

Table of Skills with performance levels

Skill	Skill description	0 (novice)	1 (Beginner performer)	2 (Capable performer)	3 (Proficient performer)	4 (Expert)
Cluster A – Navigate the world of work						
Adaptability and flexibility	Capacity to: <ul style="list-style-type: none"> • accept changes as a new challenge, • adapt to the new situations and modify approaches if required by the context. 	<ul style="list-style-type: none"> - Has difficulties in adapting to changes at work - Never proposes re-assignment of tasks and deadlines. - Does not understand the reasons why to adapt to changes in routine-situation. 	<ul style="list-style-type: none"> - May adapt to adapt to changes at work but needs to be encouraged or pushed to do so. - Starts to propose re-assignment of tasks and deadlines. - Tends to adopt the same approach in different situations (repetition of past success stories). - May understand the reasons why to adapt to changes in routine-situation. 	<ul style="list-style-type: none"> - Understands the need to diversify own approach according to different situations and asks for others' help or suggestions to adapt own behaviours to the needs of new situations. - Begins to adapt to changes at work or re-assignment of tasks and deadlines without being pushed to do so by others, but needs feedbacks and incentives. - In complex situations may meet some difficulties in performing adaptability and flexibility. 	<ul style="list-style-type: none"> - Able to quickly adapt to changes while remaining focused on deadlines, without any assistance. - Able to diversify own approach freely, if required by the context. - Able to modify the priority order of tasks and goals if requested by the situation. 	<ul style="list-style-type: none"> - Able to make others understand the changes which the situation requires. - Able to articulate a compelling change vision for the organization where works. - Able to act as an aware change agent within the organization.
Motivation	<ul style="list-style-type: none"> • Attitude to be energetic, enthusiastic and capacity to self-motivate and motivate others. 	<ul style="list-style-type: none"> - Has a negative vision of work and does not find any driving forces (internal or external) to encourage him/her to fulfill the tasks. - Has an attitude that shows that s/he is not motivated at work (or to perform the given tasks) 	<ul style="list-style-type: none"> - Needs feedbacks or encouragement to seek new learning opportunities and to propose own ideas. - Needs to be motivated by others at work 	<ul style="list-style-type: none"> - Begins to reflect on own performance as an occasion for further job and personal improvement. - Still needs others' feedback and incentives to seek new opportunities, but starts to be pro-active. - Starts to find self-motivation forces in some cases, but still needs to be encouraged. 	<ul style="list-style-type: none"> - Has a pro-active attitude and reflects on own performance and job experience as an integral part of own development - Shares with peers, asks for feedbacks from others on own strengths and weaknesses to improve oneself. - Looks for learning opportunities which may improve his/her performance. - Has an endogenous motivation (coming from within). 	<ul style="list-style-type: none"> - Able to treat every activity as a source of insights both for him/herself and others. - Devotes him/herself to a continuing self-improvement (both technical and behavioural). - Able to motivate other persons working with him/her.

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Managing responsibilities	Capacity to: <ul style="list-style-type: none"> • check to have understood the task assigned and ask assistance if needed, • take responsibility for one's own actions without blaming anyone else for something s/he is liable for. 	<ul style="list-style-type: none"> - Has difficulties to take own responsibility for his/her tasks. - Needs that others explain him/her the responsibilities which are related to the tasks s/he has been assigned to. 	<ul style="list-style-type: none"> - Can complete a limited set of well-defined tasks and may need guidance to identify the tasks, risks and responsibility linked with the situation and his/her role. - Takes responsibility for personal actions only in routine situations (where s/he can use past experiences). - In non-routine needs to ask for support. 	<ul style="list-style-type: none"> - Fully understands tasks, purposes, risks and associated responsibilities related to the situation and his/her role. - Analyses situations and describes its associated risks and cause-effect relations. - Is aware of how his/her tasks contribute to the works of others. - Feels personal ownership of the outcome of own actions. - In non-routine situations attempts to take responsibility for personal actions only under the supervision of a coach. 	<ul style="list-style-type: none"> - Understands how own tasks and role integrate with the contribution of others. - Analyses situations and takes calculated risks. - Works independently and collectively with a strong sense of responsibility. - Feels personal ownership of goals, plans, decisions and outcomes, being aware of possible mistakes. - In non-routine situations takes responsibility for personal actions independently of others and identifies changes to improve collective outputs. 	<ul style="list-style-type: none"> - Considers own tasks and role in terms of his/her contribution to achieve broader goals inside the organization. - Analyses situations, takes risks and decisions also when not all information is available, if the situation requires a quick intervention. - Able to adapt and renegotiate roles and responsibilities according to the circumstances. - Highly autonomous, takes full responsibility and ownership for all aspects of own work. - Able to recognize and remind others their own responsibilities.
Time management	Capacity to: <ul style="list-style-type: none"> • Be punctual • Organize and respect schedules, determining priorities • Manage workflows and meetings efficiently. 	<ul style="list-style-type: none"> - Has difficulties in being on time and respect deadlines. 	<ul style="list-style-type: none"> - Needs helps to rightly prioritize tasks and goals. - Needs to refer to fixed frames or past experiences to respect schedules: is able to get work done on time only in routine-situations. - Interruptions or programme changes may invalidate his/her time effectiveness and efficiency. 	<ul style="list-style-type: none"> - Can work on several tasks or projects at the same time dividing time and resources appropriately, not only in routine but also in more complex situations. - In teams can act as a good timekeeper. 	<ul style="list-style-type: none"> - Highly able to evaluate the priority of tasks and work in every situation. - Has a high autonomy and self-discipline in controlling and managing interruptions or changes and assuring time-effectiveness and time-efficiency. 	<ul style="list-style-type: none"> - Able to manage both one's and others' time - Able to guarantee time-effectiveness and time efficiency. - Able to lead the others to respect deadlines.

