

# ***Report on the analysis of demand for transversal skills among entrepreneurs***

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## **1. METHODOLOGY OF THE STUDY**

### **1.1. Aim of the study**

The developed study was a response to the needs identified during determining the view of project, where the main objective was to look at transversal competences from two perspectives: higher education and labour market in the context of using practical methods of teaching in higher education in four European Union countries. The area presented in this report is the entrepreneurs' view on issues of transversal competences among graduates of institutions of higher education.

The main objective of the study was to assess demand for transversal competences among entrepreneurs in selected EU countries.

### **1.2. Specific objectives of the study**

The main objective, due to its complexity, was divided into four specific objectives according to the subject of the study:

1. assessment of demand for entrepreneurship skills.
2. assessment of demand for creativity skills.
3. assessment of demand for communicativeness skills.
4. assessment of demand for teamwork skills.

### **1.3. Subject of the study**

The subject of the study is four competences selected during expert consultations, recognized as highly desirable among graduates of institutions of higher education who enter the labour market. These include:

- entrepreneurship skills,
- creativity skills,
- communicativeness skills,
- teamwork skills.

For the purpose of cooperation in the realised project, a uniform terminology which facilitates communication between researchers from all academic centres in Europe was developed and included in the first part of the report for task O1.

The tested competence should be understood as the ability to <sup>1</sup>:

create new innovative solutions, take rational risk as well as implement and realize ideas.

**Entrepreneurship:** a set of knowledge, skills and attitudes allowing to adapt to change, identify new opportunities of development and their critical evaluation, foresee and create new innovative solutions, take rational risk as well as implement and realize ideas.

**Creativity:** a set of knowledge, skills and attitudes connected with the practical application of creative thinking in order to come up with original and

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<sup>1</sup> Terminologia słownika zawartego w raporcie zadania O1

useful solutions to problems and to develop new concepts or new links with already existing ideas and concepts.

**Communicativeness:** a set of knowledge, skills and attitudes relating to a reliable transfer of information and establishment and maintenance of appropriate interpersonal relations which are the foundation of effective professional activity, clear and comprehensible expression and interpretation of ideas, thoughts, feelings, facts and opinions in speaking and writing, understanding non-verbal messages, listening to and respecting other people's opinions, being able to negotiate, make public appearances and self-presentations.

**Teamwork:** a set of knowledge, skills and attitudes allowing to work in a way that is based on activity and commitment to tasks carried out by a group as well as on aspiration to achieve a mutual aim, provide work-improving solutions, adopt joint responsibility for task completion, effectively exchange knowledge and experience, receive feedback, work together on solving problems and support each other in task execution.

#### **1.4. Population of the study**

Population should be understood as a finite set of units, characterized by specific, common features, which the researcher obtains in the process of testing certain information. The population in this case is the enterprises of any legal form, in any industry and any size in the specified European countries. Their total number is estimated at 3.5 million.

The size of the population indicates the scale of significance of the undertaken topic of the studies.

Enterprises in Poland, Finland, Slovakia and Slovenia. In total, 135 enterprises were involved in the study.

#### **1.5. Sample of the study**

The sample selected in a methodical manner represents a fragment of the studied population.

Due to the high-quality, innovative and exploratory nature of the research, it is set at a lower level than the statistical requirements. The initial size of the project was estimated at 100 companies in 4 separate countries. The study was conducted in 135 enterprises.

However, to maintain the representativeness of the sample at a minimum level, the internal structure of the population was kept.

By correctly selected units of the population in relation to the sample, the following variables were secured: size of enterprise counted by the number of employees and the activity structure.

As a sample selecting method, a method of selecting typical units was chosen. The course of identifying enterprises was consistent with the assumptions made in the description of the sample.

The indicator "response rate" was established at 30% (the final sample of 385 companies, questionnaires were sent to approximately 1300 enterprises). The actual rate of the implementation of the study was about 12%.

### 1.5.1. Size of enterprises

The size of enterprises as a variable structuring the sample is the base of diversification of demand for competences. The following distribution of the survey sample was assumed:

- 60% of micro companies (up to 9 persons)
- 30% of small companies (10-49 persons)
- 8% of medium-sized companies (50-249 persons)
- 2% of large companies (over 250 persons)

Distribution of the number of enterprises participating in the study by country is presented in table 1.

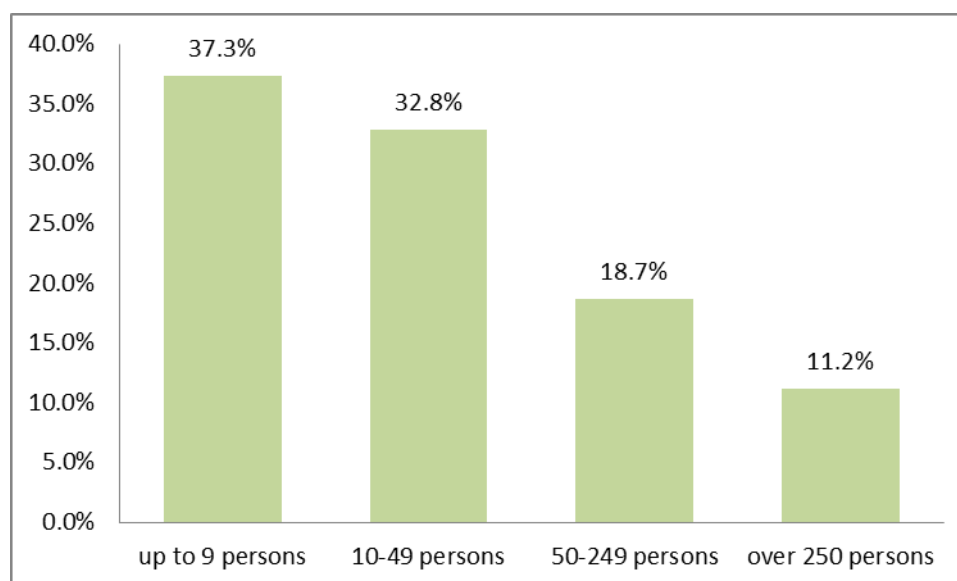
*Table 1: Number of enterprises participating in the study by size and country.*

Country	Up to 9 persons	10-49	50-249	Over 250	<b>Total</b>
Poland	16	9	11	8	<b>44</b>
Slovakia	18	8	6	1	<b>33</b>
Slovenia	15	14	3	3	<b>35</b>
Finland	2	13	5	3	<b>23</b>
<b>Total</b>	<b>51</b>	<b>44</b>	<b>25</b>	<b>15</b>	<b>135</b>

The presented numbers expressed as a percentage are shown in figure 1. The final structure of the sample is:

- Micro companies (up to 9 persons): 37.3%
- Small companies (10-49 persons): 32.8%
- Medium-sized companies (50-249 persons): 18.7%
- Large companies (over 250 persons): 11.2%

In accordance with the assumptions, micro-small-medium enterprises were the dominating group of the surveyed entities and covered 88.8% of the sample.



