THE FINAL REPORT ON SKILLS AND COMPETENCES OF YOUTH - Italy

Zawartość

1. INTRODUCTION

This research is part of a Strategic Partnership involving Poland, Slovakia, Malta and Italy. This Strategic partnership aims to diagnose the problem of employability of young people and to reply to it effectively through cooperation, experience and information exchange, development of didactic materials (lesson and workshops scenarios for youth organizations, schools and universities), development of the audiovisual didactic materials.

This research is just the base of the workshops' scenario we will prepare and test with young people.

2. YOUTH COMPETENCES AS A KEY ELEMENT ON THE LABOUR MARKET

In the introduction to its "flagship initiative" the European Commission concisely formulate the main challenges and policy suggestions in the following way:

"Bridging the gap to the target will be no easy task. The crisis has bought the employment rate down to 69% and the unemployment rate up to 10%; […]. A skilled workforce is an essential asset to develop a competitive, sustainable and innovative economy in line with Europe 2020 goals. In times of budgetary constraints and unprecedented global competitive pressures, EU employment and skills policies that help shape the transition to a green, smart and innovative economy must be a matter of priority". [1]

First of all we have to reflect what are the "skills": a skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses. Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be useful only for a certain job. It means that we have different skills how many field we can recognize: Life skills, social skills, hard skills, soft skills but they blur and mix between them and we have to take care about this flexibility of definition.

We decided to concentrate on this last one, the "soft skills" as the key to help the transition and develop a competitive Europe.

Is hard to define what "soft skills" are and «the perception of what is a soft skill differs from context to context. A subject may be considered a soft skill in one particular area, and may be considered a hard skill in another. On top of it the understanding of what should be recognized as a soft skill varies widely. Knowledge in project management for instance is "nice to have" for an electrical engineer, but it is a "must to have" for a civil engineer. Training intercultural awareness might be useful for a chemist, but it is an absolute necessity for public or human resources management in societies of diverse cultures» (Bernd Schulz, 2008[2])

Wikipedia help us with the following definition: «Soft skills is a term often associated with a person's "EIQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, interpersonal skills, managing people, leadership, etc. that characterize relationships with other people. Soft skills contrast to hard skills, which are generally easily quantifiable and measurable (e.g. software knowledge, basic plumbing skills)» (Wikipedia, 2015)[3].

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[1] "New skills and job in Europe: Pathways towards full employment"- European Union 2012.
[2] Bernd Schulz – "The Importance of Soft Skills: Education beyond academic knowledge"; NAWA Journal of Language and Communication, June 2008.
[3] https://en.wikipedia.org/wiki/Soft_skills

Softs skills are hard linked with the relational behavior of people and are important because, usually, working life include other people. How to imagine to work alone? The new phenomenon of "impact hub" or co-working tell us how is important to connect with others daily in order to be more productive. But relations at work aren't so easy as it seams and it need to have the right means to multiply their positive effect and limit the risk and the obstacles that should occur.

As we told before, there are different definitions of soft skills and we have to make a choice about which one we would like to take in consideration for our research.

We merged three area of the big five personality traits, the emotional intelligence concept and main skills in it, the stress coping skills, the communication skills and some cognitive skills (quality orientation, planning and organizing and problem solving) because we considered it as the most important softs skills that transversally could be used in different working places.

In details, the ones on we will concentrate are the following:

- *Emotional intelligence*
  EMPATHY: Ability in recognize others' emotions;
  EMOTIONAL STABILITY: Competence in recognize and manage your emotion and control of impulses;
  ENERGIE AND MOTIVATION: The skill of motivate yourself and the others in activities, saving high level of energies.

- *Extroversion*
  ABILITY IN RELATION: This competence allow you to establish strong and positive interpersonal relations.
  FRIENDSHIP: Competence in cooperate and be friendly in a working group/team;

- *Conscientiousness*
  PERSONAL RESPONSIBILITY: ability to take responsibility and decision;
  INTEGRITY: attitude in be reliable, loyal and honest;

- *Cognitive skills*
  QUALITY ORIENTATION: is the attitude in details care and working to have a high level products/results;
  PLANNING AND ORGANIZING: ability in organizing in an effective way yours and others work and include an attitude in planning;
  PROBLEM SOLVING/LOGICAL-ANALITIC ABILITIES: competence that help you in solving problem in a systematic and rational way;

- *Openness to experiences*

  OPEN MINDING: Competence in been open minded about other cultures;

  CREATIVITY: Competence of creative and innovative way of thinking;

  CHANGE MANAGEMENT: be flexible in external dynamics, to look at changes in a curious and active way;

- *Stress coping skills*

  STRESS MANAGEMENT AND RESILIENCE: is the competence in manage in an effective way the stressor, cope and tolerate the really strong stress situation;

  CONFLICT MANAGEMENT: the skill to cope problems in relations and solve it; to answer, to explain and be aware of the consequences of your own personal behavior;

- *Communication skills*

  ASSERTIVITY: ability in communicate in an effective way and convince the others;

  COMMUNICATION: transmit and receive information, be understood, comprehension of the messages and answer.

3. METHODOLOGY DESCRIPTION

We created an ad hoc questionnaire (Annex I) basing the items on the theoretical part described above. We decided to administrate the same questionnaire to pupils and university students, in order to allow us in comparing the results. We used the same Likert scale about competences also for employers in the ad-hoc questionnaire made for them (Annex II). We used the statistical program SPSS, using frequencies, median, multiple response calculations and transforming it in percentage in order to make them understandable for all.

4. HIGH SCHOOL STUDENTS RESEARCH

4.1 STATISTICAL EXAMPLE DESCRIPTION

We administrated 61 questionnaires to "A. Lincon" high school's students in Enna.

