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REPORT ON SURVEY OF SOFT SKILLS IN THE EUROPEAN WATER SECTOR

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List of Abbreviations and Acronyms

Abbreviation/Acronym	Meaning
ACEEU	Accreditation Council for Entrepreneurial and Engaged Universities
CBHE	Capacity Building in Higher Education
EACEA	Education, Audiovisual and Culture Executive Agency
EU	European Union
H2O-People B.V.	Personal development organisation
HEIs	Higher Education Institutions
IPS	Interpersonal skills
LLL	Lifelong learning
MOOC	Massive online open courses
PES	Personal skills
SG	Serious games
SIS	Situational skills
SOS	Soft skills
UCA	University of Cádiz
UGAL	“Dunarea de Jos” University of Galati
UNI	University of Niš
VR	Virtual reality
WP	Work Package
WRM	Water Resources Management



Executive Summary

The European Commission has set an ambitious objective of upskilling the European workforce to address skill and occupation shortages, meet the requirements of EU Green Skills, and overcome future challenges or threats. The water sector is currently facing a rising gap between labour-market demand and the availability of sufficiently trained and qualified professionals, leading to difficulties in retaining employees and finding skilled workers.

This evaluation report is one of the outcomes of the Erasmus+ project “Advancing the Integration of Soft Skills in Higher Education for Water (SKILLS4Water)”. Clearly, there is a mismatch between the water market demand and the offerings of the universities when it comes to the students' skills and competencies to address complex issues in the water industry. The SKILLS4Water consortium recognizes these mismatches and builds upon them by developing and offering tailor-made innovative learning and teaching practices to be incorporated into the higher education water management curricula. SKILLS4Water consortium consists of 3 HEIs (UGAL, UNI, and UCA) across Europe and 2 SME partners (H2O-People and ACEEU) to provide a balanced and strong influence and engagement from the industrial partners.

The evaluation of soft skills in the European water sector is done with the aim to identify knowledge gaps and develop effective training programmes to equip students and young water professionals with essential soft skills. The insights from the respondents are crucial in prioritizing which skills are needed in the European water sector to be included in curricula and providing more skills-related training.

Project SKILLS4Water aims to equip students and young water professionals with essential soft skills, integrate them into higher education curricula, promote innovation and leadership in the European water industry, and disseminate related best practices across Europe. This will contribute to building a sustainable and resilient water future and providing the EU with a skilled workforce. The initiative will benefit HEIs, their students, the water industry and inform policymakers.

The project comprises five WPs as follows:

WP1: Project Management

WP2: Needs Assessment and Framework Development

WP3: Institutional capacity building for Curriculum Integration and Development

WP4: Innovative Training Programme development and implementation

WP5: Impact and dissemination.

The WP2 aims to bridge the gap between the water industry needs and academic offerings, ultimately leading to the upscaled competencies and innovativeness of the workforce in the water sector. The following activities are envisaged to accomplish the specific objectives of the WP2:

A2.1. Evaluation of soft skills in the European water sector



A2.2. Framework development

A2.3. Practical guidance development

Need assessment is conducted through the following sub activities:

A2.1.1. Gathering data from industry stakeholders, such as water management companies, trade associations, and regulatory bodies, through surveys and focus groups.

A2.1.2. Analysing the data to identify the most critical soft skills needed for success in the water management industry.

A2.1.3. Synthesizing the findings into a comprehensive report that can inform the development of the standardized framework.

All sub activities are important for identifying the specific soft skills required for workforce in the water management industry. The members of the SKILLS4Water project team have been actively involved in gathering data from various industry stakeholders. The starting point was the questionnaire which was created and distributed to the stakeholders through the online platform. After the data collection in this first phase, the focus groups were organized to gain complete insight into the necessary soft skills in the water sector. All gathered data have been thoroughly analysed, and the findings have been compiled into this comprehensive evaluation report.

The produced evaluation report will be an important input for the framework development (A2.2), and this information will enable the development of the standardized framework for integrating soft skills into the higher education curricula for water management. This framework will serve as a basis for designing the learning activities to be included in classes (A3.1.) and innovative training programmes (A4.1.).

1 Introduction

Soft skills encompass a diverse set of attributes, encompassing personality traits, behaviours, and social attitudes, that empower individuals to proficiently engage in communication, collaboration, and adeptly navigate interpersonal challenges, including conflict resolution.¹ Individuals possessing commendable soft skills typically demonstrate heightened situational awareness and emotional intelligence, facilitating effective adaptation to demanding work environments. Regardless of the contextual intricacies, such individuals consistently yield positive outcomes. This becomes particularly pivotal in managerial roles, where effective leadership predominantly involves guiding and managing individuals toward predetermined objectives, transcending the necessity for specific technical proficiencies.² Furthermore, soft skills contribute to workplace resilience by enabling employees to adeptly navigate evolving circumstances. The capacity to communicate efficiently in periods of uncertainty and collaborate when solutions are not immediately evident holds significant importance, particularly for those occupying leadership positions.³

In the modern scientific and professional literature that deals with this issue, different approaches to identification, definition, division and interpretation of the role of soft skills can be seen, especially in the context of jobs of the 21st century as well as those of an emergent nature.⁴ Based on a synthesised review of relevant literature, to conduct this research, the division of soft skills into three functional groups was adopted: personal, interpersonal and situational soft skills⁵.

Personal soft skills encompass a range of interpersonal and intrapersonal attributes that contribute to an individual's effectiveness in various aspects of life. Unlike technical skills, which are job-specific and measurable, personal soft skills are often intangible and relate to how individuals interact with themselves and others. Personal soft skills are foundational for personal growth, fostering positive relationships, and navigating various life situations effectively. Developing and refining these skills can lead to increased self-confidence, improved communication, and a greater capacity for personal and professional success.

Interpersonal soft skills are a set of cognitive and behavioural abilities that individuals employ in their interactions with others. These skills are crucial for effective communication, collaboration, and relationship-building. Examining interpersonal soft skills from a more scientific perspective involves understanding the cognitive processes, neural mechanisms, and behavioural patterns associated with these skills. Understanding the scientific underpinnings of interpersonal soft skills not only enhances

¹ Farao C, Bernuzzi C, Ronchetti C. The Crucial Role of Green Soft Skills and Leadership for Sustainability: A Case Study of an Italian Small and Medium Enterprise Operating in the Food Sector. *Sustainability*. 2023; 15(22):15841. <https://doi.org/10.3390/su152215841>

² Casali N, Meneghetti C. Soft Skills and Study-Related Factors: Direct and Indirect Associations with Academic Achievement and General Distress in University Students. *Education Sciences*. 2023; 13(6):612. <https://doi.org/10.3390/educsci13060612>

³ Lazíková J, Takáč I, Rumanovská L, Michalička T, Palko M. Which Skills Are the Most Absent among University Graduates in the Labour Market? Evidence from Slovakia. *Social Sciences*. 2022; 11(10):438. <https://doi.org/10.3390/socsci11100438>

⁴ Rebelo H, Christodoulou P, Payan-Carreira R, Dumitru D, Mäkiö E, Mäkiö J, Pneumatikos D. University–Business Collaboration for the Design, Development, and Delivery of Critical Thinking Blended Apprenticeships Curricula: Lessons Learned from a Three-Year Project. *Education Sciences*. 2023; 13(10):1041. <https://doi.org/10.3390/educsci13101041>

⁵ Abduwani, T. A. R. (2012). The value and development of soft skills: the case of Oman. *International Journal of Information Technology and Business Management*, 2(1), 77–86.



our knowledge of human behaviour but also provides a basis for developing targeted interventions to improve these skills in individuals and promote positive social interactions.

Situational soft skills refer to the adaptive and context-specific interpersonal abilities that individuals employ in response to varying circumstances and environments. Examining this concept from a more scientific perspective involves considering cognitive processes, behavioural patterns, and neurobiological mechanisms associated with navigating different situations. Scientifically exploring situational soft skills contributes to a deeper understanding of the dynamic interplay between cognitive, emotional, and neural processes that underlie adaptive behaviour in varying contexts. This knowledge can inform interventions aimed at enhancing individuals' abilities to navigate diverse and complex situations effectively.

2. Theoretical Background and Literature Review

Soft skills play a crucial role in the field of water management, contributing to effective communication, collaboration, and problem-solving in a complex and interdisciplinary domain. Soft skills are integral to the success of water management initiatives.⁶ They facilitate effective decision-making, ensuring that water resources are managed sustainably, responsibly, and in harmony with the needs of both ecosystems and communities. Of course, there are different interpretations and understandings about which soft skills are the most important, which dominantly depends on the nature of the job, but also on the strategic determination of employers, and also on the personal preferences of managers, which is by no means less important than the previous conditions.⁷ In this sense, the research was carried out, where the most important soft skills according to the views of the respondents will be additionally commented on, while a brief description of each of the individually used soft skills in the questionnaire is given in the continuation of the report. Of course, modern models of adopting new soft skills are of no less importance, especially in the digital and LLL environment, but more will be said about this in the discussion part of this report.⁸

Personal soft skills

Responsibility encompasses a range of cognitive, emotional, and behavioural attributes that contribute to an individual's ability to fulfil obligations, make ethical decisions, and be accountable for their actions. Examining responsibility from a broad and scientific perspective involves delving into psychological, neurobiological, and social factors that underlie this skill. In summary, responsibility as a soft skill is deeply intertwined with cognitive, emotional, and neurobiological processes. A multidisciplinary approach that incorporates psychology, neuroscience, and social science is essential for comprehensively understanding how individuals develop and enact responsibility in various contexts. This scientific perspective can inform strategies for cultivating and enhancing responsibility as a crucial soft skill in personal and professional domains.

Motivation involves the internal drive and determination to achieve goals, overcome challenges, and consistently perform at a high level. From a broad and scientific perspective, motivation is a complex construct that encompasses psychological, neurological, and social dimensions. Motivation as a soft skill involves a complex interplay of neurobiological, psychological, and social factors. Understanding the scientific foundations of motivation can inform strategies for cultivating and sustaining motivation in various contexts, including education, work, and personal development.

Punctuality involves being consistently on time, meeting deadlines, and respecting schedules. This skill has implications for various aspects of life, including professional settings, education, and interpersonal relationships. Punctuality as a soft skill is intricately connected to biological processes, cognitive functions, social dynamics, and cultural norms. Scientific insights into these aspects can inform strategies for developing and reinforcing punctuality as a valuable soft skill in diverse personal and professional contexts.

