



Learning by doing Pedagogy - A Revised Approach to Foster Formative ladders and bridges

O1: Common core of transversal competences developed through the learning by doing pedagogy

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The importance of transversal competences in lifelong learning is underlined by Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 (OJ L 394, 30.12.2006, p. 10-18). This document highlights the need for investment in the development of key competences fundamental for citizenship in a knowledge-based society. Of the 8 competences identified, 4 are related to specific knowledge/subjects (communication in the mother tongue, communication in foreign languages, competences in mathematics and science and technology, digital competence) and 4 are identified as transversal competences -soft skills (learning to learn; social and civic competences, initiative and entrepreneurship, cultural awareness and expression). These transversal competences are based on the effective mobilisation and use of a range of interdisciplinary knowledge and skills. Our project considers them as fundamental in the fight against dropping out of school, as they allow the individual to actively act in order to build his or her own educational/professional path. Over the last decades, international organisations responsible for educational policy-making have recognised the growing importance of transferable key competences for working life.

The FormBridge project foresees the creation of a number of educational alliances that have been formalised to transform schools and training centres into learning communities based on a common vision of development shared by all stakeholders, drawing on the experience and knowledge of all and providing an open-minded, stimulating and enjoyable environment to encourage young people to continue their education or training. In particular, the aim is to strengthen the link between the education and training systems and the employment sector by using the site pedagogy approach as a support for discovering trades and careers. The flexibility and permeability of education and training courses through modularisation of courses or alternation between school, training and work on a worksite, may be particularly useful for young people with poor school results or young people in a situation of failure and may encourage them to pursue training that is better adapted to their needs and abilities. The innovation therefore consists in implementing, through the model of site pedagogy, a reference framework for structuring technical and cross-cutting skills mobilised by experiences in sectors providing employment, here linked to cultural heritage, in order to promote a common sense of ownership.

The project proposes to build a reference system for evaluating the skills mobilised by the experiences of site pedagogy, particularly cross-cutting skills. The aim is to integrate the non-formal methods of site pedagogy into secondary education and vocational training and to support them with assessment and certification (ECVET).

The setting up of local Crash course & Think Tank sessions will more particularly make it possible to build/strengthen educational alliances on each territory (associative partners, competent services of local authorities, actors of lifelong learning, representatives of the business world, inhabitants, political decision-makers).

The cross-cutting skills base, the training and evaluation/validation references, the training content and the methodological guide for experimental projects have been developed for trainers, decision-makers, representatives of the business world, structures and organisations implementing measures to help young people who have dropped out of school, are vulnerable on the labour market and suffer economic and social exclusion. These stakeholders contribute to the development of productions, to their valorisation and to the implementation of pilot projects - training pathways.

From the preparatory phase of the project, the consortium has identified the public of young people (14 to 24 years old) in a situation of school drop-out, vulnerability on the labour market, economic and social exclusion who will be directly involved in the project activities by benefiting from the training pathways and allowing them to engage in a genuine group dynamic, where diversity is present and can constitute an opportunity for learning.

The development of this production is divided into 3 phases:

Phase 1: Crash Course&Think tank sessions- coordinated by PED Epirus, has planned the Crash Course&Think tank sessions. Each transnational partner has activated a local partnership through the implementation of intensive "crash course" training/information sessions to ensure that the project's associated partners have a common understanding of the different subjects addressed by our project, notably by relying on the materials developed in the framework of the "Site pedagogy" project. (2014-2016).



Phase 2: definition of a common development framework based on the results of the Crash course & Think Tank sessions that reflect the needs and opportunities of the national territories and identify local projects. Analysing the training courses planned in the territories in the cultural heritage sector that involve different technical competences, the consortium defines a common core of transversal competences.

Phase 3: Development: UNIBO supported by all partners, has

- calibrated progress of objectified cross-disciplinary competences
- identified significant situations in the context of work on site (training pathways), allowing to evaluate and train
- builds a proposal for an evaluation scheme for the transversal skills developed thanks to the work sites using diagnostic, formative and summative evaluation tools. (ways of assessing cross-cutting competences based on evaluation methods).
- experimenting with the implementation of training pathways (pilot projects), collection and analysis of evaluation data

Phase 3: Capitalisation: Adjustments and validation of instruments for the assessment of transversal competences.

Basic foundation of common transversal skills developed through worksite pedagogy / Presentation of Think Tank and Educational Alliances

The following table presents the characteristics of the Think Tanks and Educational Alliances of the partners, providing information on the following elements on a country-by-country basis:

- Think Tank established
- Heritage site chosen for the training course
- Members of the Local Education Alliance, referents
- Alliance Coordinator
- Definition of the target audience
- Proposed training pathway/work paths
- Targeted Transversal Competencies

PARTNER	Corsica Studies and Worksites	Vlkshochshule im Landkreis Cham e.V.	UNIBO	Alps of Light	European Coordination Committee ECC	ERGASIA Vocational Training Centre
COUNTRY	Corsica, France	Bavaria, Germany	Bologna, Italy	Provence, France	Belgium	Epirus, Greece
Think Tank established	Resulting from the local heritage site project The Heritage Paths of the villages of Patrimonio and Ville di Pietrabugno	Panel of regional experts from different fields of education.	A group made up of vocational training centres involved in the education and training system, a national association of training centres, a cooperative working in the field of immigration, an association dealing with duality in education and international cooperation.	Group made up of representatives of training centres and integration stakeholders	Group made up of local public actors, representatives of training centres, integration and employment actors and representatives of civil society.	Panel composed of heritage experts, actors of integration and training, territorial development and socio-professional representatives.
Heritage site chosen for the training course	Patrimonio Heritage Trail and St Florent College area	Strengthening regional traditions and hospitality in Bavaria	Under consideration	Under consideration	The Famenne region, a region with a predominantly rural character, rich in an important environmental, architectural and historical heritage.	Village of Aspraggeli (Zagori community of municipalities)



						Village of Monodendri (Zagori community of municipalities)
Members of the Local Education Alliance, referents	<p>6 members :</p> <ul style="list-style-type: none"> Haute Corse Education League, Dominique Rossi-DG Collège de St Florent, Julia Albertini-Principal, Olivier Guldemann- drop-out reference, Samira Ibrahim-social worker Erba Barona Landscapes, François Garnier - heritage expert, Erba Barona Design Office Office Environnement de la Corse, Don Philippe Carlotti, Marie Luce Castelli-coordinators of the Corsican Heritage Trails Discovery and interpretation associations: Bureau Montagne de Nebbiu, François Tomasi & FAGEC, Stéphane Orsini 	<p>5 members:</p> <ul style="list-style-type: none"> Pouvoir public : Landratsamt Cham Bildungskoordination für Neuzugewanderte, Claudia BOHMANN-coordination régionale Training/teaching centre: PAEDAGON, Kindergarten teacher training, Werner DRASCH Representative of the entrepreneurs: Klostermühle Altenmarkt, Melanie RAUSCHER- ecotrophologist Contractors' representative: Modedesign, Ingrid ROIDER Training/teaching centre: Tourismus-Akademie Ostbayern, Petra STAHLMANN 	<p>5 members:</p> <ul style="list-style-type: none"> Scuola Centrale Formazione - Association of vocational training centres Ciofs Bologna - training centre in Bologna Cooperativa Lai-Momo - a cooperative that takes care of migrants AFR - Association of Rural Families CPIA Montagna - school for the education of foreign adults and minors (16-17 years old) 	<p>4 members:</p> <ul style="list-style-type: none"> Training centre: Le Gabion, Pierre Sallé, Director Local mission of the Alpes de Haute Provence: Anne-Claude Macé, project manager of the local mission, Sofiane Khenniche, integration advisor of the local mission, Pauline Willaime, ADSEA 04 specialised educator. Coopérative d'initiative jeunes,, Issifou Goumbi, Support Officer activity and employment cooperative: Petra Patrimonia, Christiane Carle, development officer, Fayçal Kanwar, training advisor <p>Opening of the Alliance to other actors: Lycée Louis-Martin Bret, CFPPA Carmejane, Pole Emploi, Cap Emploi, the labour inspectorate</p>	<p>6 members:</p> <ul style="list-style-type: none"> Centre for training and socio-professional integration: Caestienne asbl, Cyril Schlecht- eco-trainer, Geneviève Languillier - Job coach and trainer, Jean-Bernard Nizet-eco-construction trainer, Michel Thomas-Director Centre d'Action Sociale et échevinant de l'aménagement du territoire et de l'environnement de la ville de Dinant : Thierry Bodlet-alderman of the city of Dinant, in charge of spatial planning, the environment and walks, hunting, fishing, water and forests, Delphine Claes- president of the CPAS of Dinant Belgian French-speaking network of social economy and training/integration operators: AID Coordination, Eric Albertuccio,-director Forem (public employment and training office in Wallonia) : Geneviève Besonhé-SRO Forem Asbl Ardennes et Gaume : Christophe Goffin- curator of the Furfooz Park Natagora Famenne, nature protection association: Patrick Lighezzolo - in 	<p>6 members:</p> <ul style="list-style-type: none"> School of Second Chance: Catherine Sentélé-Director Department of Architecture of the University of Ioannina: George Smiris-professor architect Ioannina Chamber of Commerce: Ioannis Dascalopoulos-director Chamber of Engineers of Ioannina: Ioannis Likotraftitis-president Weaving and Tapestry School of the Rizarios Foundation: Efi Gépi-director Zagori Development Agency: Eléni Pagkratiou

					charge of nature conservation projects in the Famenne region.	
Alliance Coordinator	Etudes et Chantiers Corsica, Charles Antoine Pasqualini & Houssain El Farradj	Vlkshochshule im Landkreis Cham e.V.	UNIBO	Alps of Light	CEC	ERGASIA Vocational Training Centre, Nancy Trifonopoulou - Responsible for European Projects
Definition of the target audience		Young adults, especially those who are early school leavers, vulnerable in the labour market and economically and socially excluded.	Young people from 16 to 19 years old	Priority is given to minors (16 to 18 years old) in difficulty.	Adults under 30 years of age who are jobseekers	Young adults (18-24 years old) who have dropped out of school, unemployed people living in the territory and refugees.
Proposed training pathway/work paths	<ul style="list-style-type: none"> - interventions on the concept of trails developed by the Office de l'Environnement de la Corsica - a presentation of the tangible and intangible heritage on the Patrimonio Trail with the design office Erba Barona Paysages. - interpretation of the heritage, method and tools for valorisation - practical workshops on restoration techniques - a communication workshop 	<p>A modular learning programme will be developed, comprising theoretical and practical learning units.</p> <p>There will be an introductory module and three thematic areas:</p> <ul style="list-style-type: none"> - Module 0: Introduction - Module 1: Cooking and service - Module 2: Sewing and decoration - Module 3: Working with wood 	<p>Avenues for reflection :</p> <ul style="list-style-type: none"> - Make the PoC methodology a permanent module of the study pathway of the education and training system - Using the PoC as a tool to fight against dropping out (experiential learning) - Experimenting with PdC with asylum seekers - Introduce a PoC workshop in a 3-year project with the Bologna City Council which aims to create project workshops focusing on entrepreneurship as an entrepreneurial capacity. This is a project for territorial development and cohesion based on models of social innovation based on the valorisation of common assets and collaboration between citizens, associations and the administration. public. 	<p>In the process of reflection :</p> <ul style="list-style-type: none"> - A building site of calade - A fresco construction site, at the level of the "Green Village" of Forcalquier. - Repairing a dry stone wall 	<ul style="list-style-type: none"> - Training session of at least 15 days (60 hours of training for 12 to 15 beneficiaries, supervised by two trainers) to be scheduled in the first quarter of 2021. - Specific modules addressing new skills. - Preliminary production of training references in relation to the new skills that will be activated during the training session. - Potential projects : <ul style="list-style-type: none"> -Furfooz Park (rehabilitation of the dry stone walls and the Roman baths, restoration of the old medieval land levees, tourist signage to be rehabilitated, maintenance of paths, development of a sheepfold, digging of ponds, etc.). -Natagora (protection of the 50 trees in the Tall Stem Orchard in Feschaux, installation of two observation areas on the path of a marked out walk, bat refuge, management work on the natural 	<p>2 teaching aids are planned:</p> <ul style="list-style-type: none"> - Development of a botanical garden in terraces for cultivation. Targeted techniques: construction of dry stone walls, knowledge and cultivation of Zagori medicinal herbs (project leader: A NEZ) - Processing of sheep's wool and its use in weaving and tapestry -project leader: Rizarios Weaving School).

