



IO2: Research on soft skills in University- EU perspective

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INDEX

Research objective	6
Questionnaire for students:	7
1. Results from the questionnaires for students.....	8
2. European level.....	9
3. Belgium.....	25
4. Poland.....	28
5. Portugal	31
6. Romania	34
7. Spain.....	37
8. Comparison of the importance of soft skills by countries	40
Teachers' interviews.....	49
Template	49
Belgium:	52
1. Odile Heintz.....	52
2. Cloé Stéveny.....	55
3. Jean-Marie Dujardin.....	57
4. Cecile Delfosse	59
5. Nathalie Koenig	61
6. David Homburg	63
7. Anne Brakmeyn.....	65
8. Isabelle Bocca.....	67
Poland:	69
1. Konrad Szydłowski.....	69
2. Magdalena Wojarska.....	71
3. Jarosław Skorwider-Namiołko	73
4. Karol Wojtowicz	75
5. Artur Wszyński.....	77
6. Joanna Długosz.....	79
7. Magdalena Wysocka	81
8. Grzegorz Szczubełek.....	83
Portugal	86
1. Mário Rebelo.....	86
2. Susana Catarina Machado.....	88

3. Bruno Oliveira.....	89
4. Fábio Silva.....	91
5. Fábio Dias Duarte	93
6. Ana Isabel Coelho Borges.....	95
7. Marisa Roriz Ferreira.....	97
8. Maria Teresa Barros	98
Romania:	101
1. George Carutasu.....	101
2. Georgiana Surdu.....	104
3. Iuliu Ivanescu.....	106
4. Mariana Coanca	108
5. Norel Neagu	111
6. Olga Potecea	113
7. Stefan Ionescu.....	115
8. Tudor Edu	117
Spain.....	120
1. Ana Bernabeu Tello	120
2. Olalla Nieto Faza.....	123
3. Antonio Pena.....	126
4. Prof. Artemio Mojón:	128
5. Prof. Elena Alonso	129
6. Margarita Pino Juste	130
7. Beatriz Legerén Lago	133
8. Vicente Novegil Souto	134
Good practices	139
European level:.....	139
1. Addressing youth unemployment through soft skills coaching programmes.	140
2. Factory of skills development	141
3. Soft skills 4.0 for the new challenges in European aerospace industry.	142
4. Core skills for 21 st century professionals.....	143
5. Social inclusion by volunteer and entrepreneur activities.....	144
Belgium:	146
1. App-titude	147
2. Scout leader skills	150
3. On stage tools.....	152
4. OPC SFC	153

5. Les negociales.....	155
6. Forem’s soft skills workshop	156
Poland.....	157
1. Academy of Social Skills at the Medical University of Warsaw.....	157
2. The UWM Business Academy in Olsztyn.....	158
3. Project Geo4work.....	160
4. Project SezAM Knowledge.	162
5. Social Competency Workshops and Career Counselling Center	163
Portugal.....	165
1. Faculty of Sciences of the University of Lisbon	165
2. Faculty of Engineering of the University of Porto	166
3. University of Minho.....	166
4. ESTG-P Porto – Polytechnic of Porto	166
5. Companies that provide courses in line with the market’s needs.....	167
Romania	169
1. Practical school Project	169
2. “Competencies for the labour market” Project	170
Spain:.....	172
1. Technological Forum	172
2. Projects Lab at the School of Telecommunication Engineering.....	174
3. Mentoring Program at Universidade de Vigo	177
4. Multidisciplinary Course on Video-Games.....	179
5. Soft Skills Assessment and Accreditation at Universitat Politècnica de València.....	184
6. References:.....	187

Research objective

The main objective of the research is to investigate how universities are providing training to their students in soft skills and with what results.

Students and teachers will be invited to express their views. Students will be asked about the importance they give to soft skills as a key to future employment and their view on how universities are developing those skills.

Teachers will be interviewed to analyse their own view on soft skill importance, their perceived role in soft skills development in the university as well as suggestions regarding soft skills development courses.

The third component of this research is an inventory of existing best practices in soft skills development at European level. Each university partner will investigate their national context while MEC will cover other EU initiatives. Each partner will include at least 5 good practices.

The results of this research will be collected and shared in the second transnational meeting in Bucharest (TM2) where the different results obtained will be analysed and discussed among project partners, resulting in a module plan and learning outcomes for each specific module that will make up the online course on soft skills.

With this, we seek a coherence among the different modules that will make up the online course, at the same time that we will collect a wide variety of input from different perspectives and countries, ensuring that the posterior contents embrace a comprehensive and a real European approach.

Methodology

The report will combine three instruments:

- Quantitative instrument: 527 questionnaires to students.
- Qualitative: 40 interviews with teachers
- Desk research: inventory of 28 best practices in training in soft skills for university students.

In this research phase, **all partners** will address **all the topics / modules** that will make up the course on soft skills.

Questionnaire for students:

Rationale:

On a general level, we need to describe the current needs on the labour market and the gap between the soft skills students already have when they finish their degrees and the soft skills demanded by the labour market. CEDEFOP and OECD reports suggest that soft skills discrepancies (typology and quality) are causes of unsatisfying employment rates of recent graduates.

Therefore, we have to research to know what are the soft skills most demanded in Europe, find the similarities on the 6 countries analysed and create a transnational course.

Approach:

With “Research” we mean a questionnaire that is going to be send to relevant stakeholders. For creating the questionnaire, partners have review the ET2020 PLA Report “Developing future skills in higher education” made by the EC in 2016.

The European Key Competence Framework and the European Qualifications Framework distinguish between knowledge, skills and competence:

- **Knowledge:** means the outcome of the assimilation of information through learning.
- **Skills:** means the ability to plan apply knowledge and use know-how to complete tasks and solve problems. (Skills can be cognitive and practical).
- **Competence:** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

This report also groups the main skills important for higher education students:

- **Cognitive skills:** analytical, critical, reflective, creative thinking.
- **Methodological skills:** time management, problem-solving, decision making, learning strategies, planning, digital skills.
- **Social skills:** interpersonal communication, teamwork, conflict management and negotiation, inter-cultural understanding.

The definition of each skill will be offered and the participants in the questionnaire will rate from 1 to 10 the importance of that skill in their sector, being 1 not important and 10 very important; and from 1 to 10 the difficulty of finding new graduates who have that skill, being 1 easy to find new graduates who have that skill and 10 very difficult.

For the definition of each skill we have used the definitions given by the EU Skills panorama and The Occupational Information Network (O*NET), developed under the sponsorship of the U.S. Department of Labour/Employment and Training Administration (USDOL/ETA).

1. Results from the questionnaires for students

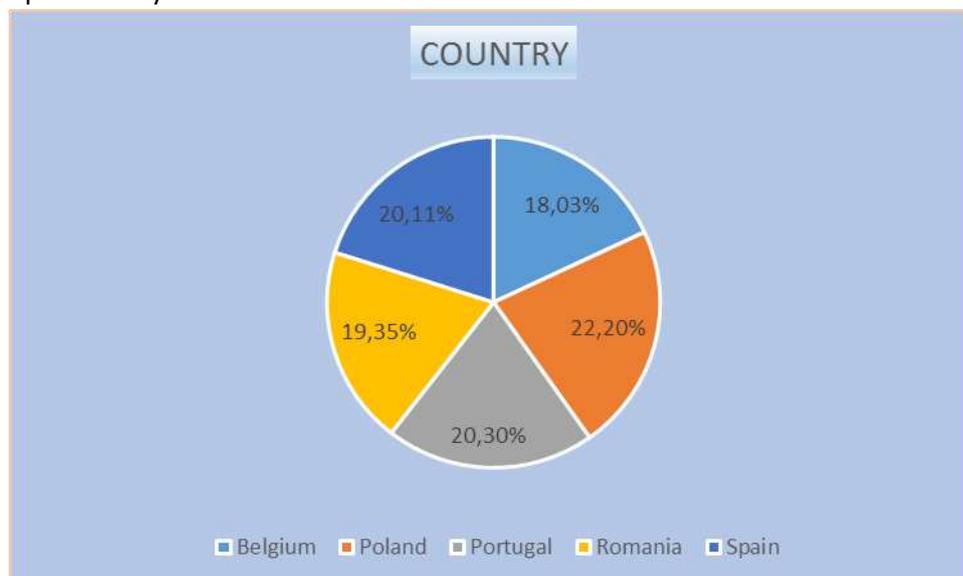
521 students from 5 European countries have participated in this survey, participants who have not completed all the information in the survey have not been taken into account. They have been asked about the importance they think soft skills have, and if they think it is easy to find training courses in soft skills. Despite the harmonization of higher education systems initiated by the Bologna system, there are still differences in the denomination and duration of university careers.

To favour the comparison of results between countries, the studies of the participants in the survey have been grouped into 5 knowledge groups, which are:

- Arts and humanities.
- Sciences
- Health sciences
- Engineering and architecture
- Social and legal sciences

On the final Annex the relation of the studies of the participants in the survey is offered.

The analysis will offer a perspective of the students' answers at European level and also an analysis per country.

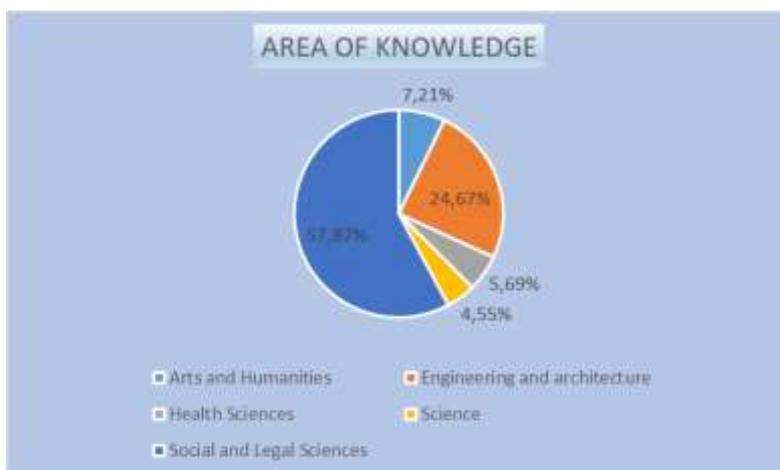


2. European level

In total 527 students have participated in this research survey. The categorization of them is the following:

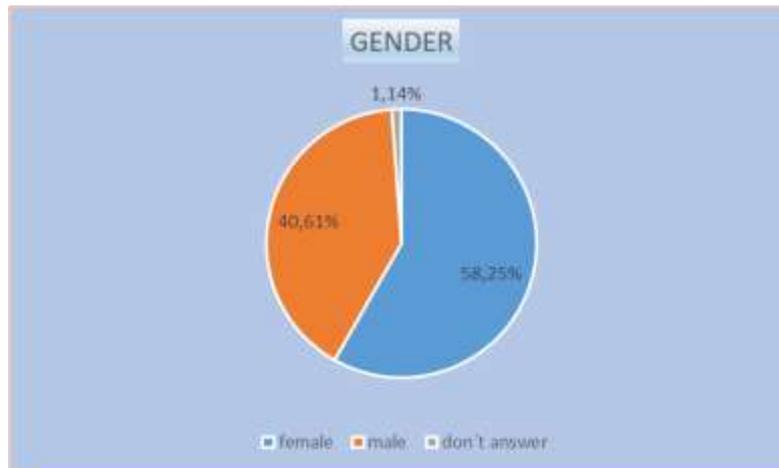
By area of knowledge:

Area of knowledge	Number of participants
Arts and humanities	38
Engineering and architecture	130
Health Sciences	30
Science	24
Social and legal sciences	305
Total	527



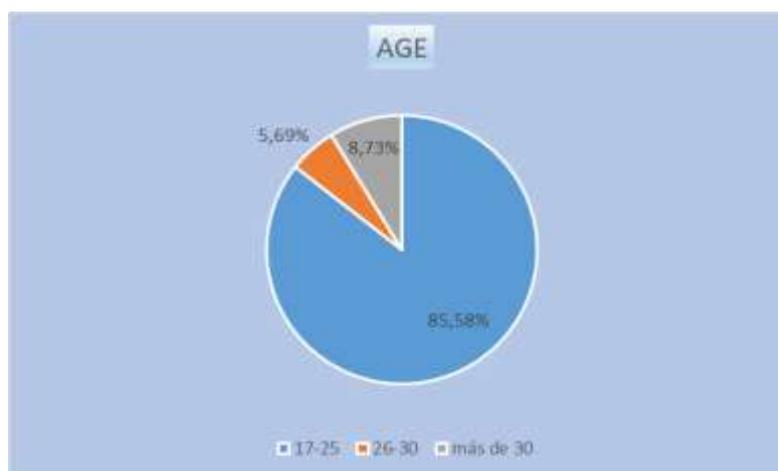
By gender:

Gender	Number of participants
Female	307
Male	214
I prefer not to answer	6
Total	527



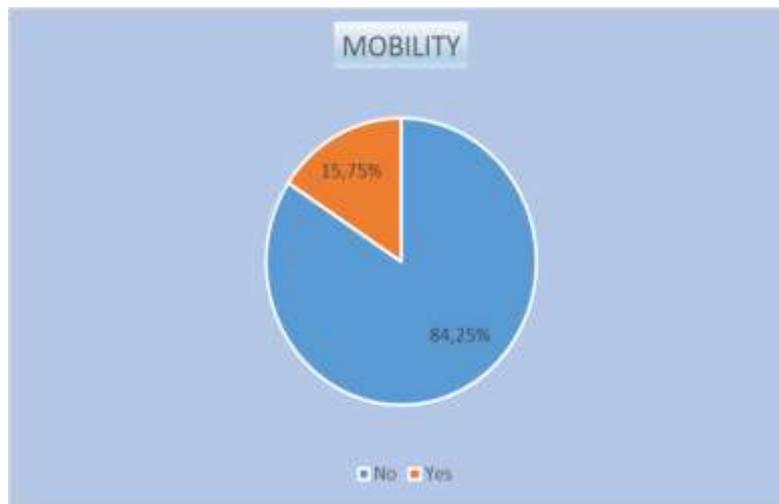
By age:

Age	Number of participants
17 - 25 years old	451
26 - 30 years old	30
+ 30 years old	46
Total	527



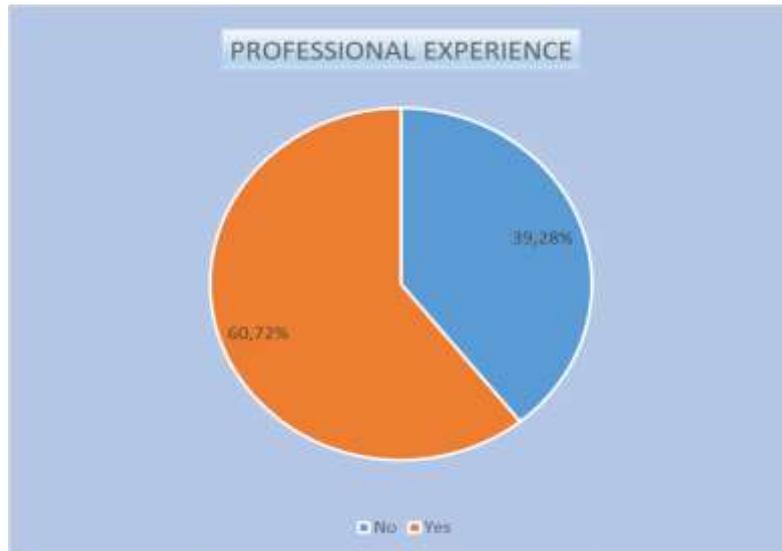
Previous participation in mobility activities:

Participation in mobility activities	Number of participants
No	444
Yes	83
Total	527



Job experience:

Job experience	Number of participants
No	207
Yes	320
Total	527



We asked students to rate different soft skills, grouped by three large groups, cognitive skills, methodological skills and social skills. Students rated from 0 to 5 the importance they give to these skills being 0 I don't have an opinion and 5 it is very important. They also rated from 0 to 5 how easy is for them to find a course related to that skill, being 0 I don't have an opinion and 5 very easy to find.

1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.

- 1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.
- 1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- 1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.
- 1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

2. Methodological skills: Developed capacities used to allocate resources efficiently.

- 1.1. Time management: Managing one's own time and the time of others.
- 1.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- 1.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- 1.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

- 1.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.
- 1.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.

2. Social skills: Developed capacities used to work with people to achieve goals.

- 2.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.
- 2.2. Team-work: Skills required to work well as part of the team.
- 2.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- 2.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.

Importance of soft skills; EU average: (0- I don't have an opinion; 5- It is very important)

Skill	Average
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	3,84
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	3,86
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	3,96
1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.	3,67
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	3,87
2. Methodological skills: Developed capacities used to allocate resources efficiently.	3,80
2.1. Time management: Managing one's own time and the time of others.	3,87
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	3,98
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	3,91

Skill	Average
2.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	3,60
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	3,77
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	3,66
3. Social skills: Developed capacities used to work with people to achieve goals.	3,80
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	3,91
3.2. Team-work: Skills required to work well as part of the team.	3,97
3.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	3,69
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	3,63

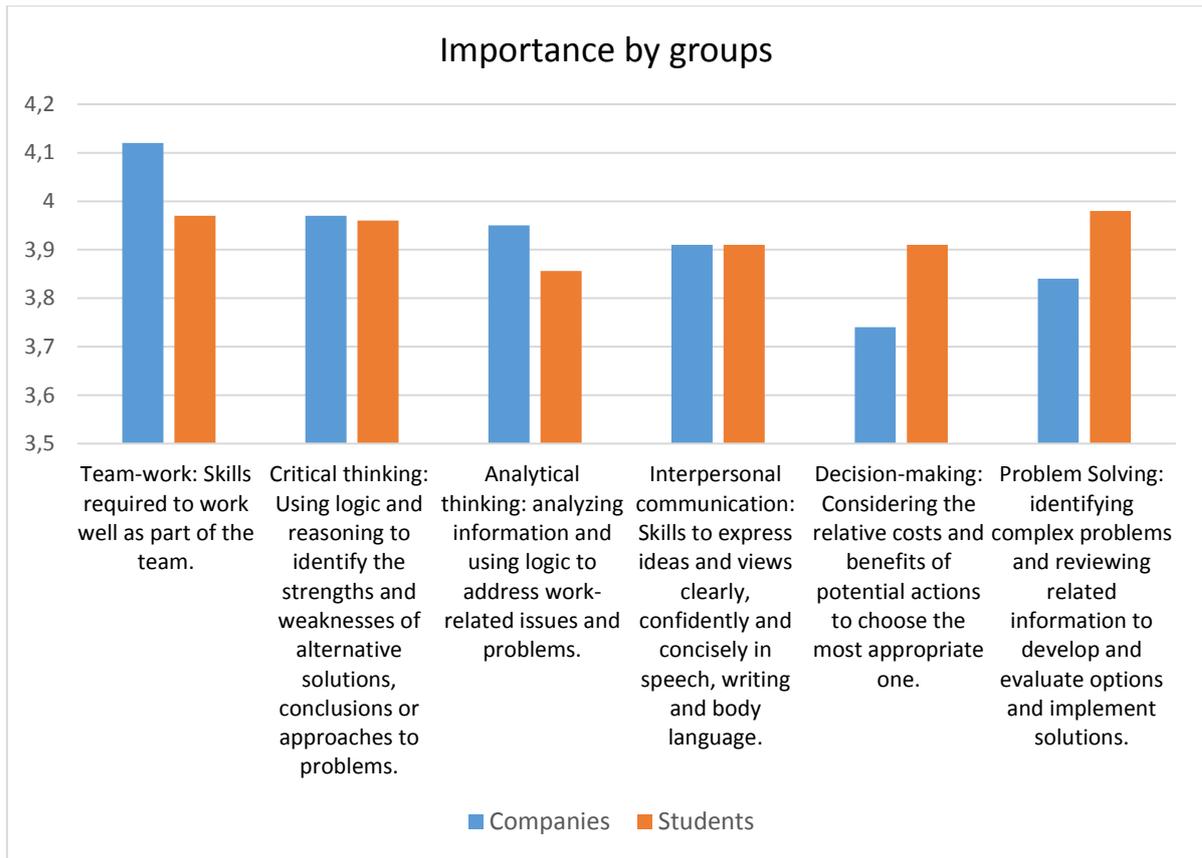
In general, cognitive skills are the most valued of the three group of skills presented, but the difference on the perception of the importance for each group it is not significant. Social skills and methodological skills have the same score.

The skill that is best valued by students from all over Europe who take part in the survey is Problem solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Other skills highly valued by students are Team work; Critical thinking; Decision making and Interpersonal communication.

As we can see the three main groups of skills have a similar perception by average, cognitive skills are highly better perceived by students.

If we make a comparison with the survey made to companies inside this project, the results are the following:



Perception of the importance by different groups: (0- I don't have an opinion; 5- It is very important)

Skill	Participation in mobility activities. Average.	Work or internship experiences. Average.
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	4,02	3,86
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	4,06	3,88
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	4,16	4,04
1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.	3,85	3,68
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	4,01	3,85

Skill	Participation in mobility activities. Average.	Work or internship experiences. Average.
2. Methodological skills: Developed capacities used to allocate resources efficiently.	3,96	3,80
2.1. Time management: Managing one's own time and the time of others.	4,01	3,87
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	4,18	4,00
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	4,07	3,90
2.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	3,68	3,60
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	3,95	3,81
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	3,85	3,64
3. Social skills: Developed capacities used to work with people to achieve goals.	4,09	3,81
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	4,25	3,96
3.2. Team-work: Skills required to work well as part of the team.	4,18	4,01
3.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	3,91	3,68
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	4,01	3,57

In general students that have taken part in mobility activities have a better perception about soft skills than the average of all students. Students that have participated in mobility activities point Interpersonal communication as the most important soft skill; followed by Team-Work and Critical Thinking.

Students that have had an internship experience or have worked pointed Critical thinking as the most important soft skill. The average among all skills is lower than among students that have participated in mobility activities. Other skills that are important for students with some work experience are Team-work; Problem solving and Interpersonal communication.

Perception by gender: (0- I don't have an opinion; 5- It is very important)

Skill	Gender		
	Women	Men	Don't answer
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	3,84	3,73	4,00
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	3,81	3,85	4,00
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	3,96	3,87	4,16
1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.	3,70	3,47	3,66
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	3,87	3,72	4,16
2. Methodological skills: Developed capacities used to allocate resources efficiently.	3,80	3,66	3,86
2.1. Time management: Managing one's own time and the time of others.	3,90	3,74	3,85
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	4,01	3,89	4,00

Skill	Gender		
	Women	Men	Don't answer
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	3,88	3,87	3,66
2.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	3,69	3,25	3,66
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	3,78	3,59	4,00
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	3,56	3,61	4,00
3. Social skills: Developed capacities used to work with people to achieve goals.	3,85	3,60	4,00
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	3,93	3,79	4,16
3.2. Team-work: Skills required to work well as part of the team.	3,93	3,91	4,16
3.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	3,76	3,47	3,66
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	3,76	3,21	4,00

In general, women and people who decided not to answer this question have a higher perception of the importance of soft skills than men.

The skills better valued by people who decided not to answer the question are: Critical Thinking; Creative thinking; Interpersonal communication and Team work.

The skills better valued by women are: Problem solving, Critical thinking, Interpersonal communication and Team-work.

The skills better valued by men are: Team-work, Problem solving; Decision-making and Critical thinking.

Importance by area of knowledge: (0- I don't have an opinion; 5- It is very important)

Skill	Area of knowledge				
	Arts/ Humanities	Engineering	Sciences	Health sciences	Social sciences
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	4,20	3,95	3,68	3,64	3,71
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	4,31	4,13	3,83	3,56	3,69
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	4,36	4,08	3,87	4,03	3,80
1.3. Reflective thinking: processes of analyzing and	3,92	3,60	3,58	3,50	3,59

Skill	Area of knowledge				
	Arts/ Humanities	Engineering	Sciences	Health sciences	Social sciences
making judgments about what has happened.					
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	4,21	3,98	3,45	3,46	3,76
2. Methodological skills: Developed capacities used to allocate resources efficiently.	4,04	3,85	3,66	3,28	3,72
2.1. Time management: Managing one's own time and the time of others.	4,00	3,89	3,87	3,56	3,82
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	4,07	4,09	4,04	3,76	3,91
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	4,10	3,99	3,79	3,43	3,84
2.4. Learning strategies: Selecting and using training/instructional	3,84	3,54	3,08	3,23	3,52

Skill	Area of knowledge				
	Arts/ Humanities	Engineering	Sciences	Health sciences	Social sciences
methods and procedures appropriate for the situation when learning or teaching new things.					
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	3,97	3,84	3,75	3,06	3,67
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	4,28	3,73	3,45	2,66	3,54
3. Social skills: Developed capacities used to work with people to achieve goals.	4,16	3,77	3,53	3,49	3,73
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	4,31	3,92	3,58	3,70	3,84
3.2. Team-work: Skills required to work well as part of the team.	4,05	4,11	3,95	3,33	3,89
3.3. Conflict management and negotiation: Handling complaints, settling disputes,	3,97	3,70	3,37	3,46	3,61

Skill	Area of knowledge				
	Arts/ Humanities	Engineering	Sciences	Health sciences	Social sciences
and resolving grievances and conflicts, or otherwise negotiating with others.					
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	4,31	3,35	3,20	3,46	3,56

In general students of Art and Humanities degrees give a higher score to soft skills than science and health science students. Critical thinking is the only skill that is on the top four of most valuable skills to all participant groups.

Other skills high valued by almost all participant groups are Problem-solving, Interpersonal communication, Analytical thinking and Team-work.

Courses on soft skills: (0- I don't have an opinion; 5- It is very difficult to find)

Skill	Average
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	3,02
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	2,95
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	3,06
1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.	2,94

Skill	Average
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	3,14
2. Methodological skills: Developed capacities used to allocate resources efficiently.	2,91
2.1. Time management: Managing one's own time and the time of others.	2,92
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	3,04
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	3,05
2.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	2,93
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	2,88
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	2,66
3. Social skills: Developed capacities used to work with people to achieve goals.	2,80
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	2,68
3.2. Team-work: Skills required to work well as part of the team.	2,63
3.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	3,01
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	2,87

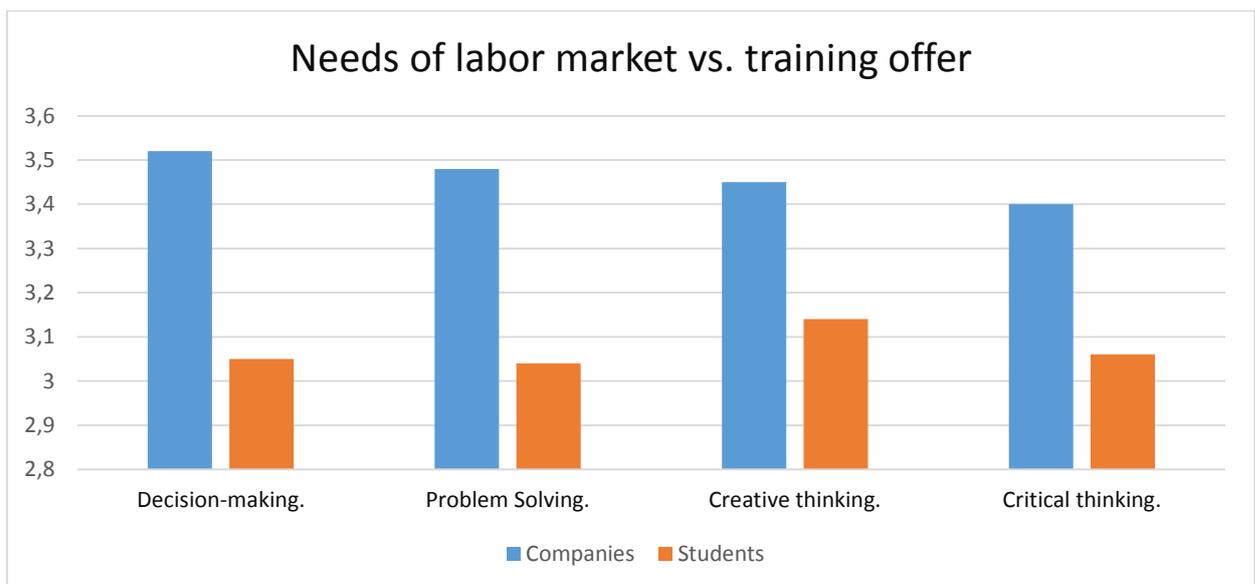
When it comes to find courses to train soft skills, students have also market cognitive skills as the skills from which it is more difficult to find courses. They also perceive that, in general, it is easy to find courses in social skills.

Cognitive skills are also perceived as the most important skills by students, so in general is necessary to offer more training courses in those skills. Students perceive they can access training courses related to social skills easily than other courses, especially team-work.

Among methodological skills, students think that the offer on digital skills is good and it is easy to find courses in that topic; on the other hand decision-making and problem-solving are among the top 4 skills which students think it is more difficult to find a course in.

Cognitive skills are the skills perceived as the most important ones by students, but also the ones they find more difficult to find a course. The ability that students consider is more complicated to find a course about is creative thinking, followed by critical thinking. Due the importance of both skills, the training course should include them both on the curricula.

If we cross the data among the soft skills companies said are difficult to find in recent graduates are also the skills that students say is difficult to find courses to train them.



In general the demands of labour market meets the training demands from students, but the courses are easier to find than the students and works with those soft skills, which means the training programs are not effective and there is a need to increase the collaboration between business sector and high education institutions to create training programs relevant for both.

