

National Skill Development Corporation

in partnership with the

Center for Social Emotional Learning

presents the

Social-Emotional Learning Frameworks

for Integration into Qualification Packs

Version 1.0
January 2020

The Frameworks for Social-Emotional Learning at the Workplace

- Initiative
- Achievement Motivation
- Self Direction

- Critical Thinking
- Problem Solving

- Awareness of Emotions
- Understanding of Emotions
- Management of Emotions

- Communication
- Collaboration
- Teamwork

The Social-Emotional Learning Frameworks

To continue facilitating explicit, meaningful links between training and livelihood through clear, measurable, and internationally comparable indicators; four frameworks defining the following key affective/behavioral skills have been introduced -

1. [Initiative, Self -Direction, and Lifelong Learning](#)
2. [Critical Thinking and Problem Solving](#)
3. [Awareness, Understanding, and Management of Emotions](#)
4. [Communication, Collaboration, and Teamwork](#)

Guidelines to read the frameworks

- Each framework is to be read bottom up (e.g. 1 to 6).
- Social-Emotional Learning (SEL) indicators have been mapped to suggested NSQF levels. These can be adapted according to the requirements of each sector, occupation, job role etc.
- Leading questions have been provided for each SEL indicator to understand the ask at each level.
- The knowledge and skills required to execute each SEL indicator has been specified in *Knowledge Unit* and *Skill Unit* in the framework.
- Each framework has a life situation represented through a story. This enables better comprehension of the indicators and the overall framework.

Initiative, Achievement Motivation and Self Direction

The World Bank's PRACTICE Model conceptualizes initiative and achievement motivation as follows:

- Initiative
- Achievement Motivation
- Self Direction

“Initiative can be conceptualized as the “active ingredient” that motivates individuals to operate as positive and successful actors in their own lives and in systems. Initiative hinges on personal agency and an internal locus of control, a belief that outcomes depend on one’s own actions rather than fate, chance, or others. It is linked to enterprise, taking charge, follow-through, determination, and leadership. It also facilitates effective engagement within organizational contexts.”

One example of initiative is cleaning up any incidental mess in the workplace.

“Achievement Motivation includes an orientation towards success, mastery, and sense of purpose. It has been associated with the capacity and drive to pursue difficult tasks, to work toward desired goals, and a high degree of independence. Individuals who are high in achievement motivation will demonstrate both a desire to learn and a focus on mastery as well as (or even more than) on performance goals. They view learning skills and intelligence as an effortful, incremental process that can be improved rather than an inherited trait that is relatively stable over time.”

One example of achievement motivation is proactively asking the manager questions about what it would take on one’s part to be trusted with more responsibility in the team.

Adapted from these definitions provided by the World Bank in their PRACTICE Model, and from the conceptualization of self-direction, i.e., managing goals and time, and working independently with responsibility, accountability and adaptability provided by the Partnership for 21st Century Learning, the following skills rubrics for initiative, achievement motivation and self-direction have been developed for use by SSC’s in India.

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
6	<p>Balanced Goals of the Organization</p> <p>“How might the organization bring balance between organizational goals and goals for employees’ professional development?”</p>	<p>The organization leadership has the understanding of:</p> <ul style="list-style-type: none"> - how to set up and enable effective professional learning communities (PLC) within the organization - the importance of balancing organizational goals with goals of employees’ professional development. - strategies for time, effort and resource allocation towards these two goals. 	<p>The organization leadership is able to:</p> <ul style="list-style-type: none"> - initiate and enable professional learning communities for ongoing professional development of employees. - generate short term and long term/ strategic goals for the organization’s growth as well as for the professional development of the employees - balance time, effort and resources towards both short-term and strategic long-term goals, for both organization growth and professional development of employees. 	<p>The hotel owner creates organizational short term and long term/ strategic goals for the organization’s growth as well as for the professional development of the employees.</p> <p>The hotel HR head puts in place documents and holds annual orientation sessions, along with quarterly professional learning committees (PLC) meetings, through which:</p> <ul style="list-style-type: none"> - all employees can learn norms for expected behavior, and rules and regulations for hotel employees. - managers can learn how to help employees maintain accountability and adaptability - all employees can learn about different roles and vacancies in the organization, along with the job qualifications and success criteria expected from each job role. - managers can learn how to help their employees grow and direct their employees’ growth trajectory in a way that talent is grown and retained within the organization. - remunerations, benefits and supports for employee growth are balanced with organization goals. - organization time, effort and resources are balanced towards both short-term and strategic long-term goals for employee growth. 	Organizational/ Strategic	8-10