					<p>aquatic area of the Château de Lavaux St Anne, etc.).</p> <ul style="list-style-type: none"> - City of Dinant (projects for the creation of hedges along the roads or road overhang, in agricultural plains; creation of "corridors" between two wooded areas) 	
<p>Skills Transversals targeted</p>	<p>The support territory for the creation of a collective dynamic'.</p> <ul style="list-style-type: none"> - Participate, as a team, in work and activities on the project's theme -organize to reach objectives ; -appropriate and communicate a project to the territory. -Mediation of change - ask about what we do ; - Reflect on how to s&#39;organize and d&#39;learn - Become aware of the progress to be made and the steps to be taken to achieve it place. - Confrontation with a working model, based on solidarity, valorising and useful - Acquiring or resuming work habits ; - Understand the different instructions, tasks and all the different works ; - Become progressively autonomous. 	<p>About personality :</p> <ul style="list-style-type: none"> - Recognising one's own strengths, weaknesses and talents - Developing creativity - Taking responsibility for a task - Independently developing a possible solution - Flexibility <p>Concerning relations with others :</p> <ul style="list-style-type: none"> - Working in a team - Communication with colleagues and guests - Recognition and appreciation of other people, regardless of their social or ethnic origin, age, physical or mental abilities or other characteristics. - Politeness in dealing with guests - Punctuality - Recognition of the concept of service in tourism 	<p>Interpersonal communication skills</p> <ul style="list-style-type: none"> - Verbal/non-verbal communication - Active listening <p>Cooperation and teamwork</p> <ul style="list-style-type: none"> - Respect the contributions and the different style of others - Assessing one's own abilities and contributing to the group <p>Strengthening the locus of control</p> <ul style="list-style-type: none"> - Self-esteem/self-confidence building - Self-knowledge, including knowledge of one's rights, influences, values, attitudes, strengths and weaknesses - Ability to set objectives - Self-assessment/ assertiveness / self-monitoring <p>Development of empowerment skills</p>	<p>Each of the competences we propose to assess can be subdivided into a series of types of actions to be observed. For example, the competence "reporting on one's work" can be assessed through three types of observable actions: "Knowing how to summarise the day's activity", "Reporting on the task once finished" and "Using vocabulary appropriate to the professional field". Each of these types of action could be co-evaluated by trainers and young people in training in order to help young people develop the competence "Being able to self-evaluate one's strengths and weaknesses".</p> <ul style="list-style-type: none"> - Present yourself in the best possible way - Respecting schedules - Applying safety rules at work - Adapting work to one's physical capacity - Carry out actions in accordance with time guidelines 	<ul style="list-style-type: none"> - Self-awareness - Critical Thinking - Creative thinking - Problem solving - Ability to take decisions - Empathy - Effective communication - Ability to maintain interpersonal relationships - Emotion management - Stress management - We wish to develop these at the individual level (self-confidence, sense of self-efficacy, place of control, problem solving, perseverance...), at the social and organisational level (cooperation, group work, leadership) and at the societal level (citizenship). 	<ul style="list-style-type: none"> - Learning to learn - Learning to work in a team, to belong to a team - Developing self-esteem - Understanding one's skills, limits and difficulties - Being open to change, accepting to change and evolve - Becoming familiar with and involved in the work in question - Taking initiatives and solving problems.



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				<ul style="list-style-type: none">- Aiming for quality work- Making decisions to complete tasks- Knowing how to use digital tools to facilitate your work- Working in a team- Expressing yourself as a group- Establish appropriate relationships with professional contacts- Knowing how to communicate to a variety of audiences about your work- Reporting on its work- Being able to self-assess one's strengths and weaknesses		
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The assessment of transferable competences is particularly challenging since those competences are not easily definable, neither completely separated from competences related to contents. In fact, as highlighted by Gibb (2014), soft or transferrable skills represent a broad set of competences referring to many complex constructs and lead to the definition of multiple related skills. The assessment of transferable competences should therefore be concerned on three key issues (Gibb, 2014). First, the contexts (inputs), i.e., transferable competences should be clearly specified in order to define “good performances” and to contextualise it into the educational or organisational goals, characterising the broader learning environment. Second, the content of transferable skills assessment, which is related to quality and asks for fair methods and tools for evaluating such competences, using observations, data and inferences and quality information. Third, the consequences (outcomes) of soft skill assessment, which should consist in making learners aware of their behaviour, reflect on their own experiences, self-motivate and going on in a path of formative assessment for receiving constant feed-back for self-improvement. At the same time soft skills assessment outcomes have a formative impact on the further teaching and training activities (Gibb, 2014, p. 466).

In line with these considerations, assessment of transferable competences should serve diagnostic, formative, summative, and certification purposes. To this extent, a few principles to assess soft competences have been summarized by Ketchagias (2011, p. 121-122) as the following:

- reflecting the development of transversal competences goals and clearly specify the expected soft skills, and their development, from novice to expert;
- include adaptability to different circumstances where such competences are actually used and adopted, even taking into account unexpected situations;
- be based on performance, to give evidence to the ability to apply knowledge to critical thinking, problem solving and analytical tasks, which are key aspects connected with soft skills expertise;
- be formative for teaching and learning processes, offering directions, suggestions and feedback for improving soft competences;
- providing information and improving knowledge on student’s cognitive and metacognitive learning strategies;
- assess fairly all learners, even adopting adjustment, when necessary, in order



to reduce the impact of difficulties and come to an authentically equal evaluation;

- be accurate and reliable, according to assessment purposes, and clearly specify its technical and statistical qualities or limits in order to give the possibility to the evaluator and the evaluated to assess the impact or generalisation of results;
- provide information that can act as feedback not only for learners, teachers but also for policy makers and for a wider public to be sensitised to the importance of soft competences;
- contribute in improving competences and strategies for promoting such competences for educators, teachers, trainers;
- be integrated in a wider assessment system that can authentically improve lifelong learning.

The assessment of transversal competences should therefore use models of competence development based on cognitive research, but transforming psychometrics to deal with new kinds of assessment and making students' thinking visible; account for new modes of communications (e.g., ICT); include collaboration and teamwork (i.e., integrate individual performance evaluation by assessing collaborative tasks); include local and global citizenship; interpreting assisted performance (i.e., ensuring accessibility and customization of items for students with special needs); ensuring validity; and consider cost and feasibility (Ketchagias, 2011, p. 129-130).



We will resume here the phases characterising the approach of the Pedagogical Workshops, in relation to the five strong operational frameworks that structure a workshop. For each phase, we are going to propose transversal competences that can be developed and a first proposal for an evaluation tool.

- **1: WELCOMING THE PARTICIPANTS**

The reception phase represents the moment of construction of the psycho-pedagogical and social framework in order to be able to achieve a work experience with strong educational implications.

The educational sheet corresponding to the reception phase sets out certain objectives and means to be implemented for the reception phase.

Objectives	Means to be implemented
<i>Reassure</i> <i>Sharing the sense of action</i> <i>Setting the framework for action</i> <i>Check the relevance for each</i>	<i>Listening: allow the person to express their doubts, fears, experience.</i> <i>Clear presentation</i> - of the overall project as concrete as possible - the project approach <i>Presentation of administrative data and organisation of the action</i> <i>Clear contract in relation to the defined objectives (trial, remuneration, even reorientation).</i>

Pedagogical issues to be worked on by the team

- Preparation of the reception: supports to be used. Listen to
- Setting up the reception with the partners, time management before the reception.
- Separate information, selection and reception.

- **2: GETTING TO WORK**



Getting to work corresponds to the heart of the method of the Pedagogy of the Worksite: the moment when the participants are engaged in the activity that will mobilise their transversal and operational skills. Each workcamp, as we have seen in the fact sheets, is characterised by an environment to discover, an expertise to learn and a result to achieve. In this phase the participants are put in the condition to enter into this learning dynamic through practical action.

Objectives	Means used
<i>Overcoming fears</i>	<i>The trainer's word, the trainer's model at work</i>
<i>Getting people to deal with their personal problems</i>	<i>Be attentive to the difficulties: take them into account, find relays, encourage the steps to be taken</i>
<i>Helping everyone to better understand their work</i>	<i>Giving examples, showing (photos, plans), looking back, checking the result together.</i>
<i>Encouraging people to try (challenge) and to become aware of their abilities and limits.</i>	<i>Do not leave a person on the same position. Set the right challenge so as not to fail, but to put the person in a position to do something new.</i>

Each construction site is connoted by a certain location and the activity that characterises it, so we cannot define fixed stages for all possible construction sites, but we can identify three key methodological elements that are present in any construction site experience.

Evaluate this phase of the site pedagogy.

Communication skills refer to the ability to convey effective messages to external audiences, either orally or in writing. As the literature shows, communication skills are key to the success of entrepreneurs and managers (Florés, 2006; Hood & Young, 1993), careffective communication is the basis for persuasion, negotiation and leadership (Bacigalupo et al., 2016).

- **3: SITE MONITORING**



Site monitoring is the training stage consisting of looking at the work done to better understand it, to consolidate learning and to set milestones for the rest of the course.

Highlights retained

<i>Site objectives</i>	<i>MEANS</i>
<p><i>Ensuring that everything runs smoothly :</i></p> <ul style="list-style-type: none"> ● <i>security</i> ● <i>efficiency</i> ● <i>quality of work</i> ● <i>organisation and group life</i> 	<p><i>Preparation of the sequence</i></p> <p><i>Preparation sheet</i></p> <p><i>Conducting its proceedings methodically and co-facilitating: resituate the week / project job description</i></p>
<i>Teaching objectives</i>	<i>Made according to: logic, chronology,</i>
<p><i>Support the trainee's progress</i></p> <p><i>Promote awareness of change</i></p> <p><i>Formulate a task sequence for</i></p> <ul style="list-style-type: none"> ● <i>To store it in memory,</i> ● <i>Understand the logic behind it,</i> ● <i>Compare it to others,</i> ● <i>Know how to reuse it.</i> ● <i>Create the need to question oneself (find interest in the problem...)</i> ● <i>Establish communication links with the community</i> 	<p><i>Supply, security</i></p> <p><i>Focus on new or difficult tasks Group life.</i></p> <ul style="list-style-type: none"> ● <i>Making technical contributions: tools, measurements, calculations, reading plans, etc.</i> ● <i>Identify individual training needs.</i> ● <i>Ends the week with a technical trainer's expertise on the week.</i> ● <i>Present the work of the following week.</i> <p><i>Note support points for communication and guidance.</i></p>

This stage is characterised by the adoption of a formative evaluation posture. As defined by Perrenoud << Is formative any evaluation which helps the pupil to learn and develop, in other words, which participates in the regulation of learning and development in the sense of an educational project>> 6

Perrenoud suggests using the notion of formative observation instead, because the notion of evaluation is associated with measurement, rankings, school records, the idea of information that can be codified, transmitted, accounting for achievements and shortcomings. On the contrary, to observe is to construct a realistic representation of learning, its conditions, modalities, mechanisms and results.