3. Belgium

In total 95 students have participated in this research survey. The categorization of them is the following:

By area of knowledge:

Area of knowledge	Number of participants
Engineering and architecture	8
Health Sciences	24
Science	4
Social and legal sciences	59
Total	95

By gender:

Gender	Number of participants
Female	67
Male	26
I prefer not to answer	2
Total	95

By age:

Age	Number of participants
17 - 25 years old	87
26 - 30 years old	6
+ 30 years old	2
Total	95

Previous participation in mobility activities:

Participation in mobility activities	Number of participants
No	81
Yes	14
Total	95

Job experience:

Job experience	Number of participants
No	19
Yes	76
Total	95

Importance of soft skills; EU average: (0- I don't have an opinion; 5- It is very important)

Skill	Belgium
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	3,61
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	3,56
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	4,00
1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.	3,43
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	3,43
2. Methodological skills: Developed capacities used to allocate resources efficiently.	3,62
2.1. Time management: Managing one's own time and the time of others.	3,74
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	3,89

Skill	Belgium
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	3,62
2.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	3,38
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	3,68
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	3,42
3. Social skills: Developed capacities used to work with people to achieve goals.	3,72
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	3,83
3.2. Team-work: Skills required to work well as part of the team.	3,93
3.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	3,58
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	3,53

4. Poland

In total 117 students have participated in this research survey. The categorization of them is the following:

By area of knowledge:

Area of knowledge	Number of participants
Engineering and architecture	40
Health Sciences	5
Science	7
Social and legal sciences	65
Total	117

By gender:

Gender	Number of participants
Female	63
Male	54
Total	117

By age:

Age	Number of participants
17 - 25 years old	114
26 - 30 years old	3
Total	117

Previous participation in mobility activities:

Participation in mobility activities	Number of participants
No	108
Yes	9
Total	117

Job experience:

Job experience	Number of participants
No	46
Yes	71
Total	117

Importance of soft skills; EU average: (0- I don't have an opinion; 5- It is very important)

Skill	Poland
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	3,77
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	3,88
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	3,83
1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.	3,56
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	3,82
2. Methodological skills: Developed capacities used to allocate resources efficiently.	3,72
2.1. Time management: Managing one's own time and the time of others.	3,81
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	3,97
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	4,03
2.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	3,29
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	3,71
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	3,50

Skill	Poland
3. Social skills: Developed capacities used to work with people to achieve goals.	3,61
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	3,89
3.2. Team-work: Skills required to work well as part of the team.	3,83
3.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	3,40
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	3,31

5. Portugal

In total 107 students have participated in this research survey. The categorization of them is the following:

By area of knowledge:

Area of knowledge	Number of participants
Engineering and architecture	30
Science	1
Social and legal sciences	76
Total	107

By gender:

Gender	Number of participants
Female	61
Male	44
I prefer not to answer	2
Total	107

By age:

Age	Number of participants
17 - 25 years old	70
26 - 30 years old	4
+ 30	33
Total	107

Previous participation in mobility activities:

Participation in mobility activities	Number of participants
No	104
Yes	3
Total	107

Job experience:

Job experience	Number of participants
No	45
Yes	62
Total	107

Importance of soft skills; EU average: (0- I don't have an opinion; 5- It is very important)

Skill	Portugal
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	3,78
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	3,74
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	3,89
1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.	3,70
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	3,78
2. Methodological skills: Developed capacities used to allocate resources efficiently.	3,83
2.1. Time management: Managing one's own time and the time of others.	3,89

Skill	Portugal
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	3,93
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	3,84
2.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	3,79
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	3,85
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	3,67
3. Social skills: Developed capacities used to work with people to achieve goals.	3,88
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	3,91
3.2. Team-work: Skills required to work well as part of the team.	4,01
3.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	3,85
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	3,77

6. Romania

In total 102 students have participated in this research survey. The categorization of them is the following:

By area of knowledge:

Area of knowledge	Number of participants
Engineering and architecture	14
Health Sciences	1
Social and legal sciences	87
Total	102

By gender:

Gender	Number of participants
Female	55
Male	47
Total	102

By age:

Age	Number of participants
17 - 25 years old	90
26 - 30 years old	6
+ 30	6
Total	102

Previous participation in mobility activities:

Participation in mobility activities	Number of participants
No	80
Yes	22
Total	102

Job experience:

Job experience	Number of participants
No	47
Yes	55
Total	102

Importance of soft skills; EU average: (0- I don't have an opinion; 5- It is very important)

Skill	Romania
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	3,73
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	3,71
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	3,68
1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.	3,60
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	3,93
2. Methodological skills: Developed capacities used to allocate resources efficiently.	3,71
2.1. Time management: Managing one's own time and the time of others.	3,73

Skill	Romania
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	3,85
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	3,84
2.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	3,55
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	3,55
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	3,76
3. Social skills: Developed capacities used to work with people to achieve goals.	3,61
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	3,66
3.2. Team-work: Skills required to work well as part of the team.	3,73
3.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	3,56
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	3,49

7. Spain

In total 106 students have participated in this research survey. The categorization of them is the following:

By area of knowledge:

Area of knowledge	Number of participants
Arts and Humanities	38
Engineering and architecture	38
Science	12
Social and legal sciences	18
Total	106

By gender:

Gender	Number of participants
Female	61
Male	43
I prefer not to answer	2
Total	106

By age:

Age	Number of participants
17 - 25 years old	90
26 - 30 years old	11
+ 30	5
Total	106

Previous participation in mobility activities:

Participation in mobility activities	Number of participants
No	71
Yes	35
Total	106

Job experience:

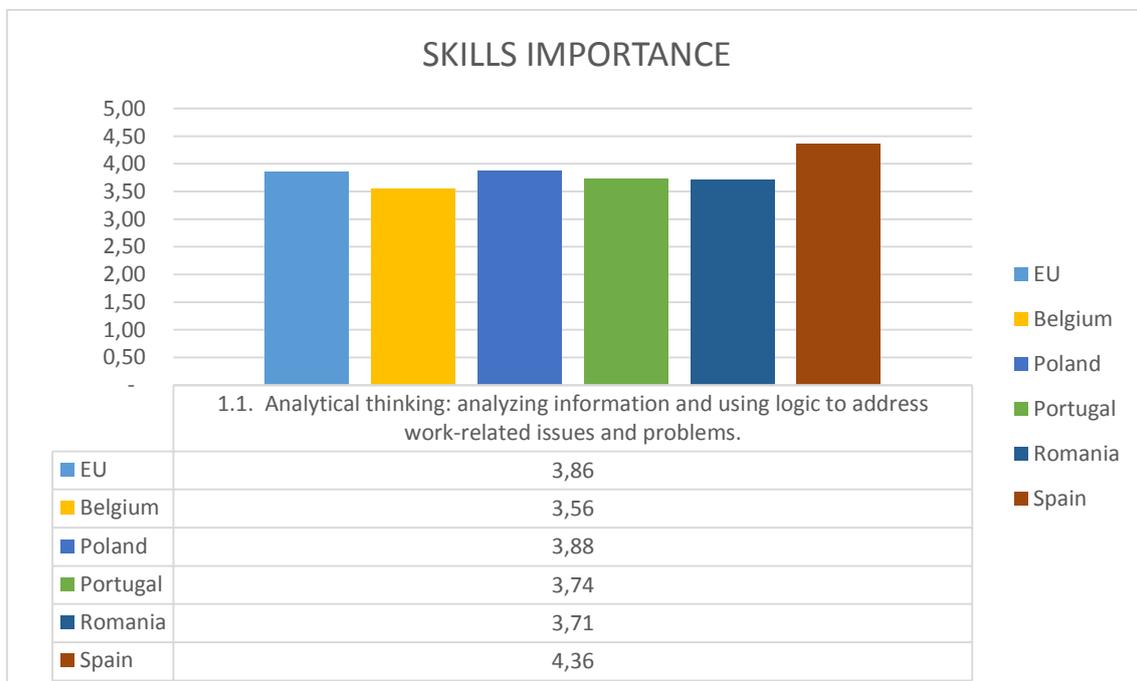
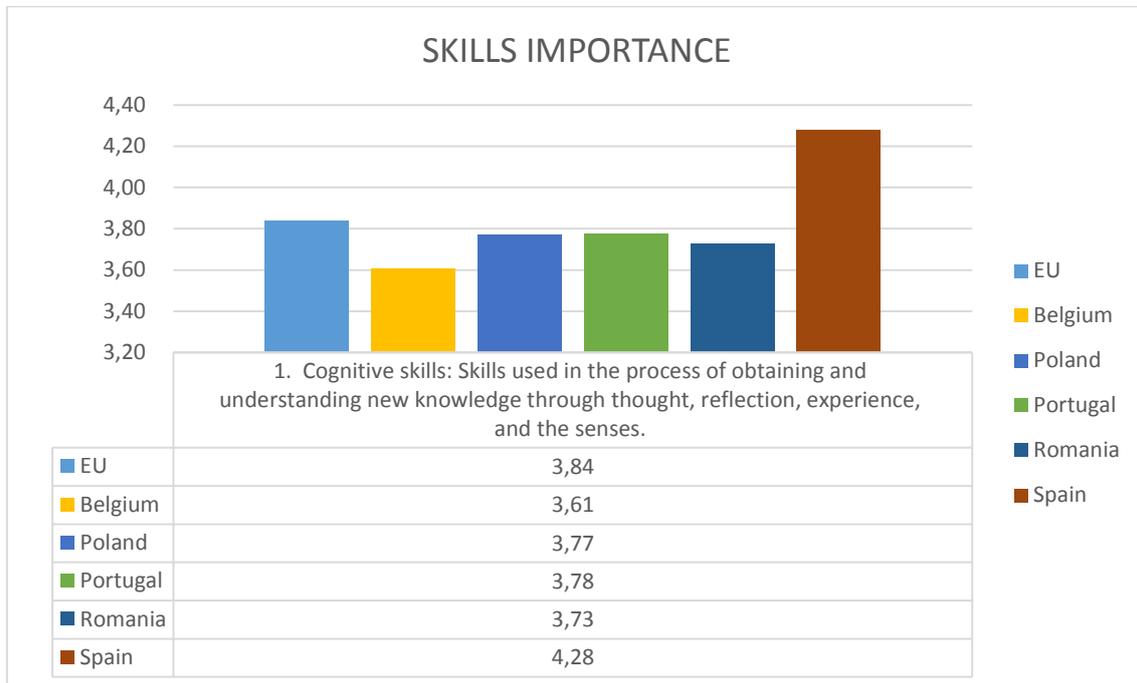
Job experience	Number of participants
No	50
Yes	56
Total	102

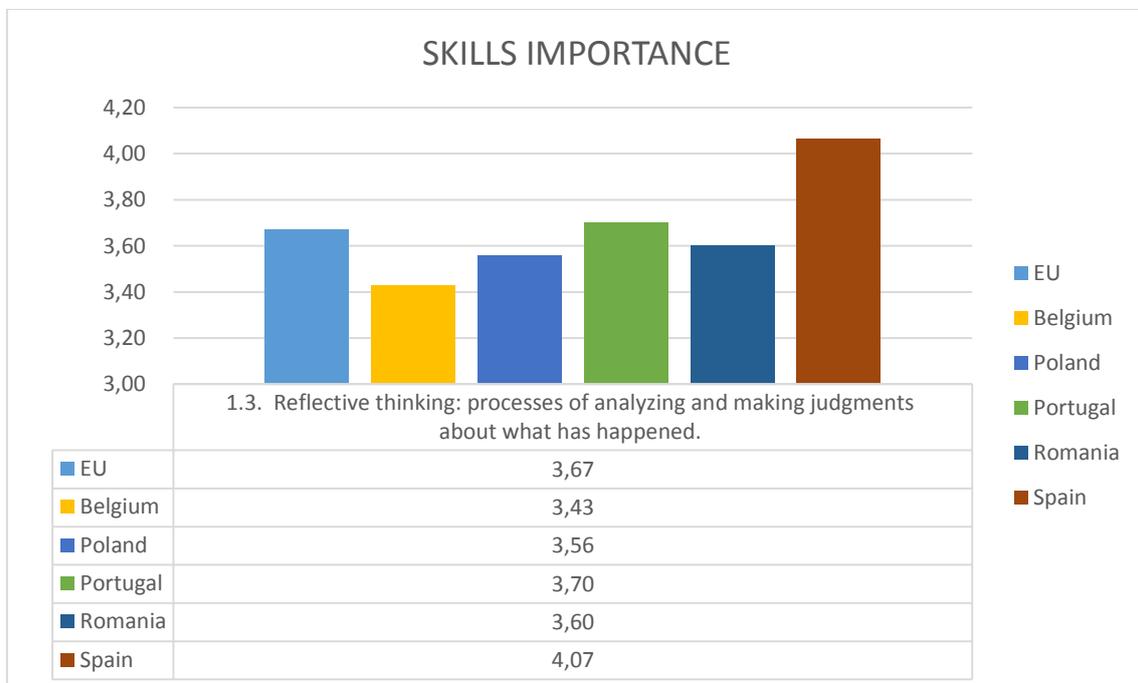
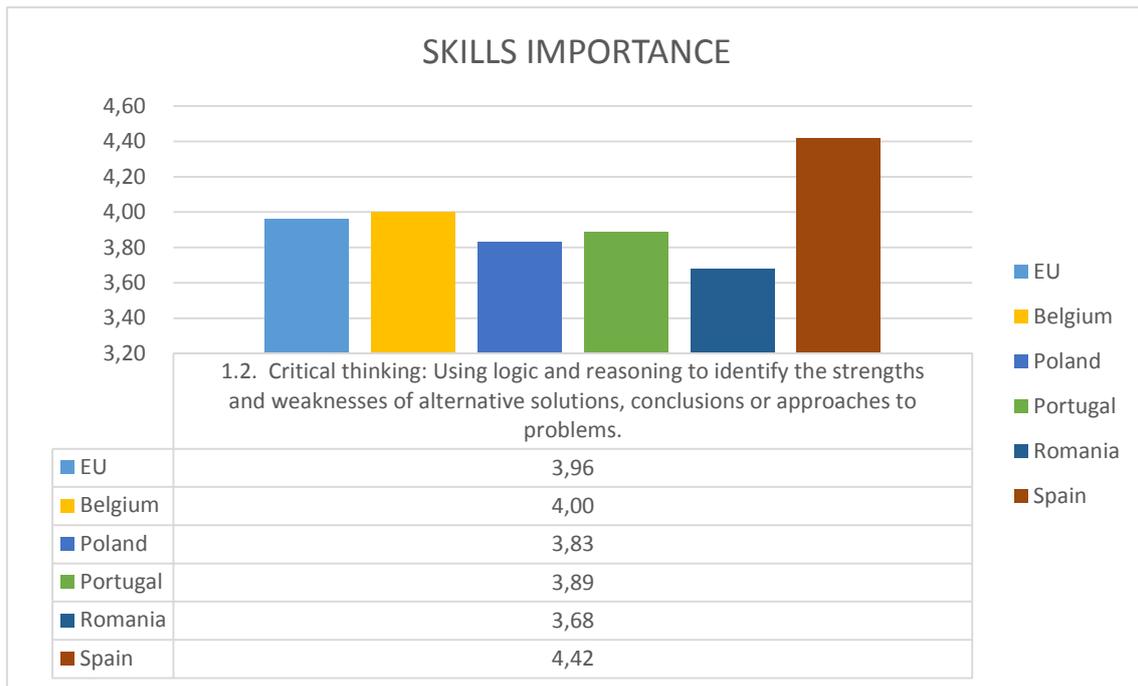
Importance of soft skills; EU average: (0- I don't have an opinion; 5- It is very important)

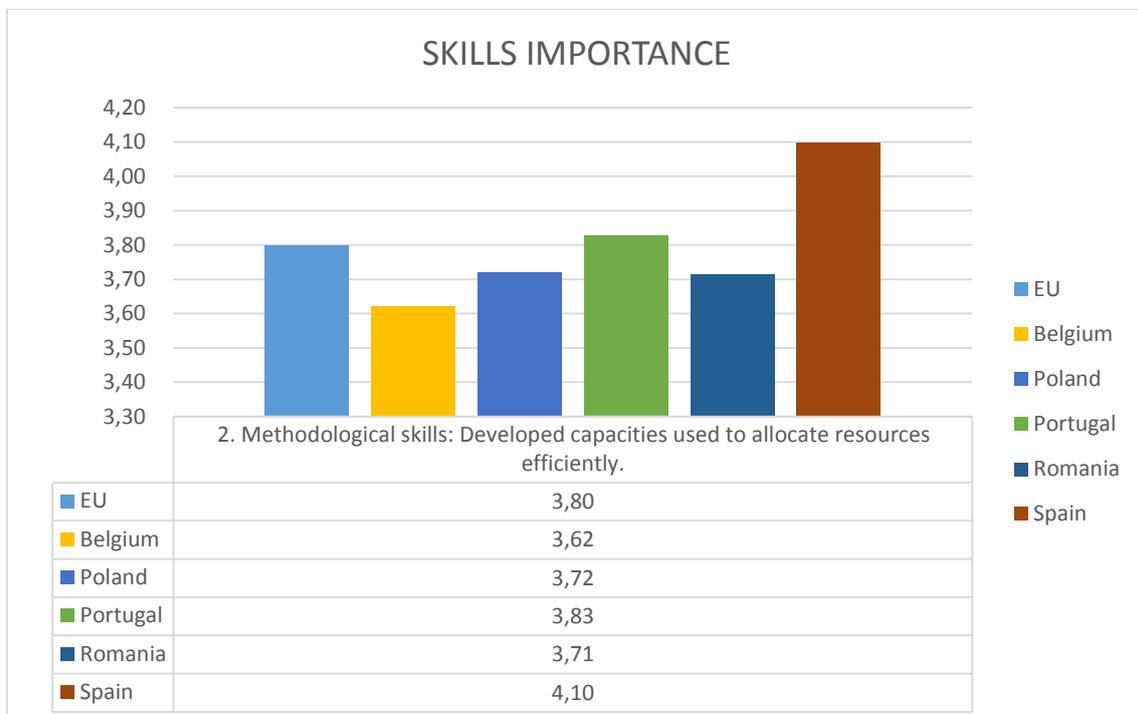
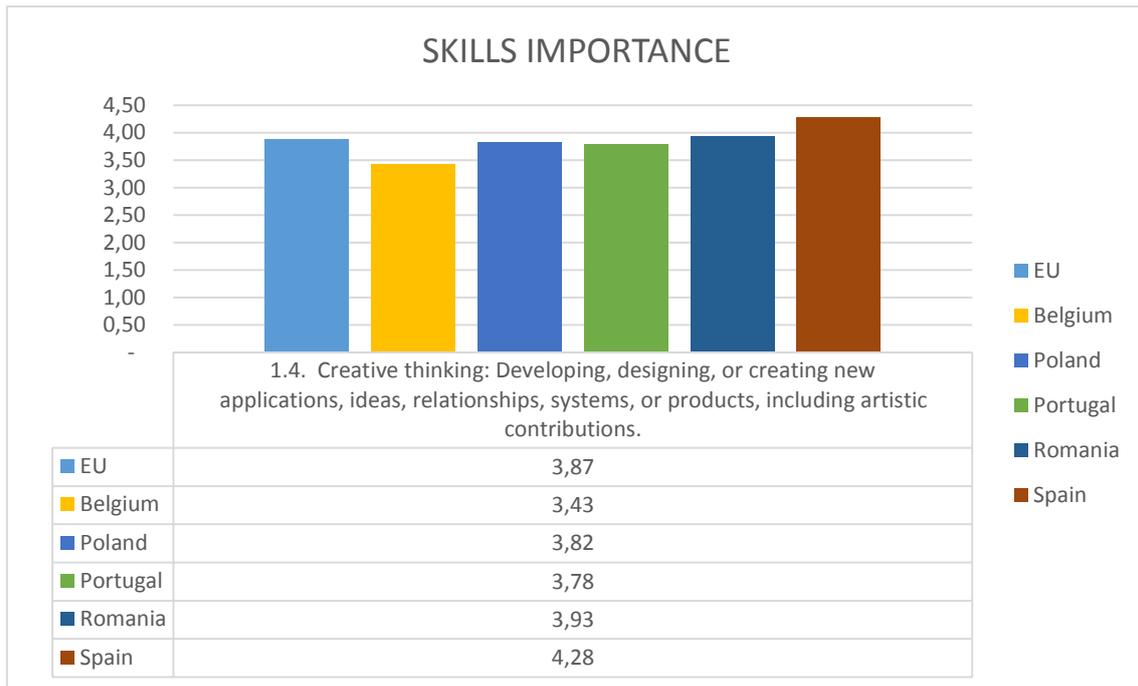
Skill	Spain
1. Cognitive skills: Skills used in the process of obtaining and understanding new knowledge through thought, reflection, experience, and the senses.	4,28
1.1. Analytical thinking: analyzing information and using logic to address work-related issues and problems.	4,36
1.2. Critical thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	4,42
1.3. Reflective thinking: processes of analyzing and making judgments about what has happened.	4,07
1.4. Creative thinking: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.	4,28
2. Methodological skills: Developed capacities used to allocate resources efficiently.	4,10
2.1. Time management: Managing one's own time and the time of others.	4,16

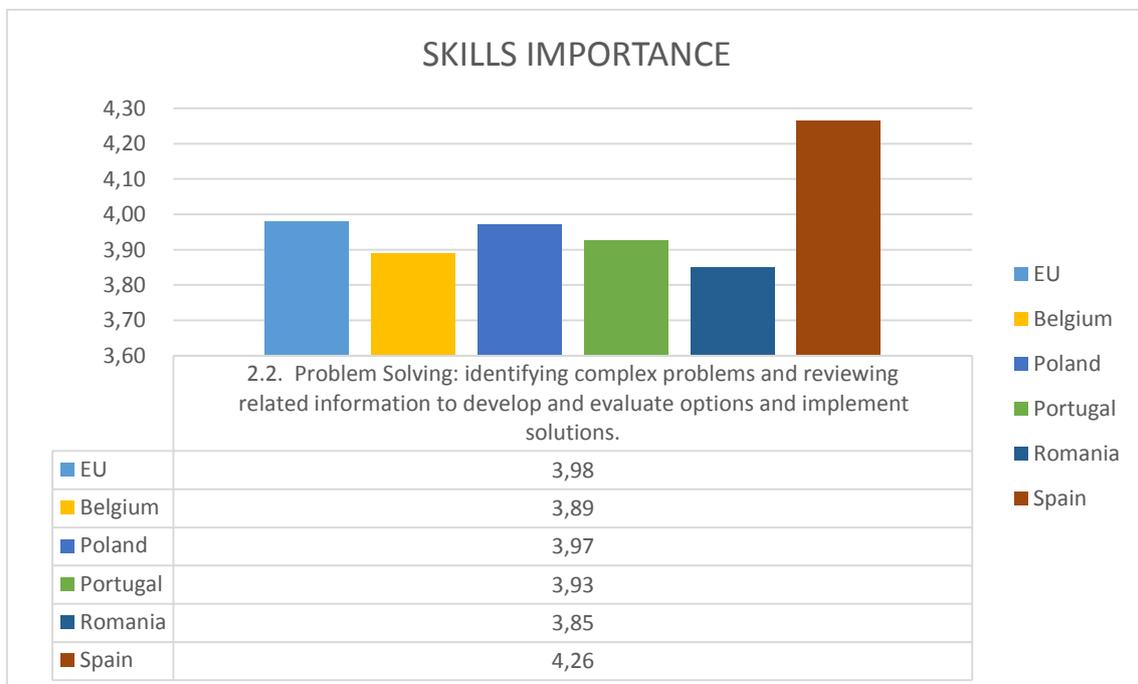
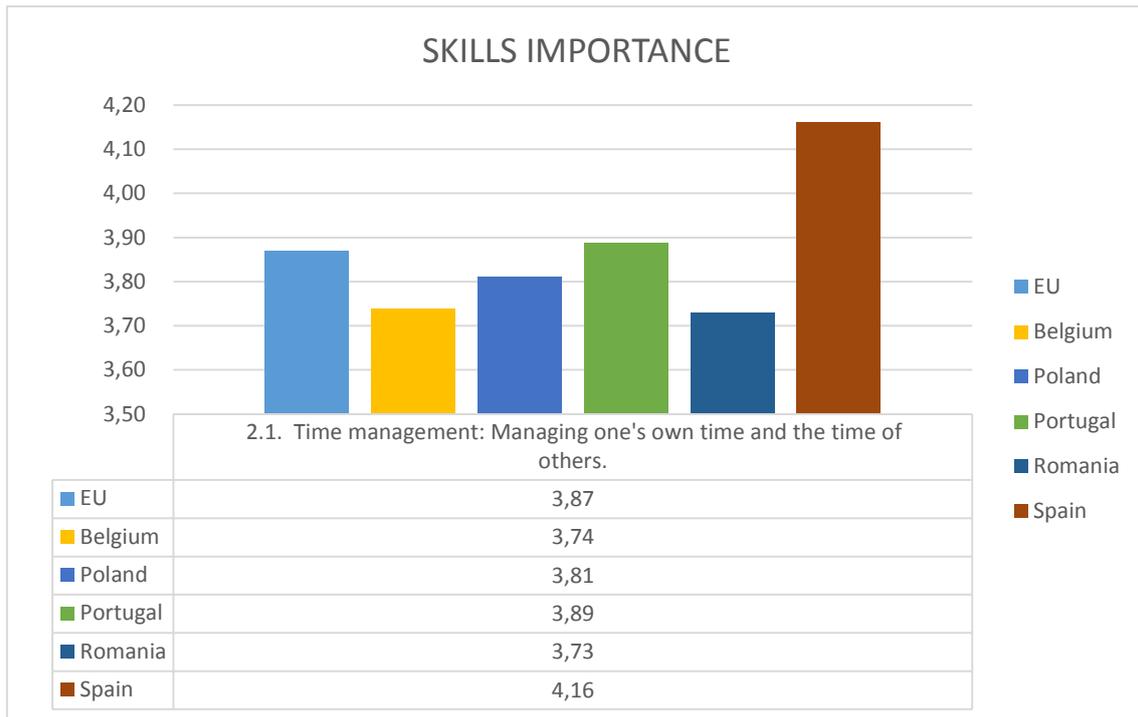
Skill	Spain
2.2. Problem Solving: identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	4,26
2.3. Decision-making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	4,16
2.4. Learning strategies: Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	4,01
2.5. Planning: Developing specific goals and plans to prioritize, organize, and accomplish the work.	4,04
2.6. Digital skills: involve confident and critical use of information society technology (ICT) in for working and learning in the knowledge society.	3,96
3. Social skills: Developed capacities used to work with people to achieve goals.	4,19
3.1. Interpersonal communication: Skills to express ideas and views clearly, confidently and concisely in speech, writing and body language.	4,27
3.2. Team-work: Skills required to work well as part of the team.	4,34
3.3. Conflict management and negotiation: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	4,09
3.4. Inter-cultural understanding: value and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect.	4,06

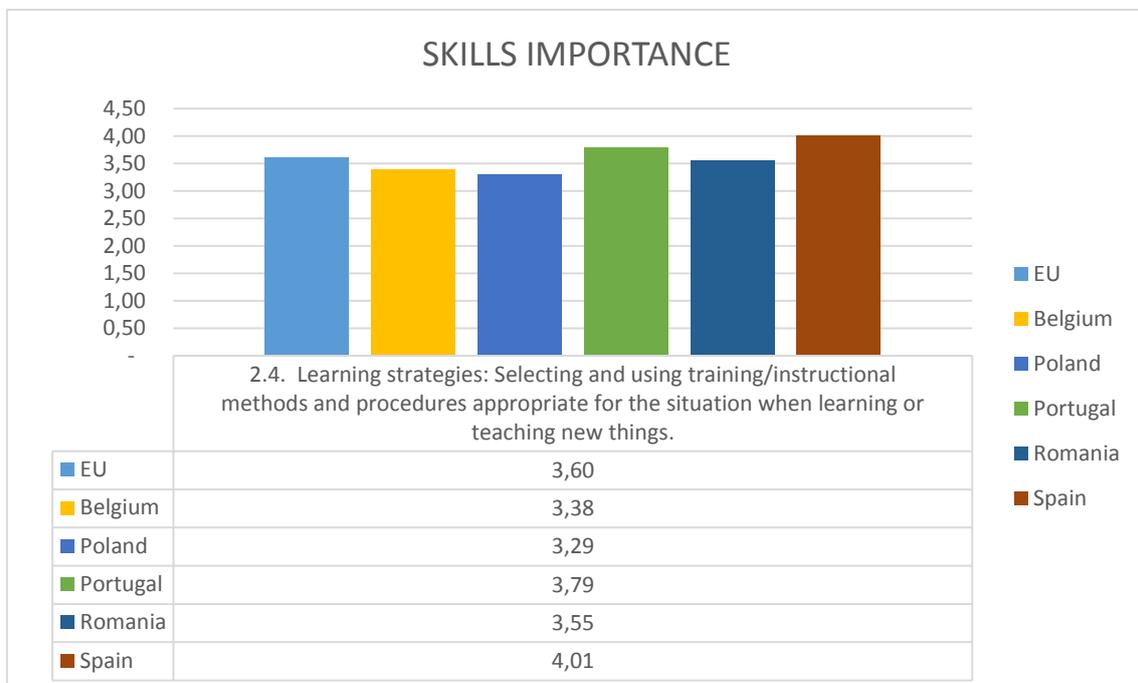
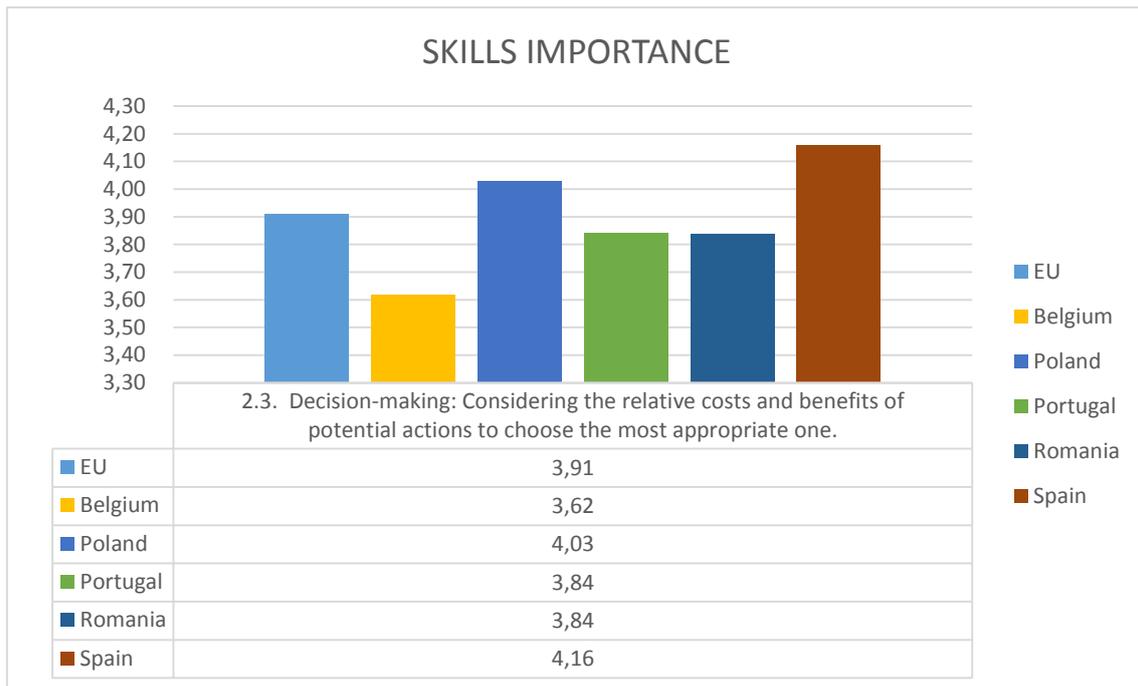
8. Comparison of the importance of soft skills by countries

