



# Soft Skills curriculum for IT Professionals



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Advancing vocational competences in soft skills for IT professionals (SayIT) - project number 2020-1-PL01-KA202-081864

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## CONTENTS

Document Purpose .....	3
Introduction to SayIT Project .....	3
Objective .....	3
Expected impact.....	3
Tangible results .....	3
Partnership.....	4
Activities leading to the development of the Curriculum.....	4
Objectives of Intellectual Output 1.....	4
Intended Target Group .....	5
Activities relevant to the creation of the Curriculum .....	5
Outcomes of the analysis of existing soft skills training .....	5
Template development and adjustments.....	5
Educational frameworks applicable for the SayIT project .....	6
Introduction to the frameworks .....	6
European Quality Assurance in Vocational Education and Training Framework .....	6
European Qualifications Framework .....	7
SayIT modular, competence-based framework.....	7
SayIT Curriculum .....	8
Aim .....	8
Structure .....	8
Curriculum thematic blocks .....	9
EQAVET aspects .....	35
Soft Skills Development Recommendations for Selected Common IT Professions.....	37
References .....	38



### Document Purpose

The following document, Soft Skills curriculum for IT Professionals, is intended for the broadly understood VET ecosystem, including VET institutions, regulatory bodies and relevant stakeholders.

It provides key information that will act as an awareness raising publication of the emerging need to address IT professionals with soft skills training, as well as is a reference document that can be directly used to design and create trainings in the area of soft skills development, especially for IT professionals.

The document includes an introduction to the project and specifically the activities leading to the creation of the Curriculum, i.e., the outcomes of the analysis of existing soft skills training, which is followed by an introduction to educational frameworks applicable for the SayIT project, i.e., European Quality Assurance in Vocational Education and Training (EQAVET) framework, European Qualifications Framework (EQF), and the SayIT modular competence-based framework. A final part of the document constitutes of soft skills development recommendations for selected common IT professions.

### Introduction to SayIT Project

#### Objective

The SayIT project objective is strengthening key competences of IT professionals in initial and continuing vocational education and training (IVET, CVET) through reinforcing their soft skills and making them more qualified and competitive at professional level. SayIT primarily addresses IT professionals who are hampered in their professional development due to the lack of relevant soft skills. The project also addresses relevant stakeholders including the software industry that can influence training programmes offered for professionals working in the IT sector.

#### Expected impact

The expected impact of the SayIT project can be characterised as increased awareness of the importance of soft skills among IT professionals. IT professionals reached by SayIT project activities should ideally have better understanding and recognition of skills and qualifications, especially related to IT professions, improved access to innovative learning materials tailored to IT professions, career opportunities through application of soft skills training and professional behaviours thanks to increased recognition of soft skills, and finally, increased satisfaction from working in a professional environment.

#### Tangible results

The goals of the project will be achieved by developing two innovative training materials:

*IO1 - Soft Skills curriculum for IT Professionals*



This output serves as a guidance for vocational institutions and relevant stakeholders in the field of soft skills. The designed Curriculum will contribute to soft skills development in IT professionals.

### *IO2 - Soft Skills Trainer app*

This output takes the form of a mobile application to facilitates easy access to training and is based on an innovative learning methodology of a visual novel.

### Partnership

SayIT partnership delivering the tangible results is 7 partners from 7 countries. The Partners are specialists in the VET and IT sector, and a community partner represented by a Chamber of Commerce.

<b>Project Partner Institutions</b>	<b>Country</b>
DANMAR COMPUTERS	Poland
Assist GmbH	Germany
HERAKLION CHAMBER OF COMMERCE AND INDUSTRY	Greece
Know & Can Association	Bulgaria
MARKEUT SKILLS SOCIEDAD LIMITADA	Spain
Mindshift Talent Advisory	Portugal
ATERMON B.V.	Holland

### Activities leading to the development of the Curriculum

#### Objectives of Intellectual Output 1

Soft Skills curriculum for IT Professionals is the first SayIT project result.

SayIT Curriculum is a proposal of a holistic approach towards upskilling IT professionals in the area of soft skills and it is a reference document for elaborating soft skills training for IT professionals. It is characterised by a modular competence-based framework enhanced by subsets of defined learning outcomes. The Curriculum covers five main thematic blocks, i.e., Communication skills, Problem solving skills, Teamwork skills, Organisational skills and Interpersonal skills.

The Curriculum is for vocational education and training (VET) institutions, regulatory bodies and relevant stakeholders. The objectives of this intellectual output can be explained from two different perspectives. The first one is that the Curriculum will act as an awareness raising publication that will make the broadly understood VET ecosystem aware of the emerging need of addressing IT professionals with soft skills training. The second perspective is that the Curriculum can be directly used to design and create trainings in the IT sector, thus contributing to the objectives of the SayIT project.

The Curriculum is structured in line with European Qualification and National Qualification Frameworks (EQF, NQF), facilitating the adoption not only by SayIT Partners planning to introduce such training in their organisations, but also by external VET institutions interested in enhancing their

portfolio. Moreover, European Quality Assurance in Vocational Education and Training (EQAVET) aspects have been addressed to meet the requirements of VET institutions, to document, develop, monitor, evaluate and improve the quality of vocational training. The Curriculum is based on a four-phase model including planning, implementation, evaluation, and review, each supported by relevant quality criteria and descriptors in accordance with the EQAVET framework.

#### Intended Target Group

The SayIT Curriculum is intended to be used by IT Professionals who are missing soft skills training. These Professionals will be benefited by the enhancement of their social competences that in turn will provide them better chances for professional development and better career prospects. VET trainers, stakeholders and policy makers are also intended targets groups of this Curriculum.

#### Activities relevant to the creation of the Curriculum

The activities (A) leading to full elaboration of Intellectual Output no.1 (O1) had been scheduled to last for 11 months. The tasks for execution in order to deliver the project results are presented below:

- O1/A1 - Analysis of existing soft skills training
- O1/A2 - Template development and adjustments
- O1/A3 - External evaluation of the curriculum
- O1/A4 - Feedback implementation and translations

#### Outcomes of the analysis of existing soft skills training

The Partnership of 7, has gathered a total of 35 existing soft skills training courses, not only from their in-house existing courses but also from other organisations. The list of 35 courses, offers information on the countries where the course has been developed and offered, available language versions, target groups, short descriptions, links, etc. The courses listed are non-profession specific and are targeting professionals or adults in general. The listed courses can be used as a source of information on the diversity of existing soft skill training courses in different countries. The created list of available soft skills courses shows that the most focus is in topics such as communication skills, interpersonal skills, problem solving, time management, etc., which indicates that there is a need for developing these competences amongst professionals and adult learners.

#### Template development and adjustments

There are plenty of training courses offered in the area of soft skills in general, but none focusing on IT professionals who are a very specific group of professionals. The Curriculum will address the training needs of IT professionals at the VET ecosystem and will enhance the portfolios of VET institutions who are seeking to improve and update their trainings.

Based on the preliminary tasks to this activity development, the Curriculum includes five units and is characterised by a modular-competence-based framework enhanced by subsets of defined learning outcomes. The five main thematic blocks / modules covered are:

1. Communication Skills
2. Problem Solving Skills
3. Teamwork Skills
4. Organisational Skills
5. Interpersonal Skills

With the preparation of the Curriculum by contributions collected from the SayIT partnership, it has undergone external evaluation, with received feedback constituting its finalization and followed by translations in the Partners' national languages.

Educational frameworks applicable for the SayIT project

[Introduction to the frameworks](#)

The following frameworks are the focus of the SayIT project: European Quality Assurance in Vocational Education and Training (EQAVET) framework, European Qualifications Framework (EQF) and the SayIT modular competence-based framework.

A framework is necessary both for employers and employees for various reasons (National Organisation for the Certification of Qualifications & Vocational Guidance) (EOPPEP, n.d.):

- All citizens are able to present their competences and skills with reference to a National or the European framework.
- All employees who wish to change their professional careers, paths, or country of placement are able to “translate” and compare their skills and qualification.
- Employers can easily understand and categorise their staff according to degrees and diplomas they have obtained.
- Mobilisation of work force between countries is enabled due to the fact that frameworks offer easy and fast recognition of qualifications and skills, etc.

[European Quality Assurance in Vocational Education and Training Framework](#)

The mission of the European Quality Assurance in Vocational Education and Training ((EQAVET), n.d.) is to bring together the EU Member States, the Social Partners and the European Commission to develop and improve quality assurance in European VET systems within the context of the implementation of the European Quality Assurance Reference Framework (EQAVET, <https://www.eqavet.eu/>, n.d.) by:

- Assisting the Member States in developing effective approaches to support the implementation of the Reference Framework.
- Developing a culture of quality, to be embedded at European level and other levels with the help of the Quality Assurance National Reference Points (<https://www.eqavet.eu/>, n.d.) and other Network members.
- Supporting the Member States and the European Commission in the monitoring and implementation of the Reference Framework within the context of the Education and Training 2020 Strategy (Union C. o., 2009).
- Supporting the quality assurance dimension of work in EQF and ECVET.

The European Quality Assurance Reference Framework for VET provides a European-wide system to help Member States and stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It can be adapted for different national qualification systems and used in accordance with national legislation and practice (Overview - EQAVET) (EQAVET, n.d.). The EQAVET initiates common principles, indicators and evaluation criteria for the improvement of VET in European Member States.

#### European Qualifications Framework

The European Qualifications Framework (EQF) is a common European reference framework with the purpose to make qualifications more readable and understandable across different countries and systems (Overview - EQF) (EQAVET, n.d.). EQF aims to improve the transparency and comparability of qualifications (EQF brochure and infographic | Europass) (Union E. , n.d.) to enable employability and mobility of workforce among the EU Member States. Covering qualifications at all levels and in all sub-systems of education and training, the EQF (CEDEFOP, n.d.) provides a comprehensive overview on qualifications in the 39 European countries currently involved in its implementation. 34 countries have already related their NQFs with the EQF.

EQF has 8 reference levels that describe the learning outcomes. Level 1 is the *Basic General Knowledge level*. Level 8 (the highest) describes *knowledge at the most advanced frontier of a field of work or study and at the interface between fields* (Ph.D. level). Readers can find descriptions of the 8 levels of EQF under this link (EUROPASS, n.d.).

#### SayIT modular, competence-based framework

The Say IT project introduces a modular-competence-based framework enhanced by subsets of defined learning outcomes. Learning outcomes have been formulated after the analysis of IT



professions available on the [ESCO platform](#) (Commission, n.d.). It is based on the EQF and EQAVET framework considering National Qualification Frameworks. In terms of EQF, the project incorporated learning outcomes divided by knowledge, skills and competences for EQF levels from 3 to 6. In terms of EQAVET, the project includes a four-phase model including planning, implementation, evaluation and review.

