



**IO3: Development of soft skills training curriculum
and teaching materials**

Final Report

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Objectives

The objective of the third Intellectual Output, “Development of soft skills training curriculum and teaching materials”, is to design a training curriculum on soft skills and to develop the teaching materials with this aim.

The training curriculum bases on the results of the research conducted in the framework of the project, along Intellectual Outputs 1 and 2, and conducts to a blended course of 125 hours (20 hours face to face, 36 hours - e-learning) completed by individual study, ensuring 5 ECTS to the participants.

Once defined the course sheet, two training events (C1 and C2) allow the staff to deliver local blended courses at each participant University. These local courses were taught at different dates, as explained along this report, all of them with some face-to-face units and other online contents, supported by Método platform. The local blended courses are good tests of the developed materials, and provide feedback to the partners to solve the mistakes, improve the contents, and, then, configure a better version for the next years.

The IO3 reaches its top action with the International Study Program (C3) in Liege, Belgium in September 2021. Eight students from each University partner attend this event, combining learning experience and personal development.

Methodology

The partner members worked following the steps described below:

1. Selection of modules: using the results of IO1 and IO2 survey researches, eight soft skills were selected among those listed in such studies, considering the most demanded and the most important for both students and companies.
2. Definition of course sheet: during the transnational meeting at Bucharest, Romania (May 2019), the partners discussed the contents of the course sheet, and UVIGO led the writing of such a document, which was improved by e-mail comments and informal discussions during C1 in Felgueiras, Portugal (September 2019) and C2 in Vigo, Spain (February 2020).
3. Responsible of each module: at Bucharest meeting, the work of developing each module was shared among the University partners, with the task of preparing a PowerPoint file for guiding the face-to-face contents, a schedule of each face-to-face session, a description of each activity to be performed with the students, and a text with the online contents related to each of the modules. Besides, a collection of study cases has been compiled for checking the skills acquisition by the students.
4. Definition of the evaluation procedure: this assessment methodology was discussed along the C1 in Felgueiras, Portugal, written in draft by UVIGO team, and finally approved during the C2 in Vigo, Spain.

The following subsections develop each of those steps.

Selection of modules

The selection of modules began with the analysis of the results provided by the surveys to companies and students performed in Intellectual Outputs 1 and 2. We analysed the top 5 needed skills identified in both surveys.

The original idea was to develop a four-module training program, focusing each module on one skill. With this definition, we had three clear selections with skills in the top of both lists (from students and from companies):

- Team work (a skill in the category Social)
- Critical Thinking (category Cognitive)
- Analytical Thinking (also Cognitive)

The fourth option would be one among the following:

- Problem Solving (category Methodological)
- Interpersonal Communication (Social)
- Creative Thinking (Cognitive)
- Time Management (Methodological)

During the Bucharest transnational meeting (May 2019) the partners agreed that at least one of the selected skills had to belong to each category (Social, Cognitive or Methodological). Besides, and due to previous expertise of the partners, we decided to select eight skills and to define modules combining two related skills, being the final agreement:

- Module 1: Organization skills
 - Team work
 - Time management
- Module 2: Creativity skills
 - Interpersonal communication
 - Creative thinking
- Module 3: Problem analysis skills
 - Critical thinking
 - Analytical thinking
- Module 4: Solution skills
 - Decision making
 - Problem solving

Definition of course sheet

During the Bucharest transnational meeting, a draft version of the course sheet was presented and discussed in a dedicated session. The partners of the consortium reached a consensus on the details and the UVIGO coordinator prepared a final draft version to be circulated among all partners in a sort of public exhibition to get possible suggestions.

The agreed sections included in the course sheet were:

- General description
- ECTS allocation
- Mode of delivering
- Objectives of the course unit
- Skills or competences to be acquired
- Learning outcomes
- Contents
- Planning
- Methodologies
- Assessment
- Recommended and required readings

The additional guidelines for defining the course sheet were:

- It may contain a basic definition of contents and training material.
- The ECTS allocation must be, at least, 5 (but it could be extended depending on local diplomas).
- There will be a core of common skills, and a collection of additional skills that could be optionally added when adapted to local requirements.
- The same would occur with the learning outcomes: a core common and some additional as an option for local implementation.
- The planning and schedule would be defined in a 5 ECTS basis. In case of extension, local programs would define additional work outside the room.

- The assessment would be ideally performed by lecturers and peers. However, as local regulations of some of the partners do not allow peer assessment, this point would be just a recommendation.
- Finally, we agreed a definitive version which is included in the section *IO3 Outcomes*.

Responsible of each module

During the Bucharest meeting, each of the modules were assigned to professors among the University partners. Their names are:

- Module 1: Organization skills
 - Team work
 - Iñigo Cuiñas, UVIGO
 - Manuel Caeiro, UVIGO
 - Time management
 - Brigitte Pleascia, HEPL
 - Daniella Firoiu, RAU
- Module 2: Creativity skills
 - Interpersonal communication
 - Teresa Barros, PPORTO
 - Vitor Braga, PPORTO
 - Creative thinking
 - Phillippe Parmentier, HEPL
 - Brigitte Pleascia, HEPL
- Module 3: Problem analysis skills
 - Critical thinking
 - Daniella Firoiu, RAU
 - George Ionescu, RAU
 - Analytical thinking
 - Karolina Szturo, UWM
 - Bogdan Włodarczyk, UWM
- Module 4: Solution skills
 - Decision making
 - Karol Wojtowicz, UWM
 - Bogdan Włodarczyk, UWM
 - Problem solving
 - Enrique Costa, UVIGO
 - Edita de Lorenzo, UVIGO

Evaluation procedure

During the C1 in Felgueiras, we use some time to discuss how we could evaluate the course behaviour and assess the students. We agreed that we need to assess both concept assimilation and learned attitudes: the concepts would be evaluated by means of a test, which can be performed on line, and the learned attitudes by means of a resolution of case study, providing

solutions and the needed skills for real-world company situations. Besides, a satisfaction survey must be defined to check the perception of the course by the students involved.

In that meeting at Felgueiras, the partners defined a rubric structure for assessment, and each module responsible assumed the task of grading the different rubric levels.

Both that rubric and the satisfaction survey are included in the *IO3 Outcomes* section of this report.

IO3 outcomes

This section contains the course sheet, the evaluation documents, the place to download the different module contents, and a collection of cases of study.

Course sheet

General description

This course sheet describes the contents of a core course on soft skills, which could be applied as is or together with a more general course (on projects, on ethics, on management, ...). This course sheet intends to help in introducing soft skills into University programmes.

The main framework is that the public are undergraduate students, with background at different disciplines, but they have not necessarily developed their soft skills.

