

## J Balcar Is it better to invest in professional/technical qualifications or in soft skills?

### APPENDIX S2: Classification of soft skills used by National System of Occupations (Národní Soutstava Povolání) Czech Republic

Skill		Level	
Communication	<b>Description</b> It is an ability to communicate actively (incl. presentation skills), listen and argue.  <b>Sub-skills</b> <ul style="list-style-type: none"> <li>ability to take reactions of others into account (ability to understand verbal and non-verbal information)</li> <li>ability to overcome barriers in communication</li> <li>ability to accept and work with arguments of others</li> <li>ability to express oneself clearly and comprehensibly</li> <li>ability to express oneself in writing</li> <li>ability to be assertive, express disagreement</li> <li>capability of self-reflection</li> <li>ability to adjust communication style, get attention of recipients and anticipate their reactions</li> <li>ability to present information to others</li> </ul>	0	He/she formulates his/her ideas in both speech and writing with big difficulties; his/her ability to listen to others is limited; provision of information is occasional, sporadic and fragmentary.
		1	He/she formulates ideas, especially in writing form, with difficulties; tends to have problems with listening to others; provides information only on request; his/her reactions to unexpected situations are not predictable.
		2	He/she manages to formulate ideas clearly both in speech and writing in regular situations; listens to others without significant problems; provides information to others; reacts to the situation adequately; his/her communication is not always convincing.
		3	He/she formulates ideas in both speech and writing clearly; listens to others; reacts assertively to a developing situation; is capable to capture other people's attention; tolerates other people's opinions.
		4	His/her ability to formulate ideas in both speech and writing is at a very good level; he/she listens to other people actively; adequate level of self-enforcement is natural for him/her; is capable of presenting to a group; is capable of opening the communication; provides an environment conducive to communication of all participants; welcomes and works with other people's opinions; can create constructive conflict; requests feedback
		5	His/her ability to formulate ideas in both speech and writing is excellent, he/she practices active listening without exception in all circumstances; adequate level of self-enforcement is natural for him/her; is able to address big audience and persuade others; can elicit real opinion from other people and work with them; uses constructive conflicts; utilises feedback; communicates with other cultures.
Cooperation	<b>Description</b> It is an ability to participate in group work actively and responsibly. It is contrary to excessive competitiveness or preferring to work separately.  <b>Sub-skills</b> <ul style="list-style-type: none"> <li>ability and willingness to share one's knowledge and being helpful</li> <li>ability to be tolerant and respect visions and opinions of others</li> <li>ability to follow set rules</li> <li>ability to keep focused on a common goal</li> <li>ability to participate in common tasks</li> <li>ability to solve problems in group communication and cooperation</li> <li>ability to appreciate the contribution of others and provide them with feedback</li> <li>ability to create supportive environment</li> <li>ability to take on group roles and positions</li> <li>ability to accept tasks and delegate them</li> </ul>	0	Cooperation with him/her is very problematic; he/she shows little willingness and interest in working as a member of a group with a common goal
		1	He/she is rather passive; barely identifies with the group goals; does only what is absolutely necessary; gives information only when asked.
		2	He/she tends to be rather active; is part of the group; adapts his/her behaviour according to requirements; respects group goals; shares information freely but does not offer it actively.
		3	He/she cooperates actively, takes part in group willingly and plays positive role in it; gears his efforts towards the common goal; shares and offers information freely; respects others and their work results.
		4	He/she actively influences the atmosphere in the group and its needs; contributes heavily to reaching group goals; is capable of taking responsibility for group results; shares, actively searches and offers information freely.
		5	He/she acts as an informal leader; has natural authority; is capable of working as a member of international, multicultural teams.

Skill		Level	
Creativity	<p><b>Description</b> It is an ability to look for opportunities actively, initiate changes and bring new ideas in order to increase achievement, economic growth, efficiency, quality or other benefits or results. Creative thinking and creative work comprehend intuition, internal motivation, ideas creation, risk managing and readiness for changes.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>ability to notice opportunities and evaluate them critically</li> <li>ability to come up with ideas and realise them</li> <li>ability to elaborate ideas into the form of formal intentions and concepts</li> <li>ability to accept risk</li> <li>ability to cause and accept changes</li> </ul>	0	He/she respond negatively to changes and new ideas; prefers stereotype work and processes; does not provides new ideas and suggestions - he/she feels threaten by them and thus has aversion to them; is afraid of risk and avoid it.