*Figure 1: Number of enterprises participating in the study by size – expressed as a percentage*



As presented above: the number of micro companies in the analysed sample was not covered.

Nevertheless, the strong point of the sample structure is an increased number of large companies:

- where demand for employees is higher,
- which have well-developed HR departments,
- which have employment plans,
- which have clearly defined requirements for competences.

### 1.5.2. Types of activity

It was equally important, as regards final conclusions, to take into account enterprises' assessment and opinions from different industries. This variable was secured in the sample and its distribution is shown in figure 2.

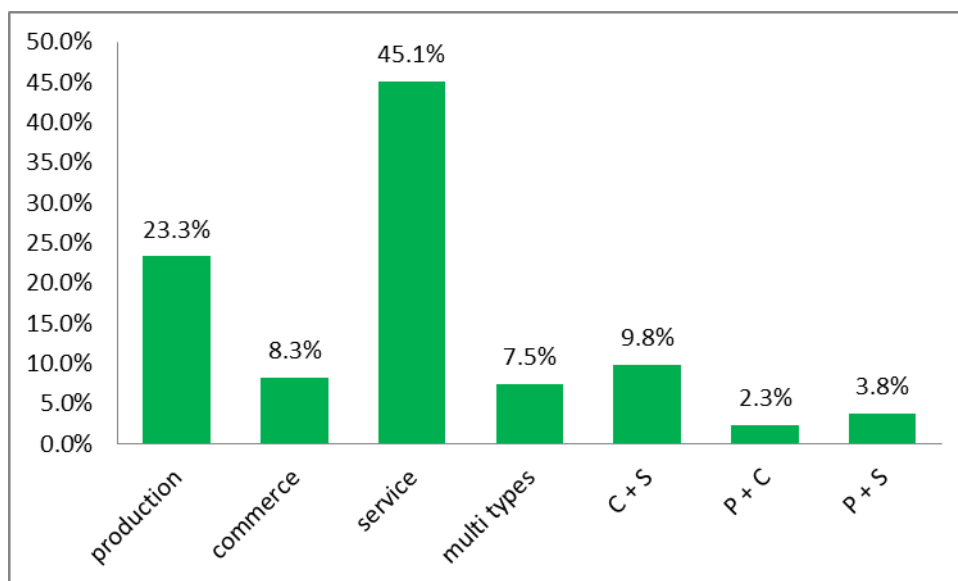


Figure 2: Number of enterprises participating in the study by types of activity – expressed as a percentage

**Dictionary:** Multi types: Production + Commerce + Service; C+S: Commerce + Service; P+C: Production + Commerce; P+S: Production + Service.

The biggest group of enterprises involved in the study according to types of activity was service (45.1%) which covers the established demand in the analysed sample, the production type was declared by 23.3% of respondents. Over 8% of enterprises represent commerce and the rest of the analysed sample represent multi types of activity.

### 1.5.3. Activity period of the analysed enterprises

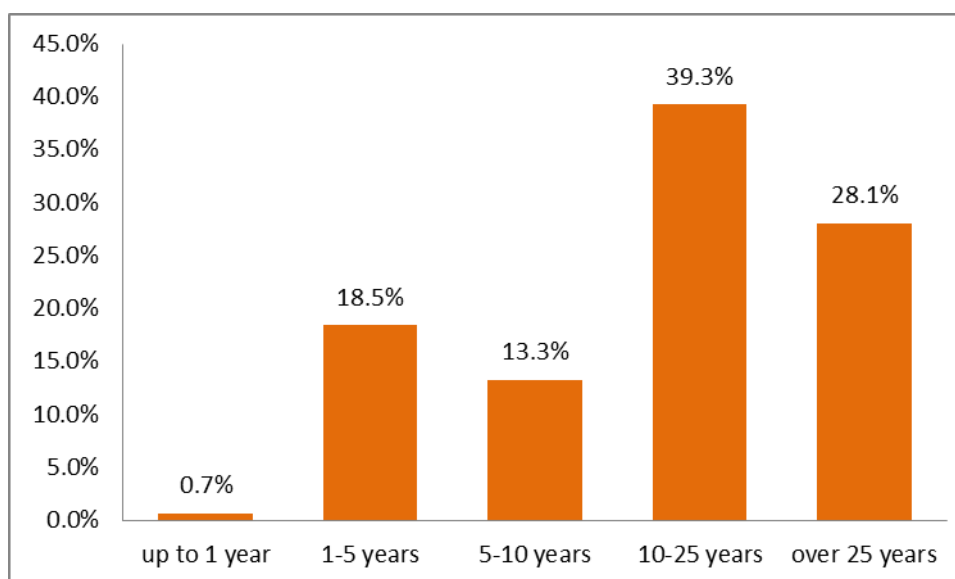


Figure 3: Number of enterprises participating in the study by the period of economic activity – expressed as a percentage

The structure of the analysed sample according to the period of activity shows the dominating level of enterprises older than 10 years. It is the biggest group of the analysed sample (57.4%) and thanks to such distribution, the achieved results can be viewed as expert opinions.

