Future Skills

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FUTURE SKILLS FOR VOLUNTEERING - SKILLS MODEL

To be able to manage future challenges, volunteers and their organisations need specific skills. This skills model includes information on what skills are needed to ensure successful volunteering now and in the future. We have named them here future skills.

The Erasmus+ project Future Skills for Volunteering (FutVol) researched the issue of future skills by comparing studies and work from 10 European countries and were able to identify 14 different skills that are seen as vital in future volunteering all over Europe. To allow these to be related to a wider European context, they are described with regard to the European Key Competences in Lifelong Learning framework.

Based on this, this guideline takes an approach that allows volunteers to demonstrate these skills to their supervisor, and go through an informal validation process in order to gain certification that they have demonstrated future skills in volunteering. This guideline can, on the other hand, be taken as a guideline of what skills organisations should help their volunteers acquire e.g. through training, to give volunteers satisfaction over their work and organisations a strategic advantage.

The report has two parts. The first one includes descriptions of the individual skills: a brief description of the skill and criteria for what it means for the volunteer to have this skill. There are tips for volunteer supervisors and managers on how to assess the skills so that the process is fair and the outcomes reflect the actual competences of the volunteer. The second part has two approaches to documenting the outcomes of the validation: A skills certificate that can be signed by the voluntary organisation, and a template for organisations who wish to create open badges for volunteers.

PART 1. Future Skills

Through research and a workshop on future skills, the 14 skills described below were identified as essential all over Europe for future volunteering. They can either be seen as a guideline for organisations, or as a starting point for volunteers to demonstrate their skills and have them validated.

Validation means a process through which an individual can demonstrate skills and competencies gained through activities like volunteering, and their skills are then assessed by either their peers more informally or by e.g. and educational institution in a more formal manner. According to the European Guideline for validating Informal and non-formal learning by Cedefop (file:///C:/Users/fieldsma/Downloads/3073_en.pdf), this is done in four phases. 1) identification (the individual such as a volunteer identifies what they can do); 2) documentation (showing their skills in writing, through portfolios, videos, on-the-job activities etc.), 3) assessment (through both self-assessment and by assessment of professionals and peers) and 4) certification. In this model there are tips for volunteer supervisors how to ask their volunteers about what they can do and for the volunteers to show them. Each skill is described by its outcome (what it means to have this skill) to help supervisors to assess them and two methods of certification.

In our model, a volunteer becomes a Skilled Future Volunteer by showing at least 5 out of the 14 skills or a Champion Future Volunteer by demonstrating at least 10. the validation tools can be copied by any voluntary organisation to use in their activity. However, you should mention that these tools were developed by the Erasmus+ project Future Skills for Volunteering (NO:::)

The 14 identified skills are first prepared as a list, relating them to the European key Competences for Lifelong learning (LINK), and then individually with recommendations for how to document them.

1. Conflict resolution - relates to
2. Respect
3. Active and passive communication
4. Critical thinking
5. Empathy and altruism
6. Intercultural understanding
7. Digital competence
8. Adaptability
9. Team working
10. Assessment and recognition of one's skills
11. Time management
12. Problem-solving
13. Taking initiative
14. Organizational skills

1 - CONFLICT RESOLUTION

- *Skill description*: The volunteer is capable of managing and preventing a conflict situation, being a force of resolution and not an element of increased tensions.

- *Assessment guideline*: The volunteer is capable of recognizing the elements and actors that negatively impact a conflict situation, and is capable of consciously and rationally justify his/her position and decision for resolving the conflict.

  Volunteers can prove their conflict resolution skills either by describing them using the STAR grid or by demonstrating empathy and respect in communication first, and then by be able to reasoning and argument a topic as "third person above parties" in order to have a more objective (and less subjective) perspective of the matter. Thus, it is fundamental to use "mediation formula" in the dialogue using positive oriented sentences as mentioned above ("Yes, I understand what you mean, but I would like to add…") and be oriented to the results: find a fair solution, in a timekeeping way.
  The supervisor can use the examples below as a starting point.