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Cluster B – Social Skills						
Communication skills	<p>Ability in active listening, repeating, recollecting, interpreting (paraphrasing), empathizing (being aware of others' feelings), giving feed-back.</p> <p>Capacity to:</p> <ul style="list-style-type: none"> • speak clearly and politely to any typology of speakers (heads, colleagues, clients, etc.), • use body language, gesture, tone/pitch of voices properly at different levels and contexts, • know which medium to use when communicating at different levels and contexts, • present information (including technical) clearly in a style easily understandable, • understand and interpret data (tables, figures, statistical data) accurately to support one's work effectively. 	<ul style="list-style-type: none"> - Generally understands what to communicate, with whom and how in routine work and highly familiar situations. - Is not properly aware of different types of communication and how communication may vary according to the different contexts. 	<ul style="list-style-type: none"> - Is aware of different types of communication (written, spoken, non-verbal) understanding the main features in different contexts (formal, informal, scientific, journalistic...) and how they are important for social interaction. - Is aware of body language and attempts to use it properly in different contexts (non-verbal communication). - Identifies (and learns to follow) communication practices and protocols in use within the organization. - Understands and uses data to support own work. - Follows communication protocols. 	<ul style="list-style-type: none"> - Understands the variability of language and communication forms over time and in different contexts. - Is able to speak and write clearly and express his/her opinions concisely, give feedbacks, understand others and make others understand. - Is able to use properly body language in different contexts. - Understands what to communicate, with whom and how, in routine work situations and in a limited set of unfamiliar situations. - Is able to paraphrase and make additional questions to verify if s/he has understood. - Learns how to identify the requirements of less familiar contexts. - Is able to accurately interpret data and select the appropriate protocols and conventions when communicating in a range of familiar work contexts. - Attempts to use and adapt communication protocols to the context. 	<ul style="list-style-type: none"> - Is able to express his/her opinion (either in favour or against) both in written and spoken language in a convincing manner. - Evaluate pros and cons of media and strategies communication. - Is able to organize information in a systematic way using active listening. - Manages effectively multi-communication channels. - Takes into consideration opinions and points of view of others when communicating and analyses feedbacks. - Is able to understand and recognize the implication of implicit rules governing communication (who communicates with whom, how, goals, status and power of persons involved). - Seeks new strategies in new situations and select appropriate communication protocols and conventions in a broad range of work situations, being aware of the impacts of own choices. - Feels confident in intercultural communication. 	<ul style="list-style-type: none"> - Is able to approach the opinions and arguments of others with an open mind attitude and engage in constructive and critical dialogue in any contexts and circumstances. - Is able to efficaciously formulate arguments and disapprovals without adopting defensive or aggressive attitudes. - Takes accounts of other points of view and is highly sensitive to the impact of both explicit and implicit communication practices and protocols. - Discloses the reactions to his/her message in advance by adapting his/her communication consequently. - Is confident in speaking in a group and in public contexts. - Manages the communication cycle selecting, using and adapting practices and processes in order to optimize maximum impact. - Has a positive pro-attitude towards intercultural communication in order to find personal and professional development opportunities.

