

APPRAISING TRANSVERSAL SKILLS IN GREEN JOBS  
FOR EMPLOYABILITY OF YOUTH AND WORKERS  
IN RESTRUCTURING PROCESSES



## Transversal skills assessment

**Manual for the assessment of green transversal skills (user guidelines and outcome assessment)**



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## Document classification

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## PROPOSED APPROACH AND METHODOLOGY FOR IMPLEMENTATION FOR THE ASSESSMENT TOOL AND USE OF THE RESULTS OF

### TRANSVERSAL GREEN/SOFT SKILLS

This document proposes the common methodical approach that can be adapted and adopted into the interested reader's own field of operation and thereby servicing their own specific target groups.

The project purpose is fulfilled when the tools become alive and utilised among the end-users, who typically consist of young- and senior adult individuals, as well as, staff of organisations including private companies.

The on-set of this toolkit was to have contributions coming from the project partners and their respective local stakeholders, in the preparatory phase of output 3, called; "ACROSS tool for transversal skills assessment" whose main objective – as stated in the project application is:

*"These tools will be available as first step for self-assessment of beneficiaries (workers, unemployed youth or people laid off in restructuring processes) and guide them towards more advanced services, and to give a preliminary indication to VET professionals (guidance, coaches, assessors, training bodies) on gaps, needs and other relevant information on transversal skills' level and needs of the workers. The self-assessment will be a simple tool, available in the partners' languages."*

This tool is developed in both an on-line a hard copy version.

NB: Roles and tasks of the partners

This manual is the result of O3/A1-A3. The coordination group, consisting of Blankcon (NL), FORCOOP(It), IFOA (It) Winnova (Fin) and Tietgen (DK) maintains the overall coordination of the activities related to the creation of a transnational output, while the proposed approach carries an in-built flexibility for the local level. However, in order to be able to evaluate the tools, Each partner has been responsible for:

- Reading the manual and giving a first feedback especially in relation to;
  - o How useful you find the tools knowing your target groups.
  - o Input of any assessment that you can share and providing any additional material for the assessment activities.
  - o Gaps that you discover in the manual
  - o Comments to the "degree of transversalness" you find the suggested tools.





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# CHAPTER 1: BACKGROUND TO THE WORK OF SKILLS ASSESSMENT

The main aim of the tool contained in this manual is step three in project terms. Thereby builds on the identification results in the first two steps.

The outcome of step one was a report describing a wide range of practices for inspiration to actions towards sustainable approaches and greening economies.

For step two the outcome was identification of specific transversal skills that the ACROSS project could focus on with the aim of fostering and developing such skills in transition to greening economy in a cross-sectoral perspective.

The methodology behind this identification was a survey of those skills that were determined top most important. At the stage of the survey the targeting was done with two different situations in mind. One situation or crossroads is students and newly graduated as job seekers. The other situation is adults and seniors with work experience and in the crossroads of a need of changing or reshuffling competency needs.

The leading concept of the survey was thus expressed: *“Considering the field of expertise in LLL that you have chosen, please rate the importance of supporting the development of general and specific transversal skills for qualifications, sectors or jobs undergoing a “greening” process...”*

Rather than a sector *per se*, the questionnaire was conveyed for all of the four contexts of Life Long Learning (LLL) where such transversal skills can be developed or appraised:

1. IVET (initial training);
2. CVET (for youth, first job-seekers or NEETs);
3. CVET (for adults with work experience but in restructuring processes);
4. Companies (in-company training).

The results have formed the basis for the development of the ACROSS model and in the present document. Thus Output 3 is a concrete tool to involve the wider users in consideration and self-assessment of the related tools.

## *THE ACROSS TOOLS DEVELOPMENT LEANING ON A STRONG EU REFERENCE*

For the ACROSS project a need for a focused reference framework was early discovered. Thus, for the competency areas it was a qualitative assurance to use the ESCO taxonomy as the parallel standard to the development of tools in our ACROSS toolbox.