Future Skills in Volunteering

QUESTION: Rank with an X the following responses to the situation on a scale ranging from totally disagree (--) to totally agree (++)	Rating: Satisfactory, Unsatisfactory, Incomplete
Situation (outline the situation you were in)	You are called to assist and give your opinion during a meeting between 8 members in your ONG on the topic of the construction of a new infrastructure in Tanzania (which will have to host the volunteers starting next year). The representative for the volunteers demands that the funds for the infrastructure be increased to allow for the volunteers a better stay and avoid the risk of tensions between them, something which would be more likely, according to the representative, if the infrastructure were to be made according to the present plans and funds. A heated discussion starts between the 8 who come to be split into two main groups, one in favor of increasing the funds and the other against because they claim that the funds are not enough. A. You decide to side with the representative for the volunteers who, on his part, seemed an honest person who really cared about the wellbeing of the volunteers. Write what you would say in the relevant section. -- | - | -\+ | + | ++	Satisfactory:The volunteer is capable of recognizing the elements and actors that negatively impact a conflict situation, and is capable of consciously and rationally justify his/her position and decision for resolving the conflict

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	B. You decide to interrupt the discussion with an excuse in order to calm the tones, risking to be attacked and possibly kicked from the meeting. Write what you would say in the relevant section. -- | - | -\+ | + | ++ C. You decide to leave the room to avoid getting involved into the discussion .Write what you would say in the relevant section. -- | - | -\+ | + | ++	
Task (describe what you needed to)	*In order to complete the task I needed to assess the conflict situation and...*	
Action (explain what you did, how you did it and why)	*What I did was...*	
Result (describe the outcome of your actions using specific examples)	*The outcome that I expected from assessing and commenting in the relevant section the A option is …* *The outcome that I expected from assessing and commenting in the relevant section the B option is …* *The outcome that I expected from assessing and commenting in the*	

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	relevant section the C option is …	

2 - EMPATHY AND RESPECT IN COMMUNICATION

- *Skill description*: The volunteer is capable of behaving and judging empathetically.

- *Assessment guideline*: The volunteer is capable of assessing the presence/ lack of empathy in a situation and is capable of transforming a non-empathic text into an empathetic one.

  Volunteers can prove their aptitudes on empathy and respect either by describing them using the STAR grid or by other means, e.g. participating in a discussion with other parties without the use of negative form e.g. "no, I do not think so" or "no, I do not agree with you" but using positive and add-value perspective such as "Yes, I see, I understand what you mean, but I would like to add…" demonstrating the aptitude to identify oneself (empathy) and have different point of view about a topic.

3 - ACTIVE AND PASSIVE COMMUNICATION

- *Skill description*: The volunteer is capable of and consciously using active (writing, speaking) and passive communication (reading and listening) in their task. The volunteer is capable of managing various tasks by simultaneously using active and passive communication.

- *Assessment guideline*:

  Volunteers can give show proof of communication skills by describing a situation where they have used them by using the STAR grid, by acting in "public speech" or "speaking corner" method fully addressing the targeted topic, in time keeping, providing added value to the discussion, both actively and passively, or by other means. They can also give examples of on-line communication.

QUESTION: 1) Listen to the audio while reading the text. Then write down the differences between the 2. 2) Use the relevant section to write a short comment on the effect that the differences between the oral and written text bring to the general meaning and discuss it with the tester.		Rating: Satisfactory, Unsatisfactory, Incomplete
Situation (outline the	♪ [Insert Audio] ➥[Insert Text]	Satisfactory: The volunteer

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situation you were in)		is capable of managing various tasks by simultaneously using active and passive communication.
Task (describe what you needed to)	*In order to complete the task I needed to...*	
Action (explain what you did, how you did it and why)	*What I did was...*	
Result (describe the outcome of your actions using specific examples)*	*What I expected from my analysis of the differences between the written and oral text was to highlight...*	

4 - CRITICAL THINKING

Skill description: The volunteer is capable of using of thinking clearly and rationally, understanding the logical connection between ideas. Critical thinking might be described as the ability to engage in reflective and independent thinking. In essence, critical thinking requires you to use your ability to reason.

