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YECh

Competency Matrix



AIM OF THIS WORK

The development of the outline of a qualified Volunteer Worker aims towards the certification of the outcomes 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 EQF principles.

Each one of the skills listed in the competency matrix below represents one unit. The learning outcomes according to EQF 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).



	Knowledge (General Knowledge)	Skills (Basic professional knowledge)	Competences (Specific professional knowledge)
Creative Thinking	<ul style="list-style-type: none"> • He/she knows how fundamental open-mind and problem solving are. • He/she knows how to think creatively about something. 	<ul style="list-style-type: none"> • He/she is able to think of things in a different way. • He/she is able to look at a given problem or task in a unprecedented way. 	<ul style="list-style-type: none"> • He/she is able to implement creativity and open-minded attitude to solve concrete, daily problems. • He/she is able to devise new ways to carry out thorny issues and implement them
Critical Thinking	<ul style="list-style-type: none"> • He/she knows how to carry out a general research (e.g. by reading about different opinions) and to weigh different alternatives. • He/she is able to generate hypotheses and test them before coming to conclusions. 	<ul style="list-style-type: none"> • He/she has the ability to solve problems quickly and effectively. • He/she is able to infer and to reason competently, starting from clearly stated premises and to come to implications and consequences. 	<ul style="list-style-type: none"> • He/she knows 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 a given situation.
Communication Skills	<ul style="list-style-type: none"> • He/she knows how to clearly state ideas and feelings. • He/she can listen actively, giving and receiving feedback. 	<ul style="list-style-type: none"> • He/she is able to communicate with other people clearly and effectively. • He/she is able to convey information to others in a simple and unambiguous way. 	<ul style="list-style-type: none"> • He/she can transmit and receive different types of information. • He/she can apply active listening in everyday communication. • He/she can adapt communication style to the audience. • He/she is able to feel and demonstrate empathy and respect for his/her speaker.
Teamwork	<ul style="list-style-type: none"> • He/she knows how to share ideas, 	<ul style="list-style-type: none"> • He/she is able to work with others, 	<ul style="list-style-type: none"> • He/she can work alongside others in



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	<p>methodologies and action plans with the team members.</p> <ul style="list-style-type: none"> • He/she distinguishes different strategies of co-working and how to improve cooperation. 	<p>discuss with colleagues, participate in projects or meetings.</p> <ul style="list-style-type: none"> • He/she recognizes and respects his/her role within the team and other members' position. 	<p>an autonomous and responsible way.</p> <ul style="list-style-type: none"> • He/she commits to reach a common goal and contribute to the organization. • He/she can adjust his/her behavior to different circumstances.
Positive Attitude	<ul style="list-style-type: none"> • He/she knows how to approach stressful situations. • He/she knows how to get along with their colleagues. 	<ul style="list-style-type: none"> • He/she is able to apply positivity to real situation or challenges. • He/she is able to change perspective to ensure favorable working conditions. 	<ul style="list-style-type: none"> • He/she is able to act positively and conceive, compare and select the most favorable way to accomplish objectives. • He/she is able to handle stress and to convert it into a positive driving force.
Decision-Making Skills	<ul style="list-style-type: none"> • He/she knows how to determine the effective issue before starting a decision-making process. • He/she knows how to find information in order to make a balanced decision. 	<ul style="list-style-type: none"> • He/she is able to evaluate the risks associated with each alternative before making a decision. 	<ul style="list-style-type: none"> • He/she is able to make the most appropriate choice in the shortest time possible, and to support his/her decision through reasonable motivations.
Leadership	<ul style="list-style-type: none"> • He/she is familiar with the concept of leadership and what it implies. 	<ul style="list-style-type: none"> • He/she is able to understand colleagues' necessities and to define a combined strategy to meet both the organization's needs and the employee's ones. 	<ul style="list-style-type: none"> • He/she is able to take charge of difficult situations and to guarantee everyone's success. • He/she is able to motivate and organize the team. • He/she is able to funnel people's work towards the achievement of a common goal. • He/she can manage conflicts.



➤ **Hard Skills**

	Knowledge (General Knowledge)	Skills (Basic professional knowledge)	Competences (Specific professional knowledge)
Computer Skills	<ul style="list-style-type: none"> • He/she has a basic knowledge concerning the most popular programs in use. 	<ul style="list-style-type: none"> • He/she has the ability to use basic professional computers' programs to store, write and exchange information. 	<ul style="list-style-type: none"> • He/she is able to take advantage of his/her computer skills to carry out specific tasks (write documents, exchange e-mails, store information, communicate with others etc.).
Data analysis Skills	<ul style="list-style-type: none"> • He/she knows how to analyze available data and to collect them. 	<ul style="list-style-type: none"> • He/she is able to organize data and compare them, as well as interpreting the subsequent results. 	<ul style="list-style-type: none"> • He/she is able to draw useful and appropriate conclusions from the analysis and the interpretation of data. • He/she is able to take advantage of the conclusions derived in order to elaborate the most appropriate action plan or decision to face difficulties or problems.
Marketing Skills	<ul style="list-style-type: none"> • He/she knows how important negotiation and sales skills are. • He/she knows how to persuade people to endorse and support a given cause. 	<ul style="list-style-type: none"> • He/she is able to take advantage of his/her persuasion abilities to "sell" his/her ideas or opinions and to motivate other to commit to a given purpose. 	<ul style="list-style-type: none"> • He/she is able to implement his/her sales skills and persuasion abilities to discuss and reach a satisfactory agreement.
Management Skills	<ul style="list-style-type: none"> • He/she knows how to handle everyday difficulties or tasks. • He/she is conscious of his/her position and knows how to manage a situation according to his/her responsibilities or duties. 	<ul style="list-style-type: none"> • He/she is able to manage difficulties and problems. • He/she is able to supervise and organize different tasks among various team-members. 	<ul style="list-style-type: none"> • He/she supervises employees or subordinates. • He/she is responsible for his/her own tasks and is able to handle it autonomously. • He/she is able to evaluate and, possibly introduce changes to



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			improve everyday working activities.
Design Skills	<ul style="list-style-type: none"> • He/she knows the theory and techniques required to compose, produce and perform works of music, dance, visual arts, drama or sculpture. 	<ul style="list-style-type: none"> • He/she has the ability to imagine how something will look after a change or when its parts are moved or rearranged. 	<ul style="list-style-type: none"> • He/she is able to develop design or create and put into practice new applications, ideas, relationships, systems, or products, including artistic contributions.
Network and Internet Skills	<ul style="list-style-type: none"> • He/she knows where to find information on the Internet and how to connect with the others. 	<ul style="list-style-type: none"> • He/she has the ability to use the Internet to exchange information and communicate, as well as to participate in collaborative networks. 	<ul style="list-style-type: none"> • He/she is able to use the Internet to carry out professional tasks and to communicate successfully within a network made up of other individuals or groups.
Foreign Languages	<ul style="list-style-type: none"> • He/she knows the macro-system of a foreign language. • He/she is aware of the main constructions existing within the framework of a given foreign language. 	<ul style="list-style-type: none"> • He/she is able to understand (reading and listening) and communicate (speaking) with autonomy, ranging from familiar and daily-life topics to more specific and detailed issues. 	<ul style="list-style-type: none"> • He/she is able to take advantage of his/her foreign language skills to carry out professional activities. • He/she is able to apply skills and knowledge concerning a given foreign languages to perform concrete tasks.



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 were evaluated as far less important than, for example, teamwork and critical thinking. 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 further develop such skills.