

SOURCE: METHODOLOGY OF PROFESSIONS' STANDARDS/DEVELOPMENT OF PROFESSIONAL QUALIFICATION REQUIREMENTS (Version 2) Table 2 of Appendix 4 "Transversal Skills" European Social Fund Project 8.5.2 "Improvement of sectoral qualifications system for the development of vocational education and quality" (Contract No. 8.5.2.0/16/I/001), National Centre for Education, 2017.

Table 2 Appendix 4 - **Transversal skills**

Field of Competences	Description
Personal Efficiency Set of Competences.	Person's degree of maturity in relation to oneself, others, work, and environment, ability to solve different issues. Competences that help the person to adapt to changing life/work requirements, to develop oneself, to supplement knowledge, and competences, to be competitive, and successful in the labour market.
Self-control and Stress Management	<p>Person's ability to act and behave appropriately in stress and non-standard situations at work. Self-control is the ability to control emotions and not to give way to temptation to carry out inappropriate actions, when facing hostile attitude from others, or working in stressful conditions, it is also the ability to overcome anger and obstacles maintaining peace.</p> <p>Competences:</p> <ul style="list-style-type: none"> • Not to lose the ability to focus in stressful situation; • To maintain peace in stressful situations; • To overcome obstacles; • To focus performing regular work duties that require undivided attention; • To accept failure and/or lack of luck, not allowing that to impact the quality of work; • To manage one's emotions; • To resist involvement in prohibited actions.
Self-Confidence	<p>Self-confidence is person's belief in one's abilities to perform tasks. It is person's confidence in ability to deal with increasing difficulties, to take decisions or create opinions and overcome failures constructively. Self-confidence can be referred to also as decisiveness, the strength of ego, strong visualisation of oneself, and wish to take responsibility.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To take decisions regardless of opposition of others; • To present oneself strongly and confidently; • To express one's opinions with confidence; • To express one's attitude with confidence in conflict situations with senior members; • To oppose the public opinion, manipulations, suggestively presented information and disinformation.
Flexibility	<p>Flexibility is the ability to work efficiently in different situations with different people or groups of people. It is the ability to understand and appreciate conflicting opinions on the specific problem, to adapt or change the approach, along with changing working conditions. Flexibility allows person to overtake other skills and competences to adapt to the situation. Flexibility is based on the ability to perceive the situation objectively, considering opinions of others.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To change one's work style and habits (for example, on the way to/from work, time spent at work, overtime or working in additional shifts) in line with the actual needs of work; • To be open to new ideas and approaches; • To focus on different tasks; • To try out different approaches to perform one and the same task.

Creativity.	<p>Creativity is very important in art, science, philosophy and work with new technologies. Creative process includes different mental processes, and life experience.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To be open to new ideas and solutions • To accept the new; • To express oneself continuously; • To be open to personal reorganisation; • To think critically (to see differently, to implement new methods, etc.); • To imagine; • To use non-standard methods (methods that are considered atypical for fulfilment of the specific task); • To be inspired and to create inspiration (to create new products, solutions, execution of tasks, etc.); • To accept lack of clarity; • To expand or to cross borders; • To obtain a summary for unfinished things; • To be original.
Learning.	<p>This ability is characterised by the desire to acquire new knowledge and skills that are reflected in the growth of person, perception of new information, activity in education programmes and use of newly obtained knowledge.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To expand knowledge continuously; • To acquire new experience; • To develop oneself; • To find new information; • To learn from mistakes and analyse failures; • To invest time and energy in one's development; • To acquire new competences to perform tasks (computer skills, presentation skills, languages, etc.).
Relationship-building and servicing set of competences.	Abilities necessary to understand and satisfy needs of others.
Inter-personal Understanding	<p>Ability to understand relations to others. It is the ability to feel and understand thoughts, feelings or concerns unexpressed or expressed partially. "Others" in this context are persons or groups of persons who are united by joint feelings and concerns. Cultural sensibility has to be considered particularly in the inter-personal understanding.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To understand feelings and mood of others; • To listen to, observe, forecast, and prepare for the action of others; • To understand the attitude of others, their interest, needs, and opinions; • To understand attitudes, reasons for behaviour or issues.
Understanding Client Needs.	<p>Clients are necessary in any business. These abilities include the desire to help and service clients, to satisfy their desires, as well as the ability to focus on the understanding of client needs. This ability is similar to inter-personal understanding and sometimes these abilities can overlap.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To understand clients' desires, and interests (empathy); • To satisfy clients' needs; • To use mutually favourable conversation strategies and find compromises between the interests of company and clients; • To take personal responsibility for improvement of client service; • To adapt to clients, to adapt the service and/or product to the clients' needs. • Not to show any kind of dissatisfaction with the client or his/her requirements.

