THE LIST OF GENERAL COMPETENCIES OF VILNIUS UNIVERSITY GRADUATES

1. The List of General Competencies of Vilnius University Graduates (hereinafter the 'List') consists of the following general competencies:

1.1. **Collaboration**. When working in a team, a graduate of Vilnius University (hereinafter the 'graduate') must be able to perform various teamwork roles, formulate teamwork goals and create a collaborative environment based on interpersonal trust, support and shared commitment to objectives and success;

1.2. **Responsibility**. The graduate, in addition to understanding the importance of personal leadership in group work, creating an appropriate environment and setting ambitious common objectives, must also be able to take responsibility for the success and/or failure of the group as well as for the planning of activities and the effective management of resources;

1.3. **Interculturalism**. The graduate must exhibit respect, openness and interest towards people from other cultures and subcultures which manifest through the understanding of the specifics and cultural contexts of various cultures and subcultures, the ability to appreciate them fully and the capacity to create an appropriate environment for effective learning and work in an intercultural environment;

1.4. **Problem solving**. The graduate must use critical, systemic and creative thinking in solving different issues and making decisions, try to anticipate the most problematic areas and take preventive measures, and, when problems arise, develop unique problem-solving algorithms in order to find the best solutions to issues;

1.5. **Openness to change**. In addition to being open to potential change and understanding its importance, the graduate must also be an initiator of change and be able to manage it by employing a creative and systemic approach and devising strategic change directions.

2. The general competencies of the graduates on the List are assessed on three levels:

Competency	Level I: - simple, typical situations; - requires assistance and supervision; - reactive behaviour.	Level II: - situations of medium complexity; - operates independently, sometimes needs consultations; - active behaviour.	Level III: - complex, difficult situations; - operates independently; - exhibits proactive behaviour.
Collaboration	Knows the concepts of conflict resolution, stress management, collaboration, and teamwork.	Knows the main rules for conflict resolution, managing stressful situations, and successful collaboration.	Has deep knowledge of conflict resolution, stress management, and team leadership.
	Knows the main rules for effective teamwork.	Is able to independently fulfil their role within the team.	Is able to perform a variety of roles within the team, including being a team leader.
	Understands the importance of interpersonal trust for collaboration.	Understands the importance of interpersonal trust for collaboration and knows how to maintain it.	Knows how to build, maintain, and rebuild interpersonal trust.
	Understands the importance of collaboration in conflict resolution.	Understands the importance of collaboration in constructive conflict resolution.	Understands the possibilities, advantages and disadvantages of collaboration and teamwork.
	Is able to communicate constructively in an ordinary, psychologically stress-free environment.	Is able to maintain constructive communication in stressful situations.	Actively supports team members and strengthens their commitment to objectives and success.
	Under the direction of others, is able to follow the rules of collaborative work and conduct tasks that involve collaboration.	Contributes to the development of collaborative work rules and proposes solutions to difficulties that impede successful collaboration.	Actively creates an environment conducive to collaboration (culture, rules, an atmosphere of trust, etc.).
	Takes responsibility for the objectives of their team.	Actively participates in the formulation of teamwork objectives and exhibits commitment to them and to the overall success of the team.	Is able to formulate teamwork objectives and maintain an appropriate working climate. Takes responsibility for the failures of their team.
	Provides information necessary for the work when requested by team members.	Shares all the information needed to achieve the objectives with team members.	Shares and encourages other team members to share all the information necessary for effective teamwork.
	Avoids conflict situations when working in a team setting.	Strives to find solutions to conflicts that are acceptable to all interested parties.	Is able to find effective solutions to problems and difficulties that interfere with working in a team setting.

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Responsibility	Understands the importance of their role in completing a task and achieving objectives.	Understands the importance of personal responsibility in completing a task and achieving a set objective.	Understands the importance of personal leadership in relation to group performance, the achievement of objectives and the implementation of changes.
	Understands the consequences of their actions for society and nature.	Understands the long-term consequences of decisions taken for society and nature. Understands how their actions relate to the objectives of the group, organisation and society.	Understands the potential consequences of not taking personal responsibility for society and nature.
	Takes responsibility for the objectives set and results of the work when encouraged by others.	Takes responsibility for their own performance and behaviour. Strives to implement the decisions taken.	Takes responsibility for the success and mistakes of the group and the organisation, within the limits of their competency. Is able to create an environment where responsibility is encouraged. Sets ambitious objectives. Is able to inspire team members to reach the highest objectives.
	Is able to identify the limits of their responsibilities.	Is able to set clear expectations for themselves and others.	Takes responsibility for their own and others' growth. Strives to expand the boundaries of their responsibilities.
	In general, they meet the set deadlines.	Actively monitors the progress and results of their activities.	Exhibits proactive planning skills.
	Strives to use resources rationally.	Is able to manage time and resources responsibly. Is able to respect the principles of confidentiality with regard to sensitive information.	Is able to find the most effective solutions for resource management.
	Recognises problems and strives to adjust their behaviour when attention is drawn.	Strives to learn from mistakes without blaming others. Strives to identify problems and actively look for solutions without waiting for instructions.	Strives to prevent mistakes, takes active steps to resolve them and helps others learn from mistakes.