		1	He/she can adapt to changes and new approaches to the extent that ensures his/her "survival"; is capable of suggesting simple improvements on the basis of strong stimulus or unambiguous instruction; sees risk as direct threat, does not seek risky solutions.
		2	He/she utilises information from environment actively; is capable of suggesting improvements (that make his work easier), but usually cannot neither prepare nor realise them independently; sees risk but does not evaluate it correctly - risk can discourage him/her from action or it can be under-evaluated.
		3	He/she seeks opportunities to improvement or change actively, can improvise and improve his/her work; is endowed with an intuition to identify opportunities and has enough courage or persistence to realise or enforce his/her ideas and suggestions; has unusual ideas and suggest new procedures and solutions; notices risks connected with his/her ideas and suggestions, but does not deal with their prevention systematically.
		4	He/she independently and actively seeks, prepares and realises changes and new projects/ideas, which support his/her position or position of his/her firm; disputes stereotypes and standards processes, sees opportunities in changes, new processes and solutions; welcomes new ideas and stimuli, is opened to everything new; his/her ideas and outputs are original and innovative; uses different approaches and methods in his/her work, is not limited by them; is not afraid to take an unknown path, is capable of quick evaluation of risks and tries to eliminate them.
		5	He/she is an initiator of new and innovative ideas, inspires his/her co-workers; has innovative and creative way of thinking, sees things differently; can realise and practically use original and innovative ideas; uses his/her strong intuition in work successfully; can evaluate and use original and smart ideas in his/her surroundings; works with risk systematically, is able evaluate and minimise risks in order to not threaten his/her work or the work of his/her team.
Flexibility	<p><b>Description</b> It is an ability to apply operative and adaptive approaches in thinking, behaviour and managing of tasks and situations the individuals face. It is also an ability to change or adapt one's working habits, behaviour and work effectively in new or changing conditions.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>ability to accept new ideas and approaches</li> <li>ability to change working style and procedures according to actual needs</li> <li>ability to provide alternative perspective, creative approach, innovative way of thinking</li> <li>ability to use nonstandard methods</li> </ul>	0	He/she hardly copes with changes and reacts negatively to them; processes new ideas and stimuli with difficulties; relies on stereotypes; depends on stable working environment and methods; focusing on different tasks is too difficult for him/her.
		1	He/she hardly copes with changes, needs enough time to accept new ideas and stimuli; stereotypes are very important in his/her life; needs examples and patterns; depends on stable working environment and methods; focusing on different tasks is limited.
		2	He/she accepts gradual changes; needs time to accept new ideas and stimuli; is capable of overcoming stereotypes slowly; is capable of focusing on small number of tasks if it is required; stability of working environment and methods is still important for him/her.
		3	He/she accepts changes without stress and problems; is capable of accepting new ideas, overcomes stereotypes and does not resists new methods and processes; is capable of focusing on different tasks, but does not prefer it; adapts to new working environment and tasks; is capable to learning new things and methods when he/she deems it necessary.
		4	He/she welcomes changes and seeks them, because he/she sees opportunities in them; welcomes new ideas and stimuli, is opened to everything new; is not afraid to take an unknown path; is ready and willing to learn, is interested in further development and improving of his/her knowledge and skills; provides his/her own ideas, improves current state; is capable to react in unexpected situations and improvise.
		5	He/she carries changes and takes the responsibility for them; initiates new ideas, has innovative and creative thinking; disputes stereotypes and standard processes; chooses appropriate styles and working methods with regard to other people, context and situation; develops himself/herself and improves his/her knowledge and skills permanently.