Cooperation.	<p>Cooperation or work in team includes a true desire to cooperate with others, to be part of the team, to work together, not individually or competing. Cooperation competences have to be considered every time when a person is part of a group of persons that operates as a team. Participation in team has to be officially defined, people of different levels or positions who cooperate to solve issues or completed project is a part of team. Teams can be different: starting with three people or a group for completion a single task, and warship crew. Work in team/cooperation is included in the duties of any team and individuals do not have to be leaders or superiors.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To be useful; • To share knowledge and competences; • To get involved as much as necessary without encumbering others; • To argue constructively; • To undertake tasks and delegate them; • To think collectively; • To respect visions and opinions of others; • To comply with rules; • To focus on the common goal; • To participate in performance of joint goals; • To reach compromise (approach to others, empathy); • To be friendly and understanding; • To create pleasant environment (friendly, open atmosphere); • To solve issues when they appear; • To appreciate investment of other and provide evaluation; • To believe in abilities of others; • To take appropriate role and position in a group.
Communication.	<p>Ability to communicate actively, to listen, understand, and argue, as well as to present successfully. It requires communication skills and language knowledge.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To communicate actively; • To express oneself clearly and in a way that is understandable for others; • To express oneself in writing; • To argue; • To communicate with different people; • To provide self-assessment (ability to adapt based on the opinions of others).
Set of Impact and Impacting Competences	<p>Person's ability to manage others. Management competences in this summary are included in a separate sub-chapter.</p>
Impact.	<p>Impact on others includes the wish to convince or impact others to obtain their support to achieve their goals. This ability is closely related to inter-personal understanding.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To forecast consequences of actions. • To listen to opinion of others about oneself; • To perceive feeling and attitude of others; • To understand reasons, data, facts, and numbers; • To use specific examples, visual materials, demonstrations, etc.; • To establish political cooperation, to obtain support to ideas; • To provide or keep back information achieve specific goals; • To understand the dynamics of group for the management of team.

Understanding of Organisation.	<p>Person's ability to understand the hierarchy of one's own or other group (clients, suppliers, etc.) and position of the group on a larger scale. It includes understanding of the actual decision-makers and persons who can impact those and forecast how new events or situations can impact the position of the organisation in domestic or foreign market, other organisations or policy.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To understand the organisation's informal structure (to determine key decision-makers, people, who can impact decisions, etc.); • To recognise unexpressed organisational limitations, what is and what is not possible in specific situations; • To use the chain of subordination.
Management.	<p>Ability to take the role of team leader. It includes undertaking management of others not only as a formal leader but to take the role in everything, starting with leading meetings and ending with inspiring others with a confident vision and management.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To inform and motivate people so that they would be able to understand their tasks; • To be fair towards all team members; • To use different strategies to facilitate efficiency of team (decision-making, agreement of team); • To solve practical matters that the team faces; • To act in the interests and favour of the team; • To convince others of goal of the team, mission, work programme, working conditions and type; • To use personal strengths; • To delegate tasks; • To motivate subordinate employees for work; • To educate subordinate employees and develop their competences.
Education of Other Persons.	<p>Ability to educate others, to develop their competences, to facilitate their wish to learn.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To be positive towards others, their desires, even in difficult situations, to trust others; • To plan training strategy; • To express critics, providing opportunity to change one's behaviour in future, to provide individual recommendations for personal growth; • To determine training or professional improvement needs, to create new programmes to satisfy these needs.
Set of Development Competences.	Competences necessary to perform the task, rather than impact others.
Focus on Achievements and Efficiency.	<p>Efficiency includes efforts to work well, the desire to achieve standards of excellence. These standards can be individual operations, improving their competences, goal-oriented actions, competitiveness and/or individual challenges, motivation to achieve more.</p> <p>Competences:</p> <ul style="list-style-type: none"> • Focus on the goal/result; • To achieve specific goals, significant results; • To be ready to develop one's skills, to learn; • To accept constructive critic; • Not to turn away from the goal; • To set priorities to achieve goals; • To perform the task quickly and in definite time; • To work accurately and carefully; • To be trustworthy.

