



(Inter)Cultural understanding



Creativity



Critical thinking



Digital literacy



Entrepreneurship



Global citizenship



Information literacy



Interdisciplinarity



Oral communication



Problem solving



Teamwork



Written communication

Booklet: This booklet is a tool and a guide for discussions about transferable skills in innovative pedagogical initiatives.

The purpose of this booklet is twofold.

The first purpose of the booklet is to identify and analyse students' level of transferable skills developed by innovative initiatives. This analysis can be made in different ways.

1. As a self-reflection by the project owner
2. As a peer-reflection in collaboration between a group of peer experts, the project owner and the students

The second purpose of the booklet is to create new innovative initiatives that should foster transferable skills. For this purpose the booklet can be used as a reference tool and inspiration on which level of transferable skill the initiative should develop.

How to use this booklet for an analysis:

This booklet is made of 3 sections:

- **Section 1:** to be filled in by the project owner or students.
 - Description of the flagship initiative
 - Skills to analyse
 - Level of skills beforehand
- **Section 2:** to be filled in by the project owner and by the group of peer experts.
 - Self-analysis by the project owner or discussion by the group of peer experts
 - Methodology of the iceberg
 - Suggestions of teaching methods and tools
 - Grid for the analysis
 - Areas for reflection (to be filled in by the project owner both in the peer- and self-analysis)
- **Section 3:** references section.
 - Definitions and grids of all 12 transferable skills.
 - To complete the grid on page 11, 12 and 13 don't hesitate to use the reference section below.

Section 1

Build the landscape (max. 150 words):

xx..

Skills (as listed in Section 3. Max. 3 skills)

Creativity

Interdisciplinarity

Critical thinking

(Inter)cultural understanding

Digital literacy

Oral communication

Entrepreneurship

Problem solving

Global citizenship

Teamwork

Information literacy

Written communication

Section 1b

Provide some basic information about the flagship initiative:

Level of Study

Bachelor Master PhD Other (e.g. CPD)

Type of Activity

Compulsory core course Optional course Elective course

Extracurricular course

Assessment

Summative (Graded) Formative (Ungraded,
Pass/Fail) Non-assessed

Number of Students involved

Number of study credits (ECTS)

Aim, learning outcomes (max. 100 words):

XX...

How, teaching methods and tools (max. 100 words):

XX...

The students' level of skills beforehand (in regard to the skills chosen on page 4):

What level of skills did the students possess before being exposed to the initiative?

	Novice Awareness of Base Level Knowledge Explain	Intermediate Apply the concept somewhat Analyze	Advanced Intentional and Effective Application Transfer to a new situation
Skill 1:			
Skill 2:			
Skill 3:			

Section 2

Iceberg methodology for the analysis



Clarification (max. 150 words):

Xx...

Skills:**Teaching methods and tools (max. 100 words):**

xx..

Transferable Skills: how to use the descriptors of the 12 transferable skills?

By "transferable skills", we mean key skills which – once developed – can easily be transferred from one area of application into other domains. In combination with deep disciplinary knowledge, they enable graduates to address future societal challenges and navigate a constantly evolving labor market.

The World Economic Forum* has identified the ten most important skills needed for the future labor force, with at the top of the list: the ability to solve complex problems, critical thinking and creativity.

Universities are well aware of the need to teach transferable skills in addition to – and in conjunction with - disciplinary knowledge. The aim of this report is therefore to focus on 12 “most needed skills”.

For the purpose of gaining a better understanding of what aspects of a particular set of skills a particular flagship project or learning initiative seeks to develop, we have distinguished different levels of skills (novice – intermediate – advanced) and formulated descriptors for them.

These descriptors are intended to help the programme team to identify which particular aspect and which particular level of transferable skill they are aiming at with their programme/initiative. The descriptors are not exhaustive or empirically tested. They are meant to help the peer experts to get a better understanding of the transferable skills the majority of the participants are supposed to develop in the course of a programme/initiative.