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Cluster B – Social Skills						
Team working	<ul style="list-style-type: none"> Capacity to work in a team and in a collaborative style to achieve results. 	<ul style="list-style-type: none"> Tends to work alone. Is not able to find his/her place in a working group. Does not share information. 	<ul style="list-style-type: none"> Understands the importance of team working, but needs to be encouraged to contribute to workgroup process. Is aware of personal team working skills. Seeks to cooperate with others in immediate work context. 	<ul style="list-style-type: none"> Cooperates with others as part of familiar routine activities and contributes to specific activities which require joint responsibility and reporting. Plays an active roles in workgroup discussions paying attention to the perspectives of others. Voluntarily keeps others informed of his/her work, shares information, discusses problems and seeks/give help when required. Is aware of consequences of behaviours which may undermine effective interpersonal relations and group cohesion (e.g. malicious gossip, individual work). Begins to establish connections with others who can contribute to effective work outcomes (e.g. builds up and cultivates informal networks). 	<ul style="list-style-type: none"> Cooperates with others to achieve common outcomes Is able to adapt own behavior when working in team and plays an active role in facilitating group interaction. Is able to influence the group direction and plays a lead role on occasion. Looks for strengths in others and finds ways to work with them sharing knowledge, experiences and ideas freely. Avoids behaviours which may undermine effective interpersonal relations and group cohesion (e.g. private criticisms, prejudices, breaking confidences). Able to set a good example for others in the work team. Give others specific feedback information rather than blanket positive or negative statements. Begins to build and cultivate formal and informal networks within and beyond work context (e.g. community of practices, professional associations...). 	<ul style="list-style-type: none"> Invests time and energy in building and maintaining effective working relations. Encourages a collaborative culture within own sphere of influence and acts as a facilitator of group cohesion (encourages an active participation of all members and valorizes others' contribution). Plays a lead role in all situations which require effective collaboration, being able to influence, engage and motivate others (also those who are geographically dispersed). Gives feedback to others in a way that everyone can easily understand. Actively builds formal and informal networks within and beyond work context, including key people (e.g. theme experts, think tanks, decision makers...).

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Cluster B – Social Skills						
Conflict management	Ability to: <ul style="list-style-type: none"> • detect a conflict at an early stage without being afraid of calling it “conflict”; • manage a conflict when it arises (and understand which conflicts cannot be solved) • mediate, acting in such a way that one’s and other’s goals will be achieved (win-win approach). 	<ul style="list-style-type: none"> - Increases the conflicts or reduce the possibilities to solve them by remaining firm on his/her position without making efforts to change his/her mind or attitude - Is often a source of conflict 	<ul style="list-style-type: none"> - With guidance detects a conflict and identify how many parties are involved in it. - With guidance may identify impacts of own emotions and behaviours on others which may lead to conflict in a work situation. - If encouraged, may seek support from peers or supervisors when dealing with conflicts. - Let the conflict be managed by others. 	<ul style="list-style-type: none"> - Listen freely the perspectives of each party involved in the conflict and reports accurately and objectively. - Understands the difference between solving and managing a conflict and understands when a conflict cannot be solved. - Tries to find solutions, recognizes and use a small set of strategies to contain the conflict avoiding further escalation. - If unable to resolve a major conflict directly, seeks advice and assistance of others in accordance with workplace protocols. 	<ul style="list-style-type: none"> - Listen freely and asks questions to clarify concerns and needs in order to identify the root problem. - Reflects on personal reactions to behaviours and perspectives which may undermine work relationships and contribute to conflict. - Use a wide set of strategies to contain and manage the conflict, avoiding further escalation. - If involved personally in a conflict, is able to control his/her behaviours when other explain their feelings and different perspectives, resisting blaming or becoming defensive or aggressive. - Seeks specialist advice if necessary. - Reflects on conflict resolution process and outcomes, being aware that a conflict may arise from the resolution way of a previous one. - Is aware of cultural factors that can be sources of conflicts. 	<ul style="list-style-type: none"> - Identify in advance, also intuitively, possible conflicts which may occur in the future and seeks to establish a comprehension climate avoiding the burst of contrasts. - Acts pro-actively to reduce the conflicting atmosphere clearing real needs and issues of all the parties involved. - Able to confront problems quickly and directly, engage with counterparts to reach agreement according to a win-win approach (where all the parties can optimize results). - Able to come up with a conflict resolution using a wide range of strategies on the basis of a plan of actions envisaging shared responsibility for the solution and consequences. - Able to act as a negotiator both inside the organization and outside with counterparties from other cultures.