The objective is that students take consciousness that the individual and collective development of their professional and personal life is based on both technical skills related to their professions and soft skills related to their way of interaction. This leads to two fundamental ideas:

1. The society, i.e. people that conform it, have problems that professionals can solve using their knowledge (technical skills) but detecting them by non-technical (soft) skills: by resolving or mitigating problems of the Society in which he/she frames, not to create new ones.
2. The professional activities have direct influence in the own society, in how people live or in how they relate. This influence has to go accompanied of ethical responsibility.

The proposal is to put the students in front of different situations that they have to face, and to provide them with psychological and methodological tools that allow them to face such situations. All these situations have to be related to one or more of the soft skills defined and structured by the ET 2020 PLA's report on "Developing future skills in education" released by DG Education and Culture in February 2016. The selection of the specific skills responses to a large international survey among employers and University students (who are going to be employees in the next future).

Number of ECTS allocation

Depending on the University the course is implemented, the number of ECTS could vary. It will contain a basic scheme for 5 ECTS, but it could expand by promoting the exploration of more ambitious projects.

This 5 ECTS relate to around 125 hours. The proposal is to divide this time in 20 hours face to face, 36 hours of e-learning and completed by autonomous work (this means individual study or, preferably, team work).

Mode of delivering

The course is defined for a mixed delivering: face-to-face, e-learning, and autonomous work. The proposal to combine the modes reveals as a success considering the pandemic situation (Covid-19, 2020-2021) experimented during the development of the project.

Objectives of the course unit

1. Transfer of basic knowledge on four soft skills as a tool for improving the student's professional performance and his ability to be inserted in a company and even in the society.
2. Familiarize students with the effect of soft skills by testing some of them in small teams.
3. The students work in disciplines different than their backgrounds, work in a team and develop tools to solve difficulties.

Skills or competences to be acquired

The following is a list of skills or competences that the students would potentially acquire as doing the course. Depending on the program in which the course develops, the lecturers in charge must decide the more adequate ones and select those to emphasize.

The core skills, which will be common to all the students, are:

- Team work
- Interpersonal communication
- Time management
- Critical thinking
- Analytical thinking
- Creative thinking
- Decision making
- Problem solving

Additional competences could be added at local programmes.

Learning outcomes

A collection of learning outcomes, adaptable to the program in which the course inserts is listed in the following lines. After completion of the course, the student is able to:

- Apply the principles of work in a team.
- Manage the times needed to perform different tasks within a project.
- Apply techniques to face a problem and to solve it.
- Analyse a problem with methodical techniques.
- Make reflections on a situation considering different possibilities and criticising the foundations of all of them.
- Make decisions taking into account advantages and disadvantages of all options.
- Provide ideas and solutions with creativity.
- Communicate with other people and to maintain group meetings in an efficient way.

Contents

The course will have four modules focused on the following category of soft skills- 1 cognitive, 2 methodological and 1 social, as classified by the ET 2020 PLA's report on "Developing future skills in education" (released by DG Education and Culture in February 2016). The configuration of the modules will be as follows:

- Module 1: Organization skills
 - Team work
 - Time management

- Module 2: Creativity skills
 - Interpersonal communication
 - Creative thinking
- Module 3: Problem analysis skills
 - Critical thinking
 - Analytical thinking
- Module 4: Solution skills
 - Decision making
 - Problem solving

Each module combines two skills from different categories, being covered three cognitive, three methodological, and two social skills.

The course agenda will content the following items:

1. General theoretical contents on each selected soft skill

This section will provide the students with some knowledge about each of the considered soft skills within the course: historical facts, theories, proposals, and so on. This could be done by using e-learning tools.

2. Team construction

Lecturers will create groups of four to seven students. This could be made letting the students to group by themselves, at their better preference; or drawing the groups randomly; or by using the results of a simple psychological test done by the students during the first session, trying to organise balanced teams; or by any other procedure.

3. A case-forum on a specific situation related to each selected soft skill.

The proposal is to face the student in front of a situation (ideally real-world, and better if related to students' experience) and force them (individually or in group) to provide a solution, suggestion, proposal or something that could help in dealing with such a case. The idea is that the students take conscious of each soft skills even before they know this is a soft skill and this has a specific name.

Some examples of cases will be provided previously to implementation.

4. Team work

To be considered as autonomous work (i.e. work developed out of the classroom, with some supervision by lecturers but with several time of autonomous student activity).

Each group of students prepares a work providing a solution to a case, identifying the soft skills they need to incorporate and the importance of each of them.

An online platform could help to those groups unable to meet face to face, or to all of them as a repository, a meeting point to share ideas and solutions, and a support for collaborative creation of the documents.

The groups will document the result of this activity through reports or through an online service such as forum or wiki. Besides, they will produce a presentation to all mates. The results will be evaluated based on agreed-upon rubrics.

The interaction with the lecturers would be face-to-face, and through forums during the research of information, and by email for the exchange of ideas.

Planning

As a general definition, the course will equal 5 ECTS. Depending on local programs, there could be more ECTS assigned to the course, which would be used to go further into the methodology, or going through deeper or more ambitious projects.

Each student will be with the lecturers, in class or seminars, for 20 hours. Besides, the theoretical contents will take 32 hours of e-learning activities. Depending on the local program total charge of hours, the students have to dedicate different efforts to complete the autonomous hours outside the classroom (or in-classroom without a lecturer), and then the total hours of the course. Obviously, the more hours, the deeper the solution is expected to be.

So, at the course sheet only the face to face hours will be defined, being the two last columns open for adapting to local programs.

Activity	Face to face	e-learning	Autonomous work
Introductory activities	2		
Classroom work: cases related to soft skills (2 hours each skill)	16		
Tutorials on soft skills: history, theories, applications (4 hours each skill)		32	
Team projects			L.P. (min. 73)
Project presentations	2		
TOTAL HOURS	20	32	73+

**L.P. indicates that the number or hours depends on local programs.*

The methodologies used at each activity are broadly explained along next section.

Methodologies

There are different methodologies to apply during the course development, for students to acquire the proposed competences:

- Introductory activities

The lecturers introduce the objectives of the course and some practical hints on soft skills and team working. Besides, the team construction will be part of this activity.

- Classroom sessions

These sessions will combine explanation and proposals provided by the lecturer with case-working groups or even debates involving all the students, in order to deepen through the soft skill to be presented and understood. This part will consist of four sessions of four hours each (or, alternatively, eight sessions of two hours each).

The classes are expected to be based on active learning, moving the students to do different activities and not only to be receivers of information.

- Soft skills training

Students receive a training on the different soft skills involved along the course. The lecturers give special attention in clearly providing contents by specialized authors, clear definitions, use of each skill along the history and application cases. This is provided by e-learning methods.

- Projects/meeting with tutors

Students, in small autonomous teams, develop one larger project, taking into account the acquired knowledge.

