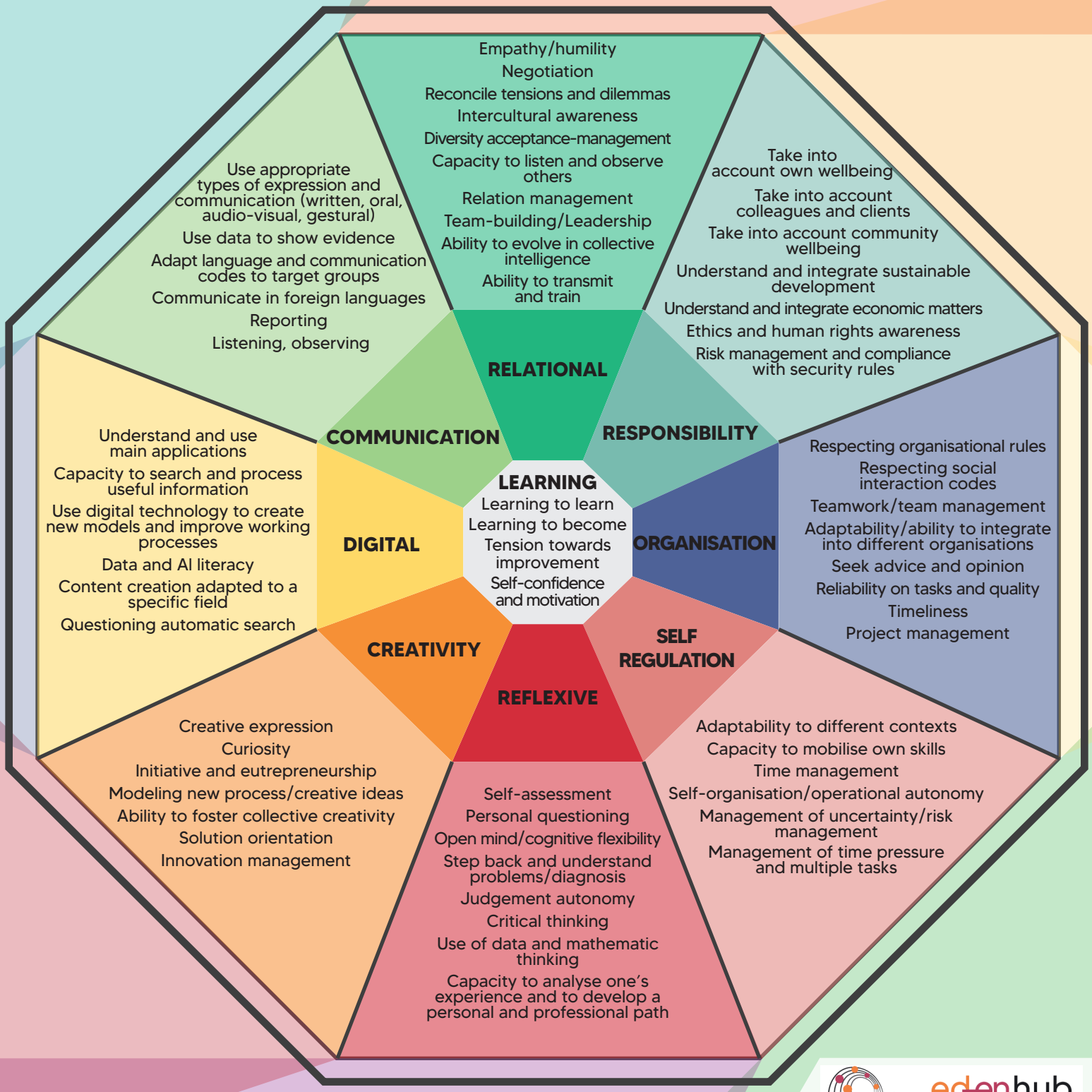
TRANSVERSAL COMPETENCES



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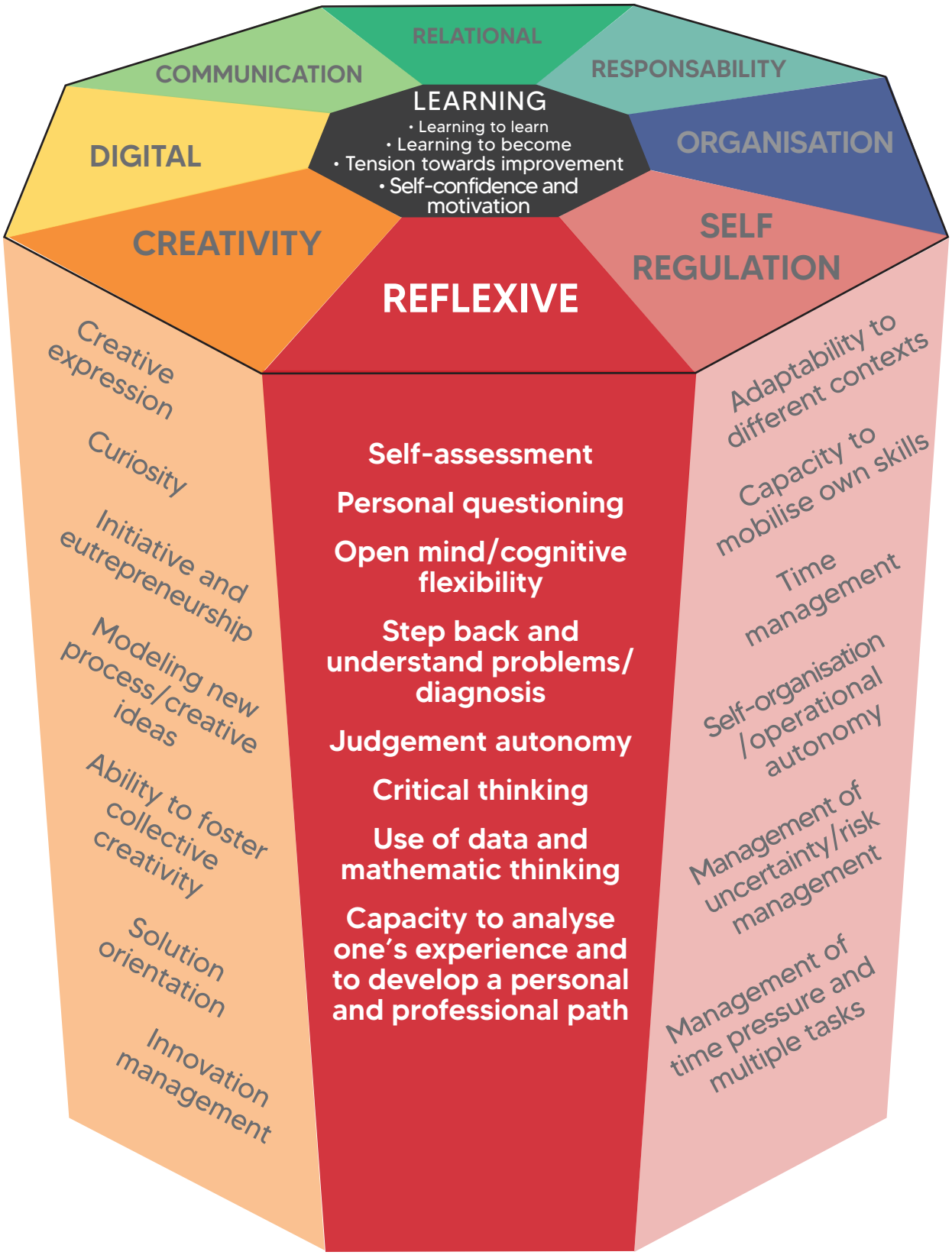
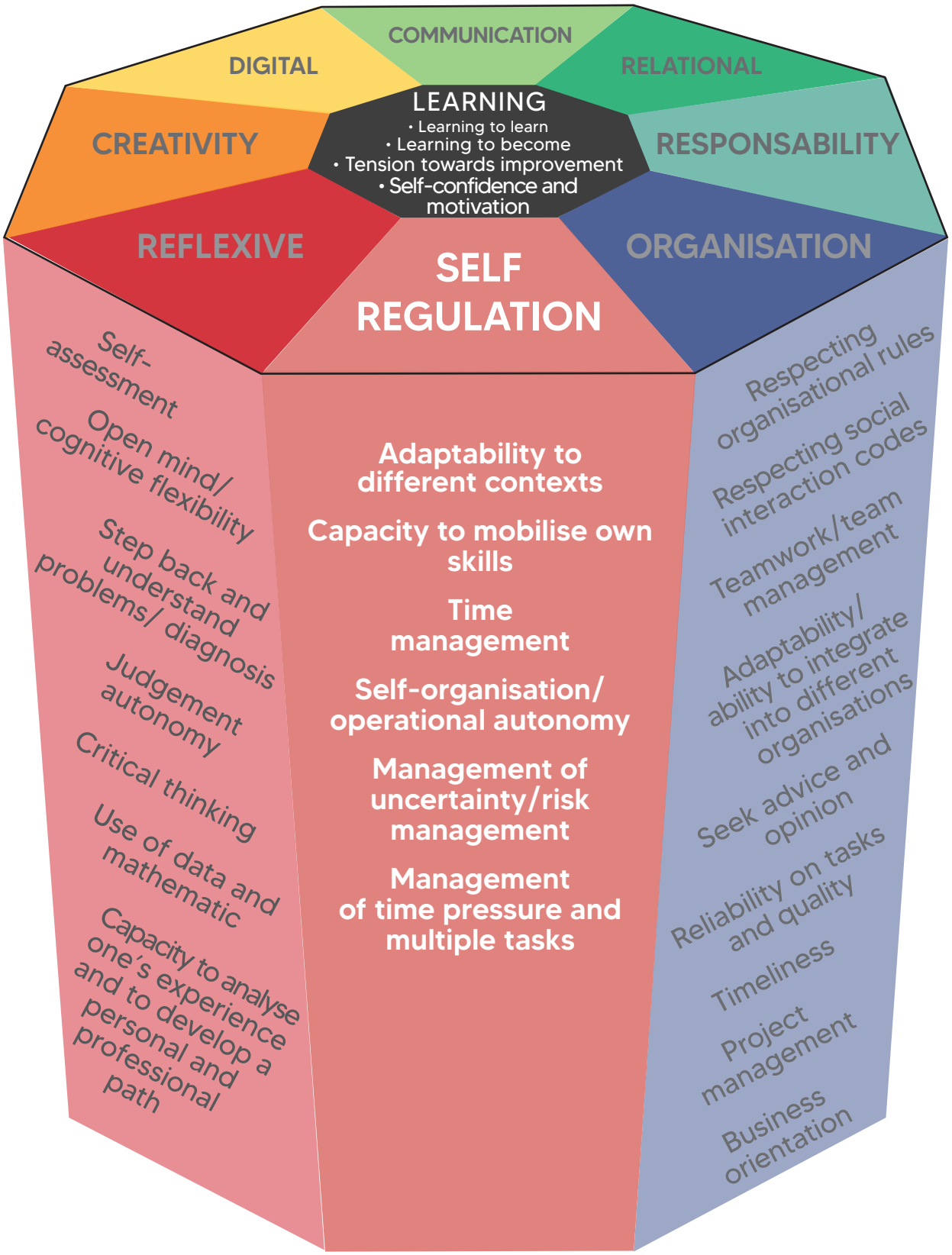