Observation is formative when it makes it possible to guide and optimise learning in progress, without having to worry about classifying, certifying or selecting.

- **4: COMMUNICATION WITH THE TERRITORY**

This phase represents a fundamental moment in the pedagogy of the Workshop as it allows the students to measure the impact of their commitment, learning and results achieved in the community. All this is in line with the logic of experiencing not only training but also active citizenship and social participation.

PEDAGOGICAL OBJECTIVES	MEANS
<p><i>Trainee objectives :</i></p> <p><i>Bringing a situation of change to life</i></p> <ul style="list-style-type: none"> ● <i>Participate in the dynamics of a project</i> ● <i>Finding personal interests</i> ● <i>Creating links with your community</i> ● <i>Developing communication skills</i> 	<p><i>Permanent attitude of the trainers</i></p> <p><i>Some highlights</i></p> <ul style="list-style-type: none"> ● <i>At the start, presentation of the project and the work of the trainees with the partners.</i> ● <i>Halfway through, organise a territorial animation action [AAT]: presentation of the work site (project) by the trainees to the inhabitants. Discovery and presentation of the sector, partner projects, work in progress, communication procedures, etc.</i>
<p><i>Objectives in relation to the association/operator</i></p> <p><i>To publicise the quality of the work, to find out about the association's/operator's project, to promote the work of the team...</i></p>	<p><i>Review meeting</i></p> <p><i>meals with close partners</i></p>
<p><i>Objectives in relation to the territory</i></p> <p><i>Participate in the development dynamic</i></p>	<p><i>Means of information</i></p> <p><i>Newsletters, documents, panels, media,...</i></p>



This moment can foresee, as can be seen in the project sheets of the different worksites carried out with the European project, several activities (events, public activities, shows, etc.) all inspired by the idea of a synergy between formative and non-formative institutions described by the notion of an integrated formative system.

- *5: GUIDANCE*

The last activity of the Pedagogy of the Workcamp, the orientation corresponds to the impact of this experience on the personal projects of the young people involved. The workcamp with its dynamics is designed to nourish the person's project by involving him/her in a territory, a pedagogical framework and a team. For the participants, the workcamp represents an opportunity to find or rediscover the desire, the strength and the means to build future projects, in particular professional projects.

<i>PEDAGOGICAL OBJECTIVES</i>	<i>MEANS</i>
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<p><i>Unleash a personal dynamic. "Clearing the ground"</i></p> <p><i>Identify the origins of demotivation.</i></p> <p><i>"Acting on acquired habits"</i></p> <ul style="list-style-type: none">● <i>Finding one's identity in a group</i>● <i>Helping people to become independent: work, training, procedures.</i> <p><i>"Acting on the state of mind"</i></p> <ul style="list-style-type: none">● <i>Get out of the habit of failure and assistance.</i>● <i>Gaining a realistic positive image</i> <p><i>"Acting on the relationship to time and space".</i></p> <ul style="list-style-type: none">● <i>Define objectives that can be reached over time.</i>● <i>To enlarge an enclosed space.</i> <p><i>Building projects</i></p> <p><i>Accompanying the realisation of projects</i></p>	<p><i>Listening, observing, relaying.</i></p> <p><i>Use the building site as a place where changes can be valued.</i></p> <p><i>Use error as a training tool.</i></p> <p><i>Have requirements on the tasks requested but adapted to each one.</i></p> <p><i>Debriefing interview with the two trainers</i></p> <p><i>Evaluation grids</i></p> <p><i>Discovery of the project for the territory and presentation of the building sites.</i></p> <p><i>Discussion of each person's project, meeting of professionals.</i></p> <p><i>Internships in a company</i></p> <p><i>Information search.</i></p>
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- *1: WELCOMING THE PARTICIPANTS*

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Self Assessment (Personal Empowerment)

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Definition

The competence of self-assessment is related to the ability of reflecting on needs, aspirations, and wants in the short, medium, and long run, to identify and elaborate on ones' strengths and weaknesses (Bacigalupo et al., 2016).

This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
Does not recognise his/her own strengths and weaknesses	Recognises a few of his/her own strength and weaknesses but cannot find improvement strategies	Is aware of his/her own strengths and weaknesses and can find improvement strategies.

Assessment tools

It is proposed to measure this competence through self-assessment, using an adapted version of the empowerment scale elaborated by Rogers, Chamberlin, Ellison, and Crean (1997). The scale presents the following 28 items measured on a 4-points Likert scale (ranging from 1 - strongly agree, to 4 - strongly disagree):

1. I can pretty much determine what will happen in my life.
2. People are only limited by what they think is possible.
3. People have more power if they join together as a group.
4. Getting angry about something never helps.
5. I have a positive attitude toward myself.
6. I am usually confident about the decisions I make.
7. People have no right to get angry just because they don't like something.
8. Most of the misfortunes in my life were due to bad luck.
9. I see myself as a capable person.
10. Making waves never gets you anywhere.



11. People working together can have an effect on their community.
12. I am often able to overcome barriers.
13. I am generally optimistic about the future.
14. When I make plans, I am almost certain to make them work.
15. Getting angry about something is often the first step toward changing it.
16. Usually I feel alone.
17. Experts are in the best position to decide what people should do or learn.
18. I am able to do things as well as most other people.
19. I generally accomplish what I set out to do.
20. People should try to live their lives the way they want to.
21. You can't fight bureaucracy.
22. I feel powerless most of the time.
23. When I am unsure about something, I usually go along with the rest of the group.
24. I feel I am a person of worth, at least on an equal basis with others.
25. People have the right to make their own decisions, even if they are bad ones.
26. I feel I have a number of good qualities.
27. Very often a problem can be solved by taking action.
28. Working with others in my community can help to change things for the better.

The items are set to account for the following factors:

- Self-esteem and self-efficacy (items n. 5, 6, 9, 12, 14, 18, 19, 24, 26)
- Power-powerless (items n. 7, 8, 10, 16, 17, 21, 22, 23)
- Community activism and autonomy (items n. 3, 11, 20, 25, 27, 28)
- Optimism and control over the future (items n. 1, 2, 13, 27)
- Righteous anger (items n. 4, 7, 10, 15)

The assessment score is obtained by summing and averaging the raw scores on all items. Scores in the range 2.51-4.00 are considered low level of competence; scores in the range 1.51-2.50 as medium level; and scores in the range 1.00-1.50 as high level.

2: GETTING TO WORK



Communication

Definition

“Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior” (Webster, 1983, p. 266). We define the competence in general communication as that of being able to transmitting and receiving messages clearly, in such a way to engage the audience and helping them to retain the message (Harvard University, 2014).

This competence can be assessed according to the following three students’ mastery levels:

Baseline	Intermediate	Expert
Is not aware about the components of communication (verbal, non verbal and paravaerbal); does not listen and does not understand messages someone is sending; cannot send clear and concise messages to others.	Is partially aware about the components of communication (verbal, non verbal and paravaerbal); partially listens and understands messages someone is sending; can send clear and concise messages to others only if a few conditions are satisfied.	Is aware about the components of communication (verbal, non verbal and paravaerbal); listens and correctly understand messages someone is sending; always sends clear, concise messages to others.

Assessment tools

It is proposed to measure the competence of communication through two self-assessment tools. First, using a shortened version the Interpersonal Communication Competence Scale developed by Rubin and Martin (1994). Second, by asking students to list what are their strengths, their weaknesses, and how to improve their competences, as a free narrative content. In addition, it is proposed to use this narrative content also as etero-assessment (e.g., peers or teachers).

The Interpersonal Communication Competence Scale is a multi-item scale as described in the following, measured on a 5-points Likert scale (anchored 1 – Strongly disagree to 5 – Strongly agree):

1. It is difficult to find the right words to express myself. (R)



2. I accomplish my communication goals
3. I can persuade others to my position.
4. I express myself well verbally..
5. Others would describe me as warm.
6. I reveal how I feel to others.
7. I tell people when I feel close to them.
8. Other people think that I understand them.
9. When I've been wronged, I confront the person who wronged me.
10. I take charge of conversations I'm in by negotiating what topics we talk about.
11. I have trouble standing up for myself. (R)
12. I stand up for my rights.
13. I let others know that I understand what they say.
14. In conversations with friends, I perceive not only what they say, but also what they do not say
15. I allow friends to see who I really am.
16. My friends truly believe that I care about them.
17. I try to look others in the eye when I speak with them.

Items indicated as (R) are reverse scored.

The listed items were set to account for the following factors:

- Expressiveness (items n. 1, 4)
- Environmental control (items n. 2, 3)
- Supportiveness (items n. 5)
- Self-disclosure (items n. 6, 15)
- Immediacy (items n. 7, 16, 17)
- Empathy (item n. 8)
- Assertiveness (items n. 9, 11, 12)
- Interaction management (items n. 10, 14)
- Altercentrism (item n. 13)

The assessment score is obtained by summing and averaging the raw scores (transforming those reverse coded) on all items for each scale. Scores in the range 1.00-1.50 are considered low level of competence in general communication; scores in the range 1.51-2.50 as medium level; and scores in the range 2.51-5.00 as high level.

Interaction



Définition

The competence of interaction refers to a person's ability to manage interpersonal relationships in communication settings (Rubin & Martin, 1994).

This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
Has marked difficulty in keeping up with the discussion and contributes only occasionally.	Keeps up with the discussion and can justify an opinion; responds and interacts adequately with other speakers; uses communication strategies well when unsure about (e.g., idiomatic use).	Can present ideas articulately in a complex discussion; can use sophisticated arguing and turn-taking strategies; has no difficulty in understanding idiomatic language use or different registers

Assessment tools

As for general communication, the competence of interaction can be measured through two self-assessment tools. First, using a shortened version the Interpersonal Communication Competence Scale developed by Rubin and Martin (1994).

The following statements relate to one's perspective on communication competences.

For each of the statements, please indicate how much you agree or disagree.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
1. It is difficult to find the right words to express myself. 2. I accomplish my communication goals 3. I can persuade others to my position. 4. I express myself well verbally..					



<p>5. Others would describe me as warm.</p> <p>6. I reveal how I feel to others.</p> <p>7. I tell people when I feel close to them.</p> <p>8. Other people think that I understand them.</p> <p>9. When I've been wronged, I confront the person who wronged me.</p> <p>10. I take charge of conversations I'm in by negotiating what topics we talk about.</p> <p>11. I have trouble standing up for myself.</p> <p>12. I stand up for my rights.</p> <p>13. I let others know that I understand what they say.</p> <p>14. In conversations with friends, I perceive not only what they say, but also what they do not say</p> <p>15. I allow friends to see who I really am.</p> <p>16. My friends truly believe that I care about them.</p> <p>17. I try to look others in the eye when I speak with them.</p>					
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Second, by asking students to list what are their strengths, their weaknesses, and how to improve their competences, as a free narrative content.

Competences in communication/presentation which are my strengths	Competences in communication/presentation where I need to improve	What can I do to improve?



At the same time teachers/trainers/educators can use the following grid for assessment

Now please think about **STUDENT NAME**.

Please write what are **STUDENT NAME** strengths and weaknesses in communication competences – and what **STUDENT NAME** could do to improve these competences.

Competences in communication/presentation which are STUDENT NAME 's strengths	Competences in communication/presentation that STUDENT NAME 's needs to improve	What can STUDENT NAME do to improve?

