



Thank you for your time in completing this survey. Within the TRAIT project we are examining some of the key competencies of people in Europe and we are exploring what can be done to provide the employees with the resources and materials they need in order to do their job most effectively.

The purpose of this research is to provide valuable information on some essential key skills that can be further developed for the benefit of your employees, assisting them on their personal and professional development. We assure you that the information given by will be kept strictly confidential and used for academic purpose.

- Sector business: .....
Main product or service of the business: .....
Private/Public/Not for profit sector organization: .....
Number of employees: .....
Your position in the organization: .....
For how many years you work/own in this business: .....
Gender: M / F
Age: .....

Take a moment to think on your best employee (best performing) that you have at the present. You can tell us his/her initials and age. ....

Please complete the following statements, in direct relation with that employee, as you have observed it. The rating is using a scale of 1 (strongly disagree) to 5 (strongly agree).

- 1. - Strongly disagree
2. - Disagree
3. - Neither agree nor disagree (neutral)
4. - Agree
5. - Strongly agree

Table with 5 columns (statements) and 5 rows (rating scale 1-5). Rows include statements like 'He/She understands the codes of conduct and manners', 'He/She cannot concentrate well for the required time in his/her ongoing activities', etc.



18.	He/She is aware that economical development requires also environmental and social aspects	1	2	3	4	5
19.	He/She communicates effectively in various/different social situations	1	2	3	4	5
20.	He/She reflects critically on purpose of learning and its contents	1	2	3	4	5
21.	He/She considers human rights and equality as a basis for solidarity and responsibility in the modern society	1	2	3	4	5
22.	He/She has good skills in project development and implementation	1	2	3	4	5
23. <sup>f</sup>	He/She doesn't appreciate or enjoy works of art and cultural performances	1	2	3	4	5
24.	He/She identifies and distinguish between ecological-economic-social dimensions of problems	1	2	3	4	5
25.	He/She generates trust and empathy when working with other colleagues	1	2	3	4	5
26.	He/She has the ability to search for training opportunities, knowing about them	1	2	3	4	5
27. <sup>f</sup>	He/She doesn't accept and promote the equality between men and women	1	2	3	4	5
28.	He/She shows initiative related with professional aspects	1	2	3	4	5
29.	He/She is aware of the evolution of fashion and other aesthetic factors in daily life	1	2	3	4	5
30.	He/She takes into account the different dimensions of a problem in terms of local-global	1	2	3	4	5
31.	He/She understands own national cultural identity in interaction with the cultural identity of Europe	1	2	3	4	5
32.	He/She has the willingness to change and further develop his/her competencies	1	2	3	4	5
33. <sup>f</sup>	He/She cannot interact effectively with institutions in the public domain	1	2	3	4	5
34.	He/She works co-operatively and flexibly as part of a team	1	2	3	4	5
35.	He/She has a strong sense of personal identity combined with respect for diversity	1	2	3	4	5
36.	He/She is aware of the mutual influence between science, society and technological development	1	2	3	4	5
37. <sup>f</sup>	He/She is not willing to negotiate when working with others	1	2	3	4	5
38.	He/She has the sense of initiative to learn	1	2	3	4	5
39.	He/She knows about main events, trends and changes in national and international fields	1	2	3	4	5
40.	He/She has an open mind for change and innovation	1	2	3	4	5
41.	He/She has the capacity for self-expression through a various range of media	1	2	3	4	5
42. <sup>f</sup>	He/She doesn't have a vision about future/alternative scenarios of our world	1	2	3	4	5
43.	He/She overcomes stereotypes and prejudices	1	2	3	4	5
44.	He/She is aware about own learning style and preferred learning methods	1	2	3	4	5
45.	He/She usually reacts against anti-social behavior that prejudices the values and privacy of other colleagues	1	2	3	4	5
46.	He/She can identify opportunities for personal and professional activities.	1	2	3	4	5
47.	He/She is making use of economic opportunities in various cultural activities	1	2	3	4	5
48.	He/She values a responsible attitude in achieving a sustainable future	1	2	3	4	5
49.	He/She considers the past, the present and the future when analyzing a situation/problem	1	2	3	4	5
50.	He/She has good skills for analyzing and evaluating his/her activities	1	2	3	4	5



Take a moment to think on your weak employee (less performing) that you have at the present.

You can tell us his/her initials and age. ....

Please complete the following statements, in direct relation with that employee, as you have observed it. The rating is using a scale of 1 (strongly disagree) to 5 (strongly agree).