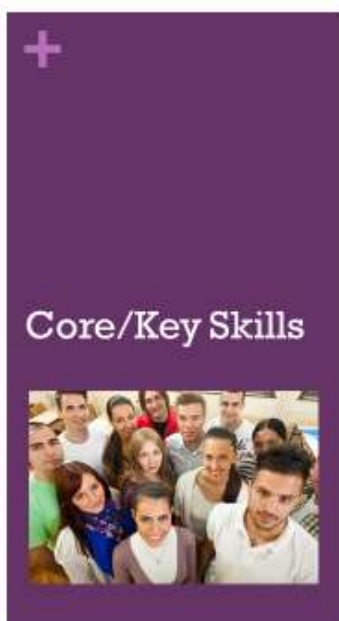
For the purpose of coaches, trainers and counselors etc. to have some background of how ACROSS tools came about to the present stage the ESCO (European Skills, Competencies, Qualifications and Occupations) framework is presented in the following:

*"EIGHT KEY COMPETENCIES - (EU POSITION)"*

This framework defines 8 key competences and describes the essential knowledge, skills and attitudes related to each of these.

- The term 'Core Skills' covers a variety of broad skills and abilities that allow us to manage and adapt to a changing society.
- They are critical to the workplace, and to life and learning in general.
- They help us to put knowledge into action in a flexible way, and to adapt our existing knowledge and skills to the demands of new situations

1. *communication in the mother tongue*
2. *communication in foreign languages,*
3. *mathematical competence and basic competencies in science and technology*
4. *digital competence*
5. *learning to learn*
6. *social and civic competences*
7. *sense of initiative and entrepreneurship*
8. *cultural awareness and expression*



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In line with the ESCO initiative, also the ACROSS project and this manual is charged with transparency between competency needs on the labour market and competency offers in the educational system and leading to needs of curriculum development in some cases.

ESCO in practice (source: <http://www.euvetsupport.eu/index.php?id=242>)



ESCO in practice (image based on ESCO publication "ESCO: Europäische Klassifizierung für Fähigkeiten/Kompetenzen,

In October 2017 ESCO will launch its website containing an extensive matrix of competencies needed in the near-by future labour market. Thus ESCO and ACROSS are born supplementary to one another. Though It is worth to repeat that the mandate of the ACROSS project is to work within the frame of personal transversal skills.



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## CHAPTER 2: THE ACROSS APPROACH

All jobs and production processes will have a shade of green. The ACROSS model strives to mainstream transversal green skills in all profiles and in all learning contexts. Therefore, the respondents of the ACROSS administered survey were teachers, counselors, trainers, experts in IVET and CVET, coaches, as well as managers and HR experts in the private sectors. The result obtained were:

The ACROSS Top 10 green transversal skills

1. Learn from mistakes
2. Treat people fairly
3. Build on experience
4. Attend to quality
5. Work efficiently
6. Language and communication (Mother tongue)
7. Adapt to changes
8. Make an effort
9. Be curious
10. Show good manners

