



ORGANIZATIONAL SKILLS AND COMPETENCES
ARTISTIC SKILLS AND COMPETENCES
Associazione Smile

THE PROCESS OF IDENTIFICATION OF CHECKLISTS AND EXAMPLES



Methodological issues

- Choice to adapt the checklist to the learning context (work, education, leisure) and to level of expertise (basic, independent and proficient);
- Difficulty to discriminate between levels of expertise (basic, independent and proficient);
- Difficulty in creating coherence between checklists and examples;
- Unaware attention on certain sector of economic activity: call center, secretarial, engineering, etc...How many is useful questioning on these aspects?

Looking at the way of introducing you checklist and examples

- For every skill and competence, we have chosen one example, in every level of expertise, with checklist, independently from the learning context;
- However, we will find examples related to different learning context;
- So, my suggestion is to reflect about levels of expertise and checklist's coherence with example

Organizational skills and competences “Project management”: examples and checklists

Level 1-basic

Learning context: Workplace

Example:

I work in a call center. When I'm on the phone, I try to respond to requests as better I can, organizing all the information I have and using the help of colleagues

Checklist:

- I seek informations to support my planning
- I can complete a project with the help of the others
- I`m able to organize the information I have to solve work problems
- I manage my time and my work according to that of other colleagues



Organizational skills and competences “Project management”: examples and checklists

Level 2-independent

Learning context: Family, leisure, voluntary work

Example:

I take part into political and social life in my country/district

Check list:

- I can propose my opinion, according to the context, in public debates and meetings
- I have daily news about and I join cultural, artistic and food meetings and festivals in my city or country where I live in.



Organizational skills and competences “Project management”: examples and checklists

Level 3-proficient

Learning context: Education/training

Example:

I read many magazines, books and journals in specific fields, also writing in blogs in my area of interest

Check list

- I have the ability to organize my knowledge, experience and interests in a way that makes them accessible to others.



Organizational skills and competences “Time management”: examples and checklists

Level 1-basic Workplace

Learning context: Workplace- Education/training

Example:

1. *I work in a ticket-office in a museum. I can organize and manage queues at certain times of the day, without going into panic and without renouncing to give informations to tourists.*
2. *While working in a cleaning company, I achieved/attained an evening diploma- I attended a European Computer Driving Licence.*

Check list

- I manage the relationship with customers, taking care to listen carefully and giving appropriate informations, without increasing the waiting time or making mistakes with the accounts/procedures
- I demonstrate a capacity for flexible management of my time as a function of timing and context of reference.
- I can spend my time and resources to education, combined with my working time



Organizational skills and competences “Time management”: examples and checklists

Level 2- independent

Learning context: Education/training- Family, leisure, voluntary work

Example:

1. *In my work I have dealt with accounting and administration. I have always managed to keep me updated with legislative and tax changes.*
2. *I usually organize dinners for family and group of friends. I like to choose the menu, arrange to buy food. I know where to go and I'm not afraid of the number of people at dinner*

Check list

- I can understand when and how to keep my skills up to date
- I'm able to self-organize my educational goals and professional development.
- I have good organizational skills in preparing the house for guests, arranging things in time, the shopping management, etc.



Organizational skills and competences “Time management”: examples and checklists

Level 3- proficient

Learning context: Workplace

Example:

I am a freelancer working in the public and private. I manage several projects simultaneously and different jobs, and I take care of the technical and the administrative/financial aspects.

Check list

- I can develop a program that includes targets, deadlines and supports and I can calculate how long it takes.
- I plan my strategies to solve problems using various techniques such as flow charts, etc.



Artistic skills and competences: examples and checklists

Level 1- basic

Learning context: Workplace

Example:

I'm a teacher. I like to invent computer exercises and designing cartoons and graphic representations to explain some concepts to my students

Check list

- I know how to take a basic idea and change to adapt it to different uses
- I can communicate my ideas to others
- I can describe the characteristics of a range of creative styles and media formats



Artistic skills and competences: examples and checklists

Level 2- independent

Learning context: Family, leisure, voluntary work

Example:

Ideas or solutions to problems often come to me while I long walks

Checklist

- I can open my mind to find new ideas or solutions to problems that concern me.
- I like to communicate to others my ideas and involve them



Artistic skills and competences: examples and checklists

Level 3- Proficient Learning context: Workplace/Family,
leisure, voluntary work

Example:

1. I have a social cooperative that deals with teenagers; I invent/think up everything to find opportunities for stimulation, growth and fun for youngs.
2. I follow very closely art installations, exhibitions of contemporary art and I often write articles on specialist magazines

Checklist

- I demonstrate creativity and flexibility in using new ideas and experimenting with alternative solutions
- My artistic passion is combined with expertise gained over time.