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Service skills (understanding of others' needs)	Capacity to: <ul style="list-style-type: none"> offer support to others (colleagues, co-workers and clients), identify and respond to client needs (customer orientation), dial politely with clients problems (customer orientation). 	<ul style="list-style-type: none"> - Performs his/her work without taking into account formal and informal needs of others (employees or clients) - Needs to perform back office tasks because s/he has difficulties to manage relations with clients. 	<ul style="list-style-type: none"> - Understands that everybody has one's own need to be satisfied. - Able to actively listen clients'/others' needs and communicate politely. - Offers help if asked. - Able to identify clients'/others' needs and use past experiences to meet them appropriately (routine work situation). - In complex situation needs guidance in fitting clients'/others' needs. 	<ul style="list-style-type: none"> - Understands clients'/others' perspectives. - Able to take care of clients'/others' claims and manage them politely, understanding when to involve a supervisor. - Offers help voluntarily. - Communicates with clients/others giving reports on how their needs have been fit. 	<ul style="list-style-type: none"> - Able to adapt to clients'/others' needs. - Able to analyse the clients'/others' interests as well as the constraints of the situation. - Is highly sensitive to the impact of customers' services and customers' satisfaction within the organization. 	<ul style="list-style-type: none"> - Proposes new solutions to improve customers' services. - Encourages a customer-oriented attitude within the organization (both external and internal customer driven).

Cluster C – Achieving results						
Skill	Skill description	0 (novice)	1 (Beginner performer)	2 (Capable performer)	3 (Proficient performer)	4 (Expert)
Decision making	Capacity to: <ul style="list-style-type: none"> • make a choice from a range of possibilities prioritizing actions, • use different decision-making approaches and reflect on the outcomes of decisions. 	<ul style="list-style-type: none"> - Always relies on superiors or colleagues to take decisions 	<ul style="list-style-type: none"> - Follows step by step, instructions (verbal or written) for routine decisions directly relevant to own role, selecting from a limited set of pre-determined options. - When faced with decisions on issues not clearly covered by guidelines, needs encouragement to seeks assistance from others. - Takes responsibility for routine low-impact decisions within familiar situations. 	<ul style="list-style-type: none"> - Makes decisions on the basis of the guidelines and protocols of the organization, being able to interpret and adapt them to unfamiliar work situations. - Takes responsibility for routine and low-impact decisions within familiar work contexts and in situations related to own role. - If the situation is not clear enough, seeks assistance and asks for suggestions to more competent peers or supervisors. 	<ul style="list-style-type: none"> - Makes decisions quickly and intuitively in routine situations which require immediate attention relying to key variables based on past experience or to new variables resulting from the analysis of the context. - Makes decisions in non-routine situations and, in case specific rules or protocols are absent, identifies and evaluates different options. - Takes responsibility for the outcomes of routine and non-routine decisions related to own role. 	<ul style="list-style-type: none"> - Has a diversified approach to decision making, based on the awareness that there is no pre-defined formula and that “it all depends” on context. - Makes rapid decisions when required in any situations, based on multi-factor analysis and risk evaluation with a systemic and analytical diagnosis of the context. - Takes responsibility for high impact decisions in complex situations with involvement of many variables/constraints. - Can take difficult decisions and have them accepted/supported by others (also if they have negative impact on one side).