Skill		Level	
Customer orientation	<p><b>Description</b> It is an interest and effort focused on identification and meeting customers' needs.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>ability and willingness to meet customers' wishes</li> <li>ability to feel needs and interests of others</li> <li>ability to use win-win negotiation strategies</li> <li>build up and develop relations with customers</li> <li>ability to adapt (product, approach etc.) to customers</li> </ul>	0	He/she is unwilling to help customers; is withdrawn and reluctant to communicate; does not handle motions well; reacts with aggression when pressed; gives negative opinion of customers and/or the company he/she works for; knows nothing about customers' needs and is not interested to find out.
		1	He/she is passive to customers but shows no negative feelings; communication with customers is insufficient; expressed emotions do not always correspond to the situation well; has trouble identifying customers' needs.
		2	He/she is willing to satisfy the customer and meet his basic needs; is capable of being obliging; is concerned about new contacts; acts and negotiate instinctively; communicates with customers and can handle emotions; he/she does not always anticipate and recognise customers' needs in a timely manner.
		3	He/she is capable of identifying and meeting customers' needs; his/her behaviour is obliging and pleasant; realises that he/she is responsible for customer satisfaction; tries to get feedback; is capable of communication with the customer beyond the formal framework; can handle emotions even in extreme situation; knows his/her product / company / customers; is loyal.
		4	He/she is empathetic, anticipates customers' needs and expectations; acts and communicates as a professional; strives for customers' satisfaction, trust and their long-term benefits; can negotiate effectively; manages to handle conflict situations well; takes responsibility.
		5	He/she is the example of obliging behaviour to customers; builds and maintains relationships, tries to improve them all the time; acts as a trusted adviser; can persuade and influence customers.
Efficiency	<p><b>Description</b> It is an ability and interest to perform a work well or according to standard for excellent performance.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>ability to achieve required performance</li> <li>ability to set aims and tasks</li> <li>ability to identify priorities</li> <li>ability to improve/optimize working process and operations</li> <li>ability to perform tasks on time regardless of pertinent problems and barriers</li> <li>ability to work precisely and according to technological process</li> <li>ability to make decisions and accept suitable solutions and process</li> </ul>	0	He/she does not meet performance criteria, is unreliable; is not performance and result driven; does not reflect on feedback; his work performance has to be under permanent and close supervision; has only personal goals.
		1	He/she tries to fulfil required task but experiences problems; tries to perform well, but not always reaches the goal; has problems with accepting feedback, including assessment of his/her performance; fulfils assigned tasks but does not think about their purpose; has to be supervised; is capable of focusing on one priority only.
		2	He/she mostly achieves reliable and stable performance; experiences problems exceptionally; is focused on both performance and result (contribution); recognises steps essential for its achieving; may slack in absence of supervision; accepts feedback formally; is willing to further develop himself/herself if needed; is capable of harmonising some personal, team or company priorities.
		3	He/she achieves reliable and stable performance; is capable of high performing in short-term according to employer's needs if necessary; is focused on both performance and results (contribution); recognises and carries out steps essential for achieving both personal and team results; does not need close supervision; responds to feedback and can learn from mistakes; is capable of harmonising personal, team or company priorities; is capable of self-management and self-motivation (including self-development) to a certain degree
		4	He/she achieves highly reliable and stable performance, provides a personal example at work; is focused on both performance and result (contribution); accepts and provides constructive feedback; his/her personal, team or company goals are harmonised; supports efficiency of performance; is capable of self-management and self-motivation (including self-development).
		5	He/she achieves extraordinary performance and results (contribution); his/her personal, team or company goals are harmonised; has managerial potential for increasing the performance; accepts and provides constructive feedback and subsequently suggests solutions; is capable of self-management; is motivated and motivates also others (including self-development).