The example is mainly female (73,77%) and the 22,95 % is male. The 3,28% preferred to don't declare the gender (Fig. 1).

The 54,1 % is coming from Enna. A little minority (8,2%) come from Villarosa and Catenanuova, the others come from the neighboring villages of Enna province (Tab.1). The 96,7% of our example is between 16 and 18 years old, only the 3,3% is between 19 and 21 years old.

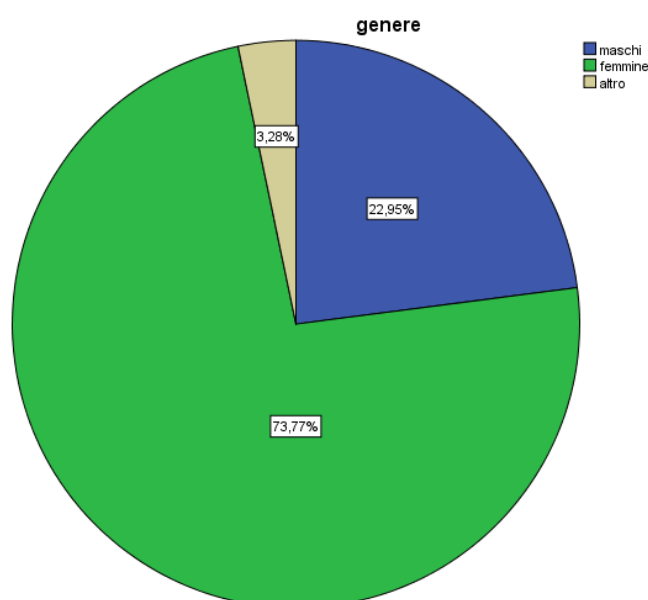**Figura 1**

Tab 1

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	16-18years	59	96,7	96,7	96,7
	19-21years	2	3,3	3,3	100,0
	Total	61	100,0	100,0	

Tab 2

		Frequency	Percentage	Valid Percentage
Valid	Alimena	1	1,6	1,6
	Assoro	2	3,3	3,3
	Barrafranca	2	3,3	3,3
	Calascibetta	3	4,9	4,9
	Catenanuova	5	8,2	8,2
	Enna	33	54,1	54,1
	Leonforte	3	4,9	4,9
	Raddusa	2	3,3	3,3
	Valguarnera	4	6,6	6,6
	Villapriolo	1	1,6	1,6
	Villarosa	5	8,2	8,2
	Totale	61	100,0	100,0

The main part of our example was abroad (73,77%) (Fig. 2) and these experiences are predominantly liked to school activites (49,2%) and tourism (36,9%) (Tab.3).
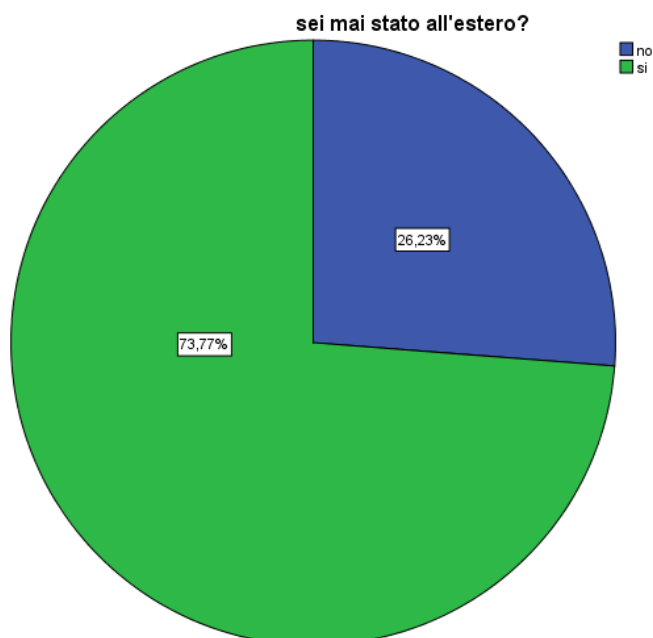

Fig 2

Tab. 3

		Answers		Case
		N	Percentage	percentage
I was abroad because of [a]	turism	24	36,9%	54,5%
	School activites	32	49,2%	72,7%
	European programmes	2	3,1%	4,5%
	other	7	10,8%	15,9%
Total		65	100,0%	147,7%

a. Dichotomy group in tabs at value 1.

Is doubtless that the places where people acquires competences are the formal, non-formal and informal one. Life domains that could foster the personal development and youth competences are various; cause of that, in order to complete the frame we decided to take in account also some working experiences or some hobbies (in particular play an instrument) and the participation in youth/volunteers organizations. The 90,2 % of the example is not belonging to a youth organization or a volunteering association (Fig.3) and they declare to not be involved because they have not time to do it (78,7%) (Fig. 4). A huge part of our example (60,7 %) never have had a working experience (tab.4). The main part of our example don't play an instrument (68, 9%, see tab. 5).
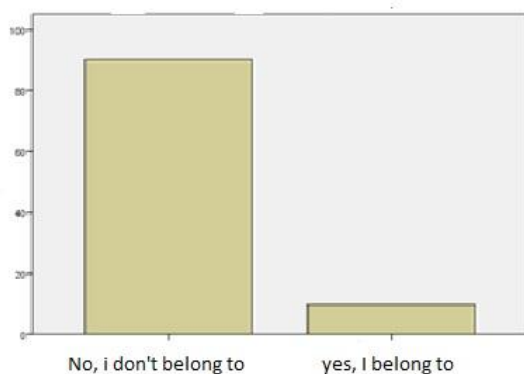
Fig 3
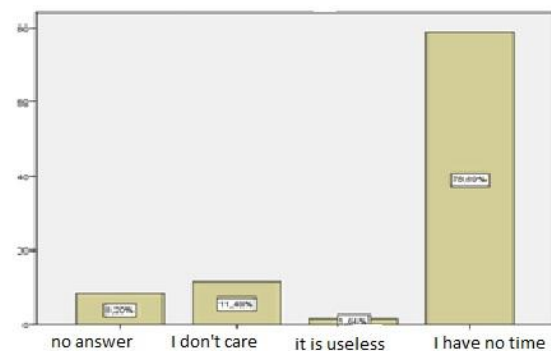
Fig 4

