# TRANSPORTABLE SKILLS

| SKILL | DEFINITION | EXAMPLE |
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| **CULTURAL DIFFERENCES** | | |
| **CRITICAL CULTURAL COMPETENCY** | Recognizing differences (gender, learning styles, communication, energy, race, culture, ideologies, processing, confidence) and building authentic relationships around safety. Affirming one's own identity while also understanding others. | Team members recognize and facilitate relating across differences as part of life long learning and reflection; Individuals notice and respect non-verbal cues, boundaries, communication, expectations, and interactions; Individuals share stories and listen to the stories of others; Group members are able to articulate multiple identities (race, gender, religion, class, etc.), explore stereotypes, and understand differences as assets for a group. |
| **TEAMWORK** | | |
| **COLLABORATION** | Working cooperatively with others to help a team or work group achieve its goals. | Individuals contribute to goal accomplishment by making suggestions, volunteering assistance, offering resources, or removing obstacles to help the group achieve its goals. Employees ask for help and encourage involvement—they leverage others' skills and gain support by asking for their ideas, opinions, and participation when solving problems, making decisions, and carrying out plans. Teams inform each other—share important or relevant information and rationale with each other; summarize to check understanding. Leaders model commitment—adhere to the work group's expectations and guidelines; fulfill team or work group responsibilities; demonstrate personal commitment to group goals. |
| **RELIABLE** | Consistently delivering quality, remaining trustworthy, behaving, working hard, and doing what is expected; staying well-grounded, genuine. | Employees meet deadlines and arrive to work on time, do what they say they are going to do, and achieve an acceptable standard in their tasks. Coworkers are kind and helpful to each other, they volunteer for projects, doing their best work with a positive and cheerful attitude. Individuals are able to do a job without having to ask for a lot of information. Individuals are engaged and inclusive to others – putting forth real effort. |

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| **RESPECTFUL** | Treating people in a positive manner that acknowledges them for who they are and/or what they are doing. When you interact with an individual you treat them with dignity and in a respectful manner as this shows your character as a person. | Respectful coworkers listen when someone is talking, think before speaking, wait their turn, avoid being disruptive, speak politely (please & thank you), and follow the rules. |
| **CONFLICT MANAGEMENT** | Limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting. | Those who must manage a conflict take time to understand the problem in order to focus on the problem and not the individual(s). Individuals keep a positive attitude and utilize good communications skills. Individuals are open to being influenced toward another's perspective. |
| **LEADERSHIP** | Using appropriate methods and a flexible interpersonal style to build, motivate, and guide a cohesive team to complete team goals. | Individuals leverage others' skills and gain their support by asking for their ideas, opinions, and participation when solving problems, making decisions, and carrying out plans. |

## AGILITY

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| **FLEXIBILITY** | Not accepting everything as it first appears; dynamic; embracing short-term alterations. | Employees travel last minute to an off-site location. Team members step up as a presenter or facilitator at a meeting. |
| **ADAPTABILITY** | Preparing for the unexpected; acknowledging longterm change as a part of the process. | Individuals utilize skills and knowledge gained in one role to succeed in a different role in the same company, same overall function, or completely different sector. |
| **PERSEVERANCE** | Maintaining determination no matter the odds or obstacles; insisting and being firm; not giving up. | Individuals understand that the first draft is likely not perfect and no matter how many flaws, they continue to push forward and ahead. |
| **RESILIENCE** | Having the ability to recover from setbacks, adapting well to change, continuing in the face of adversity. | Resilient employees demonstrate a staunch acceptance of reality; a deep belief, often buttressed by strongly held values, that life is meaningful; and have an uncanny ability to improvise. |

## COMMUNICATIONS

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| **WRITTEN** | Using language appropriately — using correct grammar and punctuation; using a format and terminology appropriate to the topic and audience. | Individuals craft messages that are well-written, well-organized and grammatically correct. |
| **VERBAL** | Delivering clear messages— conveying messages logically, succinctly, and at the right pace; not digressing; maintaining command of the message. | Individuals are able to ensure understanding—check the audience's understanding; present messages in different ways to enhance their understanding. |

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| **LISTEN** | Seeking others' input and attending to their communication; asking clarifying questions and summarizing what others have communicated to check own understanding; correctly interpreting messages and responding appropriately. | Good listeners hold eye contact, nod appropriately, maintain good posture and show genuine interest in what the individual is saying.<br><br>Good listeners allow the other person to complete their thought prior to speaking or interrupting.<br><br>Good listeners display curiosity by asking questions. |
| **NONVERBAL** | Utilizing nonverbal cues to create shared meaning in the workplace through positive body language, posture, and/or eye contact. | Employees convey a professional presence—exhibit a presence that commands attention and respect; demonstrate an air of self-confidence. |
| **EQ EMOTIONAL INTELLIGENCE** | Perceiving, understanding and managing one's own feelings and emotions through self-awareness, self-regulation, self-motivation, empathy and social skills. | Individuals with a higher EQ demonstrate a greater ability to self-regulate, and higher levels of motivation. This can, in turn, make them punctual, self-confident, and enable them to focus on achieving longterm goals. |
| **SI-SOCIAL INTELLIGENCE** | Getting along with others and helping them to cooperate with you. The capacity to know oneself and to know others. It's an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. | Individuals know when to talk or listen, what to say, and what to do. They demonstrate presence, clarity, awareness, authenticity and empathy. |