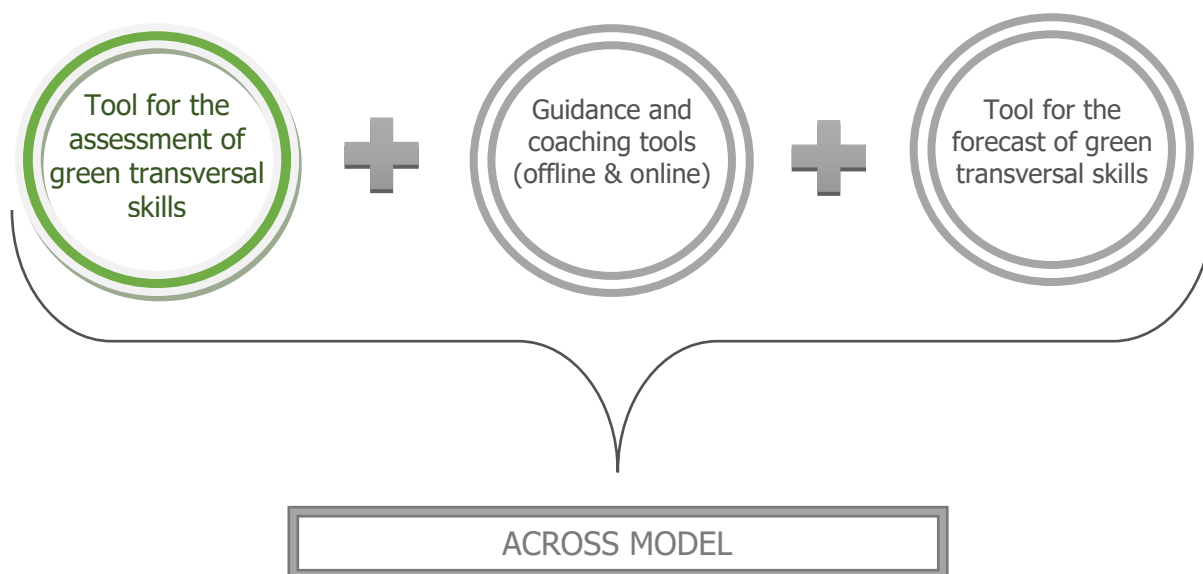
As can be seen a good match is evident between the overall ESCO survey and the ACROSS survey focused on transversal skills. This was a good support for the development of the ACROSS tools and methods. The ACROSS partnership took this further in an appreciation of our mandate and this evolved in the identification of five skills areas deemed as the most relevant and important in the shift to a greener economy. All training activities will refer to one or more of them, which are the following:

1. Communicate effectively
2. Follow ethical and sustainable work practices
3. Handle challenges
4. Demonstrate commitment
5. Use your mind



## THE ACROSS MODEL

The Across model consist of three elements that can be offered as relevant by way as a single tool or as a joggle between with one or two of the elements.



## THE TRANSVERSAL SKILL SCORING TOOL: ASSESS YOUR SKILLS

This assessment tool is developed in an on-line version in order to reach out in an easy accessible way, it is however, not meant to be a “stand alone” tool. The ideal situation is rather, that the assessment is carried out as a preparation for a guidance session with a coach, a career counsellor for instance. In such a situation it is a help to reflect upon your skills and be better in a position to compare what transversal skills you seem to be having strongly or weakly as what skills come up as important during the guiding session. Thus, a step on the way to give direction for you should highlight in your Curriculum Vitae, or what you may need to take up as your learning point if you want to gain a stronger position for the branche(s) you want to be attractive for in the future.

You will reflect upon five different skills areas:

- *Communicate effectively*
- *Follow ethical and sustainable work practices*
- *Handle challenges*
- *Demonstrate commitment*
- *Use your mind*



For each skill area you will find support by some 4-5 factors that characterises it and their description.

In step one you will think and write your own considerations for each factor by describing an example of a situation you remember in which you did/did not perform that kind of skill or behaviour.

In step two you assess or score yourself from 0 to 5 (highest) by asking yourself “to which degree do I possess this skill?”

<i>CATEGORY</i>	<i>GENERAL SKILLS AREA</i>	<i>SUB-SKILLS</i>
<i>Language and Communication</i>	<b>1. COMMUNICATE EFFECTIVELY</b>	1.a. Respond to cultural differences
		1.b. Non-verbal communication
		1.c. Verbal communication
		1.d. Digital communication
<i>Attitudes and Values at work</i>	<b>2. FOLLOW ETHICAL AND SUSTAINABLE WORK PRACTICES</b>	2.a. Identify social impact
		2.b. Reflect on work practices
		2.c. Treat people fairly
		2.d. Work with different view-points
		2.e. Make ethical choices
<i>Attitudes and Values at work</i>	<b>3. HANDLE CHALLENGES</b>	3.a. Adapt to changes
		3.b. Cope with obstacles
		3.c. Deal with uncertainty
		3.d. Learn from mistakes
		3.e. Build on experience
<i>Attitudes and Values at work</i>	<b>4. DEMONSTRATE COMMITMENT</b>	4.a. Attend to quality
		4.b. Be persistent
		4.c. Make an effort
		4.d. Be enthusiastic
		4.e. Work efficiently and independently