Background: Critical thinking means being an active learner rather than a passive recipient of information. It is clear, rational, logical, and independent thinking improved by analysing, assessing, and reconstructing how we think. It also means thinking in a self-regulated and self-corrective manner. Critical thinking involves mindful communication, problem-solving, and a freedom from bias or egocentric tendency. You can apply critical thinking to any kind of subject, problem, or situation. A volunteer with critical thinking skills is able to be aware of their own thoughts, to understand others' thoughts, to see differences and to recognize the environment.

Assessment guideline:

The volunteer can demonstrate critical skills by using the STAR grid or by other means s/he agrees on with the supervisor.

The supervisor should look into the following aspects:

Recognizing a Problem: In terms of critical thinking skills, volunteers must be able to take action or make decisions that will lead to resolution of problem they face in their activity. If they have more than one situation to resolve, they must rank them in order of importance, tackling the most important first.

Focused Observation: To improve critical thinking skills, volunteers must become more attuned to their environment, by taking in information about what is going on around them as effectively as possible by listening to what others are telling them and personally gathering information.

Setting Goals: Goal setting is the next important skill that allows volunteers from to solve problems effectively. Setting goals helps them make things happen.

Finding Resources: Thinking critically means being armed with accurate information, because the quality of your solutions and decisions is only as good as the information you use to make them. Are the volunteers capable of this?

5 - EMPATHY AND ALTRUISM

Skill description: The volunteer is capable of trying to understand another person's pain, difficulty or opposition and have a willingness and motivation to offer help. They also need to understand that their own emotional response to a client can have a positive or negative impact on them. Thus the volunteer needs a desire, acquisition and aptitude to demonstrate empathy and altruism in their work with other people.

Assessment guideline:

A supervisor who seeks to assess when this skill set has been achieved will focus on the necessary skills needed.

- An attentive, empathic listener.
- The psychological identification with the feelings, thoughts or attitudes of others.
- An ability to reflect on their own practice (and theory).
- An ability to demonstrate a genuine concern for others, even though their backgrounds, culture and lifestyle maybe dissimilar.
- An ability to be selfless. A Biblical reference on altruism states, 'In humility count others more significant than you. Let each of you look not only to his own interests, but also to the interests of others.' (Philippians 2:3-41 ESV)
- An ability to demonstrate interpersonal skills.
- An ability to make a decision on what happens next.

QUESTION	Tell me a time when you misunderstood the needs of a user. What was it, how did you resolve it and how did it make you feel?	
Situation (outline the situation you were in)	As a volunteer Project Manager of a community service, a client approached me, as he was clearly annoyed about something. He immediately begun to moan and complain about what he viewed was limiting about the service. I felt annoyed as the service provided free provisions and help, yet he was complaining about it and telling me what more I should be doing to assist him. I did not let my annoyance show and I made a joke to defuse the intensity of the conversation. However, he did not laugh and instead continued along the same lines and was becoming very difficult. So, I disagreed with him and as I was attempting to move away I noticed that he was becoming increasingly unhappy. He then told me that he thought I	Rating: Satisfactory, Unsatisfactory, Incomplete/In Progress