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
5	<p>Help Employees Direct their Learning</p> <p>“How might I help my employees develop mastery/ or advance their skill level in the industry?”</p>	<p>The working professional:</p> <ul style="list-style-type: none"> - understands that skills and intelligence can be improved, and they are not inherent, relatively stable traits. - Understands the importance of setting long-term goals with success parameters for employees and has strategies to effectively and efficiently communicate them. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - Set long-term goals with success parameters for their employees’ appraisals and growth. - Provide structured mentorship, and identify growth opportunities that may be a good fit for the employees - Give feedback to employees, and provide encouragement, support and strategies for their long-term growth, based on these success parameters. 	<p>The housekeeping manager has set a two-year timeline for his housekeeping attendants to transition into the role of housekeeping manager.</p> <p>However, when one housekeeping attendant enquires about transitioning to the guest relations position, the manager is surprised. She sets aside the long-term goal she had personally considered for the employee and asks clarifying and significant questions to the attendant about what his career aspirations are.</p> <p>She then helps him chart his trajectory forward, providing him strategies with which he can pursue the inquiry for the guest relations manager.</p>		4-7
4	<p>Help Employees Remain Accountable and Adaptive</p> <p>“How might I help my employees deliver products/ services that meet success criteria?”</p>	<p>The working professional has the understanding of:</p> <ul style="list-style-type: none"> - Why it is crucial to set goals and timelines, with clearly defined success criteria. - The time (when) and context (where) in which it is best to give feedback to employees. - Effective strategies (how) for communicating feedback and support. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - Set goals and timelines, with clearly defined key performance indicators, and effectively communicate them to all relevant persons. - Give timely feedback to employees, and provide encouragement, support and strategies for meeting the success criteria of the task. 	<p>The housekeeping manager puts in place a reporting structure and sets goals and timelines for the housekeeping attendants (such as a daily schedule for them to follow).</p> <p>She defines the success criteria for each of the goals, in tangible and intangible terms. For example: bed to be made in x way, towels to be folded in y way. She communicates the success criteria, reporting structure, goals and timelines clearly, and provides timely feedback, encouragement, support and strategies to the attendants as and when required.</p>		

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
3	<p>Commitment to Learning and Self Direction</p> <p>“How might I develop mastery and/or advance my skill level in the industry?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - the importance of ongoing advancement of one’s skill level for remaining relevant in the job market. - strategies pertinent to their field (such as internet searches, asking peers and managers, enrolling for courses and certifications, etc.) that they can use to pursue an advancement in their skills. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - go beyond basic proficiency of skills and aspire to advance skill levels in the field. - demonstrate commitment towards self and demonstrate initiative to advance skill levels by exploring various pathways to expand one’s own learning. - evaluate and choose pathways to advance their skills. - set goals for themselves on the chosen pathway - demonstrate commitment by dedicating time, effort and resources towards the goals. 	<p>After one year of working in the hotel, the housekeeping attendant aspires to be given the role of a guest relations manager.</p> <p>He goes to his manager and one of the current guest relations managers in the hotel, stating that he is interested in transitioning to this job role.</p> <p>He asks them questions about what it would take for him (skills, time, effort, resources, self-advocacy) to be considered fit for the new role. He also inquires about vacancies for the position of guest relations associate in other hotels, and the job qualifications they are looking for.</p> <p>He evaluates all the information he receives, and then chooses one pathway to advance his skills set to be fit for the new role.</p> <p>He then sets goals and timelines for himself on the chosen pathway, and dedicates the required time, effort and resources towards the goals.</p>	Individual/ Behavioral	All NSQF Levels

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
2	Adaptability “How might I adapt my product/ service to meet the success criteria for the task, when the context has shifted?”	The working professional has the understanding that: <ul style="list-style-type: none"> - s/he may be required to first identify the key performance indicators for the new tasks while working with different responsibilities, contexts, employers or clients. - seeking feedback from relevant persons before or during the task, is helpful in meeting employer expectations. - feedback needs to be welcomed and dealt with in a constructive manner. 	The working professional is able to: <ul style="list-style-type: none"> - learn from available resources, and from their peers/ manager/ client. - seek feedback on processes and work outcomes from peers/ manager/ client. - incorporate feedback into one’s mental model of the task and bring it into practice. - generate willingness to learn from setbacks, and criticism, to develop expertise in one’s work, and maintain healthy working relationships. 	The housekeeping attendant moves jobs from the guest house to a hotel chain. Here, on the first day when he makes the bed the same way he has been trained earlier; he is reprimanded by his supervisor. The attendant is willing and able to take the negative feedback in a positive spirit, and proactively asks the supervisor: “How do you prefer I make the bed?” He incorporates what he learns and adapts his bed-making style to fit the expectations of the new context.		
1	Accountability “How might I be accountable to timely completion of tasks given to me?”	The working professional has the understanding of: <ul style="list-style-type: none"> - how to interpret goals and timelines set by the manager, and break them into sub-goals and tasks for self - how a delay in his/ her work influences the team productivity and morale, the quality or timely delivery of the product/ service, as well as the client’s satisfaction. 	The working professional is able to: <ul style="list-style-type: none"> - be punctual. - follow goals and timelines set by the manager. - monitor, define, prioritize, and complete tasks without direct oversight, and fulfill on the success criteria defined. - utilize time and manage workload efficiently. 	A housekeeping attendant in charge of manual cleaning of rooms in a guest house understands his schedule for the day. One part of his daily schedule is to ensure 4 used rooms are cleaned between 12 noon - 2pm. The attendant is able to break down this goal into sub-tasks, ensuring he prioritizes the tasks in a way that time and workload are managed efficiently (such as completing the work in rooms in the sequence that they are being vacated by the guests). He is able to complete his work without delay and is able to meet the success criteria of a cleaned room.		

