# SOFT SKILLS EVALUATION REPORT

07th of June 2021

**Soft Skills Evaluation Report**

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BERLINK ETN GmbH, Fundacja Salus Publica, Il Salone dei Rifiutati, ISMA - Izglītojošo spēļu un metožu asociācija, San Telmo School of Arts, Riga Technical School, Axonforce

# Executive Summary

This Soft Skills Evaluation Report aims to provide employers, teachers and other interested stakeholders with a guiding tool in order to understand the relevance of transversal competences development, especially in relation to VET education. It is one of the main outputs of the international project "Playing 4 Soft Skills", funded by the European Erasmus + Programme from 2020 until 2022 with partners from Italy, Poland, Latvia, Spain and Germany.

While the role of creativity and non-formal education in helping students to develop transversal skills has been widely recognised, this report aims to address specifically education providers, including those in the field of VET, who still have their focus on so-called hard skills when developing school curricula. Due to their nature, soft skills are much more challenging to measure and evaluate compared to hard skills and, as such, the initial phase of this research involved developing clear and practical definitions of the following 14 pre-selected soft skills: Communication, Coordination, Creativity, Critical Thinking, Cultural awareness, Dealing with stress, Dependability, Desire to learn, Empathy, Flexibility, Motivation, Respect for diversity, Self-awareness, and Teamwork.

Using questionnaires designed for this project, the research process involved the participation of 745 teenage students (age 14 to 19 years) from six European countries (Germany, Hungary, Italy, Latvia, Poland, Spain) in order to find out which of those 14 soft skills, according to their preferences, could be identified as the most important to develop. It was also asked to 382 between teachers and managers from these countries about their views on their pupils' needs and competences. The questionnaires explored the responses from both groups concerning the 14 soft skills and, since the largest number of responses to our questionnaires arrived from Italy, Latvia and Poland, the data sets from these three countries constitutes the main focus of such analyses and contribute most to the conclusions.

Based on the quantitative analyses of the survey data from both students and teachers-employees, the following 5 soft skills have been suggested as the ones to be primarily developed further and targeted by the next activities of the project:

- **Motivation (often referred to in the text with the acronym MOT)**[1]
- **Dealing with stress (DWS)**
- **Teamwork (TMW)**
- **Desire to learn (WTL)**

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[1] See page 9f. for the abbreviation system.

### • Critical Thinking (THD)

This final list of top 5 soft skills is based on careful calculation and weighing equally the views of both groups of respondents. As such, the analysis tried to reach a compromise between the two recipients' groups in the most objective way possible. Considering that education is a process involving both students and their teachers or tutors, a sensible project aimed at improving soft skills must take both views into account, without giving preference to one or the other. The main conclusion of this report, i.e. the decision on which soft skills to target for the foreseen project activities, was based on such fundamental assumption of equal weight given to the preferences of students and adult respondents.

A primary finding of this research is that students, teachers and employers have different opinions on the significance of transversal competencies and their further need for development. It is therefore essential to recognize both the personal needs of the students and the expectations and expertise of professionals, such as teachers and employers. Since the project is aimed at "closing the gap" between the teachers-employees' expectations and the students' existing skills, the paper argues that the subsequent project activities should be directed at the five soft skills above mentioned.

Two of the top 5 selected skills (TMW and DWS) are among the ones that differ the most between adults and students, and this observation should stress the fact that the views, priorities and preferences of these two groups are far from identical. Also, three of the top 5 skills (DWS, MOT, and THD) received the highest percentages of responses "they are not good at it" among the adults commenting on the skills of students. As a result, these findings confirm the need for these soft skills to be improved among students through the foreseen project activities.

Furthermore, three of these skills (MOT, DWS, and WTL) seem to deal with developing psychological strategies for coping with the current educational challenges caused by the pandemic. Obviously, their importance is universal, especially for what concerns teenagers, and will not disappear when the global situation will go back to normal. Students strongly felt that they must first deal with stress (DWS), must motivate themselves (MOT) and must satisfy their desire to learn (WTL). According to the surveyed teachers/employees, the soft skill Teamwork (TMW) is considered to be essential for the modern and collaborative work environment, where the emphasis is placed on being compatible with other people. Finally, the other skill Critical Thinking (THD) focuses on the students' ability to analyse situations, propose creative solutions to the encountered problems and make thoughtful decisions.

The analysis found that there is no clear or significant age-related trend in the responses for students across the considered age group (from 14 to 19 years old). The researchers, therefore, conclude that the students' views about soft skills do not change much throughout their teenage years. Furthermore, female students showed very strong preferences towards some of the skills (Respect for diversity, Empathy, Dependability, and Desire to learn) and less toward other skills (Critical Thinking, Dealing with Stress). In contrast, responses given by male students towards various soft skills diverged less.

Among the Italian sample of respondents, top 5 soft skill preferences of men and women teachers-employers showed significant positive correlation. This result indicates that their professional experience influences their assessment of soft skills importance in students' lives and, consequently, the views of adult male and female respondents are similar. Also, rankings of the most preferred soft skills are similar across these two professional groups: teachers rank the soft skills in a rather similar way as employers do.

The top 5 ranking preferences are positively correlated among students from 3 different countries (Italy, Latvia and Poland). This result shows similarity among the views of students that can be generalized across several countries in Europe and, therefore, provides further evidence that the project's impact shall be significant on young people belonging to different countries.

Results of the report will help develop a broader sensitivity and awareness on the actual needs of the surveyed target groups, and these can be easily transferred to other educational, professional and creative contexts according to their specific needs. As the activities foreseen by the "Playing 4 Soft Skills" Project aim to develop the selected 5 soft skills in a game-based context, a short section about students' game preferences has been included as part of this study. From this research, it appears that "board games" and "app games" are the top game categories among the project target group, therefore justifying the use of such game methodologies in the next project activities and outputs.

Finally, in relation to the selected transversal skills, the research identified a set of valuable evaluation measures, in the terminology known as behavioural indicators. Overall, the suggested list of behavioural indicators for each of the identified soft skill (Section 4) shall act as a useful framework for evaluation and can be further developed according to specific needs of educators throughout Europe.

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# Foreword: The Playing 4 Soft Skills Project

In the context of an increasingly globalised world and rapid technological change, employers do not only merely look for technical knowledge (the, so called, 'hard skills') when selecting candidates, but tend to rather prioritise those characteristics involving personality traits, such as creative thinking, communication, negotiation or flexibility. They determine the so called transversal competencies or soft skills. Furthermore, as recognised by the Council Recommendation 22/05/2018 on key competences for lifelong learning, soft skills are particularly relevant for the development of those key competences enabling young students to become active and responsible citizens in today's society. Finally, according to the World Economic Forum 2020 study, the latest developments due to the Covid Pandemic demonstrated how certain skills related to self-management, such as stress tolerance, adapting to unknown situations and active learning proved to be essential during these times.

Overall, the **Playing 4 Soft Skills Project** aims to contribute in reaching the following objectives:

> 1) enhance students' awareness of existing soft skills by actively engaging them in non-formal learning activities and provide with useful tools and material to assess and further develop such     transversal competencies in the context of a playful learning environment.

> 2) provide teachers with supportive tools and meaningful training on methodologies aimed at enhancing students' acquisition of specific soft skills through non-formal education and equip teachers so that they can act as effective facilitators during the implementation of non-formal learning activities.

The Soft Skills Evaluation Report constitutes the first of four different outputs which will be developed during the lifetime of the project and it aims to define the most relevant the soft skills to be targeted by project activities. In addition, the other three project outputs that will follow include:

- The **Soft Skills Game Manual** for participants explaining the rules, context and objectives of a new educational game tailored to the activation and development of transversal skills and based on innovative game formats developed by the project partners;

- The **Soft Skills Training Notebook**, a guiding instrument for teachers providing training on pedagogical aspects related to non-formal education, explaining in details the role of facilitators and outlining instruments for progress evaluation;

- The **Soft Skills Training App**, an interactive tool aimed at enhancing student's engagement in learning activities and fostering soft skills activation and self-evaluation.

The project consortium is made of seven different partner organisation, which are the following:

**Berlink ETN GmbH**, a German organization with substantial experience in organising qualified professional, educational and work placement experiences, especially in the VET sector.
Website: www.berlink.eu

**Fundacja Salus Publica**, a Polish organization devoted to supporting research on public health and the promotion of educational activities targeting children and young people, especially in rural communities and less economically developed regions of Poland.
Website: www.saluspublicapolska.wordpress.com/

**Il Salone dei Rifiutati**, an artisan and creative workshop based in Italy, where meeting and sharing through innovative experiences are seen as fundamental aspects of creating knowledge. It organises various exhibitions, workshops with children and adults and incorporates a fab lab for experimental ideas.
Website: www.ilsalonedeirifiutati.it/

**ISMA,** an organisation from Latvia which promotes the development of new educational methods, shares up-to-date industry information and organises various events.
Website: www.facebook.com/Izglitojoso.spelu.metozu.asociacija/

**San Telmo School of Art**, based in Malaga (Spain) offering studies in the field of art and design education.
Website: www.escueladeartesantelmo.es

**Riga Technical School of Tourism and Creative Industries,** a vocational school from Latvia which offers secondary education programmes in the field of tourism, commerce, beauty care, fashion and interior design as well as various possibilities for international mobility experiences.
Website: https://www.rtrit.lv/

**Axonforce**, a marketing company based in Italy which offers workshops on business strategies and processes for educational and professional purposes.
Website: www.axonforce.com/

# 1. Study approach

## 1.1. Defining a clear set of Soft Skills

In order to identify and clearly define a set of relevant Soft Skills for students, teachers and employers, the researchers aimed to provide participants of the study with a clear selection of choices to choose from. Therefore, this process focused on selecting a range of soft skills including the ones that are firstly highlighted by the European Commission as most important, those pointed out by current studies on economic and global trends and, finally, soft skills that are widely discussed by educational institutions like universities or international mobility organizer[2]

As an additional step, these results were discussed with partners from the project consortium and, supported by a wide bibliographic research and their expertise, the research led to identifying and defining a clear set of 14 soft skills relevant to the project's target groups. As such, the following skills were targeted by the survey (each skill is followed by the acronym used in data tables):

| Soft Skill | Definition |
|---|---|
| **Communication (COM)** | Ability to engage with others, express and receive information that is appropriate to the context and purpose. This ability also applies to negotiation. |
| **Coordination (COO)** | Adjusting one´s own actions in relation to the actions of others and to managing his/her own time and the time of others. In addition, the ability to arrange tasks in order of importance. |
| **Creativity (CRI)** | Generating new ideas or combine the existing ones by "outside of the box" thinking. |
| **Critical Thinking (THD)** | Using logical reasoning to define and handle upcoming situations and to solve problems. In addition, the capacity to make a decision based on a range of possibilities. |
| **Cultural awareness (CUL)** | Understand one´s own cultural identity as well the values of one´s society, through unbiased and non-discriminating comparison with other cultures and identities. Making an effort in understanding other cultures and being open to their particularities. |

| | |
|---|---|
| **Dependability (REL)** | Acting responsibly and reliably, holding on to the given promise or goal.<br>Being able to create the image of a person who can be trusted, both in personal life and professional activities. |
| **Desire to learn (WTL)** | The ability and willingness to learn and improve oneself during the entire life. Being curious and open towards new experiences. |
| **Dealing with stress (DWS)** | Being calm and effective in stressful situations, without panicking or acting aggressively towards others. |
| **Empathy (EMP)** | Being aware of reactions of other people and understanding why they react as they do by putting oneself in the place in their situaton. |
| **Flexibility (ADF)** | Being able to adjust to new or changing situations, leaving one´s own comfort zone. Seeing changes as positive challenges. |
| **Motivation (MOT)** | Being one's own inner coach, helping oneself to stay focused and positive to define goals and fulfil them, while being able to direct and push others. The ability to do what needs to be done, coming up with actions or solutions without the need to be stimulated by other people. |

| | |
|---|---|
| **Respect for diversity (DIV)** | Respecting diverse lifestyles, habits and identities. Engaging actively to create an anti-discriminatory environment at work and in personal life. |
| **Self-awareness (SAW)** | Being aware of one's own personality and one´s own emotions, behaviours and daily interactions. Self-monitoring and ability to reflect regularly upon one's actions. |
| **Team work (TMW)** | Working confidently within a group or in interaction with others to reach a goal. The ability to work together even if there is a disagreement or without knowing personally the group members very well. |

## 1.2 Research design and methods

### 1.2.1 The questionnaires

The research involved 2 different versions of the questionnaire in order to best disseminate the survey across the 3 identified target groups. Therefore, the following research tools were designed:

1.  a questionnaire for VET students in the 14 to 19 years-old group;

2.  a questionnaire for VET teachers and private sector employers.

Overall, the first questionnaire enabled the researchers to submit specific questions on how VET students perceive soft skills while exploring, through the second survey, how teachers and employers evaluate and prioritize the soft skills of their students or trainees.

### 1.2.2 Ranking

In order to identify the 5 most important soft skills as perceived by students, educators and employers, a numerical ranking system was used as a key evaluation methodology in both questionnaires.

The ranking was, therefore, designed in two steps:

1.  Students, teachers and employers could choose across the 14 identified soft skills and select 5 of them. The question posed to the students was the following:

*Please select the five soft skills that, in your opinion, are the most interesting for you to develop more:*

The equivalent question submitted to teachers and employers was the following:

*Please select the five soft skills that, in your opinion, are the most important and useful for your students/trainees to develop more:*

Please select the five soft skills that, in your opinion, are the most important and useful for your *
students/trainees to develop more:

☐ Team work

☐ Dependability (responsibility, reliability)

☐ Empathy

☐ Cultural awareness

☐ Respect for diversity

☐ Adaptability/Flexibility

☐ Effective Communication

☐ Coordination and time management

☐ Critical Thinking and Decision-Making

☐ Creativity/Innovation

☐ Self-Motivation/Initiative

☐ Self-awareness (reflection, monitoring)

☐ Desire to learn

☐ Dealing with stress

The second step of the ranking involved asking recipients to arrange the chosen 5 Soft Skills in order from 1-5, starting from the one perceived as most important and ending with the least important.

Almost done... 💪 Please use the 5 you chose and write them below from the most relevant to *
the least relevant according to you:

Langantwort-Text

Almost done... 💪 Please use the 5 you chose and write them below from the most useful to the *
least useful for your students/trainees:

Langantwort-Text

As a result, the research provided with a very clear selection of 5 soft skills that students, teachers and employers regarded as most important through a ranking of such skills from TOP 1 to TOP 5.