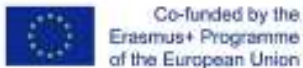
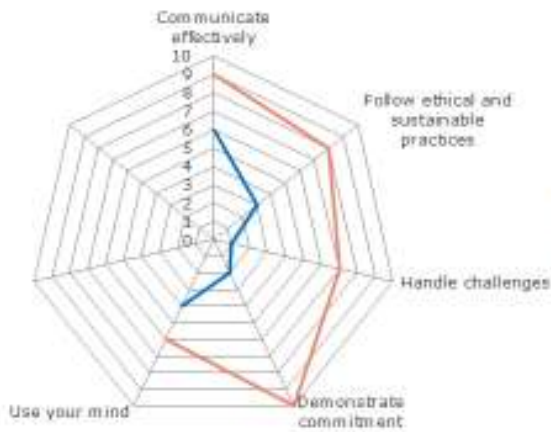


Thinking skills	5. USE YOUR MIND	5.a. Critical thinking
		5.b. Creative thinking
		5.c. Planning and monitoring
		5.d. Entrepreneurship

At the end of the evaluation, you will be able to see a clear visual presentation of your complete scoring. As this example shows:

**APPRAISING TRANSVERSAL SKILLS IN GREEN JOBS FOR EMPLOYABILITY OF YOUTH AND WORKERS IN RESTRUCTURING PROCESSES**

Self-assessment online tool



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## CHAPTER 3: THE APPLIED METHODOLOGY IN ACROSS



### A. APPROACH FOR COMPANIES

The most likely scenario of an entity that will find use for all three elements is a company or an organisation. A company that sees a relevance to make a forecasting exercise i.e. to actualise its predictions of the future in order to act tacitly well in terms of its staff and their skills. This is depicted below.

Analysing changing skill needs and peering into the future (both quantitatively and qualitatively) are important elements in avoiding market failures. This type of Labour market information is a public good but the use of such results at a European level is still mainly limited to Government (policy makers & expert groups). It is argued here that such information has a broader role in helping to make markets work better, by informing all labour market participants about the situations they may face.

Looking at a changing scenario from a company perspective. Try to imagine a company decision of strategically making a turn for a greener servicing of their customers. This requires new routines from many positions in the company and therefore a training need arises. Such a need can be met in many different ways; in house or external, in one go or in a longer stretch as well as individually, in small unit groups or for the whole organisation. Sometimes it is the responsibility of the HR staff, but in many cases it also becomes a request from the company to a training organisation to use their expertise to design tailor-made learning processes that are capable of developing strategic competencies for the specific situation, needs and culture of the company.

In this case the training organisation takes an advisory role drawing up proposals for learning interventions – a performance that may differ considerably from selling



courses. It is the field of selling consultancy service, and for such a new role they also may need to improve their capacities – a chain reaction that are not uncommon towards a greener economy.

Especially in an example where the company needs to take a new approach to service provision the new skills needed are in the range of personal and transversal skills. For this situation all three tools in the ACROSS model may be part of the collaboration between the company and the training institution.

### *B. APPROACH FOR INDIVIDUALS*

The main aim of this tool consists in supporting the development of specific competences for the transition to green jobs/entrepreneurial ideas. On the other side, it is also a training tool embedded in ECVET standard to be used in LLL and/or initial training strategies as a guidance tool that trainers can use to help beneficiaries develop a plan with personal/professional objectives, to accompany job placement, professional development or career change.