Critical Thinking and Problem Solving

- Critical Thinking
- Problem Solving

The World Bank's PRACTICE Model conceptualizes problem solving in social situations as:

"Problem Solving includes a range of discrete skills related to how individuals solve social problems. These include attention to relevant cues, interpretation of cues and emotional reactions, goal setting and planning, access to behavioral responses from memory, evaluation of responses, decision making, behavioral enactment, and reflection (Crick & Dodge, 1994)."

The Partnership for 21st Century Learning states:

"In our present-day, technology and media-driven environment, there exists: (1) access to an abundance of information, (2) rapid changes in technology tools, and (3) the ability to collaborate and make individual contributions on an unprecedented scale.

Effective citizens and workers of the 21st century must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology.

Skills such as reasoning and the ability to solve different kinds of non-familiar problems in both conventional and innovative ways become increasingly crucial to navigate complex problems and work environments."

Adapted from these definitions provided by the World Bank in their PRACTICE Model, and from the conceptualizations for critical thinking and problem solving provided by the Partnership for 21st Century Learning, the following skills rubrics for critical thinking and problem solving have been developed for use by SSC's in India.

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
8	<p>Setting a Culture that Promotes Critical Thinking and Problem Solving</p> <p>“How might the organization encourage critical thinking and problem solving?”</p>	<p>The organization leadership has the understanding of:</p> <ul style="list-style-type: none"> - how building problem solving skills enhance the likelihood of an organization meeting its short term and long-term goals. 	<p>The organization leadership is able to set the culture, policies, practices, norms and resources to ensure that employees are encouraged to:</p> <ul style="list-style-type: none"> - follow the steps of problem solving (given in SEL indicators 1-6). - pursue professional development, so that they may continue developing their critical thinking and problem-solving skills. 	<p>The salon owner provides acknowledgment for the problem-solving process followed by the assistant beauty therapist, and the ethical decision made by the senior beauty therapist. Further, she decides to ask all employees to ongoingly bring in articles from news and other sources, on learnings and developments in the beauty industry to keep their products and services updated.</p>	Organizational/ Strategic	8-10
7	<p>Creating a Knowledge Base for the Organization</p> <p>“How might the organization build its knowledge base about problems and their solutions?”</p>	<p>The organization leadership has the knowledge of:</p> <ul style="list-style-type: none"> - How to conduct insightful reflections, and create documents recording the learnings and insights for future benefit. 	<p>The organization leadership is able to:</p> <ul style="list-style-type: none"> - illustrate how a deeper understanding of subject matter can enhance problem-solving and critical thinking - access, integrate, and evaluate prior knowledge, and create new knowledge based on past failures and successes - use reflection practices, documentation, digital and non-digital communication channels, and social networks to create new knowledge 	<p>From this experience, the salon owner decides to hold a conversation at the end of the day with the staff on the importance of checking the expiry date of products before using them. She also decides to introduce a new practice in the salon: a document containing a weekly tally of whether the weekly check on product expiry dates is completed or not, to be signed by the senior beauty therapist.</p>		