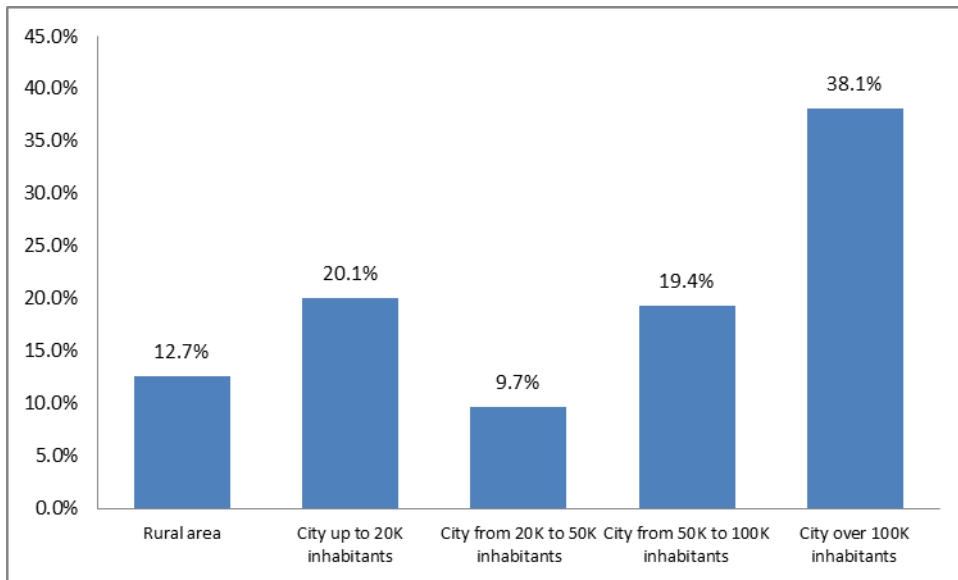
The specific distribution of the sample in relation to the period of economic activity is as follows:

- enterprises operating up to 1 year: 0.7%
- enterprises operating 1-5 years: 18.5%
- enterprises operating 5-10 years: 13.3%
- enterprises operating 10-25 years: 39.3%
- enterprises operating over 25 years: 28.1%

### 1.5.4. Location of the analysed enterprises

Another feature which the researchers took into account is the location of the enterprises' economic activity. The location of the enterprises participating in the study is as follows:

- Rural area: 12.7%
- City up to 20K inhabitants: 20.1%
- City from 20K to 50K inhabitants: 9.7%
- City from 50K to 100K inhabitants: 19.4%
- City over 100K inhabitants: 38.1%

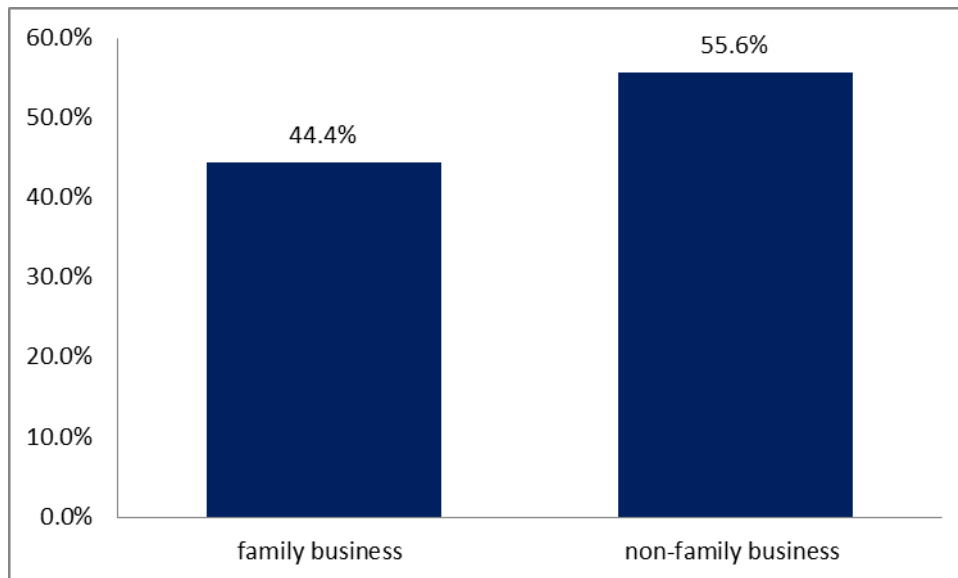


*Figure 4: Number of enterprises participating in the study by the location of economic activity– expressed as a percentage*

The biggest group of enterprises involved in the study in relation to the location of economic activity was made up by enterprises located in cities of over 100K inhabitants. Enterprises located in such cities show high requirements related to employees and their competences. In these locations there are institutions which increase employees' qualifications and develop their competences.

### **1.5.5. Family business**

The analysed sample allowed to specify the origin of a business, taking into account family roots of the business.



*Figure 5: Number of enterprises participating in the study by family roots of business – expressed as a percentage*

The following were identified in the analysed sample:

- 44.4% of family businesses
- 55.6% of non-family businesses

The distribution confirms the average number of family businesses declared by the countries whose populations were analysed.

### 1.6. Unit of the sample

Management level / HR / Owner involved in the identification of competence needs in the enterprise.

### 1.7. Method of the study

Due to a considerable dispersion between respondents chosen, the most frequent method in such cases is the indirect survey method. The group of indirect survey methods is dominated by questionnaires administered by means of IT modern tools such as e-mail or online discussion platforms. Regardless of the way in which a questionnaire is received by respondents, its purpose is to get written answers to questions included in the questionnaire.

The selection of the study method was associated with its advantages. Nevertheless, the team was not able to avoid disadvantages of that method (Table 2).

*Table 2: Strengths and weaknesses of questionnaire usage*

<b>Method of the study</b>	<b>Strengths</b>	<b>Weaknesses</b>
Questionnaire (indirect) sent by e-mail, Internet, etc.	<ul style="list-style-type: none"> <li>- Low cost</li> <li>- Wide range</li> <li>- Fast and easy way to get to each group</li> <li>- Elimination of respondents' interference</li> </ul>	<ul style="list-style-type: none"> <li>- Low percentage of returned filled questionnaires</li> <li>- Incomplete representativeness of the sample</li> <li>- Answers possible to be misunderstood</li> </ul>

### 1.8. Tools of the study

The tool used to collect information in the study was a questionnaire. A questionnaire was used in the study of demand for transversal competences among enterprises as it is a flexible tool to use different forms to formulate questions.

A questionnaire was chosen as a tool of the study in each of four European countries. All of them also chose the Internet. The questionnaire was created in a Google form.

