European Commission

TaxComp^{eu}
Training
Curriculum

Professional Competencies

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1. Drive for Results

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Drive for Results	Drive for results refers to the ability to consistently maintain action-oriented behaviour, such as setting goals and motivating self and others to work towards achieving them. It refers to setting mechanisms for measuring effectiveness.	**a.** Concepts and skillset of result-oriented working **b.** Applying a result-oriented approach to personal organisation	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts relevant to result-oriented working (personal organisation, "getting things done", etc.); - The main theories of result-oriented working (outcome-focused, SMART objectives, can-do attitude); - The importance of a result-oriented working attitude in an organisation.

			PL 2 - Trained
			
			This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.
				The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of result-oriented working **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to:
				    a. Concepts and skillset of result-oriented working
				- Demonstrate the use of result-oriented working concepts and skills (personal organisation, outcome-focused thinking, setting and following goals to completion, managing time and resources, prioritisation, making informed decisions, establishing feedback loops, evaluating courses of action, etc.);
				- Define clear and SMART objectives and targets (Specific, Measurable, Attainable, Relevant, Time-bound), developing action plans, measuring outcomes and success;
				- Recognise the importance of a result-oriented working attitude in a Tax organisation.
				
				    b. Applying a result-oriented approach to personal organisation
				- Operate under a can-do attitude;
				- Demonstrate focus and resilience in getting things done;
				- Apply an investigative approach and a solution-focused stance;
				- Understand the big picture and the interconnections;
				- Anticipate challenges and foresee opportunities;
				- Consistently operate on time and to a high standard;
				- Learn from failure;
				- Operate with an internal motivation for constant development;
				- Operate with personal ownership and look for ways and means to improve performance;
				- Implement a proactive (make things happen) instead of a reactive (waiting for things to happen) stance.

			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of result-oriented working and is able to: - Skilfully utilise different results-oriented methods and theories in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of result-oriented working; - Analyse and evaluate exceptions and special cases in the field of result-oriented working; - Share knowledge and experience effectively; - Examine opportunities to improve delivery of service through partnership and new ways of working.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of result-oriented working and is able to: - Drive a results-oriented culture within the department/Administration; - Model working towards department/organisational strategic objectives under a results-oriented attitude; - Think systemically and link results-oriented working to the bigger picture (e.g. impact on the individual, team, customers, the wider organisation, etc.); - Be resilient and maintain composure even in adverse or challenging situations; - Compose and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of result-oriented working;

				- Manage result-oriented working within the department/organisation by using compelling arguments and providing examples; - Manage and effectively explain the importance of putting to place results-oriented methodologies for a department/organisation by using compelling arguments and providing examples; - Develop and take the lead in relevant national, regional and/or EU-wide initiatives/events; - Develop excellent communication skills and apply those in relevant communication settings.

2. Teamwork

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Teamwork	Teamwork describes the ability to work with others towards shared goals and to willingly participate in team assignments and projects. It refers to seeking opportunities to foster team collaborations to maximise team outcomes and achieve collective objectives.	**a.** Concepts and theories of teamwork **b.** Tools for working in traditional/virtual teams **c.** Dealing with multicultural teams **d.** Decision-making in teams **e.** Developing teamwork mindsets and behaviour	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts and theories relevant to working in teams (e.g. The five stages of team development: forming, storming, norming, performing and adjourning); - The main tools and processes to facilitate teamwork (e.g. assigning roles, clear description of the tasks, the need for alignment, regular status meetings, IT tools to support teamwork, etc.).
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of teamwork **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Concepts and theories of teamwork** - Implement approaches related to team development (e.g. The five stages: forming, storming, norming, performing and adjourning); - Identify team structure and context, task descriptions and assignments, underlying rules and processes; - Implement team effectiveness models and understand the factors that influence team performance; - Demonstrate efficient team integration, participate actively, share responsibility and rewards, contribute to team results; - Identify others' skills, experience, knowledge, creativity and contributions; - Understand differing team roles and responsibilities and their contribution to team effectiveness; - Show support to others in various ways: congratulating others in moments of achievement or consoling in more trying times; - Play a full and constructive part in the team. **b. Tools for working in traditional/virtual teams** - Demonstrate knowledge of different tools and ways to collaborate in traditional or virtual team settings (e.g. status meetings, IT and project management tools, web conferencing, collaboration spaces, organisation of documents and files). **c. Dealing with multicultural teams** - Identify and overcome the challenges related to multicultural teams (e.g. language barriers, cultural differences, different communication styles, etc.). **d. Decision-making in teams** - Understand how to participate in the development and execution of team goals and plans; - Identify the various ways to make decisions in a team and their respective advantages and disadvantages (e.g. majority vote, consensus, etc.) **e. Developing teamwork mindsets and behaviour** - Demonstrate the ability and willingness to share information, give and receive constructive feedback, active listening; - Demonstrate openness to new ideas and learning; - Respect, encourage diversity and build on differing perspectives of others to enhance team efficiency and quality outcomes;

					- Contribute to a positive, constructive working atmosphere; - Utilise learning from others.
				PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of teamwork and is able to: - Skilfully utilise different teamwork tools and processes in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of teamwork (e.g. large teams, virtual teams, etc.); - Analyse and evaluate exceptions and special cases in the field of teamwork; - Share knowledge and experience effectively; - Analyse ways to proactively assist and involve others and to encourage participation in team outcomes; - Utilise the characteristics and key success parameters of high performing teams (vision, leadership, direction, clearly defined member roles) to overcome challenges affecting team performance; - Estimate and overcome challenges related to multicultural teams (e.g. language barriers, cultural differences, different communication styles, etc.). - Examine opportunities to expand team effectiveness through partnership and new ways of working.
				PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of teamwork and is able to: - Drive and support a culture of teamwork within the department/Administration; - Model teamwork, involve and facilitate divergent teams into achieving department/organisational objectives; - Link teamwork to department/organisational goals and objectives; - Think systemically and link teamwork to the bigger picture (e.g. impact on the individual, team, customers, the wider organisation, etc.); - Place high importance on people development practices, training and maximising the skills and capacities of the team; - Develop ways to support teams in combining individual strengths to enhance team performance; - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of teamwork; - Manage and effectively explain the importance of putting to place teamwork methodologies for a department/organisation by using compelling arguments and providing examples; - Develop and take the lead in relevant national, regional and/or EU-wide initiatives/events; - Develop excellent communication skills and apply those in relevant communication settings.

3. Oral & Written Communication

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Oral & Written Communication	Oral & written communication describes the ability to articulate thoughts and ideas clearly and effectively both verbally and in writing. It refers to the ability to deploy structure-relevant formats and efficiently use arguments and language.	**a.** Principles of effective communication **b.** Verbal communication skills **c.** Written communication skills **d.** Presentation skills	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts and aspects to reach effective oral communication (e.g. active listening, tailoring the message to the audience, clear language); - The basic principles of moderation, giving feedback and audience-oriented communication; - The main concepts, theories and models relevant to appropriate written communications (e.g. target group, structure of the message, the AIDA model: Attention - Interest - Desire - Action, etc.).
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of oral and written communication **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Principles of effective communication** - Engage in effective communication with others in a variety of settings by making use of arguments to explain ideas and thoughts; - Communicate in a well-structured way and use clear and to-the-point language both verbally and in writing; - Present thoughts and ideas in a concise, compelling and well-organised manner; - Follow models and relevant communication principles (e.g. the AIDA model: Attention - Interest - Desire - Action); - Adapt the message to the target audience as well as to specific situations (e.g. client versus internal meetings, simplifying communication); - Proactively engage with colleagues at all levels of the organisation and across departments and builds strong professional networks. **b. Verbal communication skills** - Demonstrate the main principles of effective verbal communication (e.g. not interrupting the speaker, supporting with arguments, posing the right questions, evaluating contextual information, etc.); - Listen to and synthesise others' ideas; - Utilise tools and methods used to facilitate a group discussion (e.g. asking open questions, asking follow-up questions, taking care of logistics factors (time, room, invitations), etc.); - Paraphrase to show understanding; - Pose probing questions to elicit more detail about specific issues; - Ask for clarification by using open-ended questions to stimulate dialogue; - Speak in a clear and impactful manner. **c. Written communication skills** - Follow appropriate subject, purpose, structure and guidelines when communicating in writing (reports, summaries, meeting minutes, emails, presentations, job descriptions, employee manuals, etc.); - Generate, revise, edit and proofread written communications; - Tailor written communication to purpose and audience (e.g. formal or informal tone, professional tone, etc.); - Write clearly and succinctly in a variety of communication settings and styles; - Use efficient written techniques such as the KISS (Keep It Short and Simple) philosophy (e.g. summaries at the beginning of extended reports, use of bullets or numbers to separate individual points, etc.).