Skills development within an initiative will not be uniform. Rather, it depends on the level of the skills students come with at the beginning of the project (slide 7) and the nature and intensity of learning activities in the programme. Similarly, we would not expect **all** aspects of a transferrable skill to be **taught, developed and assessed** in a particular programme or learning initiative – particularly if they are aimed at developing more than one skill.

You should, therefore, only pick those transferable skills and activity descriptors which you are confident your students have the opportunity to develop and need to demonstrate in their contributions to the project (irrespective of whether these are assessed formally (summative assessment) or just evident in their contribution.)

* <https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them>

Analysis - Skill 1

Novice Awareness of Base Level Knowledge Explain	Intermediate Apply the concept somewhat Analyze	Advanced Intentional and Effective Application Transfer to a new situation

Analysis - Skill 2

Novice Awareness of Base Level Knowledge Explain	Intermediate Apply the concept somewhat Analyze	Advanced Intentional and Effective Application Transfer to a new situation

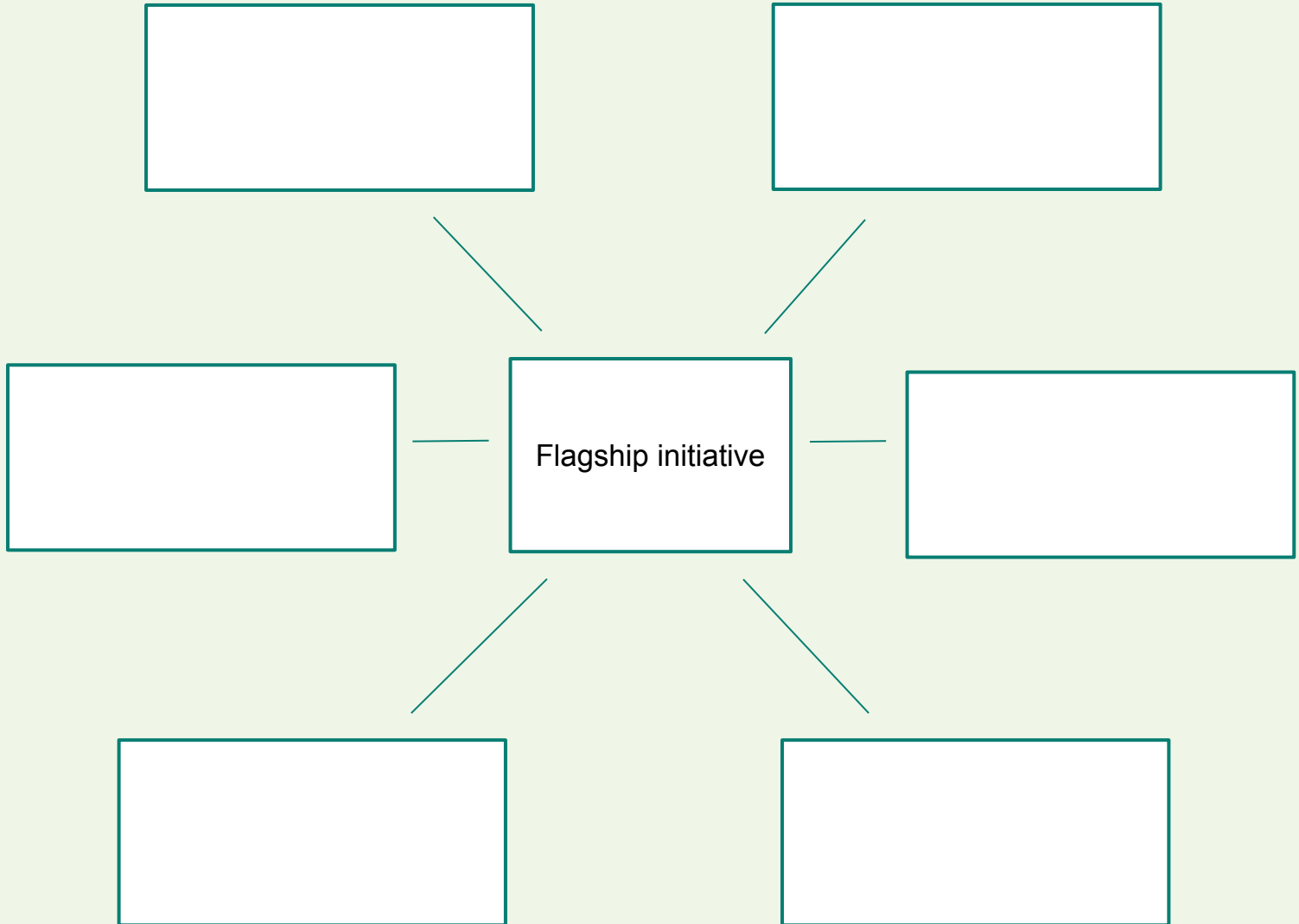
Analysis - Skill 3

Novice Awareness of Base Level Knowledge Explain	Intermediate Apply the concept somewhat Analyze	Advanced Intentional and Effective Application Transfer to a new situation

Feedback

Strengths & Opportunities	Actions for Results

Areas for reflection



Notes:



xx



Section 3

Creativity is the ability or attitude that enables individuals to develop ideas and opportunities, to create something new or create something in a new way, utilizing the knowledge she/he has already acquired.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Reuse or restate ideas from the sources that are consulted.</p> <p>Feel, empathize, observe, describe relevant experience, knowledge and information.</p> <p>Think and act beyond one's first idea but few connections are made between ideas or domains.</p>	<p>Students should be able to:</p> <p>Combine ideas in ways that are derived from the thinking of others.</p> <p>Explore, seek, brainstorm and generate ideas; examine the chosen idea(s).</p> <p>Generate, stretch and play with one unusual or radical idea and push it to its limits before making the final choice.