed) Explaining that the assessment processes, final decision Extending sampling in case of NC Grading findings (if required) For administration of the control of the co
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that has assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision schedule/fineline, potential follow-up assessments, etc.) Explaining that the assessment should be appeared to the control of NC. Grading findings (if requires) How to confirm confidentiality of the process How to thank the participants How to thank the participants How to thank the participants Used to th
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that he assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision sofeduck finales, potential follow-up assessments, etc.) Grading hindings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying criteria that will be used for the assessment Identifying triefier that will be used for the assessment Identifying technical areas and when additional expertise is needed Judiging the effectiveness of corrective actions (when required) Managing and solving conflicts in the team Observing CAB processes Obtaining written acknowledgement of the NC Presenting an explanation of the assessment methodology Presenting an explanation of the assessment methodology Presenting and reviewing findings (NCs and/or OFIs) Presenting and reviewing findings (NCs and/or OFIs) Presenting the assessment team/CAB personnel Reviewing that finalizing the NCS Reviewing team member roles and responsibilities for closing meeting Reviewing tag ACB files and records
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision Extending sampling in case of NC Grading findings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying criteria that will be used for the assessment Identifying technical areas and when additional expertise is needed Judging the effectiveness of corrective actions (when required) Managing and solving conflicts in the team Observing CAB processes Obtaining written acknowledgement of the NC Prepare regions. Presenting have assessment team/CAB personnel Reviewing tan member roles and responsibilities for closing meeting Reviewing and finalizing the NCs Reviewing tan member roles and responsibilities for closing meeting Reviewing the member roles and responsibilities for closing meeting Reviewing the CAB files and records Sampling CAB processes
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision Extending sampling in case of NC Grading findings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying criteria that will be used for the assessment Identifying technical areas and when additional expertise is needed Judging the effectiveness of corrective actions (when required) Managing and solving conflicts in the team Observing CAB processes Obtaining written acknowledgement of the NC Prepariting and reviewing findings (NGs and/or OFIs) Presenting and reviewing findings (NGs and/or OFIs) Presenting and reviewing findings (NGs and/or OFIs) Presenting has assessment team/CAB personnel Reviewing team member roles and responsibilities for closing meeting Reviewing the member roles and responsibilities for closing meeting Reviewing the rocesses and records Sampling CAB processes and records (protocols and AB criteria) Techniques for providing positive feedback When to ask for executed and the control of the con
B.S. Reporting	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the three assessments is a sampling process. (not everything was reviewed) Explaining the three assessments is a sampling process. (not everything was reviewed) Explaining the three assessments is a sampling process. (not everything was reviewed) Explaining the three potential follow-up assessments, etc.) Executing samples, potential follow-up assessments, etc.) Executing samples, potential follow-up assessments, etc.) Grading midlings (if required) How to confirm confidentiality of the process How to determine if an assessment should be aborted How to thank the participants Identifying criterial that will be used for the assessment Identifying criterial areas and when additional expertise is needed Data the activities of the confidential three controls of the confidential three controls of the confidential three controls of the control
B.5. Reporting Activities	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the three assessments is a sampling process. (not everything was reviewed) Explaining the three assessments is a sampling process. Explaining that the assessment is a sampling process. Explaining that the assessment sold the assessment processes, final decision schedule/funder. Grading finaling. Grading finaling (or requires) How to determine if an assessment should be aborted thow to thank the participants Identifying criteria that will be used for the assessment Identifying criterial areas and when additional expertise is needed Displaining the control of
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the three assessments is a sampling process. (not everything was reviewed) Explaining the three assessments is a sampling process. Explaining that the assessment is a sampling process. Explaining that the assessment case of N.C Grading findings (or case of N.C Grading findings (or case of N.C Grading findings (or required) How to determine if an assessment should be aborted How to thank the participants Identifying criteria that will be used for the assessment Identifying criteria that will be used for the assessment Identifying criterial areas and when additional expertise is needed Judging the effectiveness of corrective actions (when required) Hansging and solving conflicts in the team Observing CAB processes Determing an explanation of the assessment methodology Presenting an explanation of the assessment methodology Presenting an explanation of the assessment methodology Presenting and reviewing findings (NCs and/or OFIs) Presenting and finalizing the N.Cs Reviewing the ACB files and responsibilities for closing meeting Reviewing the ACB files and records Sampling CAB processes and records (protocols and AB criteria) Techniques for providing positive feedback When to ask for escorts (safety issues, etc.) Writing CAB N.Cs and OFIs Knowledge, skills and competencies associated with reporting activities Evaluating assessment team members Demonstrating knowledge of personnel evaluation methods Producing a clear and concise report that reflects the assessment and the findings
