Catalogue of Transversal Competences
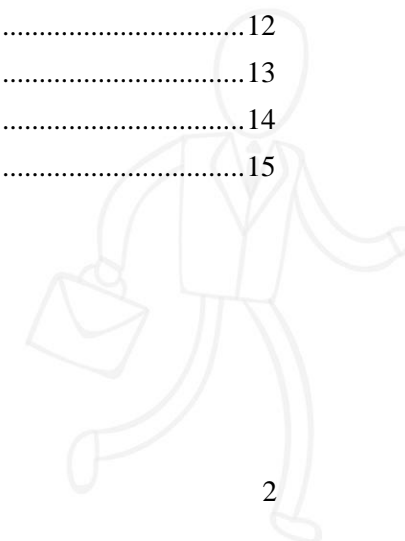# Key for Employability

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1. Introduction

Transversal Competences: The Definition

The term 'transversal competences' has largely replaced the term 'transferable skills'. These are the competences individuals have which are relevant to jobs and occupations other than the ones they currently have or have recently had. These competences may also have been acquired through non-work or leisure activities or through participation in education or training. More generally, these are competences which have been acquired in one context or to master a special situation/problem and can be transferred to another context.

Why Transversal Competences?

Despite the unprecedented levels of unemployment in European countries, still 32% of employers face difficulties with filling jobs due to the so-called "competences gap" while about 509,000 job vacancies are registered in the European ICT sector. The highly competitive European labour market requires increased transversal competences (TCs) key for employability that most young and adult learners, job-seekers and professionals are not well-aware of nor do they know how they can be assessed in view of improving their employability potential.

KeySTART2Work Project

KeySTART2Work aims to bridge the gap between the labour market needs and the labour force skills, upskilling young and adult learners through the development of an innovative ICT tool for self-assessment of Transversal Competences (TCs) of VET learners and transferability guidelines and recommendations for the creation of a Support Service for further training the TCs of VET learners. The service will be based on the Catalogue of Transversal Competences Key for Employability.

Development of the Catalogue

Each Partner has prepared a list of transversal competences (14-17 TCs), which in their opinion are key for employability. This led to creating a list of 15 transversal competences. Following a desk research Partners provided definitions of the abovementioned competences. During a questionnaire research VET learners were asked about the importance of these 15 TCs and interviews with career services, guidance units, VET providers, and social partners. Finally, focus groups in each Partner country retrieved feedback from the employers. These methods plus Partners' final consultation led to the creation of the Catalogue encompassing 12 transversal competences key for employability.

2. The Catalogue of Transversal Competences Key for Employability

Intercultural skills & global awareness

Definition:

Intercultural competence (=cross-cultural competences) is the ability to communicate effectively and appropriately with people of other cultures; understanding the culture-specific concepts of perception, thinking, feeling and acting.

Global awareness is a conceptual understanding based upon an applicable knowledge of global and cultural perspectives. It is not limited to environmental, social, cultural, political and economic relations.

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • Culture-specific concepts (in religion, politics, society, culture, environment, economy etc.) • History • Culture-specific ways of behaviour • International/intercultural relations • Foreign languages	• Communicate effectively and appropriately with representatives of other cultures • Perceive and understand relations between cultures and nations from the perspective of a region, continent and from a global one • Use foreign language(s) (spoken and written)	• Appreciation of cultural diversity • Openness for different points of view • Interest in languages

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Flexibility & adaptability

Definition:

Ability to prioritize, effectively adapt to the changing professional environment but also to the emotional states generated through the daily interactions with professionals possessing different levels of authority. Supporting change implemented via new approaches, initiatives, methods, and technologies. Being able to manage priorities and changes, and to adapt his/her own plans, behaviours, strategies or approaches to the situational changes.

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • Project management • Communication techniques • New technologies • Dress code • Savoir vivre	• Critically analyse undertaken actions/used strategies in the aspect of its contribution to a specific goal • Change his own actions if they don't lead to a desired outcome or do not correspond with the situation • Change his own strategies to adapt to situational changes • Adjust behaviour and communication techniques to other people • Accept feedback from other people, analyse his own behaviour according to it and change behaviour if necessary • Create new strategies if the strategies previously learnt don't work	• Openness to new experiences • Readiness to change behaviours depending on the situation
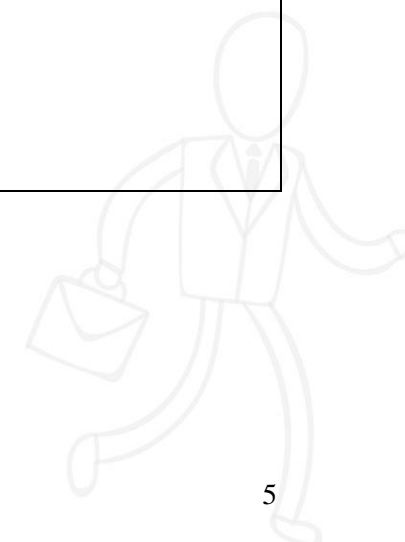
Strategical & innovative thinking

Definition:

Possessing a clear vision for the future that enhances both individual and corporate opportunity, gaining a competitive edge. Bringing in new methodologies, ideas that lead to incremental and radical outcomes in a tangible or intangible form. The ability to efficiently tackle down issues with effective solutions (Savaneviciene, A., Rutelione, A., & Ciutene, R. 2014). Being responsible in managing projects in complex environment by identifying original but effective solutions. Thinking out of the box and producing unconventional ideas.