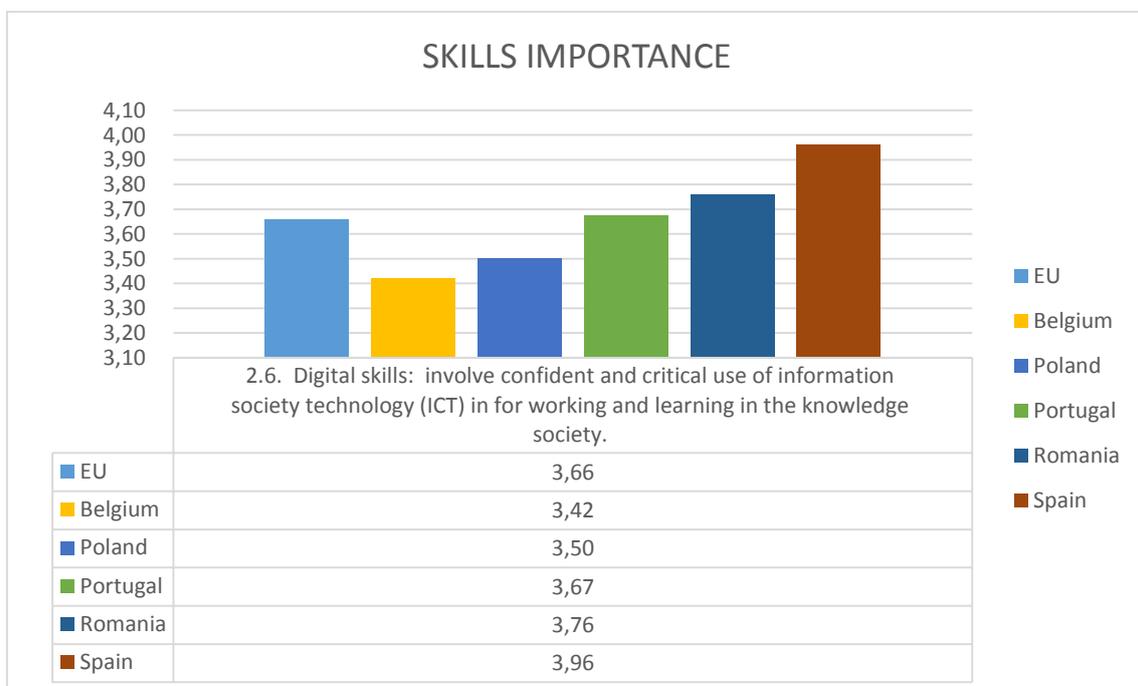
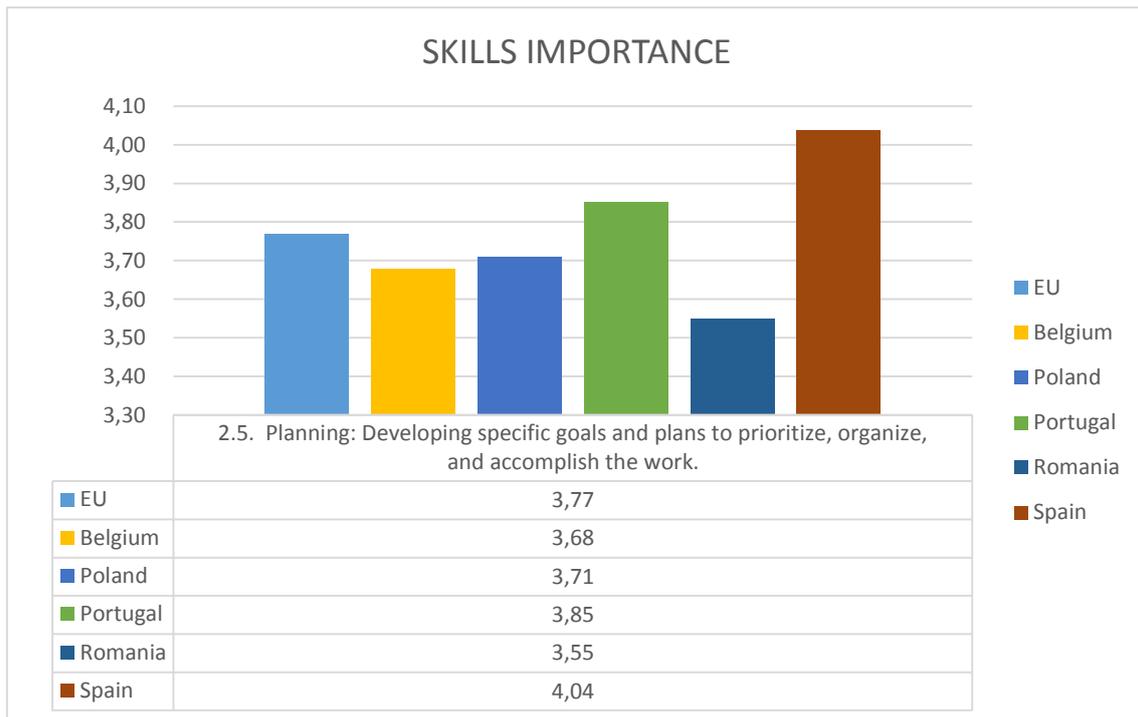


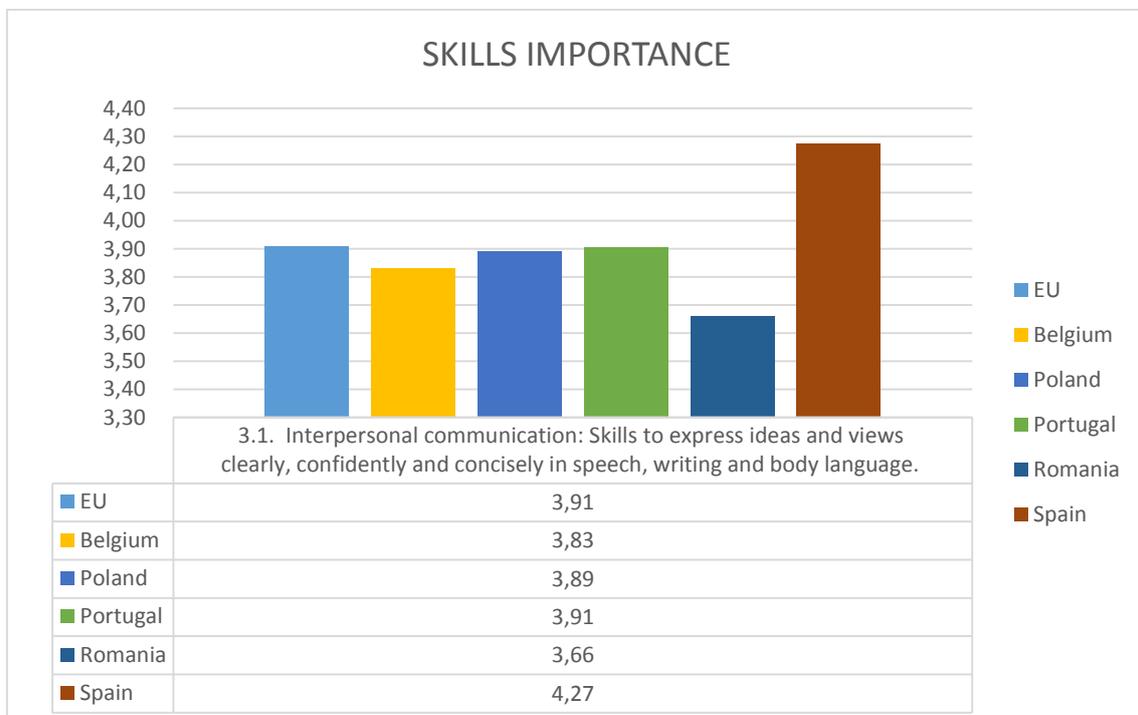


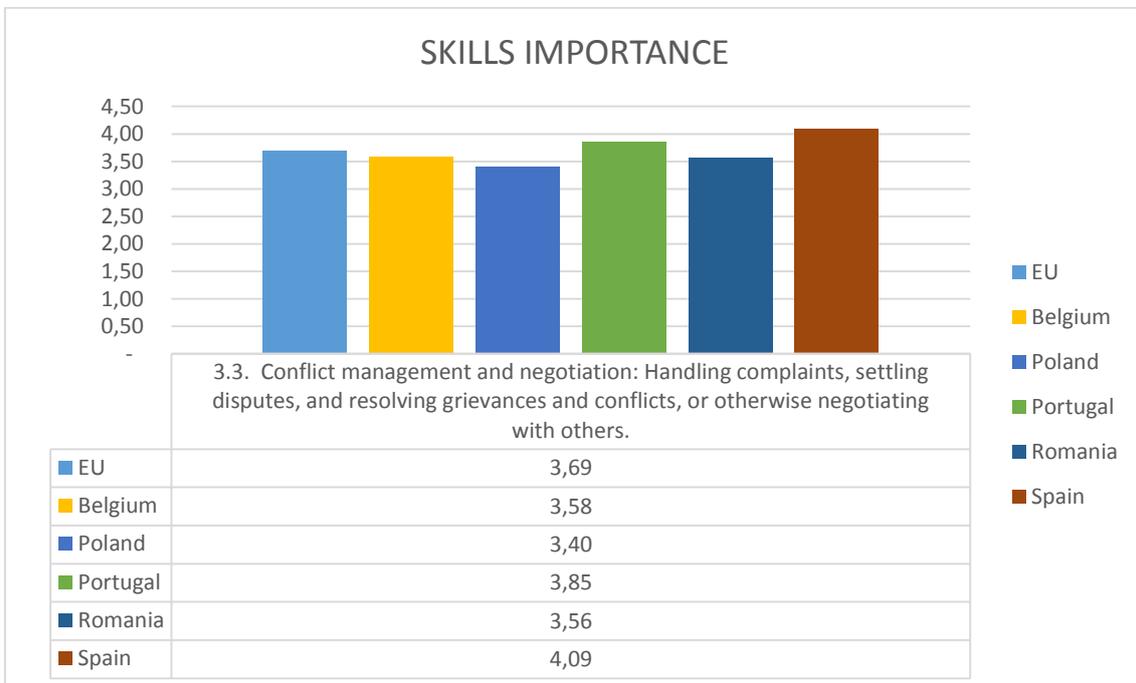
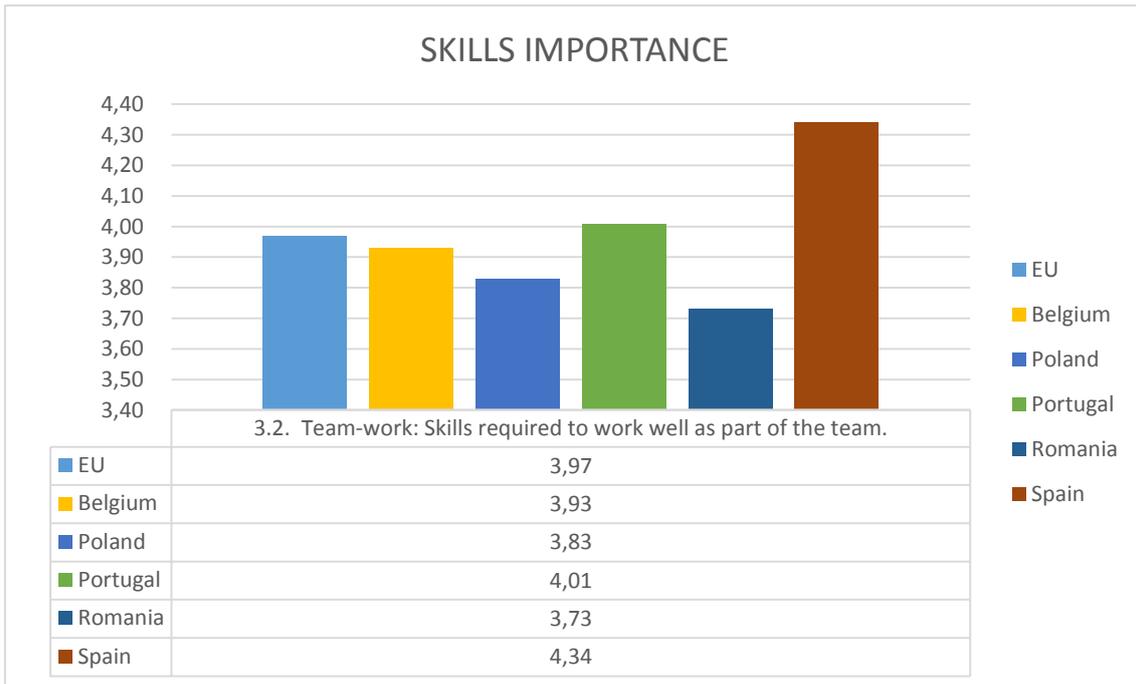


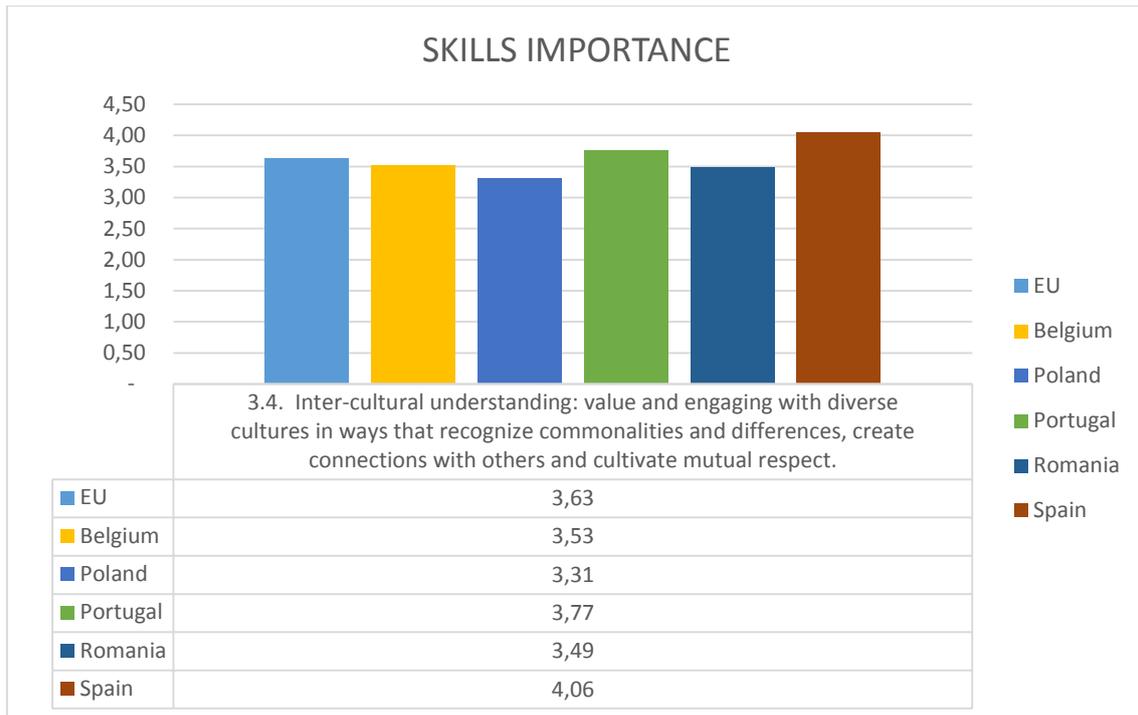












Teachers' interviews.

The aim of this section is to know the perception teachers have about the importance of soft skills, if they are training their students in soft skills, and how to include soft skills training in official curricula.

Template

Instructions for the interviewer

- 1- Record the interview, with a tape recorder or any other electronic device. Make sure you have enough battery and the device is working properly.
- 2- Do the interview in the language in which both you and the interviewer feel more comfortable.
- 3- The sections and example questions are not a closed script, let the interviewee express himself/herself.
- 4- If at the end you think that you have not talked about any of the main sections you can go back to it and ask any additional questions. Use the sample questions if you need it.
- 5- For each interview, summarize the main conclusions for each section and a short final summary in English.

Template:

Interview Nr:

Date:

Duration:

PERSONAL DATA:

Name of interview partner:

Institution he/she works for:

Profession and field of work:

Degree he/she is teaching:

Subject:

Course:

Gender:

Age:

Nationality:

E-mail:

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyse the teacher's point of view on soft skills importance: the main aim of this section is to know if teachers are aware of the importance of the soft skills and if they feel the need to train their students in soft skills.

It could be also interesting to know if teachers have connections with business sector or labour market.

Example of questions to ask:

- What does the term "soft skill" mean to you?
- Do you think soft skills are important in the context of employment?
- Do you think soft skills are important to favour labour incorporation of new graduates?
- Have you ever worked for a private company?
- Have you participated or participate in collaborative projects with companies?

2- Questions to the perceived role of teachers on development of soft skills in students. In this section we seek to know more about the role of the teacher in soft skill development and how to train skills in university context.

Example of questions:

- Are soft skills important in a teacher's work?
- What are the soft skills required for a teacher?
- Should teachers play more a coaching role in soft skills education programs?
- Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?
- Have you ever received training in soft skills at the university?
- Have you taken external courses on your own initiative?

3- Suggestions on soft skills development courses. The last section seeks to gather the opinion of teachers about how soft skills can be trained in universities.

Example of questions:

- What is your opinion about the level of soft skills among graduates of your university?

- What soft skills should be developed among young people?
- Should be soft skills programs in each degree; with independence of the field of study?
- What activities might take place within such a soft skill program?

Belgium:

All Belgian teachers participating in the interviews agree on the importance soft skills have for increase the employability of their students and also on the importance soft skills have in teaching process.

Some of the conclusions are:

- 60% of all skills required in job ads are soft skills.
- To better train soft skills, the groups must be small, below 25 students per group. Bigger groups make impossible to reach all participants and are an impediment to teach soft skills.
- Soft skills should be taught as transversal skills by all teachers.
- Some soft skills are easier to train than others, for example time management is easier to train than critical mind.
- One of the best way to train soft skills is through gamification and role plays.

1. Odile Heintz

Date: 18 January 2019

Duration: 1 hour

PERSONAL DATA:

Institution she works for: Haute Ecole de la Province de Liège

Career path: She graduated with a Bachelor's degree in Communication from HEPL, then she did a Masters in sociology at University of Liege. She started working for a company based in Luxembourg specialised in training entrepreneurs from the marketing, communication and event sectors. She trained executives in communication techniques (how to speak in public,...) Then she started working as an HR for a company helping long-term unemployed people find a job . She worked for these two companies for 6 years. Then she started teaching moral philosophy at secondary school for 7 years. She is now a lecturer at HEPL.

Faculty: Social sciences and Economics

Bachelors/Masters concerned: Bachelor in International Cooperation, Bachelor in Human Resources Management, Bachelor in Social Work, and Masters in Public Management.

Courses taught: Seminar on quantitative and qualitative research, seminar on soft skills, and guidance on how to find and thrive on a placement, sociology, lectures on the organisation of social institutions

Gender: Female

Age: 39

Nationality: Belgian

E-mail: odile.heintz@ens.provincedeliege.be

SUMMARY

For her, soft skills are behavioural skills that she also calls "life skills" because for her they are almost innate and are rather related to someone's personality.

They are critical to land a job, but also to thrive once you've got a job, to integrate into a team and basically to meet the management's expectations. To integrate the world of work, before having soft skills, young people should master etiquette rules (posture, punctuality, courtesy and vocabulary). Soft skills include these etiquette rules as well as accuracy, adaptability, sense of effort and perseverance.

In her first job, she did participate in soft skills projects as the various training courses she gave were aimed at developing soft skills (team management, communication,...) In her second job, people looking for work received some training in soft skills (punctuality, reliability, communicating with empathy, anger management, attention to detail, basic hygiene, ...) because they could find themselves working for a laundry service company but having contacts with clients too.

For her, a good teacher has to be human, benevolent, patient, curious, and perseverant, with communication as well as organisation skills. She thinks that teachers are actually constantly teaching soft skills to their students, by asking them to have a good posture, to communicate well, to be accurate, punctual, to hand in neat work,... These are soft skills that they want them to gain. Some skills should actually be taught at home but unfortunately students don't have the same background. So it is logical and normal that teachers teach them something they haven't been taught elsewhere.

Lecture theatres are not suitable for teaching soft skills. In a perfect world, they would be taught to groups of 12 students. In big groups, the teacher cannot deal with all the problems and cannot allow all the students to express themselves due to a lack of time. Unfortunately, most of the

groups she is teaching are between 50 and 140 students. However, her "soft skills" course is given to groups of 25 students.

She went on a lot of training courses related to soft skills: transactional analysis (learning to challenge ourselves and understand our behaviour), non-violent communication (communicate in a benevolent and respectful way), coaching, neuro-linguistic programming.

From the first to the third year, we can see clearly that our students have developed adaptability and organisation skills. They are able to better structure the information, complete their tasks, they have developed a critical mind, they have acquired automatic reflexes...The soft skills taught at College are essential to integrate the world of work. Creativity is maybe a soft skill they should improve. Students are used to working within a frame. Without it, they feel lost. But having different approaches to problems is actually paramount to solving them in the professional world.

When we look at job ads, we can see that 60% of the requirements are linked to soft skills. So our students should be ready. We should teach them gradually. In first year, they would point out the soft skills they have to improve. In second year, they would develop these skills through various exercises and in 3rd year, they would check if they have actually acquired these skills and they would identify the soft skills that are mostly required in their future jobs.

Soft skills are taught through activities, games... In her courses, she gives little theory but asks students to participate a lot.

First, they do an exercise and then, Odile gives the corresponding theory. For example, in groups of 4, students receive an **egg, a string and a sponge**. They have to find a solution so that the egg can fall without breaking. At the end of the exercise, students can analyse their role in the group (follower, leader, and shirker). Based on what they say, the teacher gives further information and explains the theory on the various types of behaviour possible when working in a team.

Another example: before teaching non-violent communication, she uses the "**peanut and gorilla**" game. Some students will be chosen as "gorillas" and will have to do everything to please other students (chosen as "peanuts") for one week without telling them that they are their peanuts. One week later, the peanuts tell their gorilla whether they are satisfied with their classmate's behaviour using non-violent communication techniques, e.g. "I noticed that you held the door open and I felt taken into consideration, thank you." or "I haven't noticed at any moment that you were my gorilla".

Another example: students have to **bring two job ads**, one from their sector and another one. Then they have to identify the soft skills required and so they realise how important these skills are.

To develop creativity, she **projects a few pictures** on a white board telling them that they are taken from films. Students have to give the name of a film and explain their choice. This way, they can develop their creativity while practising other skills like **speaking in public** as they present their choice orally. The teacher will then assess the structure and coherence of the text, posture, vocabulary chosen...)

To conclude, teaching soft skills should be done gradually and embedded in the other courses of their curriculum. However, a specific course on soft skills allows students to focus on the specific skills required in their future job and it allows the teacher to focus on each student. At the end of this course, students have to make their personal skills assessment and explain the concrete solutions they will bring if they lack some of these skills.

2. Cloé Stéveny

Date: 21 January 2019

Duration: 1h 20 minutes

PERSONAL DATA:

Institution she works for: Haute Ecole de la Province de Liège

Career path: She graduated as a clinical psychologist. She started working in the psychiatric department of a hospital. Then she worked for a police assistance service to victims. Then she did a course in groups' dynamics and institutional analysis at University of Liege. She worked as a self-employed trainer in teamwork and conflict prevention. She has now been teaching at HEPL for 11 years.

Faculty: Social sciences and Education

Bachelors/Masters concerned: Bachelor in Social Work, Bachelor in Human Resources, Masters in Conflict Prevention and Management

Courses taught: Coordination of student internships, Guidance on professional projects, Teamwork training, violence prevention methodology, conflict management

SUMMARY

For her, soft skills are all the transdisciplinary skills that are mainly interpersonal. They also refer to stress management, adaptability, and self-presentation.

Since she entered the world of work, she has been training people in soft skills. When she worked in the police assistance service to victims, she worked on stress management and how to deal with crisis situations, and she helped police officers to handle difficult situations and to have the right attitude. The projects led to various actions: the police officers got the managers' support or were referred to the "stress team" when they faced a shocking event, some organization problems were solved...

For her, teachers should be able to manage a group, listen to the others, be available, address conflicts but should also be able to express themselves in public and raise their audience's interest. Moreover, they should be able to work in a team. She thinks teaching soft skills is clearly the teacher's role, especially her role because developing soft skills is the objective of her courses. She teaches groups of 15-25 students. For her, this size is the main condition to teaching soft skills. Moreover, she thinks they should be taught in all curricula because in the world of work, all jobs require soft skills, whatever the sector.

However, she bemoans the fact that primary and secondary school teachers are not involved in teaching these skills. They don't really take these skills into consideration except a few schools specialized in Freinet methods of teaching.

She attended on her own initiative various short training courses (1-2 days) involving the teaching of soft skills: sociocracy, violence management, collective intelligence.

Students are taught soft skills throughout their studies. However, they have difficulty transferring these skills into another context. For example, in HR, they have a negotiation course. When they start the exercise, they do not apply spontaneously what they have seen in class. But when she tells them to do something, they know exactly what to do and they do it. So what they have learned is not automatic yet. Maybe they should allocate more time to it.

She also gives training to graduated special education teachers that she used to have as students a few years before. What she notices is that they don't apply anything they learned during their studies (they have difficulty leading a meeting, they aren't assertive). They know the theory about it but are unable to put it into practice. When we ask them to analyse a situation, they are unable to step back and get the bigger picture, especially regarding their relationships with the others.

Regarding the methods used, in her negotiation and conflict management course, she uses two techniques. Either she gives the theory and then exercises such as a situation close to reality or a roleplay where they have to apply what they have just talked about, or she puts them into a situation and have them guess the theoretical background. For example, she wants them to practice the twofold mandate so she puts them in a concrete situation where they have to practice it. With Masters Students, she gives a more theoretical course but whenever possible, she gives some feedback on how they led the meeting, made their decision or the way they communicated. This is possible only if we are trained in how to observe and give feedback.

To sum up, teaching soft skills should be done in small groups (max 18 students) and mostly through games. Moreover, we need to master the subtleties of our language to observe a situation. We should use the roleplays used in companies and transform them into exercises. As for the one-week training session that Eurofors is planning next year, it would be interesting to work on a skill repeatedly and for example, to develop their observation skills, we should make videos so they can practice spotting the verbal and non-verbal elements of a situation.

3. Jean-Marie Dujardin

Date: 5 February 2019

Duration: 45 minutes

PERSONAL DATA:

Institution he works for: University of Liège (ULG)

Career path: He graduated as a sales engineer from HEC. Then he did a PhD in Business Administration. He started teaching at secondary school and he also worked for the ONEM giving training. Then he started working at HEC as an assistant and began his PhD. He's now a lecturer at HEC.

Faculty: Economics

Curricula in which he teaches: Management and Human Resources

Courses taught: soft skills development in managerial skills, skills management

SUMMARY

For him, soft skills refer to communication techniques, negotiation, and conflict management, fixing targets, teamwork and leadership. Without them, it is difficult to integrate the world of work.

Teachers should be able to communicate, work in a team, manage conflicts and have leadership skills. As far as he's concerned, he attended external courses on transactional analysis, neuro-linguistic programming, soft skills, and was trained by senior colleagues who had been teaching soft skills before him.

For him, teaching soft skills is the role of any teacher, even if the course is not dedicated specifically to that. They can always teach soft skills through their teaching methods. Soft skills should be taught by all teachers, more often and in a better way.

He works with groups of about 70 students. Big groups (i.e. 200 students) are an impediment for him.

His "**seminar on management skills**" (4 times 4 hours) has evolved since he started teaching it. The goal is to prepare students and help them develop soft skills. The lesson is given in groups of 25-30 students and is composed on 4 themes: communication, conflict management and target setting, leading a meeting and finally, leadership. The most important is the teaching method used. For many years, he used to explain the theory and then use roleplays as a practical exercise. For a long time, we used to record the roleplays to watch them with the students but it was heavy and difficult to organize.

Nowadays, what is left of all this is the use of the observation grid which is very important and derives from the theory.

Example: if they do an exercise on conflict management, students go take the theory on HEC platform where they can also find the observation grid containing 10-15 things to observe. During the roleplay, they will use this checklist and refer to the theory in order to analyse and understand the situation. These roleplays are inspired from professional situations. His course has evolved over the last couple of years. This has been made possible thanks to the development of new technologies, especially LOLA (a virtual platform of self-training). This allowed him to dedicate more time to the roleplays and their analysis.

Today, his course is mostly based on "**base learning**". Students have access to a lot of information on the platform (slides; recordings, theory...) and use it to analyse a case study.

Another **example:** the latest case was about how to manage a team of first line nursing officers at the Citadelle Hospital in Liège (CHR de la Citadelle). Professionals from the hospital came to class to explain the problem. Students could contact the hospital to get further information. During the two following lessons, students were coached on how to find the right information on the platform in order to achieve their objectives. During the last lesson, students had to

present their solution. Instead of studying one case on each subject, all the subjects are covered in one study case. So students have to solve a complex problem related to soft skills and managerial skills with the resources available on the platform and using the teacher as a coach. Students have to work in a team. At the end of the work, they should have solved the problem but they also have to analyse how the team worked to get that result. Another case study was how to manage a journalist team in the context of digitisation, how to deal with the problems created by all these changes.

4. Cecile Delfosse

Date: 4 February 2019

Duration: 1 hour

PERSONAL DATA:

Institution she works for: Haute Ecole de la Province de Liège

Career path: she graduated in journalism and communication from ULB, and she did a Masters in European politics and international relations at ULG. Then she did a secondary school teaching degree and another one to teach at College or University (CAPAES). She started her career as a self-employed journalist (2 years) for magazines. Then she was hired as a Press Officer for Charleroi Hospitals and worked in their communication department for 6 years. In 2001, she started teaching at Haute Ecole de la Province de Liege. She went on a training course in project management that included the development of soft skills.

Faculty: Social Sciences

Bachelors/Masters concerned: Bachelor in HRM, Bachelor in Communication, Masters in social engineering

Courses taught: social and political evolution of work, oral expression techniques, methodology and project management, theoretical and applied communication, decision-making techniques, ethics, communication ethics and social communication.

SUMMARY

For her, soft skills are all the things we don't learn at school. They mainly come from our education even though it is possible to work on them. They include attitudes ranging from saying hello and apologizing for being late, to behaviours they will have in adulthood, e.g. managing their time, emotions, conflicts and teamwork.

SOFT SKILLS are essential as they make the difference between two candidates who have the same credentials. Young people must be well prepared to work with companies.

She worked on soft skills projects along with companies. For example, when she organized an internal open day at the Charleroi Hospitals in order to develop teamwork with colleagues from other departments. She acted as a facilitator and designed a few activities aiming at creating bonds between the different departments. She also worked on the induction program with the people in charge of welcoming and integrating new workers in the company. It aimed at developing soft skills in a transdisciplinary way, mainly through teamwork.

A good teacher must have listening skills, a critical mind, humility and obviously, the capacity to communicate and convey ideas. They should also act the way they would like their students to act and should be open-minded as well.

She thinks some soft skills are more easily taught. For example, there are a few tools that are easy to use to develop time management. On the other hand, reliability, critical mind and openness are a lot more difficult to develop. We can try to think about it but the tool to develop such skills is less concrete. For her, the main soft skills to develop are the analytical and critical mind, as well as openness.

It is the teacher's role to pursue the development of soft skills because not every student has the same background. Some of them have already acquired some soft skills but others haven't so the teacher will have to help these students develop them. Big groups are an impediment because it is less possible to interact with students when teaching big groups (she sometimes teaches 130 students).

She thinks that soft skills, even if progress can still be made in the field, are more developed in Colleges like HEPL than at university¹. Indeed, these institutions offer more practical training and at HEPL, some courses are given in small groups from the first years. At Ulg, courses are given in small groups only as part of Masters Curricula.