RELATIONAL
COMMUNICATION
RESPONSABILITY
LEARNING
• Learning to learn
• Learning to become
• Tension towards improvement
• Self-confidence and motivation
DIGITAL
ORGANISATION
CREATIVITY
SELF REGULATION
REFLEXIVE
Creative expression
Curiosity
Initiative and eutrepreneurship
Modeling new process/creative ideas
Ability to foster collective creativity
Solution orientation
Innovation management
Self-assessment
Personal questioning
Open mind/cognitive flexibility
Step back and understand problems/ diagnosis
Judgement autonomy
Critical thinking
Use of data and mathematic thinking
Capacity to analyse one's experience and to develop a personal and professional path
Adaptability to different contexts
Capacity to mobilise own skills
Time management
Self-organisation /operational autonomy
Management of uncertainty/risk management
Management of time pressure and multiple tasks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DIGITAL
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LEARNING
• Learning to learn
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• Tension towards improvement
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CREATIVITY
RESPONSABILITY
REFLEXIVE
ORGANISATION
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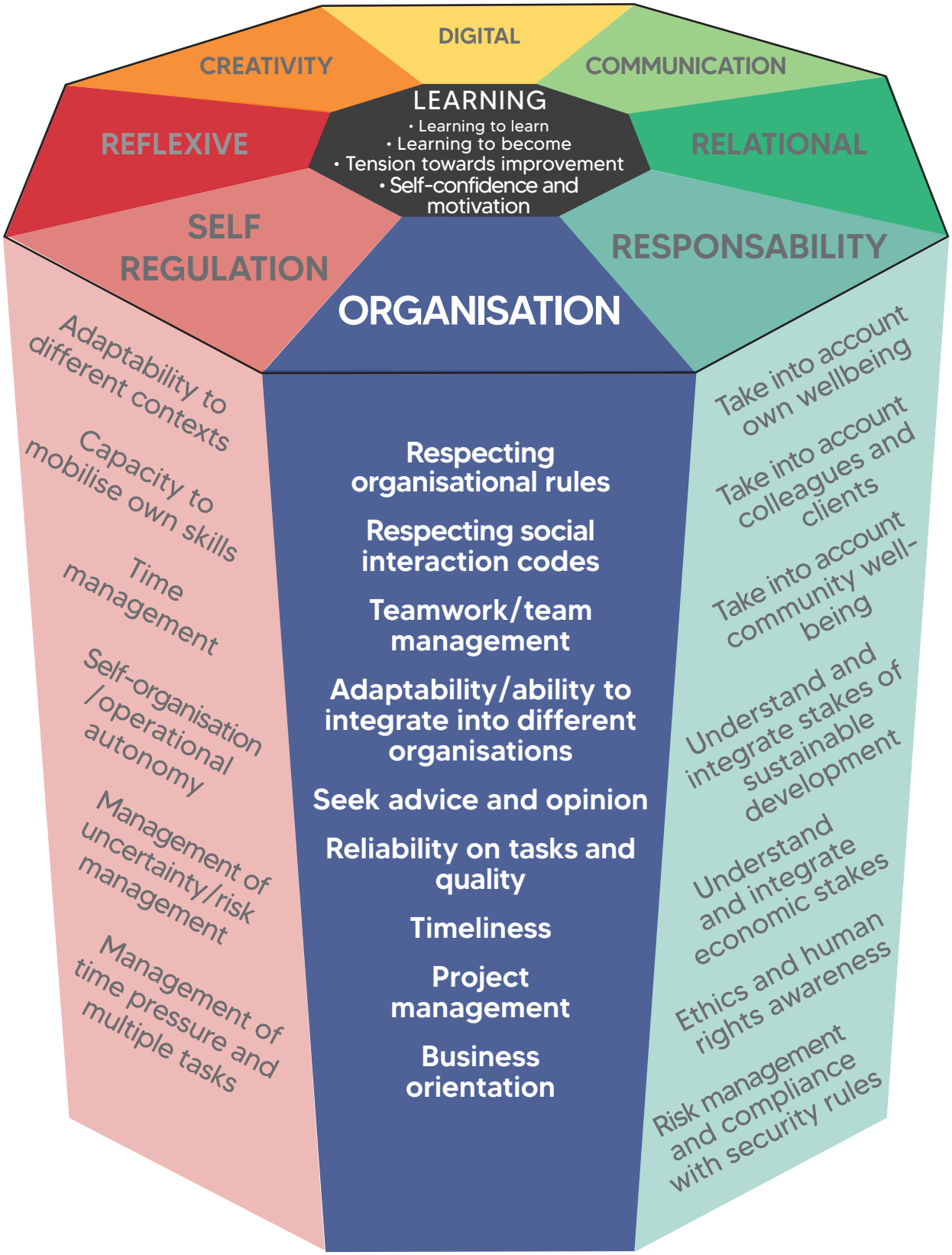
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COMMUNICATION
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RELATIONAL
SELF REGULATION
RESPONSABILITY
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Business orientation