This is the core of the course: the team of students must address a project, related to skill proposed either by them or by faculty members. During the duration of the course, the team members must work in close cooperation to achieve the objectives of the project. The supervision is such that a weekly (e-mail, forum, face-to-face) will take place with lecturers in charge.

At the end of the course, all members of the team must be able to present its project to the mate in both oral and/or poster sessions. Alternatively, lecturers could ask the students to record a video on their project, in order to be assessed by lecturers and, perhaps, their mates.

- Presentations/exhibitions

Every team must present its project to the rest of the students (alternatively, a video is recorded). The oral presentation can be made by one or more members of the team, and must include evidences to show proof of the work developed and achieved results. At the end of the presentation, all members of the group must be available for qualification and assessment. The session requires the presence of all members of the team.

When possible, the presentations could be performed during a workshop or a trade show, inviting people from industry and social movements of the University environment to attend it and also to give insight to the proposals.

Assessment

Ideally, this evaluation will be made by lecturers and by peers: 50% done by lecturers, 50% done by peers. Whether there are local regulations that prohibit the assessment by peers, all 60% of the final mark would be decided by the lecturers

The project evaluation will be performed by means of previously published rubrics, which will be applied by the lecturers and, when possible, by the other students (peers' assessment). The rubrics for evaluation will be published during the first two months of teaching the subject, and they are based on those provided in the document "Evaluation form".

Recommended and required readings

Materials provided by UNIFORS Intellectual Outputs 3 and 4 (IO-3 and IO-4) will be used for developing the different sessions of the course.

Besides, the lecturers in charge of each team will provide or will help in collecting the information the students need to develop their projects.

Evaluation

General description of evaluation procedure

The evaluation of the soft skill training course will be made in a combination of marks given by the lecturers and pairs assessment by the other students. In countries where national legislation would not allow pairs assessment, lecturers will provide the full final marks.

As autonomous work, students will develop a solution to a case studio, done in teams. Then, they will record a short video explaining their insights and the solution they propose.

After that, lecturers and student mates will watch the videos and provide marks applying the rubric in the next section.

Besides, students will be asked to fill a satisfaction survey on the contents and development of the course.

Evaluation rubric

Each lecturer and student will assess the solution presented by the participants in the course taking into account the acquisition and incorporation of the different soft skills involved in the course. Each soft skill acquisition is marked in three levels, so each of them would receive 0 points (if no trace of this soft skill is present along the solution provided) or 1 to 3 points regarding the description provided in the rubric below.

Soft skill	Acquisition level		
	1	2	3
1a.Team working	Students were able to work together in a group	Students constructed a team and coordinated the different roles of the individuals	Students worked in a team, coordinating roles, and they realized the usefulness of this way of working
1b.Time management	Students were able to analyse the way they use their time	Students were able to identify the different tools that can help them to manage their time	Students were able to use classic tools and digital tools to manage their time
2a.Interpersonal communication	Students are able to identify the different types of communication.	Students can define the characteristics of communication and to understand the importance of effective communication.	Students are able to communicate in an effective way.

Soft skill	Acquisition level		
	1	2	3
2b.Creative thinking	Students are able to understand the importance of group work in a spirit of openness and tolerance to the most diverse and original ideas.	Students are able to appropriate the spirit and the method of the creativity techniques.	Students are able to use creativity techniques, with confidence within a group, to provide original solutions to a given problem.
3a.Critical thinking	Students were able to define and understand the concept of critical thinking.	Students were able to identify and use critical thinking skills, processes and techniques that will assist them in their personal lives and careers.	Students develop their ability to investigate and evaluate thinking from different viewpoints; also, identifying, analyzing and formulating solutions to problems as they arise.
3b.Analytical thinking	Students were able to think in orderly and analytical way	Students correctly identified the issue of the given task requiring a solution and hypothesized	Students collected information necessary to solve a task, analyzed it and drew logical conclusions
4a.Decission making	Students were able to define and understand the sources of the most common difficulties in the decision making process.	Students were able to define and understand the action of factors affecting the decision making process.	Students were able to use techniques that facilitate decision making process.
4b.Problem solving	Students were able to solve a problem giving a reasonable solution	Students give a solution based on following the steps given. They have specified some of the steps followed.	A whole definition of the problem solving resolution is given by the student team. They give a good description of every approach followed in the different steps of the problem solving process.

Satisfaction survey

The following survey will help in measuring the satisfaction of each participant in the course:

QUESTION N° 1: Age

QUESTION N° 2: Sex

QUESTION N° 3: Current degree

QUESTION N° 5: Employment situation

QUESTION N° 6: Place of residence / work (indicate country)

Training quality questionnaire: Rate the following aspects of the course using a score scale from 1 to 4 (1 lowest score and 4 highest score).

Course organization

QUESTION N° 7: The course has been well organized (information, meeting dates and times, material delivery)

QUESTION N° 8: The number of students in the group has been adequate for the development of the course

Course Contents

QUESTION N° 9: The contents of the course have responded to my training needs

QUESTION N° 10: There has been an adequate combination of theory and practical application

Duration and schedule

QUESTION N° 11: The duration of the course has been sufficient according to its objectives and contents

QUESTION N° 12: The schedule has favoured course attendance

Trainers / Tutors

QUESTION N° 13: The way of teaching or tutoring the course has facilitated learning

QUESTION N° 14: The trainers / tutors know the topics taught in depth

Didactic means (guides, manuals, files ...)

QUESTION N° 15: The documentation and materials delivered are compressible and adequate

QUESTION N° 16: The didactic methodology is updated

Installations and technical means (whiteboard, screen, projector, TV, video, computer, programs, machines, tools ...)

QUESTION N° 17: The classroom, workshop or facilities have been appropriate for the development of the course

QUESTION N° 18: The technical means have been adequate to develop the course content (computers, whiteboard, projector, TV, machines)

Only when the course has been carried out in the distance, e-learning or mixed mode

QUESTION N° 19: Tutorial guides and teaching materials have made it easy to complete the printed course, e-learning applications)

QUESTION N° 20: There has been sufficient support (individual tutorials, mail and distribution lists, teleconference, virtual library, search engines ...)

Mechanisms for learning assessment

QUESTION N° 21: Evaluation and self-assessment tests have been available that allow me to know the level of learning achieved (the answer is yes or no)

Course overall rating

QUESTION N° 22: It can contribute to my incorporation into the labour market

QUESTION N° 23: It has allowed me to acquire new skills / abilities that I can apply to a job position

QUESTION N° 24: It has improved my possibilities to change jobs in or outside the company

QUESTION N° 25: I have expanded knowledge to progress in my professional career

QUESTION N° 26: It has favoured my personal development

QUESTION N° 27: Degree of overall satisfaction with the course

QUESTION N° 28 (OPTIONAL): If you wish to make any suggestion or observation, please use the space reserved below

Module contents

Each module consists of a PowerPoint presentation for a 2.5-hour session and a Word document with the online contents for the blended course. All documents are prepared in various languages:

- Contents in English (core contents)
 - All the other contents are translations of this basic version.
- Contents in other partners' languages:
 - French, done by HEPL.
 - Polish, done by UWM.
 - Portuguese, done by PPorto.
 - Romanian, done by RAU.
 - Spanish, done by UVigo and Método.