### 1.9. Logic of constructing the questionnaire

The main purpose of creating the questionnaire was to develop the order and structure of questions in a way that would allow entrepreneurs from different European countries to interpret the results in the same way. The basis was to single out indicators for each transversal competence and submit it to assessment.

To assess the demand for transversal competences, the five-level scale was used.

The scale was accompanied by instructions:

- 1 – competence completely not needed;
- 2 – competence needed incidentally,
- 3 – competence needed but rarely used,
- 4 – competence needed and often used,
- 5 – competence needed very much and systematically used.

After the ratings, an open question for each of the four transversal competences was asked to indicate the activities in which the analysed transversal competence is used in the analysed enterprise.

## **1.10. Analysed competences and their indicators**

The first months of operating the project led to the identification of features shaping particular competences. The following are the competences used during creating the questionnaire.

### **1.10.1. Entrepreneurship**

Entrepreneurship was understood as a set of knowledge, skills and attitudes allowing to adapt to change, identify new opportunities of development and their critical evaluation, foresee and create new innovative solutions, take rational risk as well as implement and realize ideas.

The indicators of entrepreneurship are:

- ability to initiate and accept changes,
- ability to perceive and critically evaluate entrepreneurial opportunities,
- ability to plan creative solutions,
- ability to create and implement new, creative solutions,
- ability to take rational risk,
- ability to translate ideas into specific activities.

### **1.10.2. Creativity**

Creativity was recognized as a set of knowledge, skills and attitudes connected with the practical application of creative thinking in order to come up with original and useful solutions to problems and to develop new concepts or new links with already existing ideas and concepts.

The indicators of creativity are:

- ability to use creative thinking techniques,
- ability to create original and useful solutions to problems,
- ability to create new concepts or new connections between existing ideas or concepts.

### **1.10.3. Teamwork**

Teamwork was understood as a set of knowledge, skills and attitudes allowing to work in a way that is based on activity and commitment to tasks carried out by a group as well as on aspiration to achieve a mutual aim, provide work-improving solutions, adopt joint responsibility for task

completion, effectively exchange knowledge and experience, receive feedback, work together on solving problems and support each other in task execution.

The indicators of teamwork are:

- ability to be actively involved in tasks,
- ability to build friendly atmosphere and positive relationships,
- ability to solve conflicts in a group,
- ability to motivate others to act,
- ability to encourage others to reach a common goal,
- ability to respect norms and rules of a group as well as their tasks and ideas,
- ability to effectively transfer information.

#### **1.10.4. Communicativeness**

Communicativeness was recognized as a set of knowledge, skills and attitudes relating to reliable transfer of information and establishment and maintenance of appropriate interpersonal relations which are the foundation of effective professional activity, clear and comprehensible expression and interpretation of ideas, thoughts, feelings, facts and opinions in speaking and writing, understanding non-verbal messages, listening to and respecting other people's opinions, being able to negotiate, make public appearances and self-presentations.

The indicators of communicativeness are:

- ability to transfer information in an effective and reliable way,
- ability to establish and sustain good interpersonal relationships,
- ability to express concepts, thoughts, opinions in speaking and writing in a clear and comprehensible way,
- ability to interpret non-verbal messages,
- ability to listen and respect opinions of others,
- ability to negotiate,
- ability to express and defend one's own opinion,
- Ability to speak in public and give self-presentations.

#### **1.11. Structure of the questionnaire**

The questionnaire contains 24 closed questions and 1 open question. The questionnaire also includes a part with metric questions.

The closed questions relate to the assessment of the usefulness of the transversal competences shown below, by the ability, on a scale from 1 to 5.

##### **1.11.1. Competences: Entrepreneurship**

Question 1. Ability to adjust flexibly to changing working conditions.

Question 2. Ability to initiate and accept changes.

Question 3. Ability to create and implement new, creative solutions.

Question 4. Ability to translate ideas into specific activities.

Question 5. Ability to reliably analyse factors which affect decision making.

Question 6. Ability to bear the consequences of decisions made.

Question 7. Ability to take rational risk.

### **1.11.2. Competences: Creativity**

Question 8. Ability to create original and useful solutions to problems.

Question 9. Ability to use creative thinking and develop new concepts.

Question 10. Ability to generate original ideas.

### **1.11.3. Competences: Teamwork**

Question 11. Ability to be actively involved in tasks.

Question 12. Ability to build friendly atmosphere and positive relationships.

Question 13. Ability to establish and sustain good interpersonal relationships.

Question 14. Ability to solve conflicts in a group.

Question 15. Ability to motivate others to act.

Question 16. Ability to share knowledge and experience with others.

Question 17. Ability to respect norms and rules of a group.

Question 18. Ability to listen and respect opinions of others.

### **1.11.4. Competences: Communicativeness**

Question 19. Ability to transfer information in an effective and reliable way.

Question 20. Ability to express and interpret concepts, thoughts, opinions in speaking and writing in a clear and comprehensible way.

Question 21. Ability to interpret a body language.

Question 22. Ability to negotiate.

Question 23. Ability to express and defend one's own opinion.

Question 24. Ability to speak in public and give self-presentations.

### **1.11.5. Open question**

The open question included a request to make comments and a suggestion proposing to increase the list of indicators for competences. It was also acknowledged that an opportunity should be given to express an open opinion concerning activities in which the analyzed competence is used in the analyzed enterprise. Lack of a reply to an open question was taken into consideration as it is often the case with respondents in internet-based surveys. Nevertheless, an open question was included in the questionnaire in order to offer respondents a chance to provide a full comprehensive answer.

It should be added that this decision was based on observing differences in both business lines of the analyzed enterprises and their culture. The open question was not the central idea in the survey but was rather of complementary character.

### **1.11.6. Metric part**

The metric part included questions about:

- the name of the company,
- operating time of the company,
- types of economic activity,
- type of industry according to NACE,
- organizational and legal form of the company,
- employment level,
- enterprise location,

- range of activities,
- information about family business.

All the questions in the metric part were closed – the exception was a question about the name of the company as well as industry in which that company operates according to NACE.