She thinks the "Project Management" course is the best way to develop soft skills. Students are put in a real situation, they are given a project that they have to carry out from A to Z in a team. It's learning by trials and errors. We are there to guide them, but we don't interfere too much. For example, we help them realise that they didn't manage their time well, or that conflicts arose due to a lack of communication. Even if the course aims at developing soft skills and sometimes succeeds in doing it, sometimes students continue to make the same mistakes. Maybe these

¹ Editor's note: In Belgium, higher education institutions include Universities and Colleges. Education at College has a vocational nature and is therefore more practical than at University.

students should be filmed instead of simply be given some feedback or theoretical instructions so that they would realise their mistakes. Another solution would be to use soft skills observation grids (as in conflict management) to help them analyse how they deal with the situation. However, at the end of the project, students have to write a reflexive analysis on the work they did and how the group worked. This allow them to develop their critical mind and self-questioning. This is really enriching and useful, it is followed by a discussion with the teacher who gives them feedback and a debriefing. This moment shouldn't be neglected. For example, we could imagine debriefing on the soft skills at the end of an oral exam (telling the student how we perceived their body language to help them analyse their soft skills). In my ethics course, soft skills (especially analytical and critical mind) are mainly developed through various queries made to students who have to work on them in small groups.

5. Nathalie Koenig

Date: 19 February 2019

Duration: 38 minutes

PERSONAL DATA:

Institution she works for: Haute Ecole de la Province de Liège

Career path: She graduated from University of Liège in English and German Languages and Literature. She started teaching at the Haute Ecole de la Province de Liège in 2002 then she worked for Euregio and she started teaching again at the Haute Ecole de la Province de Liège in 2005. At the beginning of her career, she taught German and English but then she started teaching creativity in English and now she organises visits and seminars in companies in English.

Faculty: Economics

Bachelors/Masters concerned: Foreign trade (used to teach in marketing, accountancy, transport and logistics too)

Courses taught: English, creativity, visits and seminars

SUMMARY

She discovered the concept of soft skills when she wanted to translate "Savoir-être" into English. She read documents about it in English and she found a lot of very interesting texts in English. She created a checklist, she looked for texts about it to raise her students' awareness because

the goal was to train them in professional soft skills. She found texts that highlighted the most important soft skills and she decided to use these texts in her courses.

A lot of professionals told her that soft skills are important and should be taught throughout the whole curriculum. It is also a way for students to make the difference.

She has a lot of contacts with the world of work because she organises visits twice a year in companies and she invites a lot of professionals to give seminars on soft skills (telephoning, face-to-face, job interviews...).

She attended various training courses on CPS thinking skills (2009), ICT in collaborative , project-based teaching and learning (2009), Non-violent communication (2010), negotiation (2010, 2016), intercultural awareness (2014,2017), pitching skills (2014), assertiveness (2015)²

For her, it is very important to teach soft skills in a course dedicated to them, but also reinforce them in the other courses as well as in projects, visits and seminars. Moreover, they should be taught by a professional who will be more credible to our students. But it is important that students have the checklist of soft skills required so that they can measure up and assess whether they have acquired these skills.

It is important to teach them to have a good attitude (so that they will accept criticism, work better in a team), demonstrate enthusiasm, adaptability, inter-cultural awareness, motivation, communicate using the right tone, use diplomacy, ... She has created a checklist of soft skills that all students must (or are supposed to) demonstrate on graduation.

She uses **roleplays** about soft skills and students have to use the checklist to analyse the situation being played. They discuss whether this is a professional attitude. She uses various texts (e.g. not replying to an email) and videos about it (e.g. a job interview).

The **visits and seminars** she organises are not accessible to any student, they must demonstrate some soft skills if they want to be allowed to attend. For example, she gives a bonus to students who write a thank-you letter to the company they have visited. They learn to make it specific by explaining what this visit brought to them. She sends the letters to the company.

Her course is also linked to a **transdisciplinary project ("mission")** starting from the first year and ending in third year: students have to find which companies in Belgium could meet the needs of a specific sector in a foreign country. They have to contact the Belgian companies and offer them to represent them and find prospects in the foreign country (not necessarily get them contracts, but just contacts). By doing this, they act like real sales representatives (they have training in the company about its products) and they should be able to pitch the company

² <https://www.linkedin.com/in/nathalie-koenig-85618a60/>

products in English. So Nathalie Koenig adapts the content of her course to this project in order to prepare them. She gives lessons about emails herself but for the telephone and face-to-face interviews, she invites professionals who give seminars. Students are asked to give feedback and write a report on their impressions and to make a SWOT analysis of their soft skills. For those who aren't selected for the project, the seminars consist in presenting the job and talking about the importance of soft skills (with testimonials given by professionals). During the second semester, she works on how to write a CV in order to prepare them to an internship interview with a professional. Writing their CV is also a way to encourage self-awareness. She finds it interesting for the students to have the feedback of a professional. This year, a few professionals are coming to lead negotiation roleplays in English (as they do during the "Negociales" in French).

Other example: On the basis of a book (Fish! by Stephen C. Lundin), students have to lead the 4 **workshops** described in the book in order to make Seattle's fish market successful again.

6. David Homburg

Date: 25 February 2019

Duration: 57 minutes

PERSONAL DATA:

Institution he works for: University of Liège (HEC)

Career path: He graduated in Germanic languages and literature. He was a temporary teacher for a year in secondary education at all levels, general secondary education, vocational training... He also used to teach adults, senior people and give evening lessons. Then he was hired at HEC as a German and English teacher. He was also a theatre actor and producer for about 15 years so he was asked to coach students who enrolled in marketing competitions. He helped them improve their oral presentation skills. As this help proved to be very successful, he was asked to develop a programme to develop students' public speaking skills and soft skills in general, called "competence workshops". They started with 240 students and 24 workshops, now they have 1200 students and 40 workshops.

Faculty: Management

Bachelors/Masters concerned: Management, Business Engineering

Courses taught: workshops on public speaking, negotiation, creativity, theatre, body language

SUMMARY

For him, soft skills are difficult to formalise and are present outside school too. For example, we can learn group dynamics in a workshop but also through various everyday life activities such as when you play a board game, when you are a scout or if you have a lot of siblings. People know how soft skills work, so what is important is to figure out which skills they have and analyse them in order to improve them.

It is important to teach them at university - even if some university lecturers think soft skills are secondary to hard skills - because companies often complain about the lack of some soft skills especially reflective thinking and ethics. As far as his university is concerned, students generally don't lack communication skills but do lack reflective thinking and ethics. This is for him the role of universities: teaching students their future job but also to step back and think about their job and how it makes sense to them. This approach is different from Colleges, which have a more vocational nature and train students to do their job well. At College, reflective thinking and ethics are less important for him.

Soft skills should be taught in a transdisciplinary way because even if students do not use them in their professional life, they will still need them in their everyday life. Soft skills will lead them further than hard skills.

At his university, they have implemented **workshops** (4 hours in a row/ 20 students maximum) using the learning-by-doing method: students are given exercises and then a customised feedback on the mistakes they have made. The marks students get for these workshops also work differently: students who are there, who show engagement and do their utmost to improve themselves, start with 10/20. This is because the university thinks that students shouldn't be afraid of failing when they take this workshop, otherwise this fear would prevent them from making progress. The teacher is seen as a coach, not a judge. They assess how much progress students have made, not the result itself. For example, if someone with theatre experience attends a workshop on public speaking, they will be very good at it, but will make less progress than a student with real difficulties speaking in public. So the latter will have a higher mark than the theatre student.

Then there are the **innovation camps**: People from about 10 universities are put together and divided into 3 transdisciplinary groups. Companies explain the real problems that they're facing and the groups have to work out solutions. They have to present their solutions orally to the companies who will decide which one is the best. They use an assessment grid containing the

various aspects that will be considered and specific criteria related to them and classified as "acceptable", "very good" and "poor". For example, when assessing students speaking in public, teachers will look at the slides, how clear they are, their layout...

They have also implemented a "**learning portfolio**", a kind of log book which allows teachers and students to follow up the development of soft skills. It also allows students to realise they develop soft skills outside school and integrate this experience in their curriculum vitae.

They have very positive reactions from their alumni who said it helped them realise how important soft skills are. At the end of each workshop, students have to give their opinion about it through an online survey. Unfortunately, it is not possible to train them in all soft skills, but when they hear that a former student is very good at a given soft skill, they often realise that actually this person attended one of the workshops related to that skill.

7. Anne Brakmeyn

Date: 14 February 2019

Duration: 34 minutes

PERSONAL DATA:

Institution he works for: Haute Ecole Charlemagne (HECh)

Career path: She graduated in Germanic languages, Literature and Linguistics in 1995. She worked as a translator for a few years and she gave evening classes for 3 years. She then became a College lecturer first in Brussels, then in Namur and finally in Liège where she has been teaching since then. She now gives English lessons to Logistics, Management and Transportation students and is the coordinator of the department.

Faculty: Economics

Bachelors/Masters concerned: Bachelor in Logistics, Management and Transportation

Courses taught: English

SUMMARY

For her, soft skills are qualities that are behaviour-related. We have the impression that soft skills are innate, but she thinks we can acquire them and she tries to develop them in her courses to equip her students for the world of work.

She thinks soft skills are essential for the world of work, especially in the Logistics sector where there are about 20 different kinds of jobs possible in about 20 fields. What is transdisciplinary is the set of soft skills necessary. Moreover, life employment is difficult to guarantee nowadays, so soft skills help people to adapt to their new job.

They are working in close contact with professionals from the sector because they have created a soft skills chart that has been reviewed by them and some of the teachers used to work in Logistics. For her, soft skills should not only be developed by professionals through internships. She realised that higher education institutions also have a role to play. Therefore, she started listing soft skills that she found in job ads and in studies carried out about the logistics sector. She also looked at the competences given by the OECD and created the soft skills chart that is used when assessing internships. She tried to figure out how she could teach these soft skills in the other courses. Students are indeed well-equipped as far as hard skills are concerned but they lack initiative or communication skills (e.g. writing emails, writing the agenda or the minutes of a meeting).

She thinks she is not competent to teach soft skills but she can create opportunities for students to develop them in three ways: she can refer them to experts, she can create projects that students have to manage and she also uses the flipped classroom method of teaching. For her, soft skills are not something you can learn from a book. But to be successful, you need to have groups of 12 to 15 students.

She tries to develop soft skills in different ways. For example, to **develop rigour**, she asks her students to make **vocabulary lists** where all the nouns are put in singular, the verbs are put in the infinitive... so she wants them to be detail-oriented regarding the layout of these lists. She also requires them to **be on time**, they're not allowed in if they arrive late. She asks students to make a press file to develop their critical mind and written communication skills.

Another example: second-year students have to **choose a MOOC on a soft skill** that they haven't got yet. They have to do it and provide an analysis of what they have learned.

There is a four-week **job shadowing programme** where students are quickly given tasks and students are assessed on soft skills too.

Second-year students have to **organise a dinner** and are divided into several teams: management, marketing,... They are guided by the teachers who are specialised in the subject. This allows them to deal with documents that are used in the professional life, write emails, manage a project, and use a specific software programme...

Finally, she thinks **serious games** and **escape games** are a good way to develop soft skills too.

8. Isabelle Bocca

Date: 26 February 2019

Duration: 13 minutes

PERSONAL DATA:

Institution he works for: Haute Ecole de la Province de Liège

Career path: She is a business engineer, she's been working for HEPL for 11 years. Before teaching there, she taught in secondary school and people looking for social advancement.

Faculty: Economics

Bachelors/Masters concerned: Bachelor in Marketing and Bachelor in Foreign Trade

Courses taught: marketing and statistics applied to marketing (market research)

SUMMARY

For her, soft skills are behaviour-related, they are the attitudes you must have at work. She makes a difference with etiquette that she thinks must be acquired at primary or secondary school. At College, they are more business-oriented. Nowadays, they are indispensable specially to get a job. This is a requirement from employers.

As she coordinates the Foreign Trade department, she has a lot of contacts with the world of work so she is aware of their expectations which are evolving and can sometimes change with time. For example, wearing a suit and tie is not compulsory anymore. Sales representatives can simply wear a jacket and a pair of jeans.

She thinks the teacher's role is to show them the track, tell them which soft skills they have to acquire at the end of their studies but they must also explain what these concepts include (e.g. what does being on time mean in this country? => Importance of multicultural awareness).

Teaching in small groups is more enriching because you can do more practical activities and have discussions. However, in small groups it is also possible to develop soft skills, such as listening skills for example. But it is difficult to give personalized assistance in this case.

Even if they try to develop soft skills, it is not possible to work on all of them. Moreover, it is maybe difficult to teach the same soft skills the same way in all bachelor and master studies. For

example, a nurse doesn't necessarily need the same soft skills as a sales manager or an accountant.

Soft skills must be taught and assessed in a transdisciplinary way. First we should list the soft skills students have to acquire, then create an assessment grid that would be used from the first year onwards and remain the same throughout the three years. This way, students know where they are and where they have to go. Teachers could rely on this grid to give marks or feedback to students. We should be careful when assessing soft skills because this is quite subjective and even cultural (e.g. punctuality) so the assessment grid must be clear, with criteria and indicators explaining what each soft skill entails.

In the Foreign Trade department, students have courses related to **multi-cultural awareness** as this is essential in their future professional life. Some soft skills are assessed during their **internship** too. They have also implemented the "**Negociales**", a competition in which students have to sell a product to real professionals and this the occasion for them to practise their listening skills, work on their appearance,...

Poland:

Main conclusions from interviews with polish teachers are:

- Soft skills trainings should be related to the degree the student is doing, and should offer real conditions and situations from working environment.
- Training groups should be small to assure good contact between students and teachers.
- Soft skills complement hard and technical skills.
- The general knowledge of students in soft skills is low.
- There is a lack of skills such as time management, logical reasoning, creative thinking, logical linking etc.
- Teachers should be able to identify the students' needs.
- It is not possible to introduce soft skill training in the current curricula, there must be changes.
- Companies look for candidates with strong soft skills for very specialized job positions. They look for a wide range of soft skills such as communication skills, problem-solving, decision taking and openness for changes.

1. Konrad Szydłowski

Interview Nr: 1

Date: 07.03.2019

Duration: 40 minutes

PERSONAL DATA:

Name of interview partner: Konrad Szydłowski

Institution he/she works for: University of Warmia and Mazury

Profession and field of work: lecturer, scientist; finance of enterprises

Years of experience in training / vocational training area: 18 years

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

The area of my scientific interests is the broadly understood subject of corporate finance. The area of particular interest is financing enterprises (including innovations) and financial analysis.

I run classes with students in the following fields: management, economics, management and production engineering, analysis and trend creation. These are both full-time and part-time students.

1- Questions to analyses the teacher's point of view on soft skills importance

In my understanding, soft skills are a type of skills that do not result from the acquired specialist knowledge, such as foreign language skills, computer skills, ability to drive motor vehicles, etc. They result rather from innate skills, character traits, personality of a particular person. Unlike hard competences, it is difficult to measure them. An example can be self-confidence, creativity, teamwork.

I do not conduct any detailed analyses about soft skills meaning for students, so my opinion is rather based on observation. I assess the level of soft competences on average. This applies to both people who come to study and graduates. This is particularly evident during the classes in the subjects I conduct (exercises, seminars) - I often see the lack of willingness to work and explore knowledge, cursory treatment of the issues discussed, lack of analytical thinking based on the principles of logic. There is also a lack of skills to concisely formulate thoughts and express opinions freely.

On the issue of the type of soft competences that should be developed by young people, it is necessary to look at this from the point of view of the needs of the labour market. The development of task work, rapid technical progress and constant changes in the required qualifications make the key role play the ability to quickly adapt to the new situation. In this context, the following competences are important: the use of professional development strategies, ability to manage time, decision-making, and the ability to use ICT. Teamwork skills and planning skills are also important.

2- Questions to the perceived role of teachers on development of soft skills in students.

An academic teacher is quite a specific profession. On the one hand, it requires continuous deepening of knowledge, and on the other hand the ability to effectively communicate it. Certainly, it requires specific soft competences, to which I would add at first aspiration to develop qualifications, openness to all novelties, creativity, as well as communicativeness.

In contacts with students, an academic teacher should be a pattern of soft competences. Otherwise, it will be difficult for him to set specific requirements and effectively demand them from students. An example is the pursuit of development of previously acquired knowledge - conducting classes with the use of outdated materials.

The teacher could develop selected soft competences related to the specific field of knowledge that he or she is dealing with. An example may be the development of analytical and critical thinking skills during the course in the subject - Economic analysis.

The effectiveness of such activities certainly depends on the didactic workshop of a particular teacher. I do not think that any special additional competences are needed for this purpose.

3- Suggestions on soft skills development courses.

The development of soft skills depends on their type. Nevertheless, I think that a good contact between the teacher and the students, interest in the discussed subject matter and motivation to actively participate in the classes have the key importance here.

It is difficult for me to determine whether there should be one universal training program in the field of soft competences. I do not know the specifics of individual areas of science. I do not know whether, considering their diversity, it would not be better to develop programs dedicated to graduates of particular faculties - it may look completely different to students of economics than to students of computer science or, in other words, cultural studies.

In my opinion, dealing with soft competences should develop creative thinking. Therefore, they should be based on the arrangement of specific occupational situations, e.g. through project design. It is important to simulate real conditions at the workplace.

2. Magdalena Wojarska

Interview Nr: 2

Date: 08.03.2019

Duration: 45 minutes

PERSONAL DATA:

Institution he/she works for: University of Warmia and Mazury

Profession and field of work: lecturer, scientist; macroeconomics, regional development

Years of experience in training / vocational training area: 19 years

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

I specialize in regional and local development as well as EU funds. As part of didactic classes with students, I run Regional Management as well as EU Funds and Programs. Both subjects are realized at undergraduate studies.

1- Questions to analyse the teacher's point of view on soft skills importance

In my opinion, soft skills are of great importance, because they determine our efficiency in the workplace. They allow us to achieve our goals in a timely manner. They affect our motivation and ability to deal with difficult situations. You can equip each employee with hard specialist knowledge (by sending him to courses and trainings). The soft competences are different - if the employee is not aware of what role they play in his professional activity and does not feel the need to develop them, he will not be able to teach them.

The level of soft competences in students with whom I deal on a daily basis is very diverse. There are very open people who have developed cognitive, methodical and social competences (unfortunately, they are in a decided minority). In most cases, unfortunately, my students are people with many deficits in terms of logical thinking, time management, learning strategies and interpersonal communication. These are also quite often people who have difficulty solving more complex problems. It seems to me that it is these soft skills that should be developed by and in young people.

2- Questions to the perceived role of teachers on development of soft skills in students.

Soft skills are very important in the teacher's job because (as I mentioned at the beginning) they decide about our effectiveness and efficiency.

I think that we should be a pattern for students in the field of soft competences - if we leave everything to the last moment, we have no right to require students to work systematically; if we approach the reality that surrounds us uncritically, we have no right to require reflection and criticism from our students, etc.

Academic teachers should, in addition to imparting knowledge, develop soft skills among students, especially as the syllabuses of subjects show the point "social competences". From my experience, the teacher's abilities are rather limited in this matter, but I always try to make students aware of why, for example, teamwork, analytical thinking, creativity etc. are needed in their future professional life.

So that in others we can develop soft skills, we must have developed them at a high level, which is not often. In my opinion, there is a need for systematic training for teachers in these areas. On the one hand, these trainings would help improve the competence of teachers, and on the other hand, they equipped us with the ability to develop them in others.

3- Suggestions on soft skills development courses.

Soft competences can be developed by students in many ways, e.g. during classes, departing from the style "one speaks, the rest listens" to projects, workshops, etc., as well as courses and training.

Yes, in my opinion, such a program would be very useful. I am convinced that at an appropriate level of generality, all students (regardless of the faculty and faculty) face similar deficiencies.

The best classes are those that engage the student, force him to think and reflect, show practical possibilities of using the acquired knowledge and repeatedly, though using various tools, they convey the same content until it is deeply remembered.

3. Jarosław Skorwider-Namiołko

Interview Nr: 3

Date: 12.03.2019

Duration: 40 minutes

PERSONAL DATA:

Institution he/she works for: University of Warmia and Mazury

Profession and field of work: lecturer, scientist; local finance, public finance

Years of experience in training / vocational training area: 16 years

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

My professional interests: assessment of the use of resources by entities of the public finance sector, with particular emphasis on the analysis and evaluation of the effectiveness of financial resources management processes in the public finance sector

My professional experience as a teacher: I conducted classes in the form of lectures, exercises and seminars at three universities (one public and two private), work with various groups seven days a week in the system after 2 hours a week or every two weeks in a part-time system

My scientific area: concerns analysis and evaluation of resource management processes by various market participants

These are students of economics and management of first-degree studies in full-time and part-time systems, occasionally also second-degree part-time students and post-graduate students. In part-time studies, these are usually people with professional experience, but less often in a given area of study.

1- Questions to analyse the teacher's point of view on soft skills importance

Soft skills in my opinion these are the abilities of people to effectively adapt to changing the environment and communicate effectively between individual participants in emerging professional and social groups. In the conditions of changes in the economy in which the services begin to dominate, the importance of these competences increases. The employee who uses them in practice will take up higher positions in the organization's management structure faster. The students' knowledge about soft skills is rather low. This can affect about 75% of students. They cannot organize themselves, manage time, and lack the ability of logical reasoning, which prevents the transition to other cognitive levels. Nobody has taught them to express their own views or to think critically. They cannot use and process Internet knowledge, in particular in ambiguously defined issues. The best ones, as a rule, do not continue their second-cycle studies at a given university.

Young people should develop the following soft skills: team work, planning ability, analytical and critical thinking, and time management.

2- Questions to the perceived role of teachers on development of soft skills in students.

Soft skills are important in the work of the teacher.

The teacher should be a benchmark in soft competences for his students.

Teachers should develop soft skills among students, but with a much larger number of exercises or limiting the scope of subjects not directly related to the studied subject. In the current time frame, this is not feasible.

It requires, knows and applies and to teach someone different things.

3- Suggestions on soft skills development courses.

In order to develop soft skills among students, it is necessary to introduce more team work, project work with a practical attitude, moving away from the rigid rules of thematic content contained in the syllabuses

Regarding the universal program of training on soft competences for students at my university, this is a worthwhile option.

The soft skills training program should meet the following conditions: elimination of lectures, all based on case studies and preparation of projects, presentations, inside group and public discussions, retrofitting classrooms with appropriate training tools and various decision games and simulations, and access to external databases.

4. Karol Wojtowicz

Interview Nr: 4

Date: 13.03.2019

Duration: 42 minutes

PERSONAL DATA:

Institution he/she works for: University of Warmia and Mazury

Profession and field of work: lecturer, scientist; capital market

Years of experience in training / vocational training area: 19 years

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

My professional interests focus on broadly understood finances. They cover issues related to cash flows in the economic system, its role and functions in the economy, the essence of the financial market and financial instruments, valuation risk as well as interdisciplinary issues - linking psychological and social factors with financial decisions. My students are people who for the first time face the problems of finance (first year of undergraduate studies), but also people who have broad economic knowledge (second year of master's studies). My professional experience concerns both didactics at the early stage of finance subject - introduction to the subject as well as advanced and complex problems requiring to students theoretical knowledge and the ability to solve specific research problems.

1- Questions to analyse the teacher's point of view on soft skills importance

Soft skills undoubtedly play an important role in students' academic development and can be an asset in the recruitment process on the labour market. The ability to creatively solve problems,

creative thinking and at the same time analytical thinking allows students to more effectively implement specific tasks. An equally important feature is the ability to teamwork, segregation of duties (tasks) and responsibility for their implementation, as well as effective communication. It is particularly important in situation of determining the scope of duties and possible conflict resolution. Graduates of the Faculty of Economic Sciences at the UWM in Olsztyn are characterized by a relatively high level of soft competences. From my observations during the course - in particular, the exercises show that students are able to logically and analytically approach the tasks set before them, as well as effectively work in a group. A bigger problem, in my opinion, is the ability to manage time and thus plan the tasks assigned. I believe that professional work means that they will be forced to develop the skills of determining the hierarchy of tasks, as well as their planning in time, taking into account the degree of significance. It is precisely for these soft skills that should be paid special attention today.

2- Questions to the perceived role of teachers on development of soft skills in students.

Soft skills are important in didactic work. The teacher should point out those skills that will be particularly important in the future professional life of students. The teacher's attitude should be consistent with the transmitted content. During the contact with their students, teachers should develop soft skills in addition to substantive content. Undoubtedly, this requires the teachers to identify the needs in this area and to adapt the teaching process in such a way which develop students' interpersonal skills (especially important at the current level of globalization, possible cooperation with an international / intercultural team) for creative and open approach to entrusted tasks as well as the ability to effectively organize own work. Regardless of the type of classes - finance, investment portfolio management or economic analysis, the ability of creative problem solving as well as cooperation in a group is important. Teachers should include this area in their didactics.

3- Suggestions on soft skills development courses.

In my opinion, the development of soft competences among students of the Faculty of Economic Sciences is associated with the need to adapt teaching plans. As I mentioned earlier, they are important for their future development / career. Often, employers pay attention not only to the level of substantive knowledge but to the ability to creatively solve problems, especially in the case of non-standard tasks. Therefore, the acquisition of such competences should be included in the study program. I believe that students should participate in the analysis of specific case studies as part of the course, they should solve specific problems, complex, requiring their

involvement - often team-oriented. It seems to me that then substantive knowledge will be related to specific problems, which will help them to understand it, and additionally will allow to develop interpersonal skills, work in a group and organize their own working time. A systematic approach to the process of developing soft competences would certainly be beneficial for students, not only of our Faculty.

5. Artur Wszyński

Interview Nr: 5

Date: 14.03.2019

Duration: 40 minutes

PERSONAL DATA:

Institution he/she works for: University of Warmia and Mazury

Profession and field of work: lecturer, scientist; economic analysis of sport clubs

Years of experience in training / vocational training area: 21 years

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

My interests are related to the finances of enterprises with particular emphasis on sports clubs. I teach classes in the following subjects: finance, economic analysis, financial market and risk in the financial market. My students are both full-time and part-time students in various age groups. In the case of part-time studies, students are mostly employed persons who have taken up education in order to obtain a higher education.

1- Questions to analyse the teacher's point of view on soft skills importance

Based on the observation of the modern labour market, it appears that soft competences are useful in every specialization and industry. They are sought among job candidates. Ideal graduates of every university (candidates for work) should have competences that will prepare them for possible changes. Contrary to the certificates and trainings, personality traits that ensure flexibility and adaptability in the changing work environment gain in importance. At present, students who study in higher education should develop soft competences, i.e.

cognitive, methodical and social types, which will allow for a quick response in the face of constant transformations and changes in the labour market. The range of competences sought by employers is wide, as companies seek skills from innate curiosity and openness for changes, through extensive communication skills, to the ability to solve problems and make decisions.

2- Questions to the perceived role of teachers on development of soft skills in students.

Contemporary educational requirements pose a number of new challenges for academic teachers. A "competent" teacher must have knowledge, pedagogical skills and be professional. When determining the competence of teachers, one should take into account the openness to the creative development of the student, the ability to resolve conflicts. The specialization of the teacher, especially academic one, appears to be a particularly difficult profession, requiring many specific qualifications, specific attitudes or a rich resource of information from various fields of science. Therefore, it is important to develop competences, especially soft ones, which are valued by students in modern teachers. In order for teachers to be able to perform the assumptions made before them, they should be open to new knowledge in the process of self-education, which is connected with continuous education and improvement.

3- Suggestions on soft skills development courses.

In order to develop competences and interest in the study program among students, the university / faculty may propose to students the programs in which they will include various forms of support. For example, workshops on interpersonal and entrepreneurial skills with trainers, internships, certified vocational training, classes with employers in the form of study visits and professional internships. Within such programs, it will be important activities in which theoretical knowledge and practical knowledge would be combined. This will allow students not only to learn about knowledge (hard skills) but above all to develop soft skills.

6. Joanna Długosz

Interview Nr: 6

Date: 19.03.2019

Duration: 45 minutes

PERSONAL DATA:

Institution he/she works for: University of Warmia and Mazury

Profession and field of work: lecturer, scientist; finance management

Years of experience in training / vocational training area: 21 years

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

My professional interests include finance management of enterprises, obtaining financing for development from EU funds, management accounting and accounting.

My professional experience as a teacher: I conducted classes in the form of lectures, exercises and seminars.

My scientific area: concerns analysis and evaluation of financial management processes, in particular obtaining funds from the European Union

My students study economics and management. My students are young people for the most part with little work experience. They require a lot of substantive engagement, they are curious about the world and want to achieve success.

1- Questions to analyse the teacher's point of view on soft skills importance

In my opinion, soft skills focus on attitudes that will help you to behave effectively in a particular situation. Their importance on the labour market is growing. In some industries, more emphasis is placed on social competences, in others on psychophysical. Soon most employers will consider some of them to be compulsory.

Employers are looking for candidates who have developed soft skills, who feel confident talking with people occupying different positions in the organizational hierarchy. Equally important is the ability to communicate your knowledge, experience and beliefs, which contributes to the development of other colleagues.

In my opinion, university graduates are characterized by a low level of soft skills. This applies especially to time management, group work and the possibility of formulating your own opinions supported by logical arguments.

They even have difficulties with digital competences and are not able to take advantage of the opportunities offered to them by the Internet.

2- Questions to the perceived role of teachers on development of soft skills in students.

The teachers' work is in contact with groups of people, so that the soft skills in their work in my opinion are crucial. On the one hand, that skills should help the teachers to effectively transfer knowledge, on the other hand soft competencies are used to manage a group of students.

In my opinion, the teachers should be a benchmark in the field of soft competences for their students. It results from their role as a guide (authority) for the shaping personality of young people. A teacher with flawed soft skills will not be able to motivate students, it will not be an example of proper action for them.

Teachers should certainly shape students' soft competences in connection with the subjects they lead. This is connected in particular with typical professional situations that accompany specialists in given fields, as well as specific behavioural patterns.

Such shaping of soft skills requires teachers to learn practical knowledge acquired in workplaces, knowledge about the requirements set by employers and clients.

3- Suggestions on soft skills development courses.

To develop students' soft skills at the very beginning, a complex analysis of the current level of these abilities is needed. Teachers can do it by asking students: What are they good at? What are their predisposition for? What is the biggest problem for them every day? Having this knowledge, teachers can think about specialized training. However, the theory on personal and interpersonal skills alone will not give any results. Practice is needed. Thus, in my opinion, you need to practice relationships with others, i.e. to talk, negotiate, delegate tasks.

In my opinion, there should be a program at my university developing soft competences available to all students, not only students of economics and management. Everyone would be able to acquire skills that would help him get and keep a job. Such training could take place on the basis of role playing. The participation of a vigilant trainer during the development of these competences is important, because such a person will not only give feedback on the behaviour, but will also guide the development in the right direction.