Cases of study

INFALIA was on charge of describing different use cases, and they provided the following material for team working, as examples of other cases that could be developed in the future by each lecture teams:

- **LOW MOTIVATION AND JOB SATISFACTION**
 - *Description:* Generally, employees want to do a good job. Their intention is to become a valuable member of the organization, and hopefully, impress their managers and customers in the process. However, some managers may unintentionally fail to notice the effort and contribution that their staff puts forward. Yet, intentional or not, employees who feel underappreciated tend to become disengaged and even dissatisfied with their job.
 - *Roles:*
 - Employees
 - Managers
 - *Requirements:* Needed motivation enhancement methods
 - *Steps:* Managers may not be as attuned to their subordinates' work as the employees themselves. Employees should keep their superiors up-to-date on their accomplishments (**Interpersonal communication**). For example, an employee who created a top ad campaign which pleased an important client may want to gently remind their boss of their achievement and how it positively impacted the department and company (**Verbal communication**).
 - *Alternatives:* New **teamwork** guidelines from the manager
 - *Issues:* Employees, however, should not expect to be recognized for every small task they complete (e.i., submitting a report a day early).
 - *Soft skills included:*
 - Interpersonal communication
 - Verbal Communication
 - Teamwork
- **INTERPERSONAL CONFLICT**
 - *Description:* Although we may try to please everyone, sometimes we encounter an individual with whom it's difficult to find common ground. Whether colleague, superior, or subordinate, when professional viewpoints don't fit together, productivity and efficiency often suffer.
 - *Roles:*
 - Employees
 - Teams
 - *Requirements:* Fruitful collaboration between group members is important
 - *Steps:* Deal with the individual by speaking to him or her in a neutral, non-accusatory tone (**Positive Attitude**). Try complimenting the individual on their hard work, and when the time is right, ask if you can set time aside to calmly settle your differences and discuss what might be the best way to go forward (**Accepting feedback**).
 - *Alternatives:* **Conflict management** by the manager
 - *Issues:* Some skills related to teamwork include the ability to negotiate with others, and to recognize and appreciate diversity in a team. Another related skill is the ability to accept and apply feedback from others.
 - *Soft skills included:*
 - Positive Attitude
 - Accepting feedback
 - Conflict management

- **TIME MANAGEMENT**
 - *Description:* There's no question that the pace of the modern workplace can be overwhelming. According to Udemy's 2018 Employee Experience Report, half of the survey respondents (and 53% of managers) said they could improve their time management skills. And while the number of productivity tools like email, chat, and online collaboration spaces has proliferated in recent years, 37% of respondents said that these tools can be great "sometimes, but not always."
 - *Roles:*
 - Employee
 - Managers
 - *Requirements:* Lack of Time management strategy and methods
 - *Steps:* Help your employees improve their time management through MOOCs for Business courses like **Productivity** and **Time Management** for the Overwhelmed. In this courses, a three-pronged approach to time management is proposed: First, it looks at the factors that lead people to feel overwhelmed and procrastinate. Second, it helps learners build a foundation with fundamental habits that increase productivity. Finally, it offers proven tricks and hacks that will make a dramatic improvement in **productivity**.
 - *Alternatives:* **Self-driven** learning by the employee
 - *Issues:* Series of courses and lectures
 - *Soft skills included:*
 - Productivity
 - Time management
 - Self-driven decision
- **LACK OF TRAINING**
 - *Description:* It is sometimes the case that employees feel that they did not receive either enough or the proper on-the-job training to perform at their best level.
 - *Roles*
 - Employees
 - Training department
 - *Requirements:* Need for systematic training
 - *Steps:* Employees should call to the attention of their superiors their desire to undergo training in specific areas, and ask for options in receiving additional instruction (**Communication skills, Design Learning, Critical Thinking**).
 - *Alternatives:* **Self-driven** learning by the employee
 - *Issues:* Needed for systematic life-long training program
 - *Soft skills included:*
 - Communication skills
 - Design Learning
 - Critical Thinking
- **LACK OF LEADERSHIP**
 - *Description:* **Conflict resolution** skills are required for a wide range of positions across many job sectors. This requirement is based around the fact that conflict tends to reduce productivity and create a difficult work environment, leading to unwanted turnover in staff and reduced morale. Individuals who are able to

resolve conflicts are often excellent mediators, rational, and able to manage difficult personalities from a place of empathy.

- *Roles:*
 - Managers
- *Requirements:* Fruitful collaboration between group members is important
- *Steps:* While not every job opening is a **leadership** role, most employers will want to know that you have the ability to make decisions when push comes to shove, and can **manage situations** and people. The ability to step up to the plate in a difficult situation and to help to resolve it is something employers look for in prospective employees
- *Alternatives:* **Delegation** and enforcing of the management teams
- *Issues:* Needs time to adapt the new methods and strategies
- *Soft skills included:*
 - Conflict resolution
 - Leadership
 - Manage Situations
 - Delegation methods

Results

The practical implementation of the IO3 included as results two short term joint staff training events, C1 in Felgueiras (Portugal) and C2 in Vigo (Spain), five local blended courses in Liege (Belgium), Olstyn (Poland), Felgueiras (Portugal), Bucharest (Romania) and Vigo (Spain), taught in local languages, and one international study program in Liege (Belgium) attended by eight students from each University partner. In this section there is a summary of each of these activities.

Short term joint staff training events

C1. Felgueiras (Portugal)

The training staff event was developed in PPORTO, campus de Felgueiras, in September-October 2019, following this schedule:

Schedule	Date	Working sessions	hours
09:00-11:00	Sept, 30 th	Module 1a	2
11:00-13:00		Module 1b	2
15:00-17:00		Module 2a	2
17:00-19:00		Module 2b	2
09:00-10:45	October, 1 st	Module 3a	2
11:00-13:00		Module 3b	2
15:00-16:45		Module 4a	2
17:00-19:00		Module 4a	2
	October, 2 nd	Discussion	2
TOTAL HOURS			18

The total number of participants were 14, being all of them lecturers from the academic partners and also staff from the company partners:

- Teresa Barros (PPORTO)
- Vitor Braga (PPORTO)
- Manuel Caeiro (UVIGO)
- Enrique Costa (UVIGO)
- Iñigo Cuiñas (UVIGO)
- Daniela Firoiu (RAU)
- Almudena González (Metodo)
- George Ionescu (RAU)
- Edita de Lorenzo (UVIGO)
- Philippe Parmentier (HEPL)
- Brigitte Plescia (HEPL)
- Karolina Szturo (UWM)
- Ioannis Tsampoulatis (Infalia)
- Karol Wojtowicz (UWM)