## SayIT Curriculum

### Aim

This Curriculum is a reference document for elaborating soft skills training for IT professionals. It introduces a plan for initiating adequate training programmes and initiatives for delivering soft skills training for IT professionals. It provides recommendations that can be expanded while other skills are identified as a result of new technological advancements and subsequently new professions being created.

### Structure

The Curriculum is divided into 5 thematic blocks:

1. Communication skills
2. Problem solving skills
3. Teamworking skills
4. Organisational skills
5. Interpersonal skills

Each thematic block is split into 3 or 4 competences – each of the competences are supplemented by a description to be then further divided in EQF levels 3&4, 5 and 6 – with corresponding learning outcomes (knowledge, skills and competences) listed.

The beforehand mentioned thematic blocks are followed by a cumulative four-model phase of the EQAVET framework: planning, implementation, evaluation and review.



## Curriculum thematic blocks

## THEMATIC BLOCK NO.1: COMMUNICATION SKILLS

### 1.1. COMPETENCE NAME: Verbal and Non-Verbal Communication

**Competence description:** Verbal communication can be any written or spoken communication where a message is transmitted through words and gets across to the receiver. Non-verbal communication is communication that includes gestures, body language, appearance and paralinguistics. IT professionals that are able to effectively make use of verbal and non-verbal communication, cooperating with others to achieve mutual goals, will be successful in their job, and as a result improving the customer services of the company.

Learning Outcomes at EQF 3&4	The learner should be able to: identify the cognitive and practical skills she/he must have in order to communicate in a work environment, solve communication problems generating solutions to these problems, and know how to select, as well as apply basic methods, tools, material and information for better internal communication (with colleagues, superiors) and communication outside the company (with clients, suppliers).
------------------------------	---

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Identify channels of communication</li> <li>Recognize basic communication processes</li> </ul>	<ul style="list-style-type: none"> <li>Apply effective speaking and active listening</li> <li>Demonstrate non-verbal behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Express confidence</li> <li>Express assertiveness</li> </ul>

Learning Outcome at EQF 5	The learner should be able to: exercise management and supervision using verbal and non-verbal communication, especially in the occurrence of unpredictable change, but also review and introduce improvements to the performance of oneself and others in respect to communication effectiveness.
---------------------------	--

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Identify channels of communication</li> <li>Recognize basic communication processes</li> <li>Recognize how to communicate for greater impact</li> <li>Select the right questions and gestures for improving comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Apply effective speaking and active listening</li> <li>Demonstrate non-verbal behaviour</li> <li>Simplify the complex meanings of business jargon</li> <li>Practice adaptability in verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>Express confidence</li> <li>Express assertiveness</li> <li>Illustrate storytelling</li> <li>Demonstrate open- mindedness</li> </ul>

Learning Outcome at EQF 6	The learner should be able to: manage complex technical or professional activities or projects, taking responsibility for decision-making in the communication strategy of the company, but also teach junior staff on how to effectively communicate with co-workers, sub-contractors and customers.
---------------------------	---

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Identify channels of communication</li> <li>Recognize basic communication processes</li> <li>Recognize how to communicate for greater impact.</li> <li>Select the right questions and gestures for improving comprehension</li> <li>Identify and manage your emotions, as well as other people's emotions</li> <li>Predict avoiding troubleshooting in communication</li> <li>Identify how to tackle potential troubleshooting in communication</li> </ul>	<ul style="list-style-type: none"> <li>Apply effective speaking and active listening</li> <li>Demonstrate non-verbal behaviour</li> <li>Simplify the complex meanings of business jargon</li> <li>Practice adaptability in verbal and non-verbal communication</li> <li>Express Clarity when using paralanguage</li> <li>Support statements with facts and evidence</li> <li>Avoid overloading messages with unnecessary information or signals</li> <li>Include encouragement in work communication</li> </ul>	<ul style="list-style-type: none"> <li>Express confidence</li> <li>Express assertiveness</li> <li>Illustrate storytelling</li> <li>Demonstrate open-mindedness</li> <li>Give and receive constructive feedback</li> <li>Avoid generalisation</li> <li>Plan a communication strategy</li> </ul>

## 1.2. COMPETENCE NAME: Active Listening

**Competence description:** Active listening is the ability to focus completely on the speaker, understand their message, comprehend the information, and respond thoughtfully, which is crucial in IT professions where attention to detail will result in the work done. The difference between hearing and active listening is that hearing is a passive process where the listener does not completely comprehend the speaker and does not fully concentrate in the process of message transfer. Active listening is very important for IT professionals as it is a key factor for effective communication.

Learning Outcomes at EQF 3&4	The learner should be able to: identify the cognitive and practical skills she/he must have in order to be an active listener in work environment, to solve communication problems generating solutions to these problems, and know how to select, as well as apply basic methods, tools, material and information for the purpose of active listening.
------------------------------	---

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Recognise body language of the speaker(s)</li> <li>Indicate potential barriers to effective listening</li> </ul>	<ul style="list-style-type: none"> <li>Express understanding</li> <li>Express openness to dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Build trust with the co-speaker</li> <li>Practise openness</li> </ul>
Learning Outcome at EQF 5	The learner should be able to: exercise management and supervision using active listening, especially in the occurrence of unpredictable change; but also demonstrate patience and openness to dialogue, understanding body language and accepting feedback.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Recognise body language of the speaker(s)</li> </ul>	<ul style="list-style-type: none"> <li>Express understanding</li> </ul>	<ul style="list-style-type: none"> <li>Build trust with the co-speaker</li> </ul>

<ul style="list-style-type: none"> <li>• Indicate potential barriers to effective listening</li> <li>• Make effective use of eye contact and gestures</li> <li>• Avoid communication distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Practise openness to dialogue</li> <li>• Demonstrate courtesy</li> <li>• Demonstrate patience</li> </ul>	<ul style="list-style-type: none"> <li>• Practise openness</li> <li>• Show encouragement</li> <li>• Practise constructive feedback (give and receive)</li> </ul>
Learning Outcome at EQF 6	The learner should be able to: manage complex technical or professional activities or projects, taking responsibility for training other people in active listening, but also outlining key messages in the communication process.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>• Recognise body language of the speaker(s)</li> <li>• Indicate potential barriers to effective listening</li> <li>• Make effective use of eye contact and gestures</li> <li>• Avoid communication distractions</li> <li>• Arrange group discussions</li> <li>• Outline key messages</li> <li>• Define tasks and responsibilities in a clear way</li> </ul>	<ul style="list-style-type: none"> <li>• Express understanding</li> <li>• Practise openness to dialogue</li> <li>• Demonstrate courtesy</li> <li>• Demonstrate patience</li> <li>• Facilitate group discussion</li> <li>• Show compassion</li> <li>• Demonstrate problem sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Build trust with co-speaker</li> <li>• Practise openness</li> <li>• Show encouragement</li> <li>• Practise constructive feedback (give and receive)</li> <li>• Use summarisation at the end of a discussion</li> <li>• Ask for clarification to enhance feedback</li> <li>• Assess messages in a critical way</li> <li>• Ask open ended questions</li> </ul>
<b>1.3. COMPETENCE NAME: Presentation Skills</b>		
<b>Competence description:</b> Presentation is the ability to get a message across the receivers in a clear, concise and effective way. IT Professionals are asked in various occasions to make presentations and speak to the public or to a smaller group of people, therefore presentation skills are essential for them.		
Learning Outcomes at EQF 3&4	The learner should be able to: recognise communication zones to adjust the presentation by selecting the most appropriate method and mean for communicating her/his message to the audience, whether these are colleagues, managerial staff or customers.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>• Recognise communication zones</li> <li>• Identify the proper method of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate target audience</li> <li>• Choose method of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Choose layout of seating</li> <li>• Practise different methods of presentation</li> </ul>
Learning Outcome at EQF 5	The learner should be able to: manage and supervise the execution of a presentation and guide junior staff on the most appropriate method of communicating her/his message to the audience in estimated time.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>• Recognise communication zones</li> <li>• Identify the proper method of presentation</li> <li>• Identify the message to be communicated</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate target audience</li> <li>• Choose method of presentation</li> <li>• Select main points to be transferred</li> </ul>	<ul style="list-style-type: none"> <li>• Choose layout of seating</li> <li>• Practise different methods of presentation</li> <li>• Show importance of presented material</li> </ul>

<ul style="list-style-type: none"> <li>Define appropriate time</li> </ul>	<ul style="list-style-type: none"> <li>Estimate time needed</li> </ul>	<ul style="list-style-type: none"> <li>Practise timing of presentation</li> </ul>
Learning Outcome at EQF 6	The learner should be able to: manage complex technical or professional activities or projects, taking responsibility for presenting those projects to clients, banks or potential partners, but also be able to teach junior staff on how to use the proper methods and means of communication in order to make effective presentations to co-workers, sub-contractors and customers of the company for their involvement in the available timeframe.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Recognise communication zones</li> <li>Identify the proper method of presentation</li> <li>Identify the message to be communicated</li> <li>Define appropriate time</li> <li>Select appropriate visual aids</li> <li>Arrange audience interaction</li> <li>Arrange preparation for the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Indicate target audience</li> <li>Choose method of presentation</li> <li>Select main points to be transferred</li> <li>Estimate time needed</li> <li>Identify proper visual aid</li> <li>Predict audience's reactions/questions</li> <li>Locate time for preparation</li> </ul>	<ul style="list-style-type: none"> <li>Choose layout of seating</li> <li>Practise different methods of presentation</li> <li>Show importance of presented material</li> <li>Practise timing of presentation</li> <li>Use suitable software and hardware</li> <li>Demonstrate ability for audience feedback</li> <li>Prepare in available timeframe</li> </ul>
<b>1.4. COMPETENCE NAME: Empathy</b>		
<p><b>Competence description:</b> Empathy is the quality or process of entering fully, through imagination, into the other person's shoes, or even getting into his or her skin, so that you really understand them. There are three stages of empathy: cognitive empathy (being aware of the emotional state of another person), emotional empathy (engaging with and sharing those emotions) and compassionate empathy (involves taking action to support other people). Empathy is important for the communication of IT professionals as it enables them to better understand the way clients and colleagues feel, think and react, to resolve conflicts, to build more productive teams, and to improve their relationships with co-workers, clients and customers.</p>		
Learning Outcomes at EQF 3&4	The learner should be able to: understand the meaning of empathy and the three stages of empathy, identify the cognitive and practical skills to be empathic in a work environment and to realise how empathy will help her/him to better understand the way clients and colleagues feel, think and react; but also, be in a better position to resolve conflicts, build more productive teams and express compassion.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Distinct between empathy, sympathy and compassion</li> <li>Know how to analyse body language of the speaker(s) and to recognise emblems, illustrators, regulators</li> </ul>	<ul style="list-style-type: none"> <li>Apply effective speaking</li> <li>Demonstrate active listening and how to show real interest on what other people want to say</li> <li>Build rapport</li> </ul>	<ul style="list-style-type: none"> <li>Be open to express feelings and to encourage people to do the same</li> <li>Make people feel comfortable</li> <li>Express patience</li> <li>Express compassion</li> </ul>