Skill		Level	
Independence	<p><b>Description</b> It is ability to work focused, intentionally and perseveringly on any given task. An independent individual tries to do as much as possible without any contribution of others. He/she knows his/her strengths, weaknesses, and has not to be controlled too much.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>▪ ability to be initiative</li> <li>▪ ability to work with full concentration</li> <li>▪ ability to acquire information, formulate solutions, evaluate and implement them</li> <li>▪ ability to perform self-management</li> <li>▪ ability to express one's ideas and opinions, ability to sustain them</li> <li>▪ ability to ask for advice if necessary</li> <li>▪ ability to make decision based on one's own experience</li> <li>▪ ability to bear up against manipulation</li> <li>▪ ability to judge one's capabilities and limits</li> <li>▪ ability to be liable for one's decisions and results of work</li> </ul>	0	He/she is not independent; is unable to fulfil even simple and precisely defined tasks with confidence; is unable to make independent decisions; depends on group thinking; does not have the need for information.
		1	He/she fulfils only simple and precisely defined tasks independently; needs to be supervised and led; depends on group thinking; complies with the opinion of others.
		2	He/she can be relied on performing simple tasks, but needs support and supervision in case of new or unusual tasks; likes instructions, rules, procedures, regulations, and manuals he can follow; is capable of making decisions regardless of group thinking as long as he/she can fall back on a regulation, rule, manual or other external authority.
		3	He/she can be relied on performing all the given tasks; asks for help only when needed; manages himself while doing routine tasks, but needs support in case of more demanding ones; overestimates or underestimates his/her abilities sometimes; obtains information independently; is capable of expressing his/her views even if they differ from the group and may lead to a conflict.
		4	He/she can break down a precisely defined task to specific steps; manages himself/herself while performing a task; can assess and apply his/her abilities; plans and can focus; makes decisions quickly and flexibly; does not hesitate to seek help if it is necessary; can obtain all the information and other necessary resources; does not shy away from responsibility and accepts a certain measure of personal risk.
		5	He/she can consider the goal and set out the tasks for reaching it; manages himself/herself while performing a task; can assess and apply his/her abilities; plans and can focus in the long-term; makes decisions quickly and flexibly; does not hesitate to seek help if it is necessary; can obtain all the information and other necessary resources; is not afraid to take risk because he/she can evaluate it correctly.
Problem solving	<p><b>Description</b> It is an ability to recognise/identify and name problems in time, evaluate them, consider various aspects, choose correct solution, realise it and verify the result of the solution.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>▪ ability to understand the essence of a problem</li> <li>▪ ability to distinguish between important and unimportant</li> <li>▪ ability to see and understand causes, consequences and wider implications of a problem</li> <li>▪ ability to deal with a problem systematically</li> <li>▪ ability of real evaluation of a problem (not overestimating or underestimating it)</li> </ul>	0	He/she is unable to recognise problems or ignores them; avoids solving problems, is passive; is unable to identify and define nature of the problem.
		1	He/she solves only problems where he/she is certain to know the right solution; usually needs help of others; is able to identify the nature of simple problems only; can systematically solve only simple problems; is creative only exceptionally.
		2	He/she is capable of solving simple problems on his/her own; often acts unsystematically in case of more difficult problems, although he/she can define their nature; is not able to practically apply his knowledge; tries to use intuition and creativity.
		3	He/she solves problems actively and independently; is capable of identifying and defining the nature of more difficult problems; is able to structure the problem, solve it systematically, and prevent it from recurring; is capable of combining analytical and creative thinking mostly; can engage in team problem solving, if it is needed.
		4	He/she is capable of defining causes and consequences of a problem; is capable of combining analytical and creative thinking; can consider whether the problem should be solved by an individual or a team; supports motivational atmosphere for problem solving; can set priorities; is capable of contributing to standard formulations that prevent recurrence of problems.
		5	He/she is capable of both individual and team problem solving (and can lead the team); relies on intuition and makes use of creative thinking based on his/her experience; creates motivational atmosphere for problem solving; is capable of creating or contributing to standard formulations that prevent recurrence of problems; can overcome prejudice and stereotypes when solving problems.

Skill		Level	
Planning and organization	<p><b>Description</b> It is an ability to plan and organise one's and others' work systematically and objectively with regard to aim, priorities, resources and time.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>▪ ability to see the whole picture ( i.e. understand a situation)</li> <li>▪ ability to split the whole into parts and understand mutual relations</li> <li>▪ ability to evaluate resources required to carry out work</li> <li>▪ ability to set priorities</li> <li>▪ ability to coordinate one's own work with the work of others</li> <li>▪ ability to foresee</li> <li>▪ ability to act systematically and rationally</li> </ul>	0	He/she does not plan; his/her performance is near failure; fulfils tasks haphazardly; attends to organisational matters only when it is necessary; assesses the current situation only.