Tab 4

Work		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	no	37	60,7	60,7	60,7
	yes	24	39,3	39,3	100,0
	Total	61	100,0	100,0	

Table 5

Instrument		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	no	42	68,9	68,9	68,9
	yes	19	31,1	31,1	100,0
	Total	61	100,0	100,0	

4.2 SELF-EVALUATION OF SKILLS

After a general descriptive frame of the example, we could go forward straight to the self-evaluation of the skills and competences that pupils think to have.

We asked to pupils to indicate with a cross the degree of competence they assess to have on a list of skills, on a scale from 1 (absent) to 5 (excellent). The example thinks to have a good or excellent level of the competences proposed and a pick of excellence on the *integrity* and *open mind.*

In our example opinion, the lower competence (considered fairly good) is the *stress management* (Tab.6).

Table 6

	Communication	Personal responsibility	Conflict management	Energy and motivation	stress management	Relation management	Change management	integrity	creativity	problem solving	Assertivity	Planning and organizing	Quality orientation	friendship	Emotional stability	open mind.	Empathy
N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
Deviation std.	,730	,778	,923	1,018	1,176	,843	,940	,694	1,071	,878	,900	1,083	,976	,963	1,105	,915	,874
Median	4,00	4,00	4,00	4,00	**3,00**	4,00	4,00	5,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	5,00	4,00

Is interesting that the 36% of the answer to the question "where you thing to have acquired the competences you declared?" concerning the school, the main place where pupils think to learn more competences, followed by family (31,5%) and friends (25,2%) (Tab.7).

Tab 7

		Responses		Percent of Cases
		N	Percent	
where[a]	school	40	36,0%	65,6%
	Association	6	5,4%	9,8%
	Work	2	1,8%	3,3%
	Family	35	31,5%	57,4%
	Friends	28	25,2%	45,9%
Total		111	100,0%	182,0%

Data are coherent with the percentage of young people who belong to a youth organization and for that these one aren't relevant in the process of competences acquisition.

Finally, the 72 % of our example think could be useful to attend a course in order to develop the competences nominated (Tab. 8- Fig. 5).

Table 8

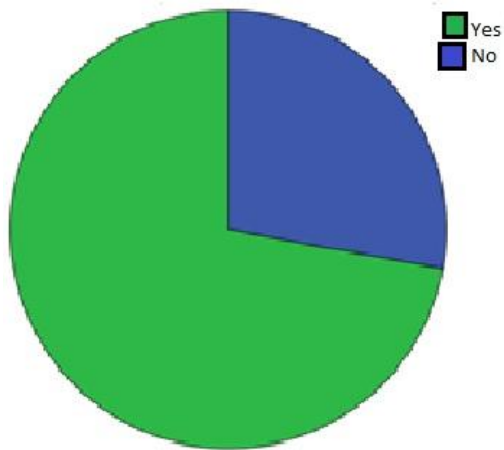|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	17	27,9	27,9	27,9
	yes	44	72,1	72,1	100,0
	Total	61	100,0	100,0	

Figura 5

4.3 HIGH SCHOOL PUPILS DATA INTERPRETATION AND CONCLUSIONS

In view of the described data, is necessary to take in account that the main part of the example is composed by young woman belonging to a particular age range: adolescence. Adolescent often declare to be stressed and they declare to have anxiety. In particular Sicilian woman, suffer from the cultural heritage the idea that the woman have to be really engaged in studies and to be responsible. Above all at the linguistic high school the open mind attitude is a must and they fill to excel in it, comparing to other school.

About learning environment, we thing is significative that young people don't belong to youth or volunteering organization because they have no time to do that. This sentence open to 3 different hypothesis: they believe that to participate means to waste time, they give more priority to school or near school activities, or they have to much activities to do.

Finally we find really important the interest showed to the proposal of a course about the development of these competences..

5. UNIVERSITY STUDENTS STATISTIC EXAMPLE DESCRIPTION

5.1 STATISTICAL EXAMPLE DESCRIPTION

We administrated 60 questionnaires to students of Kore University of Enna; 55 were valid.
The example is mainly female (67,27%) the 32,73% is male (Fig. 1).

The 40% of our example is at the beginning of university career and is between 19 and 21 years old; the 34,55% is in the range of 22-24 years and the 21,8% is between 25 and 27 years. Only the 3,64% is older than 28 years.

