

DIGITAL SKILLS AT UT

Use this tool to get a better understanding of your digital skills. It is recommended to take sufficient time to go through the DiVa-Tool.

**INFORMATION &
DATA LITERACY**



**DIGITAL CONTENT
CREATION**



**COMMUNICATION &
COLLABORATION**



PROBLEM SOLVING



**SAFETY &
WELL-BEING**



In an increasingly digital work environment, digital skills are becoming more and more important. You can use the Digital Skills Tool (DiVa-Tool) to gain more insight into your digital talents and opportunities for digital development. The *DiVa-Tool* is designed to be used as a conversational tool, which can be walked through with your manager or colleagues, but it is also suitable for individual use. The *DiVa-Tool* comprises two parts: the **Basic level** (middle gear) and the **Function-Specific level** (5 surrounding gears). The **Basic level** is applicable to everyone, whereas the content of the **Function-Specific level** depends on your position.

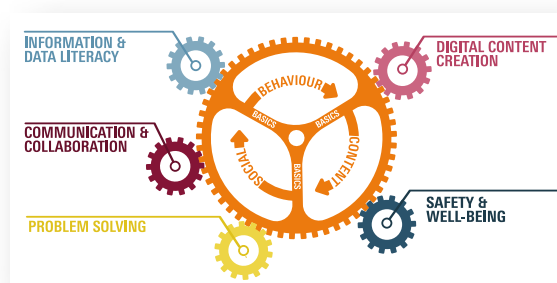
STRUCTURE

The foundation of the tool is based on the EU Digital Competency Framework, which is a tool designed to help individuals understand and develop their digital competencies. The categorisation of the central **Basic level** (behaviour, social and digital content) reflects this.

In addition to the Basic level, there are also Function-Specific level gears. These are about 'Digital Content Creation', 'Safety & Well-being', 'Problem Solving', 'Communication & Collaboration', and 'Information & Data Literacy'.

Each of the gears/competencies mentioned above is elaborated in five parts, namely:

1. AREA OF COMPETENCE
2. COMPETENCE
3. EU GENERAL DESCRIPTION
4. UT PRACTICAL EXAMPLE
5. TICKBOX



COMMUNICATIE & SAMENWERKING
INTERACTIE VIA DIGITALE TECHNOLOGIEËN
 Ik kan communiceren via uiteenlopende digitale technologieën en ik heb inzicht in welke digitale communicatiemiddelen passend zijn in een bepaalde context.
Bijv.: Ik weet hoe ik verschillende digitale hulpmiddelen en platformen kunt gebruiken om met anderen te communiceren en (hybride) te vergaderen. Ik kan anderen hierbij ondersteunen (zoals met email, chat, social media of Teams).
 Ik kan dit ontwikkelkans n.v.t. in functie

HOW TO USE

Use the conversation tool in conjunction with the Workbook and go through the 3 steps:

STEP 1

Go through the **Basic Level** (together with your manager) and explore whether 'I can do this' or 'Development opportunity' applies. Use the workbook to further develop the basic level.