Disposition to Order, Quality, Accuracy.	<p>Ability to maintain order that helps to avert uncertainties. Sense of order facilitates the order of work place and data quality.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To ensure clarity about duties and functions; • To ensure monitoring of data and projects; • To monitor and verify one's own or other person's work or information; • To install and maintain information systems.
Initiative, Active attitude	<p>Initiative is key pre-condition for active action. Person with initiative works more than the work duties require, performs activities that improve the quality of work, eliminates issues, finds new solutions. Ability to work actively is related to person's natural interest in the world, actively seek opportunities, participate in different activities and impact the world.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To do more than the work duties require; • To solve issues quickly (not to wait for recommendations and decisions of others, not to be passive); • To get personally involved, showing initiative; • To find solutions, to get involved in new activities; • To continue working despite obstacles and failures; • To differentiate between different opportunities.
Problem solving.	<p>Ability to solve issues means to differentiate and classify issues in the context. It is important to be able to view the issue from different viewpoints, to select and use appropriate method to solve the issue. Acting that way it is important to react to changes or deal with the problem successfully. In the end, it is important to assess what has happened, what has been acquired, not only the result is important, but also the personality.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To understand the essence of the issue; • To differentiate between the significant and insignificant; • To determine reasons, consequences; • To assess the issue systematically; • To solve the issue systematically; • To use intuition; • To structure the issue; • To focus attention on the issue, not to simplify and not to avoid it; • To pose questions that can help to solve the issue; • To assess the issue objectively (not to overestimate/underestimate).
Planning and organisation.	<p>"Organisation" and "planning" are terms that are natural and automatically related to work process (personal or related to work). It is the ability to organise own work, time and resources. It is related to focusing on achievements and analytical thinking.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To assess and use resources necessary for work; • To see the overview; • To divide the matter under study in smaller units and understand their interaction; • To coordinate separate parts of work; • Not to step back from the plan, structure, to introduce amendments, if necessary, retaining the key aspects; • To set priorities; • To plan time; • To coordinate one's own work with the work of others; • To apply systematic, rational, and objective approach; • To forecast processes and actions.

Use of Information and Management.	<p>Ability to obtain information about things, people, different processes. This is ability to assess and select information sources and research deeper.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To find accurate information, to clarify contradictions, to pose questions; • To use information resources; • To prepare documents and organise their flow.
Autonomy	<p>Ability to take responsibility for one's work and actions in a planned, fair and appropriate way. It means that person does not have to be controlled. He/she knows how to plan work to complete it on time and without stress. He/she can adapt to a new situation, although it is not clear.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To perform work systematically, focusing on it completely; • To find information independently, formulate solutions, assess and implement those; • To express opinion; • To discipline oneself (inner discipline); • To defend one's opinion; • To seek for support, opinion, and advice; • To take independent decisions based on experience and evaluation; • To assess one's abilities, to realise, to be aware the boundaries of abilities.
Set of Cognitive Competences.	<p>Abilities that reflect the cognitive processes of individual, how person thinks, analyses, justifies, plans, thinks critically, identifies issues and situations, how person formulates explanations, sets hypotheses, and concepts.</p>
Analytical thinking.	<p>Analytical thinking is understanding of situation/task dividing in in smaller parts or researching relations step by step, seeking the reason. This ability includes systematic organisation of the issue to be solved.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To set priorities to complete tasks, to assess the significance; • To divide a complex task in parts; • To differentiate several reasons and consequences; • To forecast obstacles and plan next steps; • To use several analytical techniques to find other solutions and assess those; • To determine basic and various relations; • To plan and analyse.
Conceptual Thinking.	<p>Conceptual thinking is understanding of situation or issue, uniting separate parts and creating a joint view. It is the way how to find common approach to different situations that each separately are not determinant in a complex situation. Conceptual thinking includes creative, conceptual, or inductive reasoning to use an existing or defined new concept, similarly to critical thinking and development of theories.</p> <p>Competences:</p> <ul style="list-style-type: none"> • To use life experience, understanding, previous experience to clarify and solve the issue; • To view significant differences between the current and previous situation; • To use and adapt complex learning concepts of methods; • To identify relations between complex data from different spheres; • To create new models and concepts.

Translation from the source: "Transferability of Skills across Economic Sectors: Role and Importance for Employment at European Level." RPIC-ViP in cooperation with experts from Institut für Wirtschaft, Arbeit und Kultur (Germany), National Training Fund (Czech Republic), Research Institute for Labour and Social Affairs (Czech Republic), TREXIMA (Czech Republic) [see 20 March 2017]. Available at: <http://www.rpic-vip.cz/soubor/?id=236>