The ranking constituted a very important aspect of analysis of results. However, before asking the targets groups to express their preference towards specific skills, the concept of soft skill had to be fully understood by both students and adults responding to the questionnaire. For this reason, the

researchers opted to introduce an additional element to the survey by using a playful and reflective approach (see Section 1.2.3), therefore helping respondents to learn more about soft skills.

### 1.2.3. Building an understanding of Soft Skills

Firstly, the questionnaire included a short and entertaining introduction at the very beginning asking the recipients "Do you know these situations?" and linking three video examples from YouTube and a sequences of screenshots. Those video examples were selected in order to provide the target groups with examples of how such soft skills are applied in the everyday life of the video protagonists. The examples chosen were selected in order to be internationally understandable and to make sure that all respondents from different countries could refer to them. Thanks to an introductory text at the bottom of the page, the survey linked those videos with everyday life situations experienced by students:



After this introductory part concerning the general meaning of soft skills, the researchers decided to provide questionnaire recipients with a clear definition for each of the soft skill. This was possible both through a short text explanation as well as linking each soft skill to an entertaining, internationally understandable YouTube video example. Teenagers aged from 14 to 19, in fact, who were the primary

target group of this research, use and watch YouTube very actively[2] and, as a result, it was considered useful to link such platform to the developed questionnaire.

Furthermore, a section was added for each of the soft skills in which the respondents could share their ideas about how they perceive to use specific soft skills in their every-day lives (the students' questionnaire) or on the use of such soft skills by students and trainees in their lives (the teachers and employers' questionnaire). For this reason, the researchers selected, together with the partners, 3 statements related to each of the soft skill and linked with everyday life situations, and asked respondents to assess on the scale from 1 (never) to 5 (always) how often they - or in case of teachers and employers - their students/trainees applied such skill in a given situation. The statements were divided into 2 positive and 1 negative per each soft skill (scored in the reversed manner – see Section 2).

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[2] Medienpädagogischer Forschungsverband Südwest (2019): JIM-Studie, p. 27

When you think about yourself...

...how do you use those SOFT SKILLS in YOUR everyday life?

Team Work

Work confidently within a group or in interaction with others to reach a goal. The ability to work together even if there is a disagreement or you do not know the group members very well.

If you want to understand more, watch:
You-Tube Video: https://www.youtube.com/watch?v=IPpfK1K1qNU (Avengers: Age of Ultron, 2015)

Please rate this sentence, using the scale from 1-5:
1 = Never
2= Almost never
3= Sometimes
4= Almost always
5= Always

When you think about your students or trainees...

...how do you think are they using those SOFT SKILLS in their everyday life?

Team Work

Work confidently within a group or in interaction with others to reach a goal. The ability to work together even if there is a disagreement or you do not know the group members very well.

If you want to understand more, watch:
You-Tube Video: https://www.youtube.com/watch?v=IPpfK1K1qNU (Avengers: Age of Ultron, 2015)

Please rate this sentence, using the scale from 1-5:
1 = Never
2= Almost never
3= Sometimes
4= Almost always
5= Always

I like to work on my ideas in a group and get feedback from the others. *

|  | 1 | 2 | 3 | 4 | 5 |  |
| Never | ○ | ○ | ○ | ○ | ○ | Always |

Working in a group is annoying for me because it takes a long time to organise the work between each of the team members. *

|  | 1 | 2 | 3 | 4 | 5 |  |
| Never | ○ | ○ | ○ | ○ | ○ | Always |

I like to listen to the other members of the team. *

|  | 1 | 2 | 3 | 4 | 5 |  |
| Never | ○ | ○ | ○ | ○ | ○ | Always |

My students/trainees like to work on their ideas in a group and get feedback from the others. *

|  | 1 | 2 | 3 | 4 | 5 |  |
| Never | ○ | ○ | ○ | ○ | ○ | Always |

Working in a group is annoying for my students/trainees because it takes a long time to organise the work between each of the team members. *

|  | 1 | 2 | 3 | 4 | 5 |  |
| Never | ○ | ○ | ○ | ○ | ○ | Always |

My students/trainees like to listen to the other members of the team. *

|  | 1 | 2 | 3 | 4 | 5 |  |
| Never | ○ | ○ | ○ | ○ | ○ | Always |

The questionnaire was able to gather not only how students perceived their activation of soft skills or how this process was perceived by teachers and employers, but the respondents also had the possibility to reflect upon their personal behaviour or the one of their students/trainees in different situations.

A section with 3 emoticons was the included in order to provide the students with the opportunity to express if they were familiar with the meaning of each soft skill ("What does it mean actually?") and - after having read the 3 earlier statements – if they thought such skills were relevant in their everyday life ("Yes, I need it" or "No, I do not need it"). On the other hand, the teachers-employers questionnaire asked the respondents to indicate if their students/trainees were good or not good at those skills or even did not understand them ("Yes, my students/trainees are good at it!", "No my students/trainees are not good at it", "My students/trainees do not really know, what it is!").

Choose one emoji for "Team Work"  *

○ 👍     (Yes, I need it in my everyday life!)

○ ?     (Hhhm, what does it mean actually?)

○ 👎     (No, I actually do not need it in my everyday life!)

Choose one emoji for "Team Work"  *

○ 👍     (Yes, my students/trainees are good at it!)

○ ?     (My students/trainees do not really know what it is.)

○ 👎     (My students/trainees are not good at it!!)

After this section especially devoted to enhancing the understanding of the respondent, the questionnaire included the soft skills ranking – see 3.1.1 –  which was then followed by a short interactive section (only presented in the students' questionnaire). The students could suggest a link to their own YouTube video example in order to describe their understanding of a specific soft skill or a situation in which they felt that soft skills had been helpful to them. By engaging with students by inviting them to choose examples familiar to them, the students were able to think and reflect about their perceived use of soft skills, allowing researchers to understand even better the profile of this target group.



Your own experiences

We want to know more about you!

Send us your own example of a Video about a soft skill as a link

▶ YouTube
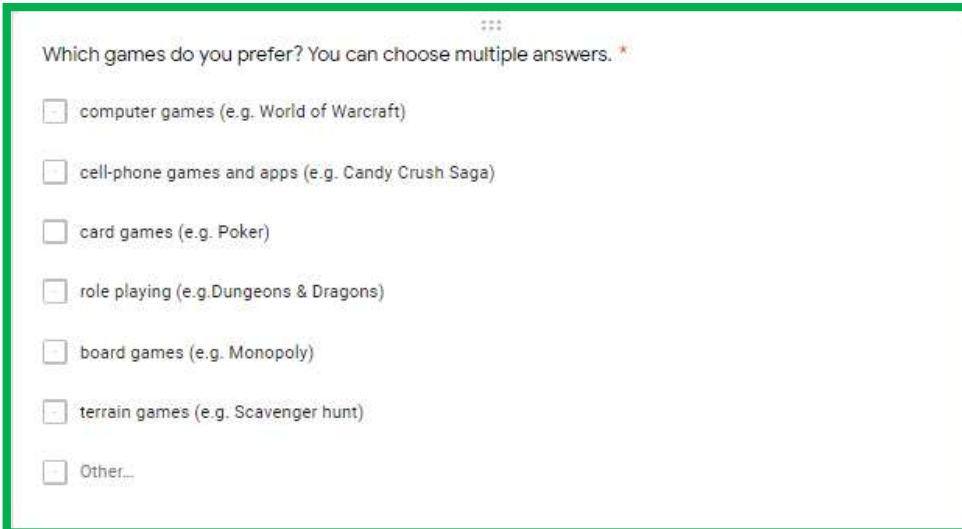
Kurzantwort-Text

Or think about today and describe a situation when, in your opinion, soft skills have been helpful to you:

Langantwort-Text

### 1.2.4. An extra link to Output 2: Game preferences

In order to gather further information relevant for the future project outputs and activities, the research focused not only on finding out which soft skills are perceived as the most important and needed by the studies participants, but also on determining which are the preferred game-based activities of the students. For this reason, the final research section of the students' questionnaire asked them to select which game type they prefer among several game categories. Since multiple options were allowed, the students had the possibility to share other preferred game categories by marking the relevant blank spaces:



By collecting such responses from students, the research was able to identify their specific preferences in order to best design the next project outputs in accordance to the students' needs.

### 1.2.5. Personal data

The last section of both questionnaires consists of the personal data fields. As the survey was designed to be anonymous, the target groups had to provide only with information concerning the sector of study or work, gender, age and country of origin. Once such information was gathered, it was possible to differentiate soft skills needs and game preferences between female, male and non-binary students, between age categories, countries and compare them across different sectors of work and study.

### 1.2.6. Dissemination

The dissemination of both questionnaires was undertaken by the seven partner organisations from Germany, Poland, Latvia, Italy and Spain. The questionnaires were translated from English into five

other languages (Italian, Spanish, German, Latvian, Polish) and then each of the partners used their established contacts across VET schools and companies to invite as many VET students, VET teachers and employers as possible to provide with their responses to the questionnaire. By using Google Forms as the questionnaires' software, it was possible to submit it to all the target groups online. The data collection took place across five weeks from the end of January until beginning of March 2021 and most VET schools and companies were approached by email or phone.

### 1.2.7. The Sample

The research activity enabled collection and analysis of the student data and teacher/employer/employee data for 6 countries: Germany, Hungary, Italy, Latvia, Poland, and Spain. Since the largest samples of both students and teachers and employers were from Italy, Poland and Latvia, these three countries were subjected to more detailed analyses (see section 2).

**A.**                                                                              **B.**
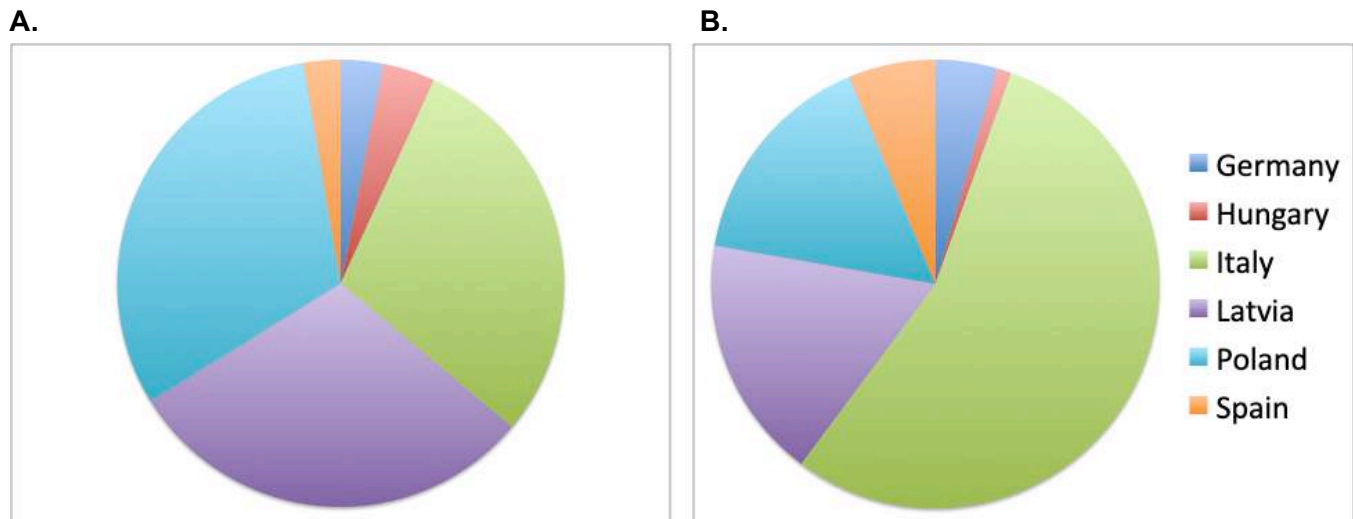


**Figure 1.2.7a** – Total sample sizes of the surveyed students (panel A) and teachers/employers (panel B) from 6 countries. The specific numbers are presented in the table below.

**Table 1.2.7a** – Sample sizes of the surveyed students (A) and teachers/employers (B).

| A. students | female | male | non-binary | total |
|---|---|---|---|---|
| Germany | 11 | 12 | 0 | 23 |
| Hungary | 14 | 13 | 1 | 28 |
| Italy | 153 | 63 | 2 | 218 |
| Latvia | 159 | 58 | 7 | 224 |
| Poland | 131 | 96 | 5 | 232 |
| Spain | 15 | 4 | 1 | 20 |
| total: | 483 | 246 | 16 | 745 |
| | | | | |
| B. teachers/employers | female | male | non-binary | total |
| Germany | 7 | 10 | 0 | 17 |
| Hungary | 4 | 0 | 0 | 4 |
| Italy | 166 | 39 | 4 | 209 |
| Latvia* | 54 | 11 | 0 | 67 |
| Poland | 41 | 20 | 0 | 61 |
| Spain | 17 | 7 | 0 | 24 |
| total: | 289 | 87 | 4 | 382 |

\* there were 2 missing responses about gender among the Latvian teachers/employees.

The Italian sample was large enough to allow comparisons of the responses between male and female adult respondents (see section 2.3.3). Additional information about the sample sizes of teachers and employers from the 6 studied countries is presented in Table 1.2.7b. The Italian sample was of sufficient size to allow comparisons of the responses between these two groups of respondents (see section 2.3.4).

**Table 1.2.7b** – Sample sizes of the surveyed teachers and employers.

| | teachers | employers | total |
|---|---|---|---|
| Germany | 11 | 6 | 17 |
| Hungary | 4 | 0 | 4 |
| Italy | 159 | 50 | 209 |
| Latvia | 44 | 23 | 67 |
| Poland | 47 | 14 | 61 |
| Spain | 17 | 7 | 24 |
| total: | 282 | 100 | 382 |

The sample sizes of students from 6 age categories is shown in Figure 1.2.7b. The responses of students from these age groups are discussed in section 2.2.3.
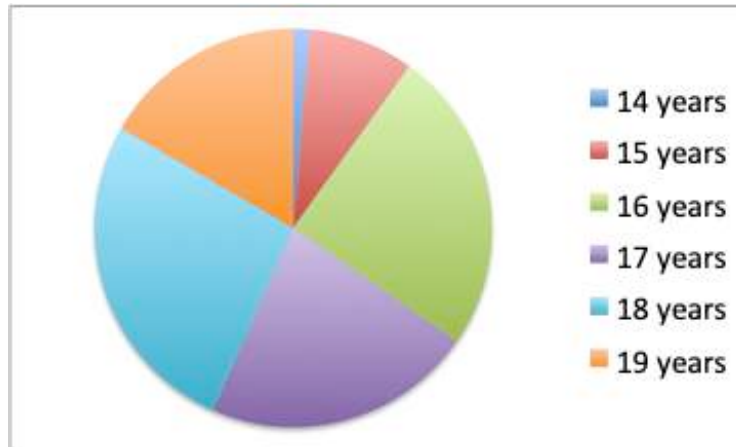
**Figure 1.2.7b** – Sample sizes of the surveyed students from the 6 age categories, pooled from all 6 countries: 14 years old students (n = 10), 15 years old (n = 64), 16 years old (n = 184), 17 years old (n = 164), 18 years old (n = 199), and 19 years old (n = 124).