Teamwork and collaboration

Definition

Competences in Team work and Collaboration refer to working collaboratively together with others to achieve group goals and objectives. As shown by literature, competences in team work and collaboration, also recognized as human relations competences (Mitchelmore & Rowley, 2010) are of significant important importance for entrepreneurship (Bacigalupo et al., 2016; Komarkova, Gagliardi, Conrads, & Collado, 2015).

Group work and team management

Definition

The competence of group work and team management refers to being able to manage relationships with other people (Chell, 2013), in order to exploit entrepreneurial opportunities and implementing ideas (Komarkova et al., 2015; Moberg et al., 2014).

This competence can be assessed according to the following three students' mastery levels:



Baseline	Intermediate	Expert
Works uniquely alone, does not cooperate, avoid working with persons different each other's, does not take into account other people's ideas and contributions, avoid sharing information.	Is able to work in groups with a low level of complexity, cooperate only under certain conditions, can manage moderate diversity in a group, partially listen other people's ideas and contributions, and share a few information.	Is able to work interdependently and to contribute in a variety of work teams, promote cooperation, give value to diversity in a group, respects ideas and contributions of others, shares information assists in mentoring others.

Assessment tools

It is proposed to measure the competence of group work and team management through exposing students to a creative challenge (e.g., "The Marshmallow challenge", Wujec, 2010) and then use the Belbin Role method (Belbin, 1981) to have students reflecting on their roles.

The proposed self-assessment tool is based on students' evaluations about the following areas:

- 1) What they can contribute to a team
- 2) Their possible shortcomings in team work
- 3) Their characteristic behaviour in a project with other people
- 4) Their characteristic approach to group work
- 5) Their sources of satisfaction from a job
- 6) Their answers to difficult tasks with limited time and unfamiliar people
- 7) Their characteristic answers to problems in a group

The assessment leads to understanding the role covered by student in teamwork (e.g., shaper, implementer, completer finisher, coordinator, teamworker, resource investigator, plant, monitor evaluator).

Self-assessment



For each section distribute a total of exactly 10 points between the sentences in each section that you think most accurately describe your behavior. There are 7 sections, so you have to use exactly 70 points.

There are no right or wrong answers. These points may be distributed between several sentences. Try to avoid either extreme

What I believe I can contribute to a team	
	I think I can quickly see and take advantage of new opportunities.
	I can work well with a very wide range of people.
	Producing ideas is one of my natural assets.
	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives.
	I am prepared to be blunt and outspoken in the cause of making the right things happen.
	I can handle temporary unpopularity, if my actions will lead to a favorable
	I can usually tell whether a plan or idea will fit a particular situation.
	I can offer a reasoned and unbiased case for alternative courses of action.
If I have a possible shortcoming in team work, it could be that:	
	I am not at ease unless meetings are well structured and controlled and generally well conducted.
	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing.
	I have a tendency to talk a lot once the group gets on to a new topic.
	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues.
	I am sometimes seen as forceful and authoritarian when dealing with important issues.
	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere.
	I am apt to get too caught up in ideas that occur to me and so lose track of what is happening.
	My colleagues think I am sometimes unnecessarily worried about the details and the possibility that something can go wrong
When involved in a project with other people:	
	I have an aptitude for influencing people without pressurising them.



	I am generally effective in preventing careless mistakes or omissions from spoiling the success of an operation.
	I like to press for action to make sure that the meeting does not lose sight of the main objective.
	I can be counted on to produce something original.
	I am always ready to back a good suggestion in the common interest.
	I am quick to see the possibilities in new ideas and developments.
	I believe that my capacity for judgment will be appreciated by other team members
	I can be relied on to bring an organised approach to the demands of a job.
My characteristic approach to group work is that:	
	I maintain a quiet interest in getting to know colleagues better.
	I am not reluctant to challenge the view of others or hold a minority view myself.
	I can usually find an argument to refute unsound propositions.
	I think I have a talent for making things work once a plan has been put into operation.
	I prefer to avoid the obvious and to open up lines that have not been explored.
	I bring a touch of perfectionism to any job I undertake.
	I like to be the one who makes contacts outside the group or firm.
	While I am interested in hearing all views I have no hesitation in making up my mind once a decision has to be made.
I gain satisfaction in a job because:	
	I enjoy analysing situations and weighing up all the possible choices.
	I am interested in finding practical solutions to problems.
	I like to feel I am fostering good working relationships.
	I can have a strong influence on decisions.
	I have a chance to meet new people with different ideas.
	I can get people to agree on priorities.
	I feel I am in my element where I can give a task my full attention.
	I like to find opportunities to stretch my imagination.
If I am suddenly given a difficult task with limited time and unfamiliar people:	
	I would feel driven-in a corner and would try to get out of this deadlock before starting the work.



	I would be willing to cooperate with any person who shows the most positive attitude to the problem, no matter how difficult character he or she might have.
	I would find some way of reducing the size of the task by establishing how different individuals can contribute.
	My natural sense of urgency would help to ensure that we did not fall behind schedule.
	I believe I would keep my cool and maintain my capacity to think straight.
	In spite of conflicting pressures I would press ahead with whatever needed to be done.
	I would take the lead if the group was making no progress.
	I would open up discussions with the view to stimulating new thoughts and getting something moving.
With reference to the problems, I experience when working in groups:	
	I am apt to overreact when people hold up progress.
	Some people criticise me for being too analytical.
	My desire to check that we get the important details right is not always welcome.
	I tend to show boredom unless I am actively engaged with stimulating people.
	I find it difficult to get started unless the goals are clear.
	I am sometimes poor at putting across complex points that occur to me.
	I am conscious of demanding from others the things I cannot do myself.
	I hesitate to express my personal views in front of difficult or powerful people.



Conflict resolution

Definition

Because conflict is often pervasive in team and interorganizational relationships, the manner in which people resolve conflict has implication on team and organizational performance (Behfar, Peterson, Mannix, & Trochim, 2008; De Dreu & Weingart, 2003). Conflict can emerge with regard to tasks or cognitions (i.e., disagreement over differences in ideas, viewpoints, and opinions pertaining to the group's tasks), relationships (i.e., disagreement resulting from interpersonal incompatibilities), and processes (i.e., conflict about dividing and delegating responsibility and deciding how to get work done) (Behfar et al., 2008). Whereas conflict can be resolved with destructive techniques (e.g., domination, confrontation), these techniques have a negative effect on team and organizational performance (Mohr & Spekman, 1994). The competence of conflict resolution therefore refers to finding peaceful solutions to disagreement among two or more parties through constructive techniques (e.g., joint problem solving, persuasion), which have a positive effect on organizational performance (Mohr & Spekman, 1994).

This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
Avoids difficult conversations, does not listen nor empathise with others, tries to find guiltiness, is not focused on the outcome, takes comments as personal attacks, is not able to negotiate, privilege competition and win-lose outcomes.	Stands but cannot completely manage difficult conversations, listens to others but does not always empathise, is partially focused on the outcome, rarely takes comments as personal attacks, tries to negotiate, promotes win-win outcomes when participants adhere.	Use assertiveness in initiating difficult conversations, listens in an objective, empathic way, avoids the blame game, is focused on the outcome, does not take comments as personal attacks, is able to negotiate, promote win-win outcomes



Assessment tools

It is proposed to measure the competence of conflict resolution through a self-assessment tools using a shortened version the Interpersonal Communication Competence Scale developed by Rubin and Martin (1994). For description of this tool, see description in “General communication” and Appendix B.

Self-assessment

For each of the statements, please indicate how much you agree or disagree.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
1. It is difficult to find the right words to express myself. 2. I accomplish my communication goals 3. I can persuade others to my position. 4. I express myself well verbally.. 5. Others would describe me as warm. 6. I reveal how I feel to others. 7. I tell people when I feel close to them. 8. Other people think that I understand them. 9. When I've been wronged, I confront the person who wronged me. 10. I take charge of conversations I'm in by negotiating what topics we talk about. 11. I have trouble standing up for myself. 12. I stand up for my rights. 13. I let others know that I understand what they say.					



14. In conversations with friends, I perceive not only what they say, but also what they do not say					
15. I allow friends to see who I really am.					
16. My friends truly believe that I care about them.					
17. I try to look others in the eye when I speak with them.					

Problem solving attitude

Definition

Competences in problem solving refer to the ability to relate previously unrelated objects or variables to produce novel and appropriate or useful outcomes (Morris et al., 2013), through a process of problem identification, new idea generation and realization.

This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
Does not recognise and is not able to analyse problems; is not oriented to quickly find solutions; does not involve others; tends to avoid decision-making or takes unclear decisions; prefers traditional models, even if out-dated; does not challenge the status quo; gets lost in the detail and cannot see the bigger picture.	Identifies and tries to analyse problems; can distinguish relevant from irrelevant information in low complexity situation; try to seek for best solutions not necessarily quickly and/or involving others; can see alternative and innovative solutions to problems but cannot always apply them; can imagine good but not necessarily innovative ways to tackle problems; adopts lateral thinking if accompanied; makes decisions; acts with integrity.	Identifies and appropriately analyse problems; distinguishes relevant from irrelevant information; quickly searches for best solutions involving others; considers different approaches, disciplines and points of view when generating solutions; uses resources creatively; originates alternatives to conventional thinking; produces imaginative or unique responses to a problem makes clear, consistent, transparent decisions; acts with integrity in all decision making.



Assessment tools

As an assessment tool to evaluate competences in problem solving, it is proposed to use a self-assessment psychometric measure represented by the Creative problem solving scale – Producing creative solutions scale (Morris et al., 2013). The tool is a multi-item scale, measured on a 5-points Likert scale (ranging from 1 – Strongly disagree, to 5 – Strongly agree), comprising the following statements:

1. I demonstrate originality in my work
2. I am creative when asked to work with limited resources.
3. I identify ways in which resources can be recombined to produce novel products.
4. I find new uses for existing methods or equipment.
5. I think outside of the box.
6. I identify opportunities for new services/products.
7. Freedom to be creative and original is extremely important to me.

The assessment score is obtained by summing and averaging the raw scores on all items for each scale. Scores in the range 1.00-1.50 are considered low competence level in problem solving; scores in the range 1.51-3.00 as medium level; and scores in the range 3.01-5.00 as high level.

Problem solving attitude (self-assessed)

Please consider each of the following statements as if applies to you at present. For each of the statements, please place an “X” in the space that best describes you.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
1. I demonstrate originality in my work. 2. I am creative when asked to work with limited resources. 3. I identify ways in which resources can be recombined to produce novel products					



4. I find new uses for existing methods or equipment. 5. I think outside of the box. 6. I identify opportunities for new services/products. 7. Freedom to be creative and original is extremely important to me.					
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3: MONITORING

Adaptability

Definition

The competence of adaptability in the work context refers to being able to respond to changes in the environment and performing well in a changing task context (LePine, Colquitt, & Erez, 2000), trying to understand change, displaying a willingness to learn new ways to accomplish work objectives, with a positive attitude (Bowdoin College, 2016; Harvard University, 2014).

This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
Willingly takes on new tasks/adopts new approaches as required as appropriate to job role. Takes responsibility for keeping professional skills and knowledge up to date.	Embraces and manages change. Seeks opportunities for change, supporting colleagues in implementing new ways of working, effectively and supportively communicating the rationale for change.	Instigates and leads programmes of change, working in close collaboration with team-mates/ colleagues. Identifies resource implications of strategic developments and manages them accordingly.

Assessment tools

As an assessment tool to evaluate adaptability, it is proposed to use the empowerment scale developed by Rogers et al. (1997). For a description of the content of the tool and of the assessment levels, see "Self-assessment" competence.

The following statements relate to one's perspective on life and to making decisions. For each of the statements, please indicate how much you agree or disagree. Indicate how you feel now. First impressions are usually best. Do not spend a lot of time on any one question.