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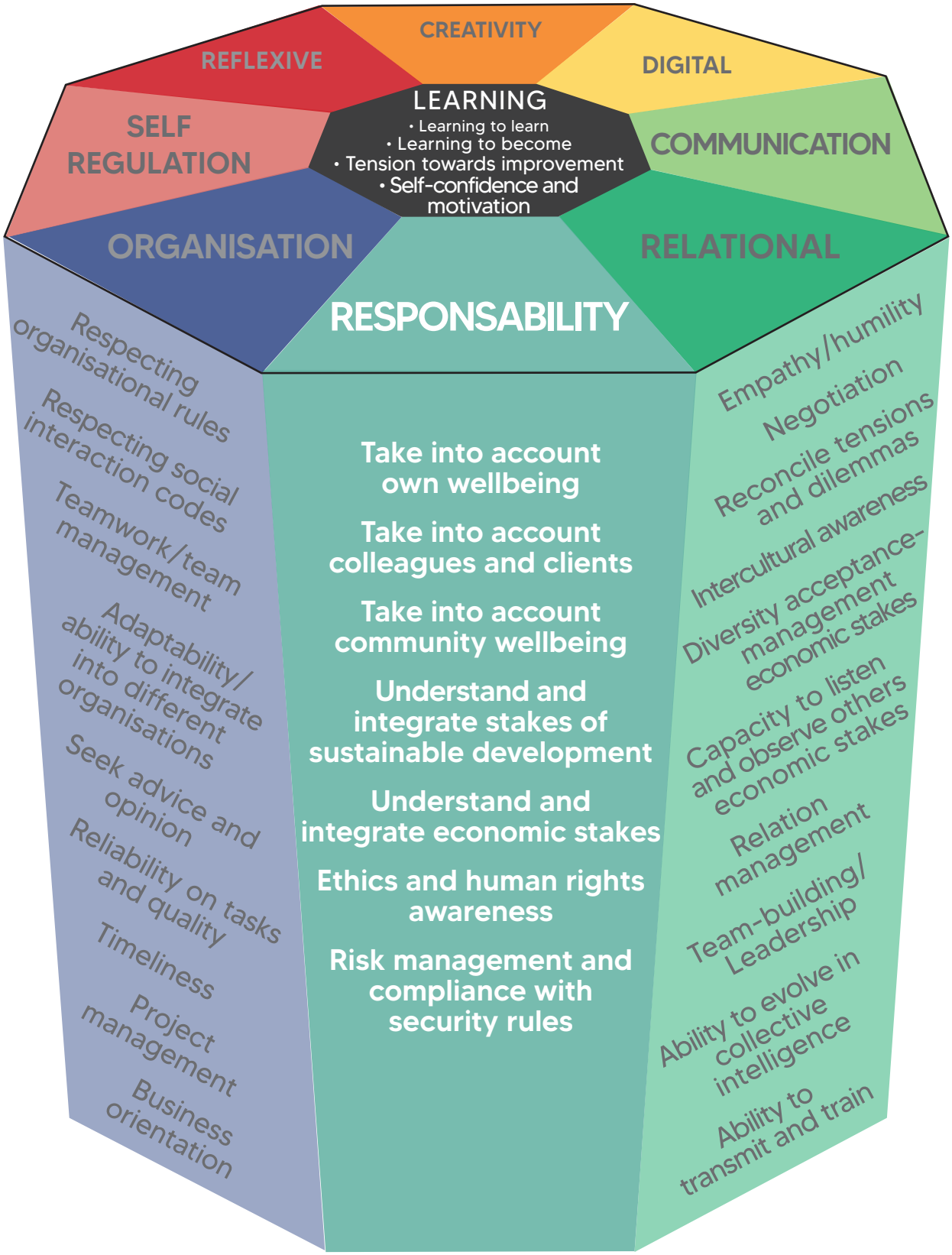
CREATIVITY
REFLEXIVE
DIGITAL
LEARNING
• Learning to learn
• Learning to become
• Tension towards improvement
• Self-confidence and motivation
SELF REGULATION
COMMUNICATION
ORGANISATION
RELATIONAL
RESPONSABILITY
Respecting organisational rules
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Project management
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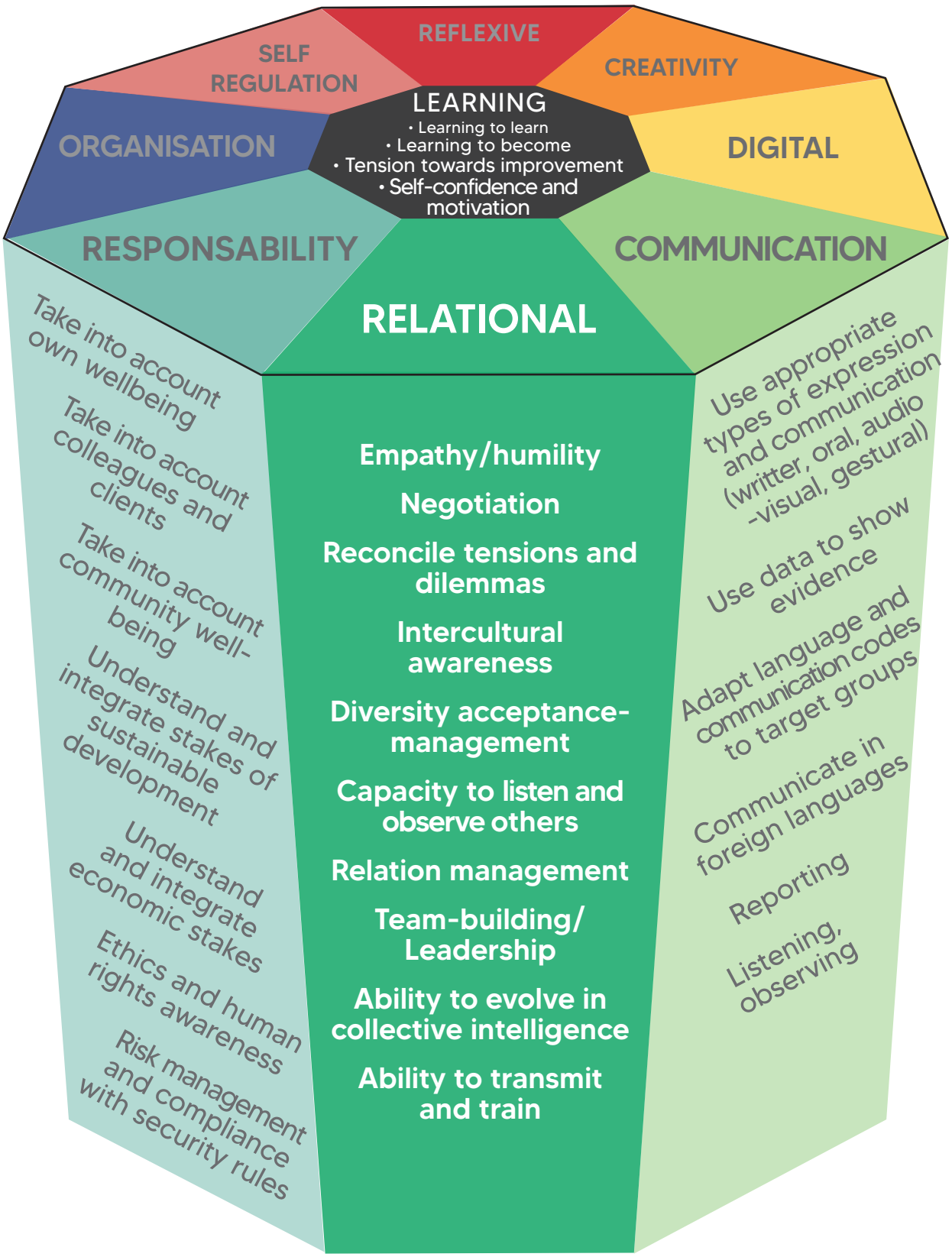
REFLEXIVE
SELF REGULATION
CREATIVITY
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• Learning to learn
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• Tension towards improvement
• Self-confidence and motivation
ORGANISATION
DIGITAL
RESPONSABILITY
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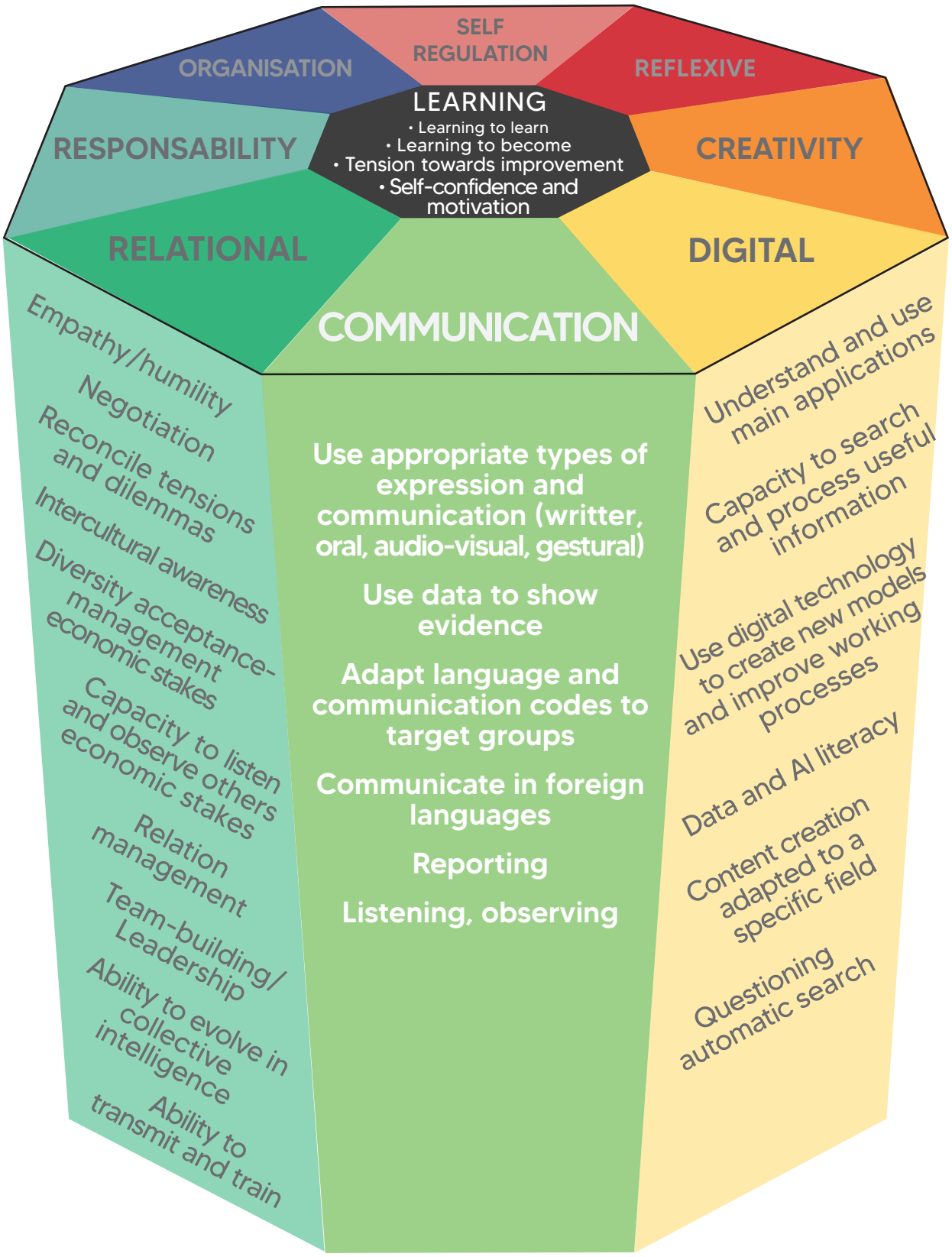
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ORGANISATION
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LEARNING
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RESPONSABILITY
CREATIVITY
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Negotiation
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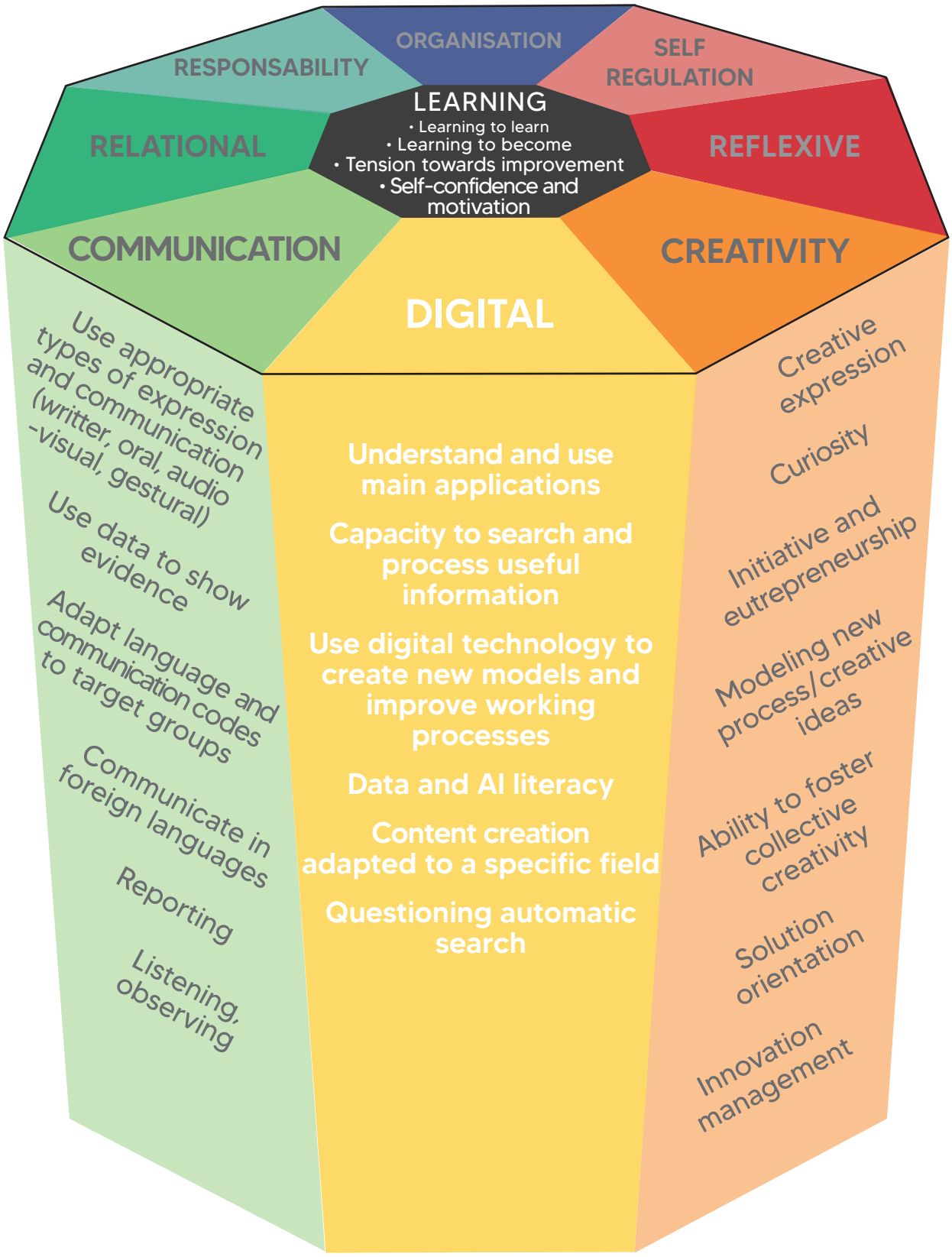
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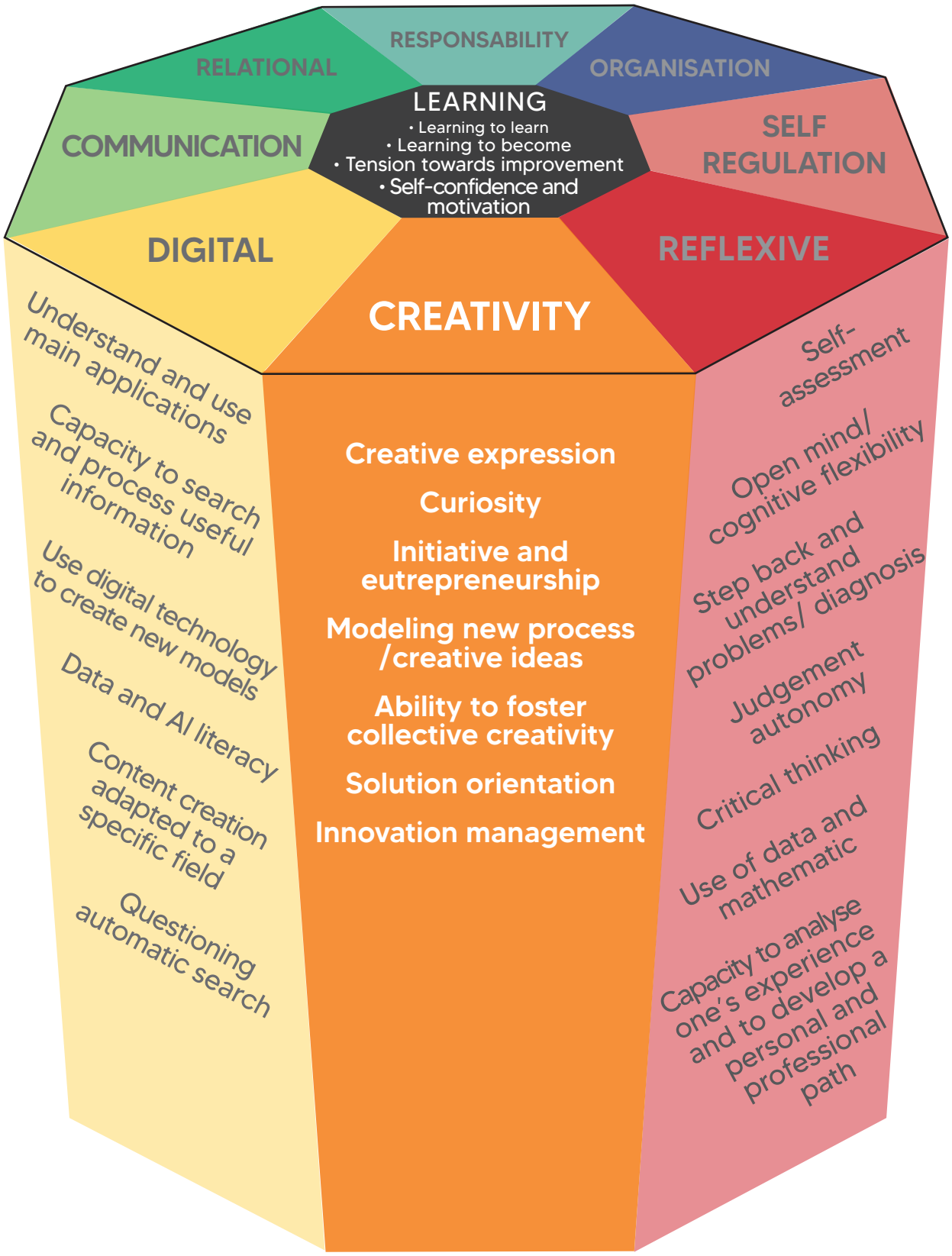
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ORGANISATION
LEARNING
• Learning to learn
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COMMUNICATION
SELF REGULATION
DIGITAL
REFLEXIVE
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Competences descriptions