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision Extending sampling in case of NC Grading findings (if required) We therefore the communication of the communi
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that he assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision Extending sampling in case of NC Grading findings (if required) For a second of the control of
	Describing the final assessment conclusions Determining if requirements have been met Establishing the official channels of communication Establishing the official channels of communication Explaining that the assessment is a sampling process (not everything was reviewed) Explaining the next steps (appeal procedures, post-assessment processes, final decision Extending sampling in case of NC Grading findings (if required) We therefore the communication of the communi

	Annex 2 - (Informative)	
associated knowledge a	inal information to assist in understanding the competency profile. While these competencies and skills should be considered by the AB when evaluating assessors or the assessment team,	
AB does not have to have competence or knowled	e documented evidence of its assessors (or assessment team) meeting each individual pe listed.	
	ncies are considered by the AB then the AB may consolidate evidence of conformance (e.g. nsite evaluation). Typically these competencies can be demonstrated in a variety of ways; but	
most commonly during in	nterviews, personal interaction and/or during onsite evaluations.	
C.1. Leadership	C. PROFESSIONAL COMPETENCIES These are knowledge, skills and competencies associated with leading a team or other	
Competencies (required of someone	Meeting management – ability to manage meetings including creating the agenda (if required), facilitating the meeting and adhering to the time schedules to achieve the assessment process	
at the AB)	objectives Leader/leadership – displays the ability to guide a team or others and has the ability to mentor others	
	Ability to identify the competencies required of an assessment team Ability to provide input into the selection of an assessment team Ability to assign roles and responsibilities to the assessment team	
	Ability to coach team members during an assessment process Ability to achieve consensus from an assessment team regarding assessment findings.	
C.2. Organizational	Maintaining control – ability to manage situations to ensure that the objectives of the assessmer process are accomplished These are knowledge, skills and competencies associated with organizing and managing the managing are supported by the competencies associated with organizing and managing the competencies associated with organizing and competencies associated a	
Competencies	an assessment process	
	Accurate – draws the correct conclusion when interpreting the facts as related to a standard, rule or	
	model. Produces results that are correct and based on fact Adaptable/flexible – displays an ability to adjust oneself to novel or different conditions throughout the assessment process	
	Analytical – ability to synthesize and interpret data to formulate a conclusion Confidential – ability to identify information that should not be revealed. Maintains confidentiality by not disclosing confidential information	
	Critical thinking – the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating information to reach a valid conclusion Customer focused/oriented – displays an ability to view the process from the CAB's perspective and	
	to take into consideration the CAB's perspectives during an assessment Focused – demonstrates full attention to tasks and the assessment process. Not distracted by other external matters	
	Safety conscious – displays an awareness of safety hazards and takes steps to prevent accidents Stress management – ability to reduce or control stress during stressful situations in order to make objective decisions	
	Team player/cooperative – works collectively with members of a team or group to accomplish the tasks. Displays the ability to subordinate personal preference when working in a group for the good	
	of the assessment process Work within one's expertise. Can identify when technical expertise is needed Conflict resolution - practice of recognizing and dealing with differing opinions in a rational, balanced	
	and effective way Formulating questions/questioning techniques – ability to ask purposeful questions to elicit relevant information	
C.3. Behavioral/Personal	Ability to deliver a negative message that facilitates a positive action These are the "soft" skills and other competencies associated with a person or a person's behavior	
Competencies (required of all assessors)	Ability to focus/concentration – does not appear distracted during an assessment Refrains from disagreeing with other assessment team members in front of the CAB Confident/self-confident/self esteem/conviction – having self assuredness in one's personal	
	judgment, ability and power. Does not delay or hesitate to make decisions	
	Conscientious – demonstrates thoroughness, care and vigilance in the conduct of an assessment. Maintains a professional level of skepticism appropriate for assessments	
	Courteous – interacts in a polite and respectful manner to the members of the CAB and others Persuasive/convincing others – demonstrates an ability to convince others that decisions are accurate and valid	
	Culturally sensitive/sensitive to the thoughts of others – demonstrates a knowledge, awareness and acceptance of other cultures Ethical/honest/integrity/frustworthy – follows a code of conduct. Makes the correct decision when	
	presented with a situation. Avoids acceptance of favors or gifts (acceptable value to be determined by individual ABs). Does not accept assignments outside of one's area of expertise Good memory – ability to retain information (facts, etc.)	