7. Magdalena Wysocka

Interview Nr: 7

Date: 27.03.2019

Duration: 47 minutes

PERSONAL DATA:

Institution he/she works for: University of Warmia and Mazury

Profession and field of work: lecturer, scientist; social responsibility in business

Years of experience in training / vocational training area: 15 years

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

The main area of my professional interests is the social responsibility of the organization, including responsibility and ethics in business entities, with particular emphasis on the behaviour in the task areas of the personnel function and behaviour on the labour market.

In the everyday work as an academic teacher, I focus on doing interesting lectures (providing the latest knowledge and practical examples, and moderating the exchange of opinions on this basis). All exercises are based on a case study that is the basis for designing changes and adjusting the behaviours of stakeholders in the analysed case. Exercises are usually carried out in teams that document the work done in the form of a report containing a case description, problems to be solved, discussion of results and recommendations for the practice.

Students with whom I conduct three workshops (Exercises. Identification of problems and design activities): Human Resource Management, Ethics in Management and Corporate Social Responsibility come from Spain, Turkey, Italy, Taiwan and Latvia. They show great interest in the classes and it happens that some of them staying within the framework of the Erasmus + program in our university two semesters, choose the second subject from the three mentioned above (one subject I conduct in the winter semester and two in the summer semester).

1- Questions to analyse the teacher's point of view on soft skills importance

Soft skills are primarily creative thinking and knowledge and interpersonal skills (communication, solving difficult situations, empathy, sensitivity and cultural tolerance). It is

also attitudes and attitudes towards colleagues, clients, the boss, the owner. The importance of soft competences is extremely important in the context of the labour market because, as the practice indicates, getting a job in executive positions is determined mainly by the candidate's qualifications (his knowledge and skills are confirmed by diplomas, certificates, certificates), while managerial positions are mainly due to soft competences.

In my opinion, graduates of universities (but also secondary schools) have a shortage of soft skills, which results, among others, from teaching methods, which in turn are derived from, among others too extensive core curricula. The lack of these competences also occurs, though to a lesser extent, in my opinion among Erasmus + students.

Soft skills are always important because no one functions on a desert island in the work process. Nevertheless, their valuation is extremely difficult because the ranges and the rank of individual competences vary according to the positions and functions held. That is, there are others in individual workers' positions, others in teamwork or in managerial work at various levels of management. From my 18 years of practice in enterprises and currently in the role of an academic teacher, we should focus on shaping creative thinking, teamwork and communication as well as attitudes towards continuous search and updating of knowledge.

2- Questions to the perceived role of teachers on development of soft skills in students.

A teacher's job is the same job as any other. Therefore, since soft competences are important, albeit to a different extent, in every job, it is also important in the work of an academic teacher. The teacher should be a pattern in the field of soft competences for his students because in carrying out the didactic process he plays a kind of managerial function in relation to students (4 functions in managerial work: planning goals and resources, organizing resources, motivating employees and controlling tasks). In order to function efficiently, he must think, communicate, resolve conflicts, and demonstrate his attitude and attitudes towards the leading component in the entire portfolio of competences, namely towards knowledge.

The competency portfolio of each person is hard and soft. These types of competencies require forming both full-time and part-time students in the teaching process. The teacher responsible for shaping these competences should be not only a specialist in a given field, but also have - for example in outline pedagogical education, within which soft competences are shaped. The teacher also describes in the syllabuses of a given subject the effects of education expressed by knowledge, skills and social competences. A solid description of these effects requires knowledge of the science field, but also soft skills - their shaping, measurement and evaluation.

3- Suggestions on soft skills development courses.

The development and development of soft competences will not be accomplished by passing even the most recent knowledge, which is rapidly getting older among the other components of competence. In my opinion, there is no need to run special programs in this area. I would suggest a change in the structure of the curricula, in which workshop classes and seminars should dominate, during which there is a chance to free creative thinking and shape other soft skills. In this context, teachers - specialists in a given field and at the same time having a pedagogical education will cope with the choice of teaching methods and forms adequate to the teaching effects described earlier.

8. Grzegorz Szczubetek

Interview Nr: 8

Date: 29.03.2019

Duration: 45 minutes

PERSONAL DATA:

Name of interview partner: Grzegorz Szczubetek

Institution he/she works for: University of Warmia and Mazury

Profession and field of work: lecturer, scientist; microeconomics

Years of experience in training / vocational training area: 19 years

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

My interests are focused around food sector enterprises. In this context, I analyse the efficiency of supply chains and examine the structure of production costs in the dairy industry. I think that the characteristics of students who start studying at our university change. Students are strongly connected with information technologies, and thus prefer modern means of transferring knowledge. They are more interested in specific examples from economic practice. However, on the other hand, they are less disciplined and less focused on searching for knowledge on their own. They are less independent.

1- Questions to analyse the teacher's point of view on soft skills importance

In my opinion, soft skills are complementary to knowledge and hard skills. This addition is necessary to fully use your potential. Employers have long discovered the importance of soft skills. It seems to me that in today's organizations the soft skills of employees can be of strategic importance, which is visible on the example of Chinese or Korean companies.

I consider the level of soft competences among graduates of my university as diverse. This is due to the fact that soft skills are in most cases developed independently by given persons, and their development depends on the psychological determination and predisposition of the persons concerned. It seems to me that this differentiation is not beneficial in the sense that we cannot create standard level of soft competences for university graduates. Employers expect from graduates a certain level of both hard and soft skills.

In principle, the type of soft competences which the given persons should in particular develop results from the diagnosis of these competences, i.e. specific individual deficiencies in this respect. However, considering my observations, it seems to me that social competences should be at first developed. Taking into account the fact that most employers offer work in teams, it seems that the ability to work in a team is crucial. In addition, the trainings developing the initiative and independent thinking are important. It has an impact on the potential for development of a given person and his / her career.

2- Questions to the perceived role of teachers on development of soft skills in students.

Soft skills are very important in the work of every teacher. Regarding the training of young people, the lack of soft competences among teachers may influence the shape of students' competences. This can be one of the key didactic problems.

Each teacher should be a kind of authority in both hard and soft competences. The classes conducted by the teacher, their substantive value as well as the teacher's involvement in my opinion significantly shape the attitudes of the students in their future professional life. At the same time, maintaining high competences by teachers is often a challenge for them due to various organizational, psychological or financial barriers.

Teachers should, in addition to transferring knowledge, shape soft skills among students. It seems to me that it could run in two ways. The first is shaping soft skills based on practical knowledge, e.g. in the field of ethical behaviour. The second is the shaping of competences in the general dimension and therefore as certain abilities that develop the potential of a given person. This approach requires some psychological and social competences from teachers. This is needed to properly diagnose student behaviour and needs.

3- Suggestions on soft skills development courses.

Soft skills should be developed through situational training. For this purpose, business situations and market situations should be simulated. Then, by observing behaviours, determine the strengths and weaknesses of students in this area. Next, a behaviour training program should be prepared for each person individually (e.g. by assigning roles).

The existence of a universal program developing competences for all students at the university is considered necessary. Thanks to this, it is possible to develop certain standards in this area. However, the obvious problem is the organizational and program barriers and program implementation will depend on their resolving.

Classes run as part of the soft skills development program should have a general and individualized dimension. The proportion of these ranges in my opinion should results from the diagnosis of the competence level in a given group of students. Classes should be conducted by prepared trainers who will be able to control the group through their authority.

Portugal

The main conclusions from interviews in Portugal are:

- Soft skills can complement hard skills, but the performance of a student can only be evaluated in daily basis and work.
- Soft skills training should be mandatory in every field of study, especially in degrees related to people, like management or medicine.
- Soft skills should be taught in workshops, there is no need to modify curricula to teach them.
- Soft skills related to the dynamics of communication, or empathy need to be developed in students.
- Teachers need to have soft skills to motivate students.
- Also, students need to have team work skills and conflict management.

1. Mário Rebelo

Interview Nr: 1

Date: 20/02/2019

Duration: 29 min

Institution: Escola Superior de Tecnologia e Gestão

Profession: Teacher

Degree he/she is teaching: Licenciatura

Subject: Security and health

Course: LSTA

1- Questions to analyse the teacher's point of view on soft skills importance

What does the term "soft skill" mean to you?

Competences gained with experience

Do you think soft skills are important in the context of employment?

They are needed to compete the technical skills that the graduates acquire in the university.

Do you think soft skills are important to favor labor incorporation of new graduates?

Yes, they are most important nowadays. Hard skills are easy to evaluate (exams...) but soft skills are not measurable. They are only evaluated on a daily basis.

Have you ever worked for a private company?

Yes, for 20 years in industry.

Have you participated or participate in collaborative projects with companies?

Yes. I have worked with many people that had a great deal of hard skills but they never reached the top exactly because they didn't have developed enough soft skills to relate with people and situations.

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Yes, especially the communication skills. This is true to teachers and not only... we live in a world of communication so this skill is very important to every job.

What are the soft skills required for a teacher?

Communication skills. They are very appreciated by the students in the bachelors of safety and engineering. Also the teachers' leadership is very important to help the students developing soft skills.

Should teachers play more a coaching role in soft skills education programs?

Yes. Some of the contents should develop flexibility, time management, collaboration and collaborative environments... continuous learning, and ability to listen to others...

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

The bachelor where I teach there are few students... A few years ago I taught to classes full of students but that is really complicated to the development of soft skills and the teachers' leadership in order to develop them in the students.

Have you ever received training in soft skills at the university?

No.

Have you taken external courses on your own initiative?

No.

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

I consider that the majority of our graduates is good

What soft skills should be developed among young people?

Time management, working with others, communication...

Should be soft skills programs in each degree; with independence of the field of study?

Yes.

What activities might take place within such a soft skill program?

Time management should be taught in the beginning of the bachelor degree. Students usually don't know how to manage time... Also teach how to develop group projects... because we need to work with people that we like and that we don't like...

2. Susana Catarina Machado

Interview Nr: 2

Date: 15/03/2019

Duration: 10 min

Institution: Escola Superior de Tecnologia e Gestão

Profession: Teacher

Degree he/she is teaching: Licenciatura e Mestrado em Solicitadoria

Subject: Ciências jurídicas e sociais

1. Questions to analyse the teacher's point of view on soft skills importance.

What does the term "soft skill" mean to you?

They are behaviors and attitudes that make it easier to work with others and to integrate in society.

Do you think soft skills are important in the context of employment?

Very important because they make the team work easier.

Do you think soft skills are important to favour labour incorporation of new graduates?

Without a shadow of a doubt. They increase the competencies regarding problem solving, conflict management and communication skills.

Have you ever worked for a private company?

Yes, for 4 years.

Have you participated or participate in collaborative projects with companies?

Not within the higher education context...

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

They are very important to motivate the students.

What are the soft skills required for a teacher?

Positive attitude, communication skills and learning potential...

Should teachers play more a coaching role in soft skills education programs?

It depends on the context... In my field (law) I find it difficult...

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

About 30

Have you ever received training in soft skills at the university?

No, never.

Have you taken external courses on your own initiative?

No.

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

Not very good...

What soft skills should be developed among young people?

Skills regarding work and time management.

Should be soft skills programs in each degree; with independence of the field of study?

Yes...

What activities might take place within such a soft skill program?

Organization and time skills

3. Bruno Oliveira

Interview Nr: 3

Date: 19/02/2019

Duration: 9 min

Institution: Escola Superior de Tecnologia e Gestão

Profession: Teacher

Degree he/she is teaching: Licenciatura en Informática

Subject: Engenharia Informática

1. Questions to analyse the teacher's point of view on soft skills importance

What does the term "soft skill" mean to you?

Transversal competencies regarding that help achieving the hard skills.

Do you think soft skills are important in the context of employment?

Yes, more and more...

Do you think soft skills are important to favour labour incorporation of new graduates?

Yes, because they need to work in groups, to interact developing projects in the Informatics area.

Have you ever worked for a private company?

No.

Have you participated or participate in collaborative projects with companies?

Yes, in the context of my PhD

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Important because it helps me understanding the students' needs... Some of them are very autonomous but others have to be stimulated.

What are the soft skills required for a teacher?

Interacting, manage conflicts, understand the timings of the students.

Should teachers play more a coaching role in soft skills education programs?

Yes, it would be wise...

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

I have about 50 students in classes...

Have you ever received training in soft skills at the university?

No.

Have you taken external courses on your own initiative?

No.

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

Generally they end up having some soft skills especially when they do the trainings in the companies

What soft skills should be developed among young people?

To organize the projects. Team relationship...

Should be soft skills programs in each degree; with independence of the field of study?

Yes. Developing activities not related with technical issues.

What activities might take place within such a soft skill program?

Team work; for instance to organize an annual challenge...

4. Fábio Silva

Interview Nr: 4

Date: 21/02/2019

Duration: 11 min

Institution: Escola Superior de Tecnologia e Gestão

Profession: Teacher

Degree he/she is teaching: Licenciatura e Mestrado

Subject: LSTA

1. Questions to analyse the teacher's point of view on soft skills importance

What does the term "soft skill" mean to you?

Nontechnical competences related to interact with people that are developed within the society

Do you think soft skills are important in the context of employment?

Yes, very important especially in what regards communication

Do you think soft skills are important to favour labour incorporation of new graduates?

Yes, to work within teams – very important in the Informatics field.

Have you ever worked for a private company?

Yes.

Have you participated or participate in collaborative projects with companies?

Yes, in research projects in an international context.

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Relationship with students. We must be friendly but formal, separating the contexts of learning and non-learning activities.

They are very important but I evaluate them technically. Yet, the dynamics of communication and interacting are very important.

What are the soft skills required for a teacher?

Communication and relationships.

Should teachers play more a coaching role in soft skills education programs?

Yes, they should develop activities that foment the development of soft skills in students but in the context of the courses they teach...

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

About 30 students per class.

I agree with the sentence. In contexts of a great deal of students there is no feedback and less interacting and that is bad to the development of the soft skills.

Have you ever received training in soft skills at the university?

No.

Have you taken external courses on your own initiative?

No.

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

I consider that they acquire a certain number of soft skills but we could do better...

What soft skills should be developed among young people?

Public presentations, how to obtain attention while presenting projects...

Should be soft skills programs in each degree; with independence of the field of study?

No, I think that Workshops would be enough...

What activities might take place within such a soft skill program?

Already answered...

5. Fábio Dias Duarte

Interview Nr:5

Date: 11/03/2019

Duration: 20 min

Institution: Tempo Integral c/ Exclusividade em Escola Superior de Tecnologia e Gestão do P.PORTO (ESTG|P.PORTO).

Convidado: Instituto Superior de Contabilidade e Administração do P.PORTO (ISCAP| P.PORTO)

Profession: Teacher

Degree he/she is teaching: Economia (Especialidade: Finanças)

Subject: - ESTG: LCE, MMADE, MGIE, MGP. ISCAP: MFE

1. Questions to analyse the teacher's point of view on soft skills importance

What does the term "soft skill" mean to you?

They are abilities and nontechnical skills that are developed interacting with the actors of the society: companies, associations, "tribes" (groups of people that share the same interests)

Do you think soft skills are important in the context of employment?

Yes, I believe that the application of hard skills in the context of companies is increased by the development of soft skills. I observed this while I was working within companies

Do you think soft skills are important to favour labour incorporation of new graduates?

Yes, definitely, I believe that more and more companies try to find people with both hard and soft skills even in STEM areas...

Communication and oral speech skills are very important in this context.

Have you ever worked for a private company?

Yes, I was financial manager of a start-up and I also had responsibilities regarding the human resources.

Have you participated or participate in collaborative projects with companies?

Yes, during the previously mentioned experience.

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Empathy and the ability to create links facilitates the knowledge sharing and increases motivation in the students.

What are the soft skills required for a teacher?

Communications skills and the ability to understand the students in order to adequate the speech to the audience.

Should teachers play more a coaching role in soft skills education programs?

I really don't have an opinion on this subject... I believe that most lecturers end up promoting soft skills in their evaluation models...

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

I have about 50/60 students in the bachelor classes and about 10 in the master classes... I agree that soft skills are more developed with less students that the one I have in bachelors because in the 1st years, students feel less comfortable outside their groups...

Have you ever received training in soft skills at the university?

No.

Have you taken external courses on your own initiative?

No.

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

In my institution I believe that students have a better development of soft skills that is related to the fact that this is a relatively small institution with a stable group of lecturers but there is still a long way to go...

What soft skills should be developed among young people?

Verbal and non-verbal communication, critical thinking, emotional intelligence, flexibility, adaptability, resilience, autonomy, global thinking.

Should be soft skills programs in each degree; with independence of the field of study?

I think that they should exist but must not be mandatory! Our institution promotes a great deal of events but unfortunately they have not the fluency that we would like. We even have an Entrepreneurship Office...

What activities might take place within such a soft skill program?

Previously answered...

6. Ana Isabel Coelho Borges

Interview Nr: 6

Date: 04/04/2019

Duration: 20 min

Institution: Tempo Integral c/ Exclusividade em Escola Superior de Tecnologia e Gestão do P.PORTO (ESTG|P.PORTO)

Profession: Teacher

Degree he/she is teaching: Licenciatura (1.º e 2.º anos) e Mestrado

Subject: Matemática, Ciências Empresariais.

1. Questions to analyse the teacher's point of view on soft skills importance

What does the term "soft skill" mean to you?

To me soft skills are personal/social competences such as communication, interacting, abilities to work in a group... They are not hard skills like arithmetic...

Do you think soft skills are important in the context of employment?

They are extremely relevant. In the long term they are responsible for a "happy" professional progression.

Do you think soft skills are important to favour labour incorporation of new graduates?

Yes, I consider that nowadays the market is changing radically and there is a great need of people that adapt easily to changes in environment. This demands others skills different than the one that are usually taught in the academic field. One may say that it might be asked to an engineer to develop some project regarding digital marketing to promote one product... This demands a lot of autonomous work and skills far beyond the ones that are commonly taught at universities...

Have you ever worked for a private company?

Yes, I've worked in a center of professional skills connected to companies.

Have you participated or participate in collaborative projects with companies?

Yes, I am currently developing a collaborative project that will deal with a lot of companies.

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Yes, definitely... We can stimulate students using strategies like congratulate when he/she develops a task successfully and that increases his/her self-image and stimulates even better performances...

What are the soft skills required for a teacher?

Multitasking, above all communication skills, to listen and to understand the questions of the students.

Should teachers play more a coaching role in soft skills education programs?

Some contents should be included in some courses in order to develop soft skills in the students

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

From 30-60... it depends of the course.

Have you ever received training in soft skills at the university?

No, never.

Have you taken external courses on your own initiative?

No.

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

It varies... depending of the bachelor/master... The bachelor in Business Science is full of students with soft skills...

What soft skills should be developed among young people?

Multitasking, organizational, critical thinking, verbal and visual communication, public communication, ability to adapt to changes, emotional intelligence e intercultural and interpersonal competencies...

Should be soft skills programs in each degree; with independence of the field of study?

Soft skills programs should be mandatory in every field of studies, especially in the degrees that are related to people like management, medicine...

What activities might take place within such a soft skill program?

Multitasking, organizational, critical thinking, verbal and visual communication, public communication, ability to adapt to changes, emotional intelligence e intercultural and interpersonal competencies...

7. Marisa Roriz Ferreira

Interview Nr:7

Date:01/04/2019 Duration: +-10 min

Institution: Escola Superior de Tecnologia e Gestão do P.PORTO (ESTG | P.PORTO)

Profession: Teacher

Degree he/she is teaching: Licenciatura e Mestrado

Subject: Ciências Empresariais.

1. Questions to analyse the teacher's point of view on soft skills importance

What does the term "soft skill" mean to you?

They mean social communication competences.

Do you think soft skills are important in the context of employment?

Yes, they are.

Do you think soft skills are important to favour labour incorporation of new graduates?

They contribute to a better integration of students in the labor market for they tend to make the integration easier.

Have you ever worked for a private company?

Yes, for 1 year in the field of promotion...

Have you participated or participate in collaborative projects with companies?

No.

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Yes, they are because they tend to create empathy...

What are the soft skills required for a teacher?

It is hard to tell, but generally communication, creativity and empathy are the ones that came to my mind... Yet, I cannot test if these are the sufficient to define a good teacher...

Should teachers play more a coaching role in soft skills education programs?

No, I believe that they must stick to the contents that are proposed in the courses' program.

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

About 30. If I have about 50 like in marketing classes, the interaction is lower...

Have you ever received training in soft skills at the university?

No.

Have you taken external courses on your own initiative?

No, I'm skeptical regarding the acquisition of soft skills by the means of a formal course

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

It varies...

What soft skills should be developed among young people?

It depends...

Should be soft skills programs in each degree; with independence of the field of study?

No.

What activities might take place within such a soft skill program?

I don't agree with courses to develop soft skills but I believe that there are activities that may facilitate its acquisition...

8. Maria Teresa Barros

Interview Nr:8

Date:06/04/2019 Duration: +-10 min

Institution: Escola Superior de Tecnologia e Gestão do P.PORTO (ESTG|P.PORTO)

Profession: Teacher

Degree he/she is teaching: Licenciatura e Mestrado

Subject: Ciências Empresariais.

1. Questions to analyse the teacher's point of view on soft skills importance

What does the term "soft skill" mean to you?

Social competencies that tend to be developed by experience and that facilitate the acquisition of hard skills.

Do you think soft skills are important in the context of employment?

Yes, undoubtedly... Nowadays people are more exposed to several publics by means of the social media, therefore it is very important to be prepared to communicate with many different people...

Do you think soft skills are important to favour labour incorporation of new graduates?

Yes, empathy is very important in the context of labor because it simplifies the process of managing teams...

Have you ever worked for a private company?

Yes, for several years.

Have you participated or participate in collaborative projects with companies?

Yes in research contexts.

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Yes, very important in order to relate with students in a proper way that can facilitate the learning process and motivate them to develop projects within their field of interest.

What are the soft skills required for a teacher?

Communication skills, motivation, manage conflicts, and simplify...

Should teachers play more a coaching role in soft skills education programs?

They do it within their courses using tools that most of us have learned with experience...

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

It is true, but depending on the topic and the comfortableness of the teacher... Sometimes it is more difficult to manage few people because the focus can easily go elsewhere... Yet, I teach in average to 30/40 students in bachelor and 20 in the master courses.

Of course, it is more manageable with less than 50 students...

Have you ever received training in soft skills at the university?

No.

Have you taken external courses on your own initiative?

No

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

I believe that they are more prepared than the students that come from big universities because the learning process is more focused in a smaller institution like ours.

What soft skills should be developed among young people?

Time management, tolerance to change; speech communication (verbal and non-verbal)

Should be soft skills programs in each degree; with independence of the field of study?

Yes, by the means of workshops and non-compulsory courses...

What activities might take place within such a soft skill program?

Answered previously.

Romania:

Conclusions from interviews in Romania:

- The main soft skills students' need nowadays are; conflict management, problem-solving, interpersonal communication, punctuality, adaptability, gender equality and negotiation, critical thinking and active listening. Also entrepreneurship related to soft skills is important.
- Some sectors require more soft skills in students than others, but in general soft skills are needed and required by employer of all sectors.
- Employers should be more in touch with students.
- Some teachers think that big groups of students are needed to develop some soft skills like team-work; others think that the ideal number of students to train soft skills in classroom situations is among 12-15.
- Some teachers think that soft skills are essential and they should be included in the academic program, like others think that teachers should play the role of a coach and students should be more open about the training methods.

1. George Carutasu

Interview Nr: 1

Date: February 13, 2019

Duration: 1h

PERSONAL DATA:

Institution he/she works for: Romanian-American University

Profession and field of work: Professor, Dean

Degree he/she is teaching: Bachelor and Master

Subject: IT

Course: Computer Architecture, CRM Systems, Project Management

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1. Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

In our study field, the soft skills are very important next to hard skills. Personal communication, is one of the most important

Do you think soft skills are important in the context of employment?

Definitely, the soft skills are very important in the context of employment

Do you think soft skills are important to favor labor incorporation of new graduates?

Yes, the soft skills help students to have a faster incorporation into the labor market. Also, I encourage students to acquire all the soft skills that support the entrepreneurial activity and I wish to have at least 30% of the students taking this path

Have you ever worked for a private company?

Yes, I worked before in several private companies. RAU it's not my first employer.

Have you participated or participate in collaborative projects with companies?

Yes

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

It's obvious that are very important, and those soft skills are becoming the most value graduates' asset to a job interview.

What are the soft skills required for a teacher?

Conflict management, communication and problem solving are very important

Should teachers play more a coaching role in soft skills education programs?

Yes, especially being involved in extracurricular activities with the students

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

In Romania, there are rules regarding the maximum number of the students attending the class, so we don't have such problems (25 students/seminars, 150 students/course)

Have you ever received training in soft skills at the university?

Yes, communication skills, intercultural skills

Have you taken external courses on your own initiative?

Communication (foreign languages), but more on hard skills

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

We should adapt to the new changing paradigm of this generation, especially because they could not focus their attention more than 20 minutes on a subject. Otherwise, I consider our graduates reach quite good levels of soft skills

What soft skills should be developed among young people?

All entrepreneurial related soft skills, communication, team work

Should be soft skills programs in each degree; with independence of the field of study?

Even in the current curricula we have certain classes with focus on soft skills, but not entirely dedicated to a certain soft skill

What activities might take place within such a soft skill program?

Especially team work and the roles played in such teams.

2. Georgiana Surdu

Interview Nr: 2

Date: February 13, 2019

Duration: 1h

PERSONAL DATA:

Institution he/she works for: Romanian-American University

Profession and field of work: Lecturer, Vicedean

Degree he/she is teaching: Bachelor and Master

Subject: Economics

Course: Business Negotiations, International Business Management

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

It's quite hard to define exactly the term, since these skills are not referring to any precise disciplines that are academically taught.

Do you think soft skills are important in the context of employment?

Definitely yes, but depends a lot on the job that you choose. For IT jobs maybe the hard skills are more valuable, but if you want to work in hospitality industry probably your soft skills will be a critical point at interview.

Do you think soft skills are important to favor labor incorporation of new graduates?

Yes, for sure.

Have you ever worked for a private company?

Yes.

Have you participated or participate in collaborative projects with companies?

Yes.

2- Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Absolutely. From the teacher's perspective it depends a lot on his ability to transmit the information to the students. Also, you have to be punctual, to be correct in evaluation, to become a model for the students.

What are the soft skills required for a teacher?

Interpersonal communication.

Should teachers play more a coaching role in soft skills education programs?

It depends on every person, but in the same time depends a lot on the course subject, because some of the subjects are more permissive to include soft skills.

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

Sometimes, for certain classes the high number of students doesn't help a lot.

Have you ever received training in soft skills at the university?

Yes, I think so, but when I was student it wasn't a very good period for promoting soft skills.

Have you taken external courses on your own initiative?

Yes, every time I can.

3- Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

In general, there is a good level, but companies are particularly interested in communication skills, leadership skills and problem solving skills. In the same time, the employers should be more present among the students.

What soft skills should be developed among young people?

Interpersonal communication, entrepreneurship related soft skills, gender equality, negotiations, punctuality, and adaptability.

Should be soft skills programs in each degree; with independence of the field of study?

Not necessarily, because in our university the students have a lot of opportunities to join extracurricular courses dedicated to soft skills. The students need a mix between hard and soft skills, and they can improve that soft skills through long life learning.

3. Iuliu Ivanescu

Interview Nr: 3

Date: February 13, 2019

Duration: 1h

PERSONAL DATA:

Institution he/she works for: Romanian-American University

Profession and field of work: Lecturer, Vicedean

Degree he/she is teaching: Bachelor and Master

Subject: Economics

Course: International Trade, Commercial Policies

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

Competencies that help the graduate to complete his or her acquired skills during the studies and which will ease his insertion into the workplace and help him to grow professionally

Do you think soft skills are important in the context of employment?

Are mandatory. Are essential. Are vital.

Do you think soft skills are important to favour labour incorporation of new graduates?

Yes, the soft skills help students to have a faster incorporation into the labour market. Also, I encourage students to acquire all the soft skills that support the entrepreneurial activity and I wish to have at least 30% of the students taking this path

Have you ever worked for a private company?

Unfortunately, not. I was employed from the beginning at RAU

Have you participated or participate in collaborative projects with companies?

Yes

2- Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

I personally think that the level of soft skills depends very much on the courses held by each teacher, but we can highlight the IT and communication skills

What are the soft skills required for a teacher?

Communication, IT

Should teachers play more a coaching role in soft skills education programs?

Yes, definitely. All the teachers are involved with this activity

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

The higher number of students, the harder is to monitor each student. Using online virtual platforms or different software tools we can enhance the efficiency of this activity

Have you ever received training in soft skills at the university?

Unfortunately, not

Have you taken external courses on your own initiative?

Communication (foreign languages)

3- Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

We never can't say the graduates reached a "sufficient" level of soft skills and the graduates must be aware they have to continuously adapt their level of soft skills to the ever-changing demands of labour market

What soft skills should be developed among young people?

All entrepreneurial related soft skills, communication, team work

Should be soft skills programs in each degree; with independence of the field of study?

We have a number of activities, especially extracurricular activities, dedicated to the development soft skills

What activities might take place within such a soft skill program?

Oral and written communication, public speaking, job interview preparation

4. Mariana Coanca

Interview Nr: 4

Date: February 13, 2019

Duration: 1h

PERSONAL DATA:

Institution he/she works for: Romanian-American University

Profession and field of work: Senior lecturer

Degree he/she is teaching: Bachelor and Master

Subject: Foreign Languages

Course: Business Communication in English

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

A person's abilities to become a good leader, to improve his communication skills, to be able to solve problems in a timely manner and to make decisions, but also to accept criticism at the workplace and to have the ability to overcome that moments and improve his overall qualities

Do you think soft skills are important in the context of employment?

Of course, there are very important and a lot of my work is focused on this objective

Do you think soft skills are important to favor labor incorporation of new graduates?

Yes, definitely

Have you ever worked for a private company?

Not worked strictly speaking, but I participated in different activities with private companies

Have you participated or participate in collaborative projects with companies?

No

2- Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Absolutely. A good communication with students and colleagues helps us to achieve good results in any activity

What are the soft skills required for a teacher?

I think all of them are important, only mentioning interpersonal communication, leadership or problem solving

Should teachers play more a coaching role in soft skills education programs?

I think always there is always room for improvement, and especially Erasmus Program helped us to acquire new skills and improve a lot our existing abilities through mutual learning exercises with our foreign colleagues

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

Usually I work with up to 50 students and my opinion is that such number doesn't affect the quality of the learning process, but even help me to create different scenarios to help students to develop certain skills

Have you ever received training in soft skills at the university?

Of course, I had the opportunity to receive different trainings through my studentship period, especially communication focused

Have you taken external courses on your own initiative?

Yes, I always take any opportunity to develop myself

3- Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

In general, there is a good level, but companies are particularly interested in communication skills, leadership skills and problem solving skills. In the same time, the employers should be more present among the students.

What soft skills should be developed among young people?

Interpersonal communication, leadership, problem solving

Should be soft skills programs in each degree; with independence of the field of study?

I believe that every study programme should contain soft skills, but implicitly we focus on development of soft skills for students. Anyway, there is a need for developing specialized courses to develop soft skills, taking into account the employers' interest in these soft skills

What activities might take place within such a soft skill program?