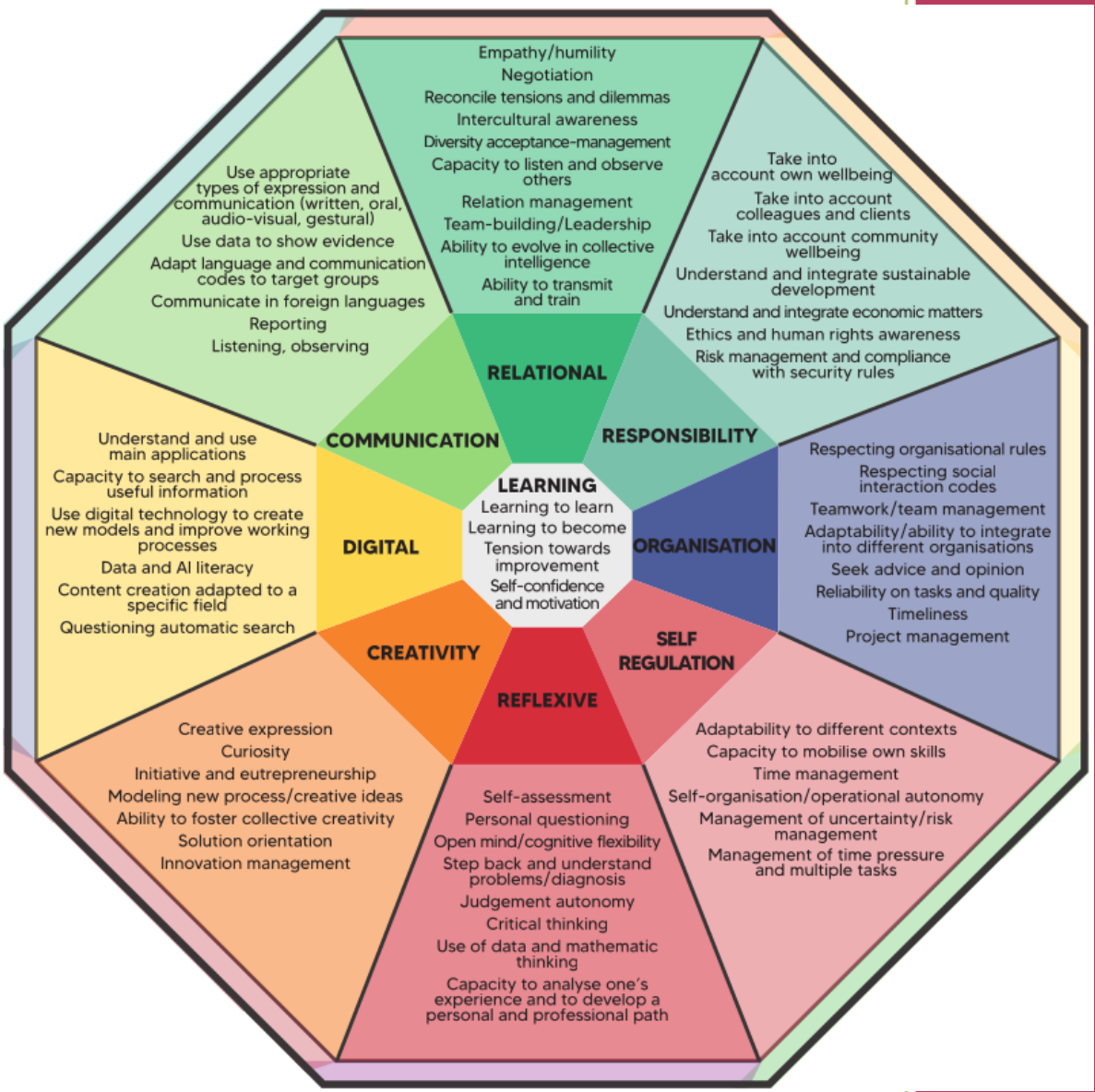

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TABLE

Introduction 6
Communication 2
Use appropriate types of expression and communication (written, oral, audio-visual, gestural) 2
Use data to show evidence 2
Adopt language and communication codes to target groups 2
Communicate in foreign languages 2
Reporting 3
Listening, observing 3
Relational 3
Empathy/humility 3
Negotiation 3
Reconcile tensions and dilemmas 4
Intercultural awareness 4
Diversity management 4
Capacity to listen and observe others 4
Relation management 4
Team building/leadership 5
Ability to evolve in collective intelligence 5
Ability to transmit and train 5
Responsibility 5
Take into account own wellbeing 6
Take into account colleagues and clients 6
Take into account community wellbeing 6
Understand and integrate sustainable development 6
Understand and integrate economic matters 6
Ethics and human rights awareness 7
Risk management and compliance with security and safety rules 7
Organisation 7
Respecting organisational rules and framework 7
Respecting social 8
Interaction codes 8
Teamwork/team management 8

Adaptability to integrate into different organisations 8
Seek advice and opinion 9
Reliability on tasks and quality 9
Timeliness 9
Project management 9
Self regulation 10
Adaptability to different contexts 10
Capacity to mobilise skills 10
Time management 10
Self organisation / operational autonomy 10
Management of uncertainty / Risk management 10
Reflexive 11
Self-assessment 11
Personal questioning 11
Open mind/cognitive flexibility 11
Step back and understand problems/diagnosis 12
Judgment autonomy 12
Critical thinking 12
Use of data and mathematical thinking 12
Capacity to analyse one's experience and to develop a personal and professional path 12
Creativity 13
Creativity expression 13
Curiosity 13
Initiative and entrepreneurship 13
Modelling 13
Ability to foster collective creativity 14
Solution orientation 14
Innovative management 14
Digital 14
Understand and use the main application 14
Capacity to search and process useful information 15
Use digital technology to create new models and improve working processes 15
Data and AI literacy 15
Content creation adapted to a specific field 15
Questioning automatic research 15
Learning 16

Learning to learn....16
Learning to become....16
Tension towards improvement....16
Self-confidence and motivation....16

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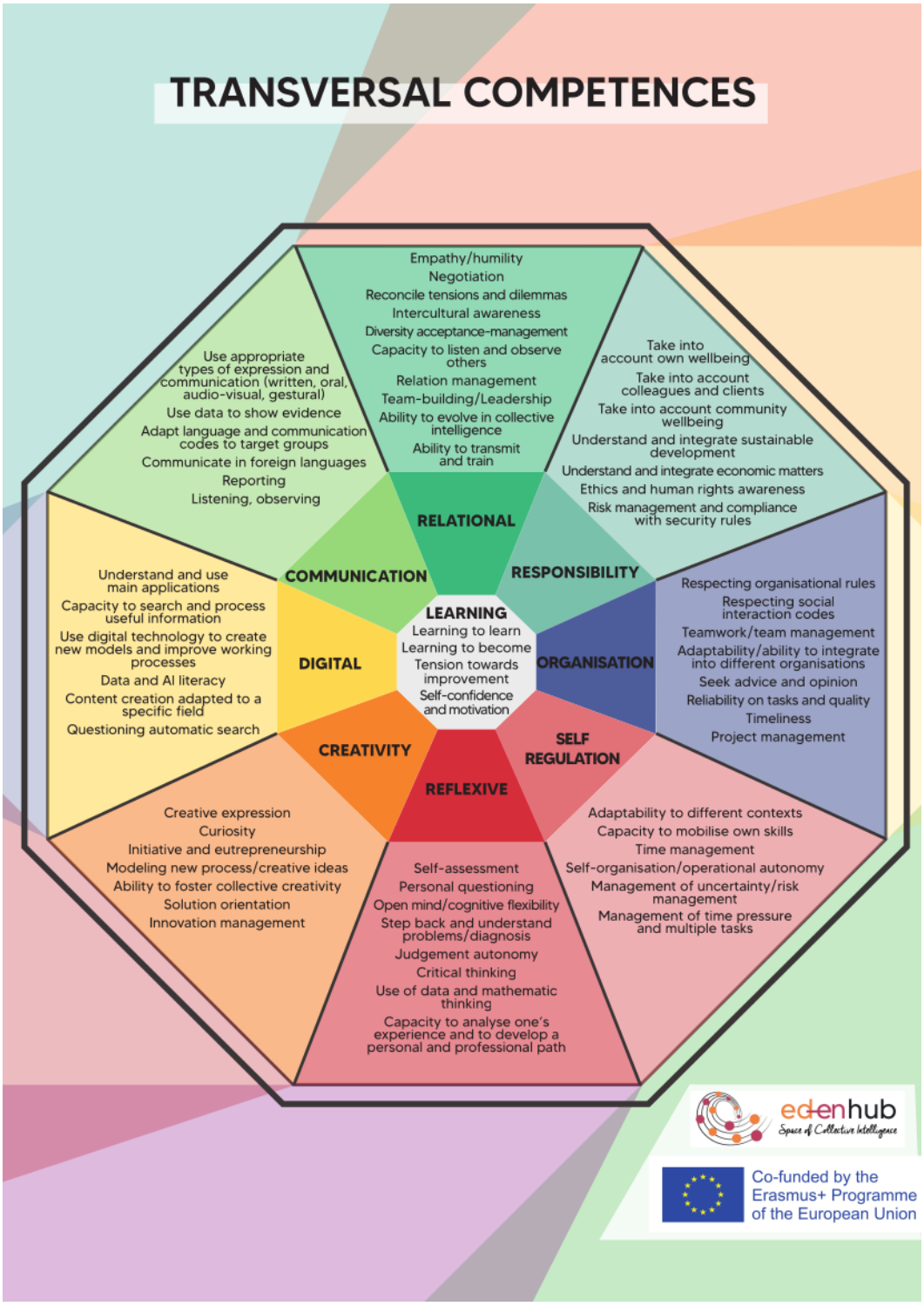
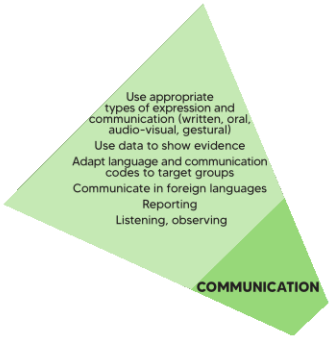
INTRODUCTION

To make words understood the same way by all, we choose to give short descriptions of each sub-competences.
Their ranking in each category can be read as a progression in the level of complexity.



COMMUNICATION



USE APPROPRIATE TYPES OF EXPRESSION AND COMMUNICATION (WRITTEN, ORAL, AUDIO-VISUAL, GESTURAL)

Multimodal Communication refers to the ability to effectively communicate using different forms of expression, including written, oral, audio-visual, and gestural. It involves understanding the appropriate types of communication to use in different contexts and effectively adapting one's communication style to different audiences.

USE DATA TO SHOW EVIDENCE

Using data to show evidence involves the ability to collect, analyse, and present data in a clear and compelling way to support an argument or message. It requires skills in data interpretation and visualization, as well as an understanding of how to effectively communicate complex information to various audiences.

ADOPT LANGUAGE AND COMMUNICATION CODES TO TARGET GROUPS

This competence involves adapting one's language and communication style to effectively reach and engage specific target groups, such as different age groups, cultures, or professions. It requires an understanding of different communication codes and cultural norms to effectively convey messages and achieve desired outcomes.

COMMUNICATE IN FOREIGN LANGUAGES

The competence of communicating in foreign languages involves the ability to effectively convey and understand messages in languages other than one's native mother tongue while also being mindful of cultural nuances and differences.

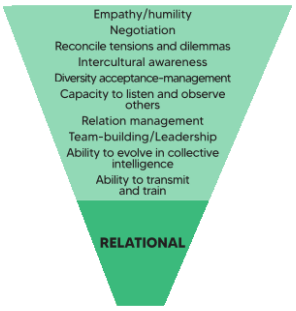
REPORTING

Reporting involves the ability to gather, analyse, and convey information effectively in various formats, such as written reports or presentations. It requires skills in information gathering, critical thinking, and organisation. Then carry out validation and approval before delivering clear and concise messages that meet the needs of the target audience. In the area of communication competence, reporting is a valuable skill that can enhance one's ability to share information accurately and efficiently.

LISTENING, OBSERVING

Listening/Observing is the ability to actively absorb information, showing that you are giving attention, listening and interested, rewording and providing feedback. It is a key component of communication competence.

RELATIONAL



EMPATHY/HUMILITY

Empathy/Humility in Relational Competence refers to the ability to understand and share the feelings of others and approach interpersonal relationships with an open and respectful attitude. It involves active listening, understanding stakes and perspectives, and valuing diversity.

NEGOTIATION

Negotiation is the ability to communicate effectively and find a mutually beneficial solution in a given situation. It involves understanding the needs and perspectives of all the parties involved and using effective communication and problem-solving

skills to reach an agreement in compliance with the different objectives. In the area of relational competence, negotiation is crucial for building positive relationships and resolving conflicts.

RECONCILE TENSIONS AND DILEMMAS

Reconciling tensions and dilemmas is the ability to identify and address conflicts and dilemmas in interpersonal relationships and find mutually acceptable solutions. This involves effective communication, active listening, problem-solving, and the ability to reduce misunderstandings, take into account emotions, and resolve conflicts in a constructive and respectful manner.

INTERCULTURAL AWARENESS

Intercultural Awareness is the ability to understand, appreciate, and effectively communicate with people from diverse cultures. It involves open-minded, recognising and respecting differences in values, beliefs, and behaviours, and adapting one's own communication and behaviour accordingly to foster mutual understanding and respect.

DIVERSITY MANAGEMENT

Diversity Management is the ability to work effectively with people from diverse backgrounds and cultures, promoting inclusion, respect, and understanding. It involves creating a supportive and inclusive environment that values and utilizes the specific perspectives and strengths of each individual.

CAPACITY TO LISTEN AND OBSERVE OTHERS

Active Listening and Observational Skills refer to the ability to pay attention and understand the verbal and nonverbal cues of others in order to develop effective communication and build stronger relationships in the area of relational competence.

RELATION MANAGEMENT

Relations facilitation is the ability to effectively manage, hold and develop relationships with and for others. This includes skills such as communication,

conflict resolution, empathy, and negotiation, which are essential for building strong, positive relationships in both personal and professional settings.

TEAM BUILDING/LEADERSHIP

Leadership in the area of relational competence refers to the ability to effectively share a common vision and lead teams and organisations, towards goals and achievement to results It develops collaboration, confidence, and responsibility, facilitating positive working relationships and performance.

ABILITY TO EVOLVE IN COLLECTIVE INTELLIGENCE

The ability to promote collective intelligence in the area of relational competence is the capacity to work effectively with others, collaborate and contribute to group decision-making processes while valuing diverse perspectives and fostering a sense of shared ownership and responsibility for outcomes. It involves active participation, responsibility, open-mindedness, and a willingness to learn from, and adapt to, others.

ABILITY TO TRANSMIT AND TRAIN

The ability to transmit and train in the area of relational competence refers to the skill of effectively conveying information and training others in interpersonal and social skills to improve their relational competence. It involves training and coaching people in experimentation.