					d. Presentation skills - Present confidently on matters of their expertise, before a variety of audiences (face-to-face or virtual); - Present information in a logical and convincing manner; - Command attention and engage the audience when presenting in meetings, conferences, trainings, webinars, etc.; - Utilise the tools that can support presentations (PowerPoint, Prezi, web platforms, etc.).
				PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has built **significant experience** in the area of oral and written communication and is able to: - Combine broad and in-depth knowledge (built on career experience) in the field of oral and written communication (e.g. lead panel discussions, address large audiences, communicate negative news, draft demanding written communication); - Skilfully utilise tools and methods used to lead a group discussion (e.g. asking open questions, asking follow-up questions, setting ground rules, etc.); - Perform thorough reviews of written communications; - Analyse and evaluate exceptions and special cases in the field of oral and written communication (e.g. information sessions during a restructuring, reconciling and summarising different and/or opposing points of view, crisis communications); - Share knowledge and experience effectively.
				PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of oral and written communication and is able to: - Drive and support a culture of open communication within the department/Administration; - Model effective communication in day-to-day interactions and in public speaking; - Link communication to department/organisational goals and objectives; - Demonstrate rhetoric as well as grammatical excellence; - Develop excellent communication skills and apply those in relevant communications; - Interact as the liaison with external parties (e.g. customers, other agencies, etc.) and build an atmosphere of trust and cooperation; - Think systemically and link communication to the bigger picture (e.g. impact on the individual, team, customers, the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of oral and written communication; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events; - Develop and maintain a large professional network of both relevant internal and external stakeholders.

4. Decision-making

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Decision-making	Decision-making describes the ability to generate and evaluate possible alternatives before making a choice. It refers to considering the risks, rewards and implications associated with different options and assessing the effectiveness of decisions.	**a.** Decision-making concepts and models **b.** Evaluating alternatives and choosing between options **c.** Communicating decisions **d.** Developing decision-making savvy	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts, theories and models relating to decision-making (e.g. cost-benefit analysis, what if analysis, paired comparison analysis, Pareto analysis, etc.); - How the decision-making process works; - How decisions and their expected impact ought to be communicated.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of decision-making **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Decision-making concepts and models** - Apply various models in the context of decision-making (e.g. the Vroom-Yeton-Jago Decision model, The Kepner - Tregoe Matrix, OODA (observe–orient–decide–act) loops, the recognition-primed decision process, etc.); - Understand the concept of ethical decision-making and its roots on accountability and respect. **b. Evaluating alternatives and choosing between options** - Use data and information to support decisions; - Ensure that decisions are made based on policies, rules and organisational directives; - Use various models and techniques to compare options, detect risks and evaluate their impact (e.g. SWOT (Strength, Weakness, Opportunities, and Threats) analysis, PEST (Political, Economic, Social, and Technological) analysis, Pareto analysis, Paired comparison analysis, Decision tree analysis, etc.); - Apply the appropriate technique to generate multiple options, evaluate alternatives and select the most suitable one. **c. Communicating decisions** - Develop clear communications to communicate decisions; - Recognise the importance of communicating decisions and use the appropriate communication channel to convey them to relevant parties and the organisation. **d. Developing decision-making savvy** - Use logical thinking, analysis of facts, personal experience and judgment when making decisions; - Use time and task management techniques for successful decision implementation; - Utilise logic and analysis that enables conclusions from relevant information and assumptions; - Utilise data, feedback loops and investigation techniques to evaluate decisions and build a knowledge bank; - Use imagination and visualisation to envision possible future consequences of alternative solutions; - Develop discovery and creativity skills that can help identify or generate decision alternatives.

			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of decision-making and is able to: - Skilfully utilise different decision-making tools and processes in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) to identify coherent solutions to complex issues; - Investigate thoroughly and integrate diverse strands of information, identifying interrelationships and linkages; - Analyse and evaluate exceptions and special cases in the field of decision-making (e.g. decisions with a negative impact (lose-lose decisions), decisions that need to be based on incomplete information, etc.); - Share knowledge and experience effectively; - Demonstrate the courage and determination to make tough decisions when needed; - Establish a control and evaluation system for decision-making.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of decision-making and is able to: - Drive and support a culture of encouraging input from others and evaluating hard data to reach decisions within the department/Administration; - Model making decisions through a structured approach in day-to-day interactions; - Link decisions to department/organisational goals and objectives; - Utilise decision-making methods and tools to reach effective, well-rounded decisions; - Think systemically and link decisions to the bigger picture (e.g. impact on the individual, team, customers, the wider organisation, etc.); - Use coping strategies that help manage emotion and perception issues while increasing objectivity in stressful decision situations; - Grow influence, inspire and motivate commitment, collaboration and action for a chosen solution; - Establish decision evaluation processes to expand on the Administration's knowledge reserve; - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of decision-making; - Manage and effectively explain the importance of putting into place decision-making models for a department/organisation by using compelling arguments and providing examples; - Develop and take the lead in relevant national, regional and/or EU-wide initiatives; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop communication skills and apply those in relevant communication.

5. Problem-solving

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Problem-solving	Problem-solving describes the ability to apply critical thinking to resolve problems and decide on steps of action. It refers to defining problems and opportunities, involving relevant stakeholders in decisions, selecting most viable options and monitoring the results of the solutions taken.	**a.** Problem definition and problem-solving processes and tools **b.** Generating, selecting and implementing solutions	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main theories and concepts related to problem-solving (GTPS (Generative Theory of Problem Solving), behaviourist approach, the Gestalt approach, the Problem space theory); - The phases of solving problems: defining the problem, generating solutions, selecting the best solution, and implementing and communicating the solution.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of problem-solving **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Problem definition and problem-solving processes and tools** - Define problems utilising relevant methodologies and understand the importance of distinguishing between problems and symptoms in problem resolution; - Follow the different phases of the solving process (e.g. problem definition, fishbone diagrams, root cause analysis, generating solutions, analysing alternatives, making informed decisions, creating action plans, etc.); - Use different tools and techniques to generate and select practical solutions (e.g. tables, software analytics features, research, experiments, scenarios, brainstorming sessions, production equipment, etc.); - Recognise where problems may arise and suggests preventative measures; - Identify the causes of the problems by using relevant tools (Affinity Diagrams for organising many different pieces of information into common themes, Cause-and-Effect Diagram, Flow Charts, Swim Lane Diagrams, etc.). **b. Generating, selecting and implementing solutions** - Identify the relevance and accuracy of information; - Operate, encourage and engage in creative thinking to find solutions to a problem; - Use a wide range of techniques to generate, rank and select the appropriate solution(s) that best meet the business need; - Demonstrate a solution-focused mindset; - Implement the most appropriate solution by following a defined action plan; - Identify all involved parties when making decisions, act upon and follow up on actions in a timely manner; - Use the appropriate channel to communicate the problem and the solution to others.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of problem-solving and is able to: - Skilfully utilise different problem-solving tools and processes in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of problem-solving; - Analyse and evaluate exceptions and special cases in the field of problem-solving (e.g. problems with a high impact on the Tax organisation); - Share knowledge and experience effectively; - Use sound logic, methods and experience to anticipate, identify, analyse and solve even complex problems.