The 29% of our example comes from Enna while the 20% is from Catania, the others come from the villages in the province of Enna and from all over Sicily (around 1,8% for each village) (Fig.3).
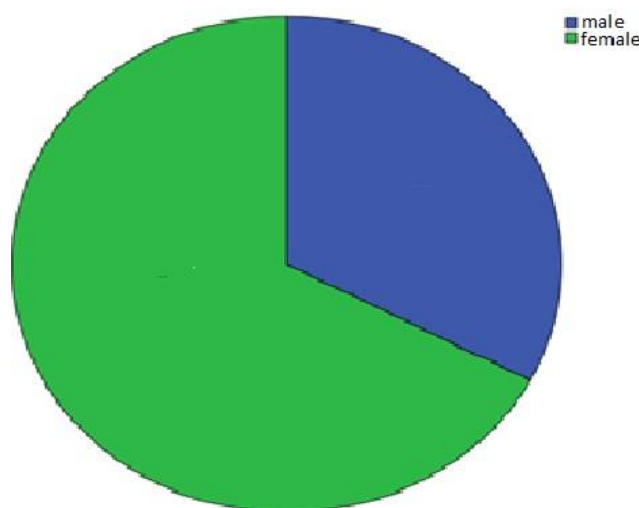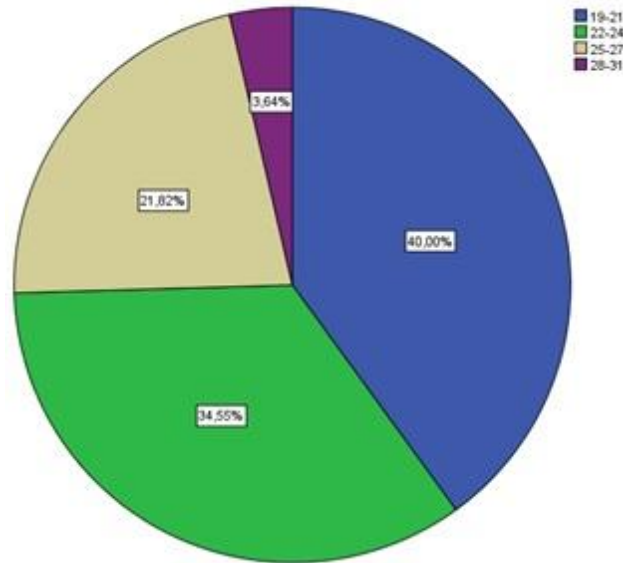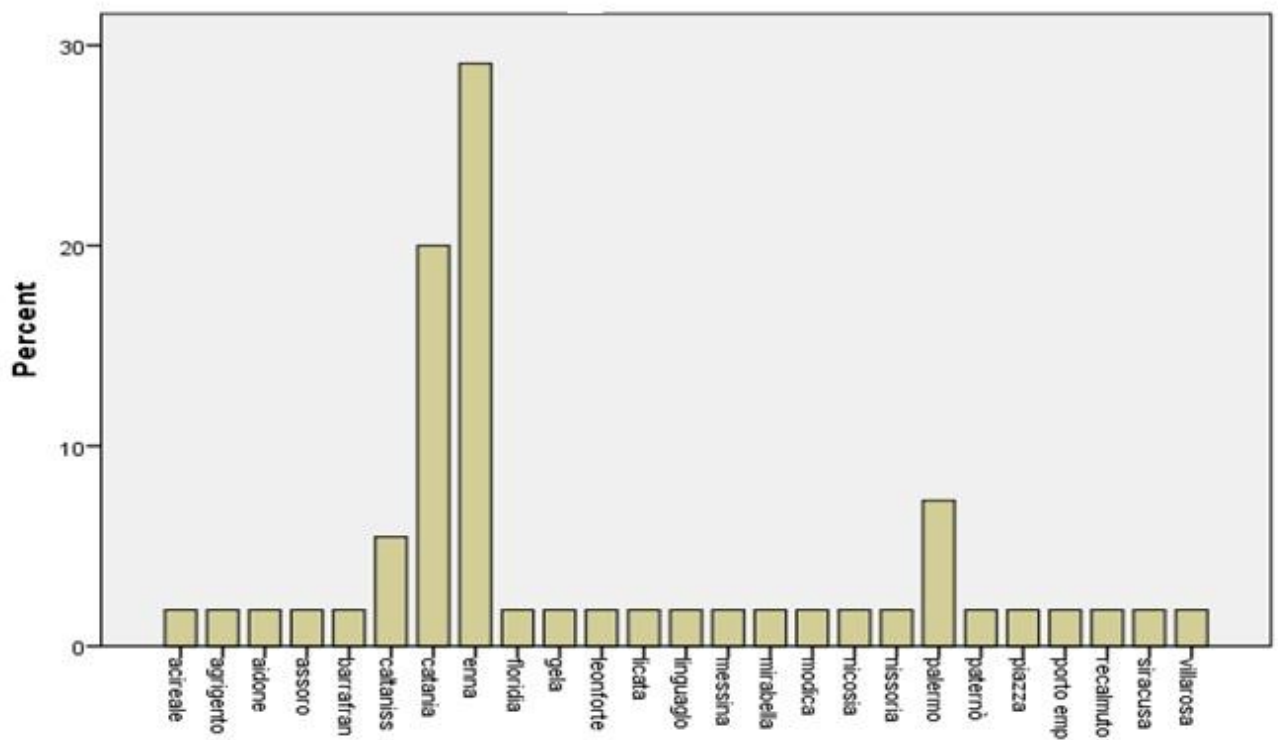

Fig 6

Fig 7

Fig 8

The main part of our example was aboard (85,45%) (Fig. 4) and these experience were touristic (57,4%) while the 32,8% traveled abroad tanks to school activities (Tab.1).
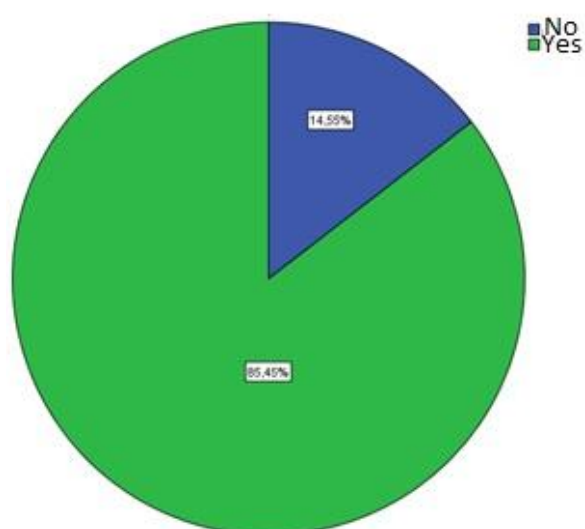
Fig 9