Learning Outcome at EQF 5	The learner should be able to: exercise management and supervision with empathy to the work of others, especially in the occurrence of unpredictable change, but also demonstrate open-mindedness and give full attention to other people in the process of communication.		
Knowledge	Skills	Competences	
<ul style="list-style-type: none"> <li>• Distinct between empathy, sympathy and compassion</li> <li>• Know how to analyse body language of the speaker(s) and to recognise emblems, illustrators, regulators</li> <li>• Recognise how to give full attention to people you communicate with</li> <li>• Consider other people's perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Apply effective speaking</li> <li>• Demonstrate active listening and how to show real interest on what other people want to say</li> <li>• Build rapport</li> <li>• Provide clarification questions, reflecting and summarizing in order to verify that both the listener and speaker have the same understanding of the discussion</li> <li>• Provide feedback effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Be open to express feelings and to encourage people to do the same</li> <li>• Make people feel comfortable</li> <li>• Express patience</li> <li>• Express compassion</li> <li>• Demonstrate confidentiality</li> <li>• Demonstrate open-mindedness</li> </ul>	
Learning Outcome at EQF 6	The learner should be able to: manage complex technical or professional activities or projects, taking responsibility for integrating empathy in the communication strategy of the company, but also teach junior staff on how to use empathy effectively with co-workers, sub-contractors and customers of the company to develop affability and have a good level of intercultural awareness.		
Knowledge	Skills	Competences	
<ul style="list-style-type: none"> <li>• Distinct between empathy, sympathy and compassion</li> <li>• Know how to analyse body language of the speaker(s) and to recognise emblems, illustrators, regulators</li> <li>• Recognise how to give full attention to people you communicate with</li> <li>• Consider other people's perspectives</li> <li>• Use emotional intelligence to identify and manage own emotions, as well as other people's emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Apply effective speaking</li> <li>• Demonstrate active listening and how to show real interest on what other people want to say</li> <li>• Build rapport</li> <li>• Provide clarification questions, reflecting and summarizing in order to verify that both the listener and speaker have the same understanding of the discussion</li> <li>• Provide feedback effectively</li> <li>• Leverage diversity</li> <li>• Develop affability</li> </ul>	<ul style="list-style-type: none"> <li>• Be open to express feelings and to encourage people to do the same</li> <li>• Make people feel comfortable</li> <li>• Express patience</li> <li>• Express compassion</li> <li>• Demonstrate confidentiality</li> <li>• Demonstrate open- mindedness</li> <li>• Treat others equally</li> <li>• Have intercultural awareness</li> </ul>	

## THEMATIC BLOCK NO.2: PROBLEM-SOLVING SKILLS

### 2.1. COMPETENCE NAME: Critical Thinking

**Competence description:** An IT professional needs to be able to look at a problem or opportunity, by trying to give it an innovative approach. By applying critical thinking IT professionals will make better decisions, perhaps putting the number of failed projects on the decline in the future. By conceptualizing outcomes, critical thinkers are better at problem-solving than people who simply memorize information.

Learning Outcomes at EQF 3&4	The learner should be able to: identify problems and solutions and get useful information to solve a problem or improve a solution.
------------------------------	---

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Have basic knowledge of the critical thinking concept</li> <li>Know how to get the necessary information: sources of research</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research</li> <li>Practice observation</li> </ul>	<ul style="list-style-type: none"> <li>Be able to collect the necessary information</li> <li>Notice and predict opportunities, problems, and solutions</li> </ul>

Learning Outcome at EQF 5	The learner should be able to: analyse and evaluate the gathered information, apart from only identifying problems.
---------------------------	---

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Have basic knowledge of the critical thinking concept</li> <li>Know how to get the necessary information: sources of research</li> <li>Have intermediate knowledge of the critical thinking concept</li> <li>Recognize if the source is useful for the information that is needed and what questions will help to evaluate the information</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research</li> <li>Practice observation</li> <li>Analyse information</li> <li>Perform evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Be able to collect the necessary information</li> <li>Notice and predict opportunities, problems, and solutions</li> <li>Understand obtained information</li> <li>Be able to evaluate information</li> </ul>

Learning Outcome at EQF 6	The learner should be able to: reach conclusions based on relevant information, through a logical connection of ideas and a systematic thinking process.
---------------------------	--

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Have basic knowledge of the critical thinking concept</li> <li>Know how to get the necessary information: sources of research</li> <li>Have intermediate knowledge of the concept of critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research</li> <li>Practice observation</li> <li>Analyse information</li> <li>Perform evaluation</li> <li>Apply interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Be able to collect the necessary information</li> <li>Notice and predict opportunities, problems, and solutions</li> <li>Understand obtained information.</li> <li>Be able to evaluate information</li> </ul>

<ul style="list-style-type: none"> <li>Recognize if the source is useful for the information that is needed and what questions will help to evaluate the information</li> <li>Have advanced knowledge of the critical thinking concept</li> <li>Know how to use the information to deduce important facts and outcomes</li> <li>Predict the possible impact of the decisions made based on knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Discover reflection</li> <li>Take responsibility for decision making</li> </ul>	<ul style="list-style-type: none"> <li>Connect ideas logically, scrutinize and evaluate arguments</li> <li>Draw conclusions based on relevant data</li> <li>Identify, analyse, and solve problems systematically rather than by intuition or instinct</li> </ul>
--	--	--

## 2.2. COMPETENCE NAME: Analytical Thinking

**Competence description:** An IT professional must be able to make conclusions by breaking down complex information into smaller parts and analysing the smaller parts, to solve problems quickly and effectively.

Learning Outcomes at EQF 3&4	The learner should be able to: extract relevant data to identify possible causes for the problem, focusing on facts and evidence.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Have knowledge on the basic concepts of analytical thinking</li> <li>Identify fields of research</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate curiosity</li> <li>Perform observation</li> </ul>	<ul style="list-style-type: none"> <li>Collect information and data</li> <li>Break down relevant information into smaller parts</li> </ul>	
Learning Outcome at EQF 5	The learner should be able to: analyse information to determine the most likely cause of the problem, apart from only identifying relevant data.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Have knowledge on the basic concepts of analytical thinking</li> <li>Identify fields of research</li> <li>Describe elements of analytical thinking</li> <li>Recognize data and metrics interpreting skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate curiosity</li> <li>Perform observation</li> <li>Use organization skills</li> <li>Apply planning</li> </ul>	<ul style="list-style-type: none"> <li>Collect information and data</li> <li>Break down relevant information into smaller parts</li> <li>Examine the parts and organise them to find connections and relationships, identifying key or important elements</li> <li>Be able to identify potential causes of a problem</li> </ul>	
Learning Outcome at EQF 6	The learner should be able to: formulate and test theories to prevent or solve the problem.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	

<ul style="list-style-type: none"> <li>• Have knowledge on the basic concepts of analytical thinking</li> <li>• Identify fields of research</li> <li>• Describe elements of analytical thinking</li> <li>• Recognize data and metrics interpreting skills</li> <li>• Define different techniques for having innovative ideas, i.e., brainstorming</li> <li>• Arrange reporting</li> <li>• Know how to make a work plan</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate curiosity</li> <li>• Perform observation</li> <li>• Use organization skills</li> <li>• Apply planning</li> <li>• Express creativity in own behaviour</li> <li>• Practice flexibility</li> <li>• Develop adaptability skills</li> </ul>	<ul style="list-style-type: none"> <li>• Collect information and data</li> <li>• Break down relevant information into smaller parts</li> <li>• Examine the parts and organise them to find connections and relationships, identifying key or important elements</li> <li>• Be able to identify potential causes of a problem</li> <li>• Be able to break large goals or problems down into manageable and achievable steps</li> <li>• Formulate theories and conclusions from the analysed data that lead to possible solutions</li> <li>• Test theories, developing potential solutions and evaluating them after their implementation</li> </ul>
---	---	--

### 2.3. COMPETENCE NAME: Creativity

**Competence description:** It is expected from an IT professional that they can tackle a problem and present a technical solution, but also that they can pose hypothetical scenarios and propose new solutions. Creativity will help them to be more innovative in their job.

Learning Outcomes at EQF 3&4	The learner should be able to: define the problem and know how to conduct research while being creative.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>• Define creativity and its importance in problem-solving</li> <li>• Outline the problem and conduct research</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations</li> <li>• Establish contacts with others</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to define the problem</li> <li>• Explore new ways to make use of existing resources</li> <li>• Find examples of innovative products, services, and solutions</li> </ul>
Learning Outcome at EQF 5	The learner should be able to: use techniques of idea generation, take inspiration by searching in different sources and develop multiple ideas.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>• Define creativity and its importance in problem-solving</li> <li>• Outline the problem and conduct research</li> <li>• Know some techniques about idea generation</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations</li> <li>• Establish contacts with others</li> <li>• Express open-mindedness</li> <li>• Conduct research</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to define the problem</li> <li>• Explore new ways to make use of existing resources</li> </ul>



