



Co-funded by the
Erasmus+ Programme
of the European Union



YECh

Competency Matrix



AIM OF THIS WORK

The development of the outline of a qualified Volunteer Worker aims towards the certification of the results of learning as they result from different educational paths of initial professional training, continuing professional training and professional training in the context of lifelong learning.

The purpose of YECh's First Intellectual Output is to define those skills that are necessary to European volunteer workers active in the most different fields and to organize them into units according to ECVET principles.

Each one of the skills listed in the competency matrix below represents one unit. The learning outcomes according to ECVET are "Knowledge", "Skills" and "Competences".

With the term "**Knowledge**" the result of the mental activity and internal representation of meanings, events and actions that can be emanated from professional or practical experience as well as from the system of formal education or training, is defined. The knowledge includes the existing theory and meaning, as well as the tacit knowledge that has been acquired as a result of experience from the exercising of specific tasks (Winterton, J., Delamare Le Deist, F., Stringfellow, M., 2005).

With the term "**Skills**" the combination of knowledge and experience that is required for the achievement of a specific natural or intellectual project or the exercise of work is defined.

With the term "**Competences**" the potential of applying knowledge, skills and know-how so that the individual responds to current conditions and work requirements but is also able to adapt to variable work environments is defined. Competences include: cognitive competences (theoretical), the functional competences (skills or know-how), personal competences (behavior), and ethical competences (personal and professional values).



➤ **Soft Skills**

	Knowledge (General Knowledge)	Skills (Basic professional knowledge)	Competences (Specific professional knowledge)
Creative Thinking	<i>The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. General things a person can do, if he/she has creative thinking skills.</i>	<i>The ability to apply knowledge and use know-how to complete tasks and solve problems. Basic things a person could do by using creative thinking at work.</i>	<i>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. Specific tasks at work that can be completed easily if someone is thinking creatively.</i>
Critical Thinking	Doing a research (e.g. by reading about different opinions) in order to weigh different alternatives. One can generate hypotheses and test them before coming to conclusions.	The ability to solve problems quickly and effectively. Uses inference to reason competently from clearly stated premises to important implications and consequences	Know how to carefully and systematically analyze problems in order to find ways to solve them. One can identify several possible solutions, logically evaluate each one of them, compare them and then select the one that they conclude is the best in given situation.
Communication Skills	It includes knowledge on clearly stating ideas and feelings, active listening, giving and receiving feedback. Empathy and respect for the interlocutor.	The ability to communicate with other people in a clear manner and effectively. Demonstrating strong communication skills is about being able to convey information to others in a simple and unambiguous way. Performing public speaking.	To know how to give and receive different types of information. Apply active listening in everyday communication. One can adapt communication style to the audience, as well as adjust speaking voice.



	Knowledge (General Knowledge)	Skills (Basic professional knowledge)	Competences (Specific professional knowledge)
Teamwork	To know how to share ideas with the team. Be acquainted with different strategies of working with the colleagues which can improve each other's work and help one another to form a good team and create something better than one could create on their own.	One able to work well with others during conversations, projects, meetings or other collaborations. Knowing how to manage one's role in a teamwork.	A person can work alongside others in an empathetic, efficient and responsible manner to reach the common goal and contribute positively to the organization. Have the skills to lead a teamwork and manage the critical issues
Positive Attitude	A person who knows how to approach stressful situations in a calm way and focus on the positive. They can use positive attitude to get along well with their colleagues.	One is able to change things and make progress by thinking positively about tasks.	A person is able to think of ways how to accomplish their tasks instead of finding excuses for non-performance. They handle stress in a better way and their colleagues are happy to work with them.
Decision Making Skills	Can determine the real issue before starting a decision-making process. Knows where to find information in order to make the best decision.	A person can evaluate the risks associated with each alternative before making a decision. Is able to choose between two or more different courses of action.	One is able to make the best possible choice in the shortest time possible, and show reasons that support their decision. Capacity of deductive and inductive reasoning to arrive at a decision.
Leadership	A person is familiar with different strategies how to be a good leader, that knows about different leadership styles and does its job adapting to it.	To be able to direct colleagues with a strategy to meet the organization's needs.	One is able to take charge of a situation and make sure that it gets resolved. One knows how to motivate and organize a group of people to act towards achieving a common goal. One who can manage conflicts.



➤ **Hard Skills**

	Knowledge (General Knowledge)	Skills (Basic professional knowledge)	Competences (Specific professional knowledge)
Computer Skills	Ability to use mail and social media to communicate, basic knowledge of the most popular programs.	The ability to use the computers or other devices to retrieve, assess, store, produce, present and exchange information.	A person who can use hardware and software skills to accomplish a task. The competence to create specific programs or to programming specific tools for specific uses
Data analysis Skills	Have knowledge about data that has to be analyzed.	Know how to collect and organize data.	One who can collect and organize data, and then use that information to help solve problems or answer questions
Marketing Skills	The ability to write well; internal and interpersonal communication skill with co-workers and superiors; ability to conduct basic research.	Develop data-driven management and analytics; interpreting and explaining data.	A professional person in marketing has to optimize strategies, to project and managing campaign, to manage the teamwork for giving a shared approach. Be able to create contents and storytelling.
Management Skills	The ability to perform one's role in a defined context, and to self-manage one's duties, and reporting precisely to one's superiors.	The capacity to have a good internal communication and to be aware to handle interpersonal relationships. The ability to lead a specific teamwork.	One who knows how to supervise their employees or subordinates, and that has familiarity with conflict resolution. One who knows how to delegate and teach at the same time, to achieve the desired results



	Knowledge (General Knowledge)	Skills (Basic professional knowledge)	Competences (Specific professional knowledge)
Design Skills	A person that has the ability to understand the goals of a project or the potential it offers to his organization; the ability to give specific visions related to his tasks in the organization and how they could be modified by the project itself.	One person who has the ability to carry out the assigned task and use continuous communication with colleagues to improve his work, who has the capabilities to manage the time in compliance with the deadlines.	A person that communicate the vision and get team approval, that resolve conflicts, set goals, and evaluate performance and make sure team members have the tools that they need to get the desired result. One that can identify risks and avoid the risks occurrence.
Network and Internet Skills	Knows where to find information on the Internet and how to connect with the others.	The ability to use the Internet to exchange information and communicate, as well as to participate in collaborative networks.	A person that has the ability to use the Internet for work, leisure and communication and successfully forms networks with other individuals or groups.
Foreign Languages	One has a knowledge vocabulary and grammar and an awareness of the main types of verbal interaction and registers of language.	A person is able to understand and express thoughts, feelings and facts in a foreign language, which includes speaking, listening, reading and writing.	One can understand spoken and written messages, as well as write texts and have conversations in a foreign language. One who can design projects in foreign language.



FINAL NOTES

According to the national surveys that each of the partners conducted and analyzed, the skills included in the competency matrix were evaluated on a scale of importance. The survey included questions related to both soft and hard skills.

What struck as most evident is that there is a rather homogeneous view of generic skills and the sense of volunteering. Respondents consider it important to work in such organizations and they believe that they contribute a lot to society.

However, skills such as computer skills, language skills, design skills, marketing skills and communication skills critical thinking were evaluated as far less important than, for example, teamwork. From a first view of the question, and also in relation to what was learned from national surveys, it can be assumed that this derives from the fact that most young people do not have managerial responsibilities within voluntary organizations, and in this way, they do not perceive the need to develop such skills further.