RESPONSIBILITY

TAKE INTO ACCOUNT OWN WELLBEING

Taking into account one's own wellbeing is a key aspect of responsibility, emphasising the importance of self-care and ensuring one's own physical, emotional, and mental health are maintained and ensured. This involves recognising personal strengths and limitations, managing stress, and making informed decisions to take into account ways of enhancing personal wellbeing.

TAKE INTO ACCOUNT COLLEAGUES AND CLIENTS

This competence involves considering the needs and interests of work team and clients when making decisions and taking action. It involves being accountable for one's actions and their impact on others and objectives, and actively seeking ways to enhance relationships and improve outcomes and performance for all parties involved.

TAKE INTO ACCOUNT COMMUNITY WELLBEING

Taking into account community wellbeing in the area of responsibility competence involves considering the impact of one's actions on the broader community and taking responsibility for contributing to the greater good. This includes identifying and addressing community context, stakes and needs, developing interdependence to create positive changes, and promoting performance, social and environmental sustainability.

UNDERSTAND AND INTEGRATE SUSTAINABLE DEVELOPMENT

Understanding and integrating sustainable development in the area of responsibility competence involves considering environmental, social, technological and economic factors in decision-making processes. It requires reflection on the long-term impact of actions on future generations and the planet.

UNDERSTAND AND INTEGRATE ECONOMIC MATTERS

Understand and integrate economic matters in the area of responsibility competence involves being aware of financial, technological and resource factors and their impact on business operations and decision-making. This includes the ability to manage financial and technological resources responsibly and make

sustainable economic decisions. It also involves considering the ethical implications of economic decisions on stakeholders.

ETHICS AND HUMAN RIGHTS AWARENESS

Ethics and human rights awareness in the area of responsibility competence involves understanding and respecting ethical principles and human rights standards in one's professional and personal conduct. This includes promoting fairness, justice, and non-discrimination in all interactions, and taking responsibility for upholding ethical standards and protecting human rights in all actions according to the law.

RISK MANAGEMENT AND COMPLIANCE WITH SECURITY AND SAFETY RULES

Security and risk management in responsible practice refer to the ability to identify, assess, and mitigate potential risks to ensure the safety and security of individuals, organizations, and communities as well as real estate and intellectual property. All this while adhering to ethical and legal principles. It involves taking proactive measures to prevent security and safety breaches, responding effectively to incidents, and complying with relevant rules and regulations.

ORGANISATION

RESPECTING ORGANISATIONAL RULES AND FRAMEWORK

Respecting organisational rules in the area of organisation competence involves respecting and acting with the policies, procedures, and protocols set forth by an organisation to promote efficiency, productivity, confidence and harmony in the

workplace. It entails understanding and complying with established guidelines and rules to achieve common vision, goals and objectives.

RESPECTING SOCIAL

Respecting social norms and values in the area of organisational competence involves being aware of and adhering to the ethical, moral, and cultural principles of society. This includes topics such as promoting diversity and inclusion, avoiding discrimination,..., and treating all individuals with respect and dignity. It also involves complying with legal and regulatory requirements related to social issues, such as labour laws, consumer protection laws, and environmental regulations.

INTERACTION CODES

Interaction codes in the area of organization competence refer to the set of formal, informal and cultural rules that govern communication and behaviour within an organization. These codes help to be in accordance with the establish culture of a company, e.g. respect, cooperation, and productivity across the organisation.

TEAMWORK/TEAM MANAGEMENT

Teamwork/team management in the area of organisational competence refers to the ability to effectively collaborate with and manage team members towards achieving organisational goals. This involves skills such as communication, delegation, conflict resolution, creating a positive team culture to achieve goals.

ADAPTABILITY TO INTEGRATE INTO DIFFERENT ORGANISATIONS

It refers to the ability to adjust to new situations, work with diverse teams, assume changes in the workplace, move to other companies and adapt to diversity. It involves being flexible and open-minded, as well as having strong problem-solving and communication competences. This illustrates the ability to be aware and use one's transversal competences.

SEEK ADVICE AND OPINION

Seeking advice and opinion is the ability to recognise and value the expertise of others and actively ask for their input to improve decision-making and achieve common goals in an organisational context

RELIABILITY ON TASKS AND QUALITY

Reliability on tasks and quality in the area of organisation competence refers to the ability to consistently deliver high-quality work and results, and meet deadlines. It involves respecting procedures, taking responsibility for one's work. It needs to assess the results and ensuring that it meets (or exceeds) the expected standards.

TIMELINESS

Timeliness in the area of organisational competence refers to the ability to prioritize and meet deadlines on time and in a productive manner. It involves efficient time management and the ability to effectively balance multiple tasks and responsibilities.

PROJECT MANAGEMENT

Project management in the area of organisation competence refers to the ability to define objectives, plan, organise, and oversee tasks and resources to achieve specific goals within a defined timeline in accordance with the goals of the organization. This involves skills such as team management, risk management, budgeting, communication and assessment to ensure that projects are completed efficiently and effectively.

SELF REGULATION

ADAPTABILITY TO DIFFERENT CONTEXTS

Adaptability to different contexts refers to the capacity to analyse and differentiate the different contexts in order to plan and perform the actions according to assigned objectives.

CAPACITY TO MOBILISE SKILLS

It refers to the capacity to evaluate oneself in a given context including the assessment of peers and environment, in order to transfer one's own skills in other contexts.

TIME MANAGEMENT

Time management refers to the capacity to define and stick to objectives, organise action plans and milestones, respect planning in consistency with the goals of the organization. It requires being able to adapt when objectives evolve.

SELF ORGANISATION / OPERATIONAL AUTONOMY

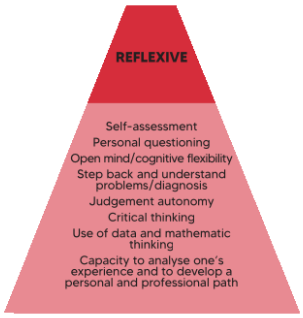
Self organisation/ operational autonomy refers to the capacity to constantly process one's own experiences. The processing is multidimensional: emotional and cognitive, individually and collectively ways, action included in context... This leads to integrate the lessons learned in order to improve one's own competences and mobilise them for further actions in an operational manner

MANAGEMENT OF UNCERTAINTY / RISK MANAGEMENT

Risk management is the forecasting and evaluation of risks together with the identification of procedures to avoid or minimize their impact. Managing uncertainty is understanding the different dimensions that might have less

predictable impacts on the relevant policies and actions. Understanding uncertainty helps one to take appropriate decisions and identify and prioritise actions.
One must be conscious that uncertainty and risk are consubstantially linked to action. That supposed to have a behavior of vigilance and reflexivity on current action and capacity to take a new turn in case of failure by leaning on alternative solutions. The competency reflexivity leads to manage uncertainty.

REFLEXIVE



SELF-ASSESSMENT

Self-assessment competence in the area of reflexive competences refers to the ability to reflect critically on one's own experiences, thoughts, and actions, and to engage in self-evaluation for the purpose of continuous learning and personal development. Self-assessment enables a people to understand their position in relation to an organisation and in relation to other people.

PERSONAL QUESTIONING

Personal questioning competence in reflexivity is the ability to critically reflect on one's own biases, assumptions, and experiences by asking probing questions and being open to alternative viewpoints and to expanding skills and knowledge.

OPEN MIND/COGNITIVE FLEXIBILITY

Open mind/cognitive flexibility in reflexivity is the ability to switch between different mental sets, tasks, or strategies using curious, flexible, and non-judgmental mindsets, which promotes personal growth and empathy toward others.

STEP BACK AND UNDERSTAND PROBLEMS/DIAGNOSIS

Step back and understand problems/diagnosis refers to the ability to pause and critically reflect on a problem or situation in order to gain a more accurate and nuanced understanding of it. This involves thinking about initial assumptions and biases and approaching the problem with a more open and reflective mindset. Ultimately, this kind of approach can lead to more effective problem-solving and decision-making.

JUDGMENT AUTONOMY

Judgment autonomy is the capacity to have self-determination based on knowledge and logical reasoning, values, beliefs, and experiences. It enables personal growth and efficient and ethical decision-making.

CRITICAL THINKING

Critical thinking involves systematic and logical analysis of information, arguments, and evidence, enabling well-reasoned and evidence-based conclusions. It is an essential skill for effective problem-solving, risk assessment, decision-making, and communication

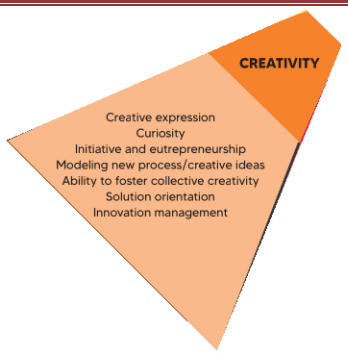
USE OF DATA AND MATHEMATICAL THINKING

This is the ability to use data to analyse and solve problems using mathematical and statistical approaches, leading to more informed decision-making.

CAPACITY TO ANALYSE ONE'S EXPERIENCE AND TO DEVELOP A PERSONAL AND PROFESSIONAL PATH

Reflexive competence in analysing experiences involves critical reflection on past personal and professional experiences to identify areas for growth. It requires questioning assumptions, recognising biases, and considering multiple perspectives, leading to improved communication and development.

CREATIVITY



CREATIVITY EXPRESSION

Creativity involves expressing original ideas through various innovative and artistic forms, requiring curiosity, risk-taking and experimental processes . It leads to new or innovative ideas and challenge norms or the usual ways of thinking. Creativity helps to approach challenges and demands in new ways and to create products and services that are differentiated.

CURIOSITY

Curiosity is the expression of the urge to learn and acquire facts and knowledge that involves exploring ideas and seeking new experiences with an open and inquisitive mindset, embracing uncertainty and taking risks. It leads to greater creativity, personal growth, and effective problem-solving and decision-making.

INITIATIVE AND ENTREPRENEURSHIP

Initiative and entrepreneurship involves identifying opportunities and taking proactive steps to bring new ideas to life and find ways to implement them. It requires creativity, risk-taking, and business acumen, leading to innovation and personal and professional success with a positive impact.

MODELLING

Modelling is a representation of an idea, an object, a process or a system that is used to describe and explain phenomena that cannot be experienced directly. It leads to more efficient and effective processes, greater innovation, and personal and professional success as it can help visualise and experience something that is being planned and does not yet exist.

ABILITY TO FOSTER COLLECTIVE CREATIVITY

Fostering collective creativity competence involves facilitating collaboration to generate creative solutions. It requires capacity to animate based on: learning capacity, empathy, developing an economy of signs of recognition, building trust and shared responsibility. It can lead to effective teamwork, innovation, and effective results.

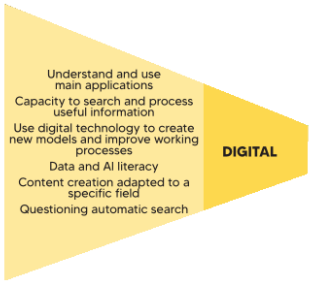
SOLUTION ORIENTATION

Solution orientation is a strength-based approach that supports forming positive relationships, and building understanding and connections. Solution orientation involves practical problem-solving skills, creativity, adaptability, and leads to greater success in personal, professional and organisational contexts.

INNOVATIVE MANAGEMENT

Innovative management competence involves using a creative approach based on open mindsets and documentation.. It involves leadership skills to manage organisations, projects and people in new and effective ways, leading to greater innovation and success.

DIGITAL



UNDERSTAND AND USE THE MAIN APPLICATION

Digital Application Fluency involves understanding and effectively using the main digital tools and applications for personal and professional purposes. It can improve productivity, efficiency, and overall success in various digital environments.

CAPACITY TO SEARCH AND PROCESS USEFUL INFORMATION

Capacity for Information Processing in Digital Competence involves the ability to effectively search, filter, and process relevant information using digital tools and platforms. This competence is essential for making informed decisions, staying up to date with current trends and developments, and leveraging the vast resources available in the digital space.

USE DIGITAL TECHNOLOGY TO CREATE NEW MODELS AND IMPROVE WORKING PROCESSES

Digital Transformation involves the use of digital technology to create new and innovative models that streamline processes and improve efficiency including the assessment of impact. This competence requires the ability to identify areas where technology can be leveraged, as well as the skills to implement and manage these changes effectively.

DATA AND AI LITERACY

Data and AI literacy enables individuals to critically approach AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace. It includes the ability to understand, analyse, and use data and artificial intelligence (AI) technologies to make informed decisions and solve problems.

CONTENT CREATION ADAPTED TO A SPECIFIC FIELD

Creating digital content that is tailored to a specific industry or niche, with a focus on engaging the target audience through effective communication and relevant information.

QUESTIONING AUTOMATIC RESEARCH

Questioning automatic research in the area of digital competence involves critically evaluating the reliability and bias of automated search results, and actively seeking out alternative sources of information to ensure accuracy and completeness in research.