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
6	<p>Evaluating Divergent Points of View and Decision Making</p> <p>“How might I make a sound decision in the face of diverging points of view and arguments about the problem and plausible solutions proposed?”</p>	<p>The working professional has the understanding of:</p> <ul style="list-style-type: none"> - how to effectively analyze and evaluate alternate points of view and draw conclusions. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - examine and evaluate how individuals interpret and make sense of the problem differently - effectively analyze and evaluate evidence, beliefs, arguments, claims and alternate points of view - synthesize and make connections between information and arguments - use reasoning and analysis to draw conclusions - make decisions and take responsibility for its impact. 	<p>The senior beauty therapist sees that:</p> <ul style="list-style-type: none"> - The client wants a complete refund and wants to write a bad review. - The employee wants to deny the mistake was hers, to save face. <p>The senior beauty therapist is able to examine how different individuals are responding to the problem differently, based on their personal biases. She analyzes the two points of view, and based on her reasoning ability, arrives at the decision of telling the truth to the client, apologizing for the mistake, and offering a refund along with a suggestion for medical treatment of the rash.</p>	Managerial / Supervisory	4-7
5	<p>Systems Thinking in Problem Solving</p> <p>“How is the problem influencing the connected systems and stakeholders?”</p> <p>“How might the solutions proposed influence the connected systems and stakeholders?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - system dynamics such as knowing what the purpose of the system is, and what the conditions and constraints within the system are - structural, operational, or mental models to situate a problem within a system - the relationship between a system, its subsystems and stakeholders. - this link for more on systems thinking. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - use systems thinking to situate the problem in a system - analyze how parts of a whole interact with each other in complex systems. - use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. 	<p>The senior beauty therapist is able to see the current problem situated in the system. She is able to see the impact on the client and anticipate her reaction, and its possible influence on online reviews of the salon. She is able to see the lacuna of supervision over assistant beauty therapists due to which the weekly checks on product expiry dates have been neglected.</p> <p>She is able to evaluate the different proposed solutions the assistant beauty therapist has come up with, on parameters of their influence on connected systems and stakeholders (future business from this client, employee morale, changes in brand value if the mistake is publicized, etc.).</p>		

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
4	<p>Regulating access and use of information, media and technology</p> <p>“How might I ensure compliance to ethical and legal standards for access and use of information, media and IT?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - how to read, interpret and implement ethical and legal issues surrounding the access and use of: <ul style="list-style-type: none"> ▪ information ▪ media ▪ information technology 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - apply understanding of the ethical/ legal issues surrounding the access and use of: <ul style="list-style-type: none"> ▪ information ▪ media ▪ information technology - ensure that all team members are adhering to compliance norms with regard to the above. 	<p>The senior beauty therapist learns of the incident and being aware of the ethics of using expired products on clients, she realizes that there has been a mistake on the salon’s part. The norms of checking expiry dates on a weekly basis and throwing out expired products was not followed.</p>		
3	<p>Brainstorming, Evaluating and Communicating different possible solutions</p> <p>“How might I generate plausible solutions to the problem?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - how to engage in divergent thinking to generate different possible solutions - how to conduct basic evaluation of possible solutions and arrive at a plausibility measure of each solution. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - brainstorm and generate different possible solutions through divergent thinking - conduct basic evaluation of pros and cons of each possible solution, and arrive at plausibility of each solution - communicate effectively their understanding of the problem, and the plausible solutions they have generated 	<p>The assistant beauty therapist generates a few different solutions, such as inform the senior beauty therapist, clean the client’s face and pretend nothing happened, apply medical ointments to treat the rash, etc. She evaluates the various options by conducting a basic pros and cons analysis. The pros of informing the senior beauty therapist in this situation outweigh the cons of being reprimanded for her mistake. She decides to inform the senior beauty therapist as her next step.</p>	Individual/ Behavioral	All NSQF levels

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
2	<p>Formulating and Testing a Hypothesis about the Cause of the Problem</p> <p>“How might I make an intelligent estimate of the cause of the problem, and test its validity?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - how to formulate a hypothesis about the cause of a problem - how to test a hypothesis about the cause of the problem. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - formulate a hypothesis about the problem to diagnose its root cause. - test the hypothesis (through research, gleaning insights from precedents, seeking expert advice, or putting the hypothesis to a practical test). 	<p>Keeping the relevant information in mind, the assistant beauty therapist generates the hypothesis that the rash is caused due to the use of an expired facial product.</p> <p>She arrives at this hypothesis from the information she curated, and gleaning insights from precedents of using this product earlier.</p>		