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • Creativity techniques • Project management • Business context of the company	• Create new strategies when the strategies previously learnt do not work • Identify good and possible solutions, taking into account available resources	• Thinking "outside the box" • Critical approach

Organization & time management

Definition: Proper prioritization and management of resources and tasks. Being able to plan activities on the basis of available resources, deadlines and expected outcomes. Being able to check out the progress of activities and projects in order to ensure results to be achieved. Defining priorities and distributing and redistributing tasks and resources.

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • Time management techniques • Project management	• Create plans • Define priorities • Check the progress of activities • Redefine priorities • Redefine plans • Refuse to do something that collides with his own plans if it has a lesser priority or importance • Delegate tasks	• Assertiveness • Responsibility • Proactiveness

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Decision making

Definition:
The ability to evaluate the consequences and risks, expected cost, benefit and strategic impact of decisions taken, make good decisions in complex situations, present logical, reasoned, constructive critical comments and arguments and take creative decisions in non-routine tasks. (Savaneviciene, A., Rutelione, A., & Ciutene, R., 2014). Being able to decide autonomously between alternative choices in unpredictable context. Collecting information to decide in a responsible but autonomous way.

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • SWOT analysis • Creativity techniques	• Generate alternative actions to be undertaken in a specific situation • Search for information • Analyse available information • Formulate alternatives paying special attention to their input to the desired outcome, available resources and circumstances • Assess risks • Identify the best alternative	• Responsibility • Autonomy • Proactiveness

Teamwork

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Definition:

Being able to feel yourself as part of the group and to operate and communicate smoothly and efficiently within a group.(...) monitoring or evaluating progress, urging the team on when needed; contributing innovative new ideas. (Brewer, 2013)Working effectively with colleagues who have different skill sets, personalities and work styles. Understanding diverse motivation levels in order to deliver efficient and effective results.
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<tr><td>**Knowledge**</td><td>**Skills (behaviours)**</td><td>**Attitudes**</td></tr>
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Has factual and theoretical knowledge on the following topics:

- Basic concepts in psychology, especially work styles, group dynamics
- Communication techniques
- Communication technologies
- Methods of teamwork, e.g. brainstorming
- Conflict resolution techniques
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- Communicate his own ideas in order to convince team members to his own ideas
- Receive and accept feedback
- Give feedback to other members of the team on their ideas
- Resolve conflict
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- The willingness to work with other people
- Openness to other people's ideas
- Responsibility
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Empathy / ability to build relationship

Definition:
Empathy: Being able to listen others carefully to decode their behaviours and mood by taking the role of the other person and imagining the situation from his or her perspective. This leads to self-reflection, when, upon considering a wide range of opinions and beliefs, individuals recognize that what they take for granted in a situation is not necessarily shared by others. (OECD, 2005).
Ability to build relationship: Building trust, and strong relationships within your personal and professional network. Possessing interesting personal characteristics and values such as empathy, intelligence, humour, sincerity combined with a dynamic business profile are assets usually appreciated by associates, partners etc. that enhance long term relationships and are vital for business sustainability.

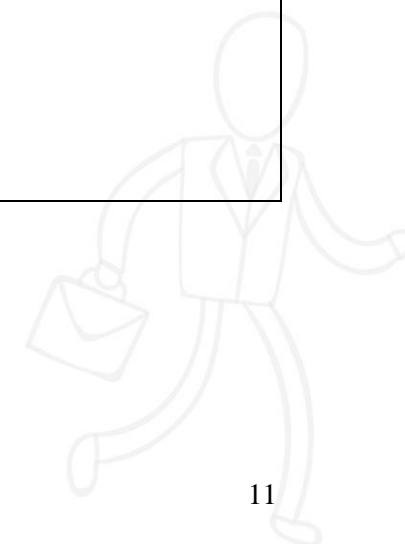| Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • Active/reflective listening • Non-verbal communication	• Apply the technique of active/reflective listening • Interpret emotional states of other people • Be aware of his own internal (biological, emotional, motivational cognitive) processes • Adopt the perspective of another person	• Assertiveness • Positive attitude towards other people ("I'm OK, You're OK") • Trustworthiness • Sincerity
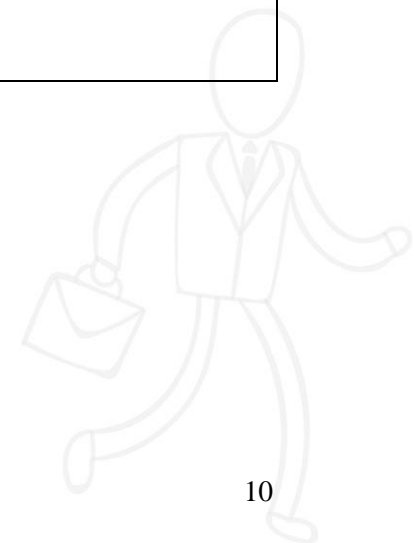
Problem solving