| | | | **PL 4 - Expert**

This proficiency level builds further on learning topics and learning outcomes already established up to PL 3. | The person has **extensive expert knowledge and skills** in the area of problem-solving and is able to:
- Drive and support a solutions-focused culture within the department/Administration;
- Model structured problem-solving in day-to-day interactions;
- Link problem-solving to department/organisational goals and objectives;
- Utilise different tools and techniques to generate and select solutions and link them to the bigger picture (e.g. impact on the individual, team, customers and the wider organisation, etc.);
- Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of problem-solving;
- Manage and effectively explain the importance of putting into place problem-solving methodologies for a department/organisation by using compelling arguments and providing examples;
- Develop and maintain a large professional network of both relevant internal and external stakeholders;
- Develop and take the lead in relevant national, regional and EU-wide initiatives/events;
- Develop excellent communication skills and apply those in relevant communications;
- Review the outcomes of problem-solving over a period of time, including seeking feedback as to the success of the outcomes of the chosen solution;
- Share knowledge and experience effectively. |

6. Analytical Thinking

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Analytical Thinking	Analytical thinking refers to applying a methodical step-by-step approach to thinking, which allows breaking down complex problems into single and manageable components. It refers to analysing information and data, investigating irregularities and drawing accurate and well-balanced conclusions.	**a.** Problem/issue definition and breakdown **b.** Analytical tools and techniques **c.** Data processing and outcomes **d.** Developing analytical thinking mindsets and behaviour	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts related to analytical thinking (e.g. defining the problem, breaking the problem down, understanding how the different parts are interlinked, looking at the problem from different perspectives, etc.); - The most common tools and methods that are used for analysis (e.g. SWOT analysis, Fishbone diagrams, Root cause analysis, etc.).
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of analytical thinking **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Problem/issue definition and breakdown** - Recognise the difference between a problem and an issue in a Tax context; - Identify how to break down a complex problem or process into component parts systematically; - Understand the interrelations among these parts; - Understand the importance of well-defined problems/issues in a Tax context. **b. Analytical tools and techniques** - Use analytical techniques and tools such as SWOT (Strengths-Weaknesses-Opportunities-Threats) & PEST (Political-Economic-Social-Technological) analyses, Fishbone diagrams or Root cause analysis; - Use open source tools (e.g. Knime, R) where appropriate; - Collect and classify information and data; - Use statistics. **c. Data processing and outcomes** - Identify logical, factual outcomes based on data, information and analyses conducted; - Utilise data to identify possible causes of a problem, act to prevent the problem from occurring partially or totally; - Use analytical techniques to identify several solutions and weigh the value of each; - Estimate and draw accurate conclusions, make balanced and fair recommendations. **d. Developing analytical thinking mindsets and behaviour** - Appraise situations and make decisions through the systematic analysis of information; - Identify and distinguish facts from non-confirmed information and case-relevant from non-case-relevant information (e.g. identify relevant facts from a variety of sources to be used as input for further processing); - Identify and focus on core issues when dealing with complex issues and situations; - Develop goal-oriented behaviour and utilise analytical thinking to achieve these goals; - Probe and investigate for potential irregularities effectively.

| | | | | **PL 3 - Experienced**

This proficiency level builds further on learning topics and learning outcomes already established up to PL 2. | The person has built **significant experience** in the area of analytical thinking and is able to:
- Skilfully utilise different analytical tools and processes to synthesise data and draw correlations, trends and interpretations in day-to-day work;
- Make use of advanced analytical techniques based on statistical modelling and machine learning methods;
- Combine broad and in-depth knowledge (built on career experience) in the field of analytical thinking;
- Analyse and evaluate exceptions and special cases in the field of analytical thinking (e.g. deal with issues with high impact on the Administration);
- Share knowledge and experience effectively;
- Use analytical tools, methods and experience to anticipate, identify, analyse and resolve even complex problems/issues and make sound decisions. |
| | | | | **PL 4 - Expert**

This proficiency level builds further on learning topics and learning outcomes already established up to PL 3. | The person has **extensive expert knowledge and skills** in the area of analytical thinking and is able to:
- Drive and support analytical thinking initiatives within the department/Administration using compelling arguments and examples;
- Model the use of analytical thinking methodologies in day-to-day work;
- Link analytical thinking approaches to department/organisational goals and objectives;
- Utilise analytical thinking methods and tools to analyse situations and link them to the bigger picture (e.g. impact on the individual, team, customers and the wider organisation, etc.);
- Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of analytical thinking;
- Manage and effectively explain the importance of putting into place analytical tools and methodologies for an organisation by using compelling arguments and providing examples;
- Develop and take the lead in relevant national, regional and EU-wide initiatives/events;
- Develop and maintain a large professional network of both relevant internal and external stakeholders;
- Develop excellent communication skills and apply those in relevant communications. |

7. Adaptability to Change

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Adaptability to Change	The adaptability to change describes the capacity to exercise flexibility in handling change and to address multiple demands and new situations with innovative approaches. It refers to perceiving change as an opportunity, while maintaining a continuous improvement mindset.	**a.** Principles of change (enablers and resistance) **b.** Principles of continuous improvement methodology **c.** Developing change adaptability mindsets and behaviour	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts and theories related to change, change resistance and change enablement. This refers to understanding the psychology of how people deal with changes in their day-to-day tasks; - The main concepts concerning continuous improvement in the workplace (e.g. Kaizen events).
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of adaptability to change **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Principles of change (enablers and resistance)** - Understand the nature and need for change and can follow through the change management process (planning, implementing, integrating, communicating, evaluating change); - Demonstrate knowledge on the human psychology regarding change resistance and change enablers; - Link observed behaviour to a specific cause of change resistance. **b. Principles of continuous improvement methodology** - Implement and build skills to demonstrate an open, can-do attitude towards change and improvement initiatives in the Tax environment; - Demonstrate a continuous improvement mindset and utilise knowledge of continuous improvement methodologies (e.g. Kaizen, Feedback, Efficiency and Effectiveness). **c. Developing change adaptability mindsets and behaviour** - Identify changes in the Tax Administration as a component of progress; - Interpret change as an opportunity rather than threat and respond to it positively; - Act as a positive change multiplier; - Operate, adapt to and work effectively in a variety of situations, individuals, or groups; - Understand and appreciate different and opposing perspectives of an issue; - Change own behaviour or approach to suit the situation; - Demonstrate willingness to learn.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of adaptability to change and is able to: - Skilfully utilise different innovative tools and processes in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of adaptability to change (e.g. culture change, change in a volatile or unsupportive environment, etc.); - Analyse and evaluate exceptions and special cases in the field of adaptability to change; - Share knowledge and experience effectively; - Transform strategy or approach in response to demands of the situation to accomplish organisational objectives.
			PL 4 - Expert This proficiency level builds further on learning topics and	The person has **extensive expert knowledge and skills** in the area of adaptability to change and is able to: - Drive and support a change culture within the department/Administration; - Model willingness and positive approach to change in day-to-day work; - Link change principles and methodologies to department/organisational goals and objectives;

			learning outcomes already established up to PL 3.	- Utilise innovative tools and techniques to respond to future challenges and link them to the bigger picture (e.g. impact on the individual, team, customers and the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of adapting to change; - Manage and effectively explain the importance of putting into place change management methodologies for a department/organisation by using compelling arguments and providing examples; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events; - Develop excellent communication skills and apply those in relevant communications.