STEP 2

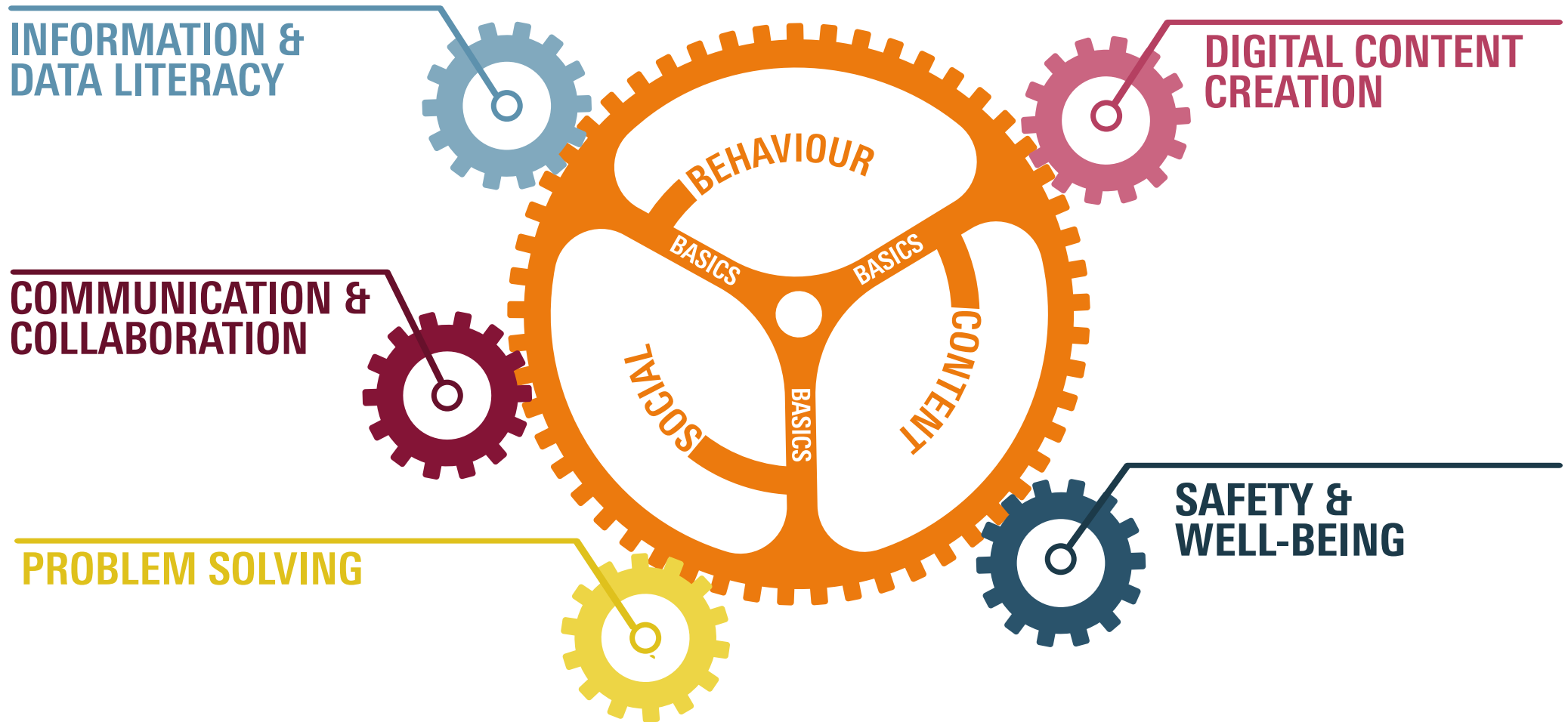
Explore (together with your manager) which **function-specific** level applies to your position. The structure is the same as with the Basic level, but an extra option has been added, namely 'N/A in function'. Use the workbook to further develop the function-specific level.

STEP 3

Discuss the results in the workbook (together with your manager) and make agreements on the use of your digital talents and on the learning objectives for the upcoming period.

DIGITAL SKILLS AT UT

Use this tool to gain more insight into your digital skills.



Click on the arrows or scroll for more information on any of the skills.



BASIC – BEHAVIOUR

HEALTH/WELL-BEING

I can protect myself from potential physical and mental health risks and dangers of working digitally.

E.g.: I provide a well-equipped and adjusted workplace, I provide sufficient ventilation in my workspace, I alternate sitting with standing, I take breaks (with physical activity), I schedule online coffee moments for social interaction, I do not sit behind the screen for too long and I know that I can purchase screen glasses through work.

I can do this Development Opportunity

DIGITAL IDENTITY

I can create a digital identity and reputation by using tools such as websites and apps. In addition, I can manage this digital identity and I am aware of my online reputation.

E.g.: My digital identity via People Pages, my Microsoft 365 account and my social media, such as LinkedIn.

I can do this Development Opportunity

NETIQUETTE

I adhere to the (unwritten) rules of conduct and team agreements about:

- using digital technologies
- communicating in digital environments

E.g.: I adhere to the agreements made in the team about emailing, reachability and about behaviour in (hybrid) meetings.

I can do this Development Opportunity

PERSONAL/CAREER DEVELOPMENT

I understand which digital competencies are important for carrying out my work (now and in the future) and how to improve my digital competencies if necessary.

E.g.: I talk to my manager and/or participate in courses within UT.

I can do this Development Opportunity



BASIC – BEHAVIOUR

PROBLEM SOLVING

I can identify technical problems in digital devices and find solutions via a number of simple actions.

E.g.: I restart the device, I reconnect the device to the internet, I reconnect my accessory(s) (headphones etc.) and if I cannot find a solution, I contact the LISA Service Desk.