Tab 1

		Responses		Percent of Cases
		N	Percent	
I was abroad[a]	Turism	35	57,4%	76,1%
	School activities	20	32,8%	43,5%
	European programmes	5	8,2%	10,9%
	Other	1	1,6%	2,2%
Total		61	100,0%	132,6%

Is evident that the places where people acquires competences are the formal, non-formal and informal one. Life domains that could foster the personal development and youth competences are various; cause of that, in order to complete the frame, we decided to take in account also some working experiences or some hobbies (in particular play an instrument) and the participation in youth/volunteers organizations. The 74,55 % doesn't belong to a youth/volunteers organization (Fig.5) and the reason is because they "have no time" to do it (60%); moreover the 27, 3% didn't answer to the question (Fig. 6). The half of our example

(50,9 %) have done already a work experience (tab.2). The main part of our example doesn't play and instrument. (81,8%, see tab.3).
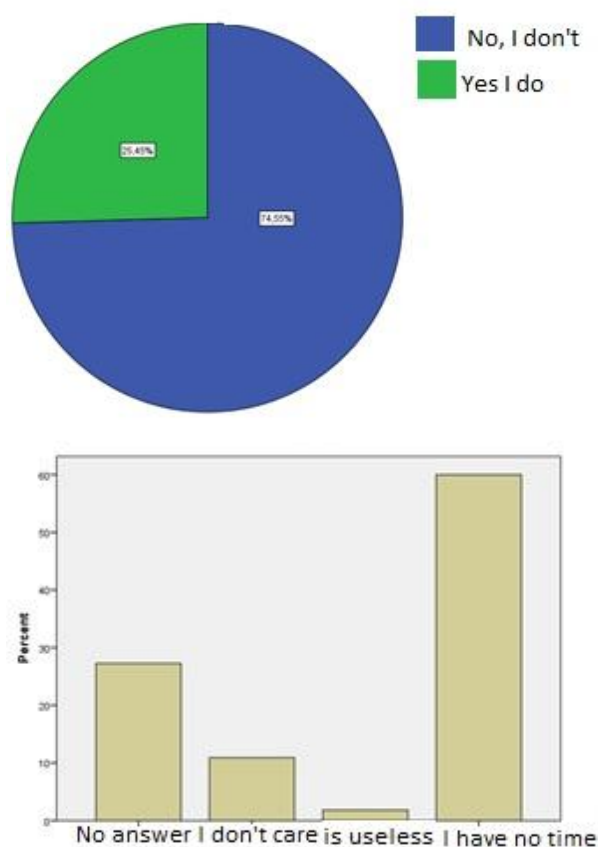
Fig 10   **Fig 11**

Tab 2

Work		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	27	49,1	49,1	49,1
	yes	28	50,9	50,9	100,0
	Total	55	100,0	100,0	

Tabella 3

Instrument		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	45	81,8	81,8	81,8
	yes	9	16,4	16,4	98,2
	Not right	1	1,8	1,8	100,0
	Total	55	100,0	100,0	

5.1 SELF-EVALUATION OF COMPETENCES

After a general descriptive frame of the example, we could go forward straight to the self-evaluation of the skills and competences that pupils think to have.

We asked to pupils to indicate with a cross the degree of competence they assess to have on a list of skills, on a scale from 1 (absent) to 5 (excellent). The example thinks to have a good or excellent level of the competences proposed and a pick of excellence on the *integrity* and *open mind.*

In our example opinion, the lower competences (considered fairly good) are 3: the *stress management, creativity and emotion stability* (Tab.6).

Tab 4

	Communication	Personal responsibility	Conflict management	Energy and motivation	stress management	Relation management	Change management	integrity	creativity	problem solving	Assertivity	Planning and organizing	Quality orientation	friendship	Emotional stability	open mind.	Empathy
N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
N Missed	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Mediana	4,00	4,00	4,00	4,00	3,00	4,00	4,00	5,00	3,00	4,00	4,00	4,00	4,00	4,00	3,00	5,00	4,00
Deviazione std.	,813	,902	,916	,821	,896	,967	,972	,813	1,229	1,047	1,027	1,029	1,058	,924	7,035	,979	,989

It is interesting that the places where people think to have acquired their competence is family (30,4 %) while put on the same level friends and university (19,6% both of them) (Tab.5).

Tab 5

		Responses		Percent of Cases
		N	Percent	
Where did you learned it[a]	School	16	15,7%	30,2%
	University	20	19,6%	37,7%
	Associations	8	7,8%	15,1%
	Work	7	6,9%	13,2%
	Family	31	30,4%	58,5%
	Friends	20	19,6%	37,7%
Total		102	100,0%	192,5%

Data are coherent with the percentage of young people who participate in youth/volunteers organizations and so, this places are not relevant for the acquisition of competences.

Finally, the 63,6% of our example think that could be useful to attend a course in order to develop the competence evaluated above. (Tab. 6).

Tab 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	20	36,4	36,4	36,4
	yes	35	63,6	63,6	100,0
	Total	55	100,0	100,0	

5.2 UNIVERSITY STUDENTS DATAS INTERPRETATIONS AND CONCLUSIONS

Comparing data results about University students with the one from schools, we can underline the correspondence between the evaluation of competences. For both of them the stress management is something hard to handle and integrity and open mind are the skills more developed. In University students there are also the emotion stability and creativity that are not so developed. It could happen because they have a little of experience more than pupils in recognize and evaluate these competences.