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Interculturalism	Knows the concept of culture.	Knows the concepts of culture and subculture and how they affect people's behaviour.	Understands the contexts and role of culture as well as the impact of culture and other people's world-views.
	Knows the core values, beliefs, interests and behavioural norms of the culture and/or subculture they represent.	Knows the core values, beliefs, interests and behavioural norms of their own and other surrounding cultures and subcultures.	Understands the particularities of various cultures and subcultures and the historical reasons that shaped them.
	Understands the core similarities and differences between their own subculture and other subcultures in their environment.	Is able to analyse and understand various cultural contexts.	Is able to analyse and critically assess various cultural contexts.
	Is able to identify potential areas where intercultural misunderstandings may arise.	Is able to recognise and explain potential areas where intercultural misunderstandings may arise.	Is able to identify and mitigate potential areas where intercultural misunderstandings may arise.
	Is able to identify the characteristics of culture shock.	Is able to explain the causes and consequences of culture shock.	Is able to overcome culture shock.
	Is able to interact with people from other cultures and subcultures.	Knows the principles of intercultural communication. Is able to build constructive relationships, learn and work effectively with people from other cultures and subcultures.	Possesses knowledge of intercultural communication and sociolinguistics. Is able to create and maintain an appropriate environment for effective learning and working with people from other cultures and subcultures. Is able to maintain strong relationships with people from other cultures and subcultures.
	Exhibits tolerance towards people from other cultures and subcultures.	Exhibits respect and openness towards people from other cultures and subcultures.	Exhibits respect, openness and interest towards people from other cultures and subcultures.

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Problem solving	Is aware of typical problems in their field of interest.	Is aware of the main issues and challenges in their own and related fields.	Is aware not only of issues and challenges in their field but also of global issues and challenges affecting today's society.
	Knows standard techniques for analysing and solving problems.	Knows different models, methods and techniques for problem solving and decision making.	Is familiar with complex problem-solving methods. Is able to apply critical, systemic and creative thinking to overcome problems and challenges.
	Understands the importance of timely problem solving.	Strives to solve problems and challenges in a timely manner.	Seeks to prevent problems from arising.
	Is able to identify typical, non-complex problems in their professional field.	Is able to identify problems and challenges in their area of interest.	Is able to identify complex work and social problems.
	Is able to select an appropriate solution in the presence of clear problem-solving algorithms.	Is able to assess the effectiveness and risks of viable solutions and select the most appropriate alternative to deal with the problem.	Is able to develop unique algorithms for solving complex problems and criteria for evaluating solutions. Strives to find the best pathways to solve problems.
	Strives to independently solve non-complex, clearly defined problems.	Strives to independently solve problems and challenges of varying complexity. Is able to draw on the help of others to solve problems.	Strives to identify new opportunities in solving problematic situations and overcoming challenges. Is able to enlist experts in their field to solve problems.
	Strives to base their solution to problems on the information available.	Knows the sources and methods of finding information needed to solve problems. Actively seeks out information needed to solve problems.	Is able to find and integrate information and use it to generate insights necessary in the decision-making process.
	Accumulates knowledge and skills needed to solve typical problems.	Seeks to identify their own strengths and areas for improvement as a decision-maker.	Actively explores the field of problems they would like to solve in the future and actively prepares for it by building the necessary knowledge and skill base.

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Openness to change	Has a general understanding of the concept of change and its possible causes.	Knows the trends, causes, challenges and opportunities of change occurring in their field of interest.	Has knowledge of the systemic change taking place in their field of interest, its causes, challenges and opportunities. Is able to objectively assess the threats and opportunities presented by change.
	Understands the importance of change in today's world.	Understands the importance of openness to change for the success of their learning, work and career.	Understands the importance of systemic change taking place in their field of interest for the success of their learning, work and career.
	With the help of those around them, is able to define the scope of the required change and set objectives for behaviour change.	Is able to independently gather information needed for change, define the scope of the required change and set objectives for behaviour change.	Is able to formulate strategic change directions and set long-term change objectives.
	With external encouragement, strives to develop competencies required for behaviour change.	Strives to acquire new competencies required for behaviour change.	Strives to acquire competencies needed for future change.
	Is able to adapt to minor changes in the environment.	Is able to adapt to significant changes in the environment.	Is able to initiate and manage necessary change.
	Recognises the need to change.	Strives to change, be creative and innovative.	Involves others in change. Creates an environment open to different ideas and approaches.
	Adjusts their plans as circumstances change.	Exhibits openness to different ideas and perspectives.	Strives to employ a creative, systemic approach to change management. Is able to see new opportunities in change.