<ul style="list-style-type: none"> <li>• Know how to take advantage of your knowledge and past experiences to generate original ideas</li> </ul>		<ul style="list-style-type: none"> <li>• Find examples of innovative products, services, and solutions</li> <li>• Be capable to think outside the box</li> <li>• Be able to develop multiple ideas to create value</li> </ul>
Learning Outcome at EQF 6	The learner should be able to: transform ideas into tested solutions that have the spark of creativity.	
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Define creativity and its importance in problem-solving</li> <li>• Define the problem and conduct research</li> <li>• Know some techniques about idea generation</li> <li>• Know how to take advantage of your knowledge and past experiences to generate original ideas</li> <li>• Differentiate an idea that adds value from one that does not</li> <li>• Describe and explain different solutions</li> <li>• Know different techniques to test innovative ideas with end-users</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>• Make observations</li> <li>• Establish contacts with others</li> <li>• Express open-mindedness</li> <li>• Conduct research</li> <li>• Introduce innovativeness</li> <li>• Practice experimenting</li> <li>• Pay attention to constant improvement</li> </ul>	<b>Competences</b> <ul style="list-style-type: none"> <li>• Be able to define the problem</li> <li>• Explore new ways to make use of existing resources</li> <li>• Find examples of innovative products, services, and solutions</li> <li>• Be capable to think outside the box</li> <li>• Be able to develop multiple ideas that create value</li> <li>• Transform ideas into solutions that create value</li> <li>• Assemble, test, and refine prototypes that simulate the value you want to create</li> <li>• Create products or services that address the problems and needs of the customer</li> </ul>
<b>2.4. COMPETENCE NAME Conflict Management</b>		
<b>Competence description:</b> Conflict management is the process by which disputes are resolved, negative results are minimized and positive results are prioritized. For an IT professional, this competence is essential for daily dealings with customers since they need the ability of patiently listening to problems and effectively communicating solutions.		
Learning Outcomes at EQF 3&4	The learner should be able to: identify and analyse a conflict that arises.	
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Know basic concepts of conflict management</li> <li>• Identify conflict management styles</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>• Perform conflict analysis</li> <li>• Practice situation observation</li> </ul>	<b>Competences</b> <ul style="list-style-type: none"> <li>• Be able to identify the types of conflict management styles</li> <li>• Be able to analyse and understand key practical and theoretical concepts of managing and resolving conflicts</li> </ul>

Learning Outcome at EQF 5	The learner should be able to: understand their interlocutor and get the right message across.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>• Know basic concepts of conflict management</li> <li>• Identify conflict management styles</li> <li>• Understand the importance of good communication skills</li> <li>• Recall basic concepts of active listening</li> <li>• Describe basic concepts of empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Perform conflict analysis</li> <li>• Practice situation observation</li> <li>• Demonstrate active listening</li> <li>• Express empathy by paraphrasing to show understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify the types of conflict management styles</li> <li>• Be able to analyse and understand the key practical and theoretical concepts of managing and resolving conflicts</li> <li>• Be able to use verbal and written communication to get the right message across</li> <li>• Be able to ensure that the listener(s) understand you by asking questions and providing clarification</li> </ul>
Learning Outcome at EQF 6	The learner should be able to: resolve a conflict effectively, taking into consideration the decision-making process.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>• Know basic concepts of conflict management</li> <li>• Identify conflict management styles</li> <li>• Understand the importance of good communication skills</li> <li>• Recall basic concepts of active listening</li> <li>• Describe basic concepts of empathy</li> <li>• Know how to develop adequate procedures for dealing with various types of conflicts</li> <li>• State the decision-making process</li> <li>• Define how to make an action plan</li> </ul>	<ul style="list-style-type: none"> <li>• Perform conflict analysis</li> <li>• Practice situation observation</li> <li>• Demonstrate active listening</li> <li>• Express empathy by paraphrasing to show understanding</li> <li>• Value collaboration</li> <li>• Apply decision Making</li> <li>• Assess group breakdown and division into individual tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify the types of conflict management styles</li> <li>• Be able to analyse and understand the key practical and theoretical concepts of managing and resolving conflicts</li> <li>• Be able to use verbal and written communication to get the right message across</li> <li>• Be able to ensure that the listener(s) understand you by asking questions and providing clarification</li> <li>• Be able to give up one's interests before seeking common ground to reach a solution</li> <li>• Be able to make conflict resolution the priority rather than winning or “being right”</li> <li>• Arrive at a solution by making an action plan and defining how the result will be monitored</li> </ul>

### THEMATIC BLOCK NO.3: TEAMWORK SKILLS

#### 3.1. COMPETENCE NAME: People Management

**Competence description:** IT professionals should be able to build trust in their teammates and respect them in order to achieve the best results and common goals, as well as to optimize workplace productivity and promote professional growth. Without respect and trust, achieving good results will be difficult.

Learning Outcomes at EQF 3&4      The learner should be able to: collaborate with other employees who are very different from each other, have different cultures, different ways of thinking or different working techniques, to result in an effective working environment.

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Know basic principles of people management</li> <li>Spotting the differences and competences of people and face the problems and solve them</li> </ul>	<ul style="list-style-type: none"> <li>Perform observation of the behaviours of others</li> <li>Conduct evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Be able to work with different people</li> <li>Notice and accept the abilities of people</li> </ul>

Learning Outcome at EQF 5      The learner should be able to: identify and perform the process of operating a team to fulfil common goals.

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Know basic principles of people management</li> <li>Spot the differences and competences of people to face the problems and solve them</li> <li>Recognize the stages of operating the team</li> <li>Perform the stages of team formation</li> </ul>	<ul style="list-style-type: none"> <li>Perform observation of the behaviours of others</li> <li>Conduct evaluation</li> <li>Enhance performance in people management</li> </ul>	<ul style="list-style-type: none"> <li>Be able to work with different people</li> <li>Notice and accept the abilities of people</li> <li>Organize a team formation</li> <li>Evaluate the performance of a team</li> </ul>

Learning Outcome at EQF 6      The learner should be able to: identify and allocate the duties in a team to deliver all tasks.

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Know basic principles of people management</li> <li>Spot the differences and competences of people to face the problems and solve them</li> <li>Recognize the stages of operating the team</li> <li>Perform the stages of team formation</li> <li>Be aware of the roles in a team</li> <li>Recognize the abilities and characteristics of others</li> </ul>	<ul style="list-style-type: none"> <li>Perform observation of the behaviours of others</li> <li>Conduct evaluation</li> <li>Enhance performance in people management</li> <li>Practice reflection to improve people management</li> <li>Apply decision making in the process of people management</li> </ul>	<ul style="list-style-type: none"> <li>Be able to work with different people</li> <li>Notice, accept and predict abilities and peoples' development</li> <li>Organize a team formation</li> <li>Evaluate the performance of a team</li> <li>Demonstrate the process of solving problems</li> </ul>

3.2. COMPETENCE NAME: Adaptability		
<b>Competence description:</b> The IT professionals should be flexible and able to adapt to the different circumstances and situations that may be faced, either at internal (in-company) level or when facing situations with representatives from outside the company (clients and customers).		
Learning Outcomes at EQF 3&4	The learner should be able to: adapt and accept different forms of work and opinions within or outside the team.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Know the basic concepts of flexibility and adaptability</li> <li>Continue self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research</li> <li>Demonstrate curiosity</li> </ul>	<ul style="list-style-type: none"> <li>Collect information and data</li> <li>Carry out self-assessment</li> </ul>
Learning Outcome at EQF 5	The learner should be able to: <b>adapt</b> to new situations within or outside the team.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Know the basic concepts of flexibility and adaptability</li> <li>Continue with self-reflection</li> <li>How to get advantages</li> <li>Enhance problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research</li> <li>Demonstrate curiosity</li> <li>Carry our observation</li> <li>Practice reflection for adaptability</li> </ul>	<ul style="list-style-type: none"> <li>Collect information and data</li> <li>Carry out self-assessment</li> <li>Express responsibility to increase productivity</li> <li>Express attitude to increase performance</li> </ul>
Learning Outcome at EQF 6	The learner should be able to: adapt to cultural differences within or outside the team, taking into consideration and respecting different points of view, beliefs and approaches to situations or problems.	
Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Know the basic concepts of flexibility and adaptability</li> <li>Continue with self-reflection</li> <li>How to get advantages</li> <li>Enhance problem solving</li> <li>Work towards creating a healthy environment</li> <li>Motivate the workforce</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research</li> <li>Demonstrate curiosity</li> <li>Carry out observation</li> <li>Practice reflection for adaptability</li> <li>Demonstrate open-mindedness</li> <li>Experiment with conflict analysis</li> </ul>	<ul style="list-style-type: none"> <li>Collect information and data</li> <li>Self-assessment</li> <li>Express responsibility to increase productivity</li> <li>Express attitude to increase performance</li> <li>Stay motivated to move towards improvement</li> <li>Practice diversity management</li> </ul>
3.3. COMPETENCE NAME: Time Management		
<b>Competence description:</b> Time is a key factor that affects the development of a particular product or the achievement of a planned result. The high quality of the end product can be achieved only by following a strict time-frame and accurate and precise planning of all the tasks, resources and different steps for creating, testing and introducing improvements to the development process. Proper time management is a must in order for a professional to be able to allocate efforts in the most productive and efficient way possible.		

Learning Outcomes at EQF 3&4	The learner should be able to: properly identify and plan daily activities, complete tasks within a pre-defined time frame by staying focused and avoiding distractions that might reduce productivity and efficiency.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>• Have awareness on the concept of time, basic principles of time management and its key importance in the professional sphere</li> <li>• Have awareness on the proper tools and techniques to support effective time management</li> </ul>	<ul style="list-style-type: none"> <li>• Perform effective planning</li> <li>• Demonstrate strong focus</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for the creation of a daily to-do list and maintenance of a task calendar</li> <li>• Keep deadlines</li> <li>• Avoid external factors and keep focused on a task</li> </ul>
Learning Outcome at EQF 5	The learner should be able to: prioritize tasks according to deadlines, importance and impact, but also set clear short, medium and long-term goals and fulfil expectations that are measurable, relevant and realistic.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>• Have awareness on the concept of time, basic principles of time management and its key importance in the professional sphere</li> <li>• Have awareness on the proper tools and techniques to support effective time management</li> <li>• Differentiate between short, medium and long-term goals and plans</li> <li>• Demonstrate awareness on differences, benefits, dangers, and the importance of thinking in short and long-term</li> <li>• Identify and recognize key aspects and components of a task, and predict the time needed for its completion</li> </ul>	<ul style="list-style-type: none"> <li>• Perform effective planning</li> <li>• Demonstrate strong focus</li> <li>• Conduct analysis and estimation</li> <li>• Set goals</li> <li>• Prioritize and organize</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for the creation of a daily to-do list and maintenance of a task calendar</li> <li>• Keep deadlines</li> <li>• Avoid external factors and keep focused on a task</li> <li>• Accurately estimate the time needed for proper completion of a task and achievement of a goal</li> <li>• Group tasks according to their importance (urgent, important, not obligatory, to be delegated, to be deleted)</li> <li>• Group similar tasks together</li> <li>• Break down one big task to several smaller ones</li> </ul>
Learning Outcome at EQF 6	The learner should be able to: reflect and analyse the work done and achieved results, monitor the outcomes and make adjustments where necessary, communicate with teammates and properly delegate tasks, but also be aware of own abilities and apply stress management strategies.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>• Have awareness on the concept of time, basic principles of time management and its key importance in the professional sphere</li> <li>• Have awareness on the proper tools and techniques to support effective time management</li> </ul>	<ul style="list-style-type: none"> <li>• Perform effective planning</li> <li>• Demonstrate strong focus</li> <li>• Conduct analysis and estimation</li> <li>• Set goals</li> <li>• Prioritize and organize</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for the creation of a daily to-do list and maintenance of a task calendar</li> <li>• Keep deadlines</li> <li>• Avoid external factors and keep focused on a task</li> </ul>