</p> <p>Produce, perform, envision, prototype a product, a solution or a performance in a personally novel way.</p>	<p>Students should be able to:</p> <p>Combine ideas in original and surprising ways.</p> <p>Examine a variety of ideas, reflect and assess the novelty of the chosen solution of its relevance and of its possible consequences.</p> <p>Generate several unusual, risky or radical ideas and push some to their limits before making the final choice.</p> <p>Goes beyond knowledge and known rules and show a clear awareness of why the final choices are made and of the areas of novelty and risk that were pursued.</p>



Critical thinking is the ability

- to question norms, ideas, practices and opinions
 - to analyze, to question, to evaluate information, content or arguments before accepting or formulating an opinion or a conclusion
 - to question and evaluate solutions
- It requires a willingness to engage in reasoning.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Identify different viewpoints, describe the differences between them and position themselves in relation to them.</p> <p>Focus on explaining and finding support for an initial (plausible) way of formulating and solving a given problem.</p> <p>Do not clearly identify the assumptions of the examined theories or practices or their strengths and weaknesses.</p> <p>Draw a conclusion logically tied to information. Some related outcomes are identified clearly.</p>	<p>Students should be able to:</p> <p>Engage with different viewpoints and examine their respective strengths and weaknesses and provide a reasoned argument for their own position.</p> <p>Consider alternative ways of solving a given problem.</p> <p>Show a clear understanding of the strength and limitations of the chosen and the alternative positions.</p> <p>Draw a conclusion logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly.</p>	<p>Students should be able to:</p> <p>Compare and contrast different viewpoints and critically examine the evidence in their support as well as the underlying assumptions informing them before arriving at their own position.</p> <p>Consider several ways of formulating and answering a given problem.</p> <p>Show an openness to the ideas, critiques or feedback of others when relevant.</p> <p>Draw a conclusion and related outcomes logically and to place evidence and perspectives discussed in priority order.</p>