	wanted to help him. This comment took me by surprise and it had a humbling effect on me, because of course I did want to help. That was why I am here.	
Task (describe what you needed to)	I needed to listen attentively to him and put aside any personal offence I received from his attitude and manner. I needed to be professional, mature and non-judgemental. So, I invited him to sit down so that we could speak, which he did, and I listened again as he told me about his concerns. I used the 'mirroring skill/technique' by repeating back to him what he was saying to me. This had the effect to ensure that I fully understood him and that he felt like he had been listened to. I feel that I had achieved this, as he was now less agitated and I was sympathetic to his story and felt compelled to assist him with his issue.	Satisfactory: The volunteer was reflective of the situation that they found themselves in. They changed their approach and responded to the client's feelings and need, thus demonstrating empathy. Following this, they demonstrated altruism by going out of their way to take necessary changes and actions to assist the client. The final outcome was their decision to review the service in case other clients are experiencing similar difficulties.
Action (explain what you did, how you did it and why)	He spoke to me about his loneliness, and that he is often misunderstood. The underlying issue of his grief is being in severe debt. It was clear that he valued the service but he was finding it difficult to have a professional person refer him back to the service for support. As a result of the conversation, I spoke to the other Project Manager and we agreed a 12-week extension to access the service. This will also allow him sufficient time to identify a professional group to re-referred him back to the service. We also offered him debt advice service details, as this is a resource that is available to him at our organisation. Finally, I decided to raise this issue at a Project Manager's meeting to review the service in case other clients are experiencing similar difficulties.	

![FUTVOL - Future Skills in Volunteering]

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Result (describe the outcome of your actions using specific examples)	He was overjoyed with the extended access to the service. He also said he feels like this service really cares about people and its community. He refused the debt advice as he already has a worker, but I felt really happy to have been able to listen to his grievances and to help him.	

6 - INTERCULTURAL UNDERSTANDING

Skill description: The volunteer is able to communicate effectively and appropriately with people of other cultures and to understand cultural differences.

Assessment guideline:

The volunteer can demonstrate intercultural skills either by describing a situation using the STAR grid or by other means agreed with the supervisor.

Tips for the supervisor: The most suitable way to assessing this skill is to observe the volunteer or relate their experience to real-life situations: real cultural environments and interactions with people having different cultural background. So, a volunteer will demonstrate at least some of these aptitudes:

- Communication capacity (listening and speaking in a foreign language)
- Acceptance of different opinions and perspectives on topics discussed when volunteering
- Assuming responsibly and accepting others to assume responsibility
- Taking control over their instincts/ primary emotions (respectful behaviour is social interaction)
- Showing an interest in other cultures
- Avoiding physical altercation
- Effective conflict management

7 - DIGITAL COMPETENCE

Skill description: The volunteer is capable of confident and critical usage of information and communications technology for work, leisure and communication In the volunteering task.

Assessment guideline:

The volunteer can demonstrate their digital competences either by using the STAR grid, by taking the test described below and showing it to their supervisor (agree together 2-3 tasks from the following list the volunteer needs to demonstrate) or by other means agreed with the supervisor (such as showing emails or other means).

The supervisor should look at the following skills:
- Using means of communication: mobile phone, use of VOIP functions (e.g. Skype, Messenger or chat), sending and getting voice message, SMS, email, text message.
- Recruitment of volunteers using on-line tools
- Ability to use online searching and communication.

Ideally, assessment takes place so that the volunteer responds via email, skype or messenger.

Communication:
- Which way of communication they use: voice message, SMS, Skype, e-mail, chat, messenger (other)
- Please give us your addresses: (e.g. skype: panti.roza: messenger: panti.roza)
- Which social media pages do you use: Facebook: Twitter: Netlog (other)
- In case you are an active Facebook user, please, find and like page "Future3skills" or your own organisation's page.
- Do you regularly share files, pages, photos and videos with others? If yes, what?
- Do you take advantage of online services as follows: official administration, bank services, shopping?
- Can you or do you use means of team-work? (e.g. working on shared documents created by others?)
- Are you aware of the fact that you are expected to keep some communication rules when using digital means? (Comments, protection of personal information((NETIQUETTE)

Information retrieval skills

Questions:
- What kind of viewfinder do you use? Do you use different viewfinders in order to find a certain piece of information? Do you use filters?
- Are you aware that not all of the internet contents are reliable? Do you compare different kinds of sources in order to judge the reliability of the information found this way?
- Do you know that the use of the suitable keywords is extremely important when trying to find information? It is advisable to try different words.
- Can you save or store files and contents and then reopen them? (e.g. copy texts, save them, copy links of pages, save and store photos, videos)
- Do you group information in folders and files so that they could easily be found again?
- Do you make security copies about the saved information?