<ul style="list-style-type: none"> <li>• Differentiate between short, medium and long-term goals and plans</li> <li>• Demonstrate awareness on differences, benefits, dangers, and the importance of thinking in short and long-term</li> <li>• Identify and recognize key aspects and components of a task, and predict the time needed for its completion</li> <li>• Express awareness on the team dynamics, strengths, abilities and skills of each individual member</li> <li>• Recognize effective assessment methods/techniques for work process monitoring and evaluation</li> <li>• Recognize and manage own abilities, strengths and successful stress management strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out decision making processes</li> <li>• Provide clear communication and task delegation</li> <li>• Carry out reflection and evaluation</li> <li>• Generate self-awareness for effective time management</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately estimate the time needed for proper completion of a task and achievement of a goal</li> <li>• Group tasks according to their importance (urgent, important, not obligatory, to be delegated, to be deleted)</li> <li>• Group similar tasks together</li> <li>• Break down one big task to several smaller ones</li> <li>• Assign tasks to other team members</li> <li>• Evaluate the achieved results and work done</li> <li>• Apply corrective measures/risk management</li> <li>• Demonstrate self-control, stress management and the ability to cope with obstacles</li> </ul>
--	--	---

### 3.4. COMPETENCE NAME: Intercultural Competence

**Competence description:** In today's increasingly globalised world and in the IT sector in particular, very often the environment is multicultural, thus the need of excellent intercultural awareness, sensitivity and competences is crucial. Having the proper cultural knowledge and skills will ease the interaction between teammates and/or clients/suppliers, significantly reducing the possibility of miscommunication or setbacks and will contribute to the creation of an inclusive, effective, productive and thriving work space.

Learning Outcomes at EQF 3&4	The learner should be able to: understand and grasp the dynamic nature of the concept of culture, define own cultural background and predispositions, and to shape a stepping stone for deeper understanding of the influence of culture on the working environment.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>• Understand the concept of culture, its nature and key characteristics</li> <li>• Have self-awareness on own cultural identity, background, norms, values and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Perform analysis and critical thinking</li> <li>• Carry out self-reflection on interculturality</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an impartial and objective mind-set</li> <li>• Define own cultural comfort zone with familiar and acceptable social, professional and personal living practices, norms, views and values</li> </ul>	
Learning Outcome at EQF 5	The learner should be able to: recognize and be aware of the full scope of cultural diversity, compare and contrast different cultures, and understand how cultural identity could affect a person's attitude on the workplace.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	

<ul style="list-style-type: none"> <li>• Understand the concept of culture, its nature and key characteristics</li> <li>• Have self-awareness on own cultural identity, background, norms, values and behaviours</li> <li>• Have culture-specific knowledge and deep understanding of experiences, communication styles, work habits, beliefs and social/work behaviours</li> <li>• Understand the differences and similarities between cultures, the variations between cultural norms and finding common threads by using comparative techniques and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Perform analysis and critical thinking</li> <li>• Carry out self-reflection on interculturality</li> <li>• Be a good listener</li> <li>• Observe the behaviours of others</li> <li>• Demonstrate patience towards others</li> <li>• Demonstrate perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an impartial and objective mind-set</li> <li>• Define own cultural comfort zone with familiar and acceptable social, professional and personal living practices, norms, views and values</li> <li>• Develop tolerance and acceptance of ambiguity</li> <li>• Show curiosity, empathy and openness (withholding judgement)</li> </ul>
<b>Learning Outcome at EQF 6</b>	The learner should be able to: interact, communicate and professionally co-exist in the scope of a culturally diverse working environment, feel comfortable working alongside people from different cultural backgrounds and effectively cooperate with them.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>• Understand the concept of culture, its nature and key characteristics</li> <li>• Have self-awareness on own cultural identity, background, norms, values and behaviours</li> <li>• Have culture-specific knowledge and deep understanding of experiences, communication styles, work habits, beliefs and social/work behaviours</li> <li>• Understand the differences and similarities between cultures, the variations between cultural norms and finding common threads by using comparative techniques and analysis</li> <li>• Be aware of the factors that influence the communication process</li> <li>• Demonstrate socio-linguistic awareness</li> <li>• Have basic knowledge on global trends, issues, facts that can hinder or accelerate interpersonal and intercultural cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Perform analysing and critical thinking</li> <li>• Carry out self-reflection on interculturality</li> <li>• Be a good listener</li> <li>• Observe the behaviours of others</li> <li>• Demonstrate patience towards others</li> <li>• Demonstrate perseverance</li> <li>• Make effective and constructive cross-cultural communication</li> <li>• Be flexible and ready to situations of adaptability</li> <li>• Show sociability</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an impartial and objective mind-set</li> <li>• Define own cultural comfort zone with familiar and acceptable social, professional and personal living practices, norms, views and values</li> <li>• Develop tolerance and acceptance of ambiguity</li> <li>• Show curiosity, empathy and openness (withholding judgement)</li> <li>• Articulate main cultural variations and differences in verbal and non-verbal communication</li> <li>• Build and maintain fruitful relationships</li> <li>• Apply different perspectives and points of view of a particular issue</li> <li>• Create synergy</li> <li>• Manage conflicts effectively</li> </ul>

## THEMATIC BLOCK NO.4: ORGANISATIONAL SKILLS

### 4.1. COMPETENCE NAME: Multitasking

**Competence description:** The preference or capacity to perform multiple tasks or to handle two or more sources of information simultaneously, effectively, and efficiently. It entails a conscious shift in attention over a relatively short time. Multitasking is of practical importance to IT professionals who often must multitask amongst different projects and tasks, as well as digital devices and platforms.

Learning Outcomes at EQF 3&4	The learner should be able to: define multitasking and its benefits, as well as identify the set of cognitive, functional, and behavioural attributes that promote effective multitasking.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define multitasking</li> <li>Enumerate the advantages of multitasking</li> </ul>	<ul style="list-style-type: none"> <li>Identify the requirements of a suitable multitasking work methodology</li> <li>Examine the set of functional and behavioural attributes of multitaskers</li> </ul>	<ul style="list-style-type: none"> <li>Devise ways to adapt to a multitasking work environment</li> <li>Set the ground to a multitasking workspace</li> </ul>	
Learning Outcome at EQF 5	The learner should be able to: manage and supervise own work and the work of others operating in the context of multitasking teams, as well as identify and review possible performance constraints derived from high-demanding multitasking environments.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define multitasking</li> <li>Enumerate the advantages of multitasking</li> <li>Define switchover-time cost</li> <li>Recognise the pitfalls of multitasking</li> </ul>	<ul style="list-style-type: none"> <li>Identify the requirements of a suitable multitasking work methodology</li> <li>Examine the set of functional and behavioural attributes of multitaskers</li> <li>Analyse the impact of multitasking</li> <li>Determine challenges for effective multitasking</li> </ul>	<ul style="list-style-type: none"> <li>Devise ways to adapt to a multitasking work environment</li> <li>Set the ground to a multitasking workspace</li> <li>Develop one's own capacity to effectively switch contexts to multitask</li> <li>Adopt working methods of effective multitaskers</li> </ul>	
Learning Outcome at EQF 6	The learner should be able to: manage complex situations for multitasking, as well as devise mitigation and coping strategies to enhance own performance and the performance of others as multitaskers in a sustainable manner.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define multitasking</li> <li>Enumerate the advantages of multitasking</li> <li>Define switchover-time cost</li> </ul>	<ul style="list-style-type: none"> <li>Identify the requirements of a suitable multitasking work methodology</li> </ul>	<ul style="list-style-type: none"> <li>Devise ways to adapt to a multitasking work environment</li> <li>Set the ground to a multitasking workspace</li> </ul>	



<ul style="list-style-type: none"> <li>• Recognise the pitfalls of multitasking</li> <li>• List situations/tasks that can (or not) be multitasked</li> <li>• List the difference between the preference for multitasking and the capacity to efficiently multitask</li> <li>• Summarise the reasons for ineffective multitasking</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the set of functional and behavioural attributes of multitaskers</li> <li>• Analyse the impact of multitasking</li> <li>• Determine challenges for effective multitasking</li> <li>• Apply multitasking skills</li> <li>• Explore the interconnection between multitasking and planning, prioritisation, and delegation</li> <li>• Discover coping strategies to minimise the strain effects of multitasking</li> </ul>	<ul style="list-style-type: none"> <li>• Develop one's own capacity to effectively switch contexts when multitasking</li> <li>• Adopt working methods of effective multitaskers</li> <li>• Create strategies to improve multitasking</li> <li>• Highlight one's own multitasking skills when applying for a work position</li> <li>• Make use of coping strategies to minimise the strain effects of multitasking</li> </ul>
---	--	--

#### 4.2. COMPETENCE NAME: Prioritisation

**Competence description:** Prioritisation or priority setting is central to IT professionals, as it entails planning and managing one's and others time, as well as organising tasks in accordance with their relative importance. It is about focusing attention, effort and resources having in mind the importance and urgency of the tasks required to fulfil a determined goal.