## 2. PRESENTATION OF THE STUDY RESULTS OF DEMAND FOR TRANSVERSAL COMPETENCES AMONG EMPLOYEES

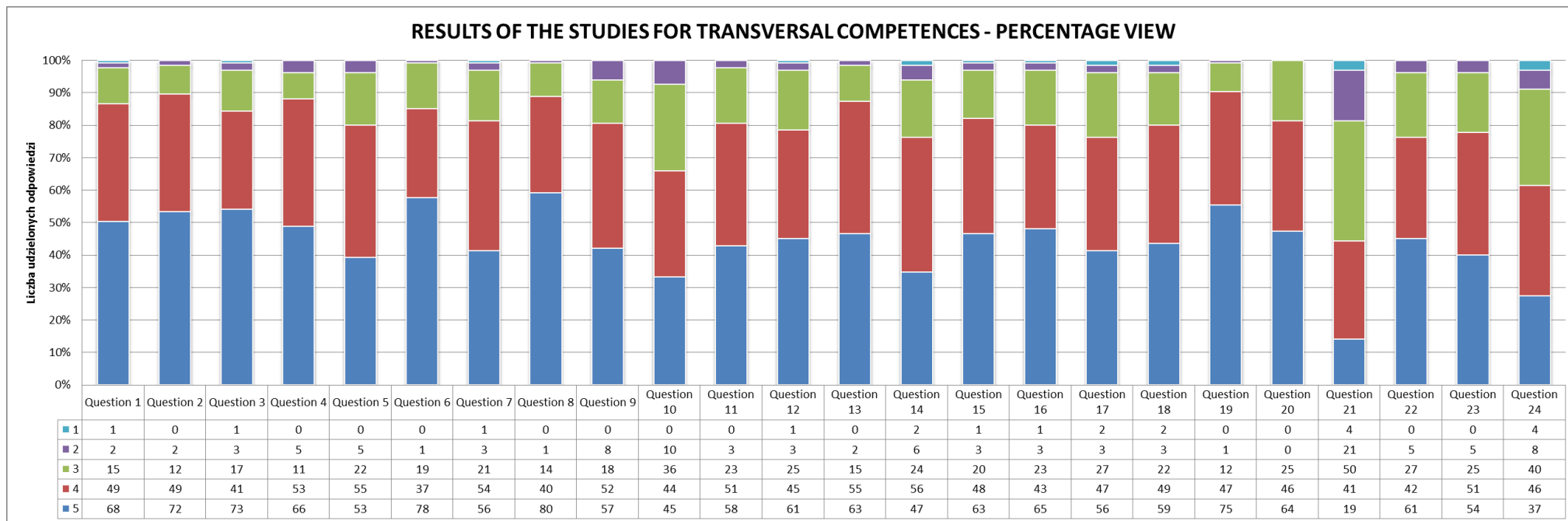


Figure 6: Results of the study of demand for transversal competences – expresses as a percentage

## **2.1. Analysis of the results for each transversal competences**

### **2.1.1. Competences: Entrepreneurship**

Entrepreneurship abilities received the following results:

**Question 1.** Ability to adjust flexibly to changing working conditions

- 1 – competence completely not needed: 0.7% of answers
- 2 – competence needed incidentally: 1.5% of answers
- 3 – competence needed but rarely used: 11.1% of answers
- 4 – competence needed and often used: 36.3% of answers
- 5 – competence needed very much and systematically used: 50.4% of answers

**Question 2.** Ability to initiate and accept changes

- 1 – competence completely not needed: 0% of answers
- 2 – competence needed incidentally: 1.5% of answers
- 3 – competence needed but rarely used: 8.9% of answers
- 4 – competence needed and often used: 36.3% of answers
- 5 – competence needed very much and systematically used: 53.3% of answers

**Question 3.** Ability to create and implement new, creative solutions

- 1 – competence completely not needed: 0.7% of answers
- 2 – competence needed incidentally: 2.2% of answers
- 3 – competence needed but rarely used: 12.6% of answers
- 4 – competence needed and often used: 30.4% of answers
- 5 – competence needed very much and systematically used: 54.1% of answers

**Question 4.** Ability to translate ideas into specific activities

- 1 – competence completely not needed: 0% of answers
- 2 – competence needed incidentally: 3.7% of answers
- 3 – competence needed but rarely used: 8.1% of answers
- 4 – competence needed and often used: 39.3% of answers
- 5 – competence needed very much and systematically used: 49% of answers

**Question 5.** Ability to reliably analyse factors which affect decision making

- 1 – competence completely not needed: 0% of answers
- 2 – competence needed incidentally: 3.7% of answers
- 3 – competence needed but rarely used: 16.3% of answers
- 4 – competence needed and often used: 40.7% of answers
- 5 – competence needed very much and systematically used: 39.3% of answers

**Question 6.** Ability to bear the consequences of decisions made

- 1 – competence completely not needed: 0% of answers
- 2 – competence needed incidentally: 0.7% of answers
- 3 – competence needed but rarely used: 14.1% of answers
- 4 – competence needed and often used: 2.4% of answers
- 5 – competence needed very much and systematically used: 57.8% of answers

### **Question 7.** Ability to take rational risk

- 1 – competence completely not needed: 0.7% of answers
- 2 – competence needed incidentally: 2.2% of answers
- 3 – competence needed but rarely used: 15.6% of answers
- 4 – competence needed and often used: 40% of answers
- 5 – competence needed very much and systematically used: 41.5% of answers

The above competences received similar results of demand. The highest result (57.8%) as the competence needed very much and systematically used (5) was obtained by "Ability to bear the consequences of decisions made".

Assessment of the competence "Entrepreneurship" – presented by the average value of results of particular competences is as follows:

- Rate 5: 49.3% of answers
- Rate 4: 35.8% of answers
- Rate 3: 12.4% of answers
- Rate 2: 2.2% of answers
- Rate 1: 0.3% of answers

### **2.1.2. Competences: Creativity**

Creativity abilities received the following results:

#### **Question 8.** Ability to create original and useful solutions to problems

- 1 – competence completely not needed: 0% of answers
- 2 – competence needed incidentally: 0.7% of answers
- 3 – competence needed but rarely used: 10.4% of answers
- 4 – competence needed and often used: 29.6% of answers
- 5 – competence needed very much and systematically used: 59.3% of answers

#### **Question 9.** Ability to use creative thinking and develop new concepts

- 1 – competence completely not needed: 0% of answers
- 2 – competence needed incidentally: 5.9% of answers
- 3 – competence needed but rarely used: 13.3% of answers
- 4 – competence needed and often used: 38.5% of answers
- 5 – competence needed very much and systematically used: 42.2% of answers

#### **Question 10.** Ability to generate original ideas

- 1 – competence completely not needed: 0% of answers
- 2 – competence needed incidentally: 7.4% of answers
- 3 – competence needed but rarely used: 26.7% of answers
- 4 – competence needed and often used: 32.6% of answers
- 5 – competence needed very much and systematically used: 33.3% of answers

In the area of "creativity" quite different levels of assessment for particular abilities can be observed. Respondents recognized as the most required competence "Ability to create useful solutions to problems" (59.3% of answers).