TEST:
- Please search for the expressions "voluntary work", "volunteering" or these in your mother tongue.
- Copy the link which you consider to be the most adequate into the messenger.
- Find a picture/photo about volunteers' work and send it in a message.

Creating content:
- Creating digital contents: text, chart, pictures, voice files with the help of digital means.
- Constructing contents and formatting.
- Referring to materials under legal defence.

TEST:
- Make or download a picture/photo and write some lines about why you have chosen that.
- Chose a passage from a literary work or poem and make or find a matching picture to it as a kind of illustration.

- The following online surfaces can be proposed for measuring competences and self-assessment mostly among the youth.

QUESTION: **Communication**	Rating: Satisfactory, Unsatisfactory, Incomplete/In Progress
Situation (outline the situation you were in) Finding volunteers is done with the help of throwaways as well as online	
Task (describe what you needed to) Those who apply/join at this point are already able to use online searching and communication. After registration we can make contact with the person with the help of the given address and get on with the measurement/rating of the digital competences.	
Action (explain what you did, how you did it and why) The other possibility to apply/join is the *e-mail.* We ask the person to write to our given e-mail address. (So we can get in touch with the person.)	

8 - ADAPTABILITY:

Skill description: The volunteer is able to quickly acquire new knowledge and new skills e.g. by observing others and immediately applying what they learn in practice. The volunteer is

able to adapt to changing environmental requirements and to take rapid action when necessary.

Assessment guideline: The volunteer can demonstrate adaptability aptitudes by describing a situation using the STAR grid, by fulfilling the questionnaire described below or by other means agreed on with the supervisor.

The questionnaire of preferred learning styles developed by A. Mumford and P. Honey is based on the model of learning through experience of D. A. Kolba, according to which the efficiency of the education process is closely related to personal preferences. It is based on the assumption that each of us learns in a different way, and the awareness of your own style of learning can maximize the impact of the experience which is volunteering on personal and professional development. LINK TO QUESTIONNAIRE?

9 - TEAM WORK:

Skill description: the volunteer is able to recognize roles in a group, can choose roles that are appropriate for themselves and to communicate effectively with others.

Assessment guideline: The volunteer can demonstrate team work skills either by describing a situation using the STAR grid, by taking the test described below and discussing the results with the supervisor or by other means agreed with the supervisor.

the test in question is Meredith Belbin's Team Role Test - this is a test defining an individual's natural predispositions and preferences for the implementation of specific tasks when engaging in teamwork.

https://www.123test.com/team-roles-test/

10 - ASSESSMENT AND RECOGNITION OF ONE'S SKILLS:

Skill description: The volunteer is able to recognise their own preferences, skills, attitudes. They trust themselves and recognise their potential. They have the ability to think critically.

Assessment guideline: The volunteer can demonstrate this skill by using the STAR grid below, by taking the test described below or by other means agreed on with the supervisor (for example, as case where a volunteer has got feedback and acted on it could be a good case).

The questionnaire "What kind of volunteer am I?" Was developed by the Netherlands Center for Social Development MOVISIE from the Netherlands. The IMPROVE partnership uses it with the consent of the authors. On its basis, there are 4 types of volunteers: entrepreneur,

stimulator, service provider and controller. The strengths and weaknesses of each of them are described so that the need can be better understood involving various people in a specific type of task.

source: Netherlands Center for Social Development Movisie/Utrecht/Holandia

11 - TIME MANAGEMENT:

Skill description: The volunteer is able to plan actions and what resources will be needed to implement them. They can set priorities. They are able to select and specify the methods of work.

