



# Skills Builder UNIVERSAL FRAMEWORK 2.0

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Impact organisations toolkit



# Introducing Universal Framework 2.0



Skills Builder Partnership works with organisations and individuals across the world to ensure that one day, everyone builds the essential skills to thrive.

Universal Framework 2.0 (UF2.0) is a transformational tool for impact organisations and individuals to measure and build essential skills.

UF2.0 builds off the work of more than 900 organisations in twenty countries to create a shared language and model for building essential skills that can be used by organisations anywhere.

It can be effectively used in a diverse range of settings. Current Skills Builder partners include youth programmes, volunteering partners, businesses, arts and culture organisations, sports clubs, NGOs focused on refugees, inclusion organisations and many more.

We focus on the eight essential skills that enable success in the education, work, and life:

## Communication



Listening



Speaking

## Creative Problem Solving



Problem Solving



Creativity

## Self-Management



Adapting



Planning

## Collaboration



Leadership



Teamwork

This toolkit is designed to introduce UF2.0 ahead of its full launch in July 2025.

If you are not currently a partner, you can find out more about our programmes, tools and support through our website at [www.skillsbuilder.org](https://www.skillsbuilder.org)



**Tom Ravenscroft**

Founder & CEO, Skills Builder Partnership

# Getting started

*Universal Framework 2.0* breaks each of the **eight essential skills** down into **16 steps**, spanning from an absolute beginner through to mastery.

It can be used by impact organisations to achieve three goals:



**Align with partners:** The Universal Framework is used across more than **900 organisations** including charities, social enterprises, education institutions and businesses. This **shared language** allows greater collaboration and supports the adoption of aligned programmes.



**Accelerate skill acquisition:** The Universal Framework can help to accelerate essential skills acquisition through your programmes by **breaking those skills down into teachable steps** – supporting building them directly and deliberate practice.



**Measure impact:** The Universal Framework can also be used as an **assessment or impact** framework, allowing organisations to track **measurable and quantifiable improvements** in their participants' essential skills over time.

You can find lots of examples of approved programmes from organisations who have successfully adopted the Universal Framework at [www.skillsbuilder.org/impact-directory](http://www.skillsbuilder.org/impact-directory)

# Universal Framework 2.0: Overview

|                  |                                                                                     | Getting started                                                                     |                        |                       |                        | Intermediate          |                         |                    |                           |                    |
|------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------|-----------------------|------------------------|-----------------------|-------------------------|--------------------|---------------------------|--------------------|
| Essential Skills | Communication                                                                       |    | Step 1                 | Step 2                | Step 3                 | Step 4                | Step 5                  | Step 6             | Step 7                    | Step 8             |
|                  |                                                                                     |                                                                                     | Focusing               | Recalling             | Checking               | Retelling             | Recognising purpose     | Note-taking        | Active listening          | Questioning        |
|                  |                                                                                     |    | Step 1                 | Step 2                | Step 3                 | Step 4                | Step 5                  | Step 6             | Step 7                    | Step 8             |
|                  |                                                                                     |                                                                                     | Sharing clearly        | Discussing together   | Meeting others         | Organising thoughts   | Knowing the audience    | Choosing language  | Expressing self           | Using facts        |
|                  | Creative problem-solving                                                            |    | Step 1                 | Step 2                | Step 3                 | Step 4                | Step 5                  | Step 6             | Step 7                    | Step 8             |
|                  |                                                                                     |                                                                                     | Following instructions | Seeking support       | Sharing problems       | Finding information   | Creating options        | Analysing options  | Evaluating options        | Researching        |
|                  |                                                                                     |    | Step 1                 | Step 2                | Step 3                 | Step 4                | Step 5                  | Step 6             | Step 7                    | Step 8             |
|                  |                                                                                     |                                                                                     | Imagining              | Sharing imagination   | Expressing imagination | Generating ideas      | Suggesting improvements | Combining concepts | Identifying opportunities | Defining success   |
|                  | Self-management                                                                     |   | Step 1                 | Step 2                | Step 3                 | Step 4                | Step 5                  | Step 6             | Step 7                    | Step 8             |
|                  |                                                                                     |                                                                                     | Identifying emotions   | Recognising emotions  | Persisting             | Managing reactions    | Reflective learning     | Supporting others  | Encouraging others        | Managing wellbeing |
|                  |                                                                                     |  | Step 1                 | Step 2                | Step 3                 | Step 4                | Step 5                  | Step 6             | Step 7                    | Step 8             |
|                  |                                                                                     |                                                                                     | Sensing difficulty     | Identifying successes | Working carefully      | Recognising strengths | Facing challenges       | Setting goals      | Thinking ahead            | Prioritising       |
| Collaboration    |  | Step 1                                                                              | Step 2                 | Step 3                | Step 4                 | Step 5                | Step 6                  | Step 7             | Step 8                    |                    |
|                  |                                                                                     | Understanding reactions                                                             | Sharing reactions      | Recognising reactions | Organising tasks       | Managing resources    | Mentoring               | Self-awareness     | Evaluating others         |                    |
|                  |  | Step 1                                                                              | Step 2                 | Step 3                | Step 4                 | Step 5                | Step 6                  | Step 7             | Step 8                    |                    |
|                  |                                                                                     | Working together                                                                    | Adjusting behaviour    | Time keeping          | Taking responsibility  | Supporting others     | Being accountable       | Contributing       | Valuing others            |                    |

# Universal Framework 2.0: Overview

|                  |                                                                                     |                                                                                     | Advanced                 |                           |                       |                         | Mastery                |                            |                         |                         |
|------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------|---------------------------|-----------------------|-------------------------|------------------------|----------------------------|-------------------------|-------------------------|
| Essential Skills | Communication                                                                       |    | Step 9                   | Step 10                   | Step 11               | Step 12                 | Step 13                | Step 14                    | Step 15                 | Step 16                 |
|                  |                                                                                     |                                                                                     | Summarising              | Recognising tone          | Identifying influence | Comparing views         | Analysing views        | Investigating bias         | Strategic questioning   | Evaluating perspectives |
|                  |                                                                                     |    | Step 9                   | Step 10                   | Step 11               | Step 12                 | Step 13                | Step 14                    | Step 15                 | Step 16                 |
|                  |                                                                                     |                                                                                     | Sharing visuals          | Communicating sensitively | Speaking engagingly   | Adaptive communicating  | Negotiating            | Constructive communicating | Presenting              | Inspiring others        |
|                  | Creative problem-solving                                                            |    | Step 9                   | Step 10                   | Step 11               | Step 12                 | Step 13                | Step 14                    | Step 15                 | Step 16                 |
|                  |                                                                                     |                                                                                     | Exploring causation      | Recognising patterns      | Systems thinking      | Logical reasoning       | Hypothesis testing     | Strategic planning         | Evaluating approaches   | Continual learning      |
|                  |                                                                                     |    | Step 9                   | Step 10                   | Step 11               | Step 12                 | Step 13                | Step 14                    | Step 15                 | Step 16                 |
|                  |                                                                                     |                                                                                     | Flexible thinking        | Reflecting critically     | Seeking perspectives  | Prototyping             | Incubating ideas       | Using curiosity            | Facilitating creativity | Championing creativity  |
|                  | Self-management                                                                     |   | Step 9                   | Step 10                   | Step 11               | Step 12                 | Step 13                | Step 14                    | Step 15                 | Step 16                 |
|                  |                                                                                     |                                                                                     | Balancing workload       | Improving performance     | Practising resilience | Supporting resilience   | Adapting plans         | Identifying risks          | Managing risk           | Being enterprising      |
|                  |                                                                                     |  | Step 9                   | Step 10                   | Step 11               | Step 12                 | Step 13                | Step 14                    | Step 15                 | Step 16                 |
|                  |                                                                                     |                                                                                     | Resourcing               | Involving others          | Using skills          | Target setting          | Seeking feedback       | Project planning           | Adaptive planning       | Agile planning          |
| Collaboration    |  | Step 9                                                                              | Step 10                  | Step 11                   | Step 12               | Step 13                 | Step 14                | Step 15                    | Step 16                 |                         |
|                  |                                                                                     | Allocating roles                                                                    | Facilitating discussions | Managing disagreements    | Coaching              | Motivating others       | Emotional intelligence | Leading thoughtfully       | Leading adaptively      |                         |
|                  |  | Step 9                                                                              | Step 10                  | Step 11                   | Step 12               | Step 13                 | Step 14                | Step 15                    | Step 16                 |                         |
|                  |                                                                                     | Being inclusive                                                                     | Being diplomatic         | Resolving conflicts       | Networking            | Reflecting collectively | Learning collectively  | Developing others          | Improving culture       |                         |



# Listening

## Receiving, retaining and processing information

This skill is about how we receive information – whether from a peer, a leader, or someone else.

**Getting started:** Initially, individuals reliably receive information by maintaining adequate focus, recalling simple instructions, checking they understand, and passing on information accurately.

**Intermediate:** Next, individuals listen actively, recognising communication's purpose, making notes, demonstrating their engagement, and using open questions.

**Advanced:** Then, individuals become critical consumers of information by summarising, recognising tone and influencing techniques, and comparing perspectives.

**Mastery:** Finally, individuals explore why different perspectives come about, investigating biases, challenge and probe different views, and integrate and evaluate them.

*Inclusive practice: The definition of listening can be expanded to other ways of receiving information. The order of skill steps is based on data and the best training approach but individuals may not always secure those steps in sequence.*

|                 |         |                                                                                               |
|-----------------|---------|-----------------------------------------------------------------------------------------------|
| Getting started | Step 1  | <b>Focusing</b><br>I can listen for at least a short time                                     |
|                 | Step 2  | <b>Recalling</b><br>I remember simple instructions                                            |
|                 | Step 3  | <b>Checking</b><br>I ask questions if I don't understand                                      |
|                 | Step 4  | <b>Retelling</b><br>I pass on information accurately                                          |
| Intermediate    | Step 5  | <b>Recognising purpose</b><br>I know why someone is communicating with me                     |
|                 | Step 6  | <b>Note-taking</b><br>I record important information                                          |
|                 | Step 7  | <b>Active listening</b><br>I show I am paying attention                                       |
|                 | Step 8  | <b>Questioning</b><br>I ask open questions to understand more                                 |
| Advanced        | Step 9  | <b>Summarising</b><br>I rephrase or summarise what I learnt                                   |
|                 | Step 10 | <b>Recognising tone</b><br>I recognise tone of communication                                  |
|                 | Step 11 | <b>Identifying influence</b><br>I recognise when someone is trying to influence me            |
|                 | Step 12 | <b>Comparing views</b><br>I compare different points of view                                  |
| Mastery         | Step 13 | <b>Analysing views</b><br>I explore why different views might come about                      |
|                 | Step 14 | <b>Investigating bias</b><br>I analyse where bias is shown                                    |
|                 | Step 15 | <b>Strategic questioning</b><br>I use questions to challenge perspectives                     |
|                 | Step 16 | <b>Evaluating perspectives</b><br>I objectively evaluate and integrate different perspectives |



# Speaking

## Transmitting information or ideas

This skill is about how individuals transmit information and ideas – whether to peers, leaders, or others.

**Getting started:** Initially, individuals communicate clearly with individuals they know, in small groups, and then with new people while organising points to be understood.

**Intermediate:** Next, individuals communicate effectively by thinking about what their audience already know, choosing appropriate language, tone, expression and gesture, and bringing in facts appropriately.

**Advanced:** Then, individuals become more adaptable communicators by bringing in visual aids, managing sensitive topics, and being engaging and adaptive.

**Mastery:** Finally, individuals can negotiate effectively, maintain communication in difficult situations, present complex ideas and share a vision.

*Inclusive practice: The definition of speaking can be expanded to other ways of transmitting information. The order of skill steps is based on data and the best training approach but individuals may not always secure those steps in sequence.*

|                 |         |                                                                                                                |
|-----------------|---------|----------------------------------------------------------------------------------------------------------------|
| Getting started | Step 1  | <b>Sharing clearly</b><br>I communicate clearly with someone I know                                            |
|                 | Step 2  | <b>Discussing together</b><br>I communicate clearly in a small group                                           |
|                 | Step 3  | <b>Meeting others</b><br>I communicate with new people when I need to                                          |
|                 | Step 4  | <b>Organising thoughts</b><br>I order my points to be understood                                               |
| Intermediate    | Step 5  | <b>Knowing the audience</b><br>I adapt my communication to what my audience already know                       |
|                 | Step 6  | <b>Choosing language</b><br>I choose appropriate language for the situation                                    |
|                 | Step 7  | <b>Expressing self</b><br>I use tone, expression and gesture to be understood                                  |
|                 | Step 8  | <b>Using facts</b><br>I use facts and examples to support my communication                                     |
| Advanced        | Step 9  | <b>Sharing visuals</b><br>I use images, charts or diagrams when it helps my communication                      |
|                 | Step 10 | <b>Communicating sensitively</b><br>I talk about difficult or sensitive topics effectively                     |
|                 | Step 11 | <b>Speaking engagingly</b><br>I communicate in a way that is engaging for my audience                          |
|                 | Step 12 | <b>Adaptive communicating</b><br>I adapt my communication depending on audience reactions                      |
| Mastery         | Step 13 | <b>Negotiating</b><br>I manage discussions effectively to reach an agreement                                   |
|                 | Step 14 | <b>Constructive communicating</b><br>I maintain clear and constructive communication in challenging situations |
|                 | Step 15 | <b>Presenting</b><br>I present to an audience when required                                                    |
|                 | Step 16 | <b>Inspiring others</b><br>I communicate a vision persuasively                                                 |



## Problem Solving

### Finding solutions to challenges

This skill is about how individuals effectively solve problems, recognising that while knowledge and technical skills are vital, there are also transferable techniques between settings.

**Getting started:** Initially, individuals solve simple problems by following instructions, seeking support and sharing what the problem is, or finding information themselves.

**Intermediate:** Next, individuals explore complicated problems by creating multiple potential solutions, analysing them, using success criteria for evaluation, and bringing in extra research effectively.

**Advanced:** Then, individuals investigate complex problems by exploring causation, recognising patterns and principles, thinking about parts of a system, and reasoning logically.

**Mastery:** Finally, individuals tackle complex problems by creating and testing hypotheses, and then creating, implementing and refining strategic plans.

*Inclusive practice: The order of skill steps is based on data and the best training approach but individuals may not always secure those steps in sequence.*

|                 |         |                                                                                            |
|-----------------|---------|--------------------------------------------------------------------------------------------|
| Getting started | Step 1  | <b>Following instructions</b><br>I follow instructions                                     |
|                 | Step 2  | <b>Seeking support</b><br>I find help from someone if needed                               |
|                 | Step 3  | <b>Sharing problems</b><br>I describe problems to others                                   |
|                 | Step 4  | <b>Finding information</b><br>I find information to complete a task                        |
| Intermediate    | Step 5  | <b>Creating options</b><br>I create different possible solutions to a problem              |
|                 | Step 6  | <b>Analysing options</b><br>I identify advantages and disadvantages of potential solutions |
|                 | Step 7  | <b>Evaluating options</b><br>I choose between possible solutions based on success criteria |
|                 | Step 8  | <b>Researching</b><br>I research to build my understanding                                 |
| Advanced        | Step 9  | <b>Exploring causation</b><br>I analyse causes and effects                                 |
|                 | Step 10 | <b>Recognising patterns</b><br>I identify patterns to gain insight                         |
|                 | Step 11 | <b>Systems thinking</b><br>I identify how parts of a system impact each other              |
|                 | Step 12 | <b>Logical reasoning</b><br>I use logical reasoning to structure problems                  |
| Mastery         | Step 13 | <b>Hypothesis testing</b><br>I structure ideas so that I can test them                     |
|                 | Step 14 | <b>Strategic planning</b><br>I develop strategic plans to address complex problems         |
|                 | Step 15 | <b>Evaluating approaches</b><br>I evaluate the success of strategic plans                  |
|                 | Step 16 | <b>Continual learning</b><br>I improve strategic plans based on new insights               |



## Creativity

### Using imagination and generating new ideas

This skill is about how individuals expansively create new ideas and possibilities in a wide range of settings and is the complement to problem solving.

**Getting started:** Initially, individuals use their imagination to imagine different possibilities, share and express them, and create ideas when given a simple prompt.

**Intermediate:** Next, individuals apply their creativity to suggest improvements, combine concepts, identify opportunities for innovation, and develop success criteria.

**Advanced:** Then, individuals explore creative thinking more deeply by challenging their own assumptions, reflecting critically, seeking perspectives, and prototyping ideas to develop them further.

**Mastery:** Finally, individuals drive creativity more widely by incubating ideas, curiously seeking out new ideas and opportunities, and facilitating and championing creativity and innovation more widely.

*Inclusive practice: The order of skill steps is based on data and the best training approach but individuals may not always secure those steps in sequence.*

|                 |         |                                                                                    |
|-----------------|---------|------------------------------------------------------------------------------------|
| Getting started | Step 1  | <b>Imagining</b><br>I imagine different things                                     |
|                 | Step 2  | <b>Sharing imagination</b><br>I share what I imagine with someone                  |
|                 | Step 3  | <b>Expressing imagination</b><br>I share what I imagine in different ways          |
| Intermediate    | Step 4  | <b>Generating ideas</b><br>I create ideas to solve a problem                       |
|                 | Step 5  | <b>Suggesting improvements</b><br>I create ideas to make something better          |
|                 | Step 6  | <b>Combining concepts</b><br>I can combine ideas to make new ones                  |
|                 | Step 7  | <b>Identifying opportunities</b><br>I identify opportunities for innovation        |
|                 | Step 8  | <b>Defining success</b><br>I set out success criteria for creating new ideas       |
| Advanced        | Step 9  | <b>Flexible thinking</b><br>I challenge my assumptions about ideas                 |
|                 | Step 10 | <b>Reflecting critically</b><br>I question my own ideas to improve them            |
|                 | Step 11 | <b>Seeking perspectives</b><br>I seek different perspectives to develop my ideas   |
|                 | Step 12 | <b>Prototyping</b><br>I create quick tests of an idea                              |
| Mastery         | Step 13 | <b>Incubating ideas</b><br>I give ideas time and attention to evolve               |
|                 | Step 14 | <b>Using curiosity</b><br>I seek new concepts and ideas to innovate from           |
|                 | Step 15 | <b>Facilitating creativity</b><br>I share creative tools for collective innovation |
|                 | Step 16 | <b>Championing creativity</b><br>I nurture cultures of creativity and innovation   |



## Adapting

### Overcoming challenges and setbacks to achieve goals

This skill is about how individuals adapt to challenges and setbacks effectively whether in education, the workplace or in their wider lives.

**Getting started:** Initially, individuals identify their own emotional responses and those of others, showing persistence and managing their immediate reactions to setbacks.

**Intermediate:** Next, individuals demonstrate a positive approach to challenges, reflecting and learning from them, supporting and encouraging others, and proactively managing their own wellbeing.

**Advanced:** Then, individuals build their resilience by balancing their workload, proactively improving their performance, and practising and supporting others to spot opportunities in challenges.

**Mastery:** Finally, individuals apply their adaptability by adapting plans, identifying and managing risks, and seizing the opportunities in challenges and setbacks.

*Inclusive practice: The order of skill steps is based on data and the best training approach but individuals may not always secure those steps in sequence.*

|                 |         |                                                                                            |
|-----------------|---------|--------------------------------------------------------------------------------------------|
| Getting started | Step 1  | <b>Identifying emotions</b><br>I can tell how I am feeling                                 |
|                 | Step 2  | <b>Recognising emotions</b><br>I can tell how others are feeling                           |
|                 | Step 3  | <b>Persisting</b><br>I keep going when faced with challenges                               |
|                 | Step 4  | <b>Managing reactions</b><br>I respond calmly when faced with challenges                   |
| Intermediate    | Step 5  | <b>Reflective learning</b><br>I reflect and learn from challenges                          |
|                 | Step 6  | <b>Supporting others</b><br>I help others face challenges                                  |
|                 | Step 7  | <b>Encouraging others</b><br>I encourage others to keep going                              |
|                 | Step 8  | <b>Managing wellbeing</b><br>I have routines to manage my wellbeing                        |
| Advanced        | Step 9  | <b>Balancing workload</b><br>I manage my workload effectively                              |
|                 | Step 10 | <b>Improving performance</b><br>I seek opportunities to grow my experience and expertise   |
|                 | Step 11 | <b>Practising resilience</b><br>I look for opportunities when faced with challenges        |
|                 | Step 12 | <b>Supporting resilience</b><br>I help others see opportunities when faced with challenges |
| Mastery         | Step 13 | <b>Adapting plans</b><br>I change plans to work through setbacks                           |
|                 | Step 14 | <b>Identifying risks</b><br>I identify potential risks and gains                           |
|                 | Step 15 | <b>Managing risk</b><br>I actively manage risks                                            |
|                 | Step 16 | <b>Being enterprising</b><br>I capitalise on opportunities                                 |



## Planning

### Setting goals and designing routes to achieve them

This skill is about how individuals develop clear, tangible goals and robust routes to achieving them – whether in education, the workplace or their wider lives.

**Getting started:** Initially, individuals assess the difficulty of tasks, knowing what doing well looks like for them, working with care, and recognising their strengths.

**Intermediate:** Next, individuals take a positive approach to new challenges, setting achievable goals, developing simple plans, and prioritising tasks.

**Advanced:** Then, individuals implement more complex plans by securing resources, engaging others behind the goal, developing the skills required, and setting targets to measure success.

**Mastery:** Finally, individuals develop sophisticated plans by seeking feedback, using project planning tools, adapting plans using data, and planning in an agile way.

*Inclusive practice: The order of skill steps is based on data and the best training approach but individuals may not always secure those steps in sequence.*

|                 |         |                                                                                  |
|-----------------|---------|----------------------------------------------------------------------------------|
| Getting started | Step 1  | <b>Sensing difficulty</b><br>I know when something is too difficult              |
|                 | Step 2  | <b>Identifying successes</b><br>I know what doing well looks like for me         |
|                 | Step 3  | <b>Working carefully</b><br>I work with care and attention                       |
|                 | Step 4  | <b>Recognising strengths</b><br>I recognise what I am good at                    |
| Intermediate    | Step 5  | <b>Facing challenges</b><br>I take a positive approach to new challenges         |
|                 | Step 6  | <b>Setting goals</b><br>I set achievable goals for myself                        |
|                 | Step 7  | <b>Thinking ahead</b><br>I think about routes to achieve a goal                  |
|                 | Step 8  | <b>Prioritising</b><br>I order and prioritise tasks to achieve goals             |
| Advanced        | Step 9  | <b>Resourcing</b><br>I secure the resources I need to achieve goals              |
|                 | Step 10 | <b>Involving others</b><br>I engage others to achieve goals                      |
|                 | Step 11 | <b>Using skills</b><br>I plan how to use and build my skills to achieve goals    |
|                 | Step 12 | <b>Target setting</b><br>I create plans with clear targets to measure success    |
| Mastery         | Step 13 | <b>Seeking feedback</b><br>I seek out a range of views to improve plans          |
|                 | Step 14 | <b>Project planning</b><br>I use planning tools to organise complex projects     |
|                 | Step 15 | <b>Adaptive planning</b><br>I use data to evaluate progress and make adaptations |
|                 | Step 16 | <b>Agile planning</b><br>I work flexibly and responsively to improve my plans    |



## Leadership

Supporting, encouraging and motivating others to achieve a shared goal

This skill is about how individuals make things happen in education, the workplace and wider lives, whether or not they have a formal leadership position.

**Getting started:** Initially, individuals understand their own responses to ideas, sharing those effectively, recognising others' reactions, and allocating tasks reasonably.

**Intermediate:** Next, individuals start leading others by managing time and resources to complete tasks, recognising strengths and weaknesses of themselves and others, and using this insight to allocate roles.

**Advanced:** Then, individuals use a collaborative leadership approach by facilitating discussions, managing disagreements, and using mentoring and coaching techniques.

**Mastery:** Finally, individuals demonstrate strong leadership by effectively motivating others, applying emotional intelligence, and thinking about and adapting their leadership style.

*Inclusive practice: The order of skill steps is based on data and the best training approach but individuals may not always secure those steps in sequence.*

|                 |         |                                                                                         |
|-----------------|---------|-----------------------------------------------------------------------------------------|
| Getting started | Step 1  | <b>Understanding reactions</b><br>I know how an idea makes me feel                      |
|                 | Step 2  | <b>Sharing reactions</b><br>I explain how an idea makes me feel when appropriate        |
|                 | Step 3  | <b>Recognising reactions</b><br>I know when others have strong feelings about something |
|                 | Step 4  | <b>Organising tasks</b><br>I divide up tasks in a fair way                              |
| Intermediate    | Step 5  | <b>Managing resources</b><br>I manage team time and resources to complete tasks         |
|                 | Step 6  | <b>Mentoring</b><br>I use my experience to support others                               |
|                 | Step 7  | <b>Self-awareness</b><br>I recognise how others see my strengths and weaknesses         |
|                 | Step 8  | <b>Evaluating others</b><br>I identify others' strengths and weaknesses                 |
| Advanced        | Step 9  | <b>Allocating roles</b><br>I allocate roles based on strengths and weaknesses           |
|                 | Step 10 | <b>Facilitating discussions</b><br>I structure group discussions                        |
|                 | Step 11 | <b>Managing disagreements</b><br>I support shared decision making                       |
|                 | Step 12 | <b>Coaching</b><br>I use structured questioning to help others                          |
| Mastery         | Step 13 | <b>Motivating others</b><br>I use a range of approaches to motivate others              |
|                 | Step 14 | <b>Emotional intelligence</b><br>I respond to others' emotions to lead effectively      |
|                 | Step 15 | <b>Leading thoughtfully</b><br>I recognise my leadership style and its impact on others |
|                 | Step 16 | <b>Leading adaptively</b><br>I adapt my leadership style to the situation               |



## Teamwork

Working cooperatively with others to achieve a shared goal

This skill is about how individuals adapt to challenges and setbacks effectively whether in education, the workplace, or in their wider lives.

**Getting started:** Initially, individuals show they can work with others, behaving appropriately for the setting, keeping time reliably and taking responsibility for simple tasks.

**Intermediate:** Next, individuals contribute to teams by supporting others, being accountable for their goals, contributing to group activities, and valuing others' contributions.

**Advanced:** Then, individuals make teams more effective by being inclusive, being diplomatic, resolving conflicts, and building networks.

**Mastery:** Finally, individuals drive team performance by reflecting and suggesting improvements, supporting collective learning, developing their peers, and improving the team's culture.

*Inclusive practice: The order of skill steps is based on data and the best training approach but individuals may not always secure those steps in sequence.*

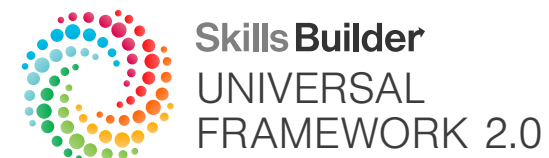
|                 |         |                                                                                     |
|-----------------|---------|-------------------------------------------------------------------------------------|
| Getting started | Step 1  | <b>Working together</b><br>I work with others when appropriate                      |
|                 | Step 2  | <b>Adjusting behaviour</b><br>I behave in a way that fits the setting               |
|                 | Step 3  | <b>Time keeping</b><br>I keep to time reliably                                      |
|                 | Step 4  | <b>Taking responsibility</b><br>I take responsibility for completing tasks          |
| Intermediate    | Step 5  | <b>Supporting others</b><br>I help others as much as I can                          |
|                 | Step 6  | <b>Being accountable</b><br>I am accountable for my goals                           |
|                 | Step 7  | <b>Contributing</b><br>I contribute to group activity                               |
|                 | Step 8  | <b>Valuing others</b><br>I recognise the value of others' ideas                     |
| Advanced        | Step 9  | <b>Being inclusive</b><br>I support others to thrive in a group                     |
|                 | Step 10 | <b>Being diplomatic</b><br>I avoid creating unhelpful conflicts                     |
|                 | Step 11 | <b>Resolving conflicts</b><br>I work collaboratively to resolve unhelpful conflicts |
|                 | Step 12 | <b>Networking</b><br>I build helpful relationships beyond my team                   |
| Mastery         | Step 13 | <b>Reflecting collectively</b><br>I reflect on progress and suggest improvements    |
|                 | Step 14 | <b>Learning collectively</b><br>I evaluate successes and failures and share lessons |
|                 | Step 15 | <b>Developing others</b><br>I support my peers to develop                           |
|                 | Step 16 | <b>Improving culture</b><br>I improve the team culture                              |



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