		1	He/she is capable of planning specific events and activities; his/her performance is often uneven; does not prioritise; secures basic resources and makes a rough schedule; is unsystematic and needs supervision; assesses the current situation only.
		2	He/she is capable of distinguishing between short-term and long-term plans; his/her performance usually corresponds with expectations; plans activities according to their urgency; can recognise what is urgent and important, but does not always act accordingly; creates plan variants if necessary, but is unable to make a choice on his own; can organise his activities and performance; can coordinate his activity with activities and plans of others.
		3	He/she plans both short-term and long-term in accordance with the plans of others; performs well continuously; can recognise what is urgent and important, and makes decisions and acts accordingly; creates plan variants and makes choices and decisions in standard situations; plans for the necessary resources and time requirements; assesses plan implementation; organises his own activity and is capable of organising activities of others.
		4	He/she plans both short-term and long-term in accordance with the plans and needs of others; strives to improve his/her performance all the time; makes decisions based on priorities, puts the important before the urgent; creates plan variants so that they support reaching the goal; handles risk; plans for the necessary resources and time, and their efficient use; assesses plan implementation, goals reaching and activities leading to them, and acts accordingly; organises his own activity and is capable of properly organising activities of others.
		5	He/she creates visions, proposes strategies and plans effectively; develops his/her own performance potential as well as the potential of others; sets goals and priorities, and motivates others to reach them; anticipates risk; plans for the necessary resources and time, and their efficient use; follows closely and assesses plan implementation, goals reaching and activities leading to them, and acts accordingly; delegates.
Life-long learning	<p><b>Description</b> It is an ability and willingness to receive new information and participate in short-term and long-term educational programmes.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>▪ ability to satisfy the natural thirst for knowledge</li> <li>▪ ability to improve himself/herself</li> <li>▪ ability to search for information</li> <li>▪ ability and willingness to invest time and energy in one's development</li> <li>▪ ability to learn new skills</li> </ul>	0	He/she does not feel the need for further education/development; his/her attitude to education could be negative; does not develop himself/herself neither through new experience nor educational programmes.
		1	He/she is willing to learn, if it is absolutely necessary; his/her educational needs are subject to external pressure; is capable of acquiring new skills if they are connected with his/her current knowledge and skills; accepts new information despite the fact that sometimes he can hardly apply what he has learnt in practice; assesses whether he/she has been successful or not in black and white terms; failure discourages him strongly and he/she finds it difficult to draw a lesson from it for the future.
		2	He/she is willing to learn in dependence on short-term aims; his personal development and education is determined by his/her interests; is capable of accepting new information, especially those he/she is going to use soon; can analyse success/failure rate and learn from it occasionally; applies what he/she has learnt in practice; is aware of his/her weaknesses and strengths, but does not develop them with deliberation.
		3	He/she is inquisitive by nature, open to new experience and knowledge; seeks new information and applies it in practice; knows what he wants to achieve and plans future educational needs accordingly; learns actively; knows his/her strengths and weaknesses and develops them; can analyse his/her own failure and learns from mistakes; is persistent in acquiring new skills.
		4	He/she defines his future educational needs; learns actively throughout his/her life and is capable of practically applying acquired knowledge (even from different fields); can motivate himself/herself to learning; actively seeks and accepts new information, and can apply it; may be a source of information for others; knows his weaknesses and can effectively compensate for them by strengths; analyses his/her successes and failures automatically and creates an action plan for further learning.
		5	He/she deepens his/her vocational knowledge actively; anticipates and may even influence development in his/her field; can recognise and define his/her educational needs and those of others; supports personal development of others; shares knowledge and insures that knowledge is shared (knowledge management).