# 2. Methodology and Analysis

Overall there were three sets of data to be used with the aim of focusing on the most relevant soft skills (out of the set of 14):

• responses to 3 statements about each soft skill; one of the statements was phrased in a reverse manner, and consequently the response to this question was re-calculated, before the average for all 3 responses was computed.

> Example: Statements for Dealing with stress (DWS): "I can see and recognize stress in other people", "I know exactly what is causing stress to me in everyday life, I realize how to face it", and the reverse statement "When things are falling apart I can't just stay calm and focused".

The list of all statements, with indication of which ones were expressed as reverse in meaning, is presented in Annex 1.

• responses in the form of selection of the "thumb up/down" emoticon, with the meaning "I need it/I do not need it" (in the case of students) and the meaning "yes, they are good at it/no, they are not good at it" (in the case of teachers or employers) and responses in the form of selection of the "question mark" emoticon, with the meaning "Hhhm, what does it mean actually?" (students questionnaire) and "My students/trainees do not really know what it is" (teachers-employers questionnaire).

• ranking of top 5 skills that the respondents thought to be most important or relevant: they were asked to list these skills and then to rank them from 1 to 5, in the order of decreasing importance.

The responses to reverse-scored statements were recalculated by subtracting the given score from 6, consequently changing the highest mark 5 into 1, 4 into 2, 3 stays the same, 2 into 4, and the lowest mark 1 was changed into 5. This procedure makes the responses to the reverse-scored items comparable to the responses to the other two items. Then the responses to all 3 statements (on the scale of 1 to 5 points) about each skill were used to calculate 14 average responses for that person. The same procedure was applied to each respondent.

Each person's choices of top 5 soft skills were analysed in the following way: the soft skill chosen as rank 1 received 5 points, as rank 2: 4 points, as rank 3: 3 points, as rank 4: 2 points, and as rank 5 = 1 point.

Two sections below contain results of some analyses of these two sets of responses separately. Section 2.2 describes the results of responses to statements, and section 2.3 contains analyses of the top 5 rankings. However, the final conclusions of this research phase were based on analyses of the combined datasets (Section 2.1). The average responses to statements were combined with the top 5 ranking information in the following way. For example, if a respondent chose TMW (teamwork) as the top 1 soft skill and also had an average response to the TMW questions of 4.33 points, then the TWM skill received 5*4.33 = 21.65 points from that person. If that respondent placed TMW in the 3rd position of the ranking, then the TWM would receive 3*4.33 = 12.99 points from that person. This procedure was repeated for all respondents and all top 5 choices from each person, and the sums of points were calculated for each soft skill across all respondents.

Point totals computed for each skill for both students and teachers/employers were then expressed as values per capita, to equalize impact of the fact that the samples of both groups of respondents were of different size (745 and 382, respectively). This step resulted in two averages characterizing each soft skill: the student average and the teacher-employer average. Both such per capita averages were then averaged (see right column in Table 2.1a), with equal weight given to the student and teacher-employer average scores. In other words, the views of students and teachers-employer were treated as equally relevant or important. This information (Figure 2.1a) is the basis of determining which five soft skills will be used in the other actions foreseen by the project.

The emoticon information was expressed as percentages of people responding with "thumb up", "thumb down" or "I do not know".

## 2.1. Averages of the combined variables: responses to statements and top 5 rankings - data for all skills

**Table 2.1a -** Average ranking (based on combined top 5 ranks and inverted average responses) for students (left) and **t**eachers and employers -employees.

| total score calculated for students (n = 745) | student average score per capita | skills | total score calculated for teachers/ employees (n = 382) | teachers / employee average score per capita | average of two average scores |
|---|---|---|---|---|---|
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 1817.590 | 2.440 | Communication | 1021.333 | 2.674 | **2.557** |
| 1494.667 | 2.006 | Coordination | 1032.333 | 2.702 | **2.354** |
| 1949.667 | 2.617 | Creativity | 968.333 | 2.535 | **2.576** |
| 1787.667 | 2.400 | Critical Thinking | 1297.667 | 3.397 | **2.898** |
| 437.000 | 0.587 | Cultural awareness | 337.333 | 0.883 | **0.735** |
| 4008.333 | 5.380 | Dealing with stress | 1007.667 | 2.638 | **4.009** |
| 1359.470 | 1.825 | Dependability | 1323.333 | 3.464 | **2.645** |
| 1889.000 | 2.536 | Desire to learn | 1273.667 | 3.334 | **2.935** |
| 1047.000 | 1.405 | Empathy | 1215.000 | 3.181 | **2.293** |
| 1205.210 | 1.618 | Flexibility | 1012.000 | 2.649 | **2.133** |
| 3779.333 | 5.073 | Motivation | 1496.000 | 3.916 | **4.495** |
| 879.290 | 1.180 | Respect for diversity | 712.667 | 1.866 | **1.523** |
| 1734.333 | 2.328 | Self-awareness | 800.333 | 2.095 | **2.212** |
| 1430.000 | 1.919 | Team work | 1703.667 | 4.460 | **3.190** |
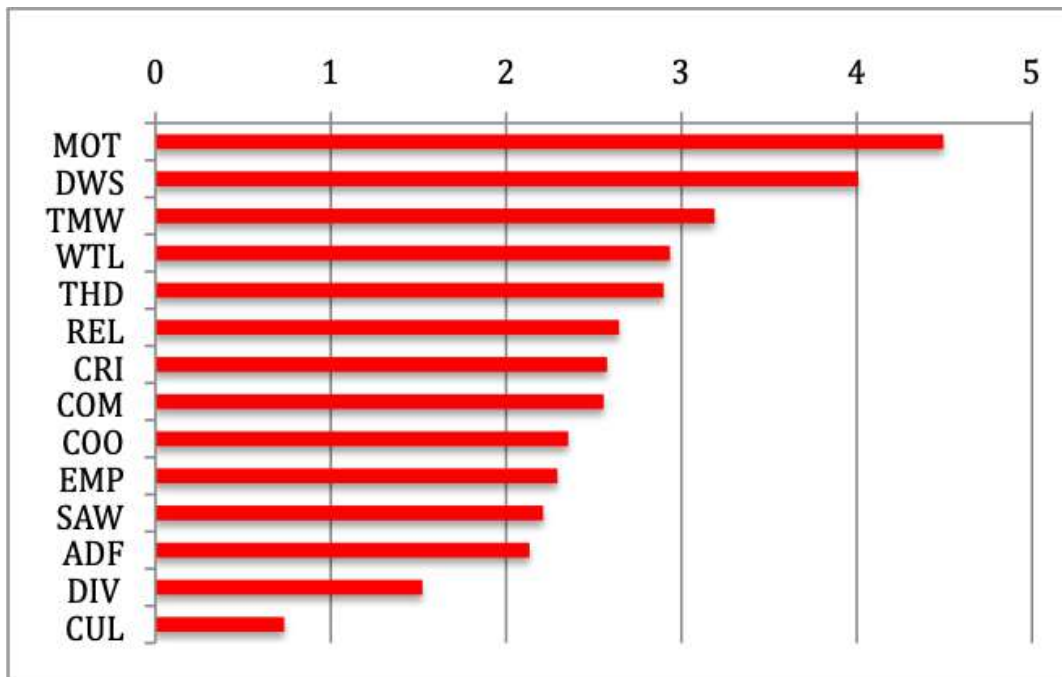


**Figure 2.1a** – The final ranking of skills based on average per capita scores calculated from responses of both students and teachers/employees (the column on the right in **Table 2.1a**).

The results showing rankings of skills for students (blue bars) and teachers-employers (green bars) are given in Figure 2.1b. There is no significant correlation between the rankings of combined scores for all skills produced by students and adults (r = 0.373, n = 14, p = 0.189; see also Section 2.3.5).
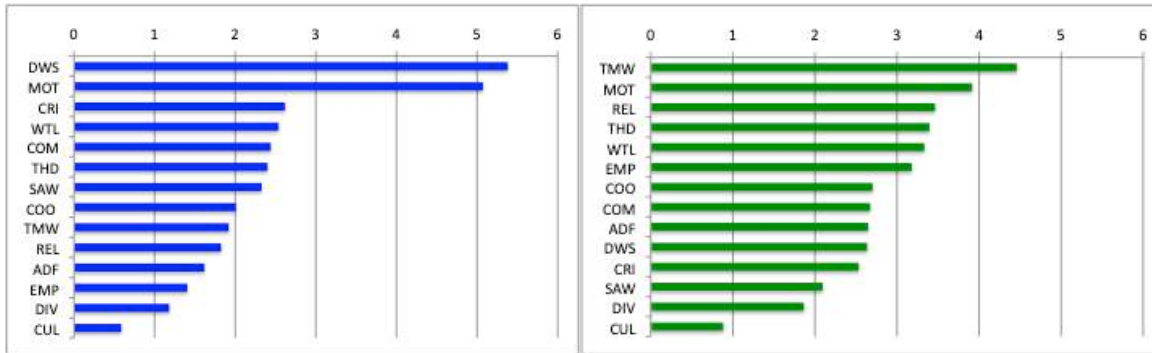
**Figure 2.1b** – Ranking of combined scores of all skills for students (blue bars) and teachers-employers (green bars).

Also, the chart in Figure 2.1c shows a disparity in the average values between two groups of respondents. Two of the top 5 selected soft skills (TMW and DWS) are among those that differ the most between adults and students (by more than 100%), and this observation should make us sensitive to the fact that the views, priorities and preferences of these two groups are far from identical. Disparities in the views on the three other top skills (MOT, THD, WTL) are about 30-40%.
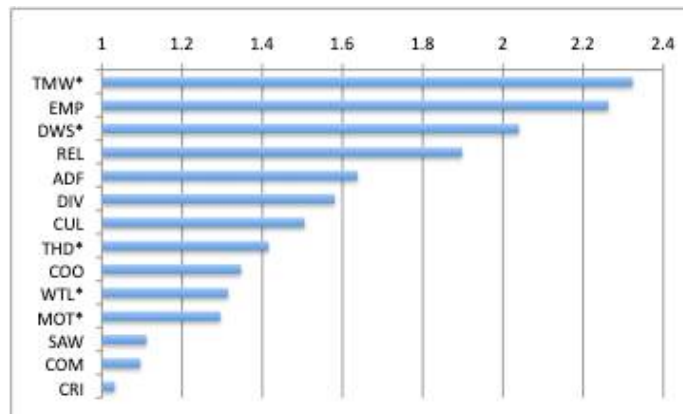


**Figure 2.1c** – Disparities in the views of students and teachers-employers – higher value means greater difference. This disparity has been quantified as the ratio of the averages, dividing the adult score by the student score. When the latter score was higher than the adult score (such as was the case with DWS, MOT, SAW, and CRI), the ratio was recalculated as its inverse, to keep all values above 1. Asterisks indicate the top 5 skills determined from the combined scores for both groups of respondents.

One could also analyse the rank order of the finally selected soft skills, and it is as follows:

• MOT: 2nd in both groups of respondents;

• DWS: 1st among students vs 10th among teachers-employers;

• TMW: 9th among students vs 1st among teachers-employers;

• WTL: 4th among students vs 5th among teachers-employers;

• THD: 6th among students vs 4th among teachers-employers;

Even though Creativity (CRI) was 3rd among students, it was placed as the distant (i.e. unimportant) 11th skill among teachers-employers and, consequently, was not included in the final selection of top 5 skills. Similarly, Dependability (REL) was the 3rd most important skill among teachers-employers, but only 10th among students. Nevertheless, the final list of 5 soft skills is based on careful calculation and weighting equally the views of both groups of respondents so, it is argued, that this is a compromise that was reached in the most objective way possible.

## 2.2. Average responses to statements: data for individual skills – ranking preferences excluded

### 2.2.1. Average responses to statements – all data and comparisons of 3 countries

**Table 2.2.1a -** Average responses to statements by students (n = 745) and teachers (n = 382).

| skills | students: averages of individual scores | teachers and employers: averages of individual scores |
|---|---|---|
| Communication | 3.38 | 3.37 |
| Coordination | 3.55 | 3.10 |
| Creativity | 3.40 | 3.21 |
| Critical Thinking | 3.11 | 2.94 |
| Cultural awareness | 3.74 | 3.54 |
| Dealing with stress | 3.26 | 3.06 |
| Dependability | 3.95 | 3.40 |
| Desire to learn | 3.99 | 3.51 |
| Empathy | 3.89 | 3.41 |
| Flexibility | 3.43 | 3.33 |
| Motivation | 3.27 | 2.91 |
| Respect for diversity | 4.15 | 3.69 |
| Self-awareness | 3.73 | 3.25 |
| Team work | 3.77 | 3.55 |
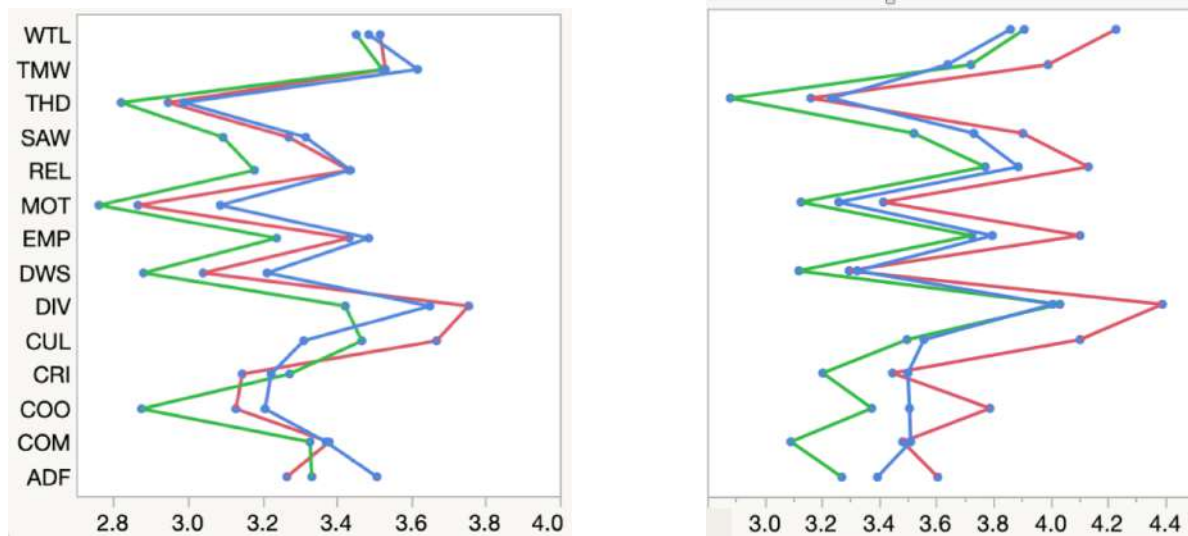
**Figure 2.2.1a** – Average responses to statements by teachers-employers (left panel) and students (right panel) calculated for three countries for which sample sizes were large - Italy (red line), Latvia (green line), and Poland (blue line). The skills are presented in alphabetical order (based on their acronyms). Information about statistical significance of differences between averages may be found in Tables 2.2.1b and 2.2.1c.