Learning Outcomes at EQF 3&4	The learner should be able to: define prioritisation and enumerate its benefits, explore organisational attributes and methods that promote effective prioritisation, as well as adopt procedures that concur to further develop priority setting skills.
------------------------------	---

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>• Define prioritisation</li> <li>• Enumerate the advantages of prioritisation</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the set of organisational attributes that are key to effective prioritisation</li> <li>• Explore prioritising methodologies</li> </ul>	<ul style="list-style-type: none"> <li>• Set the ground to effective prioritisation</li> <li>• Devise ways to develop prioritising skills</li> </ul>

Learning Outcome at EQF 5	The learner should be able to: manage and supervise one's and others priorities when working in a project or team, as well as identify and review possible performance constraints derived from high-demanding work environments.
---------------------------	---

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>• Define prioritisation</li> <li>• Enumerate the advantages of prioritisation</li> <li>• Recognise the difference between urgent and important tasks</li> <li>• Recognise the pitfalls of overdoing prioritisation</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the set of organisational attributes that are key to effective prioritisation</li> <li>• Explore prioritising methodologies</li> <li>• Apply the SMART goal technique</li> <li>• Make use of an urgent vs. important matrix</li> </ul>	<ul style="list-style-type: none"> <li>• Set the ground to effective prioritisation</li> <li>• Devise ways to develop prioritising skills</li> <li>• Develop the capacity to effectively categorise objectives and tasks</li> <li>• Adopt organisational methodologies to foster efficient prioritisation</li> </ul>

Learning Outcome at EQF 6	The learner should be able to: manage complex situations vis a vis prioritisation, as well as devise mitigation and coping strategies to enhance own performance / skills and the performance of others in a sustainable manner.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define prioritisation</li> <li>Enumerate the advantages of prioritisation</li> <li>Recognise the difference between urgent and important tasks</li> <li>List the pitfalls of overdoing prioritisation</li> <li>Define procrastination</li> <li>Draw the difference between planning and prioritisation</li> <li>Summarise the reasons for ineffective priority setting</li> </ul>	<ul style="list-style-type: none"> <li>Examine the set of organisational attributes that are key to effective prioritisation</li> <li>Explore prioritising methodologies</li> <li>Apply the SMART goal technique</li> <li>Make use of urgent vs. important matrix</li> <li>Make use of To-Do lists</li> <li>Determine the challenges surrounding effective prioritisation</li> <li>Explore strategies to cope with procrastination</li> </ul>	<ul style="list-style-type: none"> <li>Set the ground to effective prioritisation</li> <li>Devise ways to develop prioritising skills</li> <li>Develop the capacity to effectively categorise objectives and tasks</li> <li>Build planning and prioritisation routines</li> <li>Create strategies to enhance orientation to solutions/clients' needs</li> <li>Be sensitive and respectful on the time of others</li> <li>Foresee what will foster or hinder the accomplishment of a goal/project</li> </ul>	
<b>4.3. COMPETENCE NAME: Pressure Management</b>			
<b>Competence description:</b> Pressure management relates to how one reacts when put under pressure in a work context. It entails thinking clearly and keeping calm when dealing with constraints, unforeseen changes or problems, and challenging situations. Pressure management is a key skill for IT professionals, as they often operate by tight deadlines and heavy workloads.			
Learning Outcomes at EQF 3&4	The learner should be able to: identify the cognitive, behavioural and emotional skills required to manage pressure at work, as well as select and apply basic methods to cope with pressure.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define what pressure means</li> <li>Define choking and clutching under pressure</li> </ul>	<ul style="list-style-type: none"> <li>Examine the operating mechanisms of pressure at the workplace</li> <li>Explore pressure impact on work performance</li> </ul>	<ul style="list-style-type: none"> <li>Set the ground to effectively manage pressure</li> <li>Devise ways to improve pressure management skills</li> </ul>	
Learning Outcome at EQF 5	The learner should be able to: manage pressure and be sensitive to the pressure exerted over others when working in a project or team, as well as identify and review possible performance constraints derived from high-demanding work environments.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define what pressure means</li> <li>Define choking and clutching under pressure</li> </ul>	<ul style="list-style-type: none"> <li>Examine the operating mechanisms of pressure at the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Set the ground to effectively manage pressure</li> </ul>	

<ul style="list-style-type: none"> <li>Enumerate strain factors at the workplace</li> <li>List the difference between external and internal pressure</li> </ul>	<ul style="list-style-type: none"> <li>Explore pressure impact on work performance</li> <li>Apply techniques to cope with pressure at the workplace</li> <li>Approach pressure as an opportunity to grow</li> </ul>	<ul style="list-style-type: none"> <li>Devise ways to improve pressure management skills</li> <li>Manage own expectations and the expectations of others to better cope with pressure at work</li> <li>Forecast and plan ahead</li> </ul>
Learning Outcome at EQF 6	The learner should be able to: tackle complex situations vis a vis pressure management, as well as devise mitigation and coping strategies to enhance own performance / skills and the performance of others in a sustainable manner.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>Define what pressure means</li> <li>Define choking and clutching under pressure</li> <li>Enumerate strain factors at the workplace</li> <li>List the difference between external and internal pressure</li> <li>List the difference between pressure and stress</li> <li>Define an optimal point of pressure</li> <li>Define stress management</li> </ul>	<ul style="list-style-type: none"> <li>Examine the operating mechanisms of pressure at the workplace</li> <li>Explore pressure impact on work performance</li> <li>Apply techniques to cope with pressure at the workplace</li> <li>Approach pressure as an opportunity to grow</li> <li>Structure prevention strategies to mitigate the negative effects of pressure</li> <li>Identify own optimal point of pressure and that of others</li> <li>Revise emotional intelligence skills to manage pressure at work</li> </ul>	<ul style="list-style-type: none"> <li>Set the ground to effectively manage pressure</li> <li>Devise ways to improve pressure management skills</li> <li>Manage own expectations and the expectations of others to better cope with pressure</li> <li>Forecast and plan ahead</li> <li>Commit with a healthy response to pressure</li> <li>Be sensitive and respectful regarding the effects of pressure on others</li> <li>Decide when to take a step back if the pressure is estimated as too high</li> </ul>
<b>4.4. COMPETENCE NAME: Organisational Agility</b>		
<b>Competence description:</b> Organisational agility is related to one's knowledge about how the organisation operates and how to get things done both through formal channels and informal networking. It is a soft skill of importance to IT professionals who often face complex situations, which require them to understand the rationale behind key policies, practices, and procedures, as well as the culture of their company and of the clients' organisations.		
Learning Outcomes at EQF 3&4	The learner should be able to: define organisational agility and enumerate its benefits, explore the attributes that effectively promote organisational agility, as well as adopt procedures that foster the development of basic organisational agility skills.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>Define organisational agility</li> <li>Enumerate the advantages of organisational agility</li> </ul>	<ul style="list-style-type: none"> <li>Examine the set of functional and behavioural attributes inherent to organisational agility</li> </ul>	<ul style="list-style-type: none"> <li>Set the ground to organisational agility</li> <li>Devise ways to improve organisational agility</li> </ul>

		<ul style="list-style-type: none"> <li>Identify different profiles in the organisation (gatekeepers, expeditors, stoppers, resisters, guides, good Samaritans and influencers)</li> </ul>	
<b>Learning Outcome at EQF 5</b>	The learner should be able to: determine the organisational culture and embrace change when required to meet the company goals and clients' needs, as well as identify and review procedures that constraint organisational agility.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define organisational agility</li> <li>Enumerate the advantages of organisational agility</li> <li>Define organisational culture</li> <li>List the difference between agility and adaptability</li> </ul>	<ul style="list-style-type: none"> <li>Examine the set of functional and behavioural attributes inherent to organisational agility</li> <li>Identify different profiles in the organisation (gatekeepers, expeditors, stoppers, resisters, guides, good Samaritans and influencers)</li> <li>Apply organisational agility skills to deal with organisational change in a positive manner</li> <li>Alter normal procedures to fit specific situations to get things done</li> </ul>	<ul style="list-style-type: none"> <li>Set the ground to organisational agility</li> <li>Devise ways to improve organisational agility</li> <li>Adapt to organisational changes</li> <li>Adapt to changes in priorities</li> </ul>	
<b>Learning Outcome at EQF 6</b>	The learner should be able to: fully embrace organisational agility and support others to enhance their organisational agility skills, but also be able to learn from experience, as well as cope with ambiguity in a sustainable manner.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define organisational agility</li> <li>Enumerate the advantages of organisational agility</li> <li>Define organisational culture</li> <li>List the difference between agility and adaptability</li> <li>Define proactivity</li> <li>Define continuous improvement</li> <li>List effective ways to foster organisational agility</li> </ul>	<ul style="list-style-type: none"> <li>Examine the set of functional and behavioural attributes inherent to organisational agility</li> <li>Identify different profiles in the organisation (gatekeepers, expeditors, stoppers, resisters, guides, good Samaritans and influencers)</li> <li>Apply organisational agility skills to deal with organisational change in a positive manner</li> <li>Alter normal procedures to fit specific situations to get things done</li> <li>Discuss the importance of tolerance towards unpredictability and ambiguity</li> <li>Analyse lessons learned through experience</li> <li>Develop a mindset of continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Set the ground to organisational agility</li> <li>Devise ways to improve organisational agility</li> <li>Adapt to organisational changes</li> <li>Adapt to changes in priorities</li> <li>Manage unpredictability and ambiguity</li> <li>Anticipate changes, threats, and opportunities</li> <li>Respond quickly to change and the needs of clients, benefiting from it by optimising procedures</li> </ul>	

## THEMATIC BLOCK NO.5: INTERPERSONAL SKILLS

### 5.1. COMPETENCE NAME: Influencing

**Competence description:** Being able to influence in the workplace can be rewarding on a personal level and for the company. Influencing will help team leaders to coordinate their team better or to better get their points across in meetings and negotiations.

Learning Outcomes at EQF 3&4	The learner should be able to: identify the cognitive and practical skills they must have in order to understand the significance of influencing in a work environment and to gain influence in daily activities/tasks, as well as to apply basic methods for exercising influencing with colleagues, superiors and clients.
------------------------------	--

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Define what influencing is</li> <li>Recognise influencing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Suggest simple optimisations to the team</li> <li>Support contexts in which influencing could be useful</li> </ul>	<ul style="list-style-type: none"> <li>Support software development improvements</li> <li>Encourage task fulfilment in IT contexts</li> </ul>

Learning Outcome at EQF 5	The learner should be able to: exercise influence in a work environment, generate solutions by applying appropriate influencing strategies, review and develop performance of oneself and others in the field of influencing.
---------------------------	---

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Define what influencing is</li> <li>Recognise influencing strategies</li> <li>Recognise positive and negative influencing strategies</li> <li>Explain influencing strategies</li> <li>Indicate situations in which influencing could be useful</li> </ul>	<ul style="list-style-type: none"> <li>Suggest simple optimisations to the team</li> <li>Support contexts in which influencing could be useful</li> <li>Select appropriate influencing strategies</li> <li>Apply appropriate influencing strategies to achieve solutions in IT contexts</li> <li>Propose adaptations to standard solutions in specific contexts</li> </ul>	<ul style="list-style-type: none"> <li>Support software development improvements</li> <li>Encourage task fulfilment in IT contexts</li> <li>Convince and persuade counterpart from the IT workplace</li> <li>Enable team members to develop their influencing potential</li> </ul>

Learning Outcome at EQF 6	The learner should be able to: participate in and lead professional activities or projects in which influencing strategies are required, take responsibility for decision-making by using influencing strategies, but also teach junior staff on how to enhance their own influence with co-workers, sub-contractors and customers.
---------------------------	---