8. Time Management

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Time Management	Time management refers to the ability to prioritise tasks and activities and allocate the right amounts of time and effort. It refers to dealing with several tasks simultaneously and accomplishing goals without reducing quality.	**a.** Principles, concepts and approaches to time management **b.** Implementation of time management techniques in day-to-day activities	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts relevant to time and workload management (e.g. prioritisation, task queues, estimating time to completion, etc.); - The main time management strategies (e.g. ABC (A – Adversity or stressful situation, B – Beliefs or the way response to the situation, C – Consequences) analysis or the result of belief, Eisenhower method, POSEC (Prioritising by Organising, Streamlining, Economising and Contributing) method, etc.); - How a time management strategy can be implemented in day-to-day work.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of time management **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Principles, concepts and approaches to time management** - Understand the importance and implications of time management (organise, allocate, evaluate time for activities to achieve desired results); - Identify ways of evaluating time usage to ensure both efficient and effective use of the time available to perform tasks in a Tax organisation; - Demonstrate knowledge of the most commonly used time management strategies, such as ABC analysis, the Eisenhower method, the POSEC method, task lists; - Identify and focus on factors that will assist in accomplishing a goal, while eliminating the obstacles to reaching that goal; - Understand the importance of self-time management; - Understand the difference between urgent and important issues, and the respective time/effort that should be invested in them; - Understand how to communicate all potential time- and workload-related issues in a proactive manner. **b. Implementation of time management techniques in day-to-day activities** - Utilise tools and techniques to organise and manage own time, work effectively and apply optimisations; - Apply time management principles in meetings with team or other stakeholders; - Classify and prioritise based on the severity of the consequences; - Execute several tasks/deadlines simultaneously without reducing the quality; - Estimate the time to complete certain tasks; - Identify and focus on high-impact measures; - Operate and spend own time and the time of others on what is most important in relative terms; - Follow organisational/departmental pace; - Handle stress positively to stay motivated and perform well when going through the schedule; - Organise and maintain an up-to-date calendar, being able to locate certain documents easily, having a tidy environment and taking detailed, diligent notes.
			PL 3 - Experienced	The person has built **significant experience** in the area of time management and is able to:

			This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	- Skilfully utilise different time management tools and processes in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of time management; - Analyse and evaluate exceptions and special cases in the field of time management (e.g. time management in stressful situations); - Share knowledge and experience effectively.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of time management and is able to: - Drive and support a time-efficient culture within the department/Administration; - Model effective time management in day-to-day work; - Link time management methodologies to department/organisational goals and objectives; - Utilise time management tools and techniques to respond to future challenges and link them to the bigger picture (e.g. impact on the individual, team, customers and the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of time management; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events; - Manage and effectively explain the importance of putting into place time management methodologies for a department/organisation by using compelling arguments and providing examples.

9.   Coping with Stress

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Coping with Stress	Coping with stress describes the ability to handle and minimise physical and emotional effects of anxiety in the workplace. It refers to putting things into perspective, demonstrating resilience in the face of challenges and adopting a positive attitude.	**a.** Understanding stress and its causes **b.** Dealing with stress and stressful situations **c.** Stress reduction tools **d.** Developing and action plan	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts related to dealing with stress; - The drivers and causes of stress; - The tools that are available to reduce stress and remain calm; - The concept of a stress management action plan.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of coping with stress **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Understanding stress and its causes** - Demonstrate knowledge of the drivers of stress and anxiety feelings (e.g. external and internal demands, etc.); - Understand different types of stress (physical stress, distribution of work stress, psychological stress and interpersonal stress) and their root causes; - Identify the causes of stress when confronted with stressful situations. **b. Dealing with stress and stressful situations** - Understand how to deal with and find solutions for urgent issues; - Remain calm and keep oversight in stressful situations; - Identify complex, high-pressure challenges and put things into perspective; - Ask for help when overwhelmed; - Understand how to be aware of and monitor mental and physical resources; - Help others deal with excess stress and toxic worry; - Demonstrate resilience even in the face of difficulty. **c. Stress reduction tools** - Utilise stress reduction tools to reduce stress, prior to, during, or after stressful events (e.g. work/life balance, focusing on the positive, reframing problems, looking at the bigger picture, healthy lifestyle, practicing mindfulness, etc.). **d. Developing an action plan** - Have knowledge of all aspects of a stress management action plan; - Create a stress management action plan (e.g. Green/Yellow/Red light situations); - Plan priorities to complete the work within the time frame; - Create a stress management action plan (both from the perspective of an employee, and from the perspective of a manager).
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of coping with stress and is able to: - Skilfully utilise different stress management tools and techniques in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of coping with stress (e.g. dealing with burnout, stress reduction programmes, etc.); - Analyse and evaluate exceptions and special cases in the field of coping with stress; - Share knowledge and experience effectively.

			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of coping with stress and is able to: - Drive and support a culture of consideration for personal well-being within the department/Administration; - Model effective stress management in day-to-day work; - Link coping with stress methodologies to department/organisational goals and objectives; - Utilise stress management tools and techniques and link them to the bigger picture (e.g. impact on the individual, team, customers and the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of stress management; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events; - Manage and effectively explain the importance of putting into place stress management methodologies for a department/organisation by using compelling arguments and providing examples.

10. Knowledge/Experience Sharing

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Knowledge/ Experience Sharing	Knowledge/experience sharing describes the ability to participate in activities that encourage and facilitate sharing information, knowledge and best practices within an organisation. It refers to being open to disseminate knowledge and communicate in an audience-sensitive manner.	**a.** Knowledge sharing as part of knowledge management **b.** Tips when sharing experiences and knowledge **c.** Using technology to facilitate and promote knowledge and experience sharing	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts relevant to knowledge and experience sharing and how it fits in the bigger picture of knowledge management; - The tools that are used in the context of knowledge and experience sharing (e.g. organisations promote internal sharing of experiences using technological platforms like PICS, SharePoint, e-learning, Skype, webinar, blogs, discussion forums, etc.); - The impact of knowledge and experience sharing on an organisation.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of knowledge/experience sharing **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Knowledge sharing as part of knowledge management** - Identify the benefits of sharing knowledge and experience; - Identify "quick wins" and use appropriate knowledge management techniques to foster dialogue and collaboration. **b. Tips when sharing experiences and knowledge** - Identify good practices and facilitate access to pockets of knowledge within their respective context; - Prepare presentations and documentation in a logical and easily understandable manner; - Tailor the messages to the intended audience; - Explain things in an easily understandable way; - Understand how to verify that the message was understood by the recipients; - Understand how disseminating knowledge and experience achieves collective benefits. **c. Using technology to facilitate and promote knowledge and experience sharing** - Use the appropriate tools and technology platforms within the Tax organisation to support knowledge and experience sharing on an organisational level (e.g. private messaging platforms, open discussion software, shared workspaces and repositories, e-learning platforms, web conferencing and webinar platforms, etc.); - Use social media where appropriate.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of knowledge and experience sharing and is able to: - Explain how knowledge sharing fits in the overall knowledge management of a Tax organisation; - Explain the importance of knowledge and experience sharing from an organisational perspective; - Skilfully utilise different innovative tools and processes for sharing knowledge in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) of more advanced topics in the field of knowledge and experience sharing (e.g. sharing experience without disclosing confidential data);

				- Analyse and evaluate exceptions and special cases in the field of knowledge and experience sharing; - Analyse relevant knowledge and follow methodologies of knowledge transfer.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of knowledge and experience sharing and is able to: - Drive and support a culture of knowledge sharing within the department/Administration; - Model effective knowledge/experience sharing in day-to-day work; - Link knowledge management to department/organisational goals and objectives; - Utilise knowledge management tools and techniques and link them to the bigger picture (e.g. impact on the individual, team, customers and the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of knowledge management; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events to improve and/or promote knowledge and experience sharing; - Manage and effectively explain the importance of putting into place knowledge and experience sharing tools and methodologies for a department/organisation by using compelling arguments and providing examples; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop excellent communication skills and apply those in relevant communications.