Responses of Latvian teachers and employers tended to be the lowest of those from the three analysed countries in 5 out of 14 soft skills. Among students, average Italian responses were significantly higher than Latvian responses for all 14 skills, and higher than Polish responses in 9 out of 14 skills. Responses of Latvian students were also significantly lower than of Polish students in 5 out of 14 skills.

**Table 2.2.1b –** Average responses to statements by teachers- employers calculated for three countries for which sample sizes were large.

| skills | | Italy n = 209 | Latvia n = 67 | Poland n = 61 | HSD test for pairwise comparisons (following analysis of variance) |
|---|---|---|---|---|---|
| Communication | COM | 3.380 | 3.328 | 3.372 | ns |
| Coordination | COO | 3.129 | 2.876 | 3.208 | POL>LAT, p = 0.04 |
| Creativity | CRI | 3.147 | 3.274 | 3.224 | ns |
| Critical Thinking | THD | 2.947 | 2.821 | 2.989 | ns |
| Cultural awareness | CUL | 3.668 | 3.468 | 3.311 | ITA>POL, p = 0.0011 |
| Dealing with stress | DWS | 3.041 | 2.881 | 3.213 | POL>LAT, p = 0.006 |
| Dependability | REL | 3.434 | 3.179 | 3.437 | ITA>LAT, p = 0.030 |
| Desire to learn | WTL | 3.517 | 3.453 | 3.486 | ns |
| Empathy | EMP | 3.434 | 3.239 | 3.486 | ns |
| Flexibility | ADF | 3.266 | 3.333 | 3.508 | ns |
| Motivation | MOT | 2.866 | 2.761 | 3.087 | POL>LAT, p = 0.032 |
| Respect for diversity | DIV | 3.754 | 3.423 | 3.650 | ITA>LAT, p = 0.0019 |
| Self-awareness | SAW | 3.271 | 3.095 | 3.317 | ns |
| Team work | TMW | 3.531 | 3.522 | 3.617 | ns |

**Table 2.2.1c -** Average responses to statements by students calculated for three countries for which sample sizes were large.

| skills | | Italy n = 218 | Latvia n = 224 | Poland n = 232 | HSD test for pairwise comparisons (following analysis of variance) |
|---|---|---|---|---|---|
| Communication | COM | 3.483 | 3.092 | 3.511 | ITA>LAT, POL>LAT |
| Coordination | COO | 3.789 | 3.375 | 3.507 | ITA>LAT, ITA>POL |
| Creativity | CRI | 3.448 | 3.204 | 3.501 | ITA>LAT, POL>LAT |
| Critical Thinking | THD | 3.162 | 2.881 | 3.234 | ITA>LAT, POL>LAT |
| Cultural awareness | CUL | 4.104 | 3.499 | 3.557 | ITA>LAT, ITA>POL |
| Dealing with stress | DWS | 3.297 | 3.121 | 3.325 | ITA>LAT, POL>LAT |
| Dependability | REL | 4.133 | 3.773 | 3.888 | ITA>LAT, ITA>POL |
| Desire to learn | WTL | 4.229 | 3.909 | 3.861 | ITA>LAT, ITA>POL |
| Empathy | EMP | 4.104 | 3.726 | 3.797 | ITA>LAT, ITA>POL |
| Flexibility | ADF | 3.606 | 3.270 | 3.395 | ITA>LAT, ITA>POL |
| Motivation | MOT | 3.416 | 3.128 | 3.260 | ITA>LAT |
| Respect for diversity | DIV | 4.392 | 4.033 | 4.009 | ITA>LAT, ITA>POL |
| Self-awareness | SAW | 3.904 | 3.522 | 3.733 | ITA>LAT, ITA>POL, POL>LAT |
| Team work | TMW | 3.992 | 3.723 | 3.641 | ITA>LAT, ITA>POL |

## 2.2.2. Average responses to statements – male vs female students – ranking preferences excluded

Average responses across all 14 skills were more diverse for female than male students (coefficient of variation among average responses was 10.3% for females and 6.1% for males). This result may mean that female students have very strong preferences towards some skills (Respect for diversity, Empathy, Dependability, and Desire to learn) and less so toward other skills (Critical Thinking, Dealing with Stress). Male student responses towards various soft skills were less scattered.

**Table 2.2.2a -** Average responses to statements by female and male students. Non-binary students were not numerous enough to allow analyses of their responses in a meaningful way.

| skills | | female n = 483 | male n = 246 | non-binary n = 16 |
|---|---|---|---|---|
| Communication | COM | 3.37 | 3.41 | 3.19 |
| Coordination | COO | 3.57 | 3.52 | 3.10 |
| Creativity | CRI | 3.43 | 3.35 | 3.29 |
| Critical Thinking | THD | 3.05 | 3.21 | 3.21 |
| Cultural awareness | CUL | 3.84 | 3.53 | 3.85 |
| Dealing with stress | DWS | 3.20 | 3.38 | 3.23 |
| Dependability | REL | 4.05 | 3.77 | 3.83 |
| Desire to learn | WTL | 4.05 | 3.89 | 3.79 |
| Empathy | EMP | 4.03 | 3.64 | 3.35 |
| Flexibility | ADF | 3.43 | 3.44 | 3.23 |
| Motivation | MOT | 3.24 | 3.32 | 3.31 |
| Respect for diversity | DIV | 4.28 | 3.93 | 3.94 |
| Self-awareness | SAW | 3.76 | 3.68 | 3.71 |

| Team work | TMW | 3.83 | 3.71 | 3.23 |
|---|---|---|---|---|
| averages: | | **3.652** | **3.556** | **3.448** |
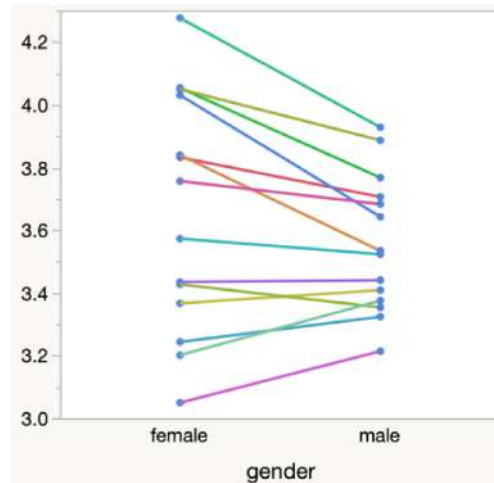


**Figure 2.2.2a** – Average responses to statements by female and male students. The exact values are presented in the table above.

### 2.2.3. Average responses to statements – age effects – ranking data excluded

There is no clear or significant age-related trend in the responses for students in the studied age groups (from 14 to 19 years old). It can be argued, therefore, that the sample of students represents well the "teenage student" category. In fact, one may comment that the average responses for each age category (excluding the 14-year olds due to a small sample size) are remarkably uniform, as if the views of high-school students about the importance of soft skills do not change at all between the ages 15 and 19.

**Table 2.2.3a -** Average responses to statements by students in each age category.

| skills | | 14 years n = 10 | 15 years n = 64 | 16 years n = 184 | 17 years n = 164 | 18 years n = 199 | 19 years n = 124 |
|---|---|---|---|---|---|---|---|
| Communication | COM | 3.63 | 3.25 | 3.31 | 3.31 | 3.49 | 3.42 |
| Coordination | COO | 4.07 | 3.62 | 3.48 | 3.43 | 3.67 | 3.52 |
| Creativity | CRI | 3.27 | 3.55 | 3.40 | 3.37 | 3.37 | 3.41 |
| Critical Thinking | THD | 3.30 | 3.12 | 3.05 | 3.00 | 3.21 | 3.14 |
| Cultural awareness | CUL | 3.67 | 3.90 | 3.80 | 3.66 | 3.75 | 3.65 |
| Dealing with stress | DWS | 3.4 | 3.19 | 3.20 | 3.18 | 3.32 | 3.38 |
| Dependability | REL | 4.20 | 3.97 | 3.92 | 3.94 | 3.95 | 4.01 |
| Desire to learn | WTL | 4.3 | 4.02 | 4.02 | 3.92 | 3.95 | 4.06 |
| Empathy | EMP | 3.93 | 4.05 | 3.98 | 3.82 | 3.88 | 3.77 |
| Flexibility | ADF | 3.73 | 3.33 | 3.45 | 3.37 | 3.45 | 3.49 |
| Motivation | MOT | 3.33 | 3.08 | 3.21 | 3.29 | .3.33 | 3.34 |
| Respect for diversity | DIV | 4.00 | 4.27 | 4.24 | 4.08 | 4.13 | 4.13 |
| Self-awareness | SAW | 3.73 | 3.69 | 3.75 | 3.64 | 3.75 | 3.81 |
| Team work | TMW | 4.23 | 3.91 | 3.78 | 3.72 | 3.74 | 3.80 |

| averages: | | 3.772 | 3.638 | 3.614 | 3.551 | 3.643 | 3.638 |
|---|---|---|---|---|---|---|---|
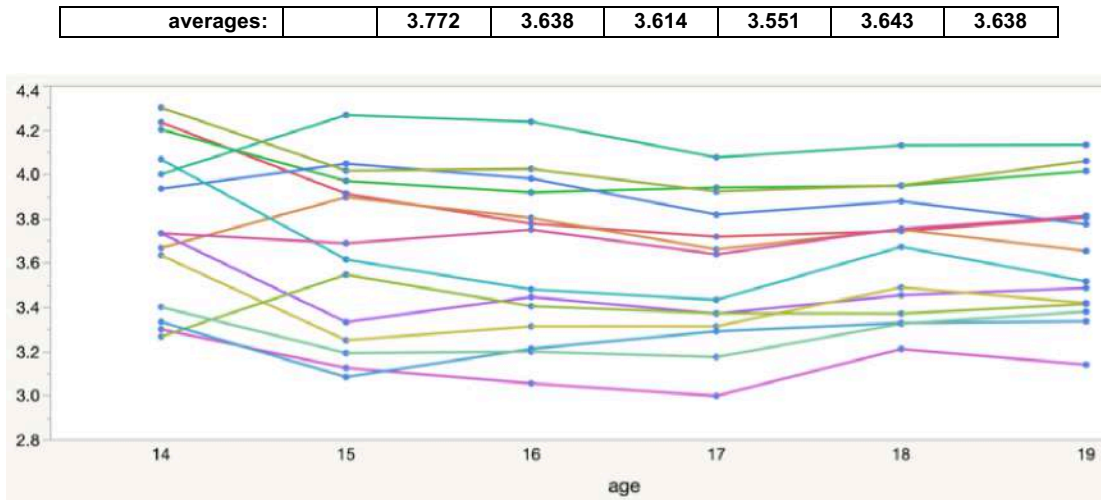


**Figure 2.2.3a** – Average responses to statements by students in each age category. The exact values are presented in the table above.

## 2.3. Top 5 rankings: analyses – separately from responses to statements

According to the scoring method which was adopted, each soft skill accumulated points across the entire population of respondents, and across all five positions of the ranking (with the first choice receiving 5 points, and the fifth choice – 1 point). The sums are shown in Figures 2.3.1a and 2.3.2a.

### 2.3.1. Top 5 ranking preferences - teachers-employers
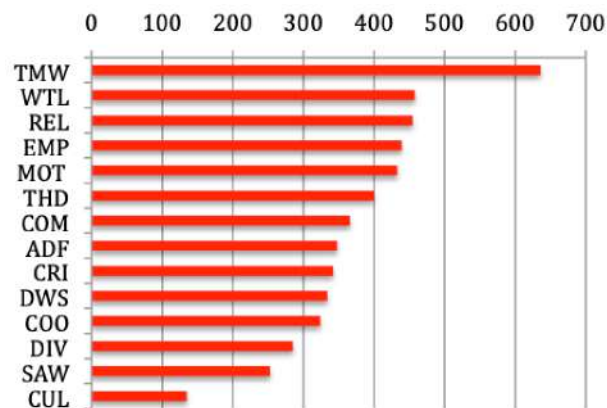


**Figure 2.3.1a –** Top 5 preferences of teachers and employers from all countries pooled.
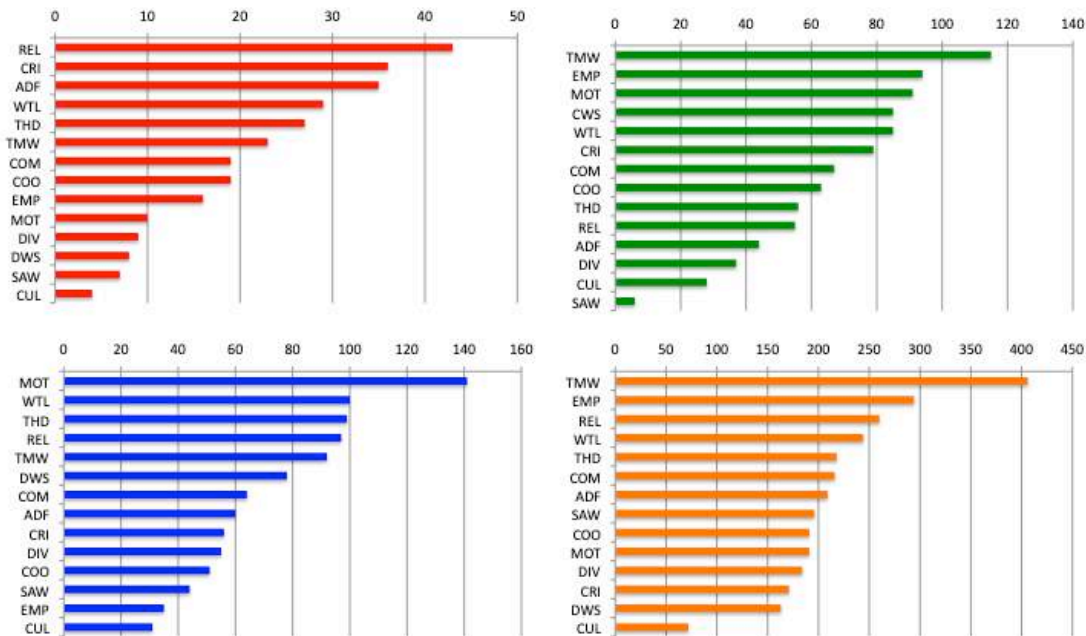
**Figure 2.3.1b –** Top 5 preferences of teachers and employers from Spain (red, n = 21), Italy (orange, n = 208), Latvia (blue, n = 67), and Poland (green, n = 61).