I can do this Development Opportunity

SECURITY

I can protect devices and digital content against various (digital) threats (including viruses, intruders and/or data leaks). I am aware that I have to handle personal data (both my own and others') in a responsible way and observe privacy regulations (such as GDPR).

E.g.: I turn off my PC immediately in the event of a possible virus/malware attack, I call the emergency number, I report phishing emails and any (possible) data leaks to cert@utwente.nl, I lock my PC in my absence, I am aware that links from websites can be unreliable and I only share digital content via the secure UT environment.

I can do this Development Opportunity

SUSTAINABILITY

I am aware that the use of digital technologies and devices affects the environment.

E.g.: I know that devices need power, that (online) data centres where all data is stored need power and that destroying digital devices can be environmentally harmful. I make sure my old appliances are recycled.

I can do this Development Opportunity

UT CITIZENSHIP

I participate in the UT community through digital technologies and devices.

E.g.: I arrange my own HR affairs in AFAS, I cast my vote in elections, I submit claims for costs that I have incurred in consultation with my manager and I know where to find employee news in the Service Portal.

I can do this Development Opportunity



BASIC – SOCIAL

COMMUNICATION

I can communicate with others through digital technologies and I know that it is context dependent which digital means of communication are used.

E.g.: I use email and Teams for work related contact and I know that WhatsApp is not suitable for discussing work related matters.

I can do this Development Opportunity

SHARING

I can share data, information and digital content with others by using appropriate digital technologies.

E.g.: I know how to add attachments to an email, how to upload files in a UT environment so other colleagues can also access them, and I know how to share existing files.

I can do this Development Opportunity

COLLABORATION

I can use digital technologies and devices to collaborate (online) with others.

E.g.: Via Microsoft 365 (such as Outlook, Word, Excel, Teams, etc.).

I can do this Development Opportunity



BASIC – DIGITAL CONTENT

FIND & SEARCH

I can browse, search, and filter digital information. I have the skills to browse search results and view several results at once, and I can judge the reliability of results from websites.

E.g.: I can use search engines such as Google. I take the source, the date, the URL and the author into account to assess the reliability.

I can do this Development Opportunity

ORGANISING DIGITAL CONTENT

I can store files in a recognisable way and in a logical place and I know that there are different digital UT environments for this.

E.g.: If I want to save a document about project Y, I do so in a folder where it can be found within the different UT environments such as in Teams or the network drive.

I can do this Development Opportunity

DIGITAL CONTENT CREATION

I can create and edit text documents and I know that all text is under copyright, both by UT and others. I know that there are various (paid) applications for which UT pays licence costs. These are personal and I can only use them myself.

E.g.: I can modify, add, format and delete text in Word. I always include citations. I make sure that only I use my login details for, among other things, GoodHabitZ and Adobe. This also applies to my access to scientific databases.

I can do this Development Opportunity

 *Go to page 2 of the workbook to work out the basic level*

DIGITAL CONTENT CREATION

Please note, the skills below are examples of skills within this category. Write down in your workbook which skills within this category apply to your position and explain them.

DEVELOPING DIGITAL CONTENT

I can create and edit digital content in a variety of formats such as images, videos, or text. Using this skill, I am able to express myself through digital means.

E.g.: I can create a presentation or a WebHare page for a project I have worked on. This includes any accompanying animations, images and UT layout.

I can do this Development Opportunity N/A in function

INTEGRATING & RE-ELABORATING DIGITAL CONTENT

I can change, refine, combine and integrate new information and content into existing content to create new, original and relevant content and knowledge.

E.g.: I can add or edit notes within Microsoft 365 applications.

I can do this Development Opportunity N/A in function

COPYRIGHT & LICENCES

I understand how copyright and licences apply to digital information and content.

E.g.: I know that some images in the Image Bank are under copyright and there are places I am not allowed to publish them.

I can do this Development Opportunity N/A in function

PROGRAMMING

I am able to plan and develop a set of clear instructions for a computer system to solve a particular problem or perform a specific task.

E.g.: I know how to use program languages such as Java, Python, or C++ to create instructions for a computer.

I can do this Development Opportunity N/A in function



Go to page 3 of the workbook to elaborate 'Creating digital content'



SAFETY & WELL-BEING

Please note, the skills below are examples of skills within this category. Write down in your workbook which skills within this category apply to your position and explain them.

PROTECTING HEALTH & WELL BEING

I can avoid health risks and threats to physical and psychological well-being when using digital technologies. I can protect myself and others from potential dangers in a digital environment (e.g., cyberbullying).