Is interesting that the half of the example have had already work experiences and the don't influence a lot the competences owned.

About learning environment, is really important that university students as pupils don't belonging to youth organizations because they don't have time. This statement could bring us in considering ita as a defense from the no idea about the real reason behind this choice, also taking in account that a little percentage of the example have not answered to the question.

Finally, is really important that the example welcome the opportunity of a course to foster and develop these soft skills focused trough this research.

6. THE EMPLOYERS RESEARCH

6.1 DESCRIPTION OF THE SAMPLE

We administrated 40 interviews to employers on the structure of the questionnaire attached (annex II). The valid interviews were 38. The main part of the sample was composed by employers belonging to small enterprises (82,5%) and between 3 and 5 years of experience (27,5%). (Tab.1 and Fig.1)

Tab 1

Number of workers

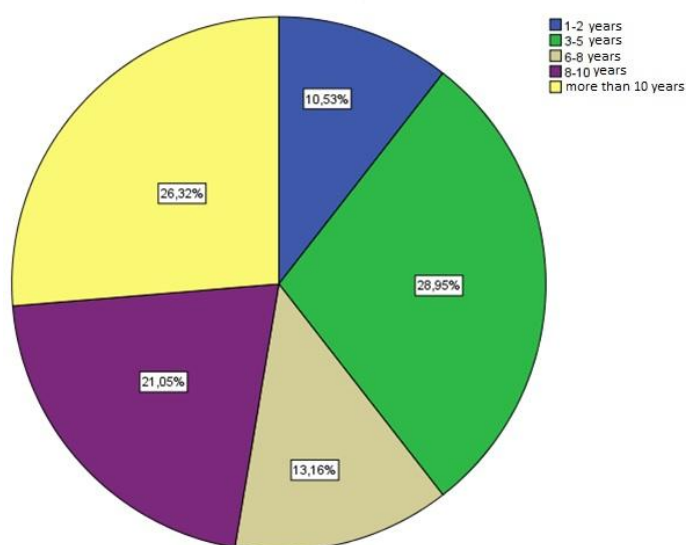|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small enterprise	33	82,5	86,8	86,8
	Medium enterprise	4	10,0	10,5	97,4
	Big enterprise	1	2,5	2,6	100,0
	Total	38	95,0	100,0	
Missing	System	2	5,0		
Total		40	100,0		

Fig. 1

The sample belonging mostly to sectors not include in the list (55,3%) followed by the services market sector (31,6 %) (Tab2 and Fig.2)

Tab. 2

Market sector

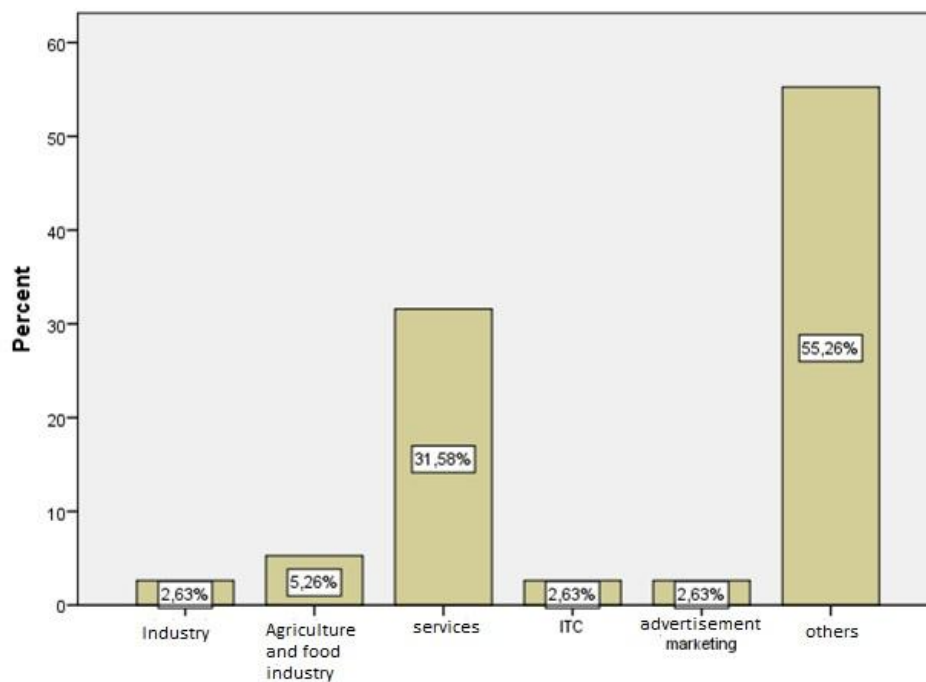|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	industry	1	2,5	2,6	2,6
	agricolture and food industry	2	5,0	5,3	7,9
	services	12	30,0	31,6	39,5
	ITC	1	2,5	2,6	42,1
	Advertisement and marketing	1	2,5	2,6	44,7
	others	21	52,5	55,3	100,0
	Total	38	95,0	100,0	
Missing	System	2	5,0		
Total		40	100,0		

Figure 12

We added also some questions about how this sample of employers do the evaluation of the candidacy.
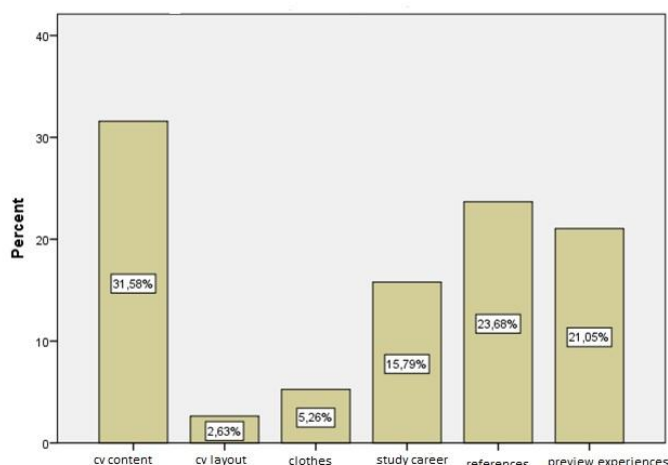