Please be honest with yourself so that your answers reflect your true feelings.



	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
<p>1. I can pretty much determine what will happen in my life.</p> <p>2. People are only limited by what they think is possible.</p> <p>3. People have more power if they join together as a group.</p> <p>4. Getting angry about something never helps.</p> <p>5. I have a positive attitude toward myself.</p> <p>6. I am usually confident about the decisions I make.</p> <p>7. People have no right to get angry just because they don't like something.</p> <p>8. Most of the misfortunes in my life were due to bad luck.</p> <p>9. I see myself as a capable person.</p> <p>10. Making waves never gets you anywhere.</p> <p>11. People working together can have an effect on their community.</p> <p>12. I am often able to overcome barriers.</p> <p>13. I am generally optimistic about the future.</p> <p>14. When I make plans, I am almost certain to make them work.</p> <p>15. Getting angry about something is often the first step toward changing it.</p> <p>16. Usually I feel alone.</p> <p>17. Experts are in the best position to decide what people should do or learn.</p> <p>18. I am able to do things as well as most other people.</p> <p>19. I generally accomplish what I set out to do.</p>				



<p>20. People should try to live their lives the way they want to.</p> <p>21. You can't fight bureaucracy.</p> <p>22. I feel powerless most of the time.</p> <p>23. When I am unsure about something, I usually go along with the rest of the group.</p> <p>24. I feel I am a person of worth, at least on an equal basis with others.</p> <p>25. People have the right to make their own decisions, even if they are bad ones.</p> <p>26. I feel I have a number of good qualities.</p> <p>27. Very often a problem can be solved by taking action.</p> <p>28. Working with others in my community can help to change things for the better.</p>				
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Coping strategy

Definition

Coping refers to the activation of specific behaviors aimed at solving problems and stressful situations. A coping strategy is an action (both behavioral and cognitive) that a person is able to perform to deal with a stressful or difficult situation (Horney, 1939). This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
Cannot find ways to cope with difficult situations; does not see growth possibilities when dealing with difficult situations; cannot control reactions; cannot ask for help.	Cannot always find ways to cope with difficult situations; does not always see growth possibilities when dealing with difficult situations; can control reactions only in some cases; can ask for help only under certain conditions.	Looks for creative ways to alter difficult situations; believes that positive growth is possible when dealing with difficult situations; can control reactions; asks for help when needed.

Assessment tools

To assess the competence of coping strategy it is proposed to use three scales developed by Kyndt and Baert (2015): the self-knowledge, the orientation towards learning, and the planning for future scale. The multi-item scales, reported in the following, are measured on 6-points Likert scale (ranging from 1 – Never, to 6 – Always).

1. I ask others what they think about my approach
2. If I cannot figure it out myself, I ask for help
3. I learn from the critique of others
4. I admit my mistakes spontaneously
5. I learn by cooperating with others
6. I attend courses in order to do my job better
7. I investigate which training and courses are available
8. I know where I can go for specific trainings
9. I am willing to make additional efforts in order to learn
10. I always know which new developments are occurring in the sector I am working with
11. I like to learn



12. If a situation changes, I adjust my plans
13. If I notice that I do not obtain the necessary results, I adjust my plans immediately
14. I adjust my planned approach when new opportunities arise
15. If my plan goes differently than expected, I make a new plan

The items belong to the following constructs:

- Self-knowledge: items from n. 1 to n. 5;
- Orientation towards learning: items from n. 6 to n. 11;
- Planning for future: items from n. 12 to n. 15.

The scale is proposed to be used both as self-assessed and etero-assessed (e.g., peer- and teacher-assessment). A suggested version of the instrument to be administered to students can be found in Appendix B.

The assessment score is obtained by summing and averaging the raw scores on all items for each scale. Scores in the range 1.00-3.75 are considered low level of competence in using coping strategies; scores in the range 3.76-5.25 as medium level; and scores in the range 5.26-6.00 as high level.

Coping strategy (self-assessed)

The following statements relate to different competences, which might, or not, be familiar to you.

Please show to which extent you practice them in your life.

	1 Never	2 Seldom	3 Someti mes	4 Often	5 Most of the times	6 Always
1. I ask others what they think about my approach 2. If I cannot figure it out myself, I ask for help 3. I learn from the critique of others 4. I admit my mistakes spontaneously						



5. I learn by cooperating with others						
6. I attend courses in order to do my job better						
7. I investigate which training and courses are available						
8. I know where I can go for specific trainings						
9. I am willing to make additional efforts in order to learn						
10. I always know which new developments are occurring in the sector I am working with						
11. I like to learn						
12. If a situation changes, I adjust my plans						
13. If I notice that I do not obtain the necessary results, I adjust my plans immediately						
14. I adjust my planned approach when new opportunities arise						
15. If my plan goes differently than expected, I make a new plan						

Coping strategy (peer- or teacher-assessed)

Now please think about **STUDENT NAME**. For each sentence, please indicate how much you think that **STUDENT NAME** practices them in his/her life – as you have perceived during the activities that you carried out together during the project/course.



	1 Never	2 Seldom	3 Someti mes	4 Often	5 Most of the times	6 Always
<p>1. STUDENT NAME asks others what they think about his/her approach</p> <p>2. If STUDENT NAME cannot figure it out himself/herself, he/she asks for help</p> <p>3. STUDENT NAME learns from the critique of others</p> <p>4. STUDENT NAME admits his/her mistakes spontaneously</p> <p>5. STUDENT NAME learns by cooperating with others</p> <p>6. STUDENT NAME attends courses in order to do his/her job better</p> <p>7. STUDENT NAME investigates which training and courses are available</p> <p>8. STUDENT NAME knows where he/she can go for specific trainings</p> <p>9. STUDENT NAME is willing to make additional efforts in order to learn</p> <p>10. STUDENT NAME always knows which new developments are occurring in the sector he/she is working with</p> <p>11. STUDENT NAME likes to learn</p> <p>12. If a situation changes, STUDENT NAME adjusts his/her plans</p>						



<p>13. If STUDENT NAME notices that he/she does not obtain the necessary results, he/she adjusts his/her plans immediately</p> <p>14. STUDENT NAME adjusts his/her planned approach when new opportunities arise</p> <p>15. If his/her plan goes differently than expected, STUDENT NAME makes a new plan</p>						
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Perseverance

Definition

The competence of perseverance refers to the ability to sustain goal-directed action and energy when confronting difficulties and obstacles impede goal achievement (Morris, Webb, Fu, & Singhal, 2013).

This competence can be assessed against the following three students' mastery levels:

Baseline	Intermediate	Expert
Abandons an assignment when tired or under distraction; abandons a task when experiencing failure; does not work with clear goals.	Risks to abandon an assignment when tired or under distraction; risks to abandon a task when experiencing failure; does not always work with clear goals	Finishes an assignment even if tired of; keeps on working in a concentrated way even if there is a distraction; continues with the task even after a setback or failure; works with clear goals

Assessment tools

The proposed measure to assess the competence of perseverance is the perseverance scale developed by Kyndt and Baert (2015) as part of their general entrepreneurial competences scale. In addition, it is proposed to add a free narrative form to allow description of students' experiences of perseverance. The perseverance scale is measured as a 7-items Likert scale ranging from 1 to 6 (with 1=Never, and 6=Always):

1. If I start an assignment, I finish it, even if I am tired of it
2. Even if there is distraction, I keep on working in a concentrated way
3. I place high demands on myself when I am working
4. Even after a setback or failure I continue with the task at hand
5. I work with clear goals
6. Only important reasons can make me change my plans
7. Even if the assignment is difficult, I start working on it immediately

The scale is proposed to be used both as self-assessed and etero-assessed (e.g., peer- and teacher-assessment). A suggested version of the instrument to be administered to students can be found in Appendix B and Appendix C.



The assessment score is obtained by summing and averaging the raw scores on all items. Scores in the range 1.00-3.50 are considered low level of perseverance; scores in the range 3.51-5.00 as medium level; and scores in the range 5.01-6.00 as high level.

Perseverance (self-assessed)

The following statements relate to different competences, which might, or not, be familiar to you.

Please show to which extent you practice them in your life.

	1 Never	2 Seldom	3 Someti mes	4 Often	5 Most of the times	6 Always
1. If I start an assignment, I finish it, even if I am tired of it 2. Even if there is distraction, I keep on working in a concentrated way 3. I place high demands on myself when I am working 4. Even after a setback or failure I continue with the task at hand 5. I work with clear goals 6. Only important reasons can make me change my plans 7. Even if the assignment is difficult, I start working on it immediately						



Could you please describe an experience that describes how did you use/not use these competences?

Perseverance (peer- or teacher-assessed)

Now please think about **STUDENT NAME**. For each sentence, please indicate how much you think that **STUDENT NAME** practices them in his/her life – as you have perceived during the activities that you carried out together during the project/course.

	1 Never	2 Seldom	3 Some times	4 Often	5 Most of the times	6 Always
1. If STUDENT NAME starts an assignment, he/she finishes it, even if he/she is tired of it						
2. Even if there is distraction, STUDENT NAME keeps on working in a concentrated way						
3. STUDENT NAME places high demands on himself/herself when he/she is working						
4. Even after a setback or failure STUDENT NAME continues with the task at hand						
5. STUDENT NAME works with clear goals						
6. Only important reasons can make STUDENT NAME change his/her plans						



7. Even if the assignment is difficult, STUDENT NAME starts working on it immediately					
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Could you please describe an experience with **STUDENT NAME** that describes how did you use/not use these competences?

Emotional intelligence

Definition

Emotional intelligence describes adaptive interpersonal and intrapersonal emotional functioning (Kirk, Schutte, & Hine, 2008) and indicates the extent to which a person can appraise and regulate emotions in self and others, and utilize emotions for problem solving (Schutte et al., 1998).

This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
Does not recognise emotions and their impact on him/her self and on others	Recognises emotions and their impact on him/her self and on others	Recognises, gives value and manages emotions and their impact on him/her self and on others

Assessment tools

Emotional intelligence can be measured through the Brief Emotional Intelligence Scale developed by Davies, Stankov, and Roberts (1998). The scale presents the following 10 items measured on a 5-points Likert scale (ranging from 1 - strongly disagree, to 5 - strongly agree):



1. I know why my emotions change
2. I easily recognize my emotions as I experience them
3. I can tell how people are feeling by listening to the tone of their voice
4. By looking at their facial expressions, I recognize the emotions people are experiencing
5. I seek out activities that make me happy
6. I have control over my emotions
7. I arrange events others enjoy
8. I help other people feel better when they are down
9. When I am in a positive mood, I am able to come up with new ideas
10. I use good moods to help myself keep trying in the face of obstacles

The scale is proposed to be used both as self-assessed and etero-assessed (e.g., peer- and teacher-assessment).

The assessment score is obtained by summing and averaging the raw scores on all items. Scores in the range 2.51-5.00 are considered low level of competence in emotional intelligence; scores in the range 1.51-2.50 as medium level; and scores in the range 1.00-1.50 as high level.

Emotional intelligence (self-assessed)

The following statements regard the role of emotions in your life. Please indicate how much you agree or disagree with each statement.

	1 Strongly Disagree	2 Disagre e	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
1. I know why my emotions change 2. I easily recognize my emotions as I experience them 3. I can tell how people are feeling by listening to the tone of their voice 4. By looking at their facial expressions, I recognize the emotions people are experiencing					



5. I seek out activities that make me happy					
6. I have control over my emotions					
7. I arrange events others enjoy					
8. I help other people feel better when they are down					
9. When I am in a positive mood, I am able to come up with new ideas					
10. I use good moods to help myself keep trying in the face of obstacles					

Please note that the format of the scale differs from the previous ones.