E.g.: I know how to turn on different functions to avoid being disturbed during my work; Away status, Do Not Disturb in Teams and the concentration aid on my PC.

I can do this Development Opportunity N/A in function

PROTECTING PERSONAL DATA & PRIVACY

I can protect personal data and privacy in digital environments. I understand how personally identifiable information can be used and shared in a secure manner. I understand that digital services have a 'privacy policy' to regulate how personal data is used.

E.g.: I treat requested data from a registration form confidentially, only ask for data that is relevant and know how to store, send, share and destroy the data in a secure manner. If I have any questions or doubts, I will contact the data protection officer.

I can do this Development Opportunity N/A in function

PROTECTING DEVICES

I can protect devices and digital content, and I understand the potential risks and threats in digital environments. I have knowledge of safety and security measures and a keen eye for reliability and privacy.

E.g.: I use different (strong) passwords, which I store in a secure way, and I know how to adjust the security settings of my devices (such as revoke access to files for specific apps).

I can do this Development Opportunity N/A in function

PROTECTING THE ENVIRONMENT

I am aware of the environmental impact of digital technologies and their use.

E.g.: I know that producing new laptops (hard drive, screen and processor) is environmentally harmful. That is why I use my appliances sparingly and use the e-waste programme. I store information, such as agendas and documents, digitally instead of printing them.

I can do this Development Opportunity N/A in function



Go to page 4 of the workbook to elaborate 'Safety & well-being'

PROBLEM SOLVING

Please note, the skills below are examples of skills within this category. Write down in your workbook which skills within this category apply to your position and explain them.

SOLVING TECHNICAL PROBLEMS

I can identify technical problems and solve them while using devices and digital environments.

E.g.: I know how to provide technical support to colleagues who are experiencing problems such as connecting a laptop to external screens or creating breakout rooms in Teams.

I can do this Development Opportunity N/A in function

IDENTIFYING NEEDS & TECHNOLOGICAL RESPONSES

I can assess the needs and identify, evaluate, select and use digital tools and possible technological solutions. I can adapt digital environments to personal needs (e.g., accessibility).

E.g.: I know how to make a website or files that I publish accessible to people with disabilities (Add alternative text, use headers and paragraphs so that the text can be read aloud). I can analyse data to recognise trends and behaviours that allow me to improve the user experience.

I can do this Development Opportunity N/A in function

CREATIVELY USING DIGITAL TECHNOLOGY

I can use digital tools and technologies to create knowledge and innovate processes and products. I can participate in individual and collective cognitive processing to understand and solve conceptual problems and problematic situations in digital environments.

E.g.: I know how to visualise data to make information about my research clear and accessible to my colleagues or to a wider audience (such as during a symposium).

I can do this Development Opportunity N/A in function

IDENTIFYING DIGITAL COMPETENCE GAPS

I understand where my own digital competence(s) can be improved or updated. I can support others in the development of their digital competence(s). I look for opportunities for self-development and I stay informed regarding digital developments.

E.g.: I am up to date on the digital developments in my field and ensure that I update my digital skills (in Microsoft 365 or WebHare) in a timely manner by following a relevant course via GoodHabitZ or the UT Coursefinder.

I can do this Development Opportunity N/A in function



Turn to page 5 of the workbook to work out "Problem solving".



COMMUNICATION & COLLABORATION

Please note, the skills below are examples of skills within this category. Write down in your workbook which skills within this category apply to your position and explain them.

INTERACTING THROUGH DIGITAL TECHNOLOGIES

I can communicate using a variety of digital technologies and I have insight into which digital means of communication are appropriate in a certain context.

E.g.: I know how to use different digital tools and platforms to communicate with others and conduct (hybrid) meetings. I can support others in this (such as email, chat, social media or Teams).

I can do this Development Opportunity N/A in function

UT CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES

I can participate in the UT community by using public and private digital services. I look for opportunities for self-reliance and participatory collaboration through appropriate digital technologies.

E.g.: I know how to provide news items for the Service Portal to inform the UT community about a certain topic. I proactively contribute to improving the information on UT websites and within systems.

I can do this Development Opportunity N/A in function

SHARING THROUGH DIGITAL TECHNOLOGIES

I share data, information and digital content with others using appropriate digital technologies. In addition, I can act as an intermediary and I have knowledge of referencing and attribution practices.

E.g.: I know how to exchange information (files such as PowerPoint presentations) via cloud storage services (such as OneDrive and Google Drive) and I can safely publish and share this information via websites or social media.