Cluster C – Achieving results						
Skill	Skill description	0 (novice)	1 (Beginner performer)	2 (Capable performer)	3 (Proficient performer)	4 (Expert)
Problem solving	Capacity to: <ul style="list-style-type: none"> • find and solve effectively routine and non-routine problems to achieve work goals, • anticipate problems and reflect on the outcomes. 	<ul style="list-style-type: none"> - Has difficulty to respond to any problems which may arise at work (even the routine ones). 	<ul style="list-style-type: none"> - May recognize and respond to highly routine problems in the work context. - Follows, step by step instructions to solve a small set of routine problems strictly linked to own role. - Needs encouragement to seek assistance from others in unfamiliar work situations. - If no instruction or advice is available, attempts to use a “trial and error” approach with a limited awareness of the potential impact of solutions envisaged. - In case of unfamiliar situations tries to solve problems by applying to past success-stories and solutions which may appear to have some relevance to the current situation. 	<ul style="list-style-type: none"> - Recognizes and responds quickly to predictable and less predictable problems in familiar work contexts. - Understands when to take responsibility for problem solving or to notify others and ask for others assistance. - When tackling unfamiliar problems, applies formal procedures, but is able to split up complex issues into smaller manageable parts and evaluate different options to act. - -When using a “trial and error” approach has full awareness of the potential impact of solutions envisaged. - Seeks feedbacks and advice before implementing a solution. 	<ul style="list-style-type: none"> - Recognizes and anticipates a certain set of problems, being able to detect early warning signs and adopt contingency plans. - Able to analyse the general problem by splitting it into smaller problems according to their “cause and effect” relation. - Able to re-define the problem and analyse the underlying causes, even the most concealed ones (explicit and implicit problems). - When tackling with new and complex problems, is able to combine analytical processes and intuition, including lateral thinking, to generate possible new solutions. 	<ul style="list-style-type: none"> - Recognizes and anticipates complex problems involving multiple variables. - Recognizes that the problem may be surface indicator of a deeper one and is able to define the “tree of problems” based on “cause and effect” relations so as to identify the prime root cause. - Use both analytical and lateral thinking techniques to identify issues and generate possible solutions. - Invest time to reflect on the outcomes. - May ask for further information or advice from relevant experts.

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Cluster C – Achieving results						
Creativity and innovation	Ability to: <ul style="list-style-type: none"> • come up with new solutions, approaches, etc., • think “out of the box”. 	<ul style="list-style-type: none"> - Always relies on others to find a solution to a new situation. - Does not support any new idea that can potentially create change in his/her working environment. 	<ul style="list-style-type: none"> - May recognize the opportunities for the application of new ideas proposed by others when they imply immediate and obvious benefits to his/her job. - Has limited awareness of the difference between analytical and lateral thinking. - Needs to be encouraged to think “out of the box”. 	<ul style="list-style-type: none"> - Recognizes the value of creativity for the organization and his/her work. - Supports the application of new ideas proposed by others when the benefits to his/her work are immediately obvious. - Contributes to the design and adoption of new approaches and methods. - When the solution to a problem is not obvious, recognizes the value of looking for different perspectives. - Applies some basic principles of analytical and lateral thinking. - Needs to be encouraged to think “out of the box”. 	<ul style="list-style-type: none"> - Recognizes that the current way of working is not the only one way of doing something and takes mental risks to explore other possibilities. - Invests time and energy in looking for new ideas, opportunities, changes in procedures. - Takes advantages from others perspectives and ideas as a stepping stones to “think out of the box”, being able to integrate and adapt others’ perspectives. - Uses a combination of analytical and lateral thinking to tailor ideas to suit needs. - Feels free to express own flow of ideas and contributes to create a comfortable climate where others feel free to suggest, explore, adapt and adopt new ideas. 	<ul style="list-style-type: none"> - Uses mental questioning and doubting to explore news ideas in work situation (e.g. “is this the only way...?”, “are there better ways to...?”, “shouldn’t be better if we...”). - Reframes and redefines problems in order to get new perspectives and generate new ideas. - Is used to thinking “outside of the box” and rethinking current approaches or ideas. - Is able to explore and incubate new ideas which can lead to radical changes from the current situation. - Acts as a facilitator for creativity and innovation.

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Cluster C – Achieving results						
Critical and structured thinking	Ability to: <ul style="list-style-type: none"> analyze and valorize information, accept construction criticism. 	<ul style="list-style-type: none"> Has difficulties in thinking critically (evaluating a situation from different points of views) Does not accept critics by others also when they might be constructive. 	<ul style="list-style-type: none"> Needs to be encouraged to think critically. Understands that criticism may be constructive, but needs still to be helped to accept it as an opportunity for own development. 	<ul style="list-style-type: none"> Understands that others' construction criticism may be an opportunity for own development. Attempts to think critically (evaluating a situation from different or non-conventional points of views). Understands not only what s/he is learning but also why and how it can be used at work.. Is able to use own priorities and criteria to select and adapt information. 	<ul style="list-style-type: none"> Analyses, evaluates, selects information and valorizes it according to the context needs and constraints using different and non-conventional points of views. Is able to look beyond immediate application of the information acquired and to envisage future implications. Is able to define purposes and objectives which are clear, reasonable, and fair, but also others that may appear unclear, inconsistent, unrealistic, and unfair. 	<ul style="list-style-type: none"> Is able to decide if an information or idea is worth, combining analysis and intuition, also if it is non-conventional. Is able to rethink an idea or redesign information. Help and leads the others' to look beyond immediate application of the information acquired and to envisage future implications.

Literature references

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