For a person in a situation of working or career change a skills analysis can clarify and guide towards a fruitful skill upgrading. For some people a career guidance talk can be an unfamiliar situation with a lot of new terminology and thus preparatory exercises may act as a welcome “warm up”. Having worked with a tool as the ACROSS self-assessment scoring a typical open question as “How do you see – or wish to see – yourself in hectic and closely collaborating teamwork?” has already been getting some considerations. Or “what transversal skills do you believe fits well in your next dream job?” may be a relevant question put to you in a job guidance session and a prompt to do the scoring com reflexion exercise.

At the end of the assessment exercise your scoring result will be visualised and we recommend to save or print it and thereby have it handy for guidance talks and to follow your training progression over time.







A competency is more than just knowledge and skills. It involves the ability to mobilise the right psychosocial resources in each particular context.

For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating

### C. APPROACH FOR TRAINERS AND GUIDANCE FACILITATORS

Adult educators routinely play various roles in their motivational building capacity. Changing situations in society call for new roles among persons in the guiding positions. The ACROSS toolkit provides background and support material to implement guidance and capacity-building programmes and initiatives for the identified target groups.

As a skills development guiding person your first meeting with the client is very important in a double sense. On the one hand your client will assess you, your cultural sensitivity, and the confidence you convey in delivering the required consultancy or competence development plan for a company. On the other hand the initial meeting offers an opportunity to influence the agenda and frame for the educational task the company faces. For this case, if you are equipped with knowledge

of the company and its strategies, strong communicative skills, cultural sensitivity, and a toolbox of learning tools the learning designer will be well armed to meet the company's needs. For this situation all three tools in the ACROSS model may be part of the collaboration between the company and the training institution. In the ACROSS toolbox there is a collection of exercises to fit many situations, including the number of participants from 2 persons to large groups. Also what concerns the assessment tool there is flexibility and we claim from our experience that a company unit doing the

assessment together in dialog and discussion will learn a lot about how they see themselves and how to move towards the wanted scenario.

Also in case of providing individual career and job guidance, the first meeting is a cultural meeting. You will have to balance the task of scanning for the skills “in need and in existence” by asking and reading and the task of formulating ideas, motivation, methods and relevant approaches. For this situation the assessment tool in the ACROSS model may be part of a good dialog for the dialog for what is wanted versus which skills are strong or weak for the person. And then moving into what tools, ACROSS or otherwise, that can help and train for a better understanding or mastering of the skill in question.





*ANNEX 1: SUMMARY OF THE MOST IMPORTANT TRANSVERSAL SKILLS IN GREENING PROCESSES*

<i>GENERAL AREA</i>	<i>SUB-SKILLS</i>	<i>DESCRIPTIONS</i>
<i>COMMUNICATE EFFECTIVELY</i>	Respond to cultural differences	The ability to communicate coping with different cultures that have different meaning of words, behaviors and gestures
	Non-verbal communication	The ability of understanding behavior and elements of speech aside from the words themselves that transmit meaning. Non-verbal communication includes pitch, speed, tone and volume of voice, gestures and facial expressions, body posture, stance, and proximity to the listener, eye movements and contact, and dress and appearance
	Verbal communication	The sharing of information between individuals by using speech. Individuals working within a business need to effectively use verbal communication that employs readily understood spoken words, as well as ensuring that the enunciation, stress and tone of voice with which the words are expressed is appropriate
	Digital communication	The ability to create persuasive communications in different media, be it websites, video, audio, text, or animated multimedia
<i>FOLLOW ETHICAL AND SUSTAINABLE WORK PRACTICES</i>	Identify social impact	The ability to identify the effect an organization's actions have on the well-being of the community
	Reflect on work practices	The ability to reflect on what you did and decided related to work, and what happened, and decide from that what you would do differently next time
	Treat people fairly	The ability to treat people equally regardless of their race, sex, social status or anything else like that. Treating people fairly means that you treat them in ways that are most appropriate to their needs
	Work with different view-points	The ability to handle a discussion about a difference of opinion finding the common ground for each part involved in the discussion