Skill		Level	
Proactive approach	<b>Description</b> It is an ability and willingness to provide performance above individual's duties, requirements and expectations. Proposals for work improvements, increase of work performance and results, finding or creation of new opportunities, and problems solving are manifestations of this skill.	0	He/she is passive; not interested in what is happening at work or in private life; incapable of improving something or doing something without being told.
		1	He/she performs tasks and activities only if they are clearly defined and supervised; relies on ideas and decisions of others; joins in an activity if he/she is called upon; is easily discouraged by difficulties and failure.
		2	He/she shows an active approach to perform standard and well-defined tasks, but needs to be motivated continuously; is capable of resolving standard situations and problems; manages to overcome common obstacles and seeks help if it is necessary; difficulties and/or failure may limit his/her active approach.
		3	He/she is interested in what is happening, seeks solutions, new activities, methods and alternatives; if he/she is sufficiently motivated, he/she does more than is expected; is capable of overcoming obstacles and persevering despite difficulties and failures; responds to possibilities and opportunities.
		4	He/she is active, very much interested in what is happening, actively seeks solutions, new activities, methods and alternatives; is decisive and acts in situations when others are helpless; does more than is expected; anticipates obstacles and takes preventive measures; seeks new possibilities and opportunities, likes to try and learn new things.
		5	He/she is active by nature, has positive attitude to life and work; influences what is happening around him/her, actively seeks solutions, new activities, methods and alternatives; is willing to take personal risks in order to reach the goal; anticipates situations and takes measures; seeks solutions, anticipates to create opportunities; involves other in his/her projects.
Stress resiliency	<b>Description</b> It is an ability to manage stressful situations, barriers, failures and frustration.	0	He/she is not able to perform adequately under stress; loses concentration or panics under even moderate pressure, reacts inadequately or inappropriately in stressful situations, cannot handle his/her emotions; is unable to cope with failure, is not prepared to overcome obstacles and gives up easily, runs away from troublesome situations or people; lacks trust in himself/herself as well as others, fears failure.
		1	His/her ability to concentrate diminishes significantly in stressful situations, but he/she is capable to perform adequately under supervision or with assistance; perceives changes negatively, copes with them with difficulty; can overcome small obstacles, but greater ones discourage him/her; lacks self-confidence; copes with failure hardly, needs support and encouragement to overcome it, very strong motivation or circumstances are necessary for his/her further activity; monotonous tasks make him/her fail after a while; is capable of realising inadequacy of his/her emotional response to a stressful situation.
		2	He/she is capable of concentrating and performing adequately in usual stressful situations; can handle small amount of stress and overcome recurrent obstacles, tries to find a solution, seeks help from others and tries to overcome difficulties; can focus well even on routine tasks in favourable conditions; resents a failure, needs encouragement and support to overcome it; accepts changes, tries to accommodate if he/she understands the changes; can manage his emotions and react adequately in common stressful situations, loses self-confidence under higher pressure.
		3	He/she reacts calmly in stressful situations, performs adequately even under long-term pressure; considers failures as a part of life and can resist them; is capable of asking for help; knows that a certain level of stress can help boost performance; analyses the situation, searches for and chooses a solution if any obstacles occur, overcomes obstacles; accepts changes and accommodates them; is alert even when doing routine tasks requiring constant concentration; does not lose control over his emotions even in difficult situations; can cope with pressure due to reasonable self-confidence.
		4	He/she performs well even in stressful situations, is persistent; sees the failure as an opportunity to do the same thing better next time; perceives changes as commonplace and welcomes them; analyses the situation, looks for alternatives and chooses the most suitable solution in order to overcome obstacles; does not give up easily; can perform routine tasks for a long time, has a strong will; controls his/her emotions, expresses feelings openly; knows what he/she can manage and trusts his/her abilities.
		5	He/she performs very well even in extremely difficult conditions; is capable of detachment and sober view due to rational approach to stressful situations; instigates change in order to achieve results more effectively; learns from failures and takes measures accordingly; analyses the situation, looks for alternatives and chooses the most suitable solution in order to overcome obstacles; is not influenced by external factors and is fully concentrated while performing routine tasks; is a support to others in stressful situations; controls his/her emotions even in extreme situations, can affect emotions of others; is highly self-confident and trusts in his/her skills and abilities.