11. Technological Ability

Competency	Scope	Learning topics	Learning levels	Learning outcomes
Technological Ability	Technological ability describes those skills within IT specialty areas required to deliver products and services that support processes within an organisation. It refers to demonstrating affinity for technology and seeking opportunities to learn and apply new technologies.	**a.** Technology in the world of Tax **b.** Trends and evolutions in technology **c.** Using information technology in day-to-day tasks **d.** Developing technological savvy	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts in information technology; - The key elements of an IT landscape; - The main trends and evolutions in information technology; - The different communication channels.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to Pl 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of technological ability **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Technology in the world of Tax** - Demonstrate knowledge of the available technology and for what it can/should be used (e.g. Big Data platforms and analytics tools to enhance compliance and limit fraud); - Understand and explain the importance of technology in the world of Tax (Big Data, analytics, artificial intelligence (AI), machine learning, the Internet of things (IoT), mobility and cloud computing); - Demonstrate knowledge of the IT systems used in his or her environment (e.g. brokers, shippers, etc.). **b. Trends and evolutions in technology** - Follow up and stay up to date on the main trends and evolutions in technology (SharePoint, e-learnings, Skype, webinar platforms, etc.); - Identify opportunities to learn about new technologies (e.g. blockchain, robotics process automation (RPA) and AI). **c. Using information technology in day-to-day tasks** - Use (manage/update) the technological devices and the required IT systems and software programmes as part of daily work; - Demonstrate knowledge of the necessary communication channels when working with information technology (e.g. who to contact in case of system failure or technical problems); - Demonstrate effective computer skills (e.g. relevant Tax systems to create documents, spreadsheets and presentations, databases, etc.). **d. Developing technological savvy** - Use technology as a tool to research, organise, evaluate and communicate information; - Demonstrate an affinity for technology and IT; - Pick up on new technology (collaborative tools, online software platforms, e-learning) quickly; - Assess, suggest and encourage the adoption of new technologies (e.g. use an online tool to find dates for a team's training session instead of mailing the whole team).
			PL 3 - Experienced This proficiency level builds further on learning topics and	The person has built **significant experience** in the area of information technology and is able to: - Skilfully utilise different innovative tools and technologies in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of information technology (e.g. use more advanced and less commonly used functions of a software package);

			learning outcomes already established up to PL 2.	- Analyse and evaluate exceptions and special cases in the field of information technology (e.g. system failures); - Share knowledge and experience effectively.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of information technology and is able to: - Support a technology-driven culture within the department/Administration; - Model effective technological savvy in day-to-day work; - Link technology to department/organisational goals and objectives; - Utilise new technologies and link them to the bigger picture (e.g. impact on the individual, team, customers and the wider organisation, IT infrastructure, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of information technology; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events such as roll-out or support and maintenance of organisation-wide IT projects; - Manage and effectively explain the importance of putting into place information technology tools and methodologies for a department/organisation by using compelling arguments and providing examples; - Develop excellent communication skills and apply those in relevant communications.

12. Interpersonal Relations

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Interpersonal Relations	Interpersonal relations describe the development of relationships based on trust and respect among individuals working together. It refers to following the relevant business conduct and sharing a genuine concern for other people's needs.	**a.** Professional behaviour in the workplace **b.** Communication/social styles **c.** Developing a positive workplace attitude	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts related to interpersonal relations (e.g. soft skills and emotional intelligence); - The different types of communication or social styles (e.g. assertive, aggressive, passive-aggressive, submissive, manipulative); - The existence of business conduct or business ethics practices and codes.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of interpersonal relations **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Professional behaviour in the workplace** - Understand and apply the appropriate business conduct or business ethics in the Tax context (e.g. appropriate level of rapport, respect, courtesy, etc.); - Demonstrate the appropriate behaviour in all professional situations; - Effectively and efficiently interact with all levels and departments; - Demonstrate respect for diversity. **b. Communication/social styles** - Demonstrate knowledge and apply the different communication/social styles (e.g. assertive, aggressive, passive-aggressive, submissive, manipulative); - Utilise knowledge on the benefits of each communication/social style and the best method to deal with each. **c. Developing a positive workplace attitude** - Demonstrate active listening to the views of others; - Demonstrate and build mutual trust, reliability, consistency and credibility; - Use emotional information to guide thinking and behaviour, manage and/or adjust emotions to adapt to environments; - Demonstrate empathy when the situation asks for it and follow up afterwards; - Demonstrate respect and genuine concern for other people's needs and build good working relationships with colleagues and co-workers; - Foster conditions of respect towards individuals and teams.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2).	The person has built **significant experience** in the area of interpersonal relationship building and is able to: - Skilfully demonstrate effective professional behaviour in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of interpersonal relations; - Analyse and evaluate exceptions and special cases in the field of interpersonal relations; - Share knowledge and experience effectively.
			PL 4 - Expert This proficiency level builds further on	The person has **extensive expert knowledge and skills** in the area of interpersonal relations and is able to: - Drive and support a culture of respect and positivity within the department/Administration; - Model effective professional behaviour in day-to-day work;

| | | | learning topics and learning outcomes already established up to PL 3. | - Link interpersonal relations building to department/organisational goals and objectives;
- Support positive workplace initiatives and link them to the bigger picture (e.g. impact on the individual, team, employee engagement, customers and the wider organisation, etc.);
- Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of interpersonal relations building;
- Develop and maintain a large professional network of both relevant internal and external stakeholders;
- Develop and take the lead in relevant national, regional and EU-wide initiatives/events in the areas of cooperation and synergy;
- Manage and effectively explain the importance of putting into place positive workplace initiatives for a department/organisation by using compelling arguments and providing examples;
- Develop excellent communication skills and apply those in relevant communications. |

13. Data Protection

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Data Protection	Data protection refers to the ability to apply data protection rulings and regulations (e.g. GDPR) to ensure compliance with relevant requirements. Moreover, it refers to deploying knowledge on legal protection and in taking appropriate provisions for taxpayers.	**a.** Data protection and GDPR principles **b.** Application of data protection and GDPR	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts of data protection (e.g. GDPR processes); - The implementation of data protection policies and security mechanisms; - The techniques available to support data protection; - The importance of data protection for a Tax organisation.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of data protection **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Data protection and GDPR principles** - Demonstrate knowledge on taxpayer rights and relevant legal provisions regarding both individual and company data (e.g. data protection by EU legislation, GDPR, jurisdiction of the Court of Justice of the EU (CJEU); - Recognise the different types of personal data; - Demonstrate and apply knowledge on the GDPR and its rules for data collection, sharing and storing; - Understand whether or how data is shared with third parties. **b. Application of data protection and GDPR** - Apply and ensure individual privacy/identity protection in line with the relevant national laws on personal data protection (e.g. delete personal data when it is no longer necessary), as well as the EU GDPR; - Implement and abide by the EU GDPR, the Convention on the Protection of Human Rights and Fundamental Freedoms and national data protection laws; - Utilise appropriate provisions to ensure legal security to taxpayers (individuals and companies); - Respect private, family and privacy rights according to the GDPR, the Convention on the Protection of Human Rights and Fundamental Freedoms and other relevant rulings; - Collect personal data for specific purposes and clearly state what that purpose is.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of data protection building and is able to: - Skilfully utilise data protection tools and methodologies in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of data protection; - Analyse and evaluate exceptions and special cases in the field of data protection; - Effectively share his or her knowledge and experience (e.g. with more junior profiles and other professionals).
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3).	The person has **extensive expert knowledge and skills** in the area of data protection and is able to: - Drive and support a culture that abides by data protection regulations within the department/Administration; - Link data protection to the bigger picture (e.g. impact on the individual, the wider organisation, IT system, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of data protection;