	Make ethical choices	The ability of ethical decision-making refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles. In making ethical decisions, it is necessary to perceive and eliminate unethical options and select the best ethical alternative
<i>HANDLE CHALLENGES</i>	Adapt to changes	The ability to make things suitable to requirements or conditions adjusting or modifying fittingly to the change of environment
	Cope with obstacles	The ability to deal with with an array of obstacles that comes with every goal we set
	Deal with uncertainty	The ability to cope with the pressure related to the situation where the current state of knowledge is such that the order or nature of things is unknown, the consequences, extent, or magnitude of circumstances, conditions, or events is unpredictable, and credible probabilities to possible outcomes cannot be assigned
	Learn from mistakes	The ability to understand what you did wrong and make sure that you do not do it again
	Build on experience	The ability to use a failure or an achievement as a base from which to achieve more success in future experiences
<i>DEMONSTRATE COMMITMENT</i>	Attend to quality	The ability to work maintaining an elevated standard of quality
	Be persistent	The ability of persisting despite opposition, obstacles, discouragement, persevering lasting or enduring tenaciously
	Make an effort	The ability to do something even though you do not want to or you find it difficult to reach a goal
	Be enthusiastic	Be very interested in something you should do or excited by it
	Work efficiently and independently	The ability of becoming self-aware, self-monitoring and self-correcting; taking the initiative rather than waiting to be told what to do; taking ownership of your mistakes without looking for excuses
<i>USE YOUR MIND</i>	Critical thinking	The ability to perform an objective analysis and evaluation of an issue to form a decision
	Creative thinking	The ability of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unsettling at first).



	Planning and monitoring	The ability to set phases for the development of an activity or a programme and commit to the regular observation and recording of activities taking place
	Entrepreneurship	The ability to start the process of designing, launching and running new business offering a product, process or service for sale or hire



## ANNEX 2 COMPETENCE IN THE ESCO CLASSIFICATION

ESCO applies the same definition of "competence" as the European Qualification Framework (EQF). According to this "competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development." They are described in terms of responsibility and autonomy.

While sometimes used as synonyms, the terms skill and competence can be distinguished according to their scope. The term skill refers typically to the use of methods or instruments in a particular setting and in relation to defined tasks. The term competence is broader and refers typically to the ability of a person - facing new situations and unforeseen challenges - to use and apply knowledge and skills in an independent and self-directed way.

Here follows the ESCO classification of Transversal skills and competences.

Transversal skills/competences			
Social skills and competences	Working with others	Work as part of a team	Accept constructive criticism
			Share information
			Give constructive criticism
			Foster social networks
			Share opinions
			Collaborate on tasks
		Share resources	
		Negotiate (Resolve conflict)	Influence
			Persuade
			Argue cases
	Seek consensus		
	Display intercultural competence	Seek compromise	
		Propose options	
		Use culturally appropriate gesture	
		Use culturally appropriate language	
Leading others	Exercise responsibility (Sense of responsibility)	Foster quality	
		Facilitate groups	
		Support colleagues	
		Support change	
	Decide priorities		
	Build relationships	Encourage staff and colleagues	
		Mentor	
Motivate staff and colleagues			
Language and communication	Non-verbal communication	Understand non-verbal cues (understand body-	Understand postures
			Understand uses of personal space



		language)	Read facial expressions
			Read different types of eye contact
			Understand gestures
			Read different types of touch
		Respond to cultural differences (non-verbal communication)	Intercultural communication
		Use non-verbal cues (use body-language)	Use appropriate facial expressions
			Make appropriate use of touch
			Make appropriate use of personal space
			Use appropriate gestures
			Make appropriate use of eye contact
		Use appropriate posture	
	Verbal communication	Spoken interaction	Debating techniques
			Interrogating
			Persuading
		Negotiating	
Spoken production	Presentation techniques		
Language	Mother tongue	Understanding	
		Writing	
		Speaking	
		Interaction	
	Foreign language	Understanding	
		Writing	
		Speaking	
		Interaction	
Thinking skills and competences	Learning	Manage the learning self (Learning ability)	Reflect on learning process
			Prioritise learning tasks
		Manage learning process	Monitor learning process
			Plan learning
	Critical thinking	Examine evidence	Use different learning strategies
			Check facts
			Consider alternative views
			Critique reasoning
			Consider impact of judgement
		Notice bias	
		Explore issues	Make judgements
			Draw conclusions
Question assumptions			