Assessment of the competence "creativity" – presented by the average value of results of particular competences is as follows:

- Rate 5: 45% of answers
- Rate 4: 33.6% of answers
- Rate 3: 16.8% of answers
- Rate 2: 47% of answers
- Rate 1: 0% of answers.

### 2.1.3. Competences: Teamwork

Teamwork abilities received the following results:

#### **Question 11.** Ability to be actively involved in tasks

- 1 – competence completely not needed: 0% of answers
- 2 – competence needed incidentally: 2.2% of answers
- 3 – competence needed but rarely used: 17% of answers
- 4 – competence needed and often used: 37.8% of answers
- 5 – competence needed very much and systematically used: 43% of answers

#### **Question 12.** Ability to build friendly atmosphere and positive relationships

- 1 – competence completely not needed: 0.7% of answers
- 2 – competence needed incidentally: 2.2% of answers
- 3 – competence needed but rarely used: 18.5% of answers
- 4 – competence needed and often used: 33.3% of answers
- 5 – competence needed very much and systematically used: 45.2% of answers

#### **Question 13.** Ability to establish and sustain good interpersonal relationships

- 1 – competence completely not needed: 0% of answers
- 2 – competence needed incidentally: 1.5% of answers
- 3 – competence needed but rarely used: 11.1% of answers
- 4 – competence needed and often used: 40.7% of answers
- 5 – competence needed very much and systematically used: 46.7% of answers

#### **Question 14.** Ability to solve conflicts in a group

- 1 – competence completely not needed: 1.5% of answers
- 2 – competence needed incidentally: 4.4% of answers
- 3 – competence needed but rarely used: 17.8% of answers
- 4 – competence needed and often used: 41.5% of answers
- 5 – competence needed very much and systematically used: 34.8% of answers

#### **Question 15.** Ability to motivate others to act

- 1 – competence completely not needed: 0.7% of answers
- 2 – competence needed incidentally: 2.2% of answers
- 3 – competence needed but rarely used: 14.8% of answers
- 4 – competence needed and often used: 35.6% of answers
- 5 – competence needed very much and systematically used: 46.7% of answers

#### **Question 16.** Ability to share knowledge and experience with others

- 1 – competence completely not needed: 0.7% of answers
- 2 – competence needed incidentally: 2.2% of answers
- 3 – competence needed but rarely used: 17% of answers

4 – competence needed and often used: 31.8% of answers  
5 – competence needed very much and systematically used: 48.1% of answers

**Question 17.** Ability to respect norms and rules of a group

1 – competence completely not needed: 1.5% of answers  
2 – competence needed incidentally: 2.2% of answers  
3 – competence needed but rarely used: 20% of answers  
4 – competence needed and often used: 34.8% of answers  
5 – competence needed very much and systematically used: 41.5% of answers

**Question 18.** Ability to listen and respect opinions of others

1 – competence completely not needed: 1.5% of answers  
2 – competence needed incidentally: 2.2% of answers  
3 – competence needed but rarely used: 16.3% of answers  
4 – competence needed and often used: 36.3% of answers  
5 – competence needed very much and systematically used: 43.7% of answers

The above competences received similar results of demand. The highest result (48.1%) as the competence needed very much and systematically used (5) was obtained by "Ability to share knowledge and experience with others". Assessment of the competence "Teamwork" – presented by the average value of results of particular competences is as follows:

- Rate 5: 43.7% of answers
- Rate 4: 36.5% of answers
- Rate 3: 16.6% of answers
- Rate 2: 2.4% of answers
- Rate 1: 0.8% of answers.

#### **2.1.4. Competences: Communicativeness**

Communicativeness abilities received the following results:

**Question 19.** Ability to transfer information in an effective and reliable way

1 – competence completely not needed: 0% of answers  
2 – competence needed incidentally: 0.7% of answers  
3 – competence needed but rarely used: 8.9% of answers  
4 – competence needed and often used: 34.8% of answers  
5 – competence needed very much and systematically used: 55.6% of answers

**Question 20.** Ability to express and interpret concepts, thoughts, opinions in speaking and writing in a clear and comprehensible way

1 – competence completely not needed: 0% of answers  
2 – competence needed incidentally: 0% of answers  
3 – competence needed but rarely used: 18.5% of answers  
4 – competence needed and often used: 34.1% of answers  
5 – competence needed very much and systematically used: 47.4% of answers

**Question 21.** Ability to interpret a body language

1 – competence completely not needed: 3% of answers

2 – competence needed incidentally: 15.6% of answers  
3 – competence needed but rarely used: 37% of answers  
4 – competence needed and often used: 30.4% of answers  
5 – competence needed very much and systematically used: 14.1% of answers

**Question 22.** Ability to negotiate

1 – competence completely not needed: 0% of answers  
2 – competence needed incidentally: 3.7% of answers  
3 – competence needed but rarely used: 20% of answers  
4 – competence needed and often used: 31.1% of answers  
5 – competence needed very much and systematically used: 45.2% of answers

**Question 23.** Ability to express and defend one's own opinion

1 – competence completely not needed: 0% of answers  
2 – competence needed incidentally: 3.7% of answers  
3 – competence needed but rarely used: 18.5% of answers  
4 – competence needed and often used: 37.8% of answers  
5 – competence needed very much and systematically used: 40% of answers