Background: Having good organizational skills is about making the best use of time. Being organised reduces the amount of time volunteers have to dig to uncover important information. For example, if volunteers check email every five minutes, they might want to create a twice-a-day email schedule to more effectively handle their inbox. This skill also includes delegation and prioritization.

Assessment guideline: the volunteer can demonstrate this skill by describing a task where they needed time management using the STAR grid, or by other means agreed with the supervisor. For example, they can use a basket of tasks - consists in analysing a set of documents and preparing and presenting on their basis for the action plan. Another way could be to maintain and show a calendar so volunteers don't miss appointments and can schedule their work around their meetings and other obligations.

12 - PROBLEM SOLVING:

Skill description: The volunteer is able to both give feedback and accepting it. Can look at a problem from different perspectives. Tries to understand the arguments of the other side in order to be able to give counter arguments to reach the goal or compromise.

Background: We always have problems to overcome. That is why volunteers need to know how to deal with problems, how to see them as challenges that can be overcome. When we face with a problem and do not know the answer it's better to address it several times to make sure that we understand the given information and if needed to make research and try to think logically. Many of the problems we face at work can be approached with the five key life skills including motivation, self-belief, self-management, team-working and

communication skills. The need for communication, the exchange of ideas and the agreement on the problem's elements are the first steps to joint recognition, control and monitoring of the problem in the organization. The problem must be shared in the organization and all members need to agree on a plan of action, management of resources and coordination. Progress towards a solution must be monitored, different options evaluated, if necessary reformulated plans and decide in collaboration how to proceed with positive and negative feedback. Collaboration is essential Cognitive skills are needed to understand the problem and analyse tasks and specific requirements.

Assessment guideline: The volunteer should demonstrate the skill either by describing a situation where they needed it using the STAR grid below, or by other means agreed on with their supervisor. One way of demonstrating this skill could be the 'moon test' described below:

The task consists of presenting justifications on a fictitious subject (Who should be sent to the Moon to establish a New Society there? What rules should it apply in it?).

The content of the task;

The land ceases to be a safe and friendly place, it becomes even a threat to people. Subsequently, the heads of the most important countries have come to implement the idea of creating a New Society on the moon. Below are the characteristics of 10 people - candidates proposed to participate in the project "Operation Moon". Your task is to choose 5, which will have a chance to create a new one Society on the moon.

Is there a link???

13 - ABILITY TO TAKE INITIATIVE

Skill description: The volunteer is able to work without always being told what to do. They show self-management skills, resilience and determination. People who show initiative demonstrate they can think for themselves and take action when necessary.

Background: The ability to take initiative goes hand in hand with creativity. The most important thing for volunteers is to be proactive and to take more initiative at work.Doing things differently and using innovative approaches. For this reason, volunteers should

constantly search for new solutions and more effective ideas, approaches and initiatives. Having fresh ideas that are adequate to the organisation's mission require sharing these ideas with people in the organisation. Developing self-confidence and focusing on strengths has a crucial role in realizing the goals.

To take initiative volunteers should know how things work and how they can improve them. For this purpose, volunteers need to observe everything going on around them as much as they can. Being curious, asking questions and analysing each situation will give birth to new ideas and ways to contribute to the growth of organization more and more.

Assessment guideline: the volunteer can demonstrate this skill either by describing a situation where they needed to take initiative using the STAR grid below, or by other means agreed with the supervisor.

Tips for the supervisor: Give examples of how volunteers have tackled a project over a period of time and be able to discuss how they approached the planning and implementation of the task. Can he/she give an example where he/she did something that wasn't required, but he/she did it because he/she believed it needed to be done?

Interview by asking the following questions:

What have volunteers done at work that shows initiative?

What have volunteers done about their professional development in the last three years?

Can volunteers tell something about a recent project that they worked on that was fun and challenging?