The analysis also looked at if the top 5 ranking preferences are correlated among teachers-employers (pooling males and females) across 3 countries (for which the sample sizes were sufficiently large; Table 2.3.1a). There was no significant correlation between the adult respondents from Italy and Latvia. In contrast, the ranking preferences of Italian and Polish teachers-employers were positively correlated; in the case of Poland and Latvia they showed only marginally significant correlation. One may, therefore, expect to find some variation among European countries in the degree to which the views of adult professionals about soft skills are expressed.

**Table 2.3.1a -** Pairwise correlations between 3 countries in the top 5 rankings by teachers- employers. Spain was not included in the analyses due to the small number of respondents.

| n = 14 | r | p |
|---|---|---|
| **Latvia - Poland** | 0.475 | 0.086, marginally significant |
| **Italy - Poland** | 0.596 | 0.024 |
| **Italy - Latvia** | 0.304 | 0.291, not significant |

## 2.3.2. Top 5 ranking preferences – results: students
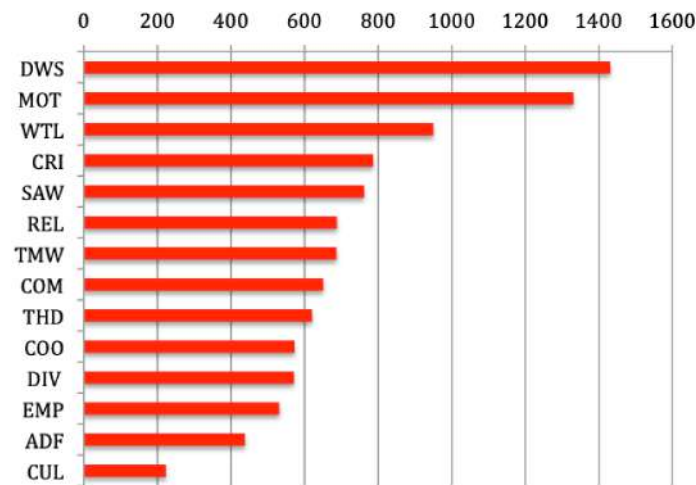


**Figure 2.3.2a –** Top 5 ranking preferences of students from all countries pooled.
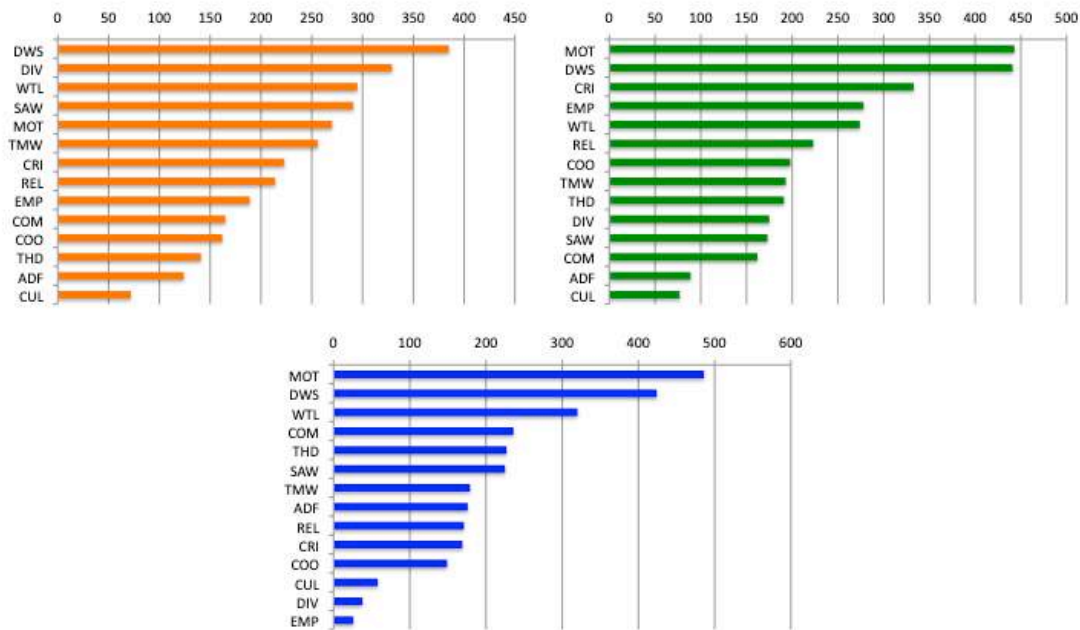


**Figure 2.3.2b** – Top 5 ranking preferences of students from Italy (orange, n = 218), Latvia (blue, n = 224), and Poland (green, n = 232).
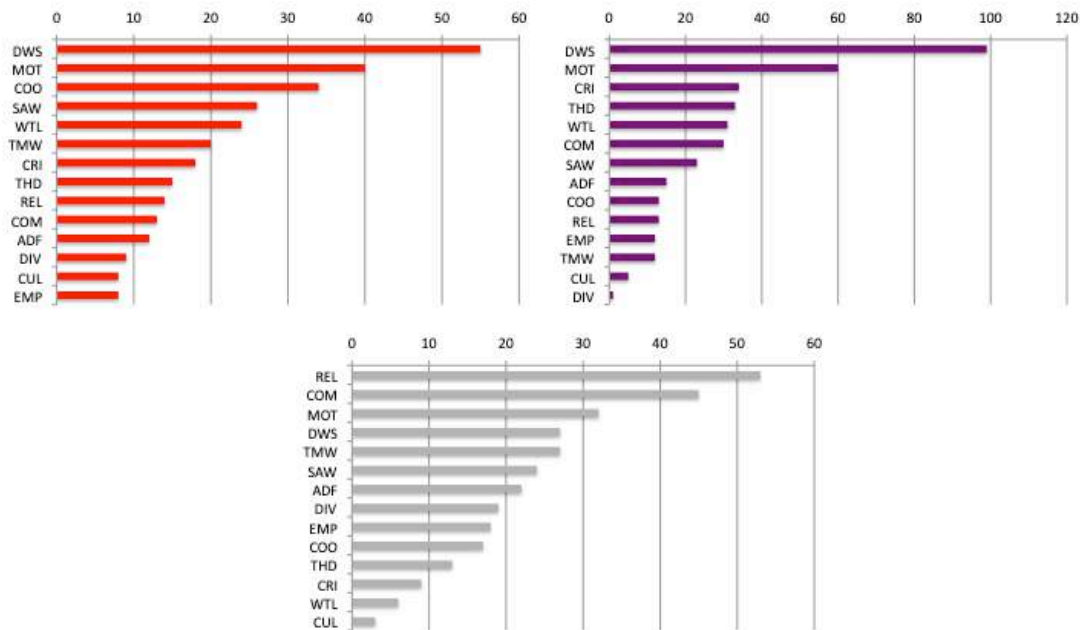
**Figure 2.3.2c** – Top 5 ranking preferences of students from Spain (red, n = 20), Germany (grey, n = 23), and Hungary (purple, n = 28). Due to small sample sizes, the results are not fully reliable, so no other analyses have been carried out with these data.

The top 5 ranking preferences are positively correlated among students (pooling males and females) across 3 countries (for which the sample sizes were sufficiently large; Table 2.3.2a). This result shows similarity in the views of students that can be generalized across many countries in Europe. This result supports, therefore, the belief that the project's impact may be found useful and important across a broad array of populations of young people.

**Table 2.3.2a** - Pairwise correlations between 3 countries in the top 5 ranking preferences by students.

| n = 14 | r | p |
|---|---|---|
| **Latvia - Poland** | 0.689 | 0.0065, significant |
| **Italy - Poland** | 0.641 | 0.014, significant |
| **Italy - Latvia** | 0.472 | 0.088, marginally significant |

### 2.3.3. Similarity of ranking preferences of men and women

In the Italian sample of respondents (165 women, 39 men, and 4 non-binary), top 5 skill preferences of men and women teachers-employers show significant positive correlation (r = 0.699, n = 14, p = 0.0054, Fig. 2.3.3a – left panel). This result indicates that their professional experience influences their assessment of the role of soft skills in students' lives: their views are similar and rather mutually compatible. However, such preferences among Italian student boys and girls are not correlated at all (r

= 0.318, n = 14, p = 0.268, Fig. 2.3.3a – right panel) which may imply that teenage viewpoints show great diversity and only later, among adults, become more uniform or correlated across males and females.
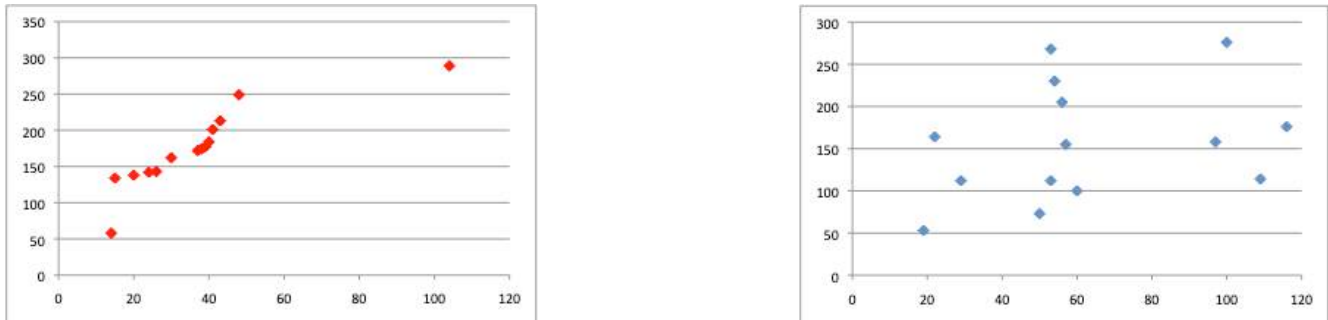


**Figure 2.3.3a** – Top 5 ranking preferences of Italian male and female teachers-employers (left panel, red dots) and Italian male and female students (right panel, blue dots). Male scores are on horizontal axis, female scores – on vertical axis. Higher scores for female responses are due to the fact that in both groups of respondents, females were more numerous.

## 2.3.4. Similarity of ranking preferences of teachers and employers -employees

A large size of the Italian sample enabled the researchers to analyse if there was any similarity in the preferences of teachers (n = 158) and Italian employers/employees (n = 50). A strong and significant positive correlation (r = 0.786, n = 14, p = 0.0009, Fig. 2.3.4a) indicates that indeed the top 5 rankings of the most preferred soft skills are similar across these two professional groups: teachers rank the soft skills in a rather similar way as employers-employees do.
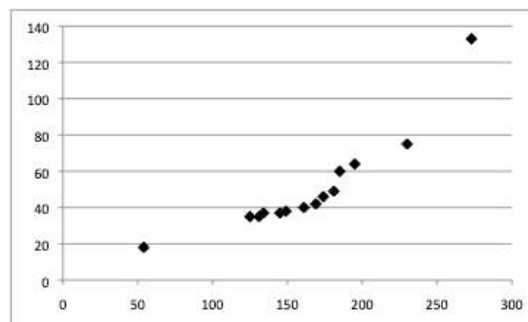


**Figure 2.3.4a** – Top 5 ranking preferences of Italian teachers (horizontal axis) versus Italian employers - employees (vertical axis).

## 2.3.5. Similarity of top 5 ranking preferences of teachers-employers and students

Data from 4 countries (Italy, Latvia, Poland, Spain) for both groups of respondents were subjected to correlation analysis to see if their ranking preferences were similar. There was no significant correlation (r = 0.292, n = 14, p = 0.311) which indicates that the ranking preferences of students and their teachers-employers form distinct patterns.
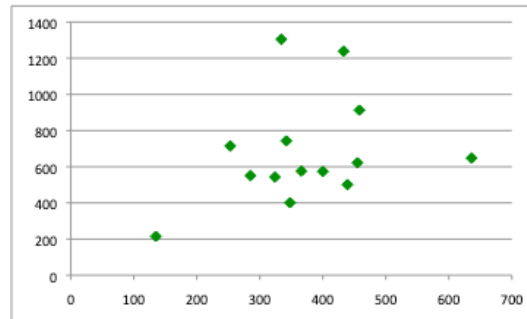


**Figure 2.3.5a** – Top 5 ranking preferences of teachers (horizontal axis) versus students (vertical axis) from 4 countries.

One may conclude, therefore, that a sensible project aimed at improving soft skills must take both views into account, without giving preference to one or the other. The main result of Output 1, i.e. the decision on which soft skills to select for the subsequent activities, is based on this fundamental assumption of equal weight given to the preferences of students and adult respondents.