**Question 24.** Ability to speak in public and give self-presentations

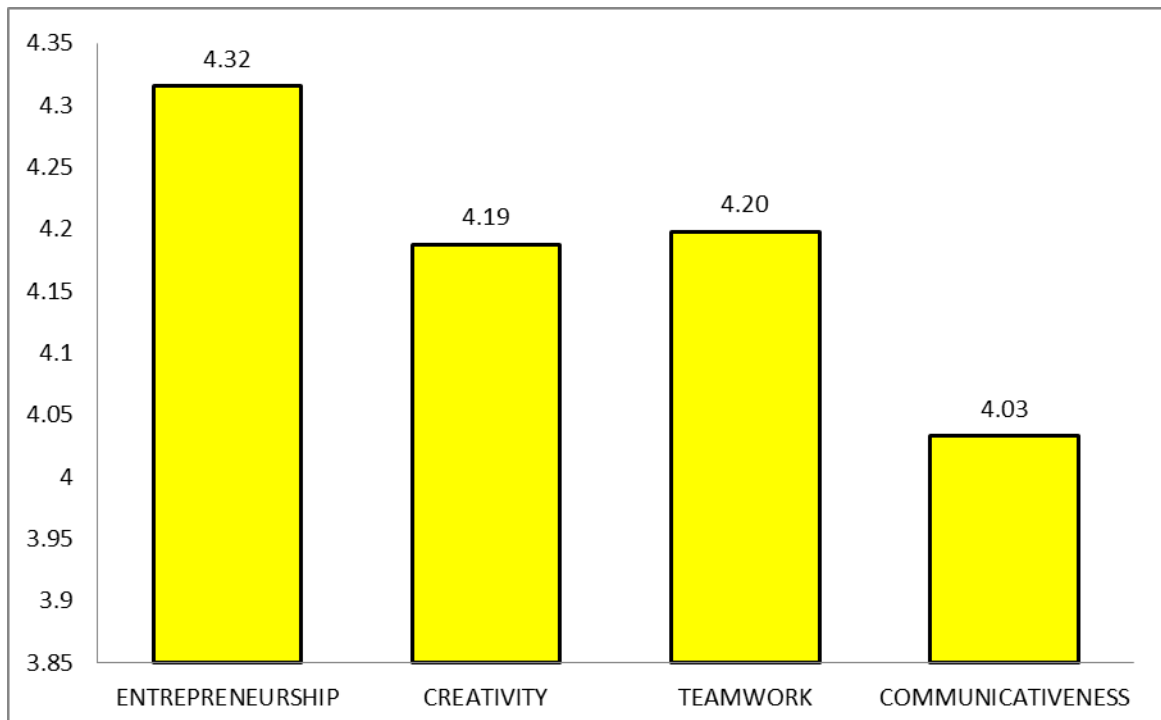
1 – competence completely not needed: 3% of answers  
2 – competence needed incidentally: 5.9% of answers  
3 – competence needed but rarely used: 29.6% of answers  
4 – competence needed and often used: 34.1% of answers  
5 – competence needed very much and systematically used: 27.4% of answers

In the area of "communicativeness" quite different levels of assessment for particular competences can be observed. Respondents recognized the competence "Ability to transfer information in an effective and reliable way" (55.6% of answers) as the most required one. The lowest result was obtained by "Ability to interpret a body language" as well as "Ability to speak in public and give self-presentations".

Assessment of the competence "communicativeness" – presented by the average value of results of particular competences is as follows:

- Rate 5: 38.3% of answers
- Rate 4: 33.7% of answers
- Rate 3: 22.1% of answers
- Rate 2: 4.9% of answers
- Rate 1: 1.0% of answers

## 2.2. Results of the study for each of transversal competences



*Figure 7: Results of the study for each of transversal competences (average values of assessment for particular competences – according to specified transversal competences)*

The average results of particular competences – defined according to 4 transversal competences are as follows:

- Entrepreneurship: 4.32
- Creativity: 4.19
- Teamwork: 4.2
- Communicativeness: 4.03

According to the respondents' opinion, the most important competence is "entrepreneurship" – that competence scored the highest number of answers as a competence needed very much and systematically used. The lowest level of answers was obtained by "communicativeness". The competences "creativity" and "teamwork" achieved similar results.

## 2.3. Results of the study for particular transversal competences – obtained in countries involved in the study

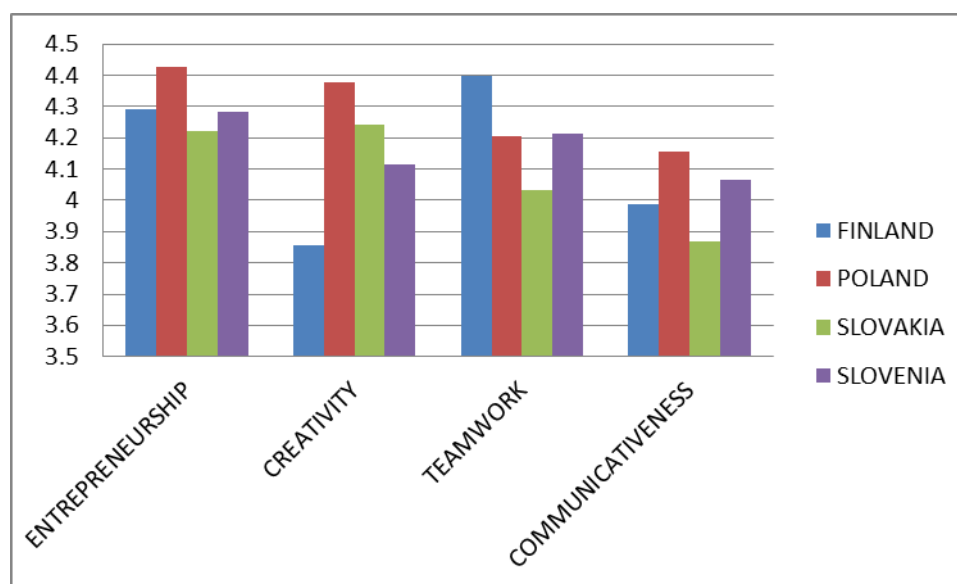


Figure 8: Results of the study for particular transversal competences (average values of assessment for particular competences) – according to countries involved in the study

### FINLAND

- ENTREPRENEURSHIP: 4.29
- CREATIVITY: 3.85
- TEAMWORK: 4.39
- COMMUNICATIVENESS: 3.98

### POLAND

- ENTREPRENEURSHIP: 4.42
- CREATIVITY: 4.37
- TEAMWORK: 4.2
- COMMUNICATIVENESS: 4.15

### SLOVAKIA

- ENTREPRENEURSHIP: 4.22
- CREATIVITY: 4.24
- TEAMWORK: 4.03
- COMMUNICATIVENESS: 3.86

### SLOVENIA

- ENTREPRENEURSHIP: 4.28
- CREATIVITY: 4.11
- TEAMWORK: 4.21
- COMMUNICATIVENESS: 4.06



## 2.4. Results of the study for particular transversal competences – results obtained in relation to types of economic activity.