Especially practical exercises to develop team working, leadership skills, and to develop assertiveness among students

5. Norel Neagu

Interview Nr: 5

Date: February 14, 2019

Duration: 1h

PERSONAL DATA:

Institution he/she works for: Romanian-American University

Profession and field of work: Senior lecturer

Degree he/she is teaching: Bachelor and Master

Subject: Law

Course: Criminal law, European criminal proceedings

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

I presume there is the antonym of hard skills, especially in my field of interest. The soft skills complement the hard skills

Do you think soft skills are important in the context of employment?

You need to know which are the requirements for the selected job, from law field. As lawyer you need to have entrepreneurial skills, team working, problem solving and very good communication skills. As prosecutor, critical thinking is very important, next to team working. As judge, you have to listen, you need critical thinking and problem solving. Different skills for different jobs.

Do you think soft skills are important to favor labor incorporation of new graduates?

Yes, for sure

Have you ever worked for a private company?

Yes

Have you participated or participate in collaborative projects with companies?

Yes

2- Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Absolutely. You have to have the ability to deliver efficiently and efficiently the information to the students

What are the soft skills required for a teacher?

Interpersonal communication

Should teachers play more a coaching role in soft skills education programs?

It depends on every person, but in the same time depends a lot on the course subject, because some of the subjects are more permissive to include soft skills

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

Usually I work with 25 students. Any number above is complicating the job. Ideally, I prefer to work with 12-15 students, to allow the students to work in teams for role playing games

Have you ever received training in soft skills at the university?

Not as a student

Have you taken external courses on your own initiative?

Yes

3- Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

I'm not very happy with the current level of soft skills among graduates. Probably we need more courses on soft skills. Speaking as employer, I spotted a lot of space for improvement

What soft skills should be developed among young people?

Interpersonal communication, ethics, team working, stress resilience

Should be soft skills programs in each degree; with independence of the field of study?

Yes, job related

6. Olga Potecea

Interview Nr: 6

Date: February 14, 2019

Duration: 1h

PERSONAL DATA:

Institution he/she works for: Romanian-American University

Profession and field of work: Senior lecturer, Head of department

Degree he/she is teaching: Bachelor and Master

Subject: Economics

Course: General Accounting, Managerial Accounting

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

The ability to work in a certain field, for the job that the student is being formed

Do you think soft skills are important in the context of employment?

Soft skills represent a certain advantage for those who have developed them versus those who have not been concerned about

Do you think soft skills are important to favor labor incorporation of new graduates?

Yes, for sure

Have you ever worked for a private company?

Yes. Due to my specialization I can work in the same time for RAU and private companies

Have you participated or participate in collaborative projects with companies?

Yes, at least two.

2- Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Yes. It's very important to be able to transmit to the students the practical skills, beside the theory

What are the soft skills required for a teacher?

Communication, problem solving, analytical thinking

Should teachers play more a coaching role in soft skills education programs?

Yes. They could play even a more role, but in the same time the students should be more open in this process

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

Currently we don't have this problem with the classes

Have you ever received training in soft skills at the university?

No

Have you taken external courses on your own initiative?

Not really. I had to find solutions on the way and to adapt to the requirements

3- Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

I think our graduates reach a good level of soft skills, since are able to have such a fast employability rate

What soft skills should be developed among young people?

All entrepreneurial related soft skills, communication, team work

Should be soft skills programs in each degree; with independence of the field of study?

There are some study programs which facultative soft skills classes

7. Stefan Ionescu

Interview Nr: 7

Date: February 14, 2019

Duration: 1h

PERSONAL DATA:

Institution he/she works for: Romanian-American University

Profession and field of work: Lecturer

Degree he/she is teaching: Bachelor and Master

Subject: Data analysis

Course: Statistics, Econometrics

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

I don't think there is an universal definition, but we can split it into two categories: inter-personal skills and intra-personal skills

Do you think soft skills are important in the context of employment?

Definitely. The hard skills are not enough to have a good job and to perform in your field

Do you think soft skills are important to favor labor incorporation of new graduates?

Yes, of course. The better soft skill level, more chances to find a better job

Have you ever worked for a private company?

Yes

Have you participated or participate in collaborative projects with companies?

Yes

2- Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Absolutely. You have to have the ability to deliver efficiently and efficiently the information to the students

What are the soft skills required for a teacher?

Definitely interpersonal communication, but also creativity.

Should teachers play more a coaching role in soft skills education programs?

Sure, they have to be very involved.

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

Usually I work with 50-60 students, but I had even higher numbers.

Have you ever received training in soft skills at the university?

Not as a student, but at psycho-pedagogical courses after graduation

Have you taken external courses on your own initiative?

Yes

3- Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

The have a reasonable good level of soft skills, but there is space for improvement. They should be aware that the employers are especially looking for critical thinking skills, problem solving skill, or effective communication

What soft skills should be developed among young people?

Leadership, conflict management, stress management, tenacity

Should be soft skills programs in each degree; with independence of the field of study?

Yes, for sure it will help the students and, in the same time, it will ease our job as professors

What activities might take place within such a soft skill program?

Probably it shouldn't be an academic, rigid course, but with a lot of emphasis on practical side.

8. Tudor Edu

Interview Nr: 8

Date: February 14, 2019

Duration: 1h

PERSONAL DATA:

Institution he/she works for: Romanian-American University

Profession and field of work: Senior lecturer, Head of department

Degree he/she is teaching: Bachelor and Master

Subject: Economics

Course: Strategic Marketing, Consumer Behavior, Marketing Research

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

Other competencies that support the principal competencies gained through academic courses

Do you think soft skills are important in the context of employment?

Are essential

Do you think soft skills are important to favor labor incorporation of new graduates?

Yes, for sure

Have you ever worked for a private company?

Yes, for the last 20 years, in research field

Have you participated or participate in collaborative projects with companies?

Yes

2- Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Absolutely. Without soft skills you basically can't do your job

What are the soft skills required for a teacher?

I think most important is communication (written and oral), that allows you to transmit your ideas to the students.

Should teachers play more a coaching role in soft skills education programs?

Of course. Are essential today and will be essential in the future as well.

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

Always I rather prefer to work with lower number of students, both for soft and hard skills.

Have you ever received training in soft skills at the university?

No, I don't remember to receive it

Have you taken external courses on your own initiative?

Yes

3- Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

There is always a contradiction between the expectations of the private environment and the expectations of the graduates. Of course, there is always a better way to prepare students for facing the demands of the labor market

What soft skills should be developed among young people?

Interpersonal communication, critical thinking, team working

Should be soft skills programs in each degree; with independence of the field of study?

Soft skills are essential, so definitely should be part of all the academic programs.

Spain

Conclusions from Spain interviews:

- Students sometime don't know what soft skills are, but once they know the concept they show great interest in it.
- Activities proposed to train soft skills:
 - o Debates, to develop communication, team-work and empathy skills.
 - o Volunteering activities.
 - o Competitions to solve challenges.
 - o Ice-breaking activities.
 - o Role-play activities.
 - o Pitch presentations.
 - o Mentoring programs.
- Soft skills can be seen as a professional attitude in interviews and can also facilitate the incorporation into working teams or projects.
- Soft skills are the pending issue in many degrees. They should be trained in all subjects or degrees. Students should be trained and educated with soft skills besides other technical skills and knowledge.
- Introduce the peer evaluation among teachers, to motivate them to improve their soft skills and encourage them to train themselves.

1. Ana Bernabeu Tello

Interview Nr: 1

PERSONAL DATA:

Institution he/she works for: UNIVERSITY OF VIGO

Profession and field of work: LECTURER/RESEARCHER, MARINE GEOLOGY

Degree he/she is teaching: MARINE SCIENCE

Subject: GEOLOGICAL OCEANOGRAPHY I

Course: 3^o

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

Geological oceanography (also called marine geology) is one of the broadest fields in the Earth Sciences and contains many sub-disciplines, including geophysics, and plate tectonics, petrology and geochemistry, sedimentation processes, and micropaleontology and stratigraphy. Geological Oceanography will focus on the study of basic earth processes affecting sedimentation in litoral areas, since sediments are the main geological feature of these region. The subject will cover the fundamental techniques to study the topography, structure, sedimentation, and associated geological processes of these areas to discover how they were formed and how ongoing processes (coastal dynamics, climate change, human impact...) may change them in the future.

My students belong to the degree in Marine Sciences and are studying the first semester of 3rd year. They are students with a medium-low record (relative to university access), with a medium motivation, although this applied subject arouses their interest and participation in the classroom.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

I understand that they are transversal skills, not related to specific knowledge but rather relative to how to deal with work, personal relationships, etc, regardless of the topic being treated.

Do you think soft skills are important in the context of employment?

Yes, I think that soft skills are important in many areas of our life, including the employment

Do you think soft skills are important to favor labor incorporation of new graduates?

Yes, I think that soft skills are important but this idea is not yet implanted in the society, even less in the Spanish business world

Have you ever worked for a private company?

No

Have you participated or participate in collaborative projects with companies?

Yes, many times

2. Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

Yes, I think that soft skills are necessary on all professional activities, even more when you work with other people and you are teaching your students some professional subjects

What are the soft skills required for a teacher?

I think that the most important would be:

Good communication skills

Motivation

Ethical commitment

Organization and planning capacity

Should teachers play more a coaching role in soft skills education programs?

Maybe, but with enough resources (reduced student number, reduced teaching hours, specific formation on coaching, etc.). In any case, this is an educational area that should be developed since primary education

Classes with many students can hinder the development and practice of soft skills. How many students do you usually have in class?

It depends the type of class, varying between 20 and 50 students

Have you ever received training in soft skills at the university?

Yes, I did several soft skill courses at my university

Have you taken external courses on your own initiative?

No

3. Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

I think that there is a wide ignorance about soft skills among my students, but when occasionally I talk about the soft skills, they show a high interest on this subject.

What soft skills should be developed among young people?

- Communication skills
- Teamwork
- Decision-making
- Ethical commitment
- Capacity for criticism and self-criticism
- Initiative
- Creativity

Should be soft skills programs in each degree; with independence of the field of study?

Yes, I think so

What activities might take place within such a soft skill program?

Debates that could develop communication, teamwork skills and empathy

Volunteering activities

Competitions to solve challenges (related to the degree)

2. Olalla Nieto Faza

Interview Nr: 2

Date: March 8, 2019 Duration: 1 hour

PERSONAL DATA:

Institution he/she works for: Universidade de Vigo

Profession and field of work: Assistant Professor (Profesora Contratada Doctora) of Organic Chemistry

Degree he/she is teaching: Food Science (Undergraduate), Theoretical Chemistry and Molecular Modeling (Master)

Subject: Organic Chemistry (Food Science), Foreign Language (TCCM), Computational Chemistry Laboratory (TCCM)

Course: 2nd year (Food Science), 1st year (TCCM)

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

Skills that are not directly related to knowledge of a discipline or technical ability. Skills that are required for and transferable to any line of work. When dealing with university graduates, for me they usually refer to interpersonal skills (teamwork, negotiation, communication) and critical thinking (capacity to analyze and interpret complex data, use logic, etc.)

Do you think soft skills are important in the context of employment?

I think they are crucial for the success of our graduates, especially in employments that match their formal qualifications (there is a lot of over qualification in Spain). Technical knowledge can and will need to be acquired when needed for a given job, and it is these skills that are going to allow this actualization.

Do you think soft skills are important to favor labor incorporation of new graduates?

In my opinion they are, for they can look as a professional attitude in an interview and set a difference between candidates. They also facilitate the incorporation into any team or project.

Have you ever worked for a private company?

Just an internship of 4 months at an industrial research facility. I got good mentoring and plenty of opportunities to interact with the hierarchy in the company, with suppliers, etc. gaining a good insight of what the work of a university graduate would be in the company.

Have you participated or participate in collaborative projects with companies?

No, my research is theoretical and rather far from applied science.

2- Questions to the perceived role of teachers on development of soft skills in students.

Are soft skills important in a teacher's work?

They are. Teaching involves constantly interacting with people. A good teacher needs to be integrated in a team with his/her colleagues and be able to communicate well with students and lead them.

What are the soft skills required for a teacher?

Communication, leadership and teamwork.

Should teachers play more a coaching role in soft skills education programs?

I think we should, but I am not sure that we should be doing this in the time allocated to classical "subjects". It is difficult to do well different things at the same time, and if we start "teaching" and "evaluating" things such as teamwork in Math I we risk not teaching well how to do integrals.

Classes with many students can hinder the development and practice of soft skills.

Not necessarily. Informal coaching, what is most prevalent nowadays, will be hindered by large classes, however, a large number of students in a course opens the possibility of introducing working in teams, debating and other activities in an effective way that would not be possible in smaller groups. These activities, if well designed, could be better at developing these skills, better mimicking "real world" experiences.

How many students do you usually have in class?

Depends on the year, between 12 and 40.

Have you ever received training in soft skills at the university?

Not during my studies. I participate in a voluntary program where some training was provided to professors so that they could later be student trainers (MEET)

Have you taken external courses on your own initiative?

No.

3- Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

In my experience, it is rather low. There are students with soft skills very well developed, but most are not able to operate at the highest cognitive levels (as would be expected from a University graduate) or to act professionally. One of the problems is that the development of soft skills depends in the previous education/environment of the individual student, as there are no programs that directly work on them.

Communication skills (both writing and oral) are especially poor.

What soft skills should be developed among young people?

At college I think that communication skills would need to be the most important: writing complex documents with appropriate structure and language, crafting effective presentations, etc. Teamwork and leadership should also be developed. Proactivity, learning to learn, etc. are also relevant.

Skills programs in each degree; with independence of the field of study?

I think that both have their space. I would advocate for field-dependent programs for some skills, since communication and the culture in professional organizations which affects aspects such as the functioning of teams, etc. can be quite different from one field to another. However, I would make sure that some of this training explicitly involves students from different academic programs, because this would be an invaluable preparation for the multidisciplinary of actual teams and projects in the real world.

What activities might take place within such a soft skill program?

The kind of activities proposed can vary a lot depending on the implication of the institution and of certifying bodies in charge of accreditation.

Some activities, such as debates, writing assignments, teamwork, project oriented teaching, etc. Can be implemented in ordinary classes or laboratories. However, I think it is easier to implement them in ad-hoc seminars, focused in these skills. Activities such as those found in Vitae's GradSchools program, could be used to work on teamwork, communication, leadership, motivation, etc.

3. Antonio Pena

Interview Nr: 3

PERSONAL DATA:

Institution he/she works for: Universidade de Vigo

Profession and field of work: Associate professor at the University. Sound, acoustics, virtual environments (videogames, Augmented reality, Virtual reality).

Degree he/she is teaching: Degree in Telecommunications Technologies Engineering

Subject: Videogames and Virtual reality

Course: 4th

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

What does the term "soft skill" mean to you?

Soft skills include those skills related to work within a group of people: the ability to be coordinated within, the ability to communicate with individuals or with the whole group, the ability of effectively communicate our own ideas, empathy and so.

Do you think soft skills are important in the context of employment?

Sure.

Do you think soft skills are important to favor labor incorporation of new graduates?

Of course. Nowadays working effectively in multidisciplinary groups is a must.

Have you ever worked for a private company?

No.

Have you participated or participate in collaborative projects with companies?

Yes, and with other public centers (Universities, R+D centers...)

2- Questions to the perceived role of teachers on development of soft skills in students

Are soft skills important in a teacher's work?

Crucial. If the teacher lacks these skills then the communication is not effective, less motivation, less connection with the audience (students)...

What are the soft skills required for a teacher?

Empathy, oral presentation abilities (identify target audience, dynamic speech, time and rhythm mastering), motivation-based teaching, pleasant attitude.

Should teachers play more a coaching role in soft skills education programs?

If the program is to teach soft skills, yes. Soft skills are inside people, the coach tries to make them visible and active.

Classes with many students can hinder the development and practice of soft skills.

It is much harder, but some good practices can be performed anyway.

How many students do you usually have in class?

10 people (in this 4th year subject).

Have you ever received training in soft skills at the university?

Yes.

Have you taken external courses on your own initiative?

No courses, but I have read a lot about it.

3- Suggestions on soft skills development courses.

What is your opinion about the level of soft skills among graduates of your university?

Variable. Average is low but huge improvements are easily attained.

What soft skills should be developed among young people?

Empathy, working in multidisciplinary groups, oral presentations.

Should be soft skills programs in each degree; with independence of the field of study?

Definitively yes.

What activities might take place within such a soft skill program?

Ice-breaking, brain storming, role play activities, pitch presentations and so.

Interview Nr. 4

Date: March 11th, 2019 Duration: 50 min.

4. Prof. Artemio Mojón:

Institution: Universidade de Vigo

Profession and field of work: Dr. Engineer in Telecommunications – Professor

Degree he is teaching: Engineering of Telecommunication Technologies Bachelor Degree

Subject: Statistics

Course: 1st year

Professor Artemio Mojón is the coordinator for the UVigo of MEET Program: a mentoring program organized with last year students accompanying first year students and helping them in getting into the new world that university studies suppose. This last year students receive seminars about soft skills that will help them in managing the small group of new students. This soft skills learning include team work, time managing, communication, creativity, and workshops about emotional intelligence, and awareness of different situations they will confront as they begin to work next year after ending their bachelor (or master) studies.

This professor hold this position for several years at the Telecommunication Eng. School and now is involved in the growing program extended to several faculties in our university.

This professor knows well the importance of soft skills to develop a complete education of our students and preparing them to confront professional work in real life. He talks about the importance of them and shows the good results obtained by the students that are involved in this mentoring program. It is not difficult to include some soft skills like oral communication or team work in other subjects and they can be easily evaluated. But about emotional education, for example, is not so easy to be included, of even not easy to teach ... Prof. Mojón explains one key in this mentoring program results is that students are volunteers and they get enthusiastically involved. He says we cannot be sure of the same success if we push all the students to learn and practice about some of these soft skills. He is especially concerned about emotional education, it is difficult to learn, practice, and mature on emotional intelligence.

Prof. Mojon thinks that soft skills education should be helpful for every student but it is not a low cost education, and needs the university government to be involved and move it giving the importance it has through procedures and rules that should be included in teachers programs to help them and in students degrees.

5. Prof. Elena Alonso

Interview Nr. 5

Date: march 15th, 2019 Duration: 30 min.

Institution: Universidade de Vigo

Profession and field of work: Dr. Engineer in Telecommunications – Professor

Degree she is teaching: Engineering of Mining and Energy Resources Bachelor and Master Degrees

Subject: Mining Resources Explotation (Bach. Deg.) + Mining Engineering (Master)

Course: 3rd year (Bachelor)

Prof. Elena Alonso is in charge of the direction of the Engineering of Mining and Energy School since 2018. She has been involved in the coordination of the Master and previously in designing the studies program for it.

She is aware of soft skills, and explains that they should be included in the bachelor or master degrees, so all the students will end having practiced them. She is concerned about the evaluation process, and how to rule it. She thinks that several soft skills like communication (oral and written) or team work are easy to be introduced and to check the degree of competence obtained by the students. Other skills need special dedication and maybe a whole subject or part of the studies program must be designed on purpose to be included in the master and bachelor degrees. Besides this, there is a need for teachers to be aware of the importance of these soft skills. They must be educated and provided with real support on developing and teaching soft skills besides other technic or academic skills.

6. Margarita Pino Juste

Interview Nr: 1

Date: 12/02/2019

Duration:

PERSONAL DATA:

Institution he/she works for: Universidade de Vigo

Profession and field of work: Professor, Ciencias da educación

Degree he/she is teaching: Grao en Educación Primaria, Máster Universitario en Profesorado

Subject: Deseño Curricular e Organización de Centros Educativos (Bach. Deg), Educación:

Deseño e desenvolvemento do currículo da educación primaria (Ms. Deg)

Course: 1º (2C), 1º (1C)

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

By soft-skills it is understand a set of competences that complement the student's training for the exercise of their profession. These skills must be acquired, at a first level, through the degree completion.

The soft skills are essential competences for the student to achieve successful entry into the labor market. The human resources recruiters value the level of these competences in the applicants.

The professor/teacher gives the example of collaboration in a project with a company to develop the protocol of personal selection interviews. In these interviews, the importance of soft skills is highlighted.

She also explains that she has designed tailor-made training courses for companies, in all of them soft skills have been included.

2- Questions to the perceived role of teachers on development of soft skills in students.

The teacher/professor fully agrees on the need for teachers to have a high level of soft-skills in order to be able to carry out their work and also to transmit these competences to the students through their example.

She indicates that a teacher must have training and level, at least, in all the soft-skills included in a University degree. Nonetheless a teacher should try to go one step further and complete that set of compulsory soft-skills with other specific to the teaching profession: oral communication, empathy, social skills, for example.

She believes that teachers/professors should work on the soft-skills related to their subjects, however only at the presentation level, without elaborating. A teacher/professor must program 100% of the student's work in the subject, making work schedules that include the tasks of the student's autonomous time.

She gives as example her subject of bachelor's degree (90 students, theory class) in which programming covers 100% of the total hours, including non-contact hours. All the tasks that the student performs are scored directly or indirectly through a test. Through these tasks, the soft-skills are also worked on.

Among the preferred work methodologies, not only should group work, peer evaluation or class discussion be chosen, they can also be carried out individually.

The teacher insists that the work of the soft skills must be very well programmed and adapted to the circumstances of the classroom. For example, it does not consider that the size of the class group influences the acquisition of these competences by the student, but it is evident that an appropriate methodology must be clearly adopted. She insists that even a theoretical physics class allows soft-skills to work, however the first big mistake is the lack of teacher training and the lack of interest in developing that work that many teachers consider extra and superfluous.

The teacher, both for her training and for her field of work, has a high level of training in the teaching of soft skills.

Likewise, she participates in a group of educational innovation, which have carried out a multidisciplinary project in which the work of these competences is included. The project consists of the design and management of a greenhouse and brings together faculty from different degrees (Industrial, Biology, Education ...). Today this experience has been taken to the classroom with great success.

Even so the teacher has received extra training outside the University in courses that she has attended on her own, since they are not taught in our institution. However, the teacher comments that it would be possible to instruct them, even at departmental level, since her working group on educational innovation could program them.

3- Suggestions on soft skills development courses.

The teacher recognizes that the level in the soft skills of graduates of the University of Vigo is extremely low. She stresses that there is insufficient awareness among teachers about the importance of training in these skills, not only at the student level but also at the level of teachers.

Even so, the teacher indicates that the student should only receive a level of initiation in the competences that concern their degree.

But it should be possible to supplement the skill training demanded in the labor market, through complementary courses, some of which should be taught by the University, but many others must be sought at other levels of training.

The most important thing is to raise awareness among teachers. The University has a list of competences to work on in the set of degrees, and is part of the ethos of the institution. Therefore, the teachers must commit.

The teacher indicates that the competence considered most important to work with students is self-esteem, especially in degrees with complex technical level, since it causes demotivation in the students and does not favor a climate in the classroom that allows other skills to be transmitted. For example, it is difficult to generate a debate in physics class if students consider that making mistakes will be a stigma for them. The teacher welcomes to create educational innovation groups, for example, at the level of the degree or at the departmental level to achieve teacher training. She stresses on the importance of raising awareness among teachers.

7. Beatriz Legerén Lago

Interview Nr: 7

Date: 10 april 2019

PERSONAL DATA:

Institution he/she works for: University of Vigo. Social Science and Communication School

Profession and field of work: Videogame Desing and Interactive Narrative

Degree he/she is teaching: Audiovisual Communication

Subject: Videogame Desing and Interactive

Course: 2ª y 4ª

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

I'm a professional manager, researcher and videogame designer specialized in using digital technology to help Students to learn how to develop projects using it Customers to save cost, get more clients and communicate better Society how to use digital technology to get their objectives.

1- Questions to analyze the teacher's point of view on soft skills importance:

In a changing environment, soft skills are increasingly important.

Nowadays you have to work in multidisciplinary teams, where not all the members have the same skills. That is a challenge that team members can solve thanks to soft skills.

I was working in the private sector for nearly 25 years, I worked for 20 years in the industry as CEO of an Interactive Communication Agency, Interaction during which I was able to work with the main private and public companies in Galicia. Throughout my professional career, I held various positions in professional associations in both the Audiovisual sector and the Tic sector, president of Eganet (Association of Galegas Adicadas Internet and New Technologies 2.006-2.010). President of the Tic de Galicia Business Cluster (2,008-2,010). Member of the Strategic Committee of the Audiovisual Cluster of Galicia 2006-2011. Member of the Strategic and Management Committee of the Tic Cluster of Galicia (2010-2010).

After this experience, one of the most important issues when I was doing a job interview was perceiving if the candidate had soft skills. Because that part was essential to become a member of my team.

2- Questions to the perceived role of teachers on development of soft skills in students.

After having worked in the private sector, I believe that soft skills are a fundamental part of student training and in my classes, I pay special attention to this aspect. In practical classes my students work as a team and must follow the same rules as if they worked in a company.

They have to sign a contract with me -the teacher- where they reflect what are they going to do, how they are going to solve the conflict..., etc.

3- Suggestions on soft skills development courses.

I believe that soft skills are a pending matter in the curricula and that they should be worked on transversally in all subjects.

8. Vicente Novegil Souto

Interview Nr: 8

Date: 12/02/2019

Duration: 1 hour

PERSONAL DATA:

Institution he/she works for: Universidade de Vigo

Profession and field of work: Professor, Ciencias do deporte

Degree he/she is teaching: Grado de Ciencias de la Actividad Física y el Deporte, Grado de Fisioterapia

Subject: Estatística: Metodoloxía da investigación e estatística na actividade física e o deporte, Metodoloxía da investigación en ciencias da saúde

Course: 2º (1C), 4º (2C)

QUESTIONS:

First, I would like to get a feel for your field of work and your everyday working experience as a teacher. Please tell me a little bit about your field of work and who your students are.

1- Questions to analyze the teacher's point of view on soft skills importance:

The soft skills are absolutely essential for the professional development of graduates. Failure to acquire skills of social interaction, for example, limits access to many job opportunities.

He says a physiotherapist must have a great empathy, and a point of "psychologist" to get their patients to trust their ability. The same applies to fitness trainers or sport educators. A children coach must have very special and elaborated social skills to develop their work properly.

Tasks that the teacher must include in teaching methodology to work soft skills should be:

- Group work: leadership, oral communication, socialization.
- Practice: evaluation by pairs (peer review) allows learning self-criticism.

In general, the teacher considers that it is not easy to include the soft skills in the teaching methodologies usually applied in the University. Also it considers that teachers lack training to introduce soft skills effectively.

The teacher believes that we can speak of a translation of soft skills in methodologies. Specifically, he uses different methodologies to work on the soft skills in his subjects, such as:

- Gamification: social interaction is worked.
- Flipped classroom: diagnostic evaluation by pairs (diagnostic peer review), Kaghout in class to work group discussion.
- Problem based Learning: encompasses group work which, in theory, allows several competences to be worked on. However, failure observing how these soft-skills are working and it is not possible to assess them. It would be desirable to continue the negotiation of labor within the group. In addition, the success of group work, even at the cognitive level, depends on the size of the group.

The teacher has developed a survey with questions to be scored through which each student answers about himself and the rest of the team members. Thus, students, among other points, value how they work within the group, attendance at work meetings, the percentage of work contributed, the percentage of work completed, the contribution of ideas from each member.

This template also aims to provide guidance on parts of the work or tasks that must not forget fulfill. Allows students to check the work done, working on self-criticism. One of the questions would even allow the expulsion of a member of the group, although it is complemented with a protocol always known by the students.

- Group work, if it is not possible to follow it up, will only manage the skills of soft-skills tangentially.

- Debates in class: creation of debate within the classroom, which is not always easy to carry out as a spontaneous tool, and needs high level teacher skills to make it effective.

The teacher summarizes the importance of acquiring soft-skills facing the labor market in their area of activity in two main lines: empathy and social skills. The contact with the working world has occurred, for example, when organizing camps with children. As mentioned previously, all social skills competencies are necessary when facing this type of activity.

2- Questions to the perceived role of teachers on development of soft skills in students.

The teacher states that the University fails to prepare students for soft-skills, despite its clear importance for their professional future.

Among the causes of poor development cites the following:

- Lack of teacher training: there cannot be a transmission of soft skills from the teacher to the student when that basis is not available. Lack of training makes the teacher to adopt group work as a single working methodology to encompass those skills development. As indicated above, this methodology has drawbacks, the main derivative of the size of the working group.

The teacher puts two examples with their subjects. In the course of 4th year (Physio) students must complete a work consisting of a literature review of a topic. With this task it is intended to perform a simulation or training to review the state of the art that they will also need to do in the Bachelor's degree thesis. Being a small group (18-20 students) is possible to observe group work (negotiation, progress ...) and it also is possible to assess how students acquire soft skills.

However, in the course of 2nd year (statistics, 122 students) it is only possible to work cross peer evaluation. Within the continuous evaluation two deliverables that have been carried out in a group are included, but the only tool to assess the competences acquisition is the survey described above.

- Therefore, the group size is critical, limiting the way in which the teacher transmits the competences and limiting the way in which the student acquires them.
- Lack of recognition of the work done by the student: besides knowing how to create the climate within the classroom in relation to the importance of these competences, the work done and the acquired knowledge must be graduated and recognized, which closes the circle for generating the proper climate in the classroom.

- No recognition of the work done by teachers: not only must be valued at DOCENTIA level but in the teaching guide it should reserve the right portion of methodologies, testing and qualification to reinforce the importance of these skills.
- Lack of technical support: it is necessary to create support tools especially for large groups. Moodle, for example, facilitates peer evaluation; However, trying to implement other methodologies with this tool, the only one available by the University, requires a technical level that faculty generally do not have. But neither is the student used to using the available tools. Thus, the teacher tells the anecdote that in the subject of 2nd year (Statistics) when working using Moodle in a voluntary training exercise for the exam only 15 of the 122 students were able to complete the task.
- There is a lack of work by the whole faculty: lack of assertiveness on the part of the teaching staff in general to implement the soft-skills competences in the subjects. Part of the faculty does not accept to work, does not want to move. Those teachers who do want to work, must also adapt to the reality of their environment (group size, lack of technology ...) and feel comfortable with it.

The teacher recognizes that the level of the graduate in the soft-skills competences is very variable. In the first place, there is discrimination against the students due to the group size: the overcrowding/massification will prevent working with more efficient methodologies. On the other hand, the lack of evaluation of the work carried out in these competences does not facilitate the awareness of its importance.

3- Suggestions on soft skills development courses.

The teacher proposes that soft-skills competences should work within the degree both horizontally and transversally, encouraging collaboration between subjects.

On the other hand, the teaching staff requires specific training, firm inclusion in the teaching guide (% of the subject dedicated to the work of the competences) and recognition. Within a subject, the methodologies to work on soft-skills (peer evaluation, group work, group work rubric, etc.) must be agreed upon and ensure that all teachers are involved in its delivery. Tutorial Action Plan could integrate the acquisition of "soft-skills" organizing activities in isolation or between subjects. Multidisciplinarity can be exploited more as a way of working skills so that not all subjects have to work all competitions, but the work is divided.