## 2.4. The emoticons: analysis

**Table 2.4a** – Responses (as percentages) of students. Responses from all countries are pooled; the total frequencies differ across skills when the respondents did not provide all the information.

| Skills | number of responses | thumb up yes, I need it | thumb down no, I do not need it | ? no idea |
|---|---|---|---|---|
| Communication COM | 745 | 75.8% | 6.0% | 18.1% |
| Coordination COO | 740 | 76.2% | 8.0% | 15.8% |
| Creativity CRI | 733 | 77.1% | 8.6% | 14.3% |
| Critical Thinking THD | 738 | **75.7%** | 7.5% | 16.8% |
| Cultural awareness CUL | 700 | 76.9% | 8.3% | 14.9% |
| Dealing with stress DWS | 730 | **69.5%** | 12.6% | 17.9% |
| Dependability REL | 745 | 85.4% | 3.2% | 11.4% |
| Desire to learn WTL | 729 | **84.0%** | 4.9% | 11.1% |
| Empathy EMP | 745 | 79.6% | 4.7% | 15.7% |
| Flexibility ADF | 745 | 72.5% | 7.7% | 19.9% |
| Motivation MOT | 733 | **80.2%** | 5.9% | 13.9% |
| Respect for diversity DIV | 745 | 87.9% | 2.8% | 9.3% |

| | | | | |
|---|---|---|---|---|
| Self-awareness SAW | 731 | 83.3% | 4.0% | 12.7% |
| Team work TMW | 745 | **63.9%** | 20.8% | 15.3% |
| | averages: | 77.7% | 7.5% | 14.8% |

The average percentage of the responses "yes, I need it" was 77.7%, and two of the top five skills (MOT and WTL) received average scores higher than this value, indicating their importance from the students' point of view. It is worth noting that the percentage of students' negative responses "no, I do not need it" is the highest in the case of Team work, one of the selected top 5 skills.

**Table 2.4b** - Responses (as percentages) of teachers or employers. Responses from all countries are pooled; the total frequencies differ across skills when the respondents did not provide all the information.

| Skills | number of responses | thumb up yes, they are good at it | thumb down no, they are not good at it | ? they have no idea |
|---|---|---|---|---|
| Communication COM | 382 | 59.7% | 7.6% | 32.7% |
| Coordination COO | 382 | 48.2% | 18.3% | 33.5% |
| Creativity CRI | 382 | 59.9% | 13.9% | 26.2% |
| Critical Thinking THD | 381 | 43.3% | **20.2%** | 36.5% |
| Cultural awareness CUL | 382 | 70.9% | 7.6% | 21.5% |
| Dealing with stress DWS | 381 | 43.8% | **18.9%** | 37.3% |
| Dependability REL | 381 | 60.9% | 9.7% | 29.4% |
| Desire to learn WTL | 380 | 68.2% | **9.7%** | 22.1% |
| Empathy EMP | 382 | 73.8% | 4.7% | 21.5% |
| Flexibility ADF | 382 | 59.2% | 8.6% | 32.2% |
| Motivation MOT | 382 | 49.2% | **19.1%** | 31.7% |
| Respect for diversity DIV | 382 | 73.0% | 6.8% | 20.2% |
| Self-awareness SAW | 382 | 56.8% | 11% | 32.2% |
| Team work TMW | 382 | 71.5% | **8.4%** | 20.2% |
| | averages: | 59.9% | 11.8% | 28.4% |

Three of the top five skills received the highest percentages of responses "no, they are not good at it" (marked as bold) among the adults commenting the skills of students. They confirm the need for these skills to be improved among the students through the project's activities. Students' view "no, I do not need it" and the adults' view that "yes, they are good at it" (implying that students do not need it) show a total lack of correlation ($r = -0.036$, $p = 0.903$). Also, students' view "yes, I need it" and the adults' view that "yes, they are not good at it" (implying that students would benefit from improving it) show no correlation ($r = -0.206$, $p = 0.480$). These two result suggest that the researchers' interpretation of these responses as having opposite meaning in the minds of students and adults may not be correct.

However, correlations of responses "I have no idea – they have no idea" is marginally significant and positive ($r = 0.529$, $p = 0.052$), indicating that the teachers and employers have some correct intuitions about some aspects of the young people's state of mind. Importantly, the adults' opinion that students

"have no idea" about the importance of soft skills (average % of 28.4) is significantly stronger than the students themselves would admit it (average % of 14.8; paired t-test t = 9.593, df = 13, p < 0.0001).

## 2.5. Student game preferences

As described above, the students could choose between six pre-defined game categories - multiple answers were also possible – they could also add their own ideas.
The optional game categories, provided with examples, were the following:

- computer games (e.g. World of Warcraft)
- cell-phone games and apps (e.g. Candy Crush Saga)
- card games (e.g. Poker)
- role playing (e.g. Dungeons & Dragons)
- board games (e.g. Monopoly)
- terrain games (e.g. Scavenger hunt)

Through the analysis of such responses it was possible to assess the student's game preferences. Overall, most students chose board games (BOARDG, n = 468) as their preferred option, followed by digital games. like app games (APPG, n = 331), computer games (COMPG, n= 324), but also card games (CARDG, n= 307), terrain games (TERRG, n= 231) and the role playing games (n= 138). Very few students also brought up sport games and video games (both n= 6) as additional game categories.

**Table 3 –** Responses from students about their most preferred games
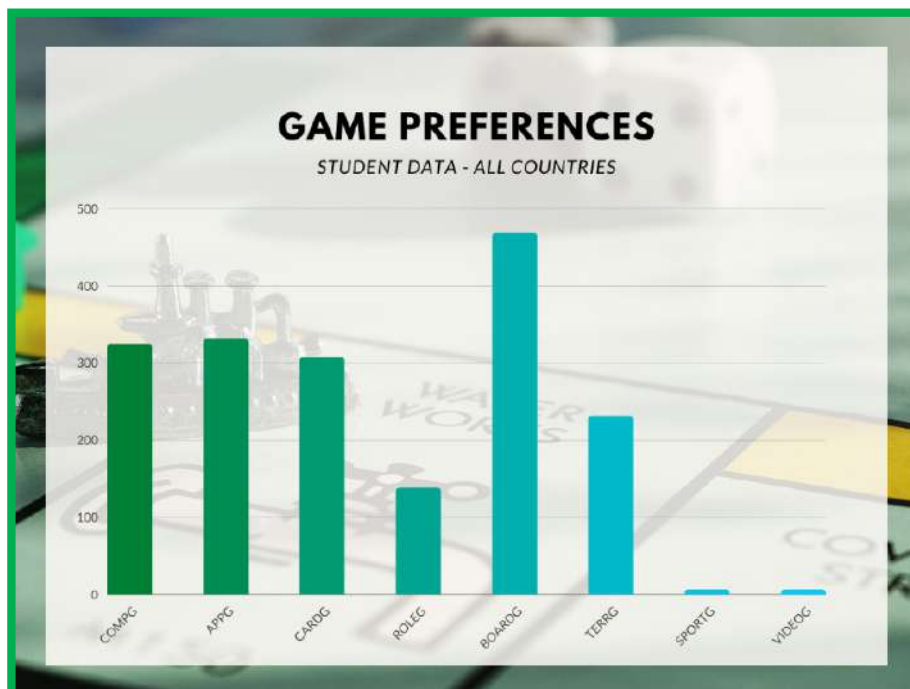
As it became clear through the analysis, that board games and app games are the most preferred game categories, our project will follow this path by implementing the preferences of the students into the outputs that follows thos report: the Soft Skills Game Manual and the Soft Skills Training App.

## 4. Behavioural indicators and last conclusions

Based on the selection of 5 most relevant soft skills, the researchers have developed a set of behavioural parameters for each skill, which provides with a significant basis for designing relevant evaluation tools and indicators for assessing the impact of the planned project outputs and activities. More precisely, these indicators will be used in order to measure and evaluate the activation and development of the identified soft skills by beneficiaries of the project. These parameters were selected on the basis of both scientific research and discussions with the partners involved in the project. Overall, these behavioural indicators are an integral part of the conclusions presented in this report and are a guiding tool for developing the specific set of soft skills indicators to conduct an effective impact assessment of the project's activities and results**.**

# Behavioural indicators[3]

## Critical Thinking

## The Student:

- **is able to analyse the situation from different perspectives**
- **puts aside personal opinions and emotional reactions in order to make rational decisions**
- **is able to face problems without pre-constructed biases**
- **foresees the outcomes of different scenarios**
- **is able to dig into the subject and identify the roots of the problem**
- **is open to think innovatively and "outside the box" even if his/her own opinion differs from that of other people**
- **accepts the possibility to fail**

## Dealing with stress

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[3] See research list of the Bibliography

## The Student:

- keeps calm and focuses on prioritizing when tasks are accumulating
- stays effective and has a good ability to concentrate, allowing his/her task goals to stay the same
- is able to face and solve problems even under pressure
- reacts friendly and professionally towards others and acts adequately with respect to the given situation
- is willing to help colleagues in stressful situations
- recognizes one's own physiological reactions (higher skin temperature, voice tone, heart rate or respiratory rate) and finds a way/method to deal with it

## Desire to learn

## The Student:

- is eager to acquire new skills
- is motivated and satisfied to learn something new expressing it with words and gestures, having a "hungry mind"
- contributes to discussions while feeling as an equal partner
- is an active and careful listener
- shows motivation to continue working on the tasks assigned, even when these prove to be not easy
- thinks, asks questions and engages beyond his/her actual duties or tasks
- works independently in order to improve
- is actively looking for new learning opportunities and is available for additional trainings
- demonstrates courage and initiative when facing unknown situations
- takes advantages of the diversity of views shown by others
- is aware and accepts failures
- understands how he/she learns and actively creates his/her learning environment actively towards it

## Motivation

### The Student:

- is able to motivate himself/herself to act even if the task is not highly attractive
- is concentrated on the goals and on achieving them
- is conscious of the situation he/she is facing
- starts assignments with little prompting and follows instructions
- gives advice in order to achieve a better result, is willing to invest efforts and apply the skills he/she had acquired
- shows engagement, enthusiasm and positive attitude, while also encouraging others
- takes the initiative and is willing to try a different solution before asking for help when faced with a difficult task
- is willing to complete an extra task or ask questions to learn more about the given topic

## Team work

### The Student:

- is able to provide and look for inputs from other people
- understands and acknowledges the common goal and works towards it
- respects, and does not criticize in a toxic way the outcomes of teamwork
- treats everyone with respect and professionalism
- takes into consideration the point of view of others, even if they are different from his/her own
- faces debate and considers conflicts in a non-threatening way
- supports group decision, even if it does not agree with his/her own
- knows his/her role in the discussion and acts towards it adequately (e.g. as a mediator or a leader)

The last two years have been a difficult time, both for the old and the young. While soft skills will always be important for each person's professional, academic and personal life living in a truly globalized world, the recent Covid pandemic has shown even more where certain mind

sets and personality traits are necessary in order to navigate through this fast-changing and challenging times. As a result, the five Soft Skills identified in this report clearly reflect what needs young people have nowadays and what personal aspects they think are important for them to develop. Students need to learn how to motivate themselves and how to foster desire to learn. They need to know how to deal with stress, how to work together with others and act as team-players. Finally, they need to further develop their critical and analytical thinking.

While this research has shown how the identified soft skills are especially needed from the perspective of students, but also from the side of teachers and employers, the next outputs of the **Playing 4 Soft Skills Project**, also according to the listed various behavioural indicators, will provide with concrete tools and methodologies on how to activate, further develop and assess progress in relation to the five Soft Skills across various educational, professional and creative contexts.

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# ANNEX 1

## Soft Skills Statements Students Questionnaire

red = reversed question

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**Team work:**

I like to work on my ideas in a group and get feedback from the others.

Working in a group is annoying for me because it takes a long time to organise the work between each of the team members.

I like to listen to the other members of the team.

---

**Dependability:**

People can always rely on me.

I have a strong sense of responsibility, I know exactly what it does mean to be in charge of someone or something.

I don't want to take responsibility, I try to avoid it when it's possible.

---

**Empathy:**

I am not interested in other people's feelings.

When somebody is sad or angry, I understand why.

My friends come to me to talk, because I am a good listener.

---

**Cultural awareness:**

When I meet somebody with a different cultural or social background, I am interested to get to know him/her.

Interacting with people from a different culture can be challenging for me.

I am interested in understanding the characteristics of different cultures.

---

**Respect for diversity:**

I am aware that people can have different lifestyles and identities and I am having a positive attitude towards it.

I take actions when I see somebody is harassed because of his or her lifestyle or identity.

I feel annoyed by people who have different lifestyles and identities.

**Flexibility:**

I make the best of a new situation, I consider myself as a flexible person.

If something unexpected is happening I fit into the situation very quickly.

Changes make me feel lost and confused. I don't like them.

---

**Communication:**

I feel comfortable to express my opinion, even if is different from the opinion of the others.

When being at holidays I try to adapt to the language and style of communication of the region/country.

I know my personal boundaries, but I have problems to express them and say "No" for example.

---

**Coordination:**

I can't organize myself very well, I never know exactly how long do I need to finish a task.

When I am given a new assignment, I analyze it for importance and prioritize it accordingly.

I use goal setting to decide what tasks and activities I should work on.

---

**Critical Thinking**

I often do not know what I want.

I look for scientific information sources to make a decision.

When something unexpected is happening, I am able to analyse it from different perspectives.

---

**Creativity:**

I use my creative thinking in everyday life.

I don't feel good when I am asked to change existing situation and I have to use creative methods for

it.

I create new ideas and new ways of doing things.

---

**Motivation:**

When I feel tired or weak I do not know how to help myself to feel better.

I can work independently by setting my own goals.

When I am at work and I have nothing to do I ask for other tasks because I am the one who wants to be involved in the experience.

**Self-awareness:**

I recognize my strengths and weaknesses.

I avoid self-reflection and I am not very good at taking criticism.

I am familiar with my emotions and moods.

**Desire to learn:**

I feel uncomfortable, when I need to learn something new.

I want to become better and better.

I am sure I can learn literally anything, if I decide to.

**Dealing with stress:**

When things are falling apart I can't just stay calm and focused.

I can see and recognize stress in other people.

I know exactly what is causing stress to me in everyday life, I realize how to face it.

# Soft Skills Statements Teachers-Employers Questionnaire

**Team work:**

My students/trainees like to work on their ideas in a group and get feedback from the others.

Working in a group is annoying for my students/trainees because it takes a long time to organise the work between each of the team members.

My students/trainees like to listen to the other members of the team.

---

**Dependability:**

People can always rely on my students/trainees..

My students/trainees have a strong sense of responsibility, they know exactly what does it mean to be in charge of someone or something.

They don't want to take responsibility, I think that, my students/trainees try to avoid it when it's possible.

---

**Empathy:**

My students/trainees are not interested in other people's feelings.