⁶ de Água, P.M.G.B., da Silva Frias, A.D., Carrasqueira, M.d.J. i Daniel, J.M.M. (2020). Future of maritime education and training: blending hard and soft skills. *Pomorstvo*, 34 (2), 345-353. <https://doi.org/10.31217/p.34.2.15>

⁷ Bakoš, L. i Strnádelová, B. (2022). Comparison of group and individual soft skills development programs - Managerial tools and managerial training simulator. *Management*, 27 (2), 153-176. <https://doi.org/10.30924/mjcmi.27.2.9>

⁸ McGowan N, López-Serrano A, Burgos D. Serious Games and Soft Skills in Higher Education: A Case Study of the Design of *Competel*. *Electronics*. 2023; 12(6):1432. <https://doi.org/10.3390/electronics12061432>

Mentoring involves the ability to guide, support, and develop others by sharing knowledge, experience, and insights. From a broad and scientific perspective, mentoring encompasses a range of psychological, social, and educational principles. Understanding mentoring as a soft skill through scientific perspectives highlights the multifaceted nature of mentorship, incorporating psychological, social, and educational principles. This comprehensive understanding can inform the design and implementation of effective mentoring programs and contribute to the positive development of individuals in various contexts.

Self-confidence involves an individual's belief in their own abilities, competencies, and value. It is a psychological construct influenced by various cognitive, emotional, and social factors. Self-confidence is associated with neural processes in the prefrontal cortex, a region implicated in self-perception and decision-making. Positive self-perception may involve enhanced activation in brain areas associated with reward and positive emotions. Social comparison theory suggests that individuals evaluate their abilities and opinions by comparing themselves to others. Self-confidence can be influenced by the nature and outcomes of these social comparisons. Self-confidence is intertwined with self-concept, the way individuals perceive themselves. Positive self-concept and self-esteem contribute to higher levels of self-confidence. Self-confidence influences goal-setting behaviour and the pursuit of challenging objectives. Individuals with higher self-confidence may set more ambitious goals and persist in their efforts to achieve them. Self-confidence is a key component of identity development. During various life stages, individuals form and modify their identities, and self-confidence plays a role in shaping one's sense of self. Self-confidence is linked to academic and career success. Students and professionals with higher self-confidence may be more likely to take on leadership roles, engage in networking, and pursue challenging opportunities. Understanding self-confidence from scientific perspectives provides insights into the psychological and neural underpinnings of this soft skill. It also informs strategies for developing and nurturing self-confidence in individuals across various contexts, from education to the workplace and beyond.

Innovativeness involves the ability to think creatively, generate novel ideas, and apply them in practical and valuable ways. From a broad and scientific perspective, innovativeness is influenced by cognitive processes, psychological factors, and environmental dynamics. Innovativeness is associated with specific brain networks involved in creative thinking. Innovativeness is influenced by social cognitive processes, including observational learning and collaboration. Exposure to diverse perspectives and collaborative interactions can stimulate creative thinking. Supportive environments that encourage risk-taking, provide resources, and recognize achievements contribute to innovative outcomes. Regular exposure to novel challenges can induce structural changes in the brain that support creative thinking. Innovativeness is heavily influenced by emotional intelligence, particularly the ability to regulate emotions. Emotionally regulated individuals can navigate uncertainties and setbacks more effectively, fostering a conducive environment for creativity. Cultural and environmental factors play a role in shaping innovativeness. Cultures that value diversity, encourage curiosity, and embrace experimentation often foster a climate conducive to innovation. Innovativeness can be cultivated through experiential learning approaches that emphasize hands-on problem-solving, experimentation, and reflection. Innovativeness as a soft skill represents a complex construct involving cognitive, psychological, and environmental factors. Scientific insights into the neurobiological, cognitive, and social foundations of innovativeness inform strategies for fostering this skill in individuals and organisations across diverse contexts.

Self-management involves an individual's ability to regulate and control their own emotions, behaviours, and impulses in a way that supports personal and professional effectiveness. From a broad and scientific perspective, self-management is interconnected with various cognitive, emotional, and

neurobiological processes. Self-management includes the ability to cope with stress. Self-management is closely tied to executive functions, such as working memory, cognitive flexibility, and inhibitory control, mediated by the prefrontal cortex. These functions contribute to planning, decision-making, and goal-directed behaviour. Effective self-management often involves goal setting. Implementation intentions, linking specific actions to situational cues, enhance goal attainment. Self-management as a soft skill encompasses a broad range of cognitive, emotional, and behavioural processes. Understanding the scientific foundations of self-management can inform the development of strategies and interventions to enhance this skill, promoting personal well-being and professional effectiveness.

Analysis involves the ability to examine information critically, break down complex problems, and draw meaningful insights or conclusions. From a broad and scientific perspective, analysis incorporates various cognitive, logical, and problem-solving processes. Analysis is closely tied to critical thinking, which involves evaluating information, identifying logical fallacies, and making reasoned judgments. Cognitive processes, such as reasoning and evaluation, are integral to effective analysis. Analytical thinking often involves pattern recognition. Neural networks in the brain, such as those associated with visual processing, contribute to the identification of patterns and relationships in data. Analysis encompasses problem-solving strategies, including algorithms (step-by-step procedures) and heuristics (rule-of-thumb approaches). Individuals use these strategies to navigate complex problems and reach solutions. Analysis contributes to effective decision-making. Decision analysis involves assessing alternatives, considering probabilities, and evaluating potential outcomes based on available information. Analysis is often domain-specific. Becoming an expert in a particular field like sustainable water resources management involves the development of specialized analytical skills, deep water knowledge, and the ability to discern water relevant patterns and information. Analytical skills extend to cross-cultural analysis. Understanding cultural nuances, norms, and perspectives is crucial for effective analysis in diverse contexts. In summary, analysis as a soft skill involves a complex interplay of cognitive, neural, and problem-solving processes. Scientific insights into these processes inform educational approaches, decision-making strategies, and the development of analytical skills in individuals across various disciplines and contexts.

Taking initiative involves being proactive, identifying opportunities for improvement, and taking action without explicit instruction. From a broad and scientific perspective, taking initiative is connected to various cognitive, motivational, and behavioural processes. Taking initiative is often driven by intrinsic motivation. Individuals who autonomously initiate actions are more likely to experience higher levels of satisfaction and engagement. Taking initiative involves attributing success to internal factors (e.g., effort, ability) and viewing failures as temporary and external. This aligns with attribution theory and the tendency to take personal responsibility. Goal setting is integral to taking initiative. Locke's theory emphasizes that specific, challenging goals can motivate individuals to exert effort and take proactive steps to achieve those goals. Taking initiative often involves creative problem-solving and innovative thinking. The ability to generate novel ideas and approaches contributes to individuals proactively seeking solutions. Taking initiative requires cognitive flexibility, the ability to adapt to changing circumstances and consider alternative approaches. Cognitive flexibility is associated with enhanced problem-solving skills. Educational strategies that encourage problem-based learning can foster the development of initiative. Such approaches provide opportunities for students to actively engage in solving real-world water related problems. Taking initiative is a multifaceted skill influenced by cognitive, motivational, and social factors. Multidisciplinary insights into these processes provide a foundation for understanding and developing initiatives in individuals across diverse personal and professional contexts.

Prioritization as a soft skill involves the ability to systematically organize tasks, goals, or activities based on their importance and urgency. From a broad and scientific perspective, prioritization encompasses cognitive processes, decision-making theories, and psychological factors. Prioritization relies on working memory, the mental workspace for information processing. Cognitive load theory suggests that individuals have limited cognitive resources, and effective prioritization involves managing these resources efficiently. Prioritization requires selective attention to focus on the most relevant information. The ability to filter out irrelevant stimuli and concentrate on essential tasks is essential for effective prioritization. Prioritization involves assessing the value of different tasks. Prioritization is closely tied to goal-setting. Emotional intelligence is crucial for prioritization. Effective emotional regulation allows individuals to avoid impulsive decisions, consider long-term consequences, and prioritize tasks based on rational assessments. Prioritization is considered in human factors engineering, particularly in designing interfaces and systems. Interfaces that facilitate clear task prioritization contribute to user efficiency. Educational strategies, such as project-based learning, provide opportunities for students to develop prioritization skills. Managing project timelines and task dependencies fosters effective prioritization. Understanding prioritization as a soft skill from a scientific perspective involves examining cognitive processes, decision-making mechanisms, and psychological factors that contribute to effective task organization. This comprehensive understanding informs strategies for developing and enhancing prioritization skills in individuals across various contexts.

Career management as a soft skill involves the ability to strategically plan, navigate, and make informed decisions about one's professional development and trajectory. From a broad and scientific perspective, career management encompasses various psychological, organizational, and socio-cultural factors. Career management involves seeking environments that align with personal interests and skills. This fit contributes to job satisfaction and performance. Career management requires emotional intelligence, especially during transitions. Effectively managing emotions related to job changes, promotions, or setbacks is crucial for making sound career decisions. Career management involves continuous learning, aligning with andragogy principles. Adults actively seek learning opportunities to enhance their skills and adapt to evolving job requirements. Organizations play a role in career management through career development programs. These programs provide resources, training, and mentorship to support employees in managing their careers within the organization. Career management decisions are influenced by bounded rationality. Individuals may use heuristics and simplify complex career choices due to cognitive limitations, affecting decision-making processes. Career management can be viewed through a life course perspective, considering the interconnectedness of personal and career trajectories across the lifespan. This approach recognizes the impact of life events on career choices. Career management as a soft skill involves a dynamic interplay of psychological, organizational, and socio-cultural factors. This is of particular importance for development of strategies for individuals to navigate their careers effectively and make informed decisions about professional development.

Interpersonal soft skills

Creative thinking involves the ability to generate innovative and novel ideas, approach problems from unconventional perspectives, and find unique solutions. From a broad and scientific perspective, creative thinking encompasses various cognitive, neurological, and psychological processes. Creative thinking often involves divergent thinking. Divergent thinking is the ability to generate a variety of ideas in response to an open-ended question or problem, fostering creativity and fluency. Creative thinking is linked to cognitive flexibility, a component of executive functions. This involves the ability

to shift between different cognitive processes and consider multiple perspectives or approaches to a problem. Creative thinking often occurs during a state of flow, characterized by intense focus, enjoyment, and a deep connection with the task at hand. Achieving a flow state can enhance creative ideation. Creative thinking involves managing cognitive load effectively. Incubation, a phase where individuals temporarily set aside a problem, allows the mind to subconsciously process information and generate novel insights. Emotional intelligence contributes to creative thinking by fostering emotional regulation. The ability to manage emotions enhances cognitive flexibility and openness to diverse perspectives, facilitating creative ideation. Creative thinking is often intrinsically motivated, where self-determination theory suggests that activities driven by intrinsic motivation, such as a genuine interest in the creative process, lead to more sustained and innovative thinking. Educational approaches, like project-based learning, provide opportunities for students to engage in creative thinking. Projects encourage exploration, experimentation, and the application of creative problem-solving skills. Creative thinking as an interpersonal soft skill represents a dynamic and multifaceted process involving cognitive, neurological, and psychological elements.