Standards NSDC 2020

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
1	<p>Gaining Information about the Problem, and Critically Thinking about the Information Received</p> <p>“How might I comprehensively understand, and accurately analyze the problem?”</p>	<p>The working professional has the knowledge:</p> <ul style="list-style-type: none"> - that a situation needs to be diagnosed from various angles and points of view, so that the focus can be narrowed in on the problem and not just its symptoms. - of 2-3 strategies to access information about the problem from various sources effectively and efficiently. - strategies to evaluate information about the problem critically (for example: be able to differentiate between fact and opinion) 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - identify and ask significant questions to clarify the various points of view on the problem to better understand the problem. - identify and ask significant questions to clarify the outcome expected. - access information about the problem efficiently (time), effectively (sources) and comprehensively (from a wide variety of sources). - curate information from various sources based on pertinence to the problem and evaluate the collected information critically. - use information accurately for the issue or problem at hand. 	<p>An assistant beauty therapist is giving a client a facial, midway through which she notices a red rash developing on the client’s face & wants to stop the spread.</p> <p>She stops and asks the client clarifying questions about anything she’s allergic to, and whether she has this product has caused a rash before. She checks the expiry date of the products used and also collects information about the timings of the client’s last meal, checks the room temperature.</p> <p>She asks the opinions of other assistants on their preferences for color of facial products. Then, she evaluates all the collected information pertinent to rash. She dismisses some as irrelevant (such as others’ opinions on their preference of product colors).</p> <p>She curates relevant information (such as the client having no prior experience of a rash with this product, and the expiry date of the product used). She then uses these to make an intelligent estimate about the cause of the problem.</p>		

Awareness, Understanding and Management of Emotions

An awareness, understanding and management of one’s emotions is closely related to one’s beliefs and feelings about themselves (confidence), one’s ability to bounce back from failure (resilience) and deal constructively with stressors. The World Bank’s PRACTICE Model conceptualizes confidence and resilience as:

- Awareness of Emotions
- Understanding of Emotions
- Management of Emotions

“Confidence includes beliefs and feelings about one’s abilities generally and in specific contexts. These beliefs have been referred to as self-efficacy. Confidence also includes a realistic self-concept and positive feelings towards the self, often labeled self-esteem or self- confidence. In adolescence, it is an important component of identity development based on a positive sense of self and one’s direction and future in the world.”

“Resilience has been defined as the ability to “bounce back” from adversity and thrive in the context of risk. Resilience refers to a pattern over time that is characterized by good eventual adaptation despite risk, stressors, or adversity. It also is defined by the ability to appropriately and realistically connect future goals and opportunities to one’s own abilities, and to adapt as needed to situational constraints. Resilient individuals cope well with stressors and do not get derailed by stressful events but persist and remain optimistic. Although there are individual differences in stress tolerance, resilience generally is a learned process that is facilitated through positive and supportive interactions with the environment.”

In both these definitions, it is of particular importance to note that beliefs and feelings about oneself, one’s capabilities to deal with risk, stressors, adversity or failure, and one’s self esteem closely relate to the conceptualization of emotional intelligence by Mayer, Salovey and Caruso (2000), as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others.

Adapted from these definitions provided by the World Bank in their PRACTICE Model, and from the definitions provided by Mayer, Salovey and Caruso in their Emotional Intelligence Theory, the following skills rubrics for awareness, understanding and management of emotion have been developed for use by SSC’s in India.

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Example of Relevance	Level of Influence	Suggested NSQF Levels
6	<p>Setting an emotionally intelligent organizational culture</p> <p>“How might an organization create an emotionally intelligent organizational culture?”</p>	<p>The organization leadership understands:</p> <ul style="list-style-type: none"> - the needs of employees at different levels in the organization, and how needs are linked with emotions. - that it is crucial to serve employee needs - how political relationships within the organization influence employee motivations, team relationships, and ultimately the organization’s productivity. 	<p>The organization leadership is able to:</p> <ul style="list-style-type: none"> - perceive emotional content in the environment and in team dynamics. - stay open to pleasant and unpleasant feelings of all its employees. - create willingness to adapt its culture, practices and policies as per arising needs. 	<p>The working professional (e.g.- the owner of a mechanic shop) notices that the manager is giving promotions/ raises based on personal affinity with certain employees, and not based on employee performance.</p> <p>The owner perceives emotional content in the environment and in team dynamics. She understands service orientation: meeting employee needs for employees at different levels in the organization.</p> <p>She puts in place processes through which employees at each level (even the lowest levels) are able to communicate and share their needs and experiences, without fear of punishment from middle management.</p>	Organizational/ Strategic	8-10
5	<p>Managing my response to others’ heightened emotions:</p> <p>“As a manager, how can I respond to my employees’ heightened emotions?”</p>	<p>The working professional understands:</p> <ul style="list-style-type: none"> - that emotional responses are transient and not permanent - that validating a heightened emotional response of the other person is the first step to reducing the intensity of the emotion experienced. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - validate the emotional responses of other people, without giving in to the urge to defend oneself or react. - use emotion management strategies to maintain their own sense of calm/ equilibrium. - ask clarifying questions regarding the underlying needs (unfulfilled) of the people involved. 	<p>The working professional (a manager, in this case) has to give a promotion to one person in the team. She knows that each team member is hopeful of getting the promotion, but she can give the promotion only to one person.</p> <p>When one of the team members reacts with a resignation letter, the manager is able to remember that emotional responses are transient. The manager doesn’t hold the employee wrong for having a heightened negative emotional response. She asks clarifying questions to the employee. The manager responds by validating the employee’s experience, and when the employee’s emotional intensity has reduced, explains the situation.</p>	Managerial / Supervisory	5-7