Digital literacy is the ability to use digital methods, technologies and media, both discipline specific and generic, in a disciplined, safe and secure manner in educational as well as professional and civic context.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Describe relevant digital methods, technologies and/or media but have limited knowledge about underlying ideas and their relevance to a broader context.</p> <p>Use relevant digital methods, technologies and/or media to solve academic and/or professional tasks and problems.</p> <p>Select and use relevant digital methods, technologies and/or media but with limited adaptation to the specific context.</p> <p>On a general level describe issues related to security, safety and ethics in the use of digital technologies in educational, professional or civic contexts.</p>	<p>Students should be able to:</p> <p>Describe relevant digital methods, technologies and/or media and can explain the underlying ideas, their potential and limitations in a broader context.</p> <p>Use and adjust relevant digital methods, technologies and/or media to solve academic and/or professional tasks and problems, but with limited critical reflection.</p> <p>Select and use relevant digital methods, technologies and/or media with some appropriate adaptation to the specific context.</p> <p>Reflect on issues related to security, safety and ethics in the use of digital technologies with direct coupling to the specific educational, professional and/or civic context.</p>	<p>Students should be able to:</p> <p>Demonstrate a good understanding of relevant digital methods, technologies and/or media and provide critical explanations of underlying ideas, potentials and limitations in a broader context.</p> <p>Use and adjust relevant digital methods, technologies and/or media to solve academic and/or professional tasks and problems and reflects critically on the results.</p> <p>Suggest and use relevant digital methods, technologies and/or media appropriately and argue critically about relevance, potentials and limitations.</p> <p>Reflect on issues related to security, safety and ethics in the use of digital technologies with direct coupling to the specific educational, professional and/or civic context and identifies appropriate preventive actions.</p>



Entrepreneurship is a series of skills enabling an individual to:

- enhance a concept, idea or product;
- recognize and act on opportunities;
- be willing to embrace risk and responsibility;
- initiate and lead a project in order to create social, economic and cultural value.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Analyze the situation in an appropriate way but barely identify areas for improvement.</p> <p>Conduct small-scale search for new procedures and methods.</p> <p>Describe a new way of doing things, although the pros and cons are not yet detailed.</p> <p>Replicate procedures and known problems.</p> <p>Find and use resources (material, non-material and digital resources) needed to turn ideas into actions.</p> <p>Develop multiple ideas that create value for others.</p>	<p>Students should be able to:</p> <p>Analyze the situation in an appropriate way and identify areas for improvement.</p> <p>Search for new procedures, with an adequate level of quality.</p> <p>Describe new ways of doing things, some pros and cons are analyzed.</p> <p>Know why knows procedures are suitable or not for a known or new problem.</p> <p>Gather and manage different type of resources to create value for others, make the most of resources.</p> <p>Test and refine ideas that create value for others and identify changes needed to achieve it.</p>	<p>Students should be able to:</p> <p>Comprehensively analyze the situation and continuously identify areas for improvement.</p> <p>Search for innovative procedures and methods. Evaluate their effectiveness.</p> <p>Identify and apply new ways of doing things, based on pros and cons. Mobilize resources in support of an idea or project.</p> <p>Address an unknown procedure and new situations and make well-considered proposals.</p> <p>Gather and manage all the resources needed at any stage, define strategies to mobilize the resources needed to create value for others.</p> <p>Transform ideas into solutions that create value for other, while identifying the variety of stakeholders affected and adopting their perspectives.</p>



