SoftSkills4EU:
Promote your Soft Skills with Open Badges

Partner organization: DUO
OUTPUT:
IO1 COMPETENCE FRAMEWORK FOR SOFT SKILLS // ORGANISATIONAL SKILLS

ACTIVITY:
IO1 A2: COMPETENCE FRAMEWORK // ORGANISATIONAL SKILLS

PROJECT:
SoftSkills4EU: Promote your Soft Skills with Open Badges

PROJECT TITLE:
Promote your soft skills with open badges

ACRONYM:
SoftSkills4eu

PROJECT NO.:
2018-1-SI01-KA204-047088

PROJECT COORDINATOR:
development and Education Centre Novo mesto (RIC Novo mesto), Slovenia
### TOPIC 1 Customer Service Orientation

<table>
<thead>
<tr>
<th>Level</th>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>COMPETENCE (RESPONSIBILITY AND AUTONOMY)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic (A)</strong> Referring to EQF level 3-4</td>
<td>understand the importance of using positive language; having basic knowledge of customer service orientation</td>
<td>being able to communicate patiently</td>
<td>being attentive</td>
</tr>
<tr>
<td>**Intermediate (B) ** * Referring to EQF level 5</td>
<td>understand the factors that create customer satisfaction; having intermediate knowledge of customer service orientation</td>
<td>being able to really listen to a customer, being able to stay calm under pressure</td>
<td>being able to create customer satisfaction</td>
</tr>
<tr>
<td>**Advanced (C) ** ** Referring to EQF level 6</td>
<td>understand the factors that are important to convince a customer; having advanced knowledge of customer service orientation</td>
<td>being able to understand the emotional states a customer is in; being able to communicate in a clear, convincing and efficient way and formulate using positive language</td>
<td>being able to change customer behaviour</td>
</tr>
</tbody>
</table>

* Knowledge, skills and competencies on level B include points from level A

** Knowledge, skills and competencies on level C include points from level A and B.

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### TOPIC 2 – Time Management
<table>
<thead>
<tr>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>In the context of EQF, knowledge is described as theoretical and/or factual.</td>
<td>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</td>
<td>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.</td>
</tr>
<tr>
<td>Basic (A)</td>
<td>knowing the concept of a to-do list is; having basic knowledge of time management</td>
<td>being able to follow the activities from a to-do list</td>
<td>being able to report on the activities carried out</td>
</tr>
<tr>
<td>Referring to EQF level 3-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate (B) *</td>
<td>knowing what elements should be included in a to-do list; having intermediate knowledge of time management</td>
<td>being able to create a to-do list for a particular project</td>
<td>being able to monitor and control the actions and time needed to complete a small project</td>
</tr>
<tr>
<td>Referring to EQF level 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced (C) **</td>
<td>having advanced knowledge of different time management techniques</td>
<td>being able to create a to-do list for a complex project</td>
<td>being able to monitor and control the actions and time needed to complete a larger project</td>
</tr>
<tr>
<td>Referring to EQF level 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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**TOPIC 3 - Critical Thinking**

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<th>COMPETENCE (RESPONSIBILITY AND AUTONOMY)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic (A)</strong></td>
<td>knowing what an informed opinion is; having basic knowledge of the concept of critical thinking</td>
<td>being able to find and study relevant sources</td>
<td>being able to form an own opinion based on basic (re)search</td>
</tr>
<tr>
<td>referring to EQF level 3-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Intermediate (B) ***</td>
<td>having knowledge of the process of self reflection; having intermediate knowledge of the concept of critical thinking</td>
<td>being able to explain the Dunning-Kruger effect; being able to analyse facts and draw conclusions</td>
<td>being able to evaluate your thinking process</td>
</tr>
<tr>
<td>referring to EQF level 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Advanced (C) **</td>
<td>knowing the difference between deduction, induction or abduction; having advanced knowledge of the concept of critical thinking</td>
<td>being able to draw a causal graph that explains a problem; being able to deduct, induct or abduct</td>
<td>being able to reflect on your thinking process</td>
</tr>
<tr>
<td>referring to EQF level 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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### TOPIC 4 - Strategic Planning

<table>
<thead>
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<th>COMPETENCE (RESPONSIBILITY AND AUTONOMY)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic (A)</strong></td>
<td>having basic knowledge of the process of strategic planning</td>
<td>having the ability to analyse a smaller problem and identify which actions are needed on a short term</td>
<td>defining personal goals</td>
</tr>
<tr>
<td>Referring to EQF level 3-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Intermediate (B) **</td>
<td>having intermediate knowledge of the process of strategic planning</td>
<td>having the ability to analyse a problem and identify which actions, time and money is needed to achieve a successful solution for the intermediate term</td>
<td>defining goals for a project or a department</td>
</tr>
<tr>
<td>Referring to EQF level 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Advanced (C) **</td>
<td>having advanced knowledge of the different techniques for strategic planning</td>
<td>having the ability to design complex and long term plans</td>
<td>defining long term goals for a larger project or a whole organisation</td>
</tr>
<tr>
<td>Referring to EQF level 6</td>
<td></td>
<td></td>
<td></td>
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### TOPIC 5 - Leadership
# Level KNOWLEDGE SKILLS COMPETENCE (RESPONSIBILITY AND AUTONOMY)

<table>
<thead>
<tr>
<th>Level</th>
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<th>SKILLS</th>
<th>COMPETENCE (RESPONSIBILITY AND AUTONOMY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic (A)</td>
<td>having basic knowledge of the concept of leadership</td>
<td>recognising different leadership styles</td>
<td>having the ability to take responsibility, to show self awareness, drive and integrity and I know how to adapt to a changing environment</td>
</tr>
<tr>
<td>Referring to EQF level 3-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate (B) *</td>
<td>knowing the concept of risk analysis; having intermediate knowledge of the concept of leadership in general</td>
<td>choosing a leadership style that suits the occasion, evaluating risks</td>
<td>having the ability to build relationships, motivate and lead a team and help team members to develop themselves</td>
</tr>
<tr>
<td>Referring to EQF level 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced (C) **</td>
<td>knowing different negotiation strategies; having advanced knowledge of the concept of leadership</td>
<td>switching leadership styles whenever needed, managing risks and being able to negotiate on an advanced level</td>
<td>having the ability to manage company politics, calculate and take risks, make decisions, successfully manage change</td>
</tr>
<tr>
<td>Referring to EQF level 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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