LEARNING

LEARNING TO LEARN

Learning to learn is the lifelong competency that enables individuals to acquire new knowledge and skills, adapt to change, so that continuously improve their learning and performance. That supposes to decide what is to be learned, to give meaning to learning experiences, and links the different lessons learned. This leads to the ability to learn effectively and efficiently. It encompasses also competences such as goals setting, information processing, critical thinking, problem-solving, and self-reflection.

LEARNING TO BECOME

"Learning to become" refers to the ability to reflect on one's personal and professional development from experiences driven individually or collectively and learn lessons for further actions. It enables the identification of areas for improvement, and acting to continuously develop and improve. It involves self-awareness, self-reflection, and a growth mindset.

TENSION TOWARDS IMPROVEMENT

Tension towards improvement is the ability to strive for better performance and continuous growth in learning from experiences and improving competences. It involves being open to self-assessing, feedbacks, seeking new challenges and opportunities, and continuously developing new skills and knowledge resulting from new experiences.

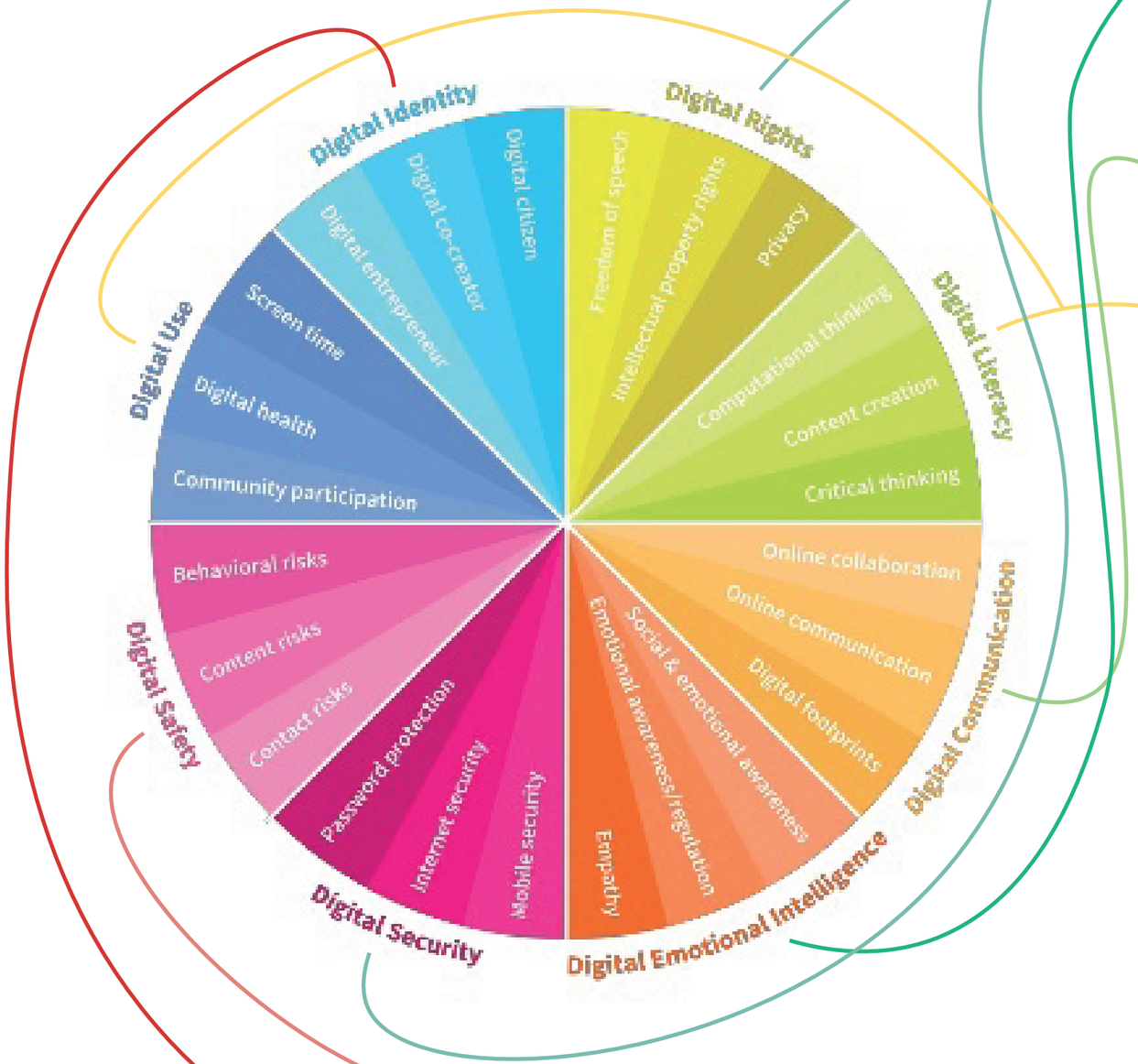
SELF-CONFIDENCE AND MOTIVATION

Self-confidence and motivation in the area of learning competence refers to the ability to believe in oneself in a realistic way, maintain and develop a positive attitude, and stay committed to achieving goals and objectives despite challenges

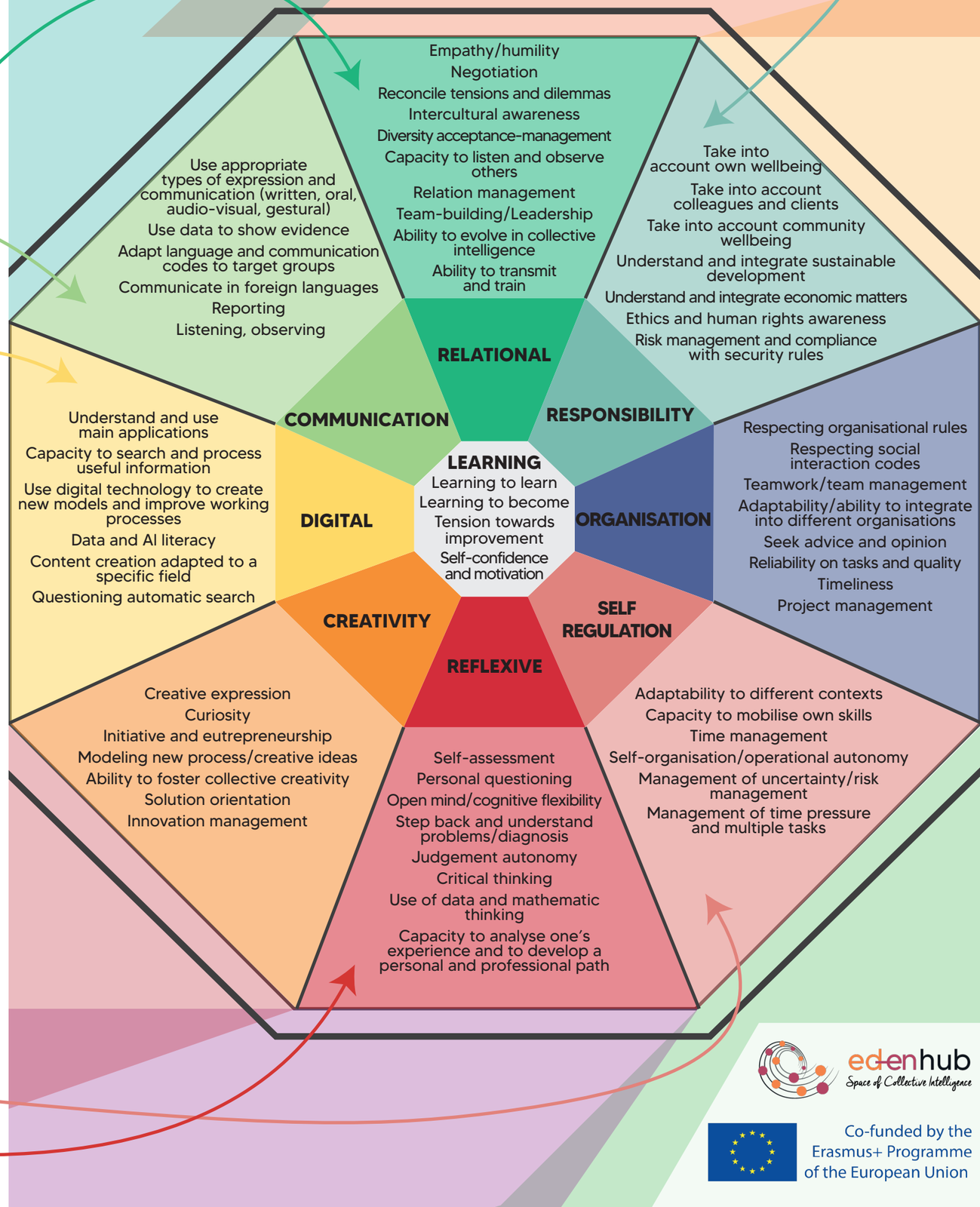
or setbacks. That means be able to evolve in complex and uncertain contexts by developing reflectively on both context and competences.

DQ®

Digital Intelligence Quotient



TRANSVERSAL COMPETENCES



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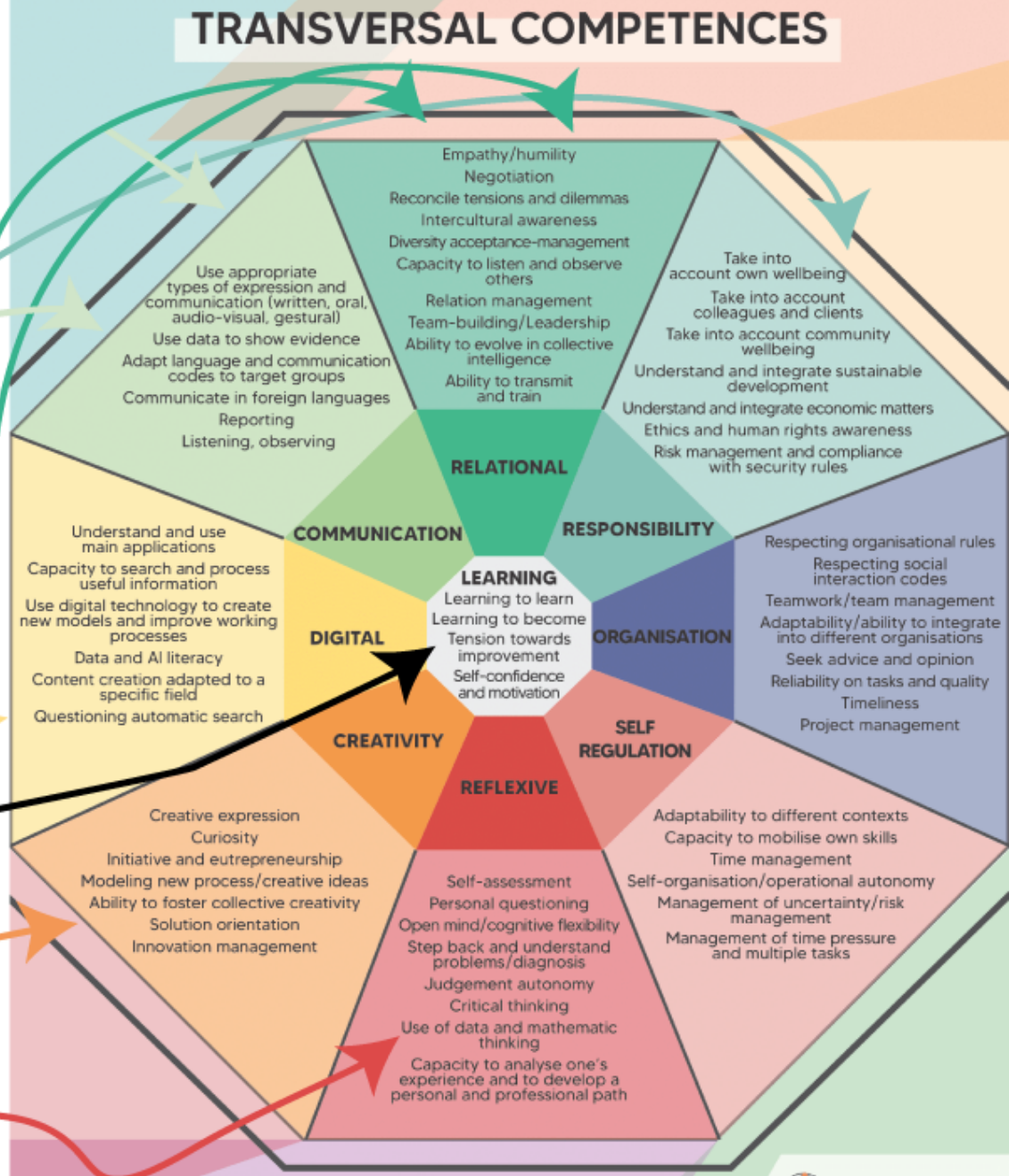
EU