			Explain reasoning
			Identify live topics
			Recognize connections
			Identify patterns
			Ask key questions
	Creative and entrepreneurial thinking	Generate new ideas	Anticipate needs
			Experiment
			Show originality
			Recognise opportunity
			Visualize completed work
		Turn new ideas into action	Create implementation strategy
	Adapt implementation strategy		
	Produce original work		
	Problem-solving	Analyse the problem	Explore context of problem
			Examine causes of problem
			Identify stakeholders involved in problem
		Take action to solve the problem	Implement strategy
			Coordinate actions
			Multi task
			Evaluate success
Plan for action		Troubleshoot	
		Devise strategy	
		Set goals	
Planning own work	Manage time (Time management)	Work out time line	
	Follow plan (Methodical approach)	Monitor progress	
	Set targets (Strategic planning)	Identify tasks	
Application of knowledge	Information and communications	Interact electronically	Communicate on-line
			Use mobile phone
			Choose method of electronic interaction
			Observe 'netiquette'
	Manage hardware	Use on-line services	
		Use printers	
		Use pointing devices	
	Manage electronic information	Use image scanners	
		Use word processing	
		Retrieve files	
			Detect bias and inaccuracy in electronic information



			Evaluate quality of electronic information
			Use spreadsheets
			Use electronic databases
			Store files
			Cross-check electronic information
		Manage software	Use office software
			Use operating systems
		Create electronic content	Produce electronic images
			Produce tables
			Edit electronic content
			Type text
			Design spreadsheets
			Produce audio files
			Produce text files
		Maintain online privacy and security	Review online privacy settings
			Up-date online security measures
			Install anti-virus software
	Choose online security measures		
	Identify online threats		
	Set up passwords and private settings		
	Seek electronic information	Use internet browsers	
		Retrieve information from the internet	
	Numeracy and mathematics	Process mathematical information for work	Organise data
			Interpret data
			Gather data
		Apply mathematical concepts to work tasks	Identify mathematical problem
			Apply mathematical method
Choose relevant mathematical concepts and procedures			
Use mathematical tools and equipment		Use measuring equipment	
		Use calculators	
		Use ICT	
Communicate mathematical work processes		Record data	
		Explain mathematical findings	
		Illustrate mathematical findings	
		Use appropriate	



		Carry out work-related calculations	mathematical language	
			Measure	
			Work with shape and space	
	Health, safety and the working environment	Implement organisational policies		Use numbers
				Support company plan
				Support company mission
				Monitor policy implementation
		Implement environmentally-sustainable work practices		Apply quality standards
				Minimise environmental risks
				Preserve environmental heritage
				Assess environmental impact
		Implement equality policies		Reduce environmentally harmful work practices
				Consider different cultural backgrounds
				Support gender equality
		Implement safety policies		Foster cultural diversity
				Store equipment and materials safely
				Identify risks
				Use safe working methods
				Take precautions
				Use correct equipment and tools
Attitudes and values at work	Values			Follow ethical work practices
		Reflect on own work practices		
		Identify environmental impact		
		Make ethical choices		
		Identify ethical issues		
	Show respect		Treat people fairly	
			Work with different viewpoints	
			Show consideration	
			Demonstrate tolerance	
	Attitudes	Demonstrate commitment		Show good manners
				Meet commitments
Attend to quality				
Make an effort				
Attend to detail				
			Show enthusiasm	
			Be curious	





			Persist
			Work independently
			Work efficiently
		Handle challenges (Resilience)	Manage frustration
			Cope with pressure
			Deal with uncertainty
			Learn from mistakes
			Adapt to changes
Build on experience			