Emotional intelligence (peer- or teacher-assessed)

Now please think about **STUDENT NAME**. For each sentence, please indicate how much you agree or disagree with each statement as representative of **STUDENT NAME**.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
1. STUDENT NAME knows why his/her emotions change					
2. STUDENT NAME easily recognizes his/her emotions as he/she experiences them					
3. STUDENT NAME can tell how people are feeling by listening to the tone of their voice					
4. By looking at their facial expressions, STUDENT NAME recognizes the emotions people are experiencing					



5. STUDENT NAME seeks out activities that make he/she happy					
6. STUDENT NAME has control over his/her emotions					
7. STUDENT NAME arranges events others enjoy					
8. STUDENT NAME helps other people feel better when they are down					
9. When STUDENT NAME is in a positive mood, he/she is able to come up with new ideas					
10. STUDENT NAME uses good moods to help himself/herself keep trying in the face of obstacles					

Risk management

Definition

The competence of risk management refers to the competence in taking actions to reduce the probability of a risk occurrence or to reduce the potential impact if the risk were to occur (Morris et al., 2013).

This competence can be assessed according to the following three students' mastery levels:



Baseline	Intermediate	Expert
Is scarcely able to recognize and assess risk; is not able to accept risk; feels that being able to deal with risk is not important and cannot be learned.	Has a moderate ability to recognize and assess risk; is able to accept risk under certain conditions; feels that being able to deal with risk is somewhat important and be learned.	Has a high ability to recognize and assess risk; is able to accept risk; feels that being able to deal with risk is important and can be learned.

Assessment tools

The competence of risk management can be measured through a self-assessment psychometric tool consisting in the risk management/mitigation scale proposed by Morris et al. (2013). The tool consists in a 5-items, 5-points Likert scale (ranging 1 – strongly disagree to 5 – strongly agree), measuring agreement with the following statements:

1. My skills in recognizing and assessing risks are strong.
2. There is not much that people can do about risk.
3. Risks cannot really be managed.
4. I understand a lot about how to manage risks
5. Dealing with risk is a learned skill.

The assessment score is obtained by summing and averaging the raw scores on all items for each scale. Scores in the range 1.00-2.50 are considered low level of competence in risk management; scores in the range 2.51-3.50 as medium level; and scores in the range 3.51-5.00 as high level.

Managing risk (self-assessed)

Please consider each of the following statements as if applies to you at present. For each of the statements, please place an “X” in the space that best describes you.

	1	2	3	4	5
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	Strongly Disagree	Disagree	Nor agree nor disagree	Agree	Strongly Agree
1. My skills in recognizing and assessing risks are strong. 2. There is not much that people can do about risk. 3 Risks cannot really be managed. 4. I understand a lot about how to manage risks 5. Dealing with risk is a learned skill					

Creativity and innovation have been highlighted as extremely relevant area of entrepreneurial and social competences (e.g., Bacigalupo et al., 2016; Moberg et al., 2014). Creativity encompasses the development of new ideas to create value, including better solutions to existing challenges (Bacigalupo et al., 2016), and innovation concerns those processes regarding the introduction and application of new or improved ideas, processes, products or procedures (West, 2002).

Creativity and lateral thinking

Definition

The competence of creativity and lateral thinking refers to solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic (De Bono, 1970).

This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
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Can only see the immediate problem and easy connections between topic or ideas, prefers traditional models, even if out-dated, does not challenge the status quo, gets lost in the detail and cannot see the bigger picture.	Can see alternative and innovative solutions to problems but cannot always apply it, can imagine good but not necessarily innovative ways to tackle problems, adopt lateral thinking if accompanied.	Considers different approaches, disciplines and points of view when generating solutions, uses resources creatively, originates alternatives to conventional thinking, produces imaginative or unique responses to a problem
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Assessment tools

As an assessment tool to evaluate creativity and lateral thinking, it is proposed to use a self-assessment psychometric measure represented by the Creative problem solving scale – Producing creative solutions scale (Morris et al., 2013). For further details on this tool, see description above in “Problem solving attitude”.

Please consider each of the following statements as if applies to you at present. For each of the statements, please place an “X” in the space that best describes you.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
1. I demonstrate originality in my work. 2. I am creative when asked to work with limited resources. 3. I identify ways in which resources can be recombined to produce novel products 4. I find new uses for existing methods or equipment. 5. I think outside of the box. 6. I identify opportunities for new services/products. 7. Freedom to be creative and original is extremely important to me.					

4: COMMUNICATION WITH THE TERRITORY



Negotiation and persuasion

Definition

The competence of negotiation and persuasion refers to the capacity of fairly convincing others of own point of view, plan, or products (Kyndt & Baert, 2015).

This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
Utilises facts to support claims. Helps to find solutions that contribute to positive outcomes. Contributes to resolving differences with other staff or parties. Responds to conflict without worsening the situation and refers to a supervisor where appropriate. Knows when to withdraw from a conflict situation.	Negotiates from an informed and credible position. Leads and facilitates productive discussions with staff and stakeholders. Encourages others to talk, shares and debates ideas to achieve a consensus. Recognises and explains the need for compromise. Influences others with a fair and considered approach and sound arguments. Shows sensitivity and understanding in resolving conflicts and differences. Manages challenging relations with internal and external stakeholders. Pre-empts and minimises conflict	Engages in a range of approaches to generate solutions, seeking expert inputs and advice to inform negotiating strategy. Uses sound arguments, strong evidence, and expert opinion to influence outcomes. Determines and communicates the organisation's position and bargaining strategy. Represents the organisation in critical negotiations, including those that are cross jurisdictional, achieving effective solutions in challenging relationships, ambiguous and conflicting positions. Pre-empts and avoids conflict across organisations and with senior internal and external stakeholders. Identifies contentious issues, directs discussion and debate, and steers parties towards an effective resolution.



Assessment tools

It is proposed to measure the competence of negotiation and persuasion through two self-assessment tools. First, using the ability to persuade scale developed by Kyndt and Baert (2015). Second, by asking students to narratively describe an experience where they used their persuasion competences. Both the two tools are proposed to be used both as self-assessed and etero-assessed (e.g., peer- and teacher-assessment).

The Ability to persuade scale is a 10-item scale, measured on a 6-points Likert scale (anchored 1 – Never to 6-Always), accounting for the following items:

1. I can build a strong line of argumentation
2. I convince others with arguments
3. I explain my ideas in a clear and coherent manner
4. I am able to make people enthusiastic for my idea
5. I make it clear to others what I want to achieve
6. I can name to pros and cons of my idea
7. I adjust my arguments to the person I am talking to
8. I explain to others why I took a certain decision
9. I can convey my message in an enthusiastic manner
10. When I decide something, I know exactly why

The assessment score is obtained by summing and averaging the raw scores on all items for each scale. Scores in the range 1.00-3.50 are considered low level of competence in negotiation and persuasion; scores in the range 3.51-5.00 as medium level; and scores in the range 5.01-6.00 as high level.

The following statements relate to different competences, which might, or not, be familiar to you.

Please show to which extent you practice them in your life.

	1 Never	2 Seldom	3 Someti mes	4 Often	5 Most of the times	6 Always
1. I can build a strong line of argumentation 2 I convince others with arguments 3. I explain my ideas in a clear and coherent manner 4. I am able to make people enthusiastic for my idea 5. I make it clear to others what I want to achieve						



6. I can name to pros and cons of my idea 7. I adjust my arguments to the person I am talking to 8. I explain to others why I took a certain decision 9. I can convey my message in an enthusiastic manner 10. When I decide something, I know exactly why						
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Could you please describe an experience that describes how did you use/not use these competences?



Negotiation and persuasion (peer- or teacher-assessed)

Now please think about **STUDENT NAME**. For each sentence, please indicate how much you think that **STUDENT NAME** practices them in his/her life – as you have perceived during the activities that you carried out together during the project/course.

	1 Never	2 Seldom	3 Someti mes	4 Often	5 Most of the times	6 Always
<p>1. STUDENT NAME can build a strong line of argumentation</p> <p>2 STUDENT NAME convinces others with arguments</p> <p>3. STUDENT NAME explains his/her ideas in a clear and coherent manner</p> <p>4. STUDENT NAME is able to make people enthusiastic for his/her idea</p> <p>5. STUDENT NAME makes it clear to others what he/she wants to achieve</p> <p>6. STUDENT NAME can name to pros and cons of his/her idea</p> <p>7. STUDENT NAME adjusts his/her arguments to the person he/she is talking to</p> <p>8. STUDENT NAME explains to others why he/she took a certain decision</p> <p>9. STUDENT NAME can convey his/her message in an enthusiastic manner</p>						



10. When STUDENT NAME decides something, he/she knows exactly why						
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Could you please describe an experience with **STUDENT NAME** that describes how did he/she use/not use these competences?

Presentation

Definition

The competence of presentation can be defined as preparing and delivering ideas effectively to individuals or groups, demonstrating of being cognizant of audience response and able to adapt content and style accordingly to characteristics and needs of the audience, exhibiting mastery of materials, comfortable delivery style and handling of enquiries (Harvard University, 2014).

This competence can be assessed according to the following three students' mastery levels:

Baseline	Intermediate	Expert
Structure lacks coherence. Speaker unfamiliar with topic. Transitional elements largely missing.	Evidence of a standard three parts structure and some use of transitional elements. Maintains contact with the audience. Level is appropriate, but the listener is not totally convinced that the presenter knows his/her topic well.	Is thoroughly familiar with the topic and can respond confidently and spontaneously to complex questions. Presentation is well structured, uses transitional elements, and follows the conventions of the field. Good eye contact, no reading from his/her paper. Level appropriate for intended audience.



Assessment tools

As for general communication, the competence of interaction can be measured through two self-assessment tools. First, using a shortened version the Interpersonal Communication Competence Scale developed by Rubin and Martin (1994). Second, by asking students to list what are their strengths, their weaknesses, and how to improve their competences, as a free narrative content.

Presentation (self-assessed)

The following statements relate to one's perspective on communication competences.

For each of the statements, please indicate how much you agree or disagree.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
1. It is difficult to find the right words to express myself. 2. I accomplish my communication goals 3. I can persuade others to my position. 4. I express myself well verbally.. 5. Others would describe me as warm. 6. I reveal how I feel to others. 7. I tell people when I feel close to them. 8. Other people think that I understand them. 9. When I've been wronged, I confront the person who wronged me. 10. I take charge of conversations I'm in by					



negotiating what topics we talk about. 11. I have trouble standing up for myself. 12. I stand up for my rights. 13. I let others know that I understand what they say. 14. In conversations with friends, I perceive not only what they say, but also what they do not say 15. I allow friends to see who I really am. 16. My friends truly believe that I care about them. 17. I try to look others in the eye when I speak with them.					
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Please, in the following list your strengths, weaknesses and tasks for improvement in communication.

Competences in communication/presentation which are my Strengths	Competences in communication/presentation that I need to improve	What can I do to improve?

General communication (peer- or teacher-assessed)

Interaction (peer- or teacher-assessed)

Presentation (peer- or teacher-assessed)

Now please think about **STUDENT NAME**.

Please write what are **STUDENT NAME** strengths and weaknesses in communication competences – and what **STUDENT NAME** could do to improve these competences.

Competences in communication/presentation	Competences in communication/presentation	What can STUDENT NAME do to improve?



which are STUDENT NAME's strengths	that STUDENT NAME's needs to improve	

Recognizing opportunities

Definition

The competence of recognizing opportunities refers to the capacity to perceive changed conditions or overlooked possibilities in the environment that represent potential sources of profit or return for an individual or an organization (Morris et al., 2013).