The teacher says that he has worked his training capacity on his own, and has only completed one course given by his own institution (of PBL, more than 10 years ago). Currently he is conducting a MOOC of learning analytics. He has also worked using social platforms as a tool of e-portfolio methodology, and soft skills development.

The teacher believes that so far, both faculty training and the work done in the subjects are done mostly without support from institution and/or teachers. Currently, the DOCENTIA program has brought these skills to the forefront, but teachers like him have been working for decades without recognition.

Through Educational Innovation Groups, teacher training can be achieved through different approaches:

- Sharing in forums of the experiences carried out in the classroom: knowing real experiences enriches all the participants.
- Innovation proposals, with material.
- Specific courses: like those of Learning Analytics.

Finally, the teacher focuses on providing teachers with computer tools to support the training of students in soft-skills.

Good practices

European level:

At European level, the consolidation of the European Higher Education Area (EHEA), that started with Bologna process, and was official created with the Vienna-Budapest declaration in 2010; has introduced as one strategic action the adaptation of curricula to match higher education offer to the demands from the labour market.

Despite this harmonization of educational systems, each country still has its own methodologies and approaches for teaching and recognizing the skills for employability.

Skill development is one of the four main areas of the European Union's flagship initiative *An agenda for new skills and new jobs*, and the focus of the more recent *Rethinking education strategy. Investing in skills for better socio-economic outcomes*.

Most initiatives to create international training programs in soft skills come from the Erasmus + program. The Erasmus+ programme guide, states that the first specific objective pursued by this program in the field of education and training is to:

“Improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and the world of work”.

There are other training programs in soft skills at European level, offered by private training entities with facilities in several European countries, but cooperation between high education entities mostly occurs in the framework of Erasmus + program, or other European funding programs.

A small example of projects financed by the Erasmus + program is presented. The projects have been chosen following the following criteria:

Relevance: projects named as good practices examples or success story by the Erasmus + project evaluation committee.

Usefulness: projects related to the main topic of UNIFORS 2020 have also been chosen to be used as good practices examples.

1. Addressing youth unemployment through soft skills coaching programmes.

Project reference: 2011-1-ES1-LEO05-35958

Link to Erasmus+ project database: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2011-1-ES1-LEO05-35958>

Coordinator: Asociación de Servicios a Empresas y Actividades Diversas de Madrid. (Spain)

Participant countries: Spain, Germany, France, Bulgaria, Portugal, Austria.

Description of the project:

Processes towards labour market insertion are more and more demanding and the structure and features of job positions have changed. In order to face these challenges, it is important to detect which competences employers are looking for in candidates when recruiting, to offer the right policies related to employment and VET. Partners of this project have detected that “soft competences” are strongly valued, such as interpersonal and social competences. Partners of this project belong to human resources, enterprises associations and VET providers.

The specific objectives of the project were:

- 1) To analyse, compare and disseminate soft competences that are necessary in order to maintain one’s job position and be successfully recruited.
- 2) To undertake a diagnosis to show which social and interpersonal qualifications are most needed in enterprises and in job position, to ensure a great adaptation and success in labour market for young people.
- 3) To transfer the training products from the project “Be Competent Be Sapiens”: Bsapiens Coaching Programme and Market of Competences/Competences for Labour Market Programme”.
- 4) To develop an interactive ICT platform containing all the relevant material and information on the transferred products.
- 5) To undertake the coaching programme at local level, through a pilot experience with end users.

6) To develop new pedagogical competences and curriculum development skills to at least 60 VET teachers, tutors or trainers proceeding from educational, professional or human resources organizations.

7) To undertake an effective dissemination and exploitation plan, in order to spread the results and reach the highest number of end users and beneficiaries of the coaching programme, to ensure that the results of the project will be sustainable also after the end of it.

2. Factory of skills development

Project reference: 2018-2-RO01-KA105-049749

Link to Erasmus+ project database: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-2-RO01-KA105-049749>

Coordinator: Dare to take your chance (Romania)

Participant countries: Romania, Portugal, Norway, Estonia, France, Turkey, Lithuania, Bulgaria.

Description of the project:

The objectives are:

1. To get participants familiar with the current concept of soft skills, different groups of soft skills, and their importance in personal and career development.
2. To give to the participants the space to analyse deeper the problems with the soft skills they face personally and in their work.
3. To develop and improve the next groups of soft skills at the participants: Personal and intrapersonal skills; Communication skills; Presentation skills; Creative thinking; and Leadership skills.
4. To give to the participants the space to share their experience and best practice on development/improvement of soft skills.
5. To improve participants' professional competencies, to increase their motivation and satisfaction in daily work.

6. Improve the quality and efficiency of participants' work for the benefit of the participants themselves, their organisations and the target groups of young people, while applying developed/improved soft skills.

7. To improve the softs skills at young people the participants work applying developed/improved soft skills and developing more activities on soft skills for young people.

8. To improve the quality of youth work in general.

9. To inspire the participants to promote soft skills development among their colleagues, youth target groups and other youth NGOs.

The project organized a training course for participants from the 8 programme countries. The participants were youth workers, youth trainers and youth leaders that took part in the questionnaire and/or their colleagues, who want to improve/develop certain soft skills for their professional growth and for raising the quality of youth work. The training format was chosen as the most suitable to meet the project objectives and get the expected learning outcomes. It consisted of different sessions, combining non-formal education, coaching and some business education methods. All the methods included practical elements and gave the possibility to learn and practice at the same time.

3. Soft skills 4.0 for the new challenges in European aerospace industry.

Project reference: 2018-1-PL01-KA202-051081

Link to Erasmus+ project database: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-PL01-KA202-051081>

Coordinator: Stowarzyszenie Grupy Przedsiębiorców Przemysłu Lotniczego "Dolina Lotnicza" (Poland)

Participant countries: Poland, Spain, Portugal, Turkey.

Description of the project:

The main objective of this project is to help Aeronautical companies to meet the challenges of Industry 4.0 by improving the soft skills of their human resources. The present project aim is to build curricula and training modules around two specific sets of soft skills development, namely

Social Competencies, Character-Building Skills and Personal Development skills, which should provide a base to make relevant positive choices and decisions leading to level-headedness and wholeheartedness workers. This kind of behaviour training, that builds positive personality traits, will lead to well adapted work attitudes and behaviours, namely concerning Assertiveness, Stress and Anger management, Self-control, Resilience, Self-motivation, Adaptability, Integrity, Work Ethic, and at last, Positive Attitude.

This project will develop curriculum, training activities and guidelines for materials for 3 specific target groups.

- Current Industry 4.0 Aeronautical companies and their Industry 4.0 workers.
- Future Industry 4.0 workers, or young students of secondary and technical schools and universities students of professional schools (bachelor schools) that could become future workers in aeronautical industry 4.0 companies.
- Trainers and VET providers, as well as Human resource and team managers, involved in the implementation of industry 4.0 inside aeronautical companies.

4. Core skills for 21st century professionals

Project reference: 2017-1-ES01-KA203-038589

Link to Erasmus+ project database: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-ES01-KA203-038589>

Coordinator: Universitat Politecnica de Valencia (Spain)

Participant countries: Spain, Finland, Portugal, Netherlands, Austria, Slovenia.

Description of the project:

This project is aiming at enhancing the quality and relevance of student's knowledge and skills Supporting innovation and creativity, through partnerships and inter-and transdisciplinary approaches and strategies.

The project will develop a common framework to detect core personal skills required by companies. The second intellectual output this project will develop is a Core Skills Assessment set for level of proficiency considers and valorises the experience of the person, such as learning process and personal growth, especially in the acquisition and strengthening of those core skills.

The third intellectual output of the project is an E-Platform will serve as the concrete bridge between Higher Education Institutions and companies. This IO produced for members of the Project, based on universities and company's survey and further research, prepared in a form adjusted to active methods of learning.

The fourth intellectual output devotes attention to the promotion and self-promotion to consolidate and give visibility to the student's core skills, properly evaluated, through instruments of empowerment by encouraging the search for a job suitable to their own profile. The Promotion and Self-Promotion Tool will provide a detailed description of the intervention in all its phases and activities.

The fifth intellectual output aim to provide improvements to the CoSki21 Project, through suggestions coming directly from the end users and through the implementation among trainers in soft skills training measure during the testing period.

5. Social inclusion by volunteer and entrepreneur activities

Project reference: 2016-1-LT01-KA219-023126

Link to Erasmus+ project database: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-LT01-KA219-023126>

Coordinator: Silutes r. Vilkyciu pagrindine mokykla (Lithuania)

Participant countries: Poland, Italy, Turkey, Romania.

Description of the project:

One of the main problems nowadays is youth unemployment. The main causes are the lack of sufficient financial literacy competences and entrepreneurial skills, poor communication in multicultural teams, deficiency in communication and presentation skills. Developing and improving those skills lead to coping with this global issue when they finish their studies. The second problem we have to deal with in this project is the lack of awareness of the social, economic and ecological issues in our communities.

The main goal of the project was to develop entrepreneurship skills to students from the partner schools and to promote communication and presentation skills or the so called 'soft skills'. This would help the young people to adapt faster to the real working environment, to fulfil better on

the labour market and to have the opportunity to develop their own business, both in their home country and in the project partner countries, too.

We also wanted to make our students face the social realities motivating them for doing voluntary work. We put efforts in cultivating self-awareness towards different people, empathy towards the ones that suffer and a desire to share the value to help each other. That is why volunteering is the second important aim present in our project.

During the project we have succeeded in:

- improving students' skills in the sphere of cooperation, team work, social relations, intercultural knowledge;
- promoting tolerance, awareness of the social, economic, ecological challenges our society is facing;
- improving students' entrepreneurial, financial and vocational skills;
- enhancing both students and teachers' imagination and creativity;
- improving digital competences by developing student's abilities in the use of ICT;
- learning and practicing expressing oneself in public (through presentations, debates...) 1
- promoting cooperation between local institutions, other than schools (animal shelters, centre for the elderly, day centres for children);
- improving students' English communication skills;
- teaching students where to look for information needed in the activities of the project;
- teaching students how to promote a product, their business idea, their country as a touristic destination.

Sustainability is the capacity of the project to continue and use its results beyond the end of the funding period. The project results can then be used and exploited in the longer-term. Not all parts of the project or results may be sustainable and it is important to view dissemination and exploitation as a progression that extends beyond the duration of the project and into the future.

Belgium:

Many projects have actually been implemented in Belgium over the last 10 years. Therefore we understand how important soft skills are to get a job but also to thrive once we have a job. A lot of players have taken part in implementing methods to develop soft skills, including the academic world (HEPL, ULG-HEC, UCL,...), companies, training centres, regional job centres (Forem),...

2013, ANNEE DES COMPETENCES

In 2013, players of the educational and vocational fields listed « soft skills » among the subjects to deal with in the project called « 2013, année des compétences » (“2013, the competence year”). This choice stemmed from the work done by the Forem (Walloon public service for employment and vocational training, a regional body) on the European Framework for lifelong learning key competences.

These concepts are found in:

1. The European Framework for key competences
2. The definitions given by the Council of Education and Training (Conseil de l'Education et de la Formation, CEF)
3. Its teaching tool implemented within « Bruxelles formation » (body in charge of training in the Brussels region).

The CEF relied on a definition given by Gerhard P. Bunk who divides soft skills into three groups³:

- “methodological competence”: being able to handle tasks and potential changes appropriately and with methodology, finding solutions autonomously and using the results of past experiences to deal with other problems.
- “social competence”: being able to communicate and cooperate within a team, being sociable with interpersonal skills.
- “participatory competence”: being able to contribute towards constructing the working environment at their own workplace and beyond, to plan ahead, assume organizational tasks, take decisions and be willing to assume responsibility.

The CEF highlights the existing links between soft skills and hard skills but also the existence of psychological, social and cultural attitudes and behaviours that are rather implicit and cannot really be assessed. It also makes a clear semantic link with transdisciplinary skills.

On the basis of this recommendation, “Bruxelles Formation” (regional body offering vocational training to jobseekers) developed its reference framework of soft skills (cadre de reference des compétences transversales)⁴.

1. App-titude

In an Erasmus+ project called “App-titude”, a survey was carried out in companies and young people in order to identify the most useful skills required in all jobs. The findings highlighted the skills expected by companies but also the gap between what the youngsters perceived and what companies expected from them regarding soft skills.

Thirty soft skills, called « Human skills » were identified and divided into 5 categories:

1. Communication (e.g. oral communication, self-confidence) ;
2. Cooperation (e.g. being open-minded and respectful with people from different social and cultural origins) ;
3. Professionalism (e.g. wearing appropriate clothes, hygiene, neat appearance, punctuality) ;
4. Work organisation (e.g. adaptation to different roles or responsibilities, achieving goals) ;
5. Developmental potential (e.g. learning to learn, challenging yourself, accepting criticism)

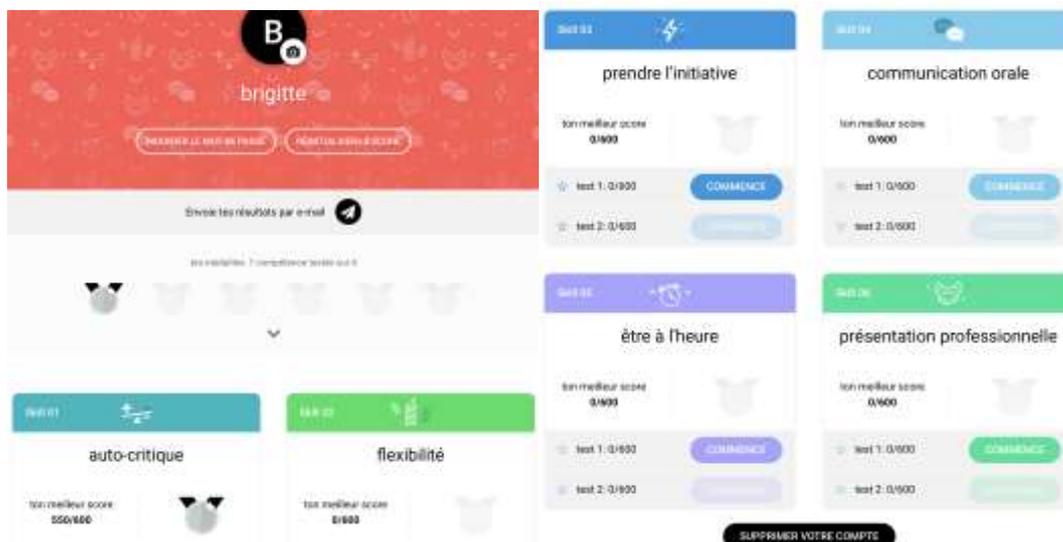
Here’s the link to the video presenting the “app-titude” project and “Test your selfies” app : <https://youtu.be/H CpPsPN aQcE>



The « App-titude » project aimed at developing an application to raise young people’s awareness about the soft skills required in the world of work. The application, called « [Testyourselfie](#) », allows young people to discover these skills in a playful way, to measure up and get feedback to “improve” themselves. The printscreen below shows the six skills that young

⁴ http://www.bruxellesformation.be/uploads/pdf/Divers/cadre_de_reference.pdf

people can test : self-criticism, flexibility, initiative, oral communication, punctuality and professional presentation.



Once students have created their profiles, they can have advice (1) and measure up on (2) each of the skills. The advice given aims at developing the skill through videos, links to articles, websites and tests,... Then students can take a multiple choice questionnaire and get their score at the end of it.

(1)

(2)

<p>Avant une attitude professionnelle c'est adopter une apparence et une attitude qui aident à donner une impression positive aux autres sur mon lieu de travail. Cela se ressent au travers des vêtements que je porte, de mon air éveillé ou fatigué mais aussi au travers de la manière dont je m'adresse aux autres et la position dans laquelle je me tiens.</p>	<p>communication orale - 1/2</p> <p>Pour la première fois je me retrouve avec le directeur dans l'ascenseur, je fais quoi?</p>
<p>Quelques conseils pour t'aider</p> <ul style="list-style-type: none"> • Que faut-il porter à un entretien d'embauche? • Comment gérer son stress? http://blog.necamino.com/comment-gerer-un-entretien-coup-tur/ • http://www.learn-on-line.be/formations/l'assertivite/ • http://www.learn-on-line.be/formations/la-communication/ • http://www.learn-on-line.be/formations/gestion-et-impact-des-emotions/ • http://blog.marpower.be/conseils-tests/2016/11/18/nos-trois-soft-skills-preferes-pour-tous-les-jobs/ • http://www.jalut.be/fr/articles/5-conseils-pour-parler-en-public-cours-paniquer/ • Préparer son entretien d'embauche https://jeunes.be/forme/emploi/ton-entretien-d-embauche 	<p>A Je fais comme si je ne l'avais pas vu et je me concentre sur mon smartphone.</p> <p>B J'attends qu'il me parle, mais s'il ne fait rien je ne fais rien non plus.</p> <p>C Je lui dis tout simplement bonjour</p>

Finally, they receive a report by email.

Le résumé de tes médailles sur testyourselfie.eu

Séjour,

Via le lien ci-dessous vous pouvez découvrir le rapport de Brigitte Pleacia.

Contenu

Ce rapport vous offre une vue complète des skills que Brigitte Pleacia a déjà testés via www.testyourselfie.eu

Sur ce site web, les jeunes peuvent facilement tester 6 soft skills que les employeurs estiment importantes pour obtenir un emploi et le garder.

Plus d'info? Cliquez sur le site www.vfu-fl.be

Bien à vous,
L'équipe testyourselfie

En cas de questions ou des problèmes? Envoyez un email à info@vfu-fl.be

www.testyourselfie.eu

This application aims at reducing youth unemployment.

2. Scout leader skills



In the voluntary sector, the “Fédération des Scouts de Belgique” proposes a tool to its 25,000 leaders called “[Scout Leader Skills](#)”.

The goal is to get the scout leaders’ skills recognised and valued by parents, the world of work and the public in general. The Scouts’ skills and values are indeed an asset for them in their adult life and when they look for a job. It is important for scouts to be aware of it in order to provide a proven track record of these skills once they are on the job market or have any project in their adult life.

This project refers to soft skills as follows: “these skills are interpersonal, functional or attitude-related. They are called soft skills as opposed to hard skills which are more theoretical or technical.”⁵

Out of 35 identified skills, 20 were selected as they were the most often required in the world of work. They are divided into 3 categories:

1. **Interpersonal skills:** negotiating, motivating, leading, coaching, cooperating, communicating, having empathy, managing conflicts.
2. **Functional skills:** taking initiative, adjusting, problem-solving, having a critical mind, decision-making, prioritising, time management, organization.
3. **Attitudes:** diversity, loyalty, flexibility, eager to learn.

How does **Scout leader skills** work?

1. A questionnaire (100 questions) was created based on the scout leaders’ activities. Once they start answering the questionnaire, scout leaders have 30 days to complete it. To answer the questions, they have to refer to their scouting experiences over the past year. Each answer ranges from “never” to “always”. At the end of this self-assessment, a graph shows the 5 skills that the leaders have acquired and 15 skills that they still have to improve. The leaders also receive feedback on each skill and advice on how to value them in a professional context.

⁵<https://scoutleaderskills.lesscouts.be>

⁵ [tps://scoutleaderskills.lesscouts.be/fr/origine](https://scoutleaderskills.lesscouts.be/fr/origine)

3. On stage tools

The ON STAGE programme is offered to Walloon French-speaking schools. It has been developed by POSECO (non-profit making organisation) and is totally free in 2018-2019 thanks to the Agence pour l'Entreprise et de l'Innovation (Walloon body that supports the creation and development of enterprises, innovation and the development of new economic activities).



The programme is first presented to partner schools during an information session. Soft skills are explained to students, testimonials are given, and the tools (Entrecomp and the guide) are explained.

This programme is divided into 4 steps:

1. **TEST**: youngsters take an online self-assessment test as a diagnostic tool for their soft skills. In less than an hour, they will be able to test 60 soft skills. This test is also available in an app version.

2. **GO**: they develop their soft skills during their internship thanks to a guide that gives tips on how to make the most of their internship to improve soft skills. For example, how to prepare their internship, which relationship they should have with their training supervisor, which tasks help students develop their soft skills... There is also a “Resources” section where students can find information about soft skills, useful links and videos, testimonials...

3. **WIN**: Students are assessed by a European tool called EntreComp which analyses 15 main entrepreneurial skills and shows their results under the form of a graph. They also discuss their progress with their training supervisor and win “badges” (new skills upgrading validation system approved by the AEI). Thanks to this tool, partner schools also have access to general statistics and trends, see the impact of internships and the evolution between the first and the last assessment.



1. **SHARE**: students can share their experiences and skills by being part of the Badgee community.

4. OPC SFC

A more recent example (2016) is the [OPC-SFC¹¹](#) that has become [Step4SFC¹²](#) (Erasmus+ project) carried out by the Forem (regional job centre).



These two projects aim at providing trainers with tools in order to:

2. Integrate the development and evaluation of soft skills into real settings
3. Raise the learners' awareness about how important soft skills are.

The project partners offer to integrate soft skills by using two main tools. First, there's a "shopping" list of 27 soft skills along with a short definition so that they are identified and integrated easily. Then, there's an observation "radar".

	Acceptance of criticism <i>I accept comments with the aim of improving my work</i> Ability to take comments and remarks with the aim of improving one's work.		Spirit of analysis <i>I analyse problems to find solutions</i> Ability to reflect and show logic and judgement in relation to decisions, to evaluate problems or situations by carrying out the necessary research and analysing the various components.		Tidiness <i>A place for everything and everything in its place</i> Ability to tidy things away, in an organised and systematic manner, into specific places.
	Assertiveness <i>No aggression, submission, or manipulation</i> The ability to express oneself and stand up for one's rights without trampling over those of others.		Team spirit <i>One for all and all for one!</i> Ability to create links with team members in a common spirit of cooperation, while prioritising the success of the group.		Perseverance <i>I make the necessary effort to finish my work</i> Ability to carry out a long-term task, often making additional efforts, and not to give up in the face of obstacles.
	Diligence <i>I'm loyal to my job</i> Ability to guarantee a regular, sustained active presence.		Ability to adapt <i>I keep up to date</i> Ability to accept and integrate changes and to adapt positively to people and the environment.		Presentation <i>I've got the look for the job</i> Ability to dress and behave appropriately for the working environment and the job in question.
	Attention <i>I focus on my work</i> Ability to concentrate one's mind willingly on a specific object or task.		Reliability <i>I inspire confidence</i> Ability to inspire confidence in others through one's actions.		Abiding by the rules <i>I take the rules seriously</i> Ability to comply with instructions, regulations, administrative procedures, and operating rules.
	Autonomy <i>I steer my own ship</i> Ability to handle oneself according to one's responsibilities, in such a way as to carry out actions at the right time in a specific context.		Personal hygiene <i>I look after myself</i> Ability to take care of one's personal hygiene and keep one's clothes clean and tidy.		Sense of ethics <i>I am true to the values of my job</i> Individual capacity to act according to the values of the job in order to come to the most appropriate decision in a given situation.
	Decision-making ability <i>I make firm decisions</i> Ability to be decisive, to make decisions, given a set of facts.		Initiative <i>I'm not afraid to be proactive</i> Ability to take matters in hand, to take calculated risks, and be proactive while anticipating needs and demands independently, without receiving instructions or directives, in order to make a situation move forward.		Sense of organisation <i>I plan, prepare and organise my work to meet deadlines</i> Ability to manage one's work efficiently and rationally and to plan tasks to be carried out within a specific timescale.
	Communication <i>Message received? Loud and clear</i> Ability to relate to others, to pass a message on to someone else while adapting to the individual and the circumstances.		Innovation <i>I solve problems with originality and efficiency</i> Ability to innovate when solving problems.		Sense of responsibility <i>I take the consequences of the decisions arising from my tasks</i> Ability to act responsibly and to take the relevant decisions taking one's intervention capacities into account.
	Intellectual curiosity <i>I am intellectually curious about things that relate to my job</i> Ability to extend one's field of knowledge, to be open-minded, to keep acquiring new knowledge, and to learn from experience.		Self-control <i>I keep cool in all circumstances</i> Ability to deal with unusual situations and stay cool without becoming emotional.		Care <i>My work is clean, clear, and careful</i> Ability to care about the cleanliness, clearness and minutiae of the tasks carried out.
	Efficiency <i>I achieve my objectives on time with the given resources</i> Ability to produce the required results on time and achieve the objectives set.		Motivation <i>I am enthusiastic about carrying out my tasks</i> Having energy and vitality and displaying interest and enthusiasm for an occupational task.		Tolerance <i>I accept differences</i> Ability to respect the freedom of others, their ways of thinking and acting and their political and religious opinions.

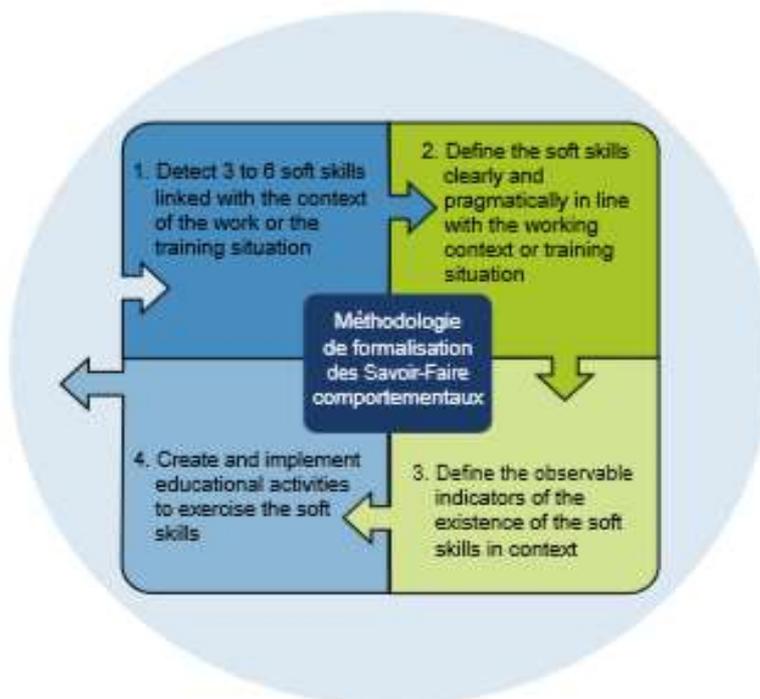
Leonardo Innovation Transfer Project - Key Educational Tools for Behavioural Skills - Soft Skills grid

This method relies on the fact that soft skills can be taught the same way as hard skills.

The final goal of STEP 4 SFC project was the implementation of a MOOC⁶ available since 19 January 2019. There are 4 sessions, an assessment and an additional session.



The goal of this MOOC is to help learners integrate soft skills at work by using the technique summarized below:



⁶ <https://mooc-forem-sfc.eu/dashboard>

5. Les negociales

« Les Négociales » were created in Nancy (France) in 1989 to allow students to practise their negotiation skills in situations close to reality. These are 10-minute roleplays where students have to convince a potential customer to buy a product. The role of customers is played by real entrepreneurs or sales managers. A jury composed of professionals assess the students' attitude and behaviour by means of a clear grid.

This competition consists in a tour that takes place in France but also in Belgium (HEPL) and Switzerland, with more than 5,000 students and 3,000 professionals participating. 600 students will be qualified for the finals in Epinal (France) on 26-27-28 March 2019.

Before the negotiation starts, the partner company and the situation are explained to students and the jury. This way, all students have the same chances and the jury cannot have any additional information regarding the case.

Once they have received the case, students can prepare themselves for 60 minutes. Then the negotiation lasts 10 minutes and the jury has 3 minutes to give the candidate's score.

There are two sessions, one in the morning and one in the afternoon.

This is a win-win activity. Indeed, on the one hand, this is a stepping stone to employment for students and on the other hand, it is a critical pool of recruitment for professionals.

Apart from training future sales representatives in negotiation, "les Negociales" are also the occasion for Communication undergraduates to manage the project of organizing the event in Belgium. This involves time management, organisation, teamwork...

6. Forem's soft skills workshop⁷

To develop soft skills, the Forem (Walloon public service for employment and vocational training, a regional body) offers short bespoke workshops to anyone aged between 18 and 24, whatever their career plans or education level. On the basis of a one-to-one interview, a coach drafts a personalised plan to develop the youngster's soft skills.

Young people will learn soft skills through a series of playful and practical workshops on how to speak in public, demonstrate office etiquette, communicate in a professional way, manage their time or have self-confidence. They will also learn interview techniques and how to manage their stress during a job interview...

⁷ <https://jeunes.leforem.be/formations/soft-skills>

Poland

In Poland many universities offer training in soft skills to their students. The courses are aimed at students of different degrees and backgrounds. The analysis of work activity shows that people under 30 - compared to the entire population - are more likely to have problems to find a job. In Poland, youth unemployment at the end of 2018 was around 13%.

It is the changes in the education system which are responsible for the low rate of work activity among young people. These reforms were aimed to increase the share of general education to 80% and limiting vocational education to 20%.

The consequence of this process was the noticeable maladjustment of supply and demand in the labor market. Young people who studied to perform certain occupations significantly exceeds the market demand. Employers are reluctant to employ humanists. They are seeking people with technical education with specific professional skills.

Employers expect mainly developed soft skills, ease and openness in taking up a job (not always related to the completed field of study).

In this sense, many universities have developed training courses in soft skills for their students to help them to enter easily on the job market. The courses are aimed at students from very diverse degrees, not only from humanistic studies, also students from technical studies are expected to have high trained soft skills.

1. Academy of Social Skills at the Medical University of Warsaw

The Medical University of Warsaw and the Department of Medical Psychology is implementing a project developing competences in higher education as part of the Operational Programme Knowledge Education Development.

To participate in the project, students of the last two years of first- and second-degree studies are invited to the following fields: School of Medicine, audiophonology, electroradiology, speech therapy, physiotherapy, nursing, dietetics, public health, emergency medical services. The program is implemented for three years, from October 2017 to June 2019.



The aim of the project is to provide students with knowledge and skills on interpersonal competences that will be useful from the point of view of future employers in the medical industry. For this purpose, numerous workshops in the field of soft and interpersonal competences are organized which helps in presenting these issues from the practical side. The workshops are run by people with extensive practical experience. There are also classes organized jointly with employers and conducted by people with extensive experience in working in medical professions and study visits.

Healthcare professions require graduates to engage and properly approach patients. For this purpose, trainings of social skills include shaping the attitudes of participants in the context of specific conditions for providing medical services. Working with patients requires mental resilience and distance retention in order to make a decision. At the same time, providing medical services requires the cooperation of human teams. This requires medical staff and support staff to develop soft skills related to the organizational of tasks and team collaboration.

2. The UWM Business Academy in Olsztyn

The Business Academy of the University of Warmia and Mazury is an inter-faculty unit modeled after Scandinavian institutions, which was created for first degree students who completed the second semester, second-degree students and PhD students of the UWM and the Polish Academy of Sciences.

The Classes at the Business Academy take place at the headquarters of the Academy at The Heweliusz Street in Olsztyn and at the headquarters of cooperating companies.