Skill	Level
<p><b>Exploring and orientation in information</b></p> <p><b>Description</b> It is an ability to search, find, recognise, select valid or/and important information for given situation. It comprehends also some forms of examinations, finding information and their processing, and not being satisfied with superficial or incomplete information.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>▪ ability to search for information</li> <li>▪ ability to consider and evaluate various data sources and information channels</li> <li>▪ ability to distinguish and verify relevancy of information</li> <li>▪ ability to create and organise documents</li> <li>▪ ability to transfer and receive information, as well as processing it</li> <li>▪ ability to work with databases</li> <li>▪ ability to use ICT technologies</li> </ul>	<p>0 He/she accepts information passively and works with limited amount of information; only exceptionally seeks relevant information, and does so unsystematically; does not verify acquired information; makes use of technology for work with information rarely; makes use of acquired information unsystematically.</p>
	<p>1 He/she accepts information purposely; seeks information using stereotype (routine) procedures; is capable of sorting information according to very simple and set (by authority) procedures and criteria; evaluates credibility of information by values "I do trust" or "I do not trust", evaluates in black and white terms depending on authority and source; passes information on as long as he/she knows where to.</p>
	<p>2 He/she searches for further information if he/she is motivated by others; verifies obvious discrepancies; works well with clearly defined or standardised information; can use technologies for searching and partly also for processing information; can recognise relevant information, sort and analyse it as long as it comes from an area that he/she knows; creates simple and basic documentation.</p>
	<p>3 He/she searches for information independently and purposely; uses a wider scope of sources; compares, evaluates and verifies information; is able to work with a lot of information well, can distinguish between the important and unimportant; can use technologies for searching and processing of information, can work with databases; applies information in practice and creates relevant documentation; can pass the acquired information on and explain it clearly without distorting it.</p>
	<p>4 He/she searches for information purposely; verifies trustworthiness of sources; can see new opportunities in information; uses non-traditional information sources; records and organises acquired information innovatively; can make progressive use of technologies.</p>
	<p>5 He/she combines information from different (both traditional and non-traditional) sources, combines information, finds and creates opportunities out of it; creates know-how out of information that can be used by others; manages information flow; is capable to use different types of databases, select key information for the given purpose, and combine them.</p>
<p><b>Influencing others</b></p> <p><b>Description</b> It is an ability and intention to persuade, influence and affect others in order to get their support for an aim or have an intended impact on them.</p> <p><b>Sub-skills</b></p> <ul style="list-style-type: none"> <li>▪ ability to use various methods of persuasion</li> <li>▪ ability to use presentation skills in extraordinary, effective and original way</li> </ul>	<p>0 He/she shows no effort to influence or persuade others; his/her presentation skills are insufficient; does not apprehend that it is necessary to understand audience needs and adapt to them.</p>
	<p>1 He/she shows an intention to influence others, but does not make any effort to do so; his/her verbal and nonverbal communication embody many deficiencies caused by stage fright and fear of strangers and big groups of people; is not concerned with motivation, interests and needs of the audience.</p>
	<p>2 He/she takes certain steps to influence/persuade others, but does not adapt to level of audience sufficiently; persuades directly through emphasising facts, numbers, purpose, uses examples, visual aids, demonstrations etc.; elaborates information for a presentation, formulates two or more arguments for discussion, presents simple or known topics to smaller group of people; refuses to adapt to interests and motives of audience, although he/she knows them.</p>
	<p>3 He/she plans an impact of his/her speech and behaviour, adapts a presentation or discussion to interests and needs of the audience, foresees an impact of his/her behaviour, presentation and performance; uses unusual activities to reach specific influence; presents very well (exceptional deficiencies in verbal and non-verbal communication), manages presentations for and dealing with strangers or bigger group of people.</p>
	<p>4 He/she plans, prepares and adapts his/her presentation to audience in order to influence or persuade them; foresees possible reactions and prepares for them, creates coalitions and uses third parties or advisers to influence others; provides or does not provide information in order to gain specific influence; his/her verbal communication is excellent and also non-verbal communication can hold audience's interest; his/her capability of holding one's interest and persuade is not affected by stage fright; is capable to present and deal in foreign language after some preparation; uses different forms and methods to influence and persuade.</p>