When somebody is sad or angry, I understand why.

People like to talk to my students/trainees, because they are good listeners.

---

**Cultural awareness:**

When my students/trainees meet somebody with a different cultural or social background, they are interested to get to know him/her.

Interaction with people from a different culture can be challenging for them.

My students/trainees are interested in understanding the characteristics of different cultures.

---

**Respect for diversity:**

My students/trainees are aware that people can have different lifestyles and identities and they are having a positive attitude towards it.

My students/trainees take actions when they see somebody is harassed because of his lifestyle or identity.

My students/trainees feel annoyed by people who have different lifestyles and identities.

---

**Flexibility:**

My students/trainees make the best of a new situation, they consider themselves as flexible.

If something unexpected is happening, they fit into the situation very quickly.

Changes make them feel lost and confused. My students/trainees don't like them.

**Communication:**

My students/trainees feel comfortable to express their opinion, even if its different from the opinion of others.

When being in another country my students/trainees try to adapt to the language and style of communication.

My students/trainees know their personal boundaries, but they are having problems to express them to others and say "No" for example.

**Coordination:**

My students/trainees can't organize themselves very well, they never know exactly how long do they need to finish a task.

When they are given a new assignment, my students/trainees analyze it for importance and prioritize it accordingly.

My students/trainees use goal setting to decide, what tasks and activities they should work on.

**Critical Thinking**

My students/trainees often do not know what they want.

My students/trainees look for scientific information sources to make a decision.

When something unexpected is happening, my students/trainees are able to analyse it from different perspectives.

**Creativity:**

My students/trainees use their creative thinking in everyday life.

My students/trainees don't feel good when they are asked to change existing situations, and when

they have to use creative methods for it.

My students/trainees create new ideas, and new ways of doing things.

**Motivation:**

When my students/trainees feel tired or weak they do not know how to help themselves to feel better.

My students/trainees can work independently by setting their own goals.

When my students/trainees have finished their tasks, they ask for new tasks because they want to be involved in the experience.

**Self-awareness:**

My students/trainees recognize their strengths and weaknesses.

My students/trainees avoid self-reflection and they are not very good at taking criticism.

They are familiar with their emotions and moods.

**Desire to learn:**

My students/trainees feel uncomfortable, when they need to learn something new.

My students/trainees want to become better and better.

My students/trainees are sure that they can learn literally anything, if they decide to.

**Dealing with stress:**

When things are falling apart, my students/trainees can't just stay calm and focused.

My students/trainees can see and recognize stress in other people.

My students/trainees know exactly what is causing stress to them in everyday life. They realize how to face it.

# Questionnaire for Students

Welcome to our Questionnaire about the importance of Soft Skills in your everyday life.
We are very glad that you want to participate in our study! You will need 10 minutes to fill it
out. Please read every question carefully. Thank you very much - and let's start!

*Required

## Do you know these situations?

### Dealing with Stress

Watch this scene from "Kindergarten- Cop": https://www.youtube.com/watch?v=IMQADg1Dp9g

### John Kimble's first day as a teacher in kindergarten



### Empathy

Watch this scene of Tennis Player Novak Djokovic during the French Open: https://www.youtube.com/watch?v=2vtPa5cyaC4

### Tennis Player Novak Djokovic offers his ball boy an umbrella



### Team Work

Watch this scene from "The Avengers": https://www.youtube.com/watch?v=lPpfK1K1qNU

The Avengers fighting against the Ultrons



## Everyday is a challenge...in the movies and in real-life!

Think about it! When you interact with your family or your friends it could happen that you have to solve a conflict or take a side telling your opinion. For the school you have to make sure that you finish your homework in time. And while working in a job you have to make small and big decisions or lead the group in a discussion. For this you need SOFT SKILLS!

When you think about yourself...

...how do you use those SOFT SKILLS in YOUR everyday life?

## Team Work

Work confidently within a group or in interaction with others to reach a goal. The ability to work together even if there is a disagreement or you do not know the group members very well.

If you want to understand more, watch:
You-Tube Video: https://www.youtube.com/watch?v=lPpfK1K1qNU  (Avengers: Age of Ultron, 2015)

## Please rate this sentence, using the scale from 1-5:

1 = Never
2= Almost never
3= Sometimes
4= Almost always
5= Always

1.    I like to work on my ideas in a group and get feedback from the others. *

  *Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Always |

2. Working in a group is annoying for me because it takes a long time to organise the work between each of the team members. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

3. I like to listen to the other members of the team. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

4. Choose one emoji for "Team Work" *

*Mark only one oval.*

◯ 👍 (Yes, I need it in my everyday life!)

◯ 🤔 (Hhhm, what does it mean actually?)

◯ 👎 (No, I actually do not need it in my everyday life!)

## Dependability (responsibility, reliability)

Acting responsibly and reliably, holding on to the given promise or goal.
Being able to create an image of yourself as a person who can be trusted, both in personal and in professional life.

If you want to understand more, watch:
YouTube - Video: https://www.youtube.com/watch?v=Xd5o_Cp7Kz4 (Lion KIng, 1994)

5. People can always rely on me. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Always |

6. I have a strong sense of responsibility, I know exactly what it does mean to be in charge of someone or something. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Always |

7. I don't want to take responsibility, I try to avoid it when it's possible. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Always |

8. Choose one emoji for "Dependability" *

*Mark only one oval.*

⬭ 👍

⬭ 🤔

⬭ 👎

## Empathy

Being aware of the reaction of the others and understand why they react as they do, by putting yourself in the place of another person.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=2vtPa5cyaC4  (French open with Novak Djokovic)

9. I am not interested in other people's feelings. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|--------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

10. When somebody is sad or angry, I understand why. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|--------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

11. My friends come to me to talk, because I am a good listener. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|--------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

12. Choose one emoji for "Empathy" *

*Mark only one oval.*

◯ 👍

◯ ❔

◯ 👎

## Cultural awareness

Understand its own cultural identity as well as the society living in, in an equal and nondiscriminating comparison with other cultures and identities. Making an effort in understanding other cultures and being open for their particularities.

If you want to understand more, watch:
YouTube- Video: https://www.youtube.com/watch?v=KxoeALWDPGE (Pocahontas, 1995)

13. When I meet somebody with a different cultural or social background, I am interested to get to know him/her. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

14. Interacting with people from a different culture can be challenging for me. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

15. I am interested in understanding the characteristics of different cultures. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

16. Choose one emoji for "Cultural awareness " *

*Mark only one oval.*

◯ 👍

◯ 🤔

◯ 👎

## Respect for diversity

Respecting diverse lifestyles, habits and identities. Engaging actively to create an anti-discriminatory environment at work and in personal life.

If you want to understand more, watch:
YouTube- Video: https://www.youtube.com/watch?v=5KdXdbC0zWk (The Ant Bully,  2006)

17. I am aware that people can have different lifestyles and identities and I am having a positive attitude towards it. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

18. I take actions when I see somebody is harassed because of his or her lifestyle or identity. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

19. I feel annoyed by people who have different lifestyles and identities. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

20. Choose one emoji for "Respect for diversity " *

*Mark only one oval.*

◯ 👍

◯ ?

◯ 👎

## Adaptability/Flexibility

Being able to adjust to new or changing situations, leaving its own comfort zone. See changes as a new challenge.

If you want to understand more, watch:
YouTube- Video: https://www.youtube.com/watch?v=vTChQ6-yw7s (Harry Potter and the Philosopher's Stone, 2001)

21. I make the best of a new situation, I consider myself as a flexible person. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

22. If something unexpected is happening I fit into the situation very quickly. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

23. Changes make me feel lost and confused. I don't like them. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

24. Choose one emoji for "Adaptability/Flexibility" *

*Mark only one oval.*

◯ 👍

◯ 🤷

◯ 👎

## Effective Communication

Ability to engage with others, express and receive information in a form that is appropriate to context and purpose. Also as negotiation.

If you want to understand more, watch:
YouTube- Video: https://www.youtube.com/watch?v=9wy0vCXClgk (A Thousand Words, 2012)

25.  I feel comfortable to express my opinion, even if is different from the opinion of the others. *

*Mark only one oval.*

|       | 1 | 2 | 3 | 4 | 5 |        |
|-------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

26.  When being at holidays I try to adapt to the language and style of communication of the region/country. *

*Mark only one oval.*

|       | 1 | 2 | 3 | 4 | 5 |        |
|-------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

27.  I know my personal boundaries, but I have problems to express them and say "No" for example. *

*Mark only one oval.*

|       | 1 | 2 | 3 | 4 | 5 |        |
|-------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

28. Choose one emoji for "Effective Communication" *

*Mark only one oval.*

⬭ 👍

⬭ ❔

⬭ 👎

## Coordination and time management

Adjusting its own actions in relation to the actions of others and to manage the own time and the time of others. Also to arrange tasks in order of importance.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=DDoE1xPdLSg (Grocery List Video)

29. I can't organize myself very well, I never know exactly how long do I need to finish a task. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Always |

30. When I am given a new assignment, I analyze it for importance and prioritize it accordingly. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Always |

31. I use goal setting to decide what tasks and activities I should work on. *

*Mark only one oval.*

|        | 1 | 2 | 3 | 4 | 5 |        |
|--------|---|---|---|---|---|--------|
| Never  | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

32. Choose one emoji for "Coordination and time management"

*Mark only one oval.*

◯ 👍

◯ 🤔

◯ 👎

## Critical Thinking and Decision-Making

Using logic and reasoning to define and handle upcoming situations and solve problems. Also the capacity to make a choice from a range of possibilities.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=hrW5KX1cqIg (Cats vs Obstacle Challenge 2020 Tiktok Compilation)

33. I often do not know what I want. *

*Mark only one oval.*

|        | 1 | 2 | 3 | 4 | 5 |        |
|--------|---|---|---|---|---|--------|
| Never  | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

34. I look for scientific information sources to make a decision. *

*Mark only one oval.*

|        | 1 | 2 | 3 | 4 | 5 |        |
|--------|---|---|---|---|---|--------|
| Never  | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

35. When something unexpected is happening, I am able to analyse it from different perspectives. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

36. Choose one emoji for "Critical Thinking and Decision-Making"

*Mark only one oval.*

◯ 👍

◯ 🤔

◯ 👎

## Creativity/Innovation
Generate new ideas or combine existing ones by thinking "out of the box".

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=5Bjh3m9bpZA (Home Alone, Setting the Trap, 1990)

37. I use my creative thinking in everyday life. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

38. I don't feel good when I am asked to change existing situation and I have to use creative methods for it. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

39. I create new ideas and new ways of doing things. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

40. Choose one emoji for "Creativity/Innovation"

*Mark only one oval.*

◯ 👍

◯ 🤔

◯ 👎

### Self-Motivation/Initiative:

Being one's own inner coach, helping itself to stay focused and positive to define goals and fulfil them, and being able to direct and push others. The ability to do what needs to be done, coming up with an action or solution without influence from other people.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=LUDEjulbqzk (Cast Away, I have made fire!, 2000)

41. When I feel tired or weak I do not know how to help myself to feel better. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

42. I can work independently by setting my own goals. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

43. When I am at work and I have nothing to do I ask for other tasks because I am the one who wants to be involved in the experience. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

44. Choose one emoji for "Self-Motivation/Initiative"

*Mark only one oval.*

◯ 👍

◯ 🤔

◯ 👎

### Self-awareness (reflection, monitoring):
Being aware of one's own personality together with own emotions, behaviours and daily interactions. Self-monitoring and ability to reflect regularly upon oneself.

If you want to understand more, watch:
https://www.youtube.com/watch?v=E_OZT69Qiz0 (Addison practices her speech in front of the mirror and talk)

45.  I recognize my strengths and weaknesses. *

*Mark only one oval.*

|        | 1 | 2 | 3 | 4 | 5 |        |
|--------|---|---|---|---|---|--------|
| Never  | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

46.  I avoid self-reflection and I am not very good at taking criticism. *

*Mark only one oval.*

|        | 1 | 2 | 3 | 4 | 5 |        |
|--------|---|---|---|---|---|--------|
| Never  | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

47.  I am familiar with my emotions and moods. *

*Mark only one oval.*

|        | 1 | 2 | 3 | 4 | 5 |        |
|--------|---|---|---|---|---|--------|
| Never  | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

48.  Choose one emoji for "Self-awareness"

*Mark only one oval.*

◯ 👍

◯ ❔

◯ 👎

## Desire to learn

The ability and willingness to learn and improve yourself your whole life. Being curious and open towards new experience.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=3vq9p00T08I (Apple Macintosh 1984 Commercial)

49. I feel uncomfortable, when I need to learn something new. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

50. I want to become better and better. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

51. I am sure I can learn literally anything, if I decide to. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

52. Choose one emoji for "Desire to learn"

*Mark only one oval.*

◯ 👍

◯ ❓

◯ 👎

## Dealing with stress

Being calm and effective in stressful situations, without panicking or acting aggressively towards others.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=IMQADg1Dp9g (Kindergarten-Cop, Shut Up!, 1990)

53. When things are falling apart I can't just stay calm and focused. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

54. I can see and recognize stress in other people. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

55. I know exactly what is causing stress to me in everyday life, I realize how to face it. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

56. Choose one emoji for "Dealing with stress"

*Mark only one oval.*

◯ 👍

◯ 🤔

◯ 👎

57. Please select the five soft skills that, in your opinion, are the most interesting for you to develop more: *

*Tick all that apply.*

- [ ] Team work
- [ ] Dependability (responsibility, reliability)
- [ ] Empathy
- [ ] Cultural awareness
- [ ] Respect for diversity
- [ ] Adaptability/Flexibility
- [ ] Effective Communication
- [ ] Coordination and time management
- [ ] Critical Thinking and Decision-Making
- [ ] Creativity/Innovation
- [ ] Self-Motivation/Initiative
- [ ] Self-awareness (reflection, monitoring)
- [ ] Desire to learn
- [ ] Dealing with stress

58. Almost done... 💪 Please use the 5 you chose and write them below from the most relevant to the least relevant according to you: *

_____

_____

_____

_____

_____

Your own experiences

We want to know more about you!