Teamwork involves the ability to collaborate effectively with others to achieve common goals. From a broad and scientific perspective, teamwork encompasses various psychological, social, and organizational factors. Teamwork is influenced by social identity, where individuals categorize themselves and others into social groups. Social identity theory suggests that people derive a sense of belonging and self-esteem from their group memberships, influencing team dynamics. Teams often experience social influence, where members conform to group norms and expectations. Understanding how conformity operates within teams is essential for effective collaboration. In diverse teams, cultural competence is essential. Cultural intelligence involves the ability to adapt and work effectively across different cultural contexts, promoting positive interactions and collaboration. Teams must be aware of groupthink, a phenomenon where members prioritize consensus over critical thinking. Encouraging diverse perspectives and constructive dissent contributes to more robust decision-making. Educational strategies, such as team-based learning, provide opportunities for students to develop teamwork skills. Collaborative learning experiences simulate real-world team dynamics and challenges. Teamwork in general represents a complex and dynamic process influenced by numerous factors.

Recognition involves the ability to acknowledge and appreciate the contributions, achievements, and efforts of oneself and others. From a broad and scientific perspective, recognition is intertwined with psychological, social, and organizational factors. Recognition aligns with positive reinforcement, a concept from positive psychology. Positive reinforcement involves providing rewards or acknowledgment for desirable behaviours, reinforcing the likelihood of their recurrence. Recognition is often part of social exchanges guided by reciprocity. According to social exchange theory, individuals reciprocate positive actions, fostering a positive social environment and collaborative relationships. Recognition is linked to the expectancy-value theory of motivation. When individuals expect that their efforts will be acknowledged (expectancy) and they value the recognition (value), they are more motivated. Recognition is culturally influenced. In collectivist cultures, group achievements may be emphasized, while individualist cultures may highlight personal accomplishments. Understanding cultural norms is crucial for effective recognition. Transformational leaders often emphasize recognition. By inspiring and acknowledging the contributions of team members, these leaders foster a positive and motivated organizational culture. Recognition is integral to effective performance management. Balancing positive acknowledgment with constructive feedback contributes to continuous improvement and employee development. Recognition is used in educational settings as a form of positive reinforcement. Acknowledging students' efforts and achievements reinforces

desired behaviour and motivates continued engagement in learning. Recognition is deeply rooted in psychological principles, motivational theories, and cultural influences.

Diverse capacity itself is not typically considered a soft skill, rather, it is the ability to navigate and thrive in diverse environments. It is often referred to as "cultural competence" or "diversity and inclusion skills". The contact hypothesis suggests that positive interactions between individuals from different groups can reduce prejudice and improve intergroup relations. Actively seeking positive contact in diverse settings contributes to better cultural competence. Diversity skills involve an awareness of implicit biases-unconscious attitudes or stereotypes that may influence perceptions and decisions. Mitigating the impact of implicit bias is essential for fair and inclusive interactions. Social cognitive processes, including social learning, play a role in developing diversity skills. Observing and learning from positive role models in diverse settings contributes to cultural competence. Diversity skills involve recognizing and understanding intersectionality-the interconnected nature of social categories and identities. Acknowledging the complexity of individuals' experiences enhances cultural competence. Intrinsic motivation to value diversity and promote inclusivity is essential. Motivational theories, such as self-determination theory, highlight the importance of internal motivation for sustained efforts in developing diversity skills. Educational approaches, such as multicultural education, aim to develop diversity skills in students. Exposure to diverse perspectives, histories, and cultures fosters an appreciation for differences and cultural competence. Diversity skills as a soft skill encompass a range of cognitive, social, and behavioural competencies that contribute to effective communication, collaboration, and inclusion in diverse environments.

Leadership involves the ability to guide, motivate, and influence others to achieve common goals. From a broad and scientific perspective, leadership encompasses various psychological, social, and organizational factors. Social learning plays a role in leadership development. Individuals learn leadership behaviours through observation, imitation, and modelling after observing successful leaders. Emotional intelligence is crucial for effective leadership. Leaders who can regulate their emotions and understand the emotions of others build positive relationships and navigate challenges more successfully. Leadership involves motivating others, and expectancy theory highlights the importance of linking effort to performance and performance to outcomes. Effective leaders understand and align these connections. Effective leaders involve their teams in decision-making processes. Shared decision-making enhances team buy-in, commitment, and overall satisfaction. Leadership often involves managing change within organizations. Kotter's model provides a systematic approach to leading change, emphasizing the importance of communication and employee involvement. Educational strategies for leadership development often include formal programs that teach leadership skills, emotional intelligence, and effective communication. Systems thinking helps leaders understand and navigate complex organizational structures. Leaders who grasp the interconnections within systems can make more informed decisions. Leadership as a soft skill is a multifaceted and dynamic process influenced by psychological, social, and organizational factors.

Decision-making involves the ability to analyse situations, weigh options, and make sound choices. From a broad and scientific perspective, decision-making encompasses various cognitive, psychological, and organizational factors. Decision-making is susceptible to cognitive biases, such as confirmation bias, anchoring bias, and availability bias. Recognizing and mitigating these biases is essential for making objective and rational decisions. Game theory explores decision-making in strategic interactions. Understanding how decisions impact not only the decision-maker but also others in a given context is crucial for effective decision-making. Emotional intelligence is vital for decision-making. Leaders and individuals with high emotional intelligence can regulate their emotions, leading to more thoughtful and objective decision-making. Empathy in decision-making involves

understanding and considering the emotions and perspectives of others. Empathetic decision-makers can make choices that consider the well-being of individuals and groups. Decision-makers often assess the expected value and associated risks of different options. Understanding risk and uncertainty is essential for making informed decisions in various contexts. AI technologies, including machine learning algorithms, are increasingly used to support decision-making processes by analysing large datasets and identifying patterns that may not be immediately apparent to human decision-makers. Virtual environments may present unique challenges for decision-makers. Understanding how the virtual context influences decision processes is essential in the digital era.

Conflict management involves the ability to identify, address, and resolve conflicts in a constructive and effective manner. Conflict is a natural part of group dynamics. From a broad and scientific perspective, conflict management encompasses various psychological, social, and organizational factors. Conflict management often involves assertiveness, where individuals express their needs and concerns while respecting others. Assertiveness training helps individuals find a balance between passivity and aggression. Empathy plays a central role in conflict resolution by fostering understanding of others' perspectives and emotions. Empathetic conflict management promotes collaboration and relationship-building. Social cognitive processes, including observational learning, influence conflict management behaviours. Individuals may adopt conflict resolution strategies based on observed models, emphasizing the role of positive role models in conflict resolution training. Understanding different conflict styles, such as avoiding, accommodating, competing, compromising, and collaborating, is essential in conflict management. Leaders need to adapt their conflict resolution approaches based on the specific situation and individuals involved. Organizational culture influences how conflicts are handled within an organization. Conflict management strategies should align with the prevailing cultural norms and values. Educational strategies for conflict management involve providing training on conflict resolution skills. Interactive workshops, simulations, and case studies can enhance individuals' ability to manage conflicts effectively. Communication skills are integral to conflict resolution. Training programs that focus on active listening, assertiveness, and effective communication contribute to improved conflict management.

Communication (oral or written) involves the ability to convey information, ideas, and emotions effectively in various contexts. From a broad and scientific perspective, communication encompasses a range of cognitive, psychological, social, and linguistic factors. Communication is influenced by memory and recall processes. Techniques such as repetition and storytelling can enhance information retention and recall among listeners. Social learning theory posits that individuals learn by observing others. Effective communication involves providing positive role models and opportunities for observational learning. Communication may encounter cognitive dissonance when individuals experience conflicting beliefs. Effective communicators address cognitive dissonance by providing information that aligns with existing beliefs or encourages cognitive restructuring. Empathy enhances communication by allowing individuals to understand and share the emotions of others. Communicators who express empathy create a more supportive and collaborative environment. Expectancy-value theory suggests that individuals are motivated to engage in activities they expect to be successful and find valuable. Effective communicators align messages with the audience's expectations and perceived value. Technology influences communication patterns. Effective communicators leverage technology appropriately, considering the advantages and limitations of different communication tools. Digital communication skills, including email etiquette and virtual meeting etiquette, are essential in today's interconnected world. Effective communicators adapt their communication styles to the digital environment. Educational strategies for communication skills involve training individuals to enhance their verbal and nonverbal communication. Role-playing, simulations, and feedback sessions contribute to skill development.

Intercultural fluency refers to the ability to communicate, collaborate, and interact effectively with individuals from diverse cultural backgrounds. It involves understanding and appreciating cultural differences, adapting communication styles, and navigating various cultural norms and expectations. Motivation in the cultural intelligence framework relates to the willingness and interest in engaging with diverse cultures. Individuals with high cultural motivation actively seek to understand and appreciate differences. Intercultural fluency is linked to cultural adaptation and adjustment. Psychological processes, such as culture shock and acculturative stress, impact an individual's ability to navigate a new cultural context. Stereotyping can impact communication in intercultural interactions. Intercultural fluency requires recognizing and mitigating stereotypes to foster open and respectful communication. Organizations promoting diversity and inclusion recognize the importance of intercultural fluency. Interculturally fluent employees contribute to a more inclusive and innovative work environment. Intercultural fluency is essential in cross-cultural team settings. Effective communication and collaboration require an understanding of team members' cultural backgrounds and communication preferences. Educational strategies for intercultural fluency involve incorporating intercultural education into curricula. Experiential learning, cultural exchange programs, and language courses contribute to developing intercultural competence. Intercultural fluency represents a multidimensional and evolving competence that draws from various scientific disciplines. A nuanced understanding of cultural dynamics, communication theories, psychological processes, and societal structures informs strategies for developing effective intercultural fluency in personal, professional, and global contexts.

Situational skills

Goal setting involves the ability to define clear objectives, establish achievable targets, and create a plan of action to attain desired outcomes. From a broad and scientific perspective, goal setting incorporates principles from psychology, organizational behaviour, cognitive science, and motivation theory. Goal setting can leverage the principle of loss aversion, where individuals are motivated to avoid losses more than acquiring equivalent gains. Setting goals helps individuals focus on preventing setbacks. Setting implementation intentions involves specifying when, where, and how a goal-related behaviour will be performed. This approach enhances self-regulation and increases the likelihood of goal attainment. Goal orientation theory in education distinguishes between mastery (learning) and performance (demonstrating competence) goals. Effective learners set mastery goals, emphasizing skill development and improvement. Social influences, including family, peers, and mentors, can shape individuals' goals. Goal setting may be influenced by social norms, expectations, and support systems. In team settings, goal setting involves aligning individual and team objectives. Clear communication and collaboration are essential for coordinating efforts toward shared goals. Techniques such as exploring values, setting goals collaboratively, and enhancing self-efficacy contribute to effective goal setting. Goal setting is integral to decision-making processes. Individuals make decisions aligned with their goals, balancing short-term and long-term considerations. Goal setting as a soft skill is grounded in a rich interdisciplinary foundation, incorporating insights from psychology, cognitive science, motivation theory, organizational behaviour, and ethical considerations.

Planning involves the systematic process of defining, organizing, and outlining the steps necessary to achieve specific objectives. It integrates principles from cognitive psychology, organizational behaviour, project management, and strategic planning. In team settings, goal planning involves aligning individual and team objectives. Clear communication and collaboration are essential for

coordinating efforts toward shared goals. Goal planning often follows the stages of a project life cycle, including initiation, planning, execution, monitoring, and closure. Each phase requires detailed planning to ensure the project's success. Strategic planning incorporates SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to assess internal and external factors. Goal planning benefits from a strategic analysis of strengths to leverage and weaknesses to mitigate. The concept of SMART goals extends to strategic planning, ensuring that objectives are Specific, Measurable, Achievable, Relevant, and Time-bound. This approach enhances the effectiveness of planning in a strategic context. Decisional balance involves weighing the pros and cons of pursuing a goal. Planning includes a thoughtful consideration of potential benefits and costs associated with each objective. Educational strategies for goal planning involve teaching individuals' effective goal-setting techniques. Goal-setting workshops, educational modules, and coaching contribute to the development of this soft skill.

Cooperation refers to the ability to work harmoniously with others, contribute to group efforts, and collaborate towards shared goals. This skill draws upon principles from social psychology, organizational behaviour, communication studies, and teamwork theories. Cooperation is often influenced by social interdependence, which refers to the ways individuals' outcomes are tied together. Positive social interdependence fosters cooperation, where individuals recognize that their success is linked to the success of the group. Reciprocity, the idea of mutual give-and-take, and altruism, the concern for others' well-being, play roles in cooperation. Individuals who engage in cooperative behaviour often expect and reciprocate positive actions from others. Intrinsic motivation, driven by internal factors like personal enjoyment or a sense of purpose, can enhance cooperation. Individuals intrinsically motivated to work towards shared goals are more likely to collaborate effectively. Organizational culture influences cooperation. An organizational culture that values collaboration, teamwork, and mutual support fosters a cooperative environment where individuals are encouraged to work together towards common goals. Cooperative behaviour can be reinforced through incentives and rewards. Organizations that recognize and reward collaboration create an environment where cooperation is valued and reinforced. Social norms influence individual behaviour within a group. Cooperation involves aligning individual actions with group norms that prioritize collaboration, accountability, and dedication to shared goals. In a digital age, cooperation extends to virtual team dynamics. Effective use of virtual collaboration tools and strategies ensures that team members can work together seamlessly, irrespective of geographical locations.

Negotiation involves the ability to communicate effectively, reach agreements, and manage conflicts in a way that satisfies the interests of all parties involved. This skill draws upon principles from social psychology, communication studies, game theory, and conflict resolution. Negotiation involves understanding and leveraging social influence. Individuals skilled in negotiation are aware of social cues, persuasion techniques, and the impact of social norms on decision-making during the negotiation process. The principle of reciprocity plays a role in negotiation. Effective negotiators create an atmosphere where both parties feel they have gained something from the interaction, fostering a sense of mutual benefit. Negotiation is a key aspect of conflict management. Skilled negotiators are equipped to handle conflicts by finding compromises, addressing underlying issues, and facilitating agreements that satisfy the needs of all parties involved. Negotiation involves assessing the decisional balance, weighing the pros and cons of various options, which is of particular importance for shared water bodies management, for instance. Negotiators consider the potential benefits and costs associated with different proposals to make informed decisions. Technology facilitates negotiation by providing digital communication tools, such as email, video conferencing, and virtual collaboration platforms. Negotiators leverage these tools for efficient communication and information exchange. Data analytics contribute to informed decision-making in negotiation.



Analyzing relevant data helps negotiators understand market trends, evaluate options, and make data-driven proposals.

Resilience refers to the ability to bounce back from challenges, adapt to change, and maintain mental and emotional well-being in the face of adversity. This skill draws upon principles from psychology, neuroscience, cognitive science, and organizational behaviour. Resilience involves the use of effective coping mechanisms to navigate stress and adversity. Individuals with strong resilience employ adaptive coping strategies, such as problem-solving, seeking social support, and positive reframing. Psychological flexibility is the ability to adapt thoughts and behaviours in response to changing circumstances. Resilient individuals demonstrate psychological flexibility, allowing them to adjust their mindset and approach in challenging situations. Resilience plays a crucial role in crisis management. Individuals who are resilient can respond more effectively to crises, make decisions under pressure, and contribute to the overall resilience of organizations or communities. Resilient individuals often engage in continuous learning, which makes them ideal candidates for LLL programs. The ability to adapt and learn from experiences enhances resilience by fostering a growth mindset and the acquisition of new skills. Resilience is not solely an individual trait but also a community attribute. Community resilience involves the collective capacity to adapt, recover, and thrive in the face of challenges, promoting overall well-being.

Authority is typically not categorized as a soft skill in the traditional sense, as soft skills generally refer to interpersonal, communication, and personal attributes. However, the concept of authority fits within the context of leadership and influence. Authority plays a role in conformity, where individuals may adjust their behaviour or opinions to align with perceived authority figures. Understanding the principles of conformity helps analyse the impact of authority within groups. Authority is structured within the chain of command in organizations. The hierarchical distribution of authority helps establish clear lines of communication, responsibility, and decision-making. Authority is embedded in organizational culture. The way authority is exercised and respected within an organization influences its overall culture, affecting how employees collaborate, make decisions, and contribute to the organization's goals. Social cognitive factors influence how individuals perceive and respond to authority figures. Factors such as trust, credibility, and competence contribute to the effectiveness of authority figures in influencing others. Authority is reflected in communication styles. Authoritative communication involves conveying information with confidence, clarity, and a sense of expertise. Effective authoritative communication can enhance leadership and influence. Authority is integral to decision-making processes. Decision-making theories explore how authority is distributed within groups, the impact of authoritative decision-makers, and strategies for collaborative decision-making. Authority is often invoked in conflict resolution processes. Skilled conflict managers understand how to balance authority, actively listen to conflicting parties, and facilitate resolutions that are acceptable to all involved. While authority itself may not be considered a traditional soft skill, understanding the dynamics of authority is critical for effective leadership, influence, and organizational management.

Effectiveness is often considered an outcome or result rather than a specific soft skill. However, within the context of personal and professional development, effectiveness is closely related to a combination of soft skills, competencies, and behaviours that contribute to achieving goals, making an impact, and producing desired outcomes. Effectiveness involves the ability to set clear, achievable goals and work systematically toward their accomplishment. Insights from organizational psychology emphasize the importance of aligning individual and team goals with broader organizational objectives for overall effectiveness. The field of organizational psychology studies factors influencing task performance. Individuals who exhibit high effectiveness in the workplace often demonstrate task-

oriented behaviour, efficient time management, and a focus on quality outcomes. Effectiveness is a key criterion for evaluating leadership. Transformational leaders inspire and motivate others to achieve exceptional results. The effectiveness of a leader is often measured by the positive impact on followers and the organization as a whole. Effectiveness in decision-making is a central theme in behavioural economics. Individuals who exhibit effective decision-making skills consider relevant information, weigh alternatives, and make choices aligned with their goals and values. Quality management principles focus on process effectiveness. Continuous improvement methodologies, such as Six Sigma and Lean, aim to optimize processes for efficiency and effectiveness, leading to improved outcomes. Effectiveness often involves prioritizing tasks based on importance and urgency. Understanding principles of task prioritization enhances one's ability to focus on critical activities and achieve desired outcomes. Effectiveness itself may not be a standalone soft skill, it is closely tied to a combination of soft skills, competencies, and behaviours.

Problem-solving refers to the ability to analyse, strategize, and generate effective solutions to complex issues or challenges. This skill draws from various scientific perspectives, including cognitive psychology, decision-making theories, neuroscience, artificial intelligence, and organizational behavioural. Cognitive psychologists study how individuals represent and define problems. Problem-solving skills involve the ability to accurately understand and articulate the nature of a problem, breaking it down into manageable components. Effective problem solvers activate relevant mental schemas or frameworks. These cognitive structures help individuals organize information, recognize patterns, and apply previous knowledge to generate solutions. Decision-making theories, such as the rational model, provide a structured approach to problem-solving. Effective problem solvers assess available options, consider potential outcomes, and make decisions based on a rational evaluation of information. Problem-solving skills include recognizing these limitations and making decisions within the constraints of available information and cognitive resources. Organizational behavioural studies emphasize the importance of collaborative problem-solving in teams. Effective problem solvers in organizational settings understand how to leverage diverse perspectives, foster teamwork, and integrate individual strengths for collective problem resolution. Problem-solving as a soft skill draws on a rich scientific foundation, incorporating insights from cognitive psychology, decision-making theories, neuroscience, artificial intelligence, educational psychology, creativity studies, organizational behaviour, systems thinking, communication studies, human-computer interaction, lean thinking, and environmental psychology.

Flexibility/adaptability refer to the ability to adjust, learn, and thrive in changing circumstances. These skills draw from scientific perspectives such as psychology, neuroscience, organizational behaviour, and education. Flexibility is evident in problem-solving approaches. Adaptive individuals can consider multiple perspectives, explore alternative solutions, and adjust their strategies based on the evolving nature of a problem. In organizational behaviour, adaptability is crucial for navigating change. Organizations with a culture of adaptability are better equipped to implement changes smoothly, respond to market dynamics, and foster innovation. Adaptability extends to cultural competence. Individuals who can adapt their communication styles, behaviour, and perspectives to different cultural contexts demonstrate cultural adaptability and sensitivity. Adaptive individuals can grasp the dynamics of complex systems, anticipate changes, and adjust their strategies accordingly. Individuals who can interpret feedback, whether from the environment or interpersonal interactions, can make timely adjustments to improve outcomes.

Time management as a soft skill refers to the ability to effectively plan, prioritize, and allocate time to tasks and activities to maximize productivity and achieve goals. This skill draws insights from various



scientific perspectives, including psychology, neuroscience, organizational behaviour, and productivity studies. Time management involves maintaining attention and focus on specific tasks. Cognitive psychology explores attentional processes, and effective time managers are adept at directing and sustaining their attention on priority activities. Time management extends to team dynamics. Teams with effective time management practices can coordinate efforts, meet deadlines, and achieve collective goals, contributing to overall organisational success. Decision-making theories recognize the importance of time in decision processes. Effective time managers make decisions efficiently, considering the urgency and importance of tasks to allocate time appropriately. Time management is influenced by job demands and resources. Effective time managers align their tasks with long-term goals, using time strategically to achieve meaningful outcomes. Effective time managers employ coping strategies to manage stress associated with tight deadlines and competing demands.

Emotional intelligence refers to the ability to recognize, understand, manage, and effectively use one's own emotions and the emotions of others. This skill is rooted in various scientific disciplines, including psychology, neuroscience, and organizational behaviour. Emotional intelligence involves the ability to regulate personal emotions. This includes managing stress, controlling impulses, and maintaining a positive emotional state even in challenging situations. Emotional intelligence contributes to effective social influence and the development of positive relationships. Individuals with high emotional intelligence can navigate social dynamics, resolve conflicts, and build strong interpersonal connections. Emotional intelligence is linked to leadership effectiveness. Leaders with high emotional intelligence can inspire and motivate teams, navigate conflicts, and foster a positive organizational culture. Emotional intelligence contributes to effective team dynamics. Team members with high emotional intelligence can collaborate, communicate openly, and understand the emotional nuances of group interactions. In digital LLL education, incorporating emotional intelligence enhances the effectiveness of e-learning platforms. Educators and designers consider emotional factors to create engaging and supportive online learning experiences.

3 Methodology

Starting from the first online meeting on October 10, 2023, the key consortium members from all partners discussed the activities to be performed in this period among which the priority was to design the survey and collect responses from relevant stakeholders. The UNI team as the WG2 and A2.1 leader had an internal meeting on October 19, 2023, and started discussing the key activities and tasks to be performed for the appropriate survey design. During the second online meeting on November 9, 2023, the methodological approach was set.

The methodological approach agreed to be followed was as follows:

- The UNI team would structure the online survey content and distribute it to the other partners for comments and input – Internal revision of the online survey.
- Each key consortium member per partner country would draft a stakeholders' list (HEIs, Industry, Water Regulatory Bodies, Other (NGOs, Society)) that would receive an invitation to participate in the online survey.
- Each consortium partner would distribute the final version of the online survey to the defined list of stakeholders and through its social networks.
- UNI would collect and analyze the online survey results.
- Each key consortium member per partner country would select 5 key experts from the stakeholders' list to participate in the focus groups.
- The survey results would be discussed with the experts in the focus groups.
- H2O-People B.V. would facilitate online focus groups through HowSpace.
- UNI would collect and analyze focus group results.

Following the partners' consensus on the methodological approach, an extensive literature review was conducted, and the survey was drafted by the UNI team. The first draft was distributed by email to the key consortium members from all partners on November 13, 2024, and after collecting feedback the pre-final draft was sent again for final approval to the partners on November 27, 2024. The online meeting was held on December 1, 2024, and all partners approved the final draft of the survey.

The questions included in the survey were such that (a) could get general demographic information on the respondents, and (b) could collect the relevant information necessary to successfully perform the subsequent activities of the project.

The online survey was ensured to be GDPR compliant. The goals of the survey are the following:

- To better understand soft skills in the European water sector.
- To obtain feedback from different categories of stakeholders (HEI or research institution, industry, water regulatory bodies).

The online survey's format was developed by the ACEEU using Paperform⁹ in line with the SKILLS4Water brand and composed of a title, description and a list of questions. It allowed for different types of questions, from full-text answers to checkboxes and ratings.

Paperform is flexible online form that is easy to create and even easier to fill out. This is a cloud-based survey solution, which is created to replace Google Forms, Typeform, Jotform. Paperform allows different types of questions, from full-text answers to checkboxes and ratings.

⁹ <https://paperform.co/>



The survey was designed using mainly multiple-choice, linear scale and checkbox grid questions aiming to facilitate a quantitative analysis of the results. The questionnaire aimed to collect information from four stakeholder groups: HEIs, Industry, Water Regulatory Bodies, and others (NGOs, Society).

The survey questionnaire represents a set of combined questions, within which several functional units can be defined. The first unit is common, of a general-informative nature and consists of six general questions aimed at obtaining information about the country, gender, level and type of education, experience in the water sector, as well as the type of institution to which the respondent belongs.

Based on the type of institution to which the respondent belongs, which is requested by question number 6, from question 7 onwards, the questionnaire contains questions that are adapted to the needs of collecting the respondents' relevant views on soft skills, depending on whether they come from: 1. HEI or research institution, 2. industry, 3. water regulatory bodies or 4. other.

After the meeting on December 11, 2023 to approve the online survey format, the survey was launched through social media and sent to stakeholders directly on December 12, 2023, and was active for 3 weeks until January 2, 2024. The ACEEU partner regularly informed other consortium partners about the survey progress. Until the closure of the survey totally 119 responses were collected.

During January, the UNI team was drafting the first version of the survey report to prepare inputs for the focus groups. After the data collection in this first phase, the focus groups were organized in the second week of February to gain complete insight into the necessary soft skills in the water sector. All gathered data have been thoroughly analysed, and the findings have been compiled into this comprehensive evaluation report.

On February 6 and 8, 2024, two focus group events were organised to collect more data from the stakeholders and compare the survey results to the feedback from the focus groups.

The produced evaluation report will be an important input for the framework development (A2.2), and this information will enable the development of the standardized framework for integrating soft skills into the higher education curricula for water management. This framework will serve as a basis for designing the learning activities to be included in classes (A3.1) and innovative training programmes (A4.1).

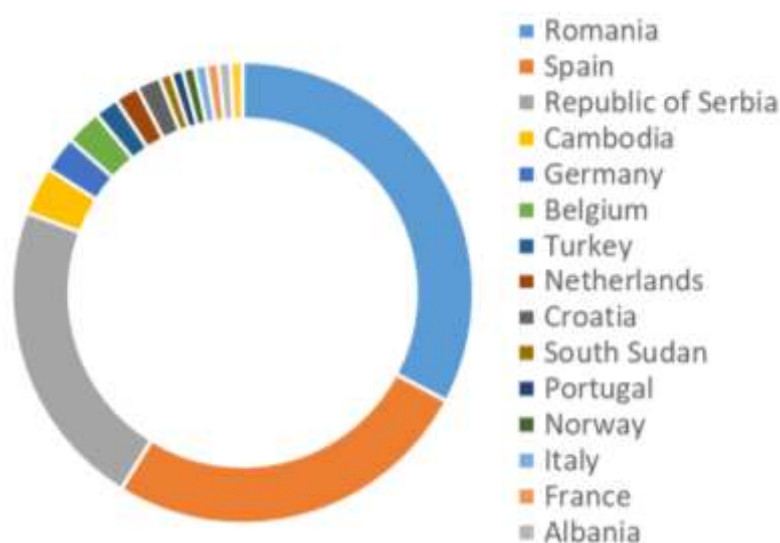
The full online survey as distributed to the different stakeholders is presented in Annex I.

4 Survey results

After the questionnaire had been posted on the website <https://skills4water.paperform.co/> respondents submitted their answers. The survey had been conducted from December 12, 2023 up to January 2, 2024.

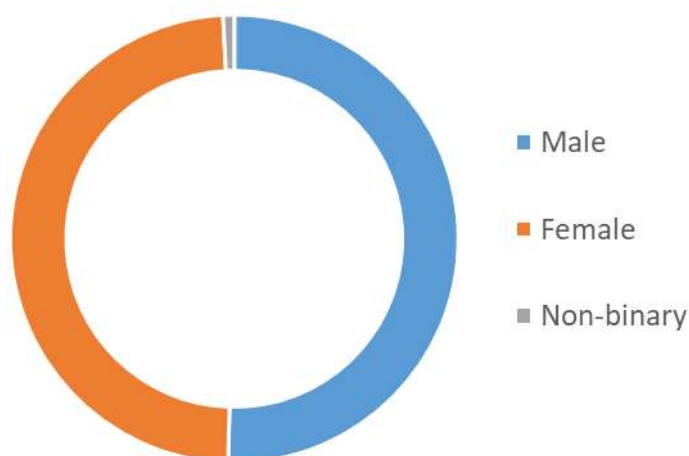
- **The first question** pertained to the residence of the respondents

In total, 119 respondents from the following 16 countries participated in survey: Romania, Spain, Republic of Serbia, Cambodia, Germany, Belgium, Turkey, Netherlands, Croatia, South Sudan, Portugal, Norway, Italy, France, Albania, and Austria. The distribution of respondents per country is shown in figure below.



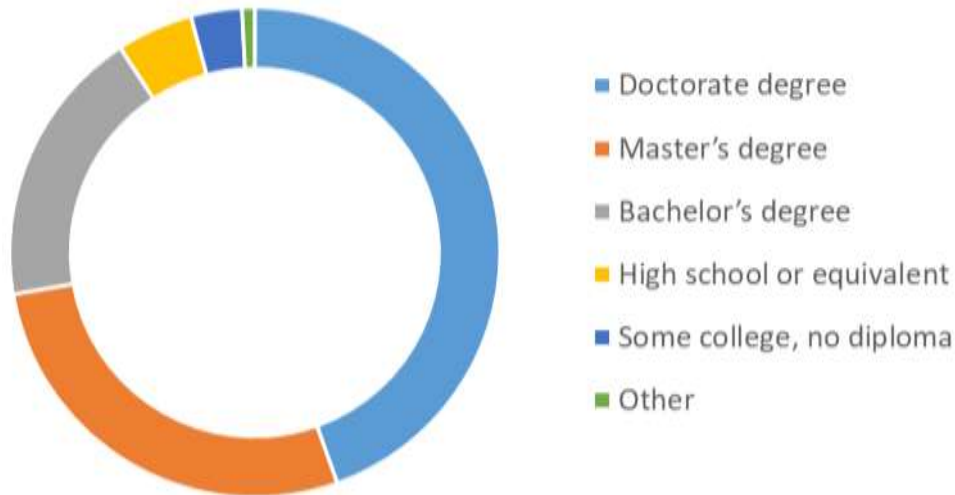
- **The second question** was about the gender of respondents

Out of the 119 respondents, 58 were female, 60 were male, and one identified as non-binary. The distribution is illustrated in figure below. All respondents provided details about their gender.

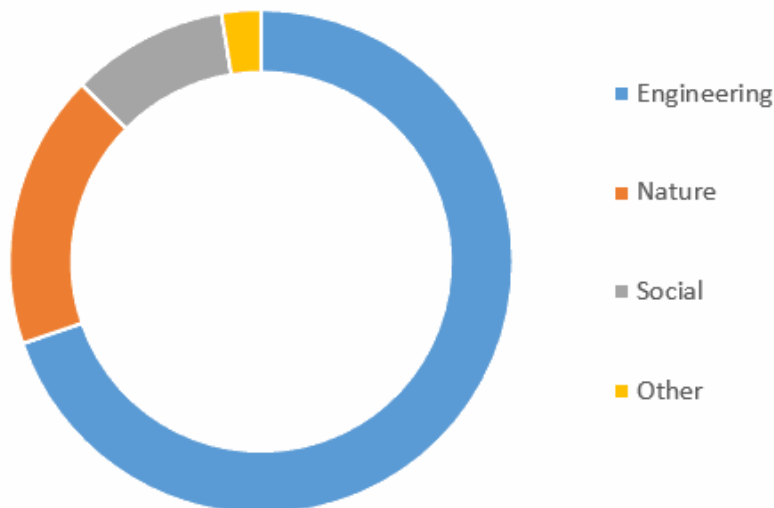


- **The third question** was regarding the level of education of respondents

Most of the respondents (53 or 44.5%) held a Ph.D. A Master's degree was held by 33 respondents (27.7%), a Bachelor's degree by 22 (18.5%), a high school diploma or equivalent by 6 (5%), and 4 (3.4%) had some college experience but without a diploma. One respondent declared as "other".



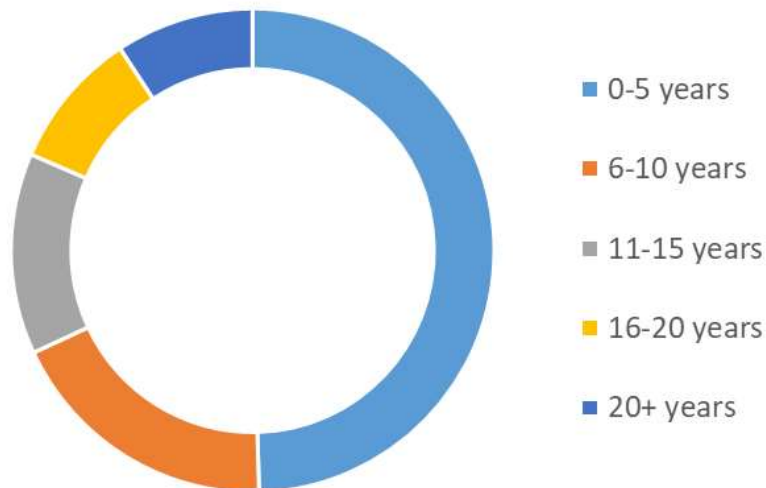
- **The fourth question** was regarding the background field of study of respondents. Since this was open-ended question leading to vast variety of answers, respondent's answers were group into four categories: engineering background, nature sciences background, social sciences background and other.



Most of the respondents (83 or 70%) have engineering background field of study, while 21 respondents (21%) have nature sciences background field of study, followed by 12 respondents (12%) from social sciences background field of study. Background field of study of 3 respondents (2%) were categorizes as other.

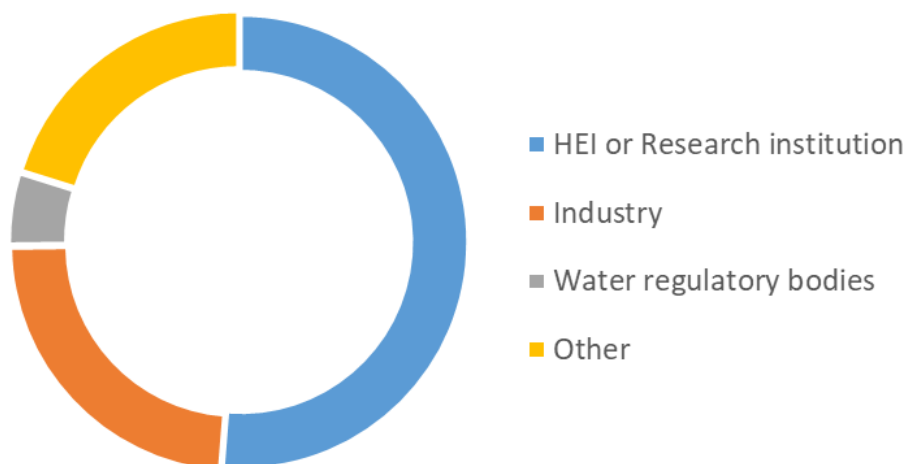
- **The fifth question** was regarding the experience of respondents in the water sector

Most of the respondents were newcomers in the field of the water sector, comprising 49.6% of survey participants with experience ranging from 0 to 5 years. The second-largest group, at 18.5%, consisted of respondents with experience ranging from 6 to 10 years. The third group, making up 13.4%, were respondents with moderate experience of 11 to 15 years, while two groups of experienced respondents, with 16 to 20 years and 20+ years of experience, were equally represented.



- **The sixth question** was regarding the institution respondents come from

In the whole pool of surveyed individuals, 61 (51.3%) were from Higher Education Institutions (HEIs) or Research Institutions, 28 (23.5%) were from the industry (e.g., Water Management Companies, Trade Associations, etc.), 6 (5%) were from water regulatory bodies, while 24 (20.2%) were from other sectors. The results are shown in the figure below.

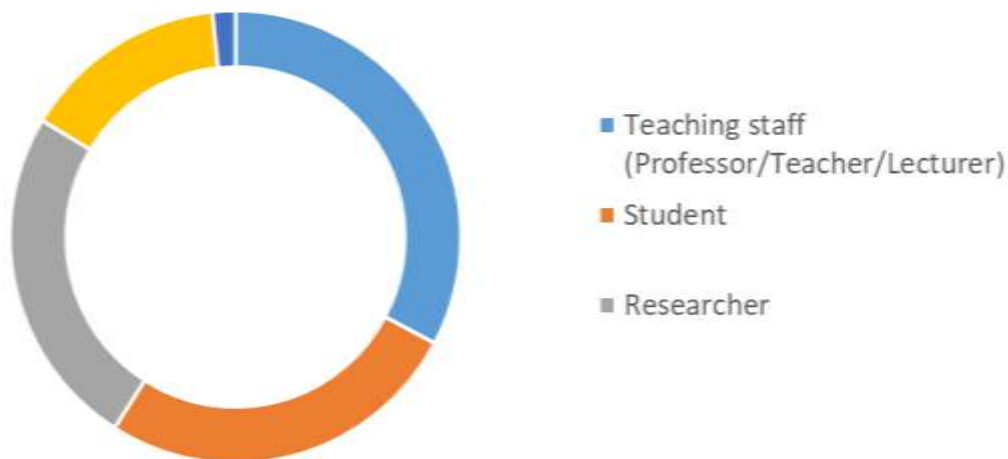


In the sequel, questions were tailored specifically for each of the four groups of examined individuals. Provided statistics and figures obtained pertain to each specific group.

Survey results for respondents from HEI

- **The seventh** question was regarding the current position of respondents

Out of the 61 respondents, 20 (32.8%) participants were from the teaching staff (professors/teachers/lecturers), 16 (26.2%) were students, 15 were researchers (24.6%), the technical staff was represented by 9 (14.8%) individuals, and one (1.6%) respondent was from management.



- **The eight question** for respondents from the HEI group was regarding personal skills or qualifications **currently** taught at their institution

Respondents had eleven options at their disposal and were allowed to select multiple answers. They identified the following skills/qualifications as most often taught at their home HEIs: responsibility was selected by 41 (15%) respondents, analysis by 39 (14.3%), innovativeness by 33 (12.1%), motivation by 32 (11.7%), taking initiative by 26 (9.5%), mentoring and punctuality equally by 21 (7.7%), self-management by 19 (7%), prioritization and self-confidence equally by 14 (5.1%), and career management by 13 (4.8%). The distribution of answers is illustrated in figure below.



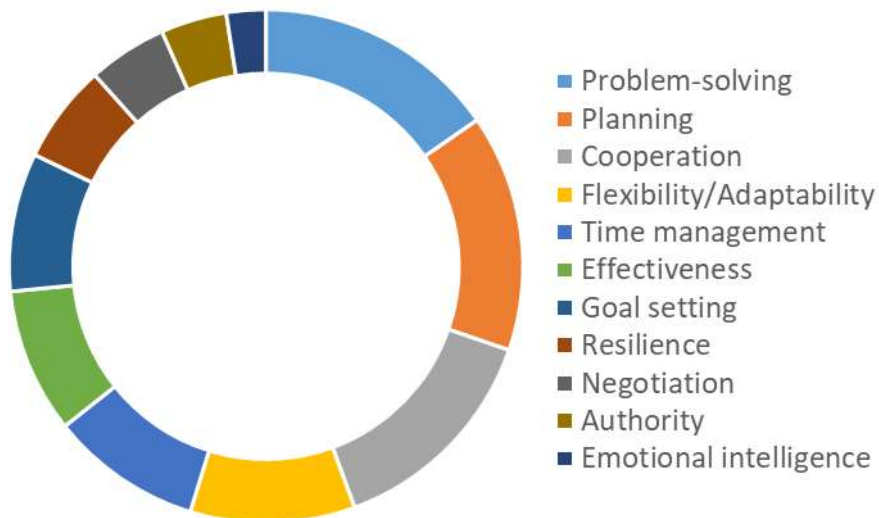
- **The ninth** question was regarding interpersonal skills or qualifications **currently** taught at respondents' institutions

Participants were presented with nine choices and could select more than one option. They identified the following interpersonal skills or qualifications that were frequently taught at their respective home HEIs: teamwork, communication (oral and written), decision-making, creative thinking, leadership, diverse capacity, recognition, conflict management, and intercultural fluency. Participants selected all the offered skills/qualifications at least seven times. The leading skills are teamwork and communication (oral and written), chosen by 46 (22.1%) and 44 (21.2%) survey participants, respectively, followed by decision-making 26 (12.5%), creative thinking 26 (12.5%), leadership 23 (11.1%), diverse capacity 15 (7.2%), recognition 12 (5.8%), conflict management 9 (4.3%), and intercultural fluency 7 (3.4%).



- **The tenth** question was regarding situational skills or qualifications **currently** taught at respondents' institutions

All the participants selected at least one of the offered possibilities: problem-solving, planning, cooperation, flexibility/adaptability, time management, effectiveness, goal setting, resilience, negotiation, authority and emotional intelligence. Problem-solving, planning and cooperation were selected by highest number of respondents, selected by 37 (15.4%), 36 (14.9%) and 34 (14.1%) of survey participants, respectively, followed by flexibility/adaptability 25 (10.4%), time management 23 (9.5%), effectiveness 22 (9.1%), goal setting 21 (8.7%), resilience 15 (6.2%), negotiation 12 (5.0%), authority 10 (4.1%) and emotional intelligence 6 (2.5%) respondents.



- **The eleventh question** was regarding personal skills or qualifications that **should be** taught at respondents' institutions

Eleven options (personal skills/qualifications) were offered for selection: motivation, innovativeness, career management, self-management, prioritization, taking initiative, analysis, self-confidence, mentoring, responsibility and punctuality. Motivation, innovativeness, career management, and self-management were selected by most of the respondents: 30 (11.2%), 29 (10.9%), 27 (10.1%) and 27 (10.1%) respectively, followed by prioritization 26 (9.7%), taking initiative 25 (9.4%), analysis 24 (9.0%), self-confidence 22 (8.2%), mentoring 22 (8.2%), responsibility 20 (7.5%) and punctuality 15 (5.6%).



- **The twelfth question** was regarding interpersonal skills or qualifications that **should be** taught at respondents' institutions

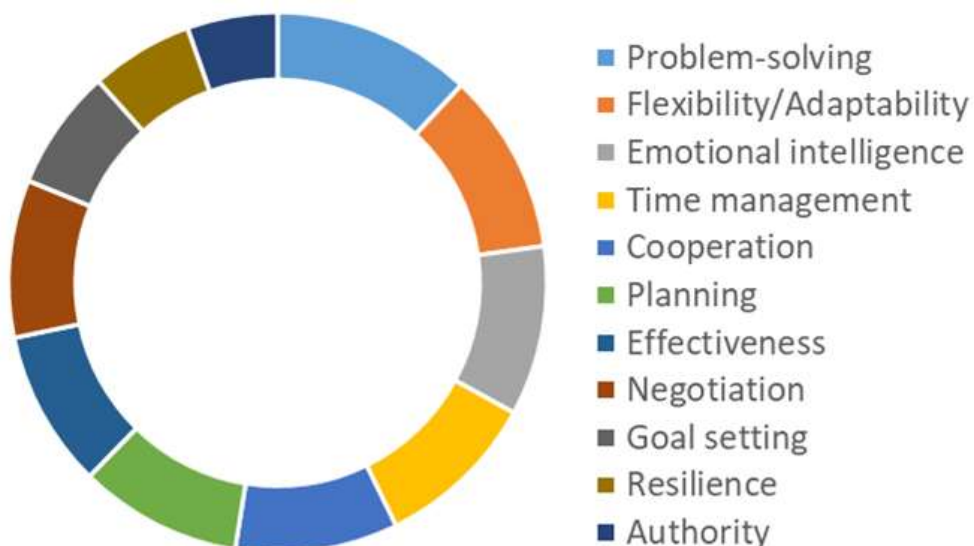
Nine options (interpersonal skills/qualifications) were offered for selection: Teamwork, Creative thinking, Leadership, Decision making, Communication (oral and written), Conflict management, Intercultural fluency, Diverse capacity and Recognition. The first four,

Teamwork, Creative thinking, Leadership and Decision, dominated in answers with 35 (14.2%), 35 (14.2%), 34 (13.8%) and 31(12.6%) respectively, followed by Communication (oral and written) 28 (11.3%), Conflict management 26 (10.5%), Intercultural fluency 24 (9.7%), Diverse capacity 20 (8.1%) and Recognition 14 (5.7%).



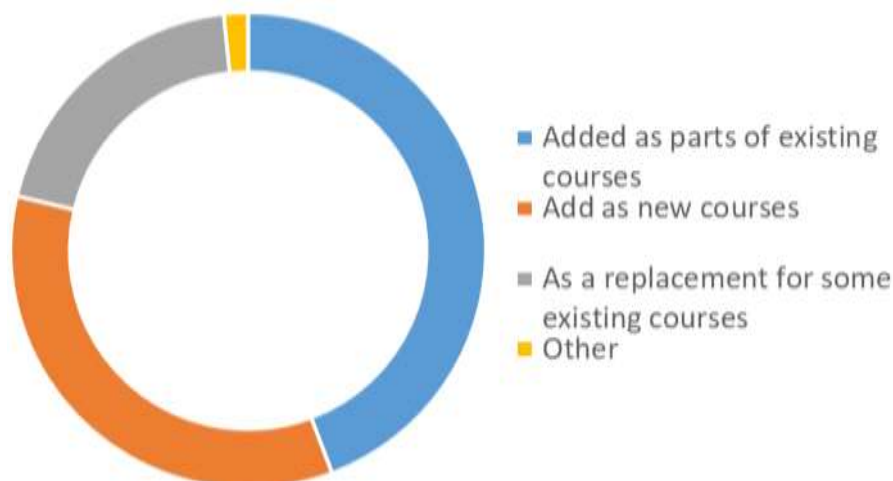
- **The thirteenth question** was regarding situational skills or qualifications that **should be** taught at respondents' institutions

Eleven options were offered: Problem-solving, Flexibility/Adaptability, Emotional intelligence, Time management, Cooperation, Planning, Effectiveness, Negotiation, Goal setting, Resilience and Authority. The first eight skills: Problem-solving, Flexibility/Adaptability, Emotional intelligence, Time management, Cooperation, Planning, Effectiveness, and Negotiation dominated in respondents' scores with the following figures, respectively: 33 (12.0%), 30 (10.9%), 28 (10.1%), 27 (9.8%), 27 (9.8%), 27 (9.8%), 26 (9.4%) and 26 (9.4%) followed by Goal setting 20 (7.2%), Resilience 17 (6.2%) and Authority 15 (5.4%).



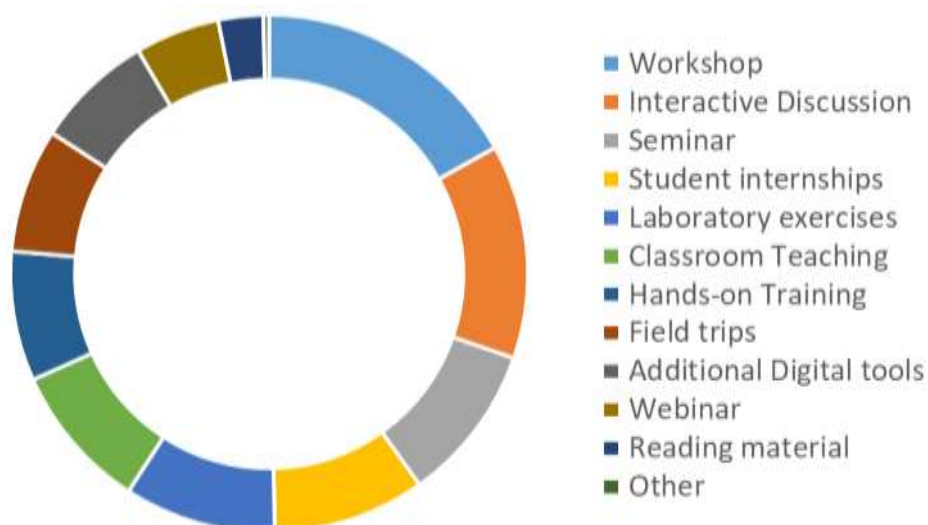
- **The fourteenth question** was regarding the possible ways of incorporating selected skills in the curriculum

Four options were offered: added as parts of existing courses, added as new courses, as a replacement for some existing courses, or other. The majority of respondents chose the first option 27(44.3%) and the second option 21 (34.4%). Twelve respondents (19.7%) chose the third option, and one respondent (1.6%) chose the “other” option.

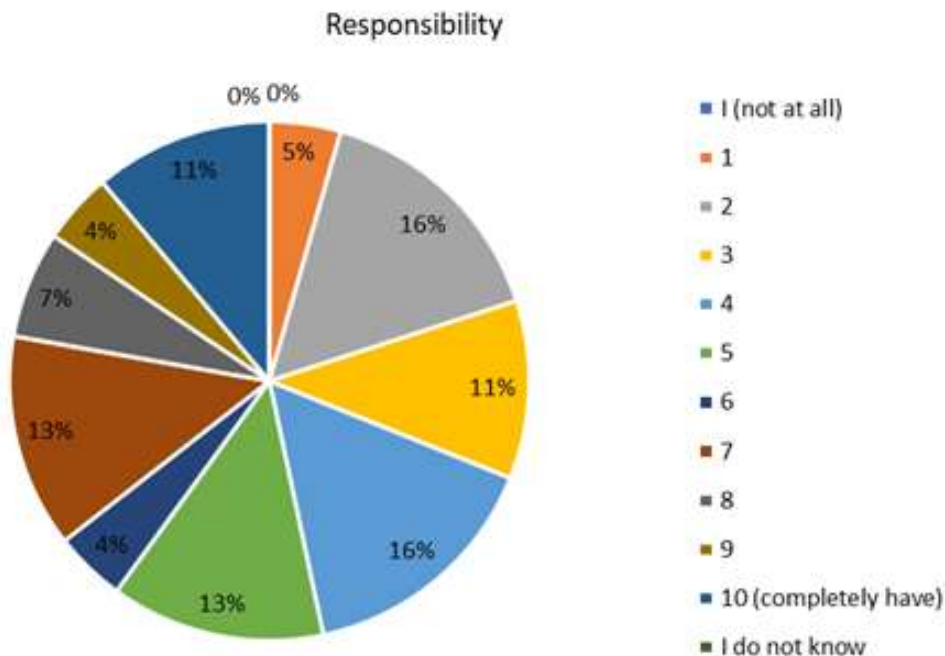


- **The fifteenth question** was regarding the teaching methods that **should be** used for selected skills

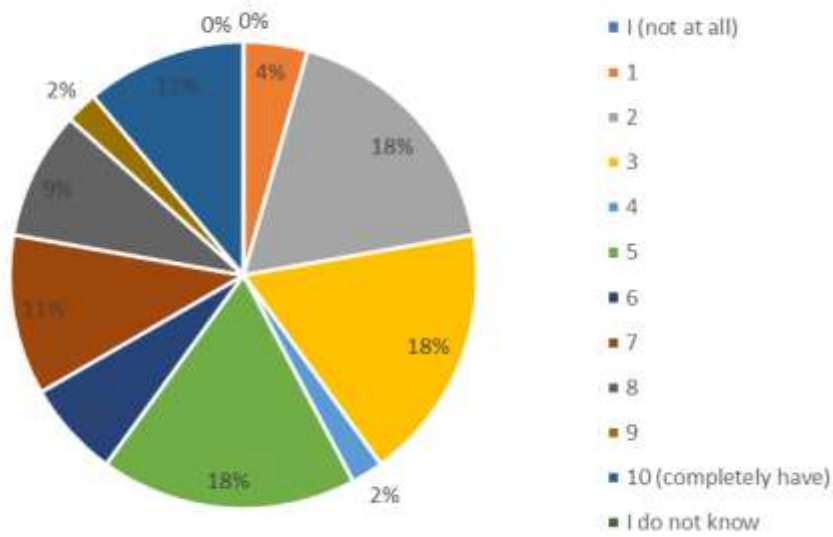
The following options were available for respondents to select: Workshop, Interactive Discussion, Seminar, Student Internships, Laboratory Exercises, Classroom Teaching, Hands-on Training, Field Trips, Additional Digital Tools, Webinar, Reading Material, and Other. Workshop was highly rated method with 48 (16.9%) survey participants, followed by Interactive Discussion 38 (13.4%), Seminar 28 (9.9%), Student internships 27 (9.5%), Laboratory exercises 27 (9.5%), Classroom Teaching 26 (9.2%), Hands-on Training 23 (8.1%), Field trips 22 (7.7%), Additional Digital tools 21 (7.4%), Webinar 15 (5.3%), Reading material 8 (2.8%) and Other 1 (0.4%).



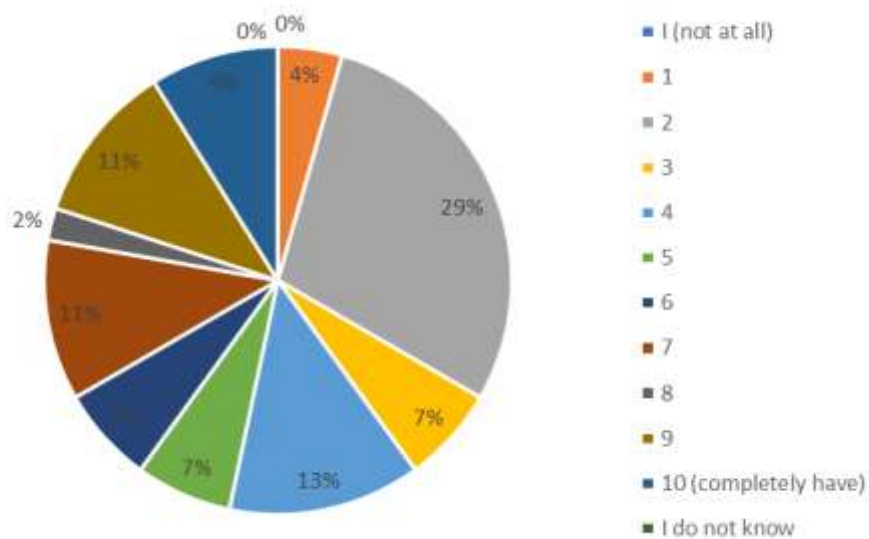
The sixteenth question pertained to the interviewees' attitudes regarding which personal skills students or workers already possess and to what extent, in their opinion. They were offered eleven soft skills for which they chose on a scale from 1 (not at all) to 10 (completely have). For Responsibility, a rating of 2 dominated (16%); for Motivation, equal scores were given for ratings 2, 3, and 5 (18%); for Punctuality, a rating of 2 completely dominated (29%); for Mentoring, a rating of 2 dominated (24%); for Self-confidence, a rating of 2 dominated (22%); for Innovativeness, a rating of 2 dominated (18%), followed by a rating of 7 (16%); for Self-management, a rating of 2 dominated, followed by a rating of 7 (18%); for Analysis, a rating of 3 dominated (20%), followed by a rating of 2 (16%); for Taking initiative, a rating of 2 dominated (18%), followed by ratings of 3 and 7 (both 13%); for Prioritization, a rating of 2 dominated (20%), followed by ratings of 6 and 9 (both 13%); and for Career management, a rating of 5 dominated (18%), followed by ratings of 3 and 9 (both 16%). The results for each skill are presented in the graphics below.



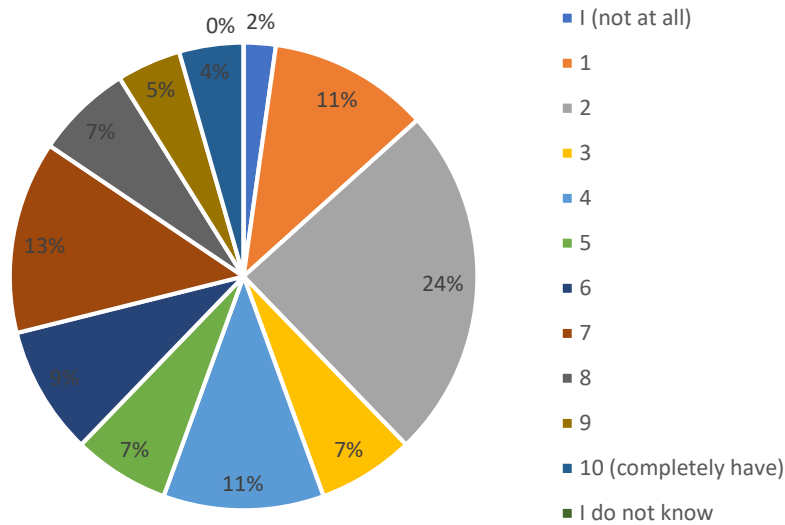
Motivation



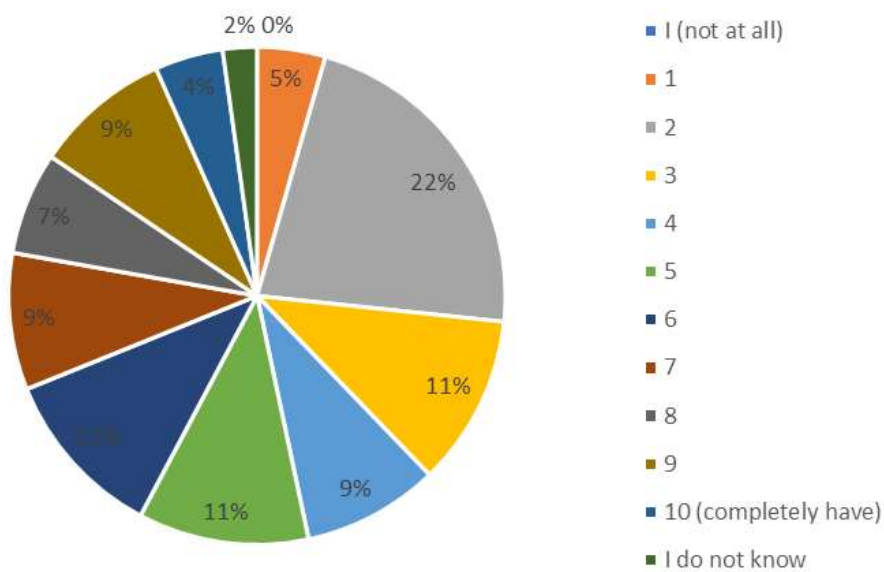
Punctuality



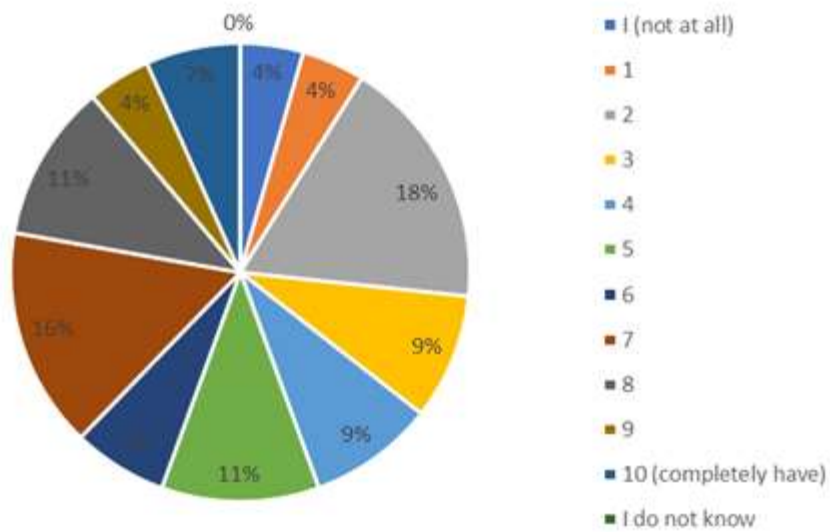
Mentoring



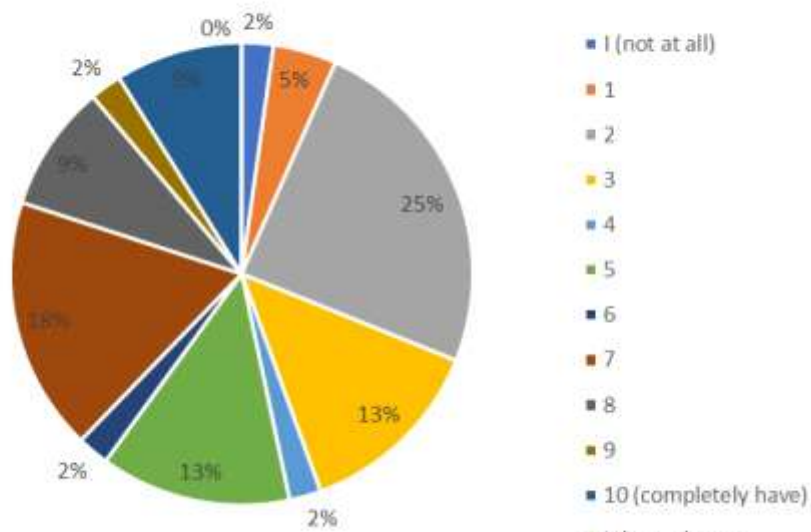
Self-confidence



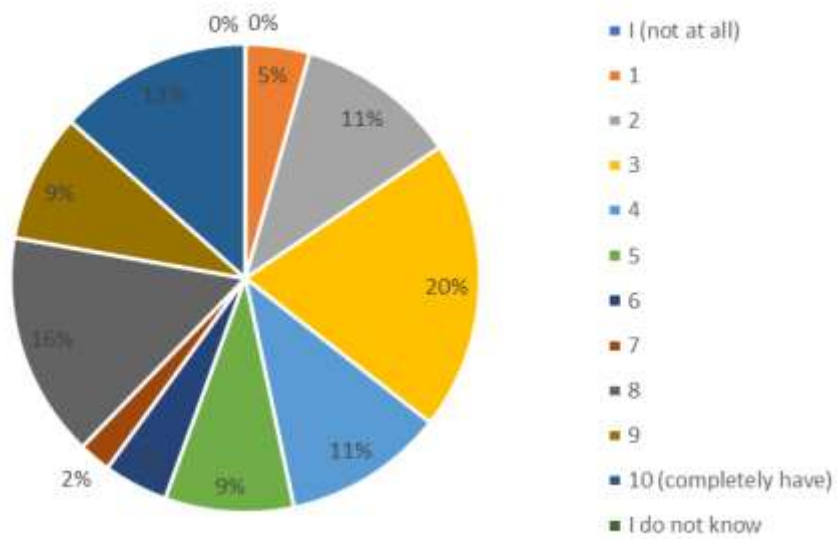
Innovativeness



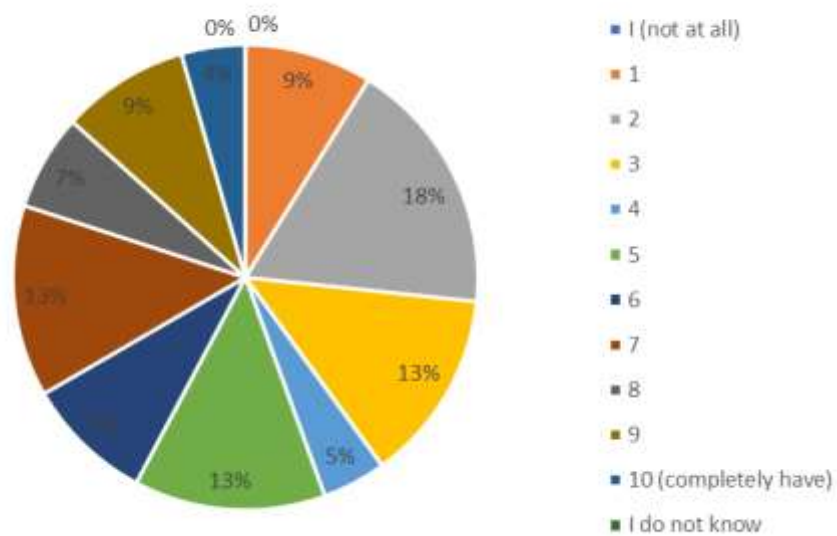
Self-management