				- Develop and take the lead in relevant national, regional and EU-wide initiatives/events in the field of data protection; - Manage and effectively explain the importance of abiding by data protection laws and regulations for a department/organisation by using compelling arguments and providing examples.

14. Handling Conflict

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Handling Conflict	Handling conflict refers to the process of understanding, diagnosing and limiting the negative aspects of conflict while increasing the positive aspects of conflict. The ability to manage conflict could enhance learning and group outcomes, including effectiveness and performance in an organisational setting.	**a.** Fundamentals of handling conflict **b.** Conflict resolution	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts and theories related to handling conflicts, conflict management and conflict resolution (e.g. depersonalising the issue, questioning to understand the underlying arguments, mediating towards a solution, etc.); - The possible impact of conflicts for an individual and organisation.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of handling conflict **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Fundamentals of handling conflict** - Demonstrates knowledge on the fundamentals and drivers of personal conflict; - Identify conflicts and understand the positions and interests of the persons involved; - Demonstrate knowledge of the five methods for dealing with conflict: Avoiding, Accommodating, Forcing, Compromising, Collaborating; - Deal with personal conflict in a professional and constructive manner; - Calculate and assess the impact of conflicts for a Tax organisation; - Identify and assume own responsibility, refrain from passing judgement. **b. Conflict resolution** - Demonstrate knowledge of the fundamentals of conflict resolution (e.g. listening, searching for common ground and gaining cooperation with minimal friction); - Anticipate, manage and resolve conflicts and disagreements in a positive and constructive manner; - Identify and depersonalise issues; - Apply active listening, find common ground and resolve disputes equitably; - Recognise the issue from the different parties' perspective, demonstrating understanding and seeking win-win solutions; - Analyse situations thoroughly before taking actions; - Utilise the right questions to understand the underlying positions and interests; - Be aware of and respect differences by avoiding inappropriate words and actions; - Identify and arbitrate towards a resolution in personal conflicts.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of handling conflict and is able to: - Skilfully utilise different tools and processes for managing conflict in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of conflict management; - Analyse and evaluate exceptions and special cases in the field of handling conflict (e.g. verbal or physical aggression, etc.); - Share knowledge and experience effectively.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes	The person has **extensive expert knowledge and skills** in the area of handling conflict and is able to: - Drive and support a culture of conflict resolution within the department/Administration; - Model conflict resolution in day-to-day work; - Recognise the nature of conflict and its impact on interpersonal relationships and organisations; - Support conflict management initiatives and link them to the bigger picture (e.g. impact on the individual, team, employee engagement, customer management and the wider organisation, etc.);

			already established up to PL 3.	- Apply conflict intervention strategies such as coaching, negotiation, mediation and system design in the management and resolution of conflict; - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of handling conflict; - Develop communication with external parties (e.g. customers, other agencies, etc.) and build an atmosphere of trust and cooperation; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop excellent communication skills and apply those in relevant communications.

15. Processing Information

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Processing Information	Processing information refers to the analysis of data to produce useful information. In general, it involves the acquisition, import, validation, storage, sharing, communication, recovery and disposal of data. It refers to efficiently using and processing different types of information.	**a.** The concept of information processing **b.** Dealing with large amounts of information from different sources	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The concept of processing information; - The main theories related to processing information (e.g. The Working Memory, Cognitive Development Theory); - The types of processing information (e.g. parallel, sequential, etc.); - The techniques available to convert large amounts of data into digestible formats; - What to do if information is missing and needs to be retrieved.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of processing information **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. The concept of information processing** - Demonstrate knowledge of the concept of processing information; - Demonstrate and apply knowledge of the main theories related to processing information (e.g. The Working Memory, Cognitive Development Theory, etc.); - Demonstrate knowledge of the different ways in which information can be processed (e.g. parallel, sequential, etc.). **b. Dealing with large amounts of information from different sources** - Demonstrate and apply knowledge of the different techniques to process information; - Utilise, collect and analyse large volumes of information without losing oversight using a structured approach in a Tax organisation; - Interpret information in the relevant context from a variety of sources to develop a factual view to use as a basis for decision-making; - Take the appropriate measures when certain pieces of key information or data are missing; - Interpret, validate, combine and share information with transparency whilst respecting all relevant rules and regulations; - Identify, retrieve, process and input information both in virtual and physical contexts; - Show multiple angles and perspectives of an issue; - Implement measures according to received information.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2).	The person has built **significant experience** in the area of processing information and is able to: - Skilfully utilise different information processing tools and technologies in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of processing information; - Analyse and evaluate exceptions and special cases in the field of processing information (e.g. dealing with very high volumes of complex information from a variety of sources without losing the oversight); - Share knowledge and experience effectively.
			PL 4 - Expert	The person has **extensive expert knowledge and skills** in the area of processing information and is able to:

			This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	- Drive and support a culture of making decisions through validated information within the department/Administration; - Utilise methods, tools and systems that exist within the spectrum of processing information and link them to the bigger picture (e.g. impact on the individual, team, employee engagement, customer management and the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of processing information; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events; - Manage and effectively explain the importance of information processing initiatives for a modern Tax department/organisation by using compelling arguments and providing examples; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop excellent communication skills and apply those in relevant communications.

16. Data Management

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Data Management	Data management refers to the acquisition, validation, storage, protection and processing of data. It refers to effective use and analysis of data, writing reports and implementing process improvements.	**a.** Concepts of data management **b.** Application of data management processes in day-to-day work	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts related to data management (e.g. data governance, data architecture, database management, data security, etc.); - The techniques available to support data management; - The importance of good data management for an organisation; - Data management approaches that can be implemented in the day-to-day tasks.

			PL 2 - Trained
			
			 This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.
				The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of data management **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to:
				
				 a. Concepts of data management
				 - Demonstrate knowledge on the concept and importance of data management in an organisation;
				 - Understand definitions, programme guidelines and sources of data;
				 - Demonstrate knowledge on how to use database software to find records, sort, review, edit, print and other functions, and how to use built-in forms and reports in a database;
				 - Understand standard data management technologies such as ERP (enterprise resource planning), ETL (extract, transform, load) and CRM (customer relationship management) solutions;
				 - Demonstrate knowledge of the principles and procedures for all concepts of data management related to:
				     ○ data governance;
				     ○ data architecture;
				     ○ data modelling techniques;
				     ○ data backup;
				     ○ database management;
				     ○ data security management;
				     ○ data quality management;
				     ○ data recovery;
				     ○ data warehousing;
				     ○ data mining;
				     ○ data dictionaries;
				     ○ data disposal;
				     ○ data standardisation processes.
				
				 b. Application of data management processes in day-to-day work
				 - Demonstrate the ability to apply the principles, procedures and tools of data management;
				 - Review data and work to ensure that data is accurate;
				 - Use data effectively to make improvements and draw conclusions, including looking at lists and summaries, looking for patterns, analysing results and making presentations to others;
				 - Explore creative approaches to using data.