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Example of Relevance	Level of Influence	Suggested NSQF Levels
4	<p>Perceiving and Understanding Others' Emotions:</p> <p>“How are my employees feeling, and why are they feeling this way?”</p>	<p>The working professional has the knowledge:</p> <ul style="list-style-type: none"> - that employees will often have emotional reactions different from what they'd anticipate. - of understanding vocal cues such as tonality, non-verbal cues such as facial expressions and body language, and other behavior. - that all emotional responses are valid, although some may be inappropriate to the setting and context. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - appraise the situations that are likely to elicit emotions. - over time, anticipate for the future how a person might feel under certain conditions (affective forecasting). 	<p>The working professional (a manager, in this case) has to give a promotion to one person in the team. She knows that each team member is hopeful of getting the promotion, but she can give the promotion only to one person. The manager is able to anticipate that this situation may elicit distressing emotions (and maybe disappointment, even jealousy, or anger) in the other team members. The manager is able to perceive emotions through non-verbal and verbal cues. She is able to anticipate in advance how certain members of her team may feel/ respond to the situation.</p>		
3	<p>Managing one's Emotions:</p> <p>“How might I express my emotions in ways appropriate to the work setting?”</p>	<p>The working professional has the knowledge:</p> <ul style="list-style-type: none"> - of at least 3 strategies (such as those specified here or here) to maintain, enhance or reduce the intensity of a heightened emotional response, based on the need of the situation. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - evaluate strategies to maintain, enhance or reduce the intensity of a heightened emotional response. - apply the strategies to effectively manage one's own emotions to achieve the desired outcome, based on the need of the situation. 	<p>An employee does not receive a promotion he expected and hears that his colleague got the promotion instead. He is feeling disappointed and distressed, has an increased heart rate, and is having thoughts of worthlessness. He has identified that his needs for acknowledgment and growth are not fulfilled. He is able to remember the strategy of distancing oneself from the situation for some time before responding, and gives himself half a day, before framing his response to the news.</p>	Individual/ Behavioral	All NSQF Levels – lower levels as well as higher levels

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Example of Relevance	Level of Influence	Suggested NSQF Levels
2	<p>Understanding cause of one's Emotions:</p> <p>“Why am I feeling this way?”</p>	<p>The working professional has the understanding:</p> <ul style="list-style-type: none"> - that emotions arise out of needs (fulfilled or unfulfilled), <u>such as</u> money, rest, safety from harassment, job security, acknowledgment, sense of accomplishment, etc. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - identify for themselves the antecedents/ triggers (fulfilled or unfulfilled needs) that lead to associated emotions. - articulate their thoughts about the situation, the experienced feeling, and the underlying need. 	<p>An employee does not receive a promotion he expected and hears that his colleague got the promotion instead. He is feeling unworthy about himself.</p> <p>Instead of wrongly attributing the feeling of worthlessness to distorted beliefs about oneself, such as “I’ll never be good enough, I should just quit”, he is able to articulate his current thoughts about the situation (“They must not value me here”), and the experienced feeling (worthlessness), and he’s able to identify the exact unfulfilled need (need for acknowledgment and growth).</p> <p>Identifying the underlying need will help him ask for what he needs in a productive way.</p>		
1	<p>Perceiving and Naming one's Emotions:</p> <p>“What emotion am I experiencing right now?”</p>	<p>The working professional has the knowledge:</p> <ul style="list-style-type: none"> - of emotion literacy - that emotions are accompanied by a physical state, thought, and feeling. 	<p>The working professional is able to label emotions, and identify emotions in their own physical states, thoughts and feelings, such as:</p> <ul style="list-style-type: none"> • Physical State: restless, increased heart rate. • Thought: “Why didn’t I get the promotion?” • Feeling: disappointed/ distressed 	<p>An employee does not receive a promotion he expected and hears that his colleague got the promotion instead.</p> <p>Instead of reacting (jeopardizing his colleague’s career/ yelling at subordinates/ quitting the company/ being in a foul mood for extended periods of time/ etc.), he is able to authentically tune into his thoughts, feelings and physical state. He is able to label and self-validate whatever emotions arise.</p>		

Communication, Collaboration and Teamwork

The World Bank's PRACTICE Model conceptualizes teamwork as:

“Teamwork refers broadly to a set of skills involved in getting along with others, understanding their feelings and points of view, communicating effectively, being helpful and agreeable, and not engaging in aggressive or bullying behaviors. In the social-emotional domain it has been defined more regularly as “relationship skills” that enable individuals to get along with and work effectively with others, including people from diverse cultures.”