Global citizenship is thinking like global citizens, considering global issues based on a deep understanding of diverse values. Promoting wellbeing not only of the self but also contributing to the welfare of others. Knowing to exercise the rights and obligations of citizenship at local, state and national level.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Describe a range of local/national/regional/ global issues relevant to the specific educational/professional context.</p> <p>Use knowledge and procedures with basic awareness of the societal and cultural context.</p> <p>Act professionally in a given situation but demonstrate modest sensitivity to societal and cultural dynamics.</p> <p>Adjust one's own communication and behavior to the actual context but demonstrate little flexibility and sensitivity to the dynamics of the situation.</p>	<p>Students should be able to:</p> <p>Describe a range of local/national/regional/ global issues relevant to the specific educational/professional context and relate the issues to relevant societal topics.</p> <p>Use knowledge and procedures with systematic and relevant awareness of the societal and cultural context.</p> <p>Act professionally in a given situation and demonstrate the ability to adjust one's own role to societal and cultural dynamics.</p> <p>Adjust one's own communication and behavior to the actual context and demonstrate flexibility and sensitivity to the dynamics of the situation.</p>	<p>Students should be able to:</p> <p>Describe a range of local/national/regional/ global issues relevant to the specific educational/professional context and relate the issues to relevant societal and cultural topics in a critical and reflective manner.</p> <p>Use knowledge and procedures with sensitive and critical awareness of the societal and cultural context.</p> <p>Act professionally in a given situation and demonstrate the ability to adjust and reflect on one's own role to societal and cultural dynamics.</p> <p>Adjust one's own communication and behavior to the actual context and demonstrate reflective and critical flexibility and sensitivity to the dynamics of the situation.</p>



- Information literacy** is a set of skills, attitudes and knowledge necessary to:
- know when information is needed to help solve a problem or make a decision;
 - identify, articulate, evaluate, understand, interpret and use that information.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Define the scope of the research question or hypothesis incompletely.</p> <p>Take all information without comparative analysis.</p> <p>Have a good knowledge of vocabulary, functional grammar and the functions of language.</p> <p>Look for information online using a search engine.</p>	<p>Students should be able to:</p> <p>Define the scope of the research question or hypothesis completely.</p> <p>Compare different sources to access the reliability of the information.</p> <p>Have a good awareness of the main types of verbal interaction, a range of literacy and non-literacy texts, and the main features of different styles and registers of language.</p> <p>Use different search engines to find information. Use some filters when searching.</p>	<p>Students should be able to:</p> <p>Effectively define the scope of the research question or hypothesis/ assumption.</p> <p>Assess the validity and credibility of information using a range of criteria.</p> <p>Have a perfect mastery of grammatical and vocabulary subtleties.</p> <p>Use advanced search strategies to find reliable information.</p>



Interdisciplinarity is the interaction of two or more existing disciplines. It is a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt adequately by a single discipline.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Ask open questions to understand the reasoning involved in the disciplines.</p> <p>Present examples, facts, or theories from more than one field of study or perspective.</p> <p>Use skills, abilities, theories or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</p> <p>Use a format, language, graph, visual representation, ... that connect in a basic way relevant disciplinary knowledge for the particular purpose.</p> <p>Demonstrate an ability to apply disciplinary concept and language to a given problem and define the limitation of them.</p>	<p>Students should be able to:</p> <p>Explain the disciplinary perspectives that are used to interpret the knowledge elements.</p> <p>Connect examples, facts or theories from more than one field of study or perspective.</p> <p>Adapt and applies skills, abilities, theories or methodologies gained in one situation to new situations to solve problems or explore issues.</p> <p>Use a format, language, graph, visual representation, ... that explicitly connect content, form and demonstrate awareness of purpose.</p> <p>Describe an awareness and sensitivity towards the limitation and difficulty of language and context.</p>	<p>Students should be able to:</p> <p>Make meaningful and creative connections between relevant disciplinary insights and produce a more comprehensive understanding or solution.</p> <p>Create wholes out of multiple parts or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</p> <p>Adapt and applies, independently, skills, abilities, theories or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p> <p>Use a format, language, graph, visual representation, ... in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</p> <p>Demonstrate an ability to comment ideas and concepts across disciplinary boundaries.</p>



Intercultural understanding is the knowledge and understanding of intercultural interactions and sociocultural differences by individuals or groups within a society. It involves knowledge about one's own culture, other cultures and the similarities and differences between cultures.