			PL 3 - Experienced	The person has built **significant experience** in the area of data management and is able to:

			This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	- Skilfully utilise different data management tools and technologies in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of data management (setting up data architecture); - Analyse and evaluate exceptions and special cases in the field of data management; - Share knowledge and experience effectively; - Manage critical organisational data and utilise it in tasks.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of data management and is able to: - Drive and support a data-smart culture within the department/Administration; - Utilise principles and procedures linked to data management and link them to the bigger picture (e.g. impact on the individual, the wider organisation, IT system, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of data management; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events to improve organisational data management; - Manage and effectively explain the importance of structured data management for a department/organisation by using compelling arguments and providing examples.

17. Dealing with Operational Risk

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Dealing with Operational Risk	Dealing with operational risk refers to the ability to identify, assess and control unforeseen circumstances in the fields of operation of an organisation.	**a.** Introduction to risk and risk management **b.** Risk identification, analysis and evaluation **c.** Risk treatment and risk treatment plans	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The elements that contribute to effective handling of operational risk in the context of Tax activities; - The importance of having appropriate mechanisms in place to deal with operational risks related to Tax (including an understanding of the impact of not having appropriate mechanisms in place); - The main concepts of risk management (risk identification, risk assessment, risk prioritisation).
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of dealing with operational risk **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Introduction to risk and risk management** - Understand and apply the main elements related to dealing with operational risk in the context of Tax activities; - Understand and apply the main concepts of risk management (risk identification, risk types, risk assessment, risk prioritisation); - Differentiate risks from issues; - Demonstrate knowledge of which elements constitute a risk (e.g. probability, negative outcome and impact). **b. Risk identification, analysis and evaluation** - Demonstrate working knowledge of how operational risks can be identified, analysed and evaluated in a Tax environment (e.g. assigning a risk owner, urgency and impact); - Apply general principles, methods and tools commonly used for risk assessment and management; - Use the mechanisms in place to deal with risks (and explain the impact of not having appropriate mechanisms in place); - Identify and track risks using a risk registry; - Identify the risks by category (physical security, data security, expense reduction, health and safety, product safety and quality, etc.); - Estimate when/how to escalate/minimise/avoid risks. **c. Risk treatment and risk treatment plans** - Communicate hazards and intentions to the right people; - Explain the flow of work and the communication channels to deal with operational Tax risks; - Develop risk treatment scenarios and run pilot plans respectively; - Create and use effective risk treatment plans.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of dealing with operational risk and is able to: - Skilfully utilise different risk management tools and technologies in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of dealing with operational risk; - Analyse and evaluate exceptions and special cases in the field of dealing with operational business risk; - Share knowledge and experience effectively.

			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of dealing with operational risk and is able to: - Drive and support structures of risk identification and analysis within the department/Administration; - Use processes to deal with operational risk and link them to the bigger picture (e.g. impact on the individual, team, employee engagement, customer management and the wider organisation, etc.); - Calculate potential effects and balance various risks against the organisation's overall risk appetite; - Produce and provide tailored advice and to underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of dealing with operational risk; - Manage and effectively explain the importance of appropriate risk management for a department/organisation by using compelling arguments and providing examples; - Develop the future performance improvements by preparing a "lessons learned" for the next team that plans or executes a task; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events and risk management programmes; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop excellent communication skills and apply those in relevant communications.

18. Professional Networking

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Professional Networking	Professional networking refers to the deliberate activity of building, reinforcing and maintaining business connections with other professionals to further goals, expand tax expertise and open new channels of exchanging information.	**a.** Fundamentals of professional networking **b.** Networking methods and tools	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The main concepts and theories relevant to professional networking (e.g. The 7 Ps of networking, professional behaviour, asking questions, etc.); - The main tools and processes to build and maintain a professional network.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of professional networking **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Fundamentals of professional networking** - Recognise the value and importance of networking from both a personal and an organisational perspective; - Demonstrate knowledge of the different aspects of professional networking (e.g. The 7 Ps of networking, professional behaviour, asking questions, etc.). **b. Networking methods and tools** - Deploy knowledge and apply the different tools that exist in the context of professional networking; - Apply the theory regarding professional networking within a specific Tax context; - Establish and cultivate contacts that are useful to the business of Tax (both at national and international levels); - Demonstrate fluency in the use of existing online networking tools (e.g. LinkedIn, Glassdoor, Twitter, SlideShare, Meetup, job post applications, online networking forums, etc.) and takes on new tools with ease.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of professional networking and is able to: - Skilfully utilise networking techniques in day-to-day work; - Represent the Administration in events and platforms for professional business networking (e.g. conferences, educational events, social events, etc.); - Combine broad and in-depth knowledge (built on career experience) in the field of professional networking; - Analyse and evaluate exceptions and special cases in the field of professional networking; - Share knowledge and experience effectively.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of professional networking and is able to: - Drive and support networking initiatives within the department/Administration; - Model professional networking in day-to-day work; - Utilise the tools and processes to build and maintain a professional network and link them to the bigger picture (e.g. impact on the individual, team, employee engagement, customer management and the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of professional networking; - Develop communication with external parties (e.g. customers, other agencies, etc.) and build an atmosphere of trust and cooperation; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop and take the lead in regional, national and EU-wide initiatives/events in the area of professional networking; - Manage and effectively communicate the importance of professional networking initiatives for a department/organisation by using compelling arguments and providing examples;

				- Develop excellent communication skills and apply those in relevant communications.

19. Working Virtually

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Working Virtually	Working virtually describes the ability to work as a team from different geographic locations, collaborate in common projects and achieve shared goals and objectives. Moreover, it refers to the ability to communicate effectively and build relationships in virtual working.	**a.** Benefits and challenges of working virtually **b.** Tools to facilitate virtual teamwork	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The benefits and challenges of working virtually; - The tools available to support and facilitate virtual teams; - The techniques that can be used to overcome the challenges of working virtually.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of working virtually **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Benefits and challenges of working virtually** - Demonstrate knowledge of the benefits and challenges of working virtually (e.g. impact on the team culture, decision-making process); - Demonstrate knowledge of the measures that can be taken to tackle the challenges of working virtually (e.g. remote management); - Work with ease in virtual Tax teams; - Build an effective network for getting things done without traditional authority; - Demonstrate essential flexibility to establish consistent performance and meet service standards. **b. Tools to facilitate virtual teamwork** - Use relevant tools to facilitate working virtually (e.g. conference calls, virtual meetings, web conferences, etc.); - Effectively and efficiently use the appropriate systems (physical and virtual) to read, report, store and communicate data and information; - Work as part of a virtual team; - Choose and use the right technology for the right task.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of virtual working and is able to: - Skilfully utilise innovative tools that facilitate working virtually in day-to-day work; - Represent the Administration in virtual events and platforms (e.g. conferences, educational events, social events, etc.); - Combine broad and in-depth knowledge (built on career experience) in the field of virtual working (e.g. manage potential cross-cultural challenges during cross-border virtual communications); - Analyse and evaluate exceptions and special cases in the field of virtual working (e.g. remote management); - Share knowledge and experience effectively.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of virtual working and is able to: - Drive and support working in virtual teams within the department/Administration; - Model working virtually in day-to-day work; - Utilise tools and systems that exist within the spectrum of working virtually and link them to the bigger picture (e.g. impact on the individual, team, employee engagement, customer management, infrastructure and the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of virtual working; - Develop and maintain a large professional network of both relevant internal and external stakeholders;

				- Develop and take the lead in regional, national and EU-wide initiatives/events which promote virtual working; - Manage and effectively communicate the importance of virtual working for a Tax department/organisation by using compelling arguments and providing examples; - Develop excellent communication skills and apply those in relevant communications.