## CRITICAL THINKING

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| **STRATEGIC THINKING** | Seeing and understanding the big picture of what the organization is, where it needs to go, and how it will get there. Anticipating opportunities and challenges and utilizing that knowledge to guide the project or organization. | Strategic thinkers demonstrate the ability to plan for the future, the capacity to prepare strategies and come up with ideas that will cope with changing environments, and the ability to consider challenges that may lie ahead. |
| **PROBLEM SOLVING** | Finding solutions to difficult or complex issues. Determining the source of the problem and finding an effective solution. | Problem solvers have the ability to handle difficult or unexpected situations in the workplace as well as complex business challenges. They research and determine the source of the problem, analyze the situation, identify potential solutions, determine most appropriate solution(s), determine best channels to communicate the problem to others and are clear when asking for their support. They show dependability by following through on commitments to solving problems. |
| **CURIOSITY** | Desiring to learn or know about anything; being inquisitive. | Individuals demonstrate an impulse to seek new information and experiences and explore novel possibilities. They ask questions to understand "Why," and research to find out more information. |

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| **INNOVATION** | Creating novel solutions with measurable value; experimenting with new ways to solve work problems and seize opportunities that result in unique and differentiated solutions. | Individuals try unique ways of doing things and test promising ideas; take advantage of opportunities to try out new solutions without close supervision.<br><br>Individuals take risks in the interest of finding a better way.<br><br>Individuals learn from mistakes to refine ideas. |
| **CREATIVITY** | Turning new and imaginative ideas into reality.  It is characterized by the ability to perceive the work in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. | Creative employees demonstrate open-mindedness; thinking of things no one else has considered before.<br><br>Individuals look at something in a new way.<br><br>Individuals demonstrate the ability to devise new ways to carry out tasks, solve problems, and meet challenges. |
| **ANALYTICAL/ QUANTITATIVE SKILLS** | Visualizing, articulating, conceptualizing or solving both complex and uncomplicated problems by making decisions that are sensible given the available information.  Demonstrating skills that involve the ability to handle data and use numerical evidence systematically. | Individuals demonstrate the ability to design platforms or experiments to assess and use quantitative evidence from surveys, digital media, archives, and open data.<br><br>Employees identify a topic, problem, or issue, then gather information, develop solutions or further their understanding of the topic.  They test the solutions or new ideas based on learnings; finally they perform a post-analysis or review what solutions were successful. |

## PROFESSIONALISM

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| **ETHICS & TRUST** | Acting with integrity and following through on commitments while disclosing own positions; treating others and their ideas with respect and supporting them in the face of challenges.  Demonstrating willingness and ability to abide by drug-free workplace policies. | Professionals set an example for others by being honest, keeping commitments, and behaving consistently; keep sensitive information confidential.<br><br>Professionals adhere to moral, ethical, and professional standards, regulations, and organizational policies. |
| **WORK ETHIC** | Believing that work has a moral benefit and an inherent ability to strengthen character. | Professionals demonstrate productivity, diligence, reliability, responsibility, quality, good time-management and honesty. |
| **DEPENDABILITY** | Setting high standards of performance for self and others; assuming responsibility and accountability for successfully completing assignments or tasks; self-imposing standards of excellence rather than having standards imposed. | Professionals set an example for others by showing up for work consistently and on time.<br><br>Professionals consistently produce quality work. |

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| **INITIATIVE** | Going the extra mile or going above and beyond your normal job responsibilities to make things happen; ability to see something that needs to be done and deciding to do it out of your own free will, without someone else telling you to do it. | Team members do more than is required and think as a team member, not just an employee.<br><br>Team members speak up and share ideas, consider every opportunity, show up prepared, and are self-promotional. |
| **ATTITUDE** | Demonstrating a positive demeanor in the face of difficult or challenging situations; providing an uplifting (yet realistic) outlook on what the future holds and the opportunities it might present. | Indidividuals demonstrate positive verbal and nonverbal communication. |
| **ENTHUSIASM** | Demonstrating a desire to be at work and willing to do what it takes to get the job done. | Enthusiastic professionals ask thoughtful questions and ask what the next step in the process will be.<br><br>Professionals project positive body language. |
| **LIFELONG LEARNER** | Actively identifying new areas for learning; regularly creating and taking advantage of learning opportunities; using newly gained knowledge and skills on the job and learning through their application. | Lifelong learners identify and participate in appropriate learning activities (e.g. courses, reading, self-study, coaching, experiential learning) that help to fulfill learning needs.<br>Lifelong learners actively participate in learning activities in a way that makes the most of the learning experience (e.g. taking notes, asking questions, critically analyzing information, keeping on-the-job application in mind, doing the required tasks).<br>Lifelong learners seek a variety of formal and informal developmental experiences to enhance knowledge, skills, and behaviors; they pro-actively make time for these key experiences. |
| **NETWORKING** | Taking action to establish and maintain connections with people outside one's formal work group or organization (e.g., peers, cross-functional partners, and vendors) who are willing and able to provide the information, ideas, expertise, and/or influence needed to achieve work goals. | Individuals build and maintain network relationships.<br><br>Individuals share valuable information, resources, and experience with those who are able to reciprocate.<br><br>Individuals follow up on relationships to keep them active. |