59. Send us your own example of a Video about a soft skill as a link



_____

60. Or think about today and describe a situation when, in your opinion, soft skills have been helpful to you:

_____

_____

_____

_____

_____

61. Which games do you prefer? You can choose multiple answers. *

*Tick all that apply.*

☐ computer games (e.g. World of Warcraft)
☐ cell-phone games and apps (e.g. Candy Crush Saga)
☐ card games (e.g. Poker)
☐ role playing (e.g.Dungeons & Dragons)
☐ board games (e.g. Monopoly)
☐ terrain games (e.g. Scavenger hunt)
Other: ☐ _____

Personal Data

62. My field of studies or sector of work, e.g. IT, Logistics, Administration, Graphics, Hairdressing *

_____

63. My gender: *

*Mark only one oval.*

○ female

○ male

○ non-binary

64. My age: *

_____

65. My country: *

_____

Thank you so much for participating in our study!

If you want to learn more about our project, please visit our Facebook-Page:
https://www.facebook.com/playing4softskills

If you want to contact us for further information or suggestions, write an email to: info@berlink.eu

Google Forms

# Questionnaire for Teachers and Employers

Welcome to our Questionnaire about the importance of Soft Skills in the everyday life of your students and trainees.
We are very glad that you want to participate in our study! You will need 10 minutes to fill it out. Please read every question carefully. Thank you very much - and let's start!

*Required

## Do you know these situations?

### Dealing with Stress

Watch this scene from "Kindergarten- Cop": https://www.youtube.com/watch?v=IMQADg1Dp9g

### John Kimble's first day as a teacher in kindergarten



### Empathy

Watch this scene of Tennis Player Novak Djokovic during the French Open: https://www.youtube.com/watch?v=2vtPa5cyaC4

### Tennis Player Novak Djokovic offers his ball boy an umbrella



### Team Work

Watch this scene from "The Avengers": https://www.youtube.com/watch?v=lPpfK1K1qNU

The Avengers fighting against the Ultrons



## Everyday is a challenge...in the movies and in real-life!

Think about it! When your students or trainees interact with their family or friends it could happen that they have to solve a conflict or take a side telling their opinion. For the school they have to make sure that they finish their homework in time. And while being at their job they have to make small and big decisions or lead the group in a discussion. For this they need SOFT SKILLS!

When you think about your students or trainees...

...how do you think are they using those SOFT SKILLS in their everyday life?

## Team Work

Work confidently within a group or in interaction with others to reach a goal. The ability to work together even if there is a disagreement or you do not know the group members very well.

If you want to understand more, watch:
You-Tube Video: https://www.youtube.com/watch?v=lPpfK1K1qNU  (Avengers: Age of Ultron, 2015)

## Please rate this sentence, using the scale from 1-5:

1 = Never
2= Almost never
3= Sometimes
4= Almost always
5= Always

1. My students/trainees like to work on their ideas in a group and get feedback from the others. *

   *Mark only one oval.*

   |  | 1 | 2 | 3 | 4 | 5 |  |
   |---|---|---|---|---|---|---|
   | Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

2. Working in a group is annoying for my students/trainees because it takes a long time to organise the work between each of the team members. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

3. My students/trainees like to listen to the other members of the team. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

4. Choose one emoji for "Team Work" *

*Mark only one oval.*

◯ 👍 (Yes, my students/trainees are good at it!!)

◯ ❔ (My students/trainees do not really know what it is.)

◯ 👎 (My students/trainees are not good at it!!)

## Dependability (responsibility, reliability)

Acting responsibly and reliably, holding on to the given promise or goal.
Being able to create an image of yourself as a person who can be trusted, both in personal and in professional life.

If you want to understand more, watch:
YouTube - Video: https://www.youtube.com/watch?v=Xd5o_Cp7Kz4 (Lion KIng, 1994)

5. People can always rely on my students/trainees. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

6. My students/trainees have a strong sense of responsibility, they know exactly what does it mean to be in charge of someone or something. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

7. They don't want to take responsibility, I think that, my students/trainees try to avoid it when it's possible. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

8. Choose one emoji for "Dependability" *

*Mark only one oval.*

◯ 👍

◯ 🤷

◯ 👎

## Empathy

Being aware of the reaction of the others and understand why they react as they do, by putting yourself in the place of another person.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=2vtPa5cyaC4  (French open with Novak Djokovic)

9.  My students/trainees are not interested in other people's feelings. *

    *Mark only one oval.*

    |  | 1 | 2 | 3 | 4 | 5 |  |
    |---|---|---|---|---|---|---|
    | Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

10. When somebody is sad or angry my students/trainees understand the reason for it. *

    *Mark only one oval.*

    |  | 1 | 2 | 3 | 4 | 5 |  |
    |---|---|---|---|---|---|---|
    | Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

11. People like to talk to my students/trainees, because they are good listeners. *

    *Mark only one oval.*

    |  | 1 | 2 | 3 | 4 | 5 |  |
    |---|---|---|---|---|---|---|
    | Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

12. Choose one emoji for "Empathy" *

    *Mark only one oval.*

    ◯ 👍

    ◯ 🤔

    ◯ 👎

## Cultural awareness

Understand its own cultural identity as well as the society living in, in an equal and nondiscriminating comparison with other cultures and identities. Making an effort in understanding other cultures and being open for their particularities.

If you want to understand more, watch:
YouTube- Video: https://www.youtube.com/watch?v=KxoeALWDPGE (Pocahontas, 1995)

13. When my students/trainees meet somebody with a different cultural or social background, they are interested to get to know him/her. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|-------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

14. Interaction with people from a different culture can be challenging for them. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|-------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

15. My students/trainees are interested in understanding the characteristics of different cultures. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|-------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

16. Choose one emoji for "Cultural awareness " *

*Mark only one oval.*

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 👎

## Respect for diversity

Respecting diverse lifestyles, habits and identities. Engaging actively to create an anti-discriminatory environment at work and in personal life.

If you want to understand more, watch:
YouTube- Video: https://www.youtube.com/watch?v=5KdXdbC0zWk (The Ant Bully,  2006)

17. My students/trainees are aware that people can have different lifestyles and identities and they are having a positive attitude towards it. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

18. My students/trainees take actions when they see somebody is harassed because of his lifestyle or identity. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

19. My students/trainees feel annoyed by people who have different lifestyles and identities. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

20. Choose one emoji for "Respect for diversity " *

*Mark only one oval.*

◯ 👍

◯ 🤔

◯ 👎

## Adaptability/Flexibility
Being able to adjust to new or changing situations, leaving its own comfort zone. See changes as a new challenge.

If you want to understand more, watch:
YouTube- Video: https://www.youtube.com/watch?v=vTChQ6-yw7s (Harry Potter and the Philosopher's Stone, 2001)

21. My students/trainees make the best of a new situation, they consider themselves as flexible. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

22. If something unexpected is happening, they fit into the situation very quickly. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

23. Changes make them feel lost and confused. My students/trainees don't like them. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

24. Choose one emoji for "Adaptability/Flexibility" *

*Mark only one oval.*

◯ 👍

◯ ❓

◯ 👎

## Effective Communication

Ability to engage with others, express and receive information in a form that is appropriate to context and purpose. Also as negotiation.

If you want to understand more, watch:
YouTube- Video: https://www.youtube.com/watch?v=9wy0vCXClgk (A Thousand Words, 2012)

25. My students/trainees feel comfortable to express their opinion, even if its different from the opinion of others. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

26. When being in another country my students/trainees try to adapt to the language and style of communication. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

27. My students/trainees know their personal boundaries, but they are having problems to express them to others and say "No" for example. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

28. Choose one emoji for "Effective Communication" *

*Mark only one oval.*

◯ 👍

◯ ❓

◯ 👎

## Coordination and time management

Adjusting its own actions in relation to the actions of others and to manage the own time and the time of others. Also to arrange tasks in order of importance.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=DDoE1xPdLSg (Grocery List Video)

29. My students/trainees can't organize themselves very well, they never know exactly how long do they need to finish a task. *

    *Mark only one oval.*

    |        | 1 | 2 | 3 | 4 | 5 |        |
    |--------|---|---|---|---|---|--------|
    | Never  | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Always |

30. When they are given a new assignment, my students/trainees analyze it for importance and prioritize it accordingly. *

    *Mark only one oval.*

    |        | 1 | 2 | 3 | 4 | 5 |        |
    |--------|---|---|---|---|---|--------|
    | Never  | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Always |

31. My students/trainees use goal setting to decide, what tasks and activities they should work on. *

    *Mark only one oval.*

    |        | 1 | 2 | 3 | 4 | 5 |        |
    |--------|---|---|---|---|---|--------|
    | Never  | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Always |

32. Choose one emoji for "Coordination and time management" *

*Mark only one oval.*

◯ 👍

◯ ❓

◯ 👎

## Critical Thinking and Decision-Making

Using logic and reasoning to define and handle upcoming situations and solve problems. Also the capacity to make a choice from a range of possibilities.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=hrW5KX1cqIg (Cats vs Obstacle Challenge 2020 Tiktok Compilation)

33. My students/trainees often do not know what they want. *

*Mark only one oval.*

|       | 1 | 2 | 3 | 4 | 5 |        |
|-------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

34. My students/trainees look for scientific information sources to make a decision. *

*Mark only one oval.*

|       | 1 | 2 | 3 | 4 | 5 |        |
|-------|---|---|---|---|---|--------|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

35. When something unexpected is happening, my students/trainees are able to analyse it from different perspectives. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

36. Choose one emoji for "Critical Thinking and Decision-Making" *

*Mark only one oval.*

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## Creativity/Innovation

Generate new ideas or combine existing ones by thinking "out of the box".

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=5Bjh3m9bpZA (Home Alone, Setting the Trap, 1990)

37. My students/trainees use their creative thinking in everyday life. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

38. My students/trainees don't feel good when they are asked to change existing situations, and when they have to use creative methods for it. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

39. My students/trainees create new ideas, and new ways of doing things. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

40. Choose one emoji for "Creativity/Innovation" *

*Mark only one oval.*

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## Self-Motivation/Initiative:

Being one"s own inner coach, helping itself to stay focused and positive to define goals and fulfil them, and being able to direct and push others. The ability to do what needs to be done, coming up with an action or solution without influence from other people.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=LUDEjulbqzk (Cast Away, I have made fire!, 2000)

41. When my students/trainees feel tired or weak they do not know how to help themselves to feel better. *

*Mark only one oval.*

|        | 1 | 2 | 3 | 4 | 5 |        |
|--------|---|---|---|---|---|--------|
| Never  | ○ | ○ | ○ | ○ | ○ | Always |

42. My students/trainees can work independently by setting their own goals. *

*Mark only one oval.*

|        | 1 | 2 | 3 | 4 | 5 |        |
|--------|---|---|---|---|---|--------|
| Never  | ○ | ○ | ○ | ○ | ○ | Always |

43. When my students/trainees have finished their tasks, they ask for new tasks because they want to be involved in the experience. *

*Mark only one oval.*

|        | 1 | 2 | 3 | 4 | 5 |        |
|--------|---|---|---|---|---|--------|
| Never  | ○ | ○ | ○ | ○ | ○ | Always |

44. Choose one emoji for "Self-Motivation/Initiative" *

*Mark only one oval.*

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## Self-awareness (reflection, monitoring):

Being aware of the own personality together with own emotions, behaviours and daily interactions. Self-monitoring and ability to reflect regularly upon oneself.

If you want to understand more, watch:
https://www.youtube.com/watch?v=E_0ZT69Qiz0  (Addison practices her speech in front of the mirror and talk)

45. My students/trainees recognize their strengths and weaknesses. *

    *Mark only one oval.*

    |        | 1 | 2 | 3 | 4 | 5 |        |
    |--------|---|---|---|---|---|--------|
    | Never  | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

46. My students/trainees avoid self-reflection and they are not very good at taking criticism. *

    *Mark only one oval.*

    |        | 1 | 2 | 3 | 4 | 5 |        |
    |--------|---|---|---|---|---|--------|
    | Never  | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

47. They are familiar with their emotions and moods. *

    *Mark only one oval.*

    |        | 1 | 2 | 3 | 4 | 5 |        |
    |--------|---|---|---|---|---|--------|
    | Never  | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

48. Choose one emoji for "Self-awareness" *

    *Mark only one oval.*

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## Desire to learn

The ability and willingness to learn and improve yourself your whole life. Being curious and open towards new experience.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=3vq9p00T08I (Apple Macintosh 1984 Commercial)

49. **My students/trainees feel uncomfortable, when they need to learn something new. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

50. **My students/trainees want to become better and better. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

51. **My students/trainees are sure that they can learn literally anything, if they decide to. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

52. Choose one emoji for "Desire to learn"

*Mark only one oval.*

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## Dealing with stress

Being calm and effective in stressful situations, without panicking or acting aggressively towards others.

If you want to understand more, watch:
YouTube-Video: https://www.youtube.com/watch?v=IMQADg1Dp9g (Kindergarten-Cop, Shut Up!, 1990)

53. When things are falling apart, my students/trainees can't just stay calm and focused. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ( ) | ( ) | ( ) | ( ) | ( ) | Always |

54. My students/trainees can see and recognize stress in other people. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ( ) | ( ) | ( ) | ( ) | ( ) | Always |

55. My students/trainees know exactly what is causing stress to them in everyday life, They realize how to face it. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Never | ◯ | ◯ | ◯ | ◯ | ◯ | Always |

56. Choose one emoji for "Dealing with stress" *

*Mark only one oval.*

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57. Please select the five soft skills that, in your opinion, are the most important and useful for your students/trainees to develop more: *

*Tick all that apply.*

☐ Team work
☐ Dependability (responsibility, reliability)
☐ Empathy
☐ Cultural awareness
☐ Respect for diversity
☐ Adaptability/Flexibility
☐ Effective Communication
☐ Coordination and time management
☐ Critical Thinking and Decision-Making
☐ Creativity/Innovation
☐ Self-Motivation/Initiative
☐ Self-awareness (reflection, monitoring)
☐ Desire to learn
☐ Dealing with stress

58. Almost done... 💪 Please use the 5 you chose and write them below from the most useful to the least useful for your students/trainees: *

_____

_____

_____

_____

_____

Personal Data

59. I am a: *

*Mark only one oval.*

◯ teacher

◯ employer of a company

◯ employee of a company

◯ Other: _____

60. My sector of work, e.g. IT, Logistics, Administration, Graphics, Hairdressing, Teaching *

_____

61. My gender: *

*Mark only one oval.*

◯ female

◯ male

◯ non-binary

62. My age: *

_____

63. My country: *

_____

Thank you so much for participating in our study!

If you want to learn more about our project, please visit our Facebook-Page:
https://www.facebook.com/playing4softskills

If you want to contact us for further information or suggestions, write an email to: info@berlink.eu