C2. Vigo (Spain)

The training staff event was developed in UVIGO, campus de Vigo, in February 2020, following this schedule:

Schedule	Date	Activity (modules)	hours
09:30-11:30	Feb, 5th	Time management	2
12:00-14:00		Interpersonal communication	2
15:00-17:00		Team work	2
17:00-19:00		Online work on previous modules	2
09:30-11:30	Feb, 6th	Problem solving	2
12:00-14:00		Critical thinking	2
15:00-17:00		Anlytical thinking	2
17:00-19:00		Online work on previous modules	2
09:30-11:30	Feb, 7th	Creative thinking	2
12:00-14:00		Decision making	2
15:00-17:00		Online work on previous modules	2
17:00-19:00		Final remarks and certificates	2
TOTAL HOURS			24

The total number of participants were 20, being all of them lecturers from the academic partners and also staff from the company partners:

- Vitor Braga (PPORTO)
- Manuel Caeiro (UVIGO)
- Enrique Costa (UVIGO)
- Iñigo Cuiñas (UVIGO)
- Manuel Fernández Iglesias (UVIGO)
- Daniela Firoiu (RAU)
- Manuel García Sánchez (UVIGO)
- Itziar Goicoechea (UVIGO)
- Almudena González (Metodo)
- George Ionescu (RAU)
- Edita de Lorenzo (UVIGO)
- Amelie Louwette (HEPL)
- Philippe Parmentier (HEPL)
- Ioanna Patrichi (RAU)
- Brigitte Plescia (HEPL)
- Verónica Santalla (UVIGO)
- Karolina Szturo (UWM)
- Ioannis Tsampoulatidis (Infalia)
- Bogdan Włodarczyk (UWM)
- Karol Wojtowicz (UWM)

Local blended courses

The COVID-19 pandemic exceptional sanitary situation in 2020 and 2021 conditioned the evolution of the local blended courses. However, all partners did their best to perform the local training events and to select their eight representative students to participate in the International Study Program at Liege.

Liege (Belgium)

The local course in Liège consists in 2 sessions organized online with TEAMS (the face-to-face taught modules were “Time management” by Brigitte Plescia and “Creativity” by Phillipe Parmentier). One session took place on the 15/12/2020 from 8h15 to 13h30. On the 16/12/2020, an online session was organized with the 8 modules. Evaluation’s survey took place after face to face and online course.

After that, students had to solve alone a small case study and presented it during a face to face session on the last week of January 2021, after the exams. The commission was composed of 4 members: The rector of university or a representative, Phillipe Parmentier, Head of International relations, Amelie Louwette, Professor, Brigitte Plescia, Professor. After the oral presentation of the case study, according to their performance and their level of English, the 8 best students were chosen for participating in the International School.

20 participants joined the program. An official call was made in February 2020, and a second one was made in November 2020. We got 60 applications from all knowledge area from Haute Ecole de la Province de Liège: 12 000 students were approached. Students were asked to provide a curriculum vita, a cover letter and an official certificate of level of English. After that we asked them to make a 2 minutes’ video (they are all in a MS Teams session).

(<https://teams.microsoft.com/l/team/19%3a5c3b95eed208484fa16325dea9d8bb5f%40thread.tacv2/conversations?groupId=d6197be1-7bcf-4001-ab8b-7b11b04f9710&tenantId=40f5a870-cf58-4663-9ebd-dab2becb898d>)

We asked them to record a 2-min long introduction video answering these three questions: who are you, what are your inner motivations and what do you expect from the project experience. It’s from these different elements that selection for the International School was made.

Olsztyn (Poland)

The local course in Olsztyn was composed of two face-to-face modules: Analytical thinking (by Karolina Szturo) and Decision making (by Karol Wojtowicz). Due to the restrictions related to the pandemic situation, the course was held online through the MS Teams platform on November 26, 2020. After face-to-face sessions, within November 27th and December 6th, 2020, the online course was held on the Método educational platform. An online session was organized with the 8 modules. After the online course, evaluation’s survey took place.

Although 26 students from various fields of study signed up for the course, finally 17 of them attended the face-to-face course and, then, the online course.

Recruitment for the course was organized within October 18th and November 8th, 2020. Candidates filled in the recruitment form available on the UNIFORS website. The online recruitment form included personal data, information about the field of study, English language level, as well as a cover letter (containing justification for participation in the course).

From the thirty-seven students that attended the course, twenty were ranked to keep the first eight in order to take them to Intensive Study Program in Belgium between the 27th September and the 2nd October. Yet, in the meeting in Greece we were told that it was possible to take three more students in order to spend the mobility grants that were not spent before.

The 11 selected students were accompanied to Liège (Belgium) by Teresa Barros and Vitor Braga.

Bucharest (Romania)

The local course in Bucharest was scheduled initially, according to the established methodology, to be composed of two face-to-face sessions (related to the first and last session, teamwork and problem solving) and eight online modules provided by the Método learning platform and individual solving of a case study. Due to the restrictions imposed by the Covid-19 pandemic, and because face-to-face classes have been suspended for a long time, face-to-face scheduled student work sessions have been replaced by online training sessions, conducted through the MS Teams platform on which Romanian-American University students currently carry out their activity.

According to the selection methodology agreed by the partners, the first stage of the recruitment procedure included an assessment of the submitted application documents in formal and legal terms. An evaluation commission (composed of Vice-Rector Lucian Botea, Prof. George Ionescu and Prof. Daniela Firoiu) evaluated the candidates on the basis of a cover letter, language level, interview and then prepared a list of 16 candidates qualified for the training and 4 candidates for the reserve list. For Soft Skills Blended Training, a number of 17 students from various fields of study within Romanian-American University have registered, for which 16 eligible students have been selected.

The course was scheduled to take place between 12th of November 2020 and 18th of December 2020. On 19th of December 2020, a test was scheduled to verify the knowledge gained by students during the learning modules. The local course in Bucharest consisted of 2 sessions organized online with MS Teams platform. Each time there was a short presentation for each of the 8 modules. For the remaining time the students used the learning platform provided by Método, where they could find all the theory, case studies and surveys.

Evaluation's survey took place after the online courses and the students had to write down the answers to a few questions. After that, students had to solve alone a small case study and to present their results during an online Teams Session on 19th December 2020. The commission was composed of 3 members: Prof. Daniela Firoiu, Prof. George Ionescu and Dr. Ioana Patrichi.

In the second stage of recruitment students were selected for the Intensive Study Program in Belgium. The selection of the participants to the Intensive Study Program has been made based on the results achieved during the evaluation of the Soft Skills Blended Training. According to the selection methodology, 8 candidates and 2 reserve persons were selected.