The lecturers are academic teachers and successful businessmen, managerial staff and business owners. The Academy's students receive the support of practicing advisers who help them develop the basics of their own start-ups. They teach how to stay self-motivated for persistent work which is needed for running their own business.

The Academy broke up with the division into lectures, exercises and practices and replaced them with workshops, meetings with business people, real-life solving of market problems and creation of own business model. The form of learning is mostly a simulation game related to the students own company.

There are specific requirements for graduates. The most important of them is the implementation of the final project, which may be an innovative idea and the method of its implementation, the project of the enterprise along with a business plan or a start-up company. Graduates leave the Academy not only with an idea, but what is more important, with the way of its implementation. At the end of course, each of the graduates should have a business plan ready to apply for EU funds. They also should know with whom and in what configuration they can commercialize their businesses or scientific research projects.

One of the elements of the Business Academy program is the emphasis on the development of soft skills, which significantly determine the success of the planned business. Already in the recruitment process, during interviews with business psychologists, candidates for the students are assessed in terms of soft competences, which should be characteristic of the entrepreneur.



It is connected with the approach to solving difficult and unconventional problems, open mind, efficiency of making decisions or creating effective cooperation in a team. In the course of implementing business projects, students of the Academy have to demonstrate soft competences that will help them in the implementation of the proposed solutions. It is a practical training of these competences. One of its aspects are the experiences, tips and help provided by business practitioners, owners and company management. Such interactions are a unique contribution of the Academy in the process of shaping young entrepreneurs.

3. Project Geo4work

Development of professional competences of students of the Faculty of Earth Sciences and Spatial Management at the Maria Curie-Skłodowska University.

The project is directed to students of the Faculty of Geosciences and Spatial Management of Maria Curie-Skłodowska University in Lublin. The aim of the project is to strengthen the professional and communication skills of these students. The choice of the target group is dictated by the need of the Lublin local economy for employees in these industries. It develops competences diagnosed as crucial for the graduates of geography, spatial economy, geoinformatics and tourism and recreation, which are sought by employers in these industries.

The implementation of the project is in line with the long-term strategy of supporting students' competences in the field of geography, geoinformatics, spatial management, tourism and recreation at the Faculty of Earth Sciences and Land Management, which contributes to better preparation of graduates to enter the labour market. Thanks to participation in the project, students improve their professional, analytical and communication skills.

The training program covers issues not included in the study program but required on the labour market. Students participate in soft training, design work, trips / study visits, work in project teams in cooperation with the socio-economic environment, for example employers. Students are subject to the analysis of competences, made before and after the project commencement, as well as 12-month monitoring of the graduates' fate. The project provides for the organization of certified vocational training developing soft skills.



Project activities focused on competences:

1. List of students' competences - diagnosis of competency deficit of each project participant. Then adjustment of project activities to diagnosed needs and conducting a second list of competences after completion of the participation planned in the project activities.
2. Certified trainings improving communication and analytical skills.

3. Certified trainings and additional workshop classes developing professional competences.
4. Study visits in enterprises dedicated thematically to each of the substantive paths.

4. Project SezAM Knowledge.

Competences and Skills at the Gdynia Maritime University.

The aim of the "SezAM" project is to improve the quality and efficiency of education at the Gdynia Maritime University in response to the needs of the economy, the labour market and society. As part of the project, there are the following tasks:

- offering students a training package extending their soft and professional skills,
- support for the activities of the Student Career Office, including in the field of career counselling,
- Extending the soft and professional competences of the University's employees (including language courses and specialist trainings).



Tasks implemented in the SezAM project lead to strengthening of the University's position, among others in the scope of expanding the educational offer. The implementation of project activities allows graduates of the University to better adapt to the needs of the labor market. The tasks of the project are also support for the University's employees so that they can broaden their qualifications, didactic competences and managerial competences, affecting the quality of statutory tasks of the university.

Part of the Project for Student include meetings with professional practitioners, representatives of industry companies and specialists in Human Resources. For marine students, meetings were organized with captains of ships with over 20 years of experience at work at sea and with experienced Chief Engineers, who worked on all types of engines encountered on ships and is a substantive consultant supporting recruitment processes for the highest positions on ships. For land-based students, meetings were organized with HR specialists, including such companies as: State Street Bank International GmbH, WNS Global Services, or Rolls-Royce Poland.

5. Social Competency Workshops and Career Counselling Center

The Center was established in 2010 at the Cardinal Wyszyński University in Warsaw; in response to the changing competence expectations of employers on the university graduates. Its main goal is the development of psychosocial skills, activating and preparing students and graduates to find employment connecting to their qualifications and aspirations.



Social Competency Workshops is a series of trainings made up of modules supporting students' interpersonal skills. Research shows that employers attach more importance in the recruitment process to the soft skills. In situations that are observed every day at the university, the most important things are: communication with people and principles of the high level education.

At workshops in practical training there is an opportunity to observe and learn certain social mechanisms and to predict behaviour. The aim of the course is to develop students' social skills which facilitate to cope with various professional and everyday situations using the knowledge and skills of interpersonal communication, cultural institutions, and principles of good manners. The effects obtained during training allow to: increase confidence in strengths, abilities and skills, identify personal and social competences, gain broad knowledge of interpersonal communication, and learn assertive behaviour and principles of effective communication with people, gain knowledge of good manners and practical interpersonal training.

Portugal

1. Faculty of Sciences of the University of Lisbon

Universidade de Lisboa (ULisboa) is the largest and most prestigious university in Portugal and is one of Europe's leading universities. Heir to a university tradition that spans over seven centuries, ULisboa acquired its current status in July 2013, following the merger of the former Universidade Técnica de Lisboa and Universidade de Lisboa.

ULisboa brings together various areas of knowledge and has a privileged position for facilitating the contemporary evolution of science, technology, arts and humanities. The quality of teaching, research, innovation and culture of ULisboa is attracting an ever increasing amount of talent from around the world.

Faculty of Sciences of the University of Lisbon promotes a range of activities promoting the acquisition and development of soft skills between the students. Some of the activities are:

<https://ciencias.ulisboa.pt/pt/tags/soft-skills>

4 Ways 4 The Future: this is a course composed of 4 workshops, each workshop is dedicated to one relevant soft skill.

Course of persuasion and influencing: The course will have a very practical approach and in an informal environment, with contents applicable in the day to day and also with individual feedback .

- Five themes will be focused:
- Persuasion and argumentation;
- Influence on practice;
- Persuasive communication;
- Shortcuts to persuade;
- Persuasion in the day to day.

BEST Training Day: is organizing, in partnership with various companies like Premium Minds, Affinity, the Formgest and SDAL, a series of workshops to upgrade soft skills.

2. Faculty of Engineering of the University of Porto

This is one of the oldest and most reputed higher education institutions in Portugal regarding engineering. They constantly design and promote programs with partners like Ernst & Young and Unlimited Future like the recent program

“ENGINEER YOUR FUTURE”. This program aims to stimulate the development of essential competencies to graduates that are beginning their working careers.

This program is part of the FEUP Career Path, and it is focused in the development of soft skills that are greatly valued by the working field, especially in the career beginning. It is formed by 10 workshops, twice a week after working hours.

<http://noticias.up.pt/feup-lanca-programa-de-desenvolvimento-de-soft-skills/>

3. University of Minho

The University of Minho is currently one of the most prestigious Portuguese higher education institutions, and is gradually becoming more prominent internationally.

The University was founded in 1973, and it is currently comprised of three campi: the Gualtar Campus, in Braga, and the Azurém and Couros Campi, in Guimarães.

JobLab at University of Minho is a more recent approach led by the University of Minho. It is also focused in the development of soft skills in students.

<https://www.joblab-tecminho.pt/70-academia-soft-skills/>

4. ESTG-P|Porto – Polytechnic of Porto

At the Entrepreneur Support Office we develop the skills of our students while strengthening the relationships between ESTG|P.Porto and the business community.

This approach, based in networking, collaboration and knowledge sharing, GAE’s mission is to bring together entrepreneurial companies, lecturers, researchers and students in activities aiming to create new research, innovation and business initiatives that create value for the country, and particularly to the region.

Some examples of the activities that GAE promotes are as follows:

Be More is a skills development program, where we are creating an innovative movement to train the professionals of the future. The 3-year Bachelor's degree program, with a total of 21 days of work, wants to develop our students to prepare them to the job market. With the

program, and through an interactive and practical approach, we pretend to form a strategic vision of the world around them; develop curiosity and passion to be ahead of the trends and think daily about the future; Tools and strategies needed for a job market; and collaborative leadership for successful team work.

Business in a Box: is an intensive, hands-on learning experience that challenges entrepreneurs to step outside their comfort zone and accelerate their ideas. Thus, it represents a one-week pre-acceleration program designed to accelerate business ideas and develop entrepreneurs' skills.

The B-Box concept is like a 'survival toolbox for entrepreneurs', which brings together a set of formations essential to start a business. Entrepreneurs will leave this experience with the energy and tools they need to win their challenges and to grow their innovative ideas.

Business Challenges: The Business Challenges are a weekend bootcamp that consists in teams (made by students, researchers and teachers) working together to solve real problems that are presented by companies. In this weekend the teams learn and use a design thinking approach to develop new ideas and prototype innovative solutions.

This type of dynamics aims not only to bring enterprises closer to our institution, but also to develop some of the skills most sought by employers such as communication skills, teamwork, problem solving skills and critical and innovative spirit.

5. Companies that provide courses in line with the market's needs

Galileu (<https://www.galileu.pt/>)

It is a company that provides certified courses (not degrees) in several fields of knowledge designed to the work field.

It offers courses in the development of soft skills in partnership with Instituto Superior Técnico (<https://tecnico.ulisboa.pt/en/education/>) in order to develop new behavioral competencies in the students in order to complement the hard skills developed in higher education.

<https://www.galileu.pt/blog/galileu-desenvolve-soft-skills-na-universidade/?center=porto>

Examples of offered courses by Galileu:

Workshop: Personal Leadership Skills: Guide your life (Orienta a tua vida)

Workshop: Effective Presentation Skills: Presentation and Communication Techniques with impact (Técnicas de Apresentação e Comunicação com Impacto)

Other specialized companies offer also certified courses to prepare individuals to the work field and to submit candidatures to jobs. Some examples are:

www.caf.pt/soft-skills

<https://unlimitedfuture.pt/>

<https://sparkagency.pt/>

<http://www.udream.pt/pt>

Romania

1. Practical school Project

The overall objective of the project - "Extending Learning Opportunities through the Practical School - Essential Factor for Promoting Innovation in Higher Education to Increase the Competitiveness and Inclusion of Graduates in the Labor Market" - consists in the creation of 5 Student Focused Learning Centers (Human Rights and Migration, Negotiation and Mediation, Information technology, Internal and International Financial Markets, Oratory and Debate), 1 Network of Partnerships and 1 applicative scientific research program. The project involved a target group of 580 people, 25 partnerships / cooperation agreements between the university and the business / social / academic environment as well as 24 bachelor / master degree programs adapted to the current labor market needs and 7 universities supported as beneficiaries or through their representatives (education and training staff or students).

The PRACTICAL SCHOOL project aimed to generate a long-term positive effect on the personal and professional development of both target group students and those who will be involved in the activities of Learning Centers in the future. At the same time, the Centers correlate the needs of learning and professional development with the changing demands of the labor market through the annual review of the didactical materials created with the support of the economic / social partners.

The creation of the "Practical School" allowed for the closeness of the university environment to the business and the professional training of students in accordance with the real requirements of the labor market. These results contributed to the personal and professional development of students' soft skills, increasing their competitiveness and bringing the university / social environment closer to the economic / social environment by correlating the applicative activities and didactic materials with the changing demands of the labor market.

Another positive effect was the closeness of the university environment to the economic and social environment in order to develop long-term partnerships for the implementation of future projects.

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2. “Competencies for the labour market” Project

Against the backdrop of our country's efforts to develop a competitive and competitive economy, many efforts have been made to increase investment in education and research in order to harmonize the skills acquired by graduates of the higher education system with those demanded by the labor market. In this context, it must be stressed that the knowledge-based society implies the use of a high-quality human resource with a high level of theoretical and practical training to ensure the proper functioning of economic and social systems.

The general objective of the project is to develop bachelor's and master's programs in the fields of economics and international affairs, marketing and business administration through alignment with the current labor market needs of the 21st century.

The activities carried out within the project aimed to develop and refine the bachelor and master study programs in the economic field, based on labor market skills in the 21st century, as well as the development of active and dynamic partnerships with the business environment (labor market) in order to increase the quality of training and the real employment opportunities of graduates.

Through the activities implemented within the project, a qualitative, structural and functional evaluation of the labor market destined exclusively for the graduates in economic sciences was carried out by means of documentary and questionnaire analysis, in order to establish the needs and identify the priorities. At the same time, the project contributed to sustainable management improvement and quality assurance in higher education, by promoting academic and labor market diagnosis activities, as well as by designing curricula tailored to current and prospective requirements. The implementation of the project and its results respected the principle of sustainable development by emphasizing social responsibility and environmental protection in the new curricula, as well as the principle of equal opportunities through the elaboration of recommendations for introducing study modules on gender equality, equal opportunities and non-discrimination.



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Studii prin Programe de Excelență cu Dimensiune Internațională

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Asigurarea competențelor corespunzătoare cerințelor pieței muncii prin programe de studii de excelență cu dimensiune internațională

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Sondaj

Considerați utilă organizarea unor programe de studii cu predare în limba engleză?

DA
 NU
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Pentru informații detaliate despre celelalte programe cofinanțate de Uniunea Europeană,

Spain:

Spain has one of the higher rates of unemployed youth around Europe. The last available data show that 33, 54% of young people under 25 years old are unemployed.

The unemployed rate for people between 25 to 29 years old that has finished their higher education is 14.04%, this rate show that students from high education levels find some difficulties when entering in the labour market.

The reasons are diverse, but to help their students to find a job many public universities have launched different training courses to increase the employability of their students and also to promote the visibility of the programs by trying to increase the links between the labour market and the high education institutions.

1. Technological Forum

The proposal

The Technological Forum for Employment is an annual event organized by the students of the Schools of Engineering at the University of Vigo (Telecommunications, Industry, Mines and Energy). This initiative comes from the students' representatives of the School of Telecommunications Engineering, as a way of attracting companies to come to Vigo for recruiting recent graduates. In fact, it was an alternative to an old activity: a trip to Madrid in order to attend recruitment fairs with Telecommunication companies.

Nowadays, after 19 editions, it is an event expected by the companies themselves, who use it as a good way to attract talent for their positions. The growing in terms of number of companies and submitted curriculum vitae is monotonously constant, except during the worst years of economic crisis, when only strongest companies maintained their presence.

Participating in the organizing committee, joined exclusively by seventy students, represents an important training in soft skills and, in general, an opportunity to show personal abilities and to acquire maturity in a non-common environment for a University student.

The involved skills

Several skills are involved in this activity, most of them considered among soft skills that play a role during the organization of the event. Among other, we identify the following main soft skills:

- Cognitive skills:
 - Creative thinking: Creativity is capital for creating a new proposal each year, adding different elements and activities.
- Methodological skills:
 - Time management: The organization takes almost one year, and managing the time to maintain under control all the different involved elements results to be central to be successful.
 - Taking decisions: Lots of decisions are taken by the organizing committee, which involves a large group of students (companies to be invited and to be accepted, dates, time for each life event, contents of the documents, publicity elements, logo, and so on).
 - Planning: A good planning provides quiet performance of all the event.
- Social skills:
 - Interpersonal communication: Most of the students involved in the organization are expected to interact with unknown people: from companies, from providers, from partners, from press, and from University staff.
 - Team working: The organizing committee works as a team in order to perform all the tasks needed to launch such an event.
 - Conflict management and negotiation: Along the time of preparing the fair, lots of conflicts arise that must be managed, negotiating solutions that allows the event.





The results

The result is a fair with almost 40 engineering companies involved in team recruitment among our Engineering students, using their own stands. Besides, a program of conferences, round tables and other events (workshops, speed recruiting, and networking) runs in parallel, with the attendance of most of our engineers of the future. And all of them, organized by a group of seventy engineering students.

2. Projects Lab at the School of Telecommunication Engineering

The proposal

The Grade on Engineering in Telecommunication Technologies includes a collaborative subject during the last semester. Students from the four different specializations (Electronics, Sound and Image, Telecommunication Systems, and Telematics) have to join multidisciplinary teams in order to develop an Engineering project involving knowledge from those different branches of Telecommunications. A pair of lecturers leads each group, looking for configuring also multidisciplinary leadership: both lecturers are from different departments at the School of Telecommunication Engineering.

With this configuration, we ask the teams to develop a state-of-the-art application of their acquired knowledge and skills, and to be able to show the results to a variety of audience in a technological fair organised at the School. This audience involves the lecturers who provide the marks of the subject, the mates from other years at the School, staff from companies that come

to the University to check what our last year students are able to develop, and also secondary school students that are invited to know what they could learn in the next years.

The involved skills

Several skills are involved in this subject, most of them considered among soft skills that must be promoted among the students. Organising the official competence list of the subject in terms of soft skills, we identify:

- Cognitive skills:
 - Understanding engineering within a framework of sustainable development.
 - The development of discussion ability about technical subjects.
 - To approach a new problem considering first the essential and then the secondary aspects.
 - The ability to analyse and assess the social and environmental impact of technical solutions.
 - The ability to solve problems with initiative, to make creative decisions and to communicate and transmit knowledge and skills, understanding the ethical and professional responsibility of the Technical Telecommunication Engineer activity.
- Methodological skills:
 - Development of sufficient autonomy to carry out works within the area of Telecommunications in interdisciplinary contexts.
 - The ability for technical direction of telecommunication project.
- Social skills:
 - Encourage cooperative work, and skills like communication, organization, planning and acceptance of responsibility in a multilingual and multidisciplinary work environment, which promotes education for equality, peace and respect for fundamental rights.
 - The ability to manage a telecommunication project in terms of human resources and economics.
 - The ability to work in multidisciplinary groups in a Multilanguage environment and to communicate, in writing and orally, knowledge, procedures, results and ideas related with Telecommunications and Electronics.

Besides, the subject has some technical or hard skills:

- The ability to elaborate technical reports and for the follow up of a telecommunication project.
- The ability to elaborate the proposal of technical projects according to the specified requirements in a public competitive bidding.
- To know and apply basic elements of economics and human resources management, project organization and planning, as well as the legislation, regulation and standardization in Telecommunications.
- The aptitude to manage mandatory specifications, procedures and laws.
- The ability to write, develop and sign projects in the field of Telecommunication Engineering, according to the knowledge acquired, the conception and development or operation of networks, services and applications of Telecommunication and Electronics.

The results

During the 12 ECTS of the subject, the team meets several times with the supervising lecturers in order to follow up the work, and they dedicate many hours of autonomous teamwork for developing their ideas related to the theme they selected.

At the end of the track, students have to do a short presentation of their works in front of an academic jury, which provides the individual marks at each team member. Then, the next two days devote to the technological fair in the corridors of the School of Telecommunication Engineering. This fair has three objectives:

1. The Projects Lab teams show their developments to the rest of the School community: lecturers, mates and staff. We observe the pride of our last year students while showing what they are able to develop in no more than two months.
2. The students show their projects to companies' staff. People from companies check face to face the technical and personal skills of our students, who will become their employees in the following months. Students have to show how professional they are in both hard and soft skills. Some companies give awards to the best project (using their own criteria, which could be different from academic marks).
3. Finally, Secondary School students visit our School to discover what they would be able to do if they join our Grade Program next year. The fair then represents a very good promotional event for attracting new talent to the University.



3. Mentoring Program at Universidade de Vigo

The program

The School of Telecommunication Engineering led the mentoring program that is now extended to many faculties at Universidade de Vigo (Chemistry, Economics, Mining Engineering, Energy Engineering, Sea Sciences, and Foreign Languages). The idea is to coach students at last year of Bachelor level, or studying any year of Master level, to work as mentors of new arrival students at Bachelor first year. Both mentors and mentees have clear and strict education programs, and in fact it is a win-win process: the mentors increase their soft skills, which employers appreciated very well, and the mentees have references and help during their first year at the University, which provides a soft landing on this new chapter of their lives.

The education plan

The coordinator selects mentor candidates among volunteer students during the second semester of the academic year prior their activity as mentors. For two weeks in June, and one

additional week in September just before beginning the classes at the University, candidates join different workshops to train skills, grouped in four branches:

- intrapersonal skills, like self-knowledge, emotion management or emotive intelligence;
- interpersonal skills as leadership, team working, social intelligence, motivation and communication;
- instrumental skills as methods and time management;
- and tutoring skills as mentoring.

The total amount of time is around 84 hours, all delivered face-to-face.

The organisation

The Program presents three levels: the students arriving at the University faculties, who are the mentees; the students at Bachelor last years or at Master course, who are the mentors; and a team of lecturers from different faculties that provide the training to the mentors.

The mentees join groups of four or five people, depending on the available mentors. During the first week, the faculty coordinator organises the groups, in order to held the first meeting in the second week of the year. Each group participates, with their mentor, in a number of meetings along the year. These group meetings are complemented by a join session involving all students at the Program, consisting on an invited talk by an expert.

The mentors follow a previously designed plan, consisting on eight meetings at pre-fixed dates along the year with the mentees joining his/her group (around one meeting per month). The issues to consider at each meeting are selected depending on the moment of the academic year. At the beginning, the orientation and autonomy at the University are the musts, but as the year goes by other topics arise: time management, responsibility, problem solving, resilience, motivation, creativity, and so on.

The lecturers in charge of such education plan are volunteer professors of the Universidade de Vigo who have been previously trained in soft skills by psychologists, heads of human resources from companies, specialists in mentoring or in motivation, and so on, for several academic years. These professors joined five groups to prepare sessions with complementary contents, and they conducted the sessions with the future mentors by pairs.

The results

Analysing the results, we have to take into account two levels: one focused on the mentees, who are the target of the Program, and other on the mentors.

From the mentees eyes, we observed:

- a high satisfaction level, much higher than analysed when we used to have a tutoring program based on direct interaction between lecturers and new arriving students;
- a good compromise, as they majoritarian attend all or almost all meetings and plenary talks;
- and even an improved academic results, compared to those students not enrolled in the Mentoring Program.

Students participating as mentees indicated that their integration in the University life is soft and that the Mentoring Program helped them in being more efficient in terms of time management, self-knowledge, and other elements that are no more than the soft skills we want to promote among them. Therefore, we consider that the Program is successful at this level.

Besides, the mentors are also a key element in the Program. From the first year, we received an interesting feedback from them: they felt fulfilled doing this task and helping their younger mates, but they also tell us that during in job interviews they received several questions about their training and experience as mentors. Company staff contacted us to confirm that they consider very well this soft skills knowledge and practice, as they are perfect complements to the technical skills expected in a new engineer.

4. Multidisciplinary Course on Video-Games

By Enrique Costa-Montenegro

The proposal

For the last two academic years a completely different course has been taught in the University of Vigo. The objective of the course is the creation of the first level of a video-game. Trying to emulate what happens in a real video-game company, where people with different profiles work, in this special course students from four different courses participate:

- Video-games: Design and development, 4th year of the Degree in Audiovisual Communication
- Multimedia technology and computer graphics, 4th year of the Degree in Telecommunications Technologies Engineering
- Intelligent systems programming, 4th year of the Degree in Telecommunications Technologies Engineering

- Alternative communication: Virtual media and new advertising media, 4th year of the Degree in Advertising and Public Relations

Students of the first course (Video-games: Design and development) work mainly in the definition of the game, the story, the characters and the different levels. Students of the second course (Multimedia technology and computer graphics) work mainly in the creation of the scenarios, the graphics, the game mechanics, the physics and all the work related with the game development framework used, Unity. Students of the third course (Intelligent systems programming) work mainly with the intelligence of the game, the non playable characters and the adaptation of the difficulty of the game to different players. Finally, students of the fourth course (Alternative communication: Virtual media and new advertising media) work mainly in the dissemination of the state of the project and advertising it, through blogs, Telegram, Twitter, Instagram, etc.

Even though students from the four courses have different profiles, they all work together in a project, in groups of 5 to 7 people, in order to achieve the final goal: the development of a video-game.

Four professors are involved in the follow-up of these projects, one from each of the different courses involved. The first stage is the proposal of the project, based on novel. Student will have to read selected chapters, and come with an idea of a video-game based on what they have read, taking into account that originality is appreciated. Then is the creation of the groups, with break-the-ice activities in order to know the colleagues as soon as possible. Once these two stages are completed, the main work of development starts. The students will have weekly meetings with the professors through a complete semester. The professors will have two roles in these meetings:

- as professors to guide them in the development and help them in their own courses
- as producers of a supposed real video-game company in order to evaluate the product and review the development stage and decide whether the product is worth founding it

At the end of the semester, the project is graded by the professors. But it is also evaluated by the rest of the students of their faculties, as there is a demo day where everybody can try the video-games as beta testers and provide feedback to the group about their work in the project.

The involved skills

Several skills are involved in this activity, most of them considered among soft skills that play a role during the whole development of the projects. Among other, we identify the following main soft skills among others:

- Communication skills: as the students need to express themselves effectively in the development of the project.
- Teamwork skills: as the students work in groups and need to operate well in these environment to quickly and effectively accomplish tasks.
- Adaptability and flexibility skills: as students work with students from other degrees, so they have to embrace and roll with change of other points of view and different methodology of work.
- Problem-Solving skills: as students have to give a solution to the project of creating a video-game from scratch. They will find many small problems in the development using analytical and creative thinking to find solutions.
- Creativity skills: as students need to come with an idea of a video-game just from reading a couple of chapters from a book.
- Interpersonal skills: as students need to use them near-constantly to interact and communicate with other member of the groups
- Time Management skills: as student need to come with a solution, a beta version of a video-game, in just one semester, demonstrating their ability to work efficiently and productively by using their time wisely.

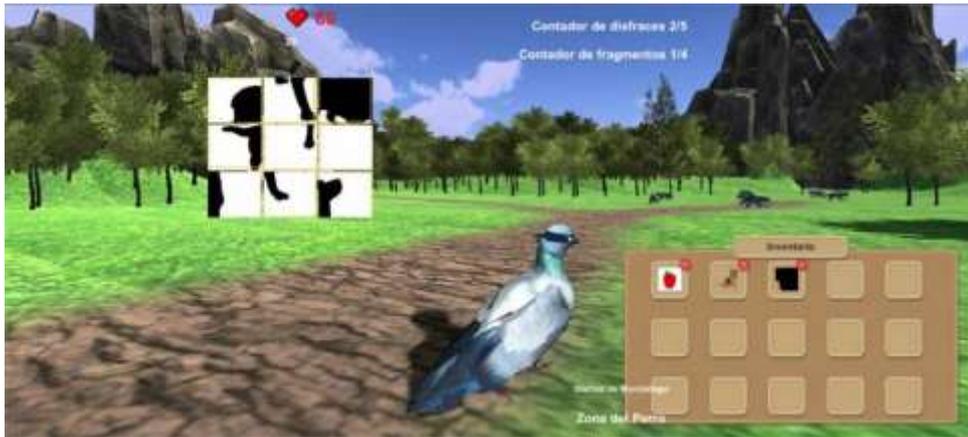




The results

The result is a different course where students are able to work in a really multidisciplinary group, with students from other degrees and faculties, and solve a complex problem like the creation of a video-game from scratch. The course is planned in order to emulate a real working scenario of a video-game development company. Students are really glad with the experience and proud of their final work. They improve various soft skills not so clearly present in other courses and they all recommend the experience to other students.





5. Soft Skills Assessment and Accreditation at Universitat Politècnica de València

Introduction

Soft skills assessment and accreditation for bachelor and master students at university is not an easy task. While specific competencies are usually assigned to a matter where the competencies are acquired and evaluated according to the syllabus, soft skills are usually assigned to several matters and do not go under a systematic assessment.

The Universitat Politècnica de València (UPV) has developed a specific project [1] to get a systematic assessment of soft skills, so it can guarantee that its students have these competencies. They expect this will be an advantage for their students compared to students from other universities, as they will make explicit the competency of their students in soft skills. We have identified that project as a good practice that can be a model for other universities, because it is a full project that considers all the different aspects related to soft skills assessment and accreditation.

In this document, we summarize those aspects from that project that we have found more interesting and relevant, and that we think should be considered in other similar projects that may be developed in other universities.

Soft skills identification and definition.

They started by identifying and defining twelve soft skills that are common to all the university degrees and masters. This was an attempt to include all aspects considered by agencies as ABET, EUR_ACE and other Spanish regulations and it should make easy to find a correspondence between the twelve competencies considered and the ones considered by other agencies.

They add an extra soft skill specific for each degree.

Incorporating the soft skill in the degree or master syllabus.

Once the soft skills were identified and defined, they have incorporated them in the training plan of the students by using different strategies:

- By using the syllabus. To accomplish this, first they had to include the soft skills in the official plan of the degree or master studies that undergo the official audit process. Then they had to assign the competencies to the different subjects in the syllabus. In this process some subjects are designed as “checkpoints” where the students’ advances in acquiring the soft skills will be evaluated. Every soft skill should have a checkpoint. The

study guide of each matter should describe the soft skill aspects and the corresponding training activities and evaluation mechanisms. Finally, the process of incorporating these skills to the degree syllabus is verified.

- By using the Master's Thesis. This is considered a privileged scenario to acquire different soft skills as the student will have to use several of these skills to complete his/her work. Information about the soft skills is gathered by using three questionnaires where the student, the evaluation committee and the thesis supervisor report about the level of competency reached by the student for all the thirteen soft skills considered.
- By other extracurricular activities. Any other activity related to soft skill training will be considered provided the evidences will allow the university to assess and accredit the competency level.

Evaluation and accreditation.

The accreditation of soft skills is based on information from multiple sources to assess if the student has reached the expected level and the minimum ability to manage these resources. The assessment is made using the evidences from the checkpoints, from Master's Thesis questionnaires and any other evidence from the extracurricular activities.

- Checkpoints: For each of the competencies up to three ability levels have been defined. The expected results are defined and indicators or evidences that can proof the competency of the student have been identified, for each level. The student should have at least two evaluations for each competency level from the checkpoints. These evaluations can be A (excellent), B (objective level reached), C (partially reached) and D (not reached) according to the corresponding rubric.
- Master's Thesis: From the evaluation committee and the supervisor' questionnaires.
- Extracurricular activities: Any evidence validated by the university.

The student assessment will be recorded as an annex to the student record and as a portfolio of the student's work skill activities.

The results.

After the project was implemented during two academic years 2015/16 and 2016/17 a first [2] evaluation of the project showed some strong and weak points. Results are promising, however,

the implementation of this project will clear require a continuous process of evaluation and correction for a few more years.

6. References:

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[1] Competencias transversales. UPV. Downloaded on March 4, 2019 from http://www.upv.es/entidades/ICE/info/Proyecto_Institucional_CT.pdf

[2] Francisco Javier Oliver Villarroya, Desarrollo del Proyecto Competencias Transversales UPV, in X Jornadas de Innovación Docente DMA'17. Valencia.