This competence can be assessed according to the following three students' mastery levels:

Low level	Medium level	High level
Is poorly aware of data/information/research available to inform and develop areas of work; seldomly keeps up to date with information and its quality in order to make judgements; tends to treat information from different pieces of information as separate.	Is aware of data/information/research available to inform and develop areas of work; moderately keeps up to date with information and its quality in order to make judgements; is able to see some new connections and patterns from available data.	Is an avid information seeker, always carrying out activities of search for new information/data/research; is good at "connecting the dots", seeing links between seemingly unrelated pieces of information; has ideas about developing novel products, policies, and strategies for the future.

Assessment tools



The competence of recognizing opportunities is measured through two self-assessed psychometric measures developed by Morris et al. (2013): (1) the opportunity recognition scale, and (2) the conveying a vision scale. The items represented in the scales, which are measured on a 5-points Likert scale (ranging 1 – Strongly disagree, to 5 – Strongly agree) are the following:

1. I am an avid information seeker.
2. I am always actively looking for new information.
3. I often make novel connections and perceive new or emergent relationships between various pieces of information.
4. I see links between seemingly unrelated pieces of information.
5. I am good at “connecting dots”.
6. I often see connections between previously unconnected domains of information.
7. I am always seeking new opportunities in my life
8. I believe in a bold and daring view of the future.
9. I am able to paint an interesting picture of the future.
10. The future is very hard to see or envision.
11. I find it difficult to get others committed to my vision or dreams.
12. I find that I am able to inspire others with my plans for the future.

The items are therefore set to account for the following constructs:

- Opportunity recognition (items from n. 1 to 6)
- Conveying a compelling vision/seeing the future (items from n. 7 to 12)

The assessment score is obtained by summing and averaging the raw scores on all items for each scale. Scores in the range 1.00-2.00 are considered low level of competence in recognizing opportunities; scores in the range 2.01-3.00 as medium level; and scores in the range 3.01-5.00 as high level.

Recognizing opportunities (self-assessed)

Please consider each of the following statements as if applies to you at present. For each of the statements, please place an “X” in the space that best describes you.

	1 Strongly Disagree	2 Disagree	3 Nor agree	4 Agree	5 Strongly Agree



			nor disagree		
1. I am an avid information seeker. 2. I am always actively looking for new information. 3 I often make novel connections and perceive new or emergent relationships between various pieces of information. 4. I see links between seemingly unrelated pieces of information. 5. I am good at “connecting dots”. 6. I often see connections between previously unconnected domains of information 7. I am always seeking new opportunities in my life. 8. I believe in a bold and daring view of the future. 9. I am able to paint an interesting picture of the future. 10. The future is very hard to see or envision. 11. I find that I am able to inspire others with my plans for the future.					

For a shortened version of the assessment framework, it is proposed to use the following scale. Even in this case, the assessment score is obtained by summing and averaging the raw scores on all items for each scale. Scores in the range 1.00-1.50 are considered low level of competence in recognizing opportunities scores in the range 1.51-2.50 as medium level; and scores in the range 2.51-3.00 as high level.



Recognizing opportunities (self-assessed)

Please consider each of the following statements as if applies to you at present.
For each of the statements, please place an “X” in the space that best describes you.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
1. I am an avid information seeker. 2. I am always actively looking for new information. 3 I often make novel connections and perceive new or emergent relationships between various pieces of information. 4. I see links between seemingly unrelated pieces of information. 5. I am good at “connecting dots”. 6. I often see connections between previously unconnected domains of information					

5 : GUIDANCE

A Change of State of Mind

A theoretical frame of reference is not easily definable, but the suggestion of the



educational psychologist Carol Dweck¹, who has in numerous researches classified two states of mind which can be facilitators or inhibitors of the attitude towards learning, change and empowerment, is offered here.

People are said to have a *fixed mindset* when they believe that their faculties are innate and fixed, whereas a *growth mindset is the* belief that these same faculties can be cultivated and grow.

People with a fixed frame of mind have more difficulty daring to take the plunge and persevere in learning. Their performance is not experienced as the result of their actions, but as proof of their intrinsic value. For them, a bad result is proof of their stupidity or lack of ability, and only success can prove to the world (and to themselves) that they are worth something.

Are these people then willing to put in a lot of effort to succeed in what they are doing? In fact, they tend to develop behaviours that are detrimental to their learning:

- Considering new experiences as a risk of failure, they prefer to stick to what they already master.
- Faced with a bad result, they look for excuses or blame others, without asking themselves what their own share of responsibility is.
- They consider that gifted people must achieve good results immediately and avoid effort (seen as clear evidence of lack) or quickly abandon activities when they become more difficult.
- Sometimes they would rather cheat than risk failure.

In contrast, people with a developmental mindset see effort as a necessity to achieve a better result, accept their mistakes as a way of learning, are less likely to be overwhelmed by failure and are generally more tenacious in their learning.

According to Carol Dweck, we are not born with either of these states of mind, we adopt them from an early age depending on our experiences, especially at school and within our families. Our school system is indeed very effective when it comes to spreading a fixed frame of mind. Grades are presented as an end in themselves, some comments categorise students between "good" and "bad", etc. In families too, certain phrases form the breeding ground in which the fixed

¹ Carol Dweck (2010), *Changing Mindset: A New Psychology of Success*, Brochél'.

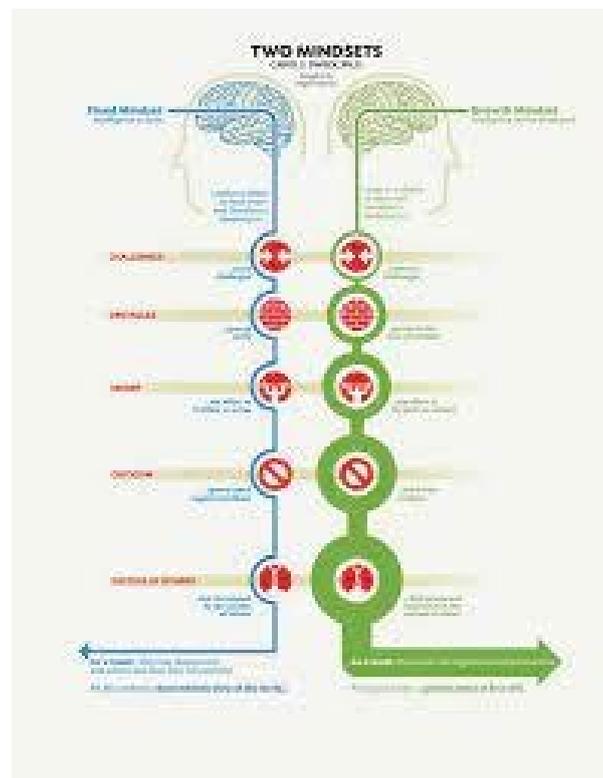


frame of mind will grow and develop. And not only negative sentences, such as "You've dropped something again, you're really clumsy", no, compliments also feed the fixed state of mind if they describe the child as he is. For example, saying to a child "Oh, how smart you are" is perceived by the person receiving the compliment as pressure to be and stay smart all the time.

What is interesting, from a training perspective, is that Carol Dweck's research shows that these states of mind can be changed, through training that makes people aware of these mechanisms and puts them in the conditions to experience a new learning system.

In this sense, one can imagine that an experience of Workshop Pedagogy helps to change the participants' states of mind, as shown in the following diagram, from fix to growth..

Carol Dweck *Changing
mindset*



Growth Mindset

Definition

People have implicit theories of intelligence, which can be "entity theories", which view intelligence as fixed, or "incremental theories", which view intelligence as malleable (Dweck, 1999). People having an incremental implicit theory of intelligence



have a “growth mindset” and believe that intelligence can be learned and that the brain can grow from exercise and practice. This determines the goals they pursue, their responses to difficulty, and their task performance (Dweck, 2006).

This competence can be assessed according to the following three students’ mastery levels:

Baseline	Intermediate	Expert
Believes that intelligence is static; does not apply for improvement; avoids effort, criticism and challenges and feels threatened by the success of others.	Considers intelligence both static and dynamic; sometimes applies for improvement; can afford a few effort and moderate challenges; does not care about criticism and the success of others.	Believes that intelligence is dynamic; applies for improvement; sees effort as a path to mastery; embraces challenges, learns from criticism; feels inspired by the success of others.

Assessment tools

To measure growth mindset, two measures have been identified, tested, and proposed. First, in a longer version of the test, assessment can be carried out through self-evaluation using a validated psychometric scale developed by Dweck (1999). The scale presents the following 8 items measured on a 6-points Likert scale (ranging from 1 - strongly agree, to 6 - strongly disagree):

1. You have a certain amount of transversal competences, and you can't really do much to change it.
2. Your transversal competences is something about you that you can't change very much.
3. No matter who you are, you can significantly change your transversal competences level.
4. To be honest, you can't really change the amount of transversal competences you have.
5. You can always substantially change the amount of transversal competences you have.
6. You can learn new things, but you can't really change your basic transversal competences
7. No matter the amount of transversal competences you have, you can always change it quite a bit.



8. You can change even your basic transversal competences level considerably.

A suggested version of the instrument to be administered to students can be found in Appendix B.

The items are set to account for the following factors:

- Entity beliefs (static mindset) (items n. 1, 2, 4, 6)
- Incremental beliefs (growth mindset) (items n. 3, 5, 7, 8)

The assessment score is obtained by summing and averaging the raw scores on all items. Scores in the range 1.00-3.00 are considered low level of competence in using a growth mindset; scores in the range 3.01-4.00 as medium level; and scores in the range 4.01-6.00 as high level.

Growth mindset

The following statements relate to one’s perspective on mindset.

Please show how much you agree or disagree with each statement.

	1 Strongly Agree	2 Agree	3 Mostly Agree	4 Mostly Disagree	5 Disagree	6 Strongly Disagree
1. You have a certain amount of transversal competences, and you can’t really do much to change it.						
2. Your transversal competences is something about you that you can’t change very much.						
3. No matter who you are, you can significantly change your transversal competences level.						
4. To be honest, you can’t really change the amount of transversal competences you have.						
5. You can always substantially change the amount of transversal competences you have.						



6. You can learn new things, but you can't really change your basic transversal competences						
7. No matter the amount of transversal competences you have, you can always change it quite a bit.						
8. You can change even your basic transversal competences level considerably.						

A second assessment tool that is proposed is a short version of the mindset scale (Dweck, 2006), measuring on a 10-points scale the extent to which the respondent:

1. Avoids challenge vs. embrace challenge
2. Sees effort as fruitless or worse vs. sees effort as the path to mastery
3. Ignores criticism or useful negative feedback vs. learns from criticism
4. Feel threatened by success of others vs. finds lessons and inspiration in the success of others

This scale is proposed to be both self-assessed and peer- or teacher-assessed.

The assessment score is obtained by summing and averaging the raw scores on all items. Scores in the range 1.00-6.50 are considered low level of competence in using a growth mindset; scores in the range 6.51-8.50 as medium level; and scores in the range 8.50-10.00 as high level.

Growth mindset (self-assessed)

The following statements can describe opposite ways for people to generally behave. There are no good or wrong behaviours.

The bar represents you. For each sentence, please place the bar at the closest point that you feel as representative of your behaviour.