Acquiring intercultural understanding means recognizing that one's own perspective is shaped by multiple influences and supports effective and appropriate interaction in a variety of cultural contexts.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Demonstrate partial understanding of the complexity of another culture in relation to its history, values, politics, communication styles, economy or beliefs and practices.</p> <p>Identify the components of another culture but respond in all situations with own worldview.</p> <p>Ask simple or surface questions about other cultures.</p> <p>Express openness to most interactions with individuals from different cultures. Have difficulty suspending any judgment in her/his interactions but is aware of own judgment. Express a willingness to change.</p>	<p>Students should be able to:</p> <p>Demonstrate adequate understanding of the complexity of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p> <p>Recognize intellectual and emotional dimensions of more than one worldview. Sometimes use more than one worldview in interactions with others.</p> <p>Ask deeper questions about other cultures and seek out answer to these questions.</p> <p>Initiate and develop interactions with individuals from different cultures. Begin to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>Students should be able to:</p> <p>Demonstrate sophisticated understanding of the complexity of another culture in relation to its history, values, politics, communication styles, economy or beliefs and practices.</p> <p>Interpret intercultural experience from own's perspectives or from more than one worldview. Demonstrate ability to act in a supportive manner that recognize the feelings of another cultural group.</p> <p>Ask complex questions about other cultures, seek out and articulate answers that reflect multiple cultural perspectives. Look at one's own culture from a different perspective.</p> <p>Develop interactions with individuals from different cultures. Suspend judgment in valuing her/his interactions with culturally different others.</p>



Communication is a skill of presenting information in a clear, concise and meaningful way. Articulate thoughts, ideas or messages in order to inform, educate, influence, motivate or persuade.

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding or to promote change in the listeners' attitude, values, beliefs or behaviors. It requires an ability to choose an appropriate content to the situation and to interact with various interlocutors on less familiar subjects in varied circumstances.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Make language choices that are mundane, commonplace and partially support the effectiveness of the presentation. Language presentation is generally appropriate to audience.</p> <p>Make a presentation understandable through appropriate technical gestures (posture, eye contact and vocal expressiveness). Speaker appears tentative.</p> <p>Central message is basically understandable but is not often repeated and is not memorable.</p> <p>Acknowledge and respond to questioning based on their factual knowledge of the topic.</p> <p>Offer a basic defence of their argument in response to questioning.</p>	<p>Students should be able to:</p> <p>Make language choices that are thoughtful and generally support the effectiveness of the presentation. Language presentation is appropriate to audience.</p> <p>Make a presentation interesting through appropriate technical gesture (posture, eye contact and vocal expressiveness). Speaker appears comfortable.</p> <p>Central message is clear and consistent with the supporting material.</p> <p>Respond and react knowledgeably to questioning of their position</p> <p>Spontaneously defend, adapt or expand their argument in response to critical questioning.</p>	<p>Students should be able to:</p> <p>Make language choices that are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language presentation is continually adapted to audience.</p> <p>Make a presentation compelling through appropriate technical gestures (posture, eye contact and vocal expressiveness). Speaker appears polished and confident.</p> <p>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).</p> <p>Actively engage in and help co-create multiple interactions</p> <p>Creatively adapt their argument and engage with critical questioning.</p>



Communication is a skill of presenting information in a clear, concise and meaningful way. Articulate thoughts, ideas or messages in order to inform, educate, influence, motivate or persuade.

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Demonstrate awareness of context, audience, purpose and of the assigned task(s).</p> <p>Use credible and/or relevant sources and materials to support ideas that are appropriate for the discipline or genre of the writing.</p> <p>Use language that generally conveys meaning to readers with clarity, although the writing may include some errors.</p> <p>Present a text mostly descriptive of the event or fact.</p> <p>Present ideas but with no clear relationships and transitions.</p> <p>Keep the readers attention for a short period of time.</p>	<p>Students should be able to:</p> <p>Demonstrate adequate consideration of context, audience, and purpose, and a clear focus on the assigned task(s).</p> <p>Support consistently their argument with (a range of) relevant sources and materials appropriate for the discipline and genre of writing.</p> <p>Use straightforward language that generally conveys meaning to readers. The language has few errors.</p> <p>Present the information in a structured and contextualized way.</p> <p>Present ideas but not in a logical manner or with inadequate transitions.</p> <p>Keep readers mostly interested.</p>	<p>Students should be able to:</p> <p>Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focus all elements of the work.</p> <p>Engage competently with a range of relevant sources and materials to develop ideas appropriate to the discipline and subject of the writing.</p> <p>Use language skillfully to communicate meaning to readers with clarity and fluency and is virtually error free.</p> <p>Present a coherent and argued analysis.</p> <p>Present ideas logically and systematically organized with paragraphs and adequate transitions.</p> <p>Keep and guide readers' attention throughout the paper.</p>



Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

This requires knowledge, facts, and data to effectively

- solve problems;
- analyze issues;
- or make decisions.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Identify a problem.</p> <p>Find support and assistance when a problem occurs or if confronted to an unknown situation.</p> <p>Solve some routine problems; Apply known tools and methods or procedures.</p> <p>Identify a range of appropriate approaches helpful to solve known problems.</p> <p>Demonstrate that tools, procedures and methods can help in solving problems but that tools have their limitations.</p>	<p>Students should be able to:</p> <p>Analyze a problem.</p> <p>Solve in an autonomous way most of the more frequent problems or a set of similar problems.</p> <p>Solve problems by exploring and comparing options and alternatives.</p> <p>Select suitable methods, tools or procedures and assess their effectiveness.</p> <p>Explain and justify why a selected approach is a good choice.</p>	<p>Students should be able to:</p> <p>Redefine a problem.</p> <p>Solve in an autonomous way almost all problems, including new ones (transfer to a new situation).</p> <p>Select the best solution among a set of suitable methods, tools or procedures.</p> <p>Discuss options and alternatives; including their limits, for known and new situations.</p> <p>Combine multiple approaches in an effective and an optimal way to justify why it is the best choice.</p>



Teamwork is being able to act as part of a group composed of individual team members who have different skill sets, personalities and work styles. It requires to operate and communicate smoothly and efficiently within a group, interacting with others on the team, monitoring or evaluating progress, urging the team on when needed, contributing innovative new ideas in order to deliver efficient and effective results.

Novice	Intermediate	Advanced
<p>Students should be able to:</p> <p>Identify the operating modes of a team.</p> <p>Share ideas.</p> <p>Engage team members by taking turns and listening to others without interrupting.</p> <p>Complete all assigned tasks by deadline.</p>	<p>Students should be able to:</p> <p>Identify their own role and the role of each team member in a group.</p> <p>Offer new suggestions to advance the work of the group.</p> <p>Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</p> <p>Plan and complete all assigned tasks by deadline; can explain why and how work accomplished advances the project.</p>	<p>Students should be able to:</p> <p>Change position and role. Lead and develop collective work.</p> <p>Help the team move forward by articulating alternative ideas or proposals and being able to take calculated risks.</p> <p>Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting him to engage.</p> <p>Plan and complete all assigned tasks by deadline and solve the tasks in a time efficient manner; can draw lessons about why and how work accomplished advances the project. Proactively help other team members to complete their assigned tasks to a similar level of excellence.</p>



Novice	Intermediate	Advanced
<p>Support a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> - treat team members respectfully by being polite and constructive in communication; - stay positive to convey a positive attitude about the team and its work. <p>Accept alternate viewpoints/ideas/opinions.</p> <p>Describe own contribution.</p>	<p>Support a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> - treat team members respectfully by being polite and constructive in communication; - stay positive to convey a positive attitude about the team and its work; - motivate teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. <p>Identify and acknowledge conflict and stay engaged with it.</p> <p>Reflect on own contribution.</p>	<p>Support a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> - treat team members respectfully by being polite and constructive in communication; - stay positive to convey a positive attitude about the team and its work; - motivate teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. - provide assistance and/or encouragement to team members. <p>Address destructive conflict directly and constructively, help to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.</p> <p>Reflect and adjust on own contribution.</p>