	<p>5 He/she suggests and realises strategies for influencing others according to any given situation and audience, changes organisation structure in order to support change of expected behaviour; makes coalitions with those who support his/her interests and can influence others; seeks solutions, new activities and possibilities for persuading and influencing others; uses "political practices", audience's interests and needs to reach his/her goal and support his/her influence; is charismatic during speeches and presentations, provokes positively and pulls audience into his/her speech or presentation, offers attractive ideas and solutions (which nobody can resist); his/her presentation and communication skills are excellent; manages presentations for big groups of people in Czech and English without a problem.</p>

Skill	Level
<b>Leadership</b>  <b>Description</b> It is an ability and intention to take a role of a group leader. It represents the desire and determination to lead others not only on the basis of formal authority.  <b>Sub-skills</b> <ul style="list-style-type: none"> <li>▪ ability to be responsible for a team</li> <li>▪ ability to manage subordinates and give orders</li> <li>▪ ability to use formal power</li> <li>▪ ability to lead a meeting</li> <li>▪ ability to delegate tasks</li> <li>▪ ability to develop and protect the team</li> <li>▪ ability to motivate and support team members</li> <li>▪ ability to provide feedback</li> <li>▪ ability to develop subordinates</li> </ul>	0 He/she refuses responsibility for a team; is not interested or is incapable of being leader; setting targets and assigning tasks to subordinates represent problems for him/her; spreads negative expectations, which can discourage and demotivate his/her subordinates; does not pay attention to improvement and development of his/her subordinates.
	1 He/she tries to accept responsibility for a team performance and results if it is required; leads small teams (2-3 people); tries to realise given tasks and reach the targets, but has significant deficiencies in control of terms and fulfilment of tasks; does not exert to develop others.
	2 He/she accepts responsibility for a team (usually up to 10 workers); arranges and leads meetings operatively, informs his/her subordinates; still has deficiencies in control of results; does not use formal authority; instructs, demonstrates tasks, gives useful advices, provides a personal example; believes that others want to learn and are able to manage given tasks, tries to share knowledge.
	3 He/she want to be responsible for performance and result of a team, wants to lead others; defines common goals, leads meetings effectively, checks understanding of instructions and changes by others; controls realisation of tasks and reaching of goals; uses formal authority and power in the right way; tries to increase team efficiency, supports team spirit and puts strong emphasis on team goals; protects the team and its reputation; gains resources and information for a team, assures himself/herself that needs of a team are fulfilled; supports others, provides feedback in order to develop the team and improve its performance; supports formal education of others.
	4 He/she takes responsibility for team performance even in the case of failure; analyses both successful and unsuccessful performance and suggests measures; organises strategic meetings to ensure understanding and identification of team members with team goal, mission and programme; provides an excellent personal example; behaves as a leader - is not frightened by difficulties, does not avoid complicated situations, others can rely on him/her, is a trustworthy and reliable leader; involves others in management; educates and trains his/her subordinates, can prepare study materials for them; gives opportunity to subordinates for taking responsibility for partial tasks, delegates authority; evaluates competences of subordinates and suggests possibilities and opportunities for their development, is capable of coaching.
	5 He/she is a charismatic leader; has convincing ideas and can sell others on them, his/her ideas and strategies cause interest in and enthusiasm for sharing mission of the team; is responsible for team performance and perceives this responsibility as the main role of a manager; organises and plans, informs openly, involves team members in management of tasks and projects, motivates others to active participation; provides room for independent decision making, acceptance of responsibility and choosing a way of realisation of tasks to his/her subordinates; controls results of subordinates, discusses solution with them and provides feedback; develops and supports others in taking responsibility for partial results of a team; is a coach; supports team members in their development and education, shares his/her knowledge and experience purposefully.

Source: National System of Occupations