	Impartial/independent/neutral/lack of prejudice or bias/fair – Declares known or potential conflict of interest. Demonstrates objectivity (actual or perceived) Remains neutral and does not take sides during disagreements among assessment participants	
	Initiative – demonstrates a willingness to fulfill responsibilities Objective – avoids opinions and personal biases and makes decisions based on fact (can support conclusions with objective evidence). Does not direct the CAB to a particular corrective action	
	Patience – does not display irritation, loss of temper or the like, and has the ability to suppress restlessness or annoyance when confronted with delay or interruption	
	Perceptive – demonstrates the ability to notice details and pick up cues to corroborate evidence during an assessment Perseverance/diligence/persistence/conviction/assertive – demonstrates the ability to remain focused	
	on the goals of an assessment and to complete the assessment process despite resistance, difficulties, failure or opposition Professional – does not conduct personal business (phone calls, etc.) during an assessment. Does not	
	make negative comments about the CAB's personnel. Refrains from negative comments about the AB. Does not recommend consultants (friends, co-workers, etc.). Refrains from selling one's own consulting services during an assessment	
	Respectful – displays respect for others (does not make disparaging or demeaning comments, takes into account the expert opinions of other assessors) Responsible – commits the time and resources necessary to complete the assessment	

	Self control/self discipline – does not lose temper and remains calm during assessments
	Tolerant - displays fairness and objectivity towards others whose opinions and practices differ from
	one's own
	Open minded - ability to evaluate alternative solutions and a willingness to consider alternative ideas
	or points of view to achieve the same results
	Willingness to learn
	Works well with other people
	Participates in professional skill development (professional education, assessor harmonization
	meetings, and the development of AB policies and procedures)
	Resists undue influence from others (demonstrates one is not intimidated by someone to make an
	incorrect or inaccurate decision)
	Knowledge of typical human behavior characteristics (ability to read the audience)
	Adaptability – ability to adapt assessment plans based on circumstances
l	
	D. FOUNDATIONAL COMPETENCIES (FOR ALL ASSESSORS)
D.1. Basic Math Skills	
	Perform simple math operations relevant to calculation of audit days/time and assessment
	days/time, multi-site sampling and creating sampling plans
	Collect information to solve a problem
	Compare numbers
	Basic understanding of finances
	Make rough estimates
	Perform simple math operations of addition, subtraction, multiplication and division
	Ability to use a calculator
D.2. Communcation	
Skills	Written communication skills (concise writing skills, comprehensive writing and reporting skills)
	Written communication skills (concise writing skills, comprehensive writing and reporting skills) Verbal communication skills (communicating effectively regardless of language barriers, ability to

	Observation techniques
	Questioning techniques
	Listening techniques
	Interpersonal communication skills
	Reading comprehension skills
	Ability to analyze and synthesize information
D.3. Basic Computer	
Skills	Basic computer literacy
	Keyboarding skills
D.4. Administrative	
Skills	Note-taking
	Organized
	Detail oriented/attention to detail
	Time management
	Timeliness/prompt/punctual
D.5. Physical	
Capabilities*	Feel size, shape and temperature or texture of objects with hands (if applicable)
	Write or type at a fast speed
	Talk or communicate in some manner
	Hear speech
	Personal hygiene/appropriate dress/dresses appropriately for the assessment (consistent with the
	staff of the CAB)
	Physical stamina
	Can work inside and outside
	Can work in confined spaces (if applicable)