Definition:

Problem solving competency is an individual's capacity to engage in cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious. It includes the willingness to engage with such situations in order to achieve one's potential as a constructive and reflective citizen. (OECD, 2010) Developing of analytical skills in order to be able to evaluate information or situations; break them down into their key components; consider various ways of approaching and resolving them and decide which is the most appropriate. Problem Solving includes recognizing long-term consequences of solutions to problems and probing, devising, implementing, and evaluating a plan of action for problem resolution (Brewer, 2013). Moreover, it is the capacity to use ordinary elements in a creative way to produce new and efficient solutions using divergent thinking.

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • Problem solving techniques • Creativity techniques • Analytical tools for solving problems	• Identify and define problem • Search for information • Analyse available information • Break a problems into its key components • Formulate alternative solutions • Recognise long-term consequences of alternative solutions • Assess risks • Identify the best solution • Delegate problem • Monitor implementation of the solution • Apply a different solution if the chosen one does not bring desired effects	• Responsibility • Readiness to engage in problem situations where the solution is not obvious

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Learning orientation

Definition:
The will and effort to progress, improving both personal behaviours and professional skillsets through diverse channels of training, and education; learning from subject's own experiences and the striving to improve his/hers status. The ability to access, gain, process and assimilate new knowledge and skills. The ability to pursue and persist in learning, management of one's learning, understanding of one's learning strategies, learning needs and the ability to search for learning opportunities (The European Parliament and The Council of The European Union, 2006).

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • The learning process • Learning techniques and strategies • Obstacles and factors that foster his own learning process • His own learning needs • Available education and training opportunities	• Gain, process and assimilate new knowledge and skills • Look for learning opportunities • Plan his own learning process • Monitor learning progress	• Curiosity • Motivation to pursue and succeed in learning throughout one's life • Willingness to apply the effects of prior learning

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Negotiation skills

Definition:

Being able to participate effectively in a back-and-forth communication in order to reach an agreement, when some interests of two or more sides are shared and some are opposed (Fisher, R., Ury, W. and Patton, B., 2011). The ability to understand a situation, the motivation and passion when interacting and dealing with partners, colleagues or even competitors. Following in many circumstances a win-to-win approach that will definitely maintain or assist in rebuilding relationships.

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • Negotiation styles and techniques • Manipulation techniques and how not to be manipulated • Non-verbal communication	• Separate people from the problem • Express his own position in a clear and appropriate manner • Ask questions • Listen actively • Read and send non-verbal signals • Apply various negotiation techniques depending on the situation • Convince the counterpart by providing arguments	• The desire to follow a win-win approach • Assertiveness • Perseverance • Creativity • Openness to options suggested by other people • Moderate desire for social acceptance • Moderate level of 'competitive spirit' • Tolerance for risk and uncertainty

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Leadership

Definition:
Communicating vision and ideas that inspire others to follow with commitment and dedication. Transmitting a sense of confidence to others that facilitates their success. Being proactive by participating in activities and supporting members in order to deliver specific results. The ability to transmit knowledge that has been acquired through experience in a clear and simplistic manner. Coordinating and soliciting well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • Leadership models • Communication techniques • Motivational techniques • Management theories • Group dynamics • Coaching techniques • Mentoring techniques • Conflict resolution techniques • Negotiation techniques	• Communicate his vision to his subordinates in a clear but inspiring way • Set goals for his team • Formulate strategy • Communicate strategy • Delegate tasks • Wield influence • Provide feedback • Give appreciation • Support his subordinates in reaching organisation's objectives • Provide coaching and mentoring • Resolve conflict between his subordinates • Build trust • Apply various negotiation techniques • Work with people with different personalities and work styles • Get people with different personalities to work with each other	• Proactiveness • Dedication to reaching stated objectives • Willingness to share his own experiences

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Collecting and processing information

Definition:

Being able to responsibly discriminate source of information to get only valid and sound information. Being able to categorize, compare and analyse information by identifying adequate strategies and approaches; research, organisation of information, the ability to interpret, compare, verify and critically process information.

Knowledge	Skills (behaviours)	Attitudes
Has factual and theoretical knowledge on the following topics: • Communication technologies • Sources of information	• Collect information from various sources, including new media • Validate sources of information • Validate information • Analyse available information • Compare • Verify • Interpret • Categorise information	• Desire for truth • Critical approach towards information

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