FGV DIREITO SP
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SHAPING THE LAW PRACTICE OF THE PRESENT AND FUTURE:

skills and perspectives of legal professional activitie

Legal professions, competencies, and skills: first conceptual approaches

How does the current training of legal professionals enable them to deal with the context of innovation and insertion of technology in legal services provided in law firms and legal departments? In this first effort, we sought to systematize, in a non-exhaustive way, competencies and skills that emerge from recent transformations in the field of legal professions, mainly associated with innovation processes in the legal context.

LEGAL PROFESSIONS, COMPETENCIES, AND SKILLS: FIRST CONCEPTUAL APPROACHES

In this document, we present a brief systematization of the preliminary results of the research **"Shaping the law practice of the present and future[1]: skills and perspectives of legal professional activities".** In this first effort, we presented, in a non-exhaustive way, competencies and skills that emerge from recent transformations in the field of legal professions, mainly associated with innovation processes in the legal context. The main objective is to create a common understanding of concepts, processes, and associated competencies and skills that can make up the trajectory and profile of legal professionals.

INTRODUCTION

In recent years, significant transformations have occurred in the different professions and organizations in the legal field concerning their activities and routines, both due to strategic decisions and to several pressures (internally and externally) for changes in an increasingly global and digital context.

The literature on the subject indicates different factors that have resulted in rapid and, in many cases, profound changes in the legal field. While Richard Susskind (2010) and Michelle De Stefano (2018) highlight, for example, client pressure for productivity and efficiency gains, Benjamin H. Barton (2015) and Joanna Goodman (2016) explore the role of the adoption of new technologies as tools and opportunities for work, as well as in building legal solutions (FEFERBAUM et al, 2018, p. 12, Quantitative Report Quantitative Report; CAMELO et al, 2020, pp. 47-48).

In Brazil, a study conducted by CEPI (2018), with the participation of 403 law firms of different sizes and regions in the country, pointed out the following local trends: (i) a process of automation of tasks performed by professionals in the initial career levels (internship, junior law practice, etc.) and in functions that support the activity (paralegal and administrative activities); (ii) the adoption of technological solutions, especially in the context of mass litigation, in which there is a large volume of cases, repeated theses and low financial return per demand; (iii) the hiring of professionals from other areas (engineers, computer scientists, data analysts, etc.) and demand for hybrid professionals (i.e., with training complementary to law); and (iii) technological integration, through initiatives to approach startups in the sector (FEFERBAUM et al, 2018, Quantitative Report).

This scenario of transformations has led to discussions about legal education and the development of professional skills, aiming to meet the new functions (see the emergence of innovation leaders and legal engineers), the requirement of mastering the technology that now supports the professional's daily routine, as well as the improvement of skills that were already demanded, but which have gained new contours and importance in the daily life of organizations (e.g., teamwork skills, management skills, etc.) (FEFERBAUM et al, 2018, p. 33, Quantitative Report).

Starting from this context, along with social demands for diversity, equality, and access to justice, it is also important to consider the impacts of the Covid-19 pandemic.[1]

The consequent adoption of the total or partial remote work regime by public offices and law firms and departments has given new dimensions and characteristics to this transformation process, with significant repercussions in the different areas of legal practice.

Given this reality and the opportunity to contribute to the deepening of an issue that has been little explored, especially in the Brazilian context, this report makes the first effort to map the key skills related to this situation.

This product is part of a series of publications that will be developed within the scope of the research project "Shaping the law practice of the present and future: skills and perspectives of legal professional activities" by CEPI FGV Direito SP. The research addresses the question: *How does the current training of legal professionals enable them to deal with the context of innovation and insertion of technology in legal services provided in law firms and legal departments?* Among its objectives, we highlight discussions on (i) skills and competencies required of legal professionals in this context; (ii) new areas and opportunities for legal practice; and (iii) the role and challenges of legal education.

[1] According to data from IPEA (2021), about 11% of Brazilian workers exercised their work activity remotely during the pandemic, being 14.5% in the service sector and 36.1% in the public sector (in the Federal, State, and Municipal spheres), sectors where most of the professionals who perform legal functions work.

METHODOLOGICAL NOTES

In this paper, we present the first results of the bibliographical research that aimed to map the main discussions that emerge at the interface between Law, Innovation, and Legal Education.[2] In this first systematization effort, 5 reports[3]mapped throughout the bibliographical research and that were analyzed for thematic pertinence given the research scope were selected and analyzed.

The reports analyzed were selected so that, at this first stage, it was possible to identify the legal market's perceptions of the skills needed for the law practice of the future. The analysis of thematic pertinence to reach the 5 reports was done considering those that were more focused on skills and those specific to the legal area.

These were coded and analyzed with the help of Atlas.ti software. The coding was done based on the information the texts brought about skills and competencies, without the use of a previous codebook to avoid prejudices about the theme.[4]

PARTIAL RESULTS

The coding of the reports evidenced a double concern about what we call the "law practice of the future", that is, that law practice that can adapt to and keep up with the scenario of transformations described above and experienced by legal organizations of different types, sizes, and locations.

The first concern that draws attention is linked to the skills and competencies that are or will be necessary for lawyers to remain inserted in the labor market and stand out. Concerning junior lawyers, for example, according to BCG/Bucerius research, 30-50% of their tasks will be able to be performed by technological innovations. Even if the adoption of these technologies is small today, they will soon be implemented on a larger scale, so you have to think about what new skills will be required for junior lawyers in order to perform tasks that cannot be outsourced by computers. (THE LAW SOCIETY, 2018, p.3).

A second concern is linked to the transformations and adaptations law firms and legal departments will need, such as the need for the law firm to collaborate with other areas

[2] The searches were carried out in academic databases (Scopus, HeinOnline, and Web of Science); in websites of consulting companies (EY, PwC, Deloitte, KPMG, McKinsey, and Accenture); in international forum websites (World Economic Forum and OECD), as well as in databases of international institutions related to Law, such as: The Law Society, Global League Law School, IE (Madrid), IBA, Thomson Reuters.com, Law.com, Stanford Law School, Harvard Law School Center on the Legal Profession, among others. Among the keywords considered, we highlight law practice 4.0; law 4.0; lawyer 4.0; legal innovation and skills or competences; law practice and skills or competences; legal teaching or legal education, and technology and skills or competencies in Portuguese, English, and Spanish.

[3] The other pertinent results obtained in the literature search will be analyzed later.

(such as information technology) in order to innovate in the legal area.

In this paper, we addressed the first concern presented: what are the skills and competencies necessary for the lawyers of the future?

In the 5 reports analyzed, 45 types of skills mentioned as necessary for these professionals were identified and presented in the picture below.

This paper aims to inaugurate a debate about what these skills are, what their characteristics are, and how they relate to the legal context; it is important to point out that they are presented from a non-exhaustive mapping and the organization of the data does not assume a hierarchy of relevance.

Chart 1 – Skills, competencies, and knowledge – concepts according to ESCO

Skills	**Competencies**	**Knowledge**
Skill "means the ability to apply knowledge and use know-how to complete tasks and solve problems" (ESCO, 2022a). This conception is in line with the European Qualification Framework (EQF).	The term competency is broader and refers to a person's ability to use and apply knowledge and skills in work or study situations and professional and personal development (ESCO, 2022b). This conception is also in line with the EQF.	Also in harmony with EQF, knowledge is the result of assimilating information through learning. It is the body of facts, principles, theories, and practices that is related to a field of work or study.

Source: ESCO - European Skills, Competencies, Qualifications and Occupations (ESCO), (2022a; 2022b; 2022d)

***Chart** 2: Highlighted mapped skills (alphabetical order)*

Adaptability	Interpretation	Digital literacy
Advocacy	Diversity	Leadership
Agility	Empathy	*Life-long learning*
Data analysis	Entrepreneurship	New Media literacy
Presentation	Writing	Mediation
Clarity	Listening	Negotiation
Collaboration	Flexibility	Customer orientation
Communication	Cognitive management	Strategic thinking
Business knowledge	Project management	Proactivity
Accounting and finance	Initiative	Resilience
Creativities	Emotional intelligence	Problem-solving
Cross cultural competency	Interdisciplinarity	Technology
Curiosity	Internationalization	Teamwork

Source: Elaborated by the authors (Images by Canva)

It can be seen that the skill set presented involves many social-emotional, or soft skills, such as adaptability, empathy, and proactivity. These skills are seen as essential for adapting to changes in the law practice. The focus on soft skills challenges us to think about whether and how such skills can be developed in law courses.

Besides soft skills, it is also worth mentioning the need to develop skills in areas other than Law, such as accounting and finance skills, and technology skills, highlighting another value mentioned as important to follow the transformations, which is interdisciplinarity and interdisciplinary skills.

On the other hand, there is no mention of technical legal knowledge or new areas of Law, as was assumed in the preliminary hypothesis, such as the topic of "personal data protection.

Some of the skills identified relate to each other, such as communication and teamwork/collaboration, adaptability/flexibility, and practicality/adaptability. This relationship indicates that the skills are complementary and need to be developed together.

However, it is important to point out that the lack of definitions of these skills (in conceptual and practical terms) leads us to a series of questions and to identify a need to deepen the understanding of what these skills are, what characteristics they encompass, what processes increase the potential for their emergence, and what paths are possible in order to develop them.

Chart 3 – *Soft and hard skills - concepts*

Hard skills	**Soft skills**
According to UNESCO, hard skills are skills typically related to professional knowledge, work, procedures, or technical skills required for an occupation (2022a). These are more easily measurable and observable skills. An example of a hard skill is mastering software, such as Excel.	According to UNESCO, soft skills are abilities related to personal qualities, traits, attributes, habits, and intangible attitudes that can be used in different types of work (2022b). They are also recognized as transferable skills, that is, skills that accompany professionals in different activities they may develop. An example of soft skill is empathy.

Source: UNESCO, 2022

DEBATE – WINDOWS OF OPPORTUNITY

The bibliographical research conducted so far has enabled us to identify a variety of topics related to the skills of the law practice of the future, such as the transformations in the dynamics of law firms and legal departments, the expansion of diversity in legal spaces, and discussions about the automation of legal activities, among other topics that deserve to be studied more deeply.

This first incursion into the field of studies also highlighted a conceptual challenge. It was possible to notice the lack of definitions and explanations about each type of skill mapped. It is possible to raise some hypotheses for this conceptual difficulty: some skills may present different meanings depending on the context in which they are used; terms are taken as if they were consensual, for example. For this reason, at this first moment, the glossary of skills of the ESCO was used so that, with further bibliographical research, it will be possible to compare existing definitions and identify those most relevant to the law practice.

- Transformations in the law practice involve changes in law firms and legal departments (institutional changes) and also changes in the training, practice, and qualifications of lawyers (personal changes): how do these changes come together and move apart? How do they permeate the different areas of Law?
- Is it possible to associate certain skills with certain professions or specific areas of Law? Are there typical law practice skills? Are there soft skills more relevant to the law practice than others, or are they important as a whole? Are they more connected to specific professions or positions?

We noticed a great focus on soft skills. From this perception, questions arise about how to develop them. Is it the role of institutions to participate in the development of these skills? How can you develop a curriculum that encompasses both soft and hard skills in order to prepare your students for this dynamic market? Is the labor market a space to develop these skills?

These and other issues will be addressed in upcoming publications and project discussions. We invite you to talk about them.

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ANNEX

Given the lack of definitions observed in the reports and other publications on the subject, we chose to consider ESCO's taxonomy of skills to qualify this first analytical effort. Although the project is not exclusive to the field of Law, it provides definitions for most of the skills mapped in the study, some of which are attributed to the Law itself.

Developed by the Directorate-General for Employment, Social Affairs and Inclusion of the European Commission in collaboration with the European Centre for the Development of Vocational Training (Cedefop), ESCO is a "multilingual taxonomy of European qualifications, competencies, and occupations and is integrated in the Europe 2020 strategy" focusing on the labor market, education and training in the European Union[5].

Here are some definitions that can be related to the codified skills and the assignment to the legal activity by ESCO itself. The goal is to start the debate from them and move forward to the map of competencies in Law. Note: (i) the explanations presented are illustrative, that is, not all the possible definitions of the mapped abilities were considered; (ii) the comment "n/a" (not applicable) was used when it was not possible to find a precise or approximate definition; (iii) for the definitions presented in English, with no translation into Portuguese on the platform, the team indicates "our translation".

Research coding	ESCO - TAXONOMY OF EUROPEAN QUALIFICATIONS, COMPETENCIES, AND PROFESSIONS	
	ESCO definition (2022c)	**ESCO Grouping**
Adaptability	Adapt to change | Change one's attitude or behavior to adapt to changes in the workplace. http://data.europa.eu/esco/skill/49de9958-2aa4-4eef-a89d-fe5d5bcd28c4	Competency | Transversal skills and competencies
Advocacy	n/a	
Agility	Respond to physical circumstances | React and adapt to changing or hazardous physical conditions. http://data.europa.eu/esco/skill/T5.2	T5 - manual and physical skills and competencies
Data analysis	Data Analysis | The methods of artificial intelligence, machine learning, statistics, and databases used to extract content from a dataset. http://data.europa.eu/esco/skill/25f0ea33-b4a2-4f31-b7b4-7d20e827b180	Knowledge | Sector-specific skills and competencies
	Perform data analysis | Collect data and statistics to test and evaluate in order to generate statements and predict patterns, aiming to discover useful information in a decision-making process. http://data.europa.eu/esco/skill/2b92a5b2-6758-4ee3-9fb4-b6387a55cc8f	Competency | Transversal skills and competencies

[5] According to "Discover ESCO" (https://ec.europa.eu/).

Research coding	ESCO - TAXONOMY OF EUROPEAN QUALIFICATIONS, COMPETENCIES, AND PROFESSIONS	
	ESCO definition (2022c)	**ESCO Grouping**
	Use specific data analysis software | Use specific software for data analysis, including statistics, spreadsheets, and databases. Explore possibilities in order to present reports to managers, superiors, or clients. http://data.europa.eu/esco/skill/c95c29fe-3971-46b7-80e9-1f7e75ba99b3	Competency | Profession-specific skills and competencies
Presentation	Making live presentations | Delivering a presentation or speech in which a new product, service, idea, or work element is demonstrated and explained to an audience. http://data.europa.eu/esco/skill/c55caed2-de9e-4a25-819e-a0b0e83fba1b	Competency | Transversal skills and competencies
	Make public presentations | Speak in public and interact with those present. Prepare notes, plans, charts, and other information to support the presentation. http://data.europa.eu/esco/skill/fd446407-b08e-49da-b8e3-7e7c79618c3f	Competency | Transversal skills and competencies
	Participate in debates | Construct and present arguments used in a constructive debate in order to persuade the opposing party or a neutral third party to agree with de debater's point of view. http://data.europa.eu/esco/skill/badof996-a299-4631-a7d8-104185b2ef22	Competency | Sector-specific skills and competencies
Clarity	n/a	
Communication	Communication | Exchange and convey information, ideas, concepts, thoughts, and feelings using a common system of words, signs, and semiotic rules via a medium. http://data.europa.eu/esco/skill/15d76317-c71a-4fa2-aadc-2ecc34e627b7	Knowledge | Transversal skills and competencies
	Use communication techniques | Apply communication techniques that enable interlocutors to better understand each other and communicate accurately when conveying messages. http://data.europa.eu/esco/skill/7ff2c668-0e86-418a-a962-4958262ee337	Competency | Transversal skills and competencies
	Capture people's attention | Approach people and draw their attention to a subject that is presented to them or get information. http://data.europa.eu/esco/skill/d6a58927-b8e0-4863-b4e0-de0e63cf7661	Competency | Transversal skills and competencies
Collaboration	Establish collaborative relationships | Establish a connection between organizations or individuals who may benefit from communicating with each other in order to facilitate a positive and lasting collaborative relationship between both parties. http://data.europa.eu/esco/skill/326809fc-238d-40c2-881e-40042f7f2f0d	Competency | Transversal skills and competencies
Business knowledge	Customer Knowledge | The marketing concept referring to the deep understanding of customer motivations, behaviors, beliefs, preferences, and values that help understand why they do. Therefore, this information is useful for business	Knowledge | Transversal skills and competencies

Research coding	ESCO - TAXONOMY OF EUROPEAN QUALIFICATIONS, COMPETENCIES, AND PROFESSIONS	
	ESCO definition (2022c)	**ESCO Grouping**
	purposes. http://data.europa.eu/esco/skill/05fc6f8d-639c-4329-a6de-dfdd800ed091	
Accounting and finance	Accounting and taxation | Accounting and taxation is the study of maintaining, auditing, and recording financial transactions (our translation). http://data.europa.eu/esco/isced-f/0411	More general skills/competencies| Business sciences and administration
Cross cultural competency	Demonstrate intercultural competencies | Understand and respect people who are perceived as having different cultural affinities and respond effectively and respectfully to them. http://data.europa.eu/esco/skill/c10d5d87-36cf-42f5-8a12-e560fb5f4af8	Competency | Transversal skills and competencies
	Demonstrate intercultural sensitivity | Show sensitivity to cultural differences through actions that facilitate positive interaction between international organizations and groups or individuals from different cultures and promote integration into a community. http://data.europa.eu/esco/skill/7d23c508-c007-4221-bb84-0c9a479b8ea6	Competency | Transversal skills and competencies
Creativity	Think creatively | Generate new ideas or combine existing ones to develop new and innovative solutions. http://data.europa.eu/esco/skill/c624c6a3-b0ba-4a31-a296-0d433fe47e41	Competency | Transversal skills and competencies
Curiosity	Demonstrate curiosity | Show a strong interest in innovations and openness to experiences, seek fascinating subjects and themes, explore and discover new domains. http://data.europa.eu/esco/skill/429062f1-a958-43ea-83dd-4e1af078c156	Competency | Transversal skills and competencies
Diversity	Promote inclusion | Promote inclusion in health care and social services and respect diversity of beliefs, cultures, values, and preferences, keeping in mind the importance of equality and diversity issues. http://data.europa.eu/esco/skill/bcd2ce08-ba12-4d66-865f-f4ba36419707	Competency | Transversal skills and competencies
	Promote inclusion in organizations | Promote diversity and equal treatment between genders, ethnicities, and minority groups in organizations in order to avoid discrimination and ensure inclusion and a positive environment. http://data.europa.eu/esco/skill/117df904-d348-4f14-bc92-feaaccba4ece	Competency | Sector-specific skills and competencies
	Respect the diversity of cultural values and norms | Demonstrate intercultural competency and respect for the cultural values and norms of other people. Demonstrate tolerance and appreciation for the different values and norms of different people and cultures, forged in different circumstances or in different times and places. http://data.europa.eu/esco/skill/5ca953f7-541d-4f67-bc55-7721348366cf	Competency | Transversal skills and competencies
Empathy	Reveal empathy | Reveal empathy to avoid any kind of symbolic violence and isolation, and to ensure proper attention	Competency | Transversal skills and competencies

Research coding	ESCO - TAXONOMY OF EUROPEAN QUALIFICATIONS, COMPETENCIES, AND PROFESSIONS	
	ESCO definition (2022c)	**ESCO Grouping**
	to everyone. This empathy must include the ability to understand various verbal and non-verbal communications of feelings and emotions. http://data.europa.eu/esco/skill/77b636e8-fab3-41a8-8022-1e0a354059dc	
	Establish a relationship of empathy | Recognize, understand and share emotions and perceptions experienced by another person. http://data.europa.eu/esco/skill/996243ee-543f-4c36-a31a-e0f2403c0c5d	Competency | Transversal skills and competencies
Entrepreneurship	Development, organization, and management of an own company http://data.europa.eu/esco/skill/658605f2-1c95-49f0-bd98-0af7b15ad0b0	Knowledge | Transversal skills and competencies
Writing	Provide written content | Communicate information in written, digital, or printed form, according to the needs of the target group. Structure the content according to specifications and standards. Apply spelling and grammar rules. http://data.europa.eu/esco/skill/be40c4c3-a855-4d67-9ca5-6f4428c34b0d	Competency | Transversal skills and competencies
Listening	Communication Principles | The set of commonly shared principles regarding communication, such as active listening, establishing rapport, adjusting register, and respecting the intervention of others. http://data.europa.eu/esco/skill/fe30a4b0-1a99-4fc7-afff-b162b8c834ba	Knowledge | Transversal skills and competencies
Flexibility	Perform services flexibly | Adapt the approach used in service delivery according to changing conditions. http://data.europa.eu/esco/skill/ebfe7b18-1fad-463f-9509-8ef1a5736045	Competency | Transversal skills and competencies
	Adapt to change | Change one's attitude or behavior to adapt to changes in the workplace. http://data.europa.eu/esco/skill/49de9958-2aa4-4eef-a89d-fe5d5bcd28c4	Competency | Transversal skills and competencies
Cognitive management	Think abstractly | Demonstrate the ability to use concepts to make and understand generalizations, and relate them to other ideas, events, or experiences. http://data.europa.eu/esco/skill/9a58cd26-58eb-4a1c-b1b6-64037fe9cfa1	Competency | Transversal skills and competencies
Project management	Project Management |Understand project management and the activities that include this area. Know the variables implicit in project management, such as time, resources, requirements, deadlines, and responding to unexpected events. http://data.europa.eu/esco/skill/7111b95d-0ce3-441a-9d92-4c75d05c4388	Sector-specific knowledge and skills
Initiative	Demonstrate initiative | Be proactive and take the first step in a certain activity without waiting for others to say or do. http://data.europa.eu/esco/skill/001115fb-569f-4ee6-8381-c6807ef2527f	Competency | Transversal skills and competencies
Emotional intelligence	Own emotional intelligence | Recognize one's own and other people's emotions, distinguish them correctly from each other, and observe how they can influence the environment	Competency | Sector-specific skills and competencies

Research coding	ESCO - TAXONOMY OF EUROPEAN QUALIFICATIONS, COMPETENCIES, AND PROFESSIONS	
	ESCO definition (2022c)	**ESCO Grouping**
	and social interaction and what can be done about it. http://data.europa.eu/esco/skill/f0a84d52-91fd-45ec-9fe9-e363d9318b9e	
Interdisciplinarity	n/a	
Interpretation	Interpret technical texts | Read and understand technical texts that provide information on how to perform a task, usually explained in steps. http://data.europa.eu/esco/skill/85c11255-469f-41bd-a6d1-382bc4a87783	Competency | Sector-specific skills and competencies
	Perform bilateral interpretation | Understand and interpret oral statements in both directions of a language combination while maintaining the speaker's communicative intent.http://data.europa.eu/esco/skill/f1ec7f2b-8b4f-4fbf-86e2-5ba5928fd030	Competency | Sector-specific skills and competencies
Digital literacy	Have digital literacy | Use computers, computer equipment, and modern technologies efficiently. http://data.europa.eu/esco/skill/d15ce60f-ddab-41ce-ba56-398451b77b60	Competency | Transversal skills and competencies
Leadership	Assume a leadership role | Guide and direct others towards a common goal, often in a group or team. http://data.europa.eu/esco/skill/75d8e5d9-bef3-418b-9011-01bff9f27207	Competency | Transversal skills and competencies
Life-long learning	Demonstrate a positive attitude towards new and demanding situations and take steps to learn from difficulties. http://data.europa.eu/esco/skill/T3.4	T3 - self-management skills and competencies
New Media literacy	Media and Information Literacy | The ability to access, understand, and critically evaluate various aspects of media and media content and to communicate in a variety of contexts. It involves a set of cognitive, emotional, and social skills that include the use of texts, tools, and technologies, critical thinking and analysis skills, the practice of messaging composition, creativity, and the ability to reflect and think ethically. http://data.europa.eu/esco/skill/fef96bad-e623-42cd-b961-d1adf39db8b9	Knowledge | Sector-specific skills and competencies
Mediation	Work with two or more separate people or groups involved in a disagreement or dispute to reach an agreement or compromise (our translation).http://data.europa.eu/esco/skill/S1.1.2	S1.1 - negotiate
	Social mediation |A non-violent way of solving and preventing social conflicts between two parties through the intervention of a neutral third party who organizes and mediates discussions between the two parties in conflict in order to find a solution or compromise that suits both parties. http://data.europa.eu/esco/skill/2b3ac8b9-a5bd-4ec1-bb9a-f499fb3aa8d3	Knowledge | Sector-specific skills and competencies

Research coding	ESCO - TAXONOMY OF EUROPEAN QUALIFICATIONS, COMPETENCIES, AND PROFESSIONS	
	ESCO definition (2022c)	**ESCO Grouping**
Negotiation	Negotiate | Exchange ideas while analyzing issues and interests at stake, enabling opposing sides to resolve disputes and reach an agreement, or to make decisions to settle disputes or impose justice (our translation). http://data.europa.eu/esco/skill/S1.1	S1 - communication, collaboration, and creativity
Customer orientation	To provide high-quality customer service | Respond to the expectations of clients and consumers professionally, anticipating and responding to their needs and desires to ensure clients' satisfaction and loyalty (our translation). http://data.europa.eu/esco/skill/A1.12.3	Obsolete
	Manage customer experience | Monitor, create and supervise client experience and brand and service perception. Ensure a pleasant customer experience, and treat clients cordially and politely. http://data.europa.eu/esco/skill/4b95c7bb-5672-4e4a-88ea-ba96c12e8ca2	Competency | Transversal skills and competencies
Strategic thinking	Apply principles of strategic thinking | Apply effective creation and application of knowledge and possible business opportunities in order to achieve a long-term competitive business advantage. http://data.europa.eu/esco/skill/6c870993-9341-438b-91c0-c7fe4f96d8f5	Competency | Transversal skills and competencies
Resilience	Maintain a positive attitude | Withstand adversity, demonstrate resilience, and find ways to solve or manage the effects of difficult life events. http://data.europa.eu/esco/skill/T3.3	T3 - self-management skills and competencies
Problem-solving	Problem-Solving | Develop and implement solutions to practical, operational, or conceptual problems that arise in the execution of work in a wide range of contexts (our translation). http://data.europa.eu/esco/skill/S1.9	1 - communication, collaboration, and creativity
	Provide support to solve problems | Provide appropriate support or interventions to others in order to help them solve their personal, family, or social problems. (our translation) http://data.europa.eu/esco/skill/S3.1.2	S3.1 - provide consulting
Technology	Collaborate through digital technologies | Use digital tools and technologies for collaborative processes and the co-construction and co-creation of resources and knowledge. http://data.europa.eu/esco/skill/2b34a99f-9813-4c91-9509-b6b9b8c3132e	Competency | Transversal skills and competencies
Teamwork	Collaborate in teams and networks | Support or develop a group to work towards a common goal in the spirit of understanding and respecting the roles and competencies of others. http://data.europa.eu/esco/skill/T4.3	T4 - social and communication skills and competencies
	Work well in teams | Working confidently within a group where each member plays his/her role in the service of all. http://data.europa.eu/esco/skill/60c78287-22eb-4103-9c8c-28deaa460da0	Competency | Transversal skills and competencies

Research coding	ESCO - TAXONOMY OF EUROPEAN QUALIFICATIONS, COMPETENCIES, AND PROFESSIONS	
	ESCO definition (2022c)	**ESCO Grouping**
	Teamwork | Work confidently within a group with each person doing their part in service of the whole. Understand and respect the roles and competencies of other team members (our translation). http://data.europa.eu/esco/skill/S1.8.	S1 - communication, collaboration, and creativity
	Work with others | | Work with other people, understanding and respecting the roles and competencies of others (our translation). http://data.europa.eu/esco/skill/S1.8	S1 - communication, collaboration, and creativity

Translated by TGA Translations

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