Knowledge	Skills	Competences
<ul style="list-style-type: none"> <li>Define what influencing is</li> </ul>	<ul style="list-style-type: none"> <li>Suggest simple optimisations to the team</li> </ul>	<ul style="list-style-type: none"> <li>Support software development improvements</li> </ul>

<ul style="list-style-type: none"> <li>• Recognise influencing strategies</li> <li>• Recognise positive and negative influencing strategies</li> <li>• Explain influencing strategies</li> <li>• Indicate situations in which influencing could be useful</li> <li>• Discuss different influencing strategies</li> <li>• Review suitable influencing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Support contexts in which influencing could be useful</li> <li>• Select appropriate influencing strategies</li> <li>• Apply appropriate influencing strategies to achieve solutions in IT contexts</li> <li>• Select appropriate influencing strategies in new IT contexts</li> <li>• Apply a range of influencing strategies in IT contexts</li> <li>• Select flexibly and intuitively appropriate influencing strategies in new contexts</li> <li>• Evaluate appropriate influencing strategies in new contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage task fulfilment in IT contexts</li> <li>• Convince and persuade counterpart from the IT workplace</li> <li>• Convince and persuade counterpart in new IT contexts</li> <li>• Enable team members to develop their influencing potential</li> <li>• Evaluate own progress in the application of influencing strategies</li> <li>• Enable with ease adequate influencing strategies in new and unpredictable situations</li> <li>• Take responsibility for developing knowledge and skills of other team members</li> </ul>
--	---	--

## 5.2. COMPETENCE NAME: Trust Building

**Competence description:** Working in a trustful atmosphere is one of the core elements of high-performance. If employees trust each other the foundation is laid for good collaboration and communication. Hence the team and the company benefit from the exchange of ideas, opinions, involvement and creativity, also in terms of efficiency.

Learning Outcomes at EQF 3&4	The learner should be able to: identify the cognitive and practical skills they must have in order to understand the significance of trust building in a work environment and to enhance trust in the workplace, as well as to apply basic methods of trust building with colleagues, superiors and clients.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>• Define what trust building is</li> <li>• Recognise trust building elements</li> </ul>	<ul style="list-style-type: none"> <li>• Support team activities to enhance trust building</li> <li>• Actively and consciously build rapport to team members</li> </ul>	<ul style="list-style-type: none"> <li>• Support alignment in software development</li> <li>• Enable trustful relationships in IT contexts</li> </ul>	
Learning Outcome at EQF 5	The learner should be able to: establish a trustful atmosphere in the work environment, generate solutions by applying appropriate trust building strategies, as well as review and develop performance of oneself and others in the field of trust building.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>• Define what trust building is</li> <li>• Recognise trust building elements</li> </ul>	<ul style="list-style-type: none"> <li>• Support team activities involving trust building</li> </ul>	<ul style="list-style-type: none"> <li>• Support alignment in software development</li> <li>• Enable trustful relationships in IT contexts</li> </ul>	

<ul style="list-style-type: none"> <li>• Explain trust building strategies</li> <li>• Identify situations in which trust building can be useful</li> <li>• Understand how trust prevents conflict and manages difference</li> </ul>	<ul style="list-style-type: none"> <li>• Actively and consciously build rapport to team members</li> <li>• Apply appropriate trust building strategies in IT workplace</li> <li>• Modify appropriate trust building strategies according to IT contexts</li> <li>• Build trust strategically and systematically on the content level and the emotional level</li> </ul>	<ul style="list-style-type: none"> <li>• Create trustful atmosphere among team</li> <li>• Engage team in new activities</li> <li>• Develop and maintain strong relationships in teams and IT contexts</li> </ul>
<b>Learning Outcome at EQF 6</b>	The learner should be able to: participate in and lead professional activities or projects based on trust, take responsibility for decision-making by using trust building strategies, but also be able to teach junior staff on how to enhance their own trust building skills when dealing with co-workers, sub-contractors and customers.	
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>
<ul style="list-style-type: none"> <li>• Define what trust building is</li> <li>• Recognise trust building elements</li> <li>• Explain trust building strategies</li> <li>• Identify situations in which trust building can be useful</li> <li>• Understand how trust prevents conflict and manages difference</li> <li>• Discuss different situations in which trust building can be useful</li> <li>• Discuss advantages of trust at the workplace</li> <li>• Understand how the role modelling of trust building supports the development of junior staff</li> </ul>	<ul style="list-style-type: none"> <li>• Support team activities involving trust building</li> <li>• Actively and consciously build rapport to team members</li> <li>• Apply appropriate trust building strategies in IT workplace</li> <li>• Modify appropriate trust building strategies according to IT contexts</li> <li>• Build trust strategically and systematically on the content level and the emotional level</li> <li>• Apply flexibly and intuitively a range of trust building strategies in IT contexts</li> <li>• Evaluate appropriate trust building strategies in IT contexts in new context</li> <li>• Demonstrate how trust building can be achieved on the content level and the emotional level</li> </ul>	<ul style="list-style-type: none"> <li>• Support alignment in software development</li> <li>• Enable trustful relationships in IT contexts</li> <li>• Create trustful atmosphere among team</li> <li>• Engage team in new activities</li> <li>• Develop and maintain strong relationships in teams and IT contexts</li> <li>• Enable with ease adequate influencing strategies in new and unpredictable situations</li> <li>• Take responsibility for developing knowledge and skills of other team members</li> </ul>
<b>5.3. COMPETENCE NAME: Motivation</b>		
<b>Competence description:</b> Motivation is important for the success of the team and the company as a whole. Motivated workers are performing higher, are more committed to the task and the company, and are more satisfied on a personal level.		

Learning Outcomes at EQF 3&4	The learner should be able to: identify the cognitive and practical skills she/he must have in order to understand the significance of motivation in a work environment and to be motivated in daily activities/tasks, as well as apply basic methods for motivating oneself, colleagues, superiors and clients.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define what motivation is</li> <li>Recognise the importance of motivation at the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Recognise motivation in the workplace</li> <li>Support activities to motivate oneself and others</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the team to participate in activities boosting their motivation</li> <li>Support motivation in the team</li> </ul>	
Learning Outcome at EQF 5	The learner should be able to: motivate co-workers in a work environment, optimise motivation in the workplace, review and develop motivation of oneself and others to improve own performance in collaboration with co-workers, clients and customers.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define what motivation is</li> <li>Recognise the importance of motivation at the workplace</li> <li>Identify different motivation theories</li> <li>Discuss different motivation theories</li> </ul>	<ul style="list-style-type: none"> <li>Recognise motivation in the workplace</li> <li>Support activities to motivate oneself and others</li> <li>Analyse motivational status of your team</li> <li>Apply motivation theories to IT workplace</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the team to participate in activities boosting their motivation</li> <li>Support motivation in the team</li> <li>Create IT projects focusing on motivation</li> <li>Enable your team members to find their personal motivation</li> </ul>	
Learning Outcome at EQF 6	The learner should be able to: participate in and lead professional activities or projects with motivation, but also be able to teach junior staff on how to enhance their own motivation and that of co-workers, sub-contractors and customers of the company.		
<b>Knowledge</b>	<b>Skills</b>	<b>Competences</b>	
<ul style="list-style-type: none"> <li>Define what motivation is</li> <li>Recognise the importance of motivation at the workplace</li> <li>Identify different motivation theories</li> <li>Discuss different motivation theories</li> <li>Match motivation theories to workplace practice</li> <li>Discuss advantages of motivation at the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Recognise motivation in the workplace</li> <li>Support activities to motivate oneself and others</li> <li>Analyse motivational status of your team</li> <li>Apply motivation theories to IT workplace</li> <li>Apply flexibly and intuitively a range of motivation strategies in new contexts</li> <li>Evaluate appropriate motivation strategies in IT context</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the team to participate in activities boosting their motivation</li> <li>Support motivation in the team</li> <li>Create IT projects focusing on motivation</li> <li>Enable your team members to find their personal motivation</li> <li>Enable with ease adequate motivational strategies in new and unpredictable situations</li> <li>Take responsibility for developing knowledge and skills of other team members</li> </ul>	



5.4. COMPETENCE NAME: Negotiation			
<p><b>Competence description:</b> Being able to negotiate can be helpful on a personal level, when thinking of career advancement, as well as at the workplace. Negotiation skills will among others be essential when asking for a higher salary or a better position in the company, but also when asking for more resources to conclude an IT project.</p>			
Learning Outcomes at EQF 3&4		The learner should be able to: identify the cognitive and practical skills they must have in order to understand the significance of negotiation in a work environment, as well as apply basic methods for introducing negotiation strategies when collaborating with colleagues, superiors and clients.	
Knowledge		Skills	Competences
<ul style="list-style-type: none"> <li>Understand the principles of negotiation</li> <li>Describe the principles of negotiation</li> </ul>		<ul style="list-style-type: none"> <li>Support the team in negotiation activities</li> <li>Actively participate at negotiation activities</li> </ul>	<ul style="list-style-type: none"> <li>Support suggested negotiation activities in IT workplace</li> <li>Encourage negotiation activities in IT contexts</li> </ul>
Learning Outcome at EQF 5		The learner should be able to: negotiate in a work environment by applying appropriate negotiation strategies, reviewing and developing effective performance of oneself and towards others in the field of influencing.	
Knowledge		Skills	Competences
<ul style="list-style-type: none"> <li>Understand the principles of negotiation</li> <li>Describe the principles of negotiation</li> <li>Identify situations in which negotiation can be useful</li> <li>Discuss negotiation strategies in specific situations</li> </ul>		<ul style="list-style-type: none"> <li>Support the team in negotiation activities</li> <li>Actively participate at negotiation activities</li> <li>Select known and appropriate negotiation strategies</li> <li>Apply appropriate negotiation strategies in IT contexts</li> <li>Develop WIN-WIN solutions</li> </ul>	<ul style="list-style-type: none"> <li>Support suggested negotiation activities in IT workplace</li> <li>Encourage negotiation activities in IT contexts</li> <li>Engage in negotiation activities</li> <li>Enable team members to develop their negotiating potential</li> <li>Implement WIN-WIN solutions in IT contexts with peers, superiors, partners and clients</li> </ul>
Learning Outcome at EQF 6		The learner should be able to: participate in and lead professional activities or projects in which negotiation strategies are required, and take responsibility for decision-making by negotiating with superiors, customers and clients, but also be able to teach junior staff on how to enhance their own negotiation abilities with co-workers, sub-contractors and customers of the company.	
Knowledge		Skills	Competences
<ul style="list-style-type: none"> <li>Understand the principles of negotiation</li> <li>Describe the principles of negotiation</li> <li>Identify situations in which negotiation can be useful</li> </ul>		<ul style="list-style-type: none"> <li>Support the team in negotiation activities</li> <li>Actively participate at negotiation activities</li> <li>Select appropriate negotiation strategies</li> </ul>	<ul style="list-style-type: none"> <li>Support suggested negotiation activities in IT workplace</li> <li>Encourage negotiation activities in IT contexts</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss negotiation strategies in specific situations</li> <li>• Discuss advantages of negotiation at the workplace</li> <li>• Outline negotiation strategies in new situations</li> <li>• Understand how to develop the negotiation skills of junior staff</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate negotiation strategies in IT contexts</li> <li>• Develop WIN-WIN solutions</li> <li>• Apply flexibly and intuitively a range of negotiation strategies in new IT contexts</li> <li>• Evaluate appropriate negotiation strategies in new IT contexts</li> <li>• Instruct the use of coherent negotiation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in negotiation activities</li> <li>• Enable team members to develop their negotiating potential</li> <li>• Implement WIN-WIN solutions in IT contexts with peers, superiors, partners and clients</li> <li>• Enable with ease adequate negotiation strategies in new and unpredictable situations</li> <li>• Take responsibility for developing knowledge and skills of other team members</li> <li>• Oversee and supervise strategic delivery of negotiation agreements in IT projects</li> </ul>
---	--	--