<i>I avoid challenging situations</i>	<i>...1...2...3...4...5...6...7...8...9...10</i> <i>...</i>	<i>I embrace challenging situations</i>
<i>When faced with obstacles, I feel like giving up</i>	<i>...1...2...3...4...5...6...7...8...9...10</i> <i>...</i>	<i>When faced with obstacles, I feel like persisting</i>



<i>I see effort as fruitless</i>	...1...2...3...4...5...6...7...8...9...10 ...	<i>I see effort as the path to mastery</i>
<i>I ignore negative feedbacks or criticisms, even if useful</i>	...1...2...3...4...5...6...7...8...9...10 ...	<i>I can learn from negative feedbacks and criticism</i>
<i>I feel that the success of others threatens me and my image</i>	...1...2...3...4...5...6...7...8...9...10 ...	<i>I find lessons and inspiration in the success of others</i>

Growth mindset (peer- or teacher- assessed)

Now please think about **STUDENT NAME**. In the following, the bar represents **STUDENT NAME**. For each sentence, please place the bar at the closest point that you feel as representative of **STUDENT NAME**'s behaviour.

<i>Avoids challenging situations</i>	...1...2...3...4...5...6...7...8...9...10 ...	<i>Embraces challenging situations</i>
<i>When faced with obstacles, feels like giving up</i>	...1...2...3...4...5...6...7...8...9...10 ...	<i>When faced with obstacles, feels like persisting</i>
<i>Sees effort as fruitless</i>	...1...2...3...4...5...6...7...8...9...10 ...	<i>Sees effort as the path to mastery</i>
<i>Ignores negative feedbacks or criticisms, even if useful</i>	...1...2...3...4...5...6...7...8...9...10 ...	<i>Can learn from negative feedbacks and criticism</i>
<i>Feels that the success of others threatens me and my image</i>	...1...2...3...4...5...6...7...8...9...10 ...	<i>Finds lessons and inspiration in the success of others</i>

Competence	Baseline	Intermediate	Expert	Assessment tool	
				Extended version	Short version
Adaptability	Willingly takes on new tasks/adopts new approaches as required as appropriate to job role. Takes responsibility for keeping professional skills and knowledge up to date.	Embraces and manages change. Seeks opportunities for change, supporting colleagues in implementing new ways of working, effectively and supportively communicating the rationale for change.	Instigates and leads programmes of change, working in close collaboration with team mates/ colleagues. Identifies resource implications of strategic developments and manages them accordingly.	Making Decisions scale (Rogers et al., 1997) (self-assessed)	-
Conflict resolution	Avoids difficult conversations; does not listen nor empathise with others; tries to find guiltiness; is not focused on the outcome; takes comments as personal attacks; is not able to negotiate; privileges competition and win-lose outcomes.	Stands but cannot completely manage difficult conversations; listens others but does not always empathise; is partially focused on the outcome; rarely takes comments as personal attacks; tries to negotiate; promotes win-win	Uses assertiveness in initiating difficult conversations; listens in an objective, empathic way; avoids the blame game; is focused on the outcome; does not take comments as personal attacks; is able to negotiate; promotes win-win outcomes.	Interpersonal Communication Competence Scale (Rubin & Martin, 1994) (self-assessed)	-

		outcomes when participants adhere.			
Coping Strategy	Cannot find ways to cope with difficult situations; does not see growth possibilities when dealing with difficult situations; cannot control reactions; cannot ask for help.	Cannot always find ways to cope with difficult situations; does not always see growth possibilities when dealing with difficult situations; can control reactions only in some cases; can ask for help only under certain conditions.	Looks for creative ways to alter difficult situations; believes that positive growth is possible when dealing with difficult situations; can control reactions; asks for help when needed.	Self-knowledge, orientation towards learning, and planning for future scale (Kyndt & Baert, 2015) (self-assessed and etero-assessed)	Planning for future scale (Kyndt & Baert, 2015) (self-assessed and etero-assessed)
Creativity and lateral thinking	Can only see the immediate problem and easy connections between topic or ideas, prefers traditional models, even if out-dated, does not challenge the status quo, gets lost in the detail and cannot see the bigger picture.	Can see alternative and innovative solutions to problems but cannot always apply it, can imagine good but not necessarily innovative ways to tackle problems, adopt lateral thinking if accompanied.	Considers different approaches, disciplines and points of view when generating solutions, uses resources creatively, originates alternatives to conventional thinking, produces imaginative or unique responses to a problem	Creative problem solving scale (Morris et al., 2013) (self-assessed)	-
Emotional intelligence	Does not recognise emotions and their impact on him/her self and on others	Recognises emotions and their impact on him/her self and on others	Recognises, gives value and manages emotions and their impact on him/her self and on others	Brief Emotional Intelligence Scale (Davies)	-

				et al., 1998) (self-assessed and etero- assessed)	
General communication	Is not aware about the components of communication (verbal, non verbal and paravaerbal); does not listen and does not understand messages someone is sending; cannot send clear and concise messages to others.	Is partially aware about the components of communication (verbal, non verbal and paravaerbal); partially listens and understands messages someone is sending; can send clear and concise messages to others only if a few conditions are satisfied.	Is aware about the components of communication (verbal, non verbal and paravaerbal); listens and correctly understand messages someone is sending; always sends clear, concise messages to others.	Interpersonal Communication Competence Scale (Rubin & Martin, 1994) and narrative form (self-assessed and etero-assessed)	Interpersonal Communication Competence Scale (Rubin & Martin, 1994) (self-assessed and etero-assessed)
Group work and team management	Works uniquely alone, does not cooperate, avoid working with persons different each other's, does not take into account other people's ideas and contributions, avoid sharing information.	Is able to work in groups with a low level of complexity, cooperate only under certain conditions, can manage moderate diversity in a group, partially listen other people's ideas and contributions, and share a few information.	Is able to work interdependently and to contribute in a variety of work teams, promote cooperation, give value to diversity in a group, respects ideas and contributions of others, shares information assists in mentoring others.	Belbin role self-assessment tool (self-assessed)	-
Growth mindset	Believes that intelligence is static; does not apply for improvement; avoids effort, criticism and challenges and	Considers intelligence both static and dynamic; sometimes applies for improvement; can afford a few effort and moderate	Believes that intelligence is dynamic; applies for improvement; sees effort as a path to mastery; embraces challenges,	Mindset Scale (Dweck, 1999) (self-assessed)	Short mindset scale (Dweck, 2006) (self-assessed and etero-assessed)



	feels threatened by the success of others.	challenges; does not care about criticism and the success of others.	learns from criticism; feels inspired by the success of others.		
Interaction	Has marked difficulty in keeping up with the discussion and contributes only occasionally.	Keeps up with the discussion and can justify an opinion; responds and interacts adequately with other speakers; uses communication strategies well when unsure about (e.g., idiomatic use).	Can present ideas articulately in a complex discussion; can use sophisticated arguing and turn-taking strategies; has no difficulty in understanding idiomatic language use or different registers	Interpersonal Communication Competence Scale (Rubin & Martin, 1994) and narrative form (self-assessed and etero-assessed)	Interpersonal Communication Competence Scale (Rubin & Martin, 1994) (self-assessed and etero-assessed)
Negotiation and persuasion	Utilises facts to support claims. Helps to find solutions that contribute to positive outcomes. Contributes to resolving differences with other staff or parties. Responds to conflict without worsening the situation and refers to a supervisor where appropriate. Knows when to withdraw from a conflict situation.	Negotiates from an informed and credible position. Leads and facilitates productive discussions with staff and stakeholders. Encourages others to talk, shares and debates ideas to achieve a consensus. Recognises and explains the need for compromise. Influences others with a fair and considered approach and sound arguments. Shows sensitivity and understanding in resolving	Engages in a range of approaches to generate solutions, seeking expert inputs and advice to inform negotiating strategy. Uses sound arguments, strong evidence, and expert opinion to influence outcomes. Determines and communicates the organisation's position and bargaining strategy. Represents the organisation in critical negotiations, including those that are cross	Entrepreneurial competences scale (ability to persuade scale (Kyndt and Baert, 2015) and narrative form (self-assessed and etero-assessed)	Entrepreneurial competences scale (ability to persuade scale (Kyndt and Baert, 2015) (self-assessed and etero-assessed)



		conflicts and differences. Manages challenging relations with internal and external stakeholders. Pre-empts and minimises conflict	jurisdictional, achieving effective solutions in challenging relationships, ambiguous and conflicting positions. Pre-empts and avoids conflict across organisations and with senior internal and external stakeholders. Identifies contentious issues, directs discussion and debate, and steers parties towards an effective resolution.		
Perseverance	Abandons an assignment when tired or under distraction; abandons a task when experiencing failure; does not work with clear goals.	Risks to abandon an assignment when tired or under distraction; risks to abandon a task when experiencing failure; does not always work with clear goals	Finishes an assignment even if tired of; keeps on working in a concentrated way even if there is a distraction; continues with the task even after a setback or failure; works with clear goals	Perseverance scale (Kyndt & Baert, 2015) and narrative form (self-assessed and etero-assessed)	Perseverance scale (Kyndt & Baert, 2015) (self-assessed and etero-assessed)
Presentation	Structure lacks coherence. Speaker unfamiliar with topic. Transitional elements largely missing.	Evidence of a standard three part structure and some use of transitional elements. Maintains contact with the audience. Level is appropriate, but the listener is not totally convinced that the	Is thoroughly familiar with the topic and can respond confidently and spontaneously to complex questions. Presentation is well structured, uses transitional elements, and follows the conventions of the field. Good eye	Presentation exercise and Interpersonal Communication Competence Scale (Rubin & Martin, 1994) and narrative form (self-	-

		presenter knows his/her topic well.	contact, no reading from his/her paper. Level appropriate for intended audience.	assessed and etero-assessed)	
Problem solving attitude	Does not recognise and is not able to analyse problems; is not oriented to quickly find solutions; does not involve others; tends to avoid decision-making or takes unclear decisions.	Identifies and tries to analyse problems; can distinguish relevant from irrelevant information in low complexity situation; try to seek for best solutions not necessarily quickly and/or involving others; makes decisions; acts with integrity.	Identifies and appropriately analyse problems; distinguishes relevant from irrelevant information; quickly searches for best solutions involving others; makes clear, consistent, transparent decisions; acts with integrity in all decision making.	Creative problem solving scale (Morris et al., 2013) (self-assessed)	Creative problem solving scale (Morris et al., 2013) (self-assessed)
Recognizing opportunities	Is poorly aware of data/information/research available to inform and develop areas of work; seldomly keeps up to date with information and its quality in order to make judgements; tends to treat information from different pieces of information as separate.	Is aware of data/information/research available to inform and develop areas of work; moderately keeps up to date with information and its quality in order to make judgements; is able to see some new connections and patterns from available data.	Is an avid information seeker, always carrying out activities of search for new information/data/research ; is good at “connecting the dots”, seeing links between seemingly unrelated pieces of information; has ideas about developing novel products, policies, and strategies for the future.	Opportunity recognition scale + conveying a vision/seeing the future scale) (Morris et al, 2013) (self-assessed)	Opportunity recognition scale (Morris et al, 2013) (self-assessed)
Risk management	Is scarcely able to recognize and assess risk; is not able to accept risk; feels that being able to deal with risk is not	Has a moderate ability to recognize and assess risk; is able to accept risk under certain conditions; feels that being able to deal with	Has a high ability to recognize and assess risk; is able to accept risk; feels that being able to deal with	Risk management scale (Morris et al., 2013) (self-assessed)	-



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	important and cannot be learned.	risk is somewhat important and be learned.	risk is important and can be learned.		
Self assessment	Does not recognise his/her own strengths and weaknesses	Recognises a few of his/her own strength and weaknesses but cannot find improvement strategies	Is aware of his/her own strengths and weaknesses and can find improvement strategies.	Empowerment scale (Rogers et al., 1997) (self-assessed)	Empowerment scale (Rogers et al., 1997) (self-assessed)

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