The recruitment process has been conducted fairly and on equal terms for all candidates, and an equal participation between female and male students has been taken into account.

Vigo (Spain)

The local course in Vigo consisted of two face-to-face sessions (related to first and last sessions, *Team working* and *Problem solving*), eight online modules provided by Método's learning platform, and the individual resolution of a study case. The organization was supported by

Moovi, the Moodle platform of the University of Vigo. During the project activities, two editions of the course were held.

The first edition of the course began on November, 2nd 2020, and ended on December, 15th 2020. 21 participants joined the program, which was completed by 18. There was an open call for all students of the University, and they came from all knowledge areas and from the three campuses of the institution, located in Vigo, Ourense and Pontevedra. The blended organization helped the participation of students from those other campuses.

Regulations limiting the mobility among cities in our region were dictated just two days in advance the beginning of the course due to covid-19 expansion, so the attendance to the face-to-face sessions were not strictly controlled.

The course was taught without important problems. It was the first time among all partners that the online course was delivered, and students adapted easily to Metodo's platform. Students that completed the course was assessed in basis on their individual solutions to the case of study, and these marks are used for the selection for the International School. The assessment commission was made by professors Iñigo Cuiñas and Itziar Goicoechea.

In April 2021, a second edition of the local course was approved by the Rectorate, and students' enrolment was performed along May 2021. 22 participants joined the program, which was completed by 15. The evolution of the course was similar to first edition, so no additional comments should be included.

Both editions of the local course were included in the Complementary Course Program of the University of Vigo. Then, all students that completed the course received the corresponding certificate signed by the Vice-Rector of Academic Affairs. Of course, as the courses were activities included in UNIFORS 2020 project, they were free of charge for the students (even most of the Complementary Courses are paid separately).

An official call for travel grants to participate in the International Study Program was launched by a Rector resolution signed on November 15th, 2020, establishing the conditions for selecting 8 students based on the performance on the local course, the resolution of the study case, and also on language knowledge and academic performance. A three people commission was nominated to apply this criteria, including a representative of the Vice-Rector for Internationalization. However, after International School was delayed to June 2021, a new call was prepared in January 2021. Again, the final delay of the International School to September 2021, forced the annulation of the previous calls and a new call (open to students of both editions of local course) was launched in May 2021. A commission constituted by Prof. Iñigo Cuiñas, local coordinator of the project, Assoc. Prof. Itziar Goicoechea, participant in the project, and Mrs. Eva Garea from International Project Office, as representative of the Vice-Rector for Internationalization, selected the students to participate in the International School.

International Study Program

The ISP was held in Liege from 26th September to 2nd October 2021, and is organized in the basis of a hackathon. The students received some previous ideas regarding the intensive week:

- HACKATHON comes from the USA and was created in the 1990s. Its name comes from the contraction of "Hacker" and "Marathon". Originally, the "Hackathon" applied to the field of computing: it is about decoding a computer system as quickly as possible.
- Anything is possible, as long as we break the codes, thanks to collective intelligence, to come up with innovative ideas and solutions. Today, it has become a type of trendy event where several teams compete in intensive sessions to come up with the best solution to a given problem in a limited time, usually 24 or 48 hours (72 hours).
- Teams can be made up of collaborators and include creative personalities from outside the organisation. A hackathon always ends with a presentation of the strategies put forward by each team to a jury of experts, a jury deliberation and finally the announcement of the winning team. One of the main motivations of the participants is the reward that will be given to the winning team.
- In addition to these sessions, it is common to organise a number of inspiring and entertaining workshops during the event. (In our case these will be the activities organised by the students for the 8 groups created at the start of the week).

Program of the ISP

The program, proposed by HEPL team and discussed among all members during the Thessaloniki meeting in August-September 2021, combined workshop sessions and team work activities, was as follows:

Sunday 26 th September
<p>Arrival and transport to Wégimont (students) and Liège centre (teachers)</p> <ul style="list-style-type: none"> • 12.00-18.30: Ice breaker Activity by the Unifors Belgian Student Team Members <u>Contacts:</u> Lara and Tom • 19.00-19.30 : Dinner at « La Plume », <u>Address</u> : rue de l’Egalité 476, 4630 Soumagne
Monday 27 th September
<p>OPENING:</p> <ul style="list-style-type: none"> • 9.00: Introduction to the UNIFORS 2020 Project by Brigitte Plescia • 9.15-9.45: “Intercultural Relations, the Key to your success” (all) by Philippe Parmentier • 10.00-11.15: National presentations by students (10-15 minutes) • 11.15-11.30: Coffee break – Student Self-Assessment Evaluation on Infalia Webpage <p><u>DAY 1: ORGANISATION SKILLS</u></p> <ul style="list-style-type: none"> • 11.30 - 13.00: Module 1/2 (face to face): Time management (Teams 1 to 4) / Teamwork (Teams 5 to 8) • 13.00-14.00: Lunch • 14.00-15.30: Module 2/2 (face to face): Time management (Teams 5 to 8) / Teamwork (Teams 1 to 4) • 15.30-16.30: Company session by Christine Beyer, HR Manager & Project Manager Benelux – Certified Business Coach and Support and Advisor in Change Management. • 16.30-16.45: Coffee break • 16.45-17.15: Presentation of the 4 Business Case Studies by Ioannis Tsampoulatidis, Infalia. <p>Our Business Partners are:</p> <ol style="list-style-type: none"> 1. DHL with Cindy Muyters, VP Head of SSC Maastricht, DHL Finance Service BV and DHL Express Global Head of Key Account Desk