Key Competences for Lifelong Learning

1. LITERACY
2. MULTILINGUALISM
3. NUMERICAL, SCIENTIFIC AND ENGINEERING SENDLE
4. DIGITAL AND TECHNOLOGY-BASED COMPETENCES
5. INTERPERSONAL SKILLS, AND THE ABILITY TO ADOPT NEW COMPETENCES
6. ACTIVE CITIZENSHIP
7. ENTREPRENEURSHIP
8. CULTURAL AWARENESS AND EXPRESSION



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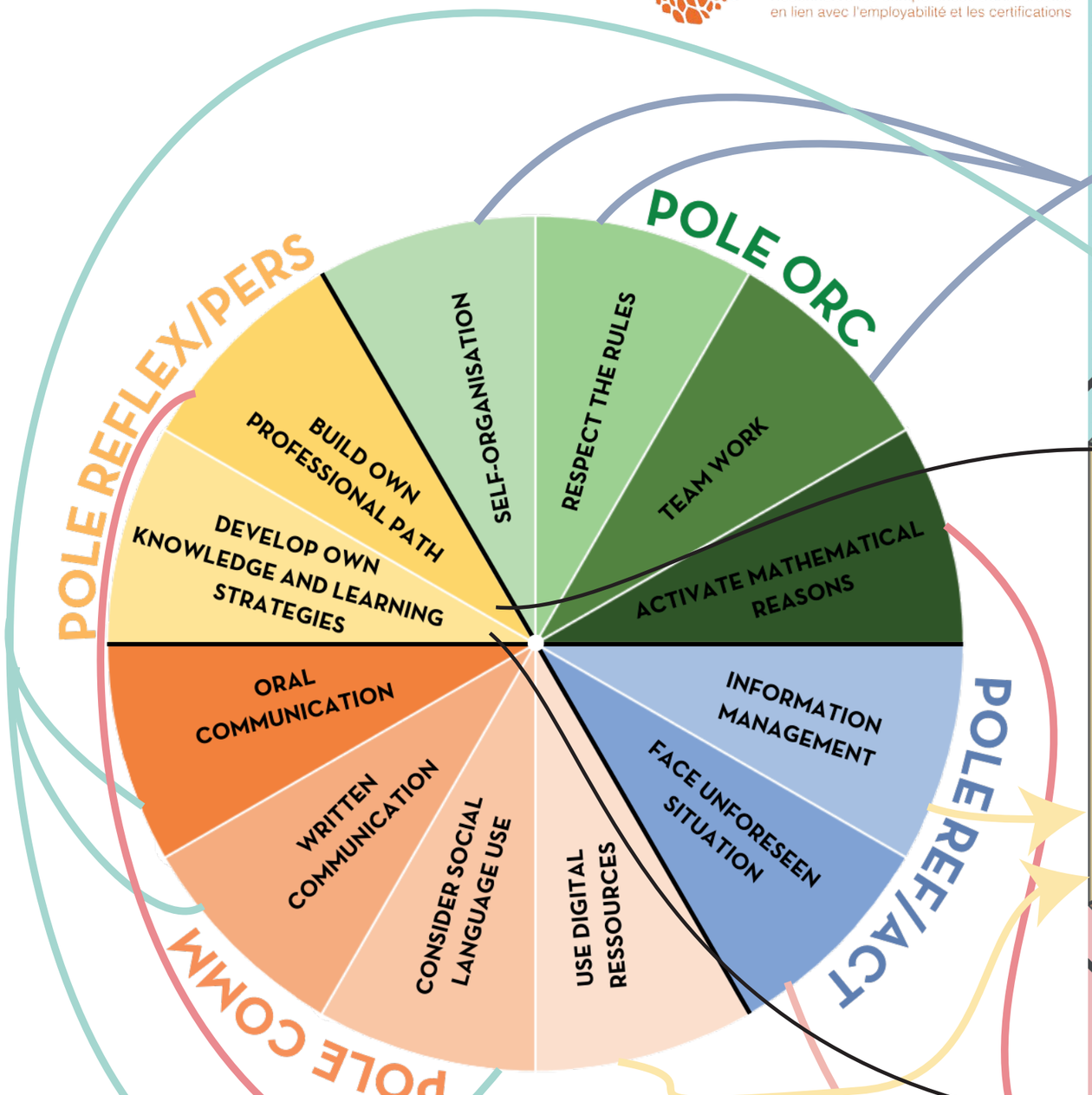
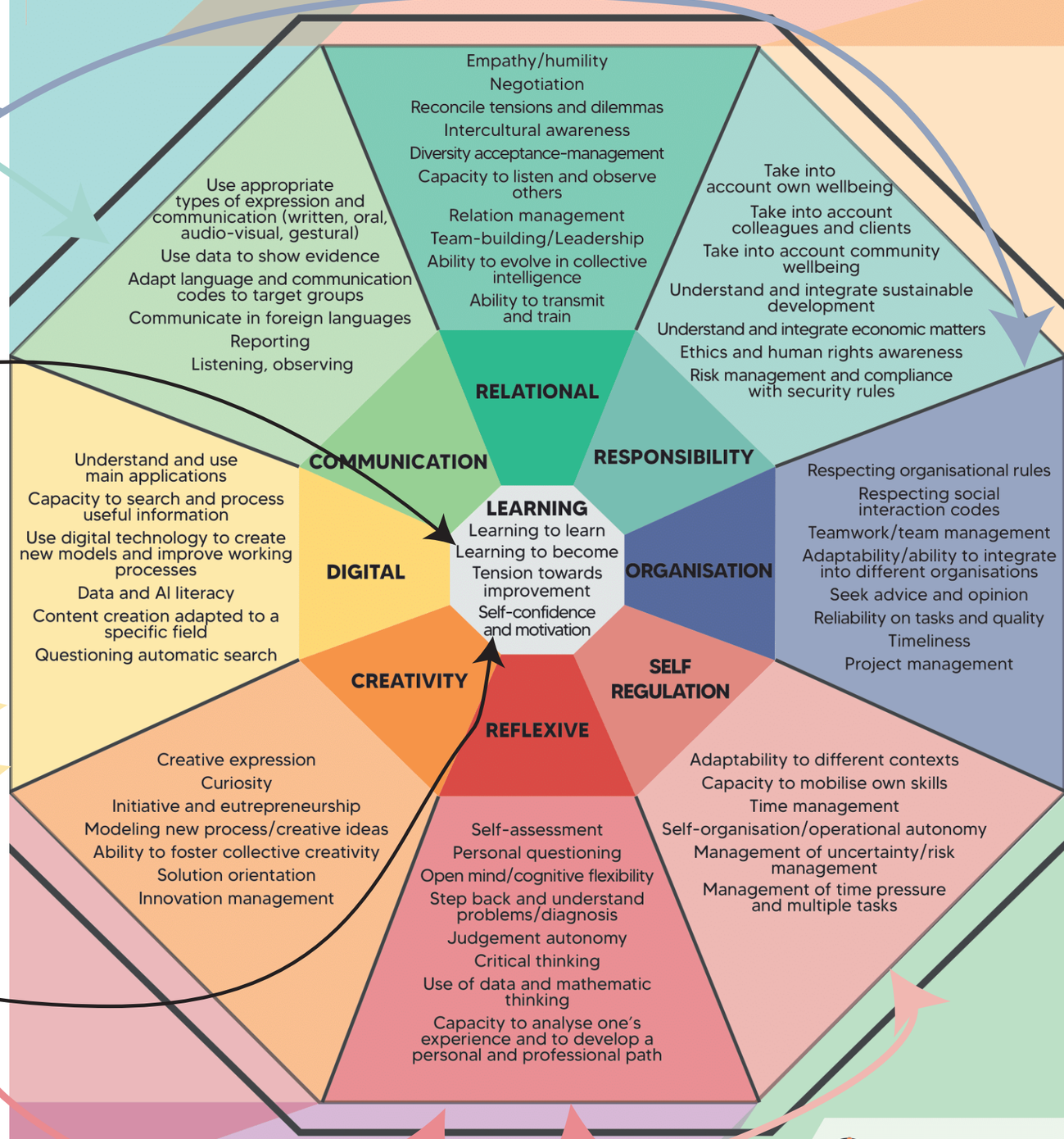
rectec

Reconnaitre les compétences transversales en lien avec l'employabilité et les certifications

TRANSVERSAL COMPETENCES





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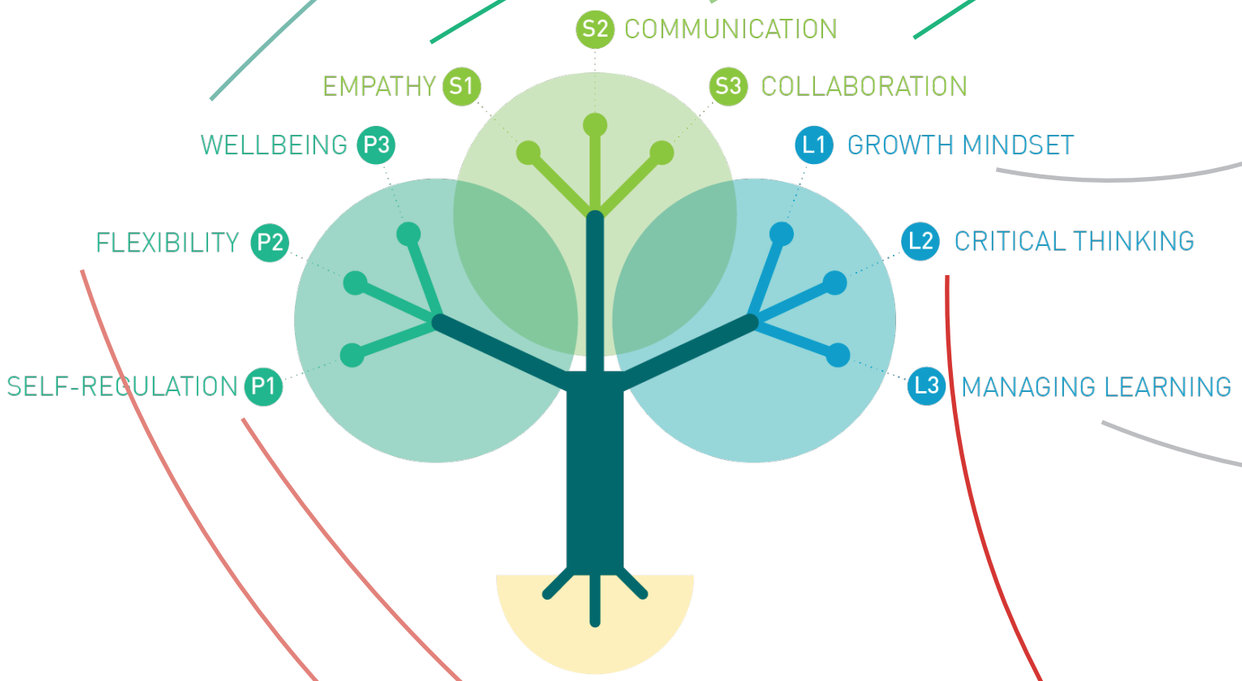
LlifeComp EC-JRC



TRANSVERSAL COMPETENCES

RELATIONAL

Empathy/humility
Negotiation
Reconcile tensions and dilemmas
Intercultural awareness
Diversity acceptance-management
Capacity to listen and observe others
Relation management
Team-building/Leadership
Ability to evolve in collective intelligence
Ability to transmit and train

COMMUNICATION

Use appropriate types of expression and communication (written, oral, audio-visual, gestural)
Use data to show evidence
Adapt language and communication codes to target groups
Communicate in foreign languages
Reporting
Listening, observing

RESPONSIBILITY

Take into account own wellbeing
Take into account colleagues and clients
Take into account community wellbeing
Understand and integrate sustainable development
Understand and integrate economic matters
Ethics and human rights awareness
Risk management and compliance with security rules

DIGITAL

Understand and use main applications
Capacity to search and process useful information
Use digital technology to create new models and improve working processes
Data and AI literacy
Content creation adapted to a specific field
Questioning automatic search

LEARNING

Learning to learn
Learning to become
Tension towards improvement
Self-confidence and motivation

ORGANISATION

Respecting organisational rules
Respecting social interaction codes
Teamwork/team management
Adaptability/ability to integrate into different organisations
Seek advice and opinion
Reliability on tasks and quality
Timeliness
Project management

CREATIVITY

Creative expression
Curiosity
Initiative and eutrepreneurship
Modeling new process/creative ideas
Ability to foster collective creativity
Solution orientation
Innovation management