Fig. 3

As you can see from the bar chart, the 31,5% consider the cv content really important (it means both working and study career) but they take in account for the 21,05% the preview

working experiences and less study experiences (15,79%). It is really interesting that they give importance also to the references (23,68%) (fig.3)

Finally, our sample is composed by people that mostly promote training activities, in particular trainings with interprofessional founds (34,2%).

Tab.3

How you help your employers in developing employees' competences? Which kind of activities you promote?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I do nothing	14	35,0	36,8	36,8
	I support courses with interprofessional founds for enterprises	13	32,5	34,2	71,1
	I promote tutoring activities	8	20,0	21,1	92,1
	others	3	7,5	7,9	100,0
	Total	38	95,0	100,0	
Missing	System	2	5,0		
Total		40	100,0		

So our sample care about the training experiences balanced with the work experiences and they consider as a value the training on the job to improve competences of their employees (tab.3).

6.2 PEOPLE COMPETENCES EVALUATION

It is really interesting that for our employers sample, their employed have to be nearly "perfect".

All softs skills have to be at the highest level: the median tendency is between 4 and 5, it means between *good* and *excellent*.

So we have to read these data in the opposite way compered the analysis we did for the students and pupils report. Looking to the just "good competences" we see that the change management, creativity, friendship, emotional stability, open mind and empathy are important but less than the others.

It is an important evaluation that will help us in reading the data in their complexity in order to have a clear direction in choosing the most important competences to empower to support young people in their personal path to the labour market.

	Communication	Personal responsibility	Conflict management	Energy and motivation	stress management	Relation management	Change management	Integrity	creativity	problem solving	Assertivity	Planning and organizing	Quality orientation	friendship	Emotional stability	open mind.	Empathy
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Deviation std.	,919	,778	,923	1,018	1,176	,843	,940	,694	1,071	,878	,900	1,083	,976	,963	1,105	,915	,874
Median	5,00	5,00	5,00	5,00	5,00	5,00	4,00	5,00	4,00	5,00	5,00	5,00	5,00	4,00	4,00	4,00	4,00

Tab.4

7. OVERALL CONCLUSIONS

Compering data collected thanks to this research we can make some general conclusions about the soft skills requested by the labour market and not sufficient in young people of our sample.

The following considerations will guide us in the definition of workshops (output 2) in the frame of the project "young people on the labour market".

For our students samples (highs schools and university students) the weakest competence is the stress management and for our employers is one of the competence that employee have to have at the highest level. It means that this competence have to be improved for sure.

The stress management competence is part of the stress and coping skills factor where we could find also the conflict management. It seems that in our sample young people think to have a good level of this skill. It is true? Considering the factor "stress and coping skills" if you are not able to manage stress probably you will not have enough skills to manage conflicts (that are situation with a high level of stress).

The other factors according to the employers answers have to be improved in any case because they expect to have "perfect" employee.

It is interesting that the factor less important for employers and less strong in the young people sample is the "emotional intelligence" composed by empathy, emotional stability and energy and motivation. Only this last item is considered in the profile of a "perfect employee". This is really interesting because probably there isn't the awareness about how much important is the emotional stability in order to be a good worker.

RESEARCHER PROFILE AND CONTACTS

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High school's pupils and university students questionnaire

Giosef Enna in the frame of the European project "Young people on the labour market" in partnership with other European organizations, is leading a research about competences needed from young people to rise their employability and to facilitate their entering in the job field. The main goal of the questionnaire we present you is to deep some competences aspects and the characteristic of the learning environment where you learn in general. The data we will collect will be used only for research goals and they will not be revealed to others, respecting the privacy rules.

We kindly ask you to sincerely answer to the questions because everything you declare will not be judged but it will play an important role in the research.

1. **Place and Nation of residence**_____

2. **Age**

   ☐16- 18 years
   ☐19- 21 years
   ☐22-24 years
   ☐25-27 years
   ☐28-31 years

3. **Gender**

   ☐Male
   ☐Female
   ☐ Not declared

4. **What kind of student are you?**

   ☐ High school student. Which kind of school?_____
   ☐University Student. Which faculty?_____

5. **Are you member o fan association/voluntary organization?**

   ☐Yes. What is working about?_____
   ☐No Why?
   　　　　☐I don't care
   　　　　☐ I think is not useful
   　　　　☐ I have no time

6. Have you ever been abroad? (if no, tickle all reasons you recognize as true)

☐ No
☐ Yes, because....

       ☐...of tourism
       ☐....of school activities
       ☐....of European educational programme
       ☐other:_____

7. Have you ever had a job experience?

☐ No
☐ Yes, what have you done?_____

8. Do you play an instrument?

☐ No
☐ Yes, which one?_____

9. Now, you will find the description of some competences. About each one, we ask you to evaluate and tickle your degree of competence, based on the scale of values described below. There aren't right or wrong answers.