<ul style="list-style-type: none"> 2. Gaming one with Ophélie Demoulin, Employer branding, Corporate lifestyle, Marketing and Communication. 3. Technifutur with Carole Demoulin, Human Resources Manager 4. Prayon with Philippe Bertin, Chief Corporate Services Officer <ul style="list-style-type: none"> • 17.15-17.45: Free time • 17.45-18.45: Soft Skills Cup: Activity #1 by the Unifors Belgian Student Team <p><u>Contacts:</u> Dhia, Nathan</p> <ul style="list-style-type: none"> • 18.30: Dinner
Tuesday 28 th September
<p>DAY 2: CREATIVITY SKILLS</p> <ul style="list-style-type: none"> • 9.00-10.30: Interpersonal Communication (Teams 1 to 4) / Creative Thinking (Teams 5 to 8) (face to face) • 10.30-10.45: Coffee break • 11.00-12.30: Case study teamwork • 12.30-13.30: Lunch • 13.30-15.00: Interpersonal Communication (Teams 5 to 8) / Creative Thinking (Teams 1 to 4) • 15.00-16.00: Company session by Peter GIJBELS, HR and Talent Director, NMC and M. COOPMAN, HR Manager chez Inductotherm Group • 16.00-16.15: Coffee break • 16.30-17.30: Soft Skills Cup: Activity #2 by the Unifors Belgian Student Team. <p><u>Contacts:</u> Marie, José.</p> <ul style="list-style-type: none"> • 17.30-18.30: Case study teamwork • 18.30: Dinner
Wednesday 29 th September
<p>DAY 3: PROBLEM ANALYSIS</p> <ul style="list-style-type: none"> • 9.00 - 10.30: Analytical thinking (Teams 1 to 4) / Critical thinking (Teams 5 to 8) • 10.30-10.45: Coffee break • 10.45-11.45: Case study teamwork • 11.45-12.30 : Free time • 12.30-13.30: Lunch • 13.30-15.00: Analytical Thinking (Teams 5 to 8) / Critical Thinking (Teams 1 to 4) • 15.00-16.00: Company session by Dounia Czorniak at EVS • 16.00-16.30: Coffee break • 16.30-17.30: Soft Skills Cup: Activity #3 by the Unifors Belgian Student Team <p><u>Contacts:</u> Joyce, Nicolas.</p> <ul style="list-style-type: none"> • 17.30-18.30: Case study teamwork • 18.30: Dinner
Thursday 30 th September
<p>DAY 4: RESOLUTION SKILLS</p> <ul style="list-style-type: none"> • 9.00-10.30: Problem solving (Teams 1 to 4) / Decision making (Teams 5 to 8) • 10.30-10.45: Coffee break • 10.45-11.45: Case study teamwork • 12.30-13.30: Lunch • 13.30-15.00: Problem Solving (Teams 5 to 8) / Decision Making (Teams 1 to 4) • 15.00-16.00: Company Session (by P.-L BEFERA, Sabena Aerospace) • 16.00-16.30: Coffee Break • 16.30-17.30: Soft Skills Cup: Activity #4 by the Unifors Belgian Student Team (all) • 18.30-20.00: Dinner and Soft Skills Cup Winners • 20.00 – ... : Case Study Teamwork : Final working session

(coaching by Christelle PAIRON and Laura BRANDT)
Friday 1 st October
<ul style="list-style-type: none"> • 8.00: Bus departure from Wégimont • 9.00-9.30: Breakfast at the HEPL Erasmus house, <i>Jemeppe (Liège)</i>, transfer by bus • 9.30-10.00: Opening Session by the Institutional Authorities and Local Partners • 10.00-12.30: Business Cases studies Oral Defense (<i>8 international student teams</i>) • 12.30-13.00: Awards Ceremony • 13.00-15.00: Interactive Company Session Walking Dinner • 15.15: Departure to Liège City Center (by bus) • 16.00-18.30: Liège Guided Tour • 18.30-19.00: Dinner at the Brasserie Curtius, Liège • 01.00: Bus transfer for the students to Wégimont
Saturday 2nd October
Departure

Study cases

The cases of study were provided by different companies from Liege area. They were the following:

1. **DHL** with **Cindy Muyters**, VP Head of SSC Maastricht, DHL Finance Service BV and DHL Express Global Head of Key Account Desk
2. **Gaming one** with **Ophélie Demoulin**, Employer branding, Corporate lifestyle, Marketing and Communication.
3. **Technifutur** with **Carole Demoulin**, Human Resources Manager
4. **Prayon** with **Philippe Bertin**, Chief Corporate Services Officer

Links to the cases studies : <https://unifors.infalia.com>

- **CASE 1** : **Prayon** with **Philippe Bertin**, Chief Corporate Services Officer
Description : Supporting Prayon's staff in the digital transformation by drawing up an inventory of individual digital skills and by organizing training adapted to each one to reach the expected level. This involves changing the culture and raising staff awareness of the challenges of this essential change. Prayon wants to implement a policy to avoid, as much as possible, the digital split.
- **CASE 2** : **Technifutur** with **Carole Demoulin**, Human Resources Manager
Description : Untill August 2020, Technifutur's HR department was specially dedicated to the payroll and administrative stuff with very limited activities in soft HR. Our HR Director wants to develop the missing soft domains such as recruitment & selection, on-boarding, learning & development, social relationships, employee value proposition etc., based on DiSC model®
- **CASE 3** : **Gaming one** with **Ophélie Demoulin**, Employer branding, Corporate lifestyle, Marketing and Communication.
Description : Gaming1 allows up to 50% remote working and have several tools to allow its employess to stay connected. Often,we organize as many social events as possible (BBQ - Teambuilding - Afterwork) so we can get together, but how can we strengthen the sense of belonging to the company among 450 employees in a hybrid workstyle?

- **CASE 4 : DHL with Cindy Muyters**, VP Head of SSC Maastricht, DHL Finance Service BV and DHL Express Global Head of Key Account Desk

Description : DHL wants to improve employee experience in a hybrid working set up, working both onsite and at home. We have the experience of working fully onsite and fully remotely but we also need to understand which challenges the hybrid model might bring along and which solutions we can put in place to mitigate possible issues.

Evaluation grid

The evaluation was made using a rubric, defined by consensus among all partners, covering three different areas. Reviewers are expected to provide feedback for each of the teams participating in the activity:

- Acquisition level (30%)
 - 1a. Team working
 - 1b. Time management
 - 2a. Interpersonal communication
 - 2b. Creative thinking
 - 3a. Critical thinking
 - 3b. Analytical thinking
 - 4a. Decision making
 - 4b. Problem-solving
 - Obs (Adequacy of the soft skills used to the case)
- Acquisition level (50%)
 - Fit
 - The product/service is loosely related to the problem presented.
 - Scale: 1 – not at all ... 10 – completely
 - The product/service addresses the problem presented in some core aspects but lacks aspects in execution to bring it to reality.
 - Scale: 1 – not at all ... 10 – completely
 - The product/service directly addresses the problem presented. Alternatively, the product/service develops a new idea that fits the hackathon goals well
 - Scale: 1 – not at all ... 10 – completely
 - Innovation
 - The solution proposed relies in technology or services already deeply established.
 - Scale: 1 – not at all ... 10 – completely
 - The solution adds a new twist on established solutions
 - Scale: 1 – not at all ... 10 – completely
 - The solution breaks ground and attacks the problem from a new perspective and provides a robust solution.
 - Scale: 1 – not at all ... 10 – completely
- Presentation (20%)
 - Structure of the content (30%)
 - Scale: 1 – not at all ... 10 – completely
 - Presentation of the subject (10%)
 - Scale: 1 – not at all ... 10 – completely
 - Use of the presentation methods (ppt, prezzi...)
 - Scale: 1 – not at all ... 10 – completely

- Answer to the question (oral speech)
 - Scale: 1 – not at all ... 10 – completely
- Correction of the speech and attitudes (15%)
 - Scale: 1 – not at all ... 10 – completely
- Time management in the presentation (10%)
 - Scale: 1 – not at all ... 10 – completely

Participants

The activity was led by HEPL team, concretely by Brigitte Plescia and Amelie Lowette.