REFLEXIVE

Self-assessment
Personal questioning
Open mind/cognitive flexibility
Step back and understand problems/diagnosis
Judgement autonomy
Critical thinking
Use of data and mathematic thinking
Capacity to analyse one's experience and to develop a personal and professional path

SELF REGULATION

Adaptability to different contexts
Capacity to mobilise own skills
Time management
Self-organisation/operational autonomy
Management of uncertainty/risk management
Management of time pressure and multiple tasks

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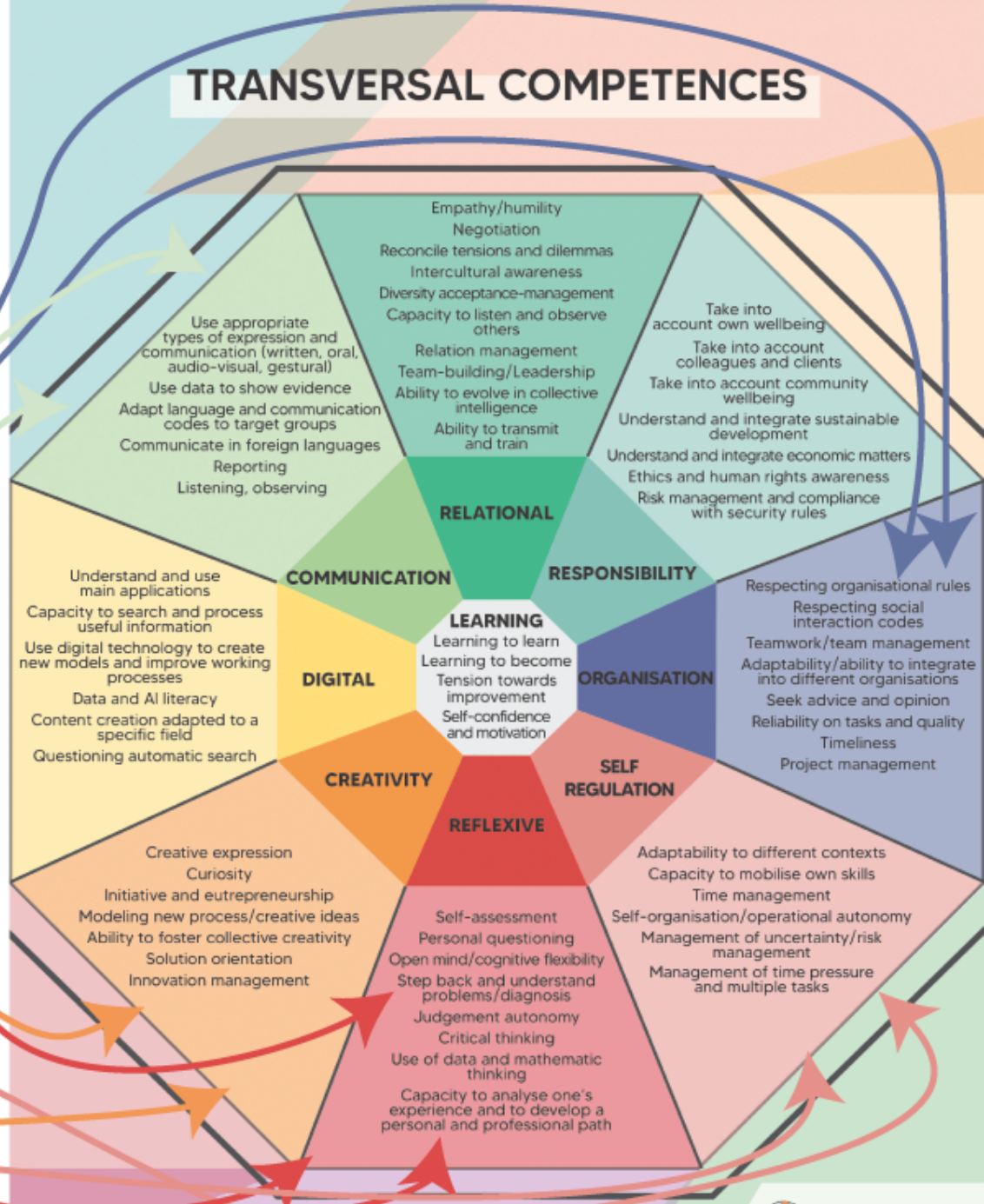
NESTA

Top 12 T-SKILLS UK Employers

1. ORAL COMMUNICATION/PRESENTATION SKILLS
2. COLLABORATION AND TEAMWORK
3. INITIATIVE
4. PROBLEM SOLVING
5. ORGANISATIONEL SKILLS
6. ADAPTABILITY/FLEXIBILITY
7. INDEPENDANT WORKING / AUTONOMY
8. WRITTEN COMMUNICATION
9. CRITICAL TIMING
10. RESILIENCE
11. CREATIVITY
12. ANALYSIS AND EVALUATION SKILLS



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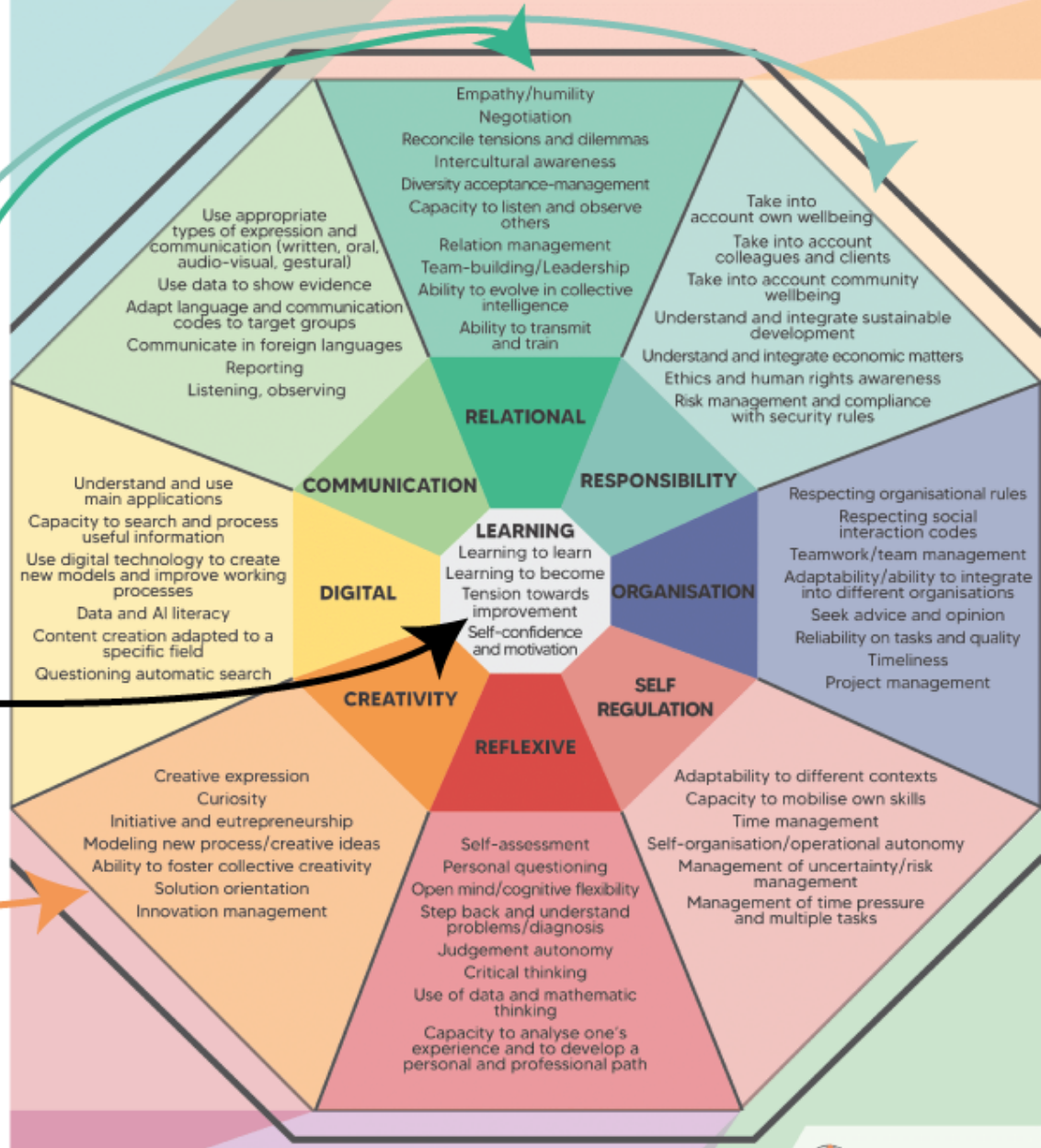
OECD

Learning Compass 2030

LEARNING COMPASS

. LEARNER AGENCY
. CREATING NEW VALUE
. RECONCILING TENSIONS AND DILEMMAS
. TAKING RESPONSABILITY

TRANSVERSAL COMPETENCES



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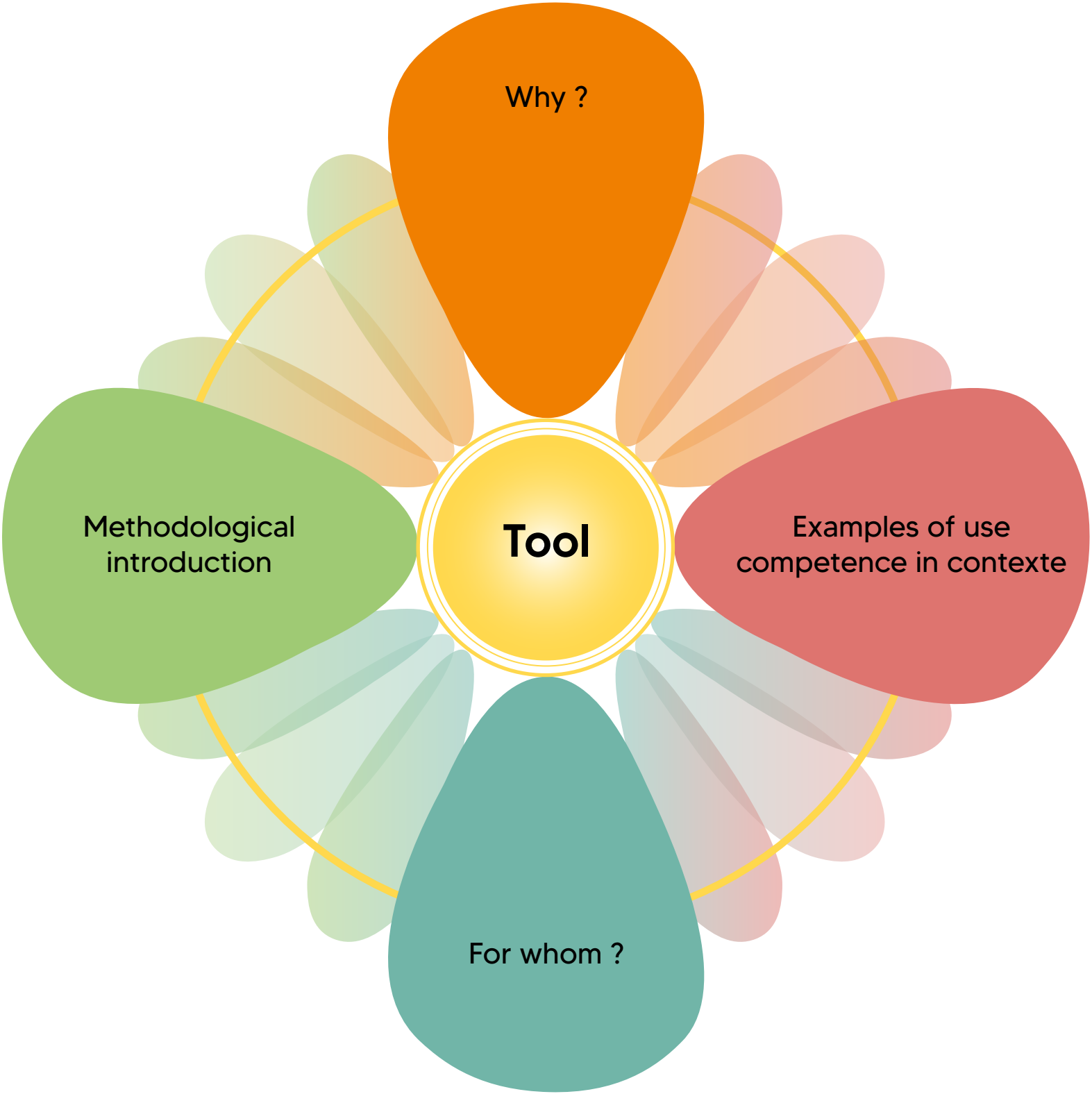
Why ?
Methodological introduction
Tool
Examples of use competence in contexte
For whom ?