## EQAVET aspects

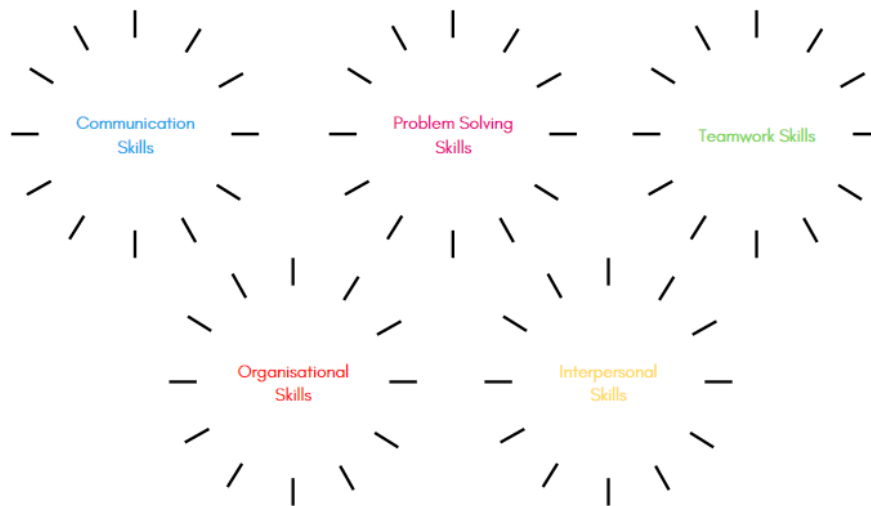
<b>QUALITY CRITERIA BASED ON THE FOUR-PHASE MODEL</b>	
<b>Indicative descriptors at VET-system level</b>	
Phase 1: Planning	<p>After performing a needs assessment for the specific group of IT professionals, where training goals, activities and learning characteristics are identified, VET trainers will design a task-oriented training regarding soft skills taking into consideration the 3 different EQF levels studied in this project and the level of these skills in the trainee(s). The training should be structured in such a way to address the needs and skill gaps of the trainee(s) in relevance to their profession/occupation. With clear training objectives (short-term and long-term), the next step is the preparation of the training material in order to develop the described learning outcomes for the specific competency upskilling. Trainers can use open educational resources, self-prepared training material or seek support from experienced soft skills trainers in order to fulfil the training goals. Different action should be taken depending on the group peculiarities.</p> <p>After the training, the trainee knows the key concepts explained and has put them into practice through the activities proposed during the training, increasing their soft skills and competencies.</p> <p>Evaluation procedures, as well as a detailed schedule of the training will be provided to the trainee(s).</p>
Phase 2: Implementation	<p>IT Professionals (the trainees) will be introduced to the competences they will develop in accordance to the EQF level that reflects their knowledge, skills and competences in terms of soft skills, but also the level of responsibility at their job placements. The trainee(s) will be encouraged to contribute to shaping the training programme they are to participate in and for the sake of topic accuracy, boosting motivation and eliminating skill mismatching.</p> <p>The training offered will not only be tailored to the skills gaps of the trainee(s) and the peculiarities of the IT job, but also to the needs of the labour market. Trainers are recommended to be flexible in the choice of teaching and learning resources, which will be supported by available materials that have been previously used by themselves or their peers. Practical methodology should accompany the theoretical knowledge, such as the proposal of case studies or the implementation of role plays during which the trainee(s) can practice the knowledge learned.</p> <p>The trainee(s) will be informed on the resources they should prepare in order to fully benefit from the training in the time period that has been allocated for the soft skills training. It is advised that digital tools support the training activities due to their common use by the target group.</p>
Phase 3: Evaluation	<p>Evaluation is to be carried out on a regular basis and by different bodies. It is advised that the curriculum and soft skills training programme itself is evaluated by external VET certified experts, their feedback impacting the introduction of improvements to future training programmes. The trainer(s) will also seek for support among peers to exchange opinions and gather feedback on the quality of their training delivered.</p>

	<p>Evaluation also encompasses observation and reflection. One model to measure effectiveness of training is the Kirkpatrick model, Donald Kirkpatrick, <i>Evaluating Training Programs</i>, 3rd ed. (San Francisco: Berrett-Koehler, 2006) developed in the 1950s. Trainers are advised to follow the four steps for the evaluation of their training/teaching.</p> <ol style="list-style-type: none"> <li>1. Reaction: How did the participants react to the training program?</li> <li>2. Learning: To what extent did participants improve knowledge and skills?</li> <li>3. Behaviour: Did behaviour change as a result of the training?</li> <li>4. Results: What benefits to the organization resulted from the training?</li> </ol> <p>The trainee(s) should also be asked to complete an assessment activity at the end of the training (or at critical moments, decided by the trainer). The trainer can develop an online assessment, use an app or initiate role-playing - the type of activity will depend whether the assessment will be individual or group, online or in the classroom, as well as if it will be a self-reflection or require the trainer's feedback. Evaluation of the trainee's progress will provide an efficient way to check the development of the core skills.</p> <p>The trainer will inform the trainee(s) about their final result in the training and possible future development paths they can consider to follow.</p>
Phase 4: Review	<p>After their participation in the training, the IT professional shall be further supported in effectively using their newly gained skills.</p> <p>It is advised to carry out surveys to account for any improvements in future learning and teaching activities and for the purpose of assessing the satisfaction of the trainees from the educational process.</p> <p>Other professionals, perhaps from the human resources sector or soft skills trainers, will be asked for feedback in order to provide further recommendations on the skill(s) covered.</p> <p>Suggestions and improvements, provided by trainees, peers or experts, will be considered in accordance with the EQF level, i.e., any feedback or recommendations for improving training schemes will be based on the EQF level, the language and complexity matched providing full understanding for both the trainer (for teaching) and the trainee (for learning).</p>

Summary note: Activities regarding the planning, implementation, evaluation and review should be undertaken on the basis of a holistic approach with quality assurance practices in place. For more information resort to the [EQAVET+ approach - Complementing EQAVET](#), where you will find information on the four-phase model; [EQAVET Indicators](#) to review the impact your training will have on trainees within VET programmes, and the [Guide for National Reference Points \(VET providers' self-monitoring by using the EQAVET toolbox of indicators\)](#), especially for the purpose of self-monitoring.

## Soft Skills Development Recommendations for Selected Common IT Professions

Information provided in the previous section of this document serves as a reference point for matching the soft skills to IT professions.



It has been noticed that across a few competence levels, **empathy**, **adaptability** and **multitasking** are key soft skills for all IT professions, while **verbal communication** and **presentation skills** are the next essential ones.

Highlighted should be the importance of soft skills regardless the type of occupation, however depending on the occupation a different subset of soft skills may be required. This highly depends on the type of interactions the person stands in front of, the peculiarities of the job and the level of selected competences the person already has, as well as their openness to make new contacts, pass on information and engage in mutual activities, either with own team member or clients to the company. Observation of the behaviours of others and building positive relations based on trust and communication, either it is verbal or non-verbal, are the first steps to improving soft skills.

Professions such as **Information Systems Manager**, **IT Manager** and **Key Account Manager** additionally require well-developed interpersonal skills, active listening skills and influencing competences, but not least important for them is the execution of conflict management, time management, people management, pressure management and prioritisation.

Professions such as **IT engineer**, **IT technician** and **Technical Support Specialist** require strong (verbal and nonverbal) communication skills and problem-solving skills, including analytical, logical and critical thinking, among others.

Professions such as **Software developer**, **Programmer** and **Web designer** must be active listeners, creative, demonstrate analytical thinking, but also be open to adaptability and motivated multitaskers.

Professions such as **Network Specialist**, **Research & Development Specialist** and **Database Administrator** require analytical skills, flexibility and organizational skills.

## References

- (EQAVET), E. Q. (n.d.). <https://www.eqavet.eu/>. Retrieved from <https://www.eqavet.eu/About-Us/Mission>
- CEDEFOP. (n.d.). *European Qualification Framework (EQF)*. Retrieved from <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>
- Commission, E. (n.d.). *European Skills Competences Qualifications and Occupations*. Retrieved from <https://ec.europa.eu/esco/portal/occupation?resetLanguage=true&newLanguage=en>
- EOPPEP. (n.d.). *National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)*. Retrieved from <https://www.eoppep.gr/index.php/en/>: <https://www.eoppep.gr/index.php/en/qualifications-certification-en>
- EQAVET. (n.d.). <https://www.eqavet.eu/>. Retrieved from European Quality Assurance Reference Framework
- EQAVET. (n.d.). <https://www.eqavet.eu/>. Retrieved from <https://www.eqavet.eu/About-Us/Network-Members/National-Reference-Points>
- EQAVET. (n.d.). <https://www.eqavet.eu/What-We-Do/European-Quality-Assurance-Reference-Framework/Overview>. Retrieved from <https://www.eqavet.eu/What-We-Do/European-Quality-Assurance-Reference-Framework/Overview>
- EUROPASS, E. U. (n.d.). *Description of the 8 EQF levels*. Retrieved from <https://europa.eu/europass/en/description-eight-eqf-levels>
- Union, C. o. (2009). Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'). Brussels: of the European (2009/C 119/02).
- Union, E. (n.d.). *Europass EQF Brochure and Infographics*. Retrieved from <https://europa.eu/europass/en/eqf-brochure-and-infographic>





HERAKLION  
CHAMBER