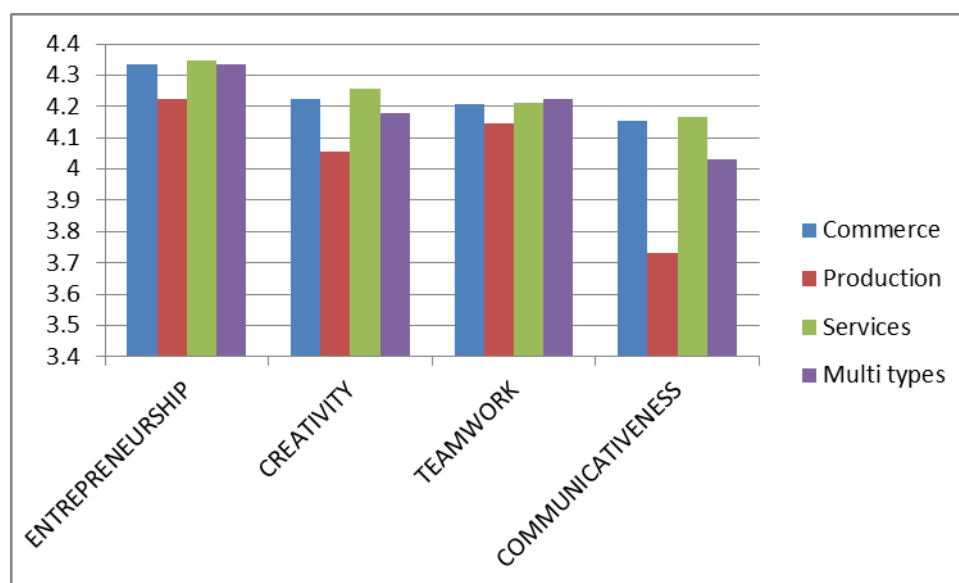


Figure 9: Results of the study for each of transversal competences (average values of assessment for particular competences) – according to types of economic activity

### ENTREPRENEURSHIP:

- Commerce: 4.33
- Production: 4.22
- Service: 4.34
- Multi types: 4.33

### CREATIVITY:

- Commerce: 4.22
- Production: 4.05
- Service: 4.25
- Multi types: 4.17

### TEAMWORK:

- Commerce: 4.2
- Production: 4.14
- Service: 4.21
- Multi types: 4.22

### COMMUNICATIVENESS:

- Commerce: 4.15
- Production: 3.73
- Service: 4.16
- Multi types: 4.03

## 2.5. Collective results for particular transversal competences – in relation to the employment level

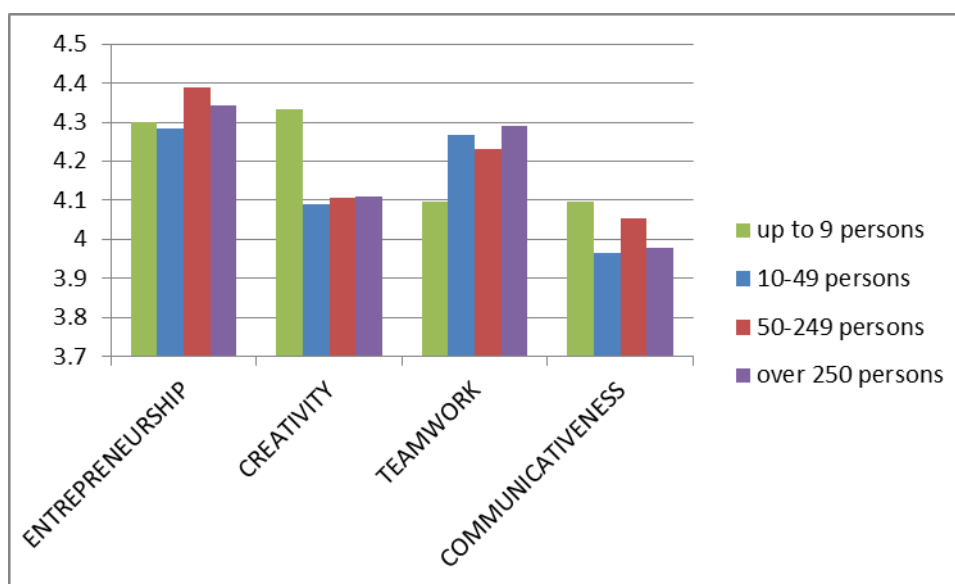


Figure 10: Collective results for particular transversal competences (average values for particular abilities – as part of specific transversal competences) – according to the employment level

### ENTREPRENEURSHIP:

- Micro company (up to 9 persons): 4.28
- Small company (10-49 persons): 4.38
- Medium size company (50-249 persons): 4.29
- Large company (over 250 persons): 4.34

### CREATIVITY:

- Micro company (up to 9 persons): 4.09
- Small company (10-49 persons): 4.1
- Medium size company (50-249 persons): 4.33
- Large company (over 250 persons): 4.11

### TEAMWORK:

- Micro company (up to 9 persons): 4.26
- Small company (10-49 persons): 4.23
- Medium size company (50-249 persons): 4.09
- Large company (over 250 persons): 4.29

### COMMUNICATIVENESS:

- Micro company (up to 9 persons): 3.96
- Small company (10-49 persons): 4.05
- Medium size company (50-249 persons): 4.09
- Large company (over 250 persons): 3.97

### **3. SUMMARY**

The conducted study allowed to achieve the goal which was the analysis of demand for particular transversal competences in Poland, Finland, Slovakia and Slovenia.

The achieved results will be used to create a matrix of the influence that practical teaching methods have on transversal competences.

Additionally, the final and collective results can form the basis for analysing problems in other study areas.

### **4. THE RESEARCH MATERIALS**

The research materials are available at the Project Coordinator.