20. Intercultural Relations

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Intercultural Relations	Intercultural relations describe the ability to function effectively across cultures, think and act appropriately, adopt a social inclusion mindset and communicate effectively with people from different cultural backgrounds.	**a.** Key concepts in intercultural relations **b.** Adopting an inclusion mindset and behaviour	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The benefits and challenges of intercultural relations; - The key concepts in intercultural relations; - The principles that can be used to overcome the challenges of intercultural relations.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of intercultural relations **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a.** **Key concepts in intercultural relations** - Understand key concepts and principles in diversity (tolerance, multiculturalism, rights and responsibilities of individuals, social inclusion) and how they affect a Tax Administration; - Understand how culture can affect communication and language. **b.** **Adopting an inclusion mindset and behaviour** - Demonstrate willingness to recognise individual differences along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious/political beliefs, or other ideologies; - Identify and actively seek others' perspectives to ensure inclusiveness and understanding; - Transform communications to diverse audiences; - Show sensitivity towards cultural stereotypes that affect and interfere with intercultural communication; - Respond to others in non-judgmental ways.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of intercultural relations and is able to: - Skilfully utilise intercultural understanding and experience in day-to-day work; - Combine broad and in-depth knowledge (built on career experience) in the field of intercultural relations (e.g. manage potential cultural challenges during internal or external communications); - Analyse and evaluate exceptions and special cases in the field of intercultural relations (e.g. manage intercultural teams); - Share knowledge and experience effectively.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of intercultural relations and is able to: - Drive and support an inclusive culture within the department/Administration; - Model professional behaviour in day-to-day work; - Link intercultural relations building to department/organisational goals and objectives; - Support socially inclusive workplace initiatives and link them to the bigger picture (e.g. impact on the individual, team, employee engagement, customers and the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of intercultural relations building; - Develop and maintain a large professional network of both relevant internal and external stakeholders; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events; - Manage and effectively explain the importance of a socially inclusive workplace for a department/organisation by using compelling arguments and providing examples; - Develop excellent communication skills and apply those in relevant communications.

21. English as a Foreign Language

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
English as a Foreign Language	English as a foreign language describes the achievement of knowledge of the English language (spoken and written) at a level which facilitates EU and international cooperation initiatives. Proficiency levels for this competency correspond to equivalent Common European Framework of Reference for Languages (CEFR) levels.	**a.** Efficient English language use	**PL 1 - Awareness**	The person demonstrates **general awareness** in the following areas: - The basic use of the English language (CEFR A1/A2); - The basic skills of English language (listening, speaking, reading and writing); - The main methods to reach effective use of English language (e.g. practice speaking, read English business articles and books, etc.); - The benefits when using the English language in a business environment.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of English as a foreign language **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Efficient English language use** - Demonstrate fluency in reading, listening, speaking and professional writing in English (CEFR B1/B2); - Demonstrate knowledge in Tax-specific English terminology; - Utilise knowledge of the English language in the context of cooperation initiatives at EU and international levels.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established to PL 2.	The person has built **significant experience** in the area of English as a foreign language and is able to: - Establish advanced fluency in English (CEFR C1); - Combine broad and in-depth knowledge (built on career experience) in the field of English as a foreign language (e.g. lead panel discussions, make presentations to international audiences, etc.); - Analyse and evaluate exceptions and special cases in the field of the use of English as a foreign language (e.g. Tax-specific terms, legal terms, demanding translations, etc.); - Modify messages in a coherent manner and in the English language for the intended audience.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of English as a foreign and is able to: - Establish proficiency in the use of the English language (CEFR C2) - Link the use of English as a foreign language in the Administration to department/organisational objectives and the bigger picture (e.g. impact on the individual, team, employee engagement, customers and the wider organisation, etc.); - Produce and provide tailored advice in English and underpin it with relevant and context-specific arguments in responding to both internal and external queries; - Develop and take the lead in relevant national, regional and EU-wide initiatives/events; - Manage interaction in English with external parties (e.g. customers, other agencies, etc.); - Apply excellent English communication skills in relevant communications.

22. Customer Focus

Competency	Scope	Learning topics	Proficiency levels	Learning outcomes
Customer Focus	Customer focus refers to the commitment to provide high-quality service provisions to customers. It refers to identifying customer needs, meeting customer expectations, agreeing on deliverables, and recording and managing customer satisfaction.	**a.** Customer-focused methodologies and tools **b.** Developing customer-focused behaviour in day-to-day work	**PL 1 - Awareness**	The person demonstrates **general awareness** and basic knowledge of concepts, principles and processes in the following areas: - The benefits and challenges of customer focus; - The tools available to support and facilitate customers; - The practices that can be used to overcome the challenges of customer focus.
			PL 2 - Trained This proficiency level builds further on learning topics and learning outcomes already established up to PL 1.	The person has received **formal and/or informal training** on the learning topics presented below and can handle standard situations and related tasks in the field of customer focus **independently**. This implies that the person can apply **good working knowledge** in their daily activities/operations and is able to: **a. Customer-focused methodologies and tools** - Demonstrate knowledge of the key concepts of customer focus (feedback gathering, placing customers at the centre of strategy, customer experience, customer retention, customer engagement); - Identify the different tools (e-surveys, feedback forms) and methodologies to analyse client needs; - Identify internal/external customers and their differing needs; - Use positive language and steer the conversation towards a positive outcome (e.g. thank customers for their patience or understanding, etc.). **b. Developing customer-focused behaviour in day-to-day work** - Provide value-added services and identify as a service provider for customers; - Develop a service improvement mentality; - Engage to improve customer experience; - Evaluate actions based on their impact on customers; - Persuade and convince about the prospects of the products or services; - Seek feedback on communication style and effectiveness.
			PL 3 - Experienced This proficiency level builds further on learning topics and learning outcomes already established up to PL 2.	The person has built **significant experience** in the area of customer focus and is able to: - Skilfully demonstrate customer-centric behaviour in day-to-day work; - Solve even exceptional cases of conflict situations in customer contact in a constructive way; - Combine broad and in-depth knowledge (built on career experience) in the field of customer focus (e.g. manage potential challenges when interacting with customers); - Analyse and evaluate exceptions and special cases in the field of customer focus (e.g. handling demanding situations with difficult customers); - Share knowledge and experience effectively.
			PL 4 - Expert This proficiency level builds further on learning topics and learning outcomes already established up to PL 3.	The person has **extensive expert knowledge and skills** in the area of customer focus and is able to: - Drive and support a customer-centric culture within the department/Administration; - Model service delivery and customer-focused thinking in day-to-day work; - Coach others to deliver excellent service in a variety of settings; - Link customer focus orientation to department/organisational goals and objectives; - Support customer-focused initiatives and marketing plans and link them to the bigger picture (e.g. impact on the individual, team, employee engagement, customers and the wider organisation, etc.); - Produce and provide tailored advice and underpin it with relevant and context-specific arguments in responding to both internal and external queries in the field of customer focus; - Develop and maintain a large professional network of both relevant internal and external stakeholders;

				- Develop and take the lead in relevant national, regional and EU-wide initiatives/events; - Manage and effectively explain the importance of customer-focused initiatives for a department/organisation by using compelling arguments and providing examples; - Develop excellent communication skills and apply those in relevant communications. - Share knowledge and experience effectively.