- 1. - Strongly disagree
2. - Disagree
3. - Neither agree nor disagree (neutral)
4. - Agree
5. - Strongly agree

Table with 29 rows and 6 columns. Columns 1-5 represent a rating scale from 1 to 5. Row 1: He/She understands the codes of conduct and manners. Row 2: He/She cannot concentrate well for the required time in his/her ongoing activities. Row 3: He/She knows about civil rights and the constitution of the country. Row 4: He/She responds negatively to changes. Row 5: He/She is aware of national cultural heritage in European context. Row 6: He/She respects the environment (natural, social and cultural). Row 7: He/She is expressing his/her frustration directly, without managing other's feelings. Row 8: He/She dedicates times to learning. Row 9: He/She volunteers to participate in civic activities in order to support social diversity and cohesion. Row 10: He/She can't assess risks and further take responsibility for them. Row 11: He/She has an open attitude to diversity of cultural expression. Row 12: He/She doesn't value, behaviors and sustainable practices that address gender equality, equity and respect for human rights. Row 13: He/She understands the intercultural dimension in the actual society at different levels. Row 14: He/She has a negative appreciation of learning. Row 15: He/She takes part in democratic decision-making at all levels (ex. voting in elections). Row 16: He/She has good skills for planning and organizing activities. Row 17: He/She has no interests for cultural life and artistic self-expression. Row 18: He/She is aware that economical development requires also environmental and social aspects. Row 19: He/She communicates effectively in various/different social situations. Row 20: He/She reflects critically on purpose of learning and its contents. Row 21: He/She considers human rights and equality as a basis for solidarity and responsibility in the modern society. Row 22: He/She has good skills in project development and implementation. Row 23: He/She doesn't appreciate or enjoy works of art and cultural performances. Row 24: He/She identifies and distinguish between ecological-economic-social dimensions of problems. Row 25: He/She generates trust and empathy when working with other colleagues. Row 26: He/She has the ability to search for training opportunities, knowing about them. Row 27: He/She doesn't accept and promote the equality between men and women. Row 28: He/She shows initiative related with professional aspects. Row 29: He/She is aware of the evolution of fashion and other aesthetic factors in daily life.



30.	He/She takes into account the different dimensions of a problem in terms of local-global	1	2	3	4	5
31.	He/She understands own national cultural identity in interaction with the cultural identity of Europe	1	2	3	4	5
32.	He/She has the willingness to change and further develop his/her competencies	1	2	3	4	5
33. <sup>f</sup>	He/She cannot interact effectively with institutions in the public domain	1	2	3	4	5
34.	He/She works co-operatively and flexibly as part of a team	1	2	3	4	5
35.	He/She has a strong sense of personal identity combined with respect for diversity	1	2	3	4	5
36.	He/She is aware of the mutual influence between science, society and technological development	1	2	3	4	5
37. <sup>f</sup>	He/She is not willing to negotiate when working with others	1	2	3	4	5
38.	He/She has the sense of initiative to learn	1	2	3	4	5
39.	He/She knows about main events, trends and changes in national and international fields	1	2	3	4	5
40.	He/She has an open mind for change and innovation	1	2	3	4	5
41.	He/She has the capacity for self-expression through a various range of media	1	2	3	4	5
42. <sup>f</sup>	He/She doesn't have a vision about future/alternative scenarios of our world	1	2	3	4	5
43.	He/She overcomes stereotypes and prejudices	1	2	3	4	5
44.	He/She is aware about own learning style and preferred learning methods	1	2	3	4	5
45.	He/She usually reacts against anti-social behavior that prejudices the values and privacy of other colleagues	1	2	3	4	5
46.	He/She can identify opportunities for personal and professional activities.	1	2	3	4	5
47.	He/She can seize economic opportunities in various cultural activities	1	2	3	4	5
48.	He/She values a responsible attitude in achieving a sustainable future	1	2	3	4	5
49.	He/She considers the past, the present and the future when analyzing a situation/problem	1	2	3	4	5
50.	He/She has good skills for analyzing and evaluating his/her activities	1	2	3	4	5

**General questions (1 – Unimportant 5 – Very Important)**

1.	What is the importance of technical skills for an employee?	1	2	3	4	5
2.	What is the importance of transversal skills (ex. Communication, Learning, Entrepreneurship, etc.) for an employee?	1	2	3	4	5

**In general, who's role do you think it is to help employees to develop transversal skills? (Perceived percents)**

	100%
Educational system (schools)	%
Training specialized organizations	%
Private Non-Governmental organizations	%
Employers	%
Employees themselves	%
Others	%

**How you assess the transversal skills for prospective hires? (Perceived percents)**

	100%
Questionnaires & Tests	%
References	%
How candidates present themselves in the interviews	%
Scenario questions	%
Certificates & Diplomas	%
Others	%