Lecturers for each of the sessions came from the five involved universities:

Name	Surname	University	Module
Brigitte	PLESCIA	Haute Ecole de la Province de Liège	Time management
Philippe	PARMENTIER	Haute Ecole de la Province de Liège	Creativity
Manuel	RODRIGUEZ	University of Vigo	Team work
Enrique	COSTA	University of Vigo	Problem solving
Karol	WOJTOWICZ	University Warmia and Mazury	Decision making
Karolina	SZTURO	University Warmia and Mazury	Analytical thinking
Georges	IONESCU	Romanian American University	Critical thinking
Teresa	BARROS	Instituto Politecnico de Porto	Interpersonal comm.

Cases of study were coordinated by Yiannis Tsampoulatidis, from Infalia.

Assessment grid was coordinated by Almudena González, from Método.

A total number of 40 students, from the five universities of the project, enthusiastically participated in all proposed face-to-face activities during the intensive week.

Learned lessons

The learned lessons have been organised by modules:

- 1a. Team working
 - a. Students understand that team working is important to develop the different tasks within an organization.
 - b. Many students have confidence in natural or innate skills related to team working (as to many other social skills), and they now realise that one can trend team working abilities and techniques.
 - c. The practical activities, developed in face-to-face format, resulted to be especially important to incorporate the different techniques in the core knowledge.
- 1b. Time management
 - a. According to the culture and the age of the students they don't have the same point of view of what is a good time management is.
 - b. Life balance is not considered important for all young people. They want to work hard to have a good position in a company.
 - c. It's important to present different kind of tools and to show them (schedule/Calendar, Planner/organizer, To do list and check list, Activity logs, Diary, Macroplanning, Antiagenda), because everybody don't feel comfortable with the same tools.

- d. Principle and method of time management (Eisenhower matrix, Nerac method, CAP method to manage email) should be only envisaged in practical way using their own experience.
- e. All the students said that the online course was to learn and the face to face was to practice and remind the most important
- 2a. Interpersonal communication
 - a. The students mentioned the benefits of the course in order to a better interaction between people, companies, stakeholders;
 - b. The students also mentioned that in the beginning they were not able to see the point of some of the activities with balloons, for instance, but in the end, all became clear to them;
 - c. Some students mentioned that they sometimes felt interpersonal communication problems but they didn't know that it was possible to improve these skills with some activities;
 - d. In general, the students found the course of great interest.
- 2b. Creative thinking
 - a. Many times, students have difficulties to think "out of the box", or to provide ideas that are not strictly aligned with learnt concepts.
 - b. Students need to be confident when using their creativity: they have to feel that failing is allowed, and that there are not stupid ideas: all idea, even the maddest, could be the base for an amazing proposal, design, product or solution.
 - c. Working in teams, with specific tools for promoting creative ideas, they found a place in which creativity flourish.
- 3a. Critical thinking
 - a. In general, students mistakenly associate characteristics of critical thinking and creative thinking, needing a clearer separation of these different notions.
 - b. Students should be aware that critical thinking is an ongoing process and it is not the accumulation of facts and knowledge or something that you can learn once and then use in that form forever.
 - c. As long as students are aware that critical thinking can be approached in the form of a process, they can easily learn to use specific tools and can achieve significantly improved results in daily practice.
 - d. After completing the module dedicated to critical thinking, students became much more confident in their ability to apply the tools learned in practice, obtaining remarkable results.
- 3b. Analytical thinking
 - a. Special attention should be paid to discussing the methods and techniques of analytical thinking with particular emphasis on their usefulness in specific situations.
 - b. Students gain a broader perspective and the ability to rationally perceive events, as well as the ability to correctly interpret and infer on the basis of a large amount of information, facts and data.
 - c. Students tend to adopt the first solution they come across and have problems to explain what they were guided by when choosing a specific solution. They need to understand that analytical thinking is nothing

without the ability to argue effectively and the ability to convincingly present solutions and ideas.

- d. Students should be aware that they should develop their analytical skills continuously throughout their lives. Analytical thinking builds on experience and best practices to avoid mistakes in the future.
- 4a. Decision making
 - a. The students found that other soft skills such as analytical thinking, critical thinking, creativity, time management play an important role in the decision-making process.
 - b. Despite cultural differences, students found that being aware of the types of decisions helps and facilitates rise in skills to make the right choices.
 - c. Some of the students realized that complex decision-making can be viewed as a standardized process with defined steps.
 - d. Group decision-making differs from individual choices by many factors. Students identified both advantages and disadvantages of group decisions.
 - e. Students appreciated the workshops on the decision-making process, mainly due to the possibility of participating in activities and the possibility of discussing various points of view.
- 4b. Problem-solving
 - a. -Using groups improves problem solving, but because the students had similar age, even though they came from different countries, the solutions found were very similar.
 - b. -Students realized that jumping to the first solution is not adequate, some steps must be followed in order to solve a problem correctly.
 - c. -The student liked the logic vs creativity activity "The broken clock" as they had to think a lot and "outside the box", and created a competition to see who solves it first.
 - d. -Activities were highly appreciated by the students as they got the chance to work in groups and share different opinions.
 - e. -Students were able to relate some of the methods seen in this course with other explained in previous courses.
 - f. -Students found the problem solving course very interesting, specially the activities to review and practice the different methods seen in the online course.

Summary

The objectives of the Intellectual Output 3 were fulfilled during the extension of the project:

- Contents for a four module course were designed
 - Each module works on two related soft skills, selected from the results provided by IO1 and IO2 results
- Materials for teaching these modules were prepared and tested:
 - PowerPoint based presentations, for face-to-face workshops of around 2.5 hours per soft skills, were developed.
 - This corresponds to a total of 20 hours of face-to-face workshops.
 - A collection of proposed activities was also written for being included during the workshops.
 - Moodle based academic materials were also developed for each of the considered soft skill, allowing an online or a blended teaching.
 - All materials were designed in English and, then, translated into French, Polish, Romanian and Spanish, the local languages of the partner universities.
- Two training events for lecturers were celebrated in order to provide local lecturers with the skills to lead the different modules during workshops with students.
 - These events were also useful to improve the contents of the modules and to check the activities and materials.
- Local courses were delivered at each of the partner universities.
 - These courses were led by 2 lecturers.
 - At least 15 students attended each of these local courses.
- An International event, ISP organized by HEPL in Liege, attracted lecturers and students from all the partner universities.
 - Up to 12 lecturers participated in the ISP.
 - Up to 40 students attended the event.
 - The event followed a hackathon scheme, with challenges provided by stake holder companies.
- A collection of learned lessons has been extracted from the experience and summarized to be taken into account for next activities.