In the interview volunteers have to demonstrate an appropriate assertiveness and give examples of when they initiated a project/idea/process.

14 - ORGANIZATIONAL SKILLS

Skill description: The volunteer is capable of self-management. Strong organisational skills are demonstrated by planning time and workload effectively. By meeting volunteers show that they are good at organisation, which is vital to do well in their career. They can also display the ability to organise other people's tasks.

Background: From time management to prioritizing tasks being organised will help volunteers improve their employability and also their life. An organised volunteer will know what he/she need to do and when, make lists, have a calendar or diary and writing all appointments in it, making lists of what is needed to get done each day and giving themselves time to do each task are able to manage themselves in all areas of life and work.

Assessment guideline: the volunteer can demonstrate this skill either by describing a situation where they needed to use organisational skills using the STAR grid below, or by other means agreed with the supervisor.

Tips for the supervisor:

Planning is important for volunteers to plan their tasks ahead of time to bring the tasks to fruitful results. Ask for examples.

Scheduling is needed to allocate a time period for specific tasks and then allocate tasks to the certain people. Ask for example of instances e.g where the volunteer has used organizers and scheduled dates for specific tasks.

Coordinating other volunteers is another important organizational skill, ask for example of task assignment etc.

Skill	Description	Assessment	STAR
1 - CONFLICT RESOLUTION	Finland. x	Finland: x. We added a bit of text	Could this have a bit more?
2 - EMPATHY AND RESPECT IN COMMUNICATION	Finland. x	Finland: x. We added a bit of text	Could this have a bit more?
3 - ACTIVE AND PASSIVE COMMUNICATION	Finland. x	Finland: x. We added a bit of text	Could this have a bit more?
4 - CRITICAL	Finland. x. the	Finland x. the text	Finland: x, but

THINKING	description is a bit long, so marion trimmed it a bit and marked it as background.	was long, so we trimmed it and included some information on demoig the skill (in bold)	meeds some rewording.
5 - EMPATHY AND ALTRUISM	X Finland: x	X Finland: x	X Finland: x
6- INTERCULTURAL UNDERSTANDING	Finland: the description is about understanding cultural products. intercultural understanding means probably for us the ability to work with people from different cultures and to understand their position.	Finland: the description is about understanding cultural products. intercultural understanding means probably for us the ability to work with people from different cultures and to understand their position.	Finland: there is none
7 – DIGITAL COMPETENCE	Finland: x	Finland: x. This test is very hard in comparison to the others, so we suggested that the volunteer and the supervisor pick 2-3 skills to show. We did a bit of proofreading.	Finland. missing

8 - ADAPTABILITY	Finland: x	Finland: x. We did some proofreading and added things on demonstrating the skill. Is there a link to the questionnaire?	Finland: missing
9 – TEAMWORKING	Finland. x	Finland: x. We did a bit of proofreading and modifying. this first test is only in Polish, so could this be taken out? Belbin's test seems very useful!	Finland: missing
10 - ASSESSMENT AND RECOGNITION OF ONE'S SKILLS	Finland: x. very good. We made small language corrections	Finland: x, but a question. is the actual tst available and where?	Finland. missing
11 - TIME MANAGEMENT	Finland. x	Finland. x. We shifted some parts of the text and did some proofreading	Finland. missing
12 - PROBLEM SOLVING	Finland: x. the background was long. We trimmed it.	Finland. x. is there a link to the moon test?	Finland: missing
13 - ABILITY TO TAKE INITIATIVE	Finland. x the background text was long so we trimmed it.	Finland: x. Added and removed something	Finland: missing

14 - ORGANIZATIONAL SKILLS:	Finland: x. We reworked it a bit and removed some things so that this will not overlaps with time management, and is more focused on organising tasks and other people.	Finland: x. We reworked it a bit and removed some things so that this will not overlaps with time management, and is more focused on organising tasks and other people.	Finland: missing