- Communication
- Collaboration
- Teamwork

The Partnership for 21st Century Learning conceptualizes communication as the ability to effectively articulate and listen and use communication in a variety of forms and for a variety of purposes. Collaboration is conceptualized as the ability to work effectively and respectfully in diverse teams, and assuming shared responsibility for collaborative work.

Adapted from these definitions provided by the World Bank in their PRACTICE Model, and from the definitions provided by the Partnership for 21st Century Learning, the following skills rubrics for teamwork, communication, and collaboration have been developed for use by SSC's in India:

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
7	<p>Setting a Culture for Communication and Teamwork</p> <p>“How might the organization set a culture for effective communication, collaboration and teamwork?”</p>	<p>The organization leadership has the knowledge of:</p> <ul style="list-style-type: none"> - how to set in place structures, policies, practices and norms that are effective in curbing inappropriate workplace communication, and violent speech or actions. - how to set in place structures, policies, practices and norms that are effective in building a culture of non-violence, trust and growth. 	<p>The leadership is able to set the culture, policies, practices and norms to ensure that:</p> <ul style="list-style-type: none"> - communication in the organization is appropriate to the workplace context in content, form, values and intent. - communication is effective in environments that are diverse linguistically, culturally, and in level of skill - disagreements and conflicts within the organization or outside, are handled non-violently. - teams focus on strengths of each individual and help them grow over time. 	<p>As the contractor recruits more weavers and grows his practice, he sets in place some norms, rules and rewards for employees to:</p> <ul style="list-style-type: none"> - Proactively communicate with each other and him prevent any delays in delivery of product - Support each other in times of stress or struggle - Resolve conflict non-violently <p>Further, he creates a structure for ensuring that payments, appreciation and feedback are given to weavers in a timely fashion.</p>	Organizational/ Strategic	8-10
6	<p>Managing Differences in Teams</p> <p>“How might I reach workable solutions, when there are differences in my team?”</p>	<p>The organization leadership has the knowledge of:</p> <ul style="list-style-type: none"> - how diversity in beliefs and points of view may arise from differences in culture and skill levels - how to understand, negotiate and balance these diverse beliefs and points of view. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - understand, negotiate, and balance diverse views and beliefs in the team to reach workable solutions, particularly in multi-cultural or multi-skilled environments. 	<p>After three months of observing his team of five weavers working at 90% efficiency, a productivity level he is satisfied with, the contractor notices that in the 4th month it has declined to 50%. When this continues in the 5th month, he brings up this issue with them, and realizes that the weavers’ schedules are once again misaligned, and that as a team they are unable to resolve it. In fact, they are becoming aggressive with each other. He holds a team meeting and seeks to understand their points of view. He negotiates the various points of view and arrives at a workable solution for the team.</p>	Managerial/ Supervisory	4-7

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
5	<p>Communication based on different needs and intents (needs such as: to inform, to give Instructions, to give feedback, to motivate, to persuade, etc.)</p> <p>“How might I be effective in using communication strategies for different purposes?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - various strategies for communication, and insights into when to use which strategy for different purposes (for example – email instead of phone call for documenting long task lists). - how feedback coming from his/ her position as manager may be perceived by employees - strategies to effectively give feedback. 	<p>The working professional will be able to:</p> <ul style="list-style-type: none"> - use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). - evaluate the effectiveness of different media and technologies based on their impact for different purposes - make effective and efficient choices for type of communication based on the evaluation of diverse media and technologies. - provide acknowledgment, express appreciation and give feedback in positive and constructive ways in order to enhance the employees’ growth, and improve processes and outcomes of work. 	<p>After a successful one month with his team of 5 weavers, the contractor extends the contract with each of them for another 6 months.</p> <p>He acknowledges them for their high level of productivity and gives the team feedback on their product.</p> <p>He also notices how:</p> <ul style="list-style-type: none"> - providing vocal encouragement helps them feel re-energized for the job, - giving constructive feedback to them on phone is not as effective as giving feedback in person. 		
4	<p>Making Amends after a Transgression</p> <p>“How might I make amends after a transgression?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - the 5 steps comprising a complete apology 	<p>When mistakes or transgressions have been made, the working professional is able to:</p> <ul style="list-style-type: none"> - express remorse, - acknowledge and accept their role in the situation, - take responsibility for the impact caused, - ask what needs to be done to make it right and deliver on it - promise to never repeat the transgression again, in forms such as, but not limited to, a written apology. 	<p>On the day of making final touches to the carpet, Manoj gets late and misses the bus from his village to the worksite.</p> <p>He finally arrives at the worksite 3 hours later. The other weavers arrived on time and started the work but Manoj’s absence caused them to lag behind the schedule. Manoj apologizes for being late while explaining the situation. In order to make up for the lost time he decides to stay back after work.</p>	Individual/ Behavioral	All NSQF Levels

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
3	<p>Working Responsibly and Respectfully with Differences in a Team</p> <p>“How might I work in a team with people whose ideas, values and backgrounds might be different from mine?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - strategies (such as being non-judgmental, asking clarifying questions, etc.) to stay open-minded to different ideas and values in a team. - strategies to express acknowledgment for the contributions made by each team member. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - demonstrate the ability to work effectively and respectfully with diverse teams. - respond open-mindedly to different ideas and values. - exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. - express acknowledgment for the contributions made by each team member. 	<p>Four days into the job, Manoj finds that another weaver on the job is mobilizing the team to start and finish work one hour earlier than their current schedule, each day.</p> <p>Manoj himself has the constraint of coming from a village farther away from the worksite, due to which he cannot travel to the worksite in the morning earlier than the current schedule. He shares his apprehension with the team, and with an open mind listens to the point of view and reasoning of the other weavers. He exercises flexibility and willingness and motivates his team members to arrive at a compromise of starting half hour earlier.</p>		
2	<p>Collaborating in a Team</p> <p>“How might I collaborate well in a team?”</p>	<p>the working professional has the knowledge of:</p> <ul style="list-style-type: none"> - the importance of clarifying and negotiating one’s task lists when the manager is delegating tasks to the team - the importance of timely completing the task lists one has agreed to deliver on. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - clarify and negotiate one’s responsibilities. - manage one’s workload in a timely way. - be mindful of other people’s time and strives to avoid any kinds of delays. - use the prescribed project management strategies (such as daily reporting, etc.) to help uphold the team’s timelines. 	<p>Manoj clarifies from the contractor, about his specific responsibilities on weaving the two carpets. He clarifies his exact task lists, and the timelines for delivery. He respectfully negotiates any changes he needs in the task lists and timelines, before committing to them.</p> <p>Once a clear and transparent agreement is reached, he gets to work. He mindfully manages his</p>		

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
		<ul style="list-style-type: none"> - self-management strategies to manage their own time - the importance of being mindful of other’s time. 	<ul style="list-style-type: none"> - assume shared responsibility for collaborative work - take initiative when required, and step back to provide space for others to lead, when required. 	<p>workload and time and ensures there are no delays on his end. He follows the reporting structure laid out by the contractor. He takes initiative to report any incidental delays or mishaps on the way.</p>		
1	<p>Articulation, Expression and Listening</p> <p>“How might I express and listen effectively?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - speaking, listening and writing skills in the language required at the job role. - How to decipher meaning, including knowledge, values, attitudes and intentions in communication. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. - listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions. 	<p>A carpet weaver, Manoj, is contracted (along with 4 other weavers) by a contractor, for making hand-knotted carpets.</p> <p>The contractor hands him designs for 2 large carpets that he must weave this month. The weaver is able to read the design document provided by the contractor, decipher the design, the type of yarn to be used, and how to set the warp in the loom as per the design requirements.</p> <p>He also understands that he is expected to work collaboratively and without conflict, with 4 other weavers on these two carpets.</p>		



Transforming the skill landscape

301, 3rd Floor, West Wing, World Mark 1, Asset 11, Aerocity, New Delhi – 110037

Tel: +91-11-47451600-10 | Fax: +91-11-46560417

Website: www.nsdcindia.org

January 2020

About National Skill Development Corporation (NSDC): National Skill Development Corporation, working under the aegis of Ministry of Skill Development & Entrepreneurship, is a unique public-private-partnership which aims to catalyze creation of quality vocational training ecosystem in India. The organisation provides funding to build scalable and profitable vocational training initiatives. Its mandate is also to enable support system which focuses on quality assurance, information systems and train-the-trainer academies either directly or through partnerships. Since establishment in 2009, NSDC has trained more than 2 crore people through its partnership with 600+ training partners, wide a robust network of 11,000+ training centers spread over 600 districts across the country. NSDC has institutionalized 37 Sector Skill Councils and is also implementing Government's flagship skill development schemes such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK), National Apprenticeship Promotion Scheme (NAPS), among others.

CONTACT US

NSDC's Skills Intelligence Platform at skillsip@nsdcindia.org