Not sufficient   sufficient   fairly good   good
excellent

   (1)   **(2)**   **(3)**   **(4)**   **(5)**

COMMUNICATION (transmit and receive information, be understood, comprehension, to mach)	1 2 3 4 5
PERSONAL RESPONSABILITY (ability to answer, to explain and be aware of the consequences of your personal behaviour)	1 2 3 4 5
CONFLICT MANAGEMENT (the skill to cope problems in relations and solve it)	1 2 3 4 5
ENERGIE AND MOTIVATION (the skill of motivate yourself and the others in activities, saving high level of energies)	1 2 3 4 5
STRESS MANAGEMENT AND RESILIENCE (is the competence in manage in a effective way	1 2 3 4 5

the stressor and cope and tolerate the really strong stress situation)	
ABILITY IN RELATION (this competence allow you to establish strong and positive interpersonal relations)	1 2 3 4 5
CHANGE MANAGEMENT (be flexible in external dynamics, to look at changes in a curious and active way)	1 2 3 4 5
INTEGRITY (attitude in be reliable, loyal and honest)	1 2 3 4 5
CREATIVITY (Competence of creative and innovative way of thinking)	1 2 3 4 5
PROBLEM SOLVING/LOGICAL-ANALITIC ABILITIES (competence that help you in solving problem in a systematic and rational way)	1 2 3 4 5
ASSERTIVITÀ (ability in communicate in an effective way and convince the others)	1 2 3 4 5
PLANNING AND ORGANIZING (ability in organizing in an effective way yours and others work and include an attitude in planning).	1 2 3 4 5
QUALITY ORIENTATION (is the attitude in details care and working to have a high level products/results)	1 2 3 4 5
FRIENDSHIP (competence in cooperate and be friendly in a working group/team)	1 2 3 4 5
EMOTIONAL STABILITY (competence in recognize and manage of your emotion and control of impulses)	1 2 3 4 5
OPEN MINDING (competence in beein open minded about other cultures)	1 2 3 4 5
EMPATHY: Ability in recognize others' emotions.	1 2 3 4 5

10. Where, in your opinion have you gained these competences you declared? (choose maimum 2 answers)

☐ At school
☐ At University
☐ cooperating with associations
☐ working
☐ in my family
☐ with friends

11. Do you think as useful a course to improve/gain these competences?

☐ Yes
☐ No

THANKS FOR YOUR COOPERATION! ⯑

Employers' questionnaire

Instructions

Giosef Enna in the frame of the European project "Young people on the labor market" in partnership with other European organizations, is leading a research about competences needed from young people to rise their employability and to facilitate their entering in the job field. The main goal of the questionnaire we present you is to deep some competences aspects and the characteristic of employee you will like to hire. The data we will collect will be used only for research goals and they will not be revealed to others, respecting the privacy rules.

We kindly ask you to sincerely answer to the questions because everything you declare will not be judged but it will play an important role in the research.

12. **Place of your enterprise**_____

13. **Years of work of your enterprise**

    ☐1-2 years
    ☐3-5 years
    ☐6-8 years
    ☐8-10 years
    ☐more than 10 years

14. **In which sector is your enterprise?**

    ☐Industry
    ☐ Agriculture and alimentary industry
    ☐ Services
    ☐ITC
    ☐ Advertisement and marketing
    ☐Public administration
    ☐ other. Which sector?_____

15. **Number of employees**

    ☐ little enterprise (less than 10 employee)
    ☐ Middle enterprise (between10-100 employee)
    ☐Big enterprise (more than 100 employee)

16. Now, you will find the description of some competences. About each one, we ask you to evaluate and tickle the degree of competence you will prefer for your employee, based on the scale of values described below. There aren't right or wrong answers.

Not important really important	sufficient	no difference		important enogh
(2)	**(2)**	**(3)**	**(4)**	**(5)**

COMMUNICATION (transmit and receive information, be understood, comprehension, to match)	1 2 3 4 5
PERSONAL RESPONSABILITY (ability to answer, to explain and be aware of the consequences of your personal behavior)	1 2 3 4 5
CONFLICT MANAGEMENT (the skill to cope problems in relations and solve it)	1 2 3 4 5
ENERGIE AND MOTIVATION (the skill of motivate yourself and the others in activities, saving high level of energies)	1 2 3 4 5
STRESS MANAGEMENT AND RESILIENCE (is the competence in manage in an effective way the stressor and cope and tolerate the really strong stress situation)	1 2 3 4 5
ABILITY IN RELATION (this competence allow you to establish strong and positive interpersonal relations)	1 2 3 4 5
CHANGE MANAGEMENT (be flexible in external dynamics, to look at changes in a curious and active way)	1 2 3 4 5
INTEGRITY (attitude in be reliable, loyal and honest)	1 2 3 4 5
CREATIVITY (Competence of creative and innovative way of thinking)	1 2 3 4 5
PROBLEM SOLVING/LOGICAL-ANALITIC ABILITIES (competence that help you in solving problem in a systematic and rational way)	1 2 3 4 5

ASSERTIVITÀ (ability in communicate in an effective way and convince the others)	1 2 3 4 5
PLANNING AND ORGANIZING (ability in organizing in an effective way yours and others work and include an attitude in planning).	1 2 3 4 5
QUALITY ORIENTATION (is the attitude in details care and working to have a high level products/results)	1 2 3 4 5
FRIENDSHIP (competence in cooperate and be friendly in a working group/team)	1 2 3 4 5
EMOTIONAL STABILITY (competence in recognize and manage of your emotion and control of impulses)	1 2 3 4 5
OPEN MINDING (competence in been open minded about other cultures)	1 2 3 4 5
EMPATHY: Ability in recognize others' emotions.	2 2 3 4 5

Which elements are important to evaluate a candidacy?

☐ CV's content

☐ CV layout

☐ how he/she dress

☐ degrees

☐references

☐ previous experiences in the same field

How you help your employers in developing employees' competences?

☐I deliver training courses every years

☐ other_____

THANKS FOR YOUR COOPERATION!