I can do this Development Opportunity N/A in function

COLLABORATING THROUGH DIGITAL TECHNOLOGIES

I can use digital tools and technologies for collaborative processes and for co-construction and co-creation of data, sources and knowledge.

E.g.: I can create files together with my colleagues (in OneDrive, Miro, Teams). I can also schedule tasks for myself and colleagues in digital to-do lists such as Taskplanner To Do in Teams.

I can do this Development Opportunity N/A in function



COMMUNICATION & COLLABORATION

Please note, the skills below are examples of skills within this category. Write down in your workbook which skills within this category apply to your position and explain them.

NETIQUETTE

I am aware of behavioural norms when using digital technologies and interacting in digital environments. I adapt my communication strategies based on the specific audience and I am aware of possible cultural and generational differences among the users of digital environments.

E.g.: I adapt my design, tone and layout to the target group (in accordance with the corporate identity of UT). I am aware that within different cultures, colours, signs and/or words can be interpreted differently.

I can do this Development Opportunity N/A in function

MANAGING DIGITAL IDENTITY

I can create and manage one or more digital identities to protect my own online reputation and I consciously handle the data I produce using various digital tools, environments and services.

E.g.: I can minimise the data I produce online by using the incognito option in the browser. I know how to apply two-step verification and send encrypted files (email verification by means of SURFfilesender).

I can do this Development Opportunity N/A in function

 *Go to page 6 of the workbook to elaborate 'Communication & collaboration'*

INFORMATION & DATA LITERACY

Please note, the skills below are examples of skills within this category. Write down in your workbook which skills within this category apply to your position and explain them.

EVALUATING DATA, INFORMATION & DIGITAL CONTENT

I can assess the credibility and reliability of data, information and digital content through analysis, comparison and critical evaluation.

E.g.: I can check sources for reliability by comparing multiple sources, interpreting data, and evaluating digital content.

I can do this Development Opportunity N/A in function

MANAGING DATA, INFORMATION & DIGITAL CONTENT

I can store and request data, information and content in digital environments. I can also organise and process data in a structured digital environment.

E.g.: I can store multiple documents that different colleagues are working on in a structured way so that they are easy to find (knowledge management). In addition, I know how version control works (as in SharePoint) and can restore previous versions of documents. I can save websites in my internet browser (including as favourites) so that I can find them easily and quickly.

I can do this Development Opportunity N/A in function

BROWSING, SEARCHING & FILTERING DATA, INFORMATION & DIGITAL CONTENT

I can formulate my information needs and I can search for data, information and content in digital environments by creating and updating personal search strategies. In this way I can access information and navigate between different sources.

*E.g.: I can add filters to a search query (range) to refine the search results (using ", *, if, or, and, language, inside a website, etc.). I adjust my choice of search engine based on my information needs (Google, Scholar, Bing, Scopus, Service Portal search, etc.)*

I can do this Development Opportunity N/A in function

 Go to page 7 of the workbook to elaborate 'Information & data literacy'

THANK YOU FOR USING THE **DIVA-TOOL**.

Hopefully, you and your manager have gained more insights into your digital skills, both your talents and your development opportunities.

The tool was created through a collaboration between HR, LISA, MC, CFM & SP. For questions, please contact CDC/cdc-hr@utwente.nl

SOURCES

The European guidelines for digital skills form the basis of this tool. See these and other sources in the links below:

1. [The Digital Competence Framework for Citizens](#)
2. [Cvster.nl](#)
3. [Digitale vaardigheden in de zorg](#)
4. [Digitalisering en informatisering Overheid](#)
5. [Epale.ec.europa.eu](#)

NEXT STEPS

As a **4th step** after completing the tool, you can make work agreements with your manager to use your digital talents and develop yourself on the **basic** and/or function-specific parts where you have marked 'development opportunity'. You can use the links below:

- Basis Behavior** ➔ [Cyber Safetypage LISA](#)
- Basis Social** [Course overview 'Digital skills' GoodHabitz](#)
- Basis Digital Content** ['Workplace Support' Service Portal page](#)

OTHER

- Have a conversation with the [Centre for Training and Development](#) and/or check the [Coursefinder](#) for offerings.
- For a complete list, including function-specific skills, useful links and references, visit: www.ut.....nl/....serviceportal.
- Check the [UT hybrid working page](#) for practical tools, relevant workshops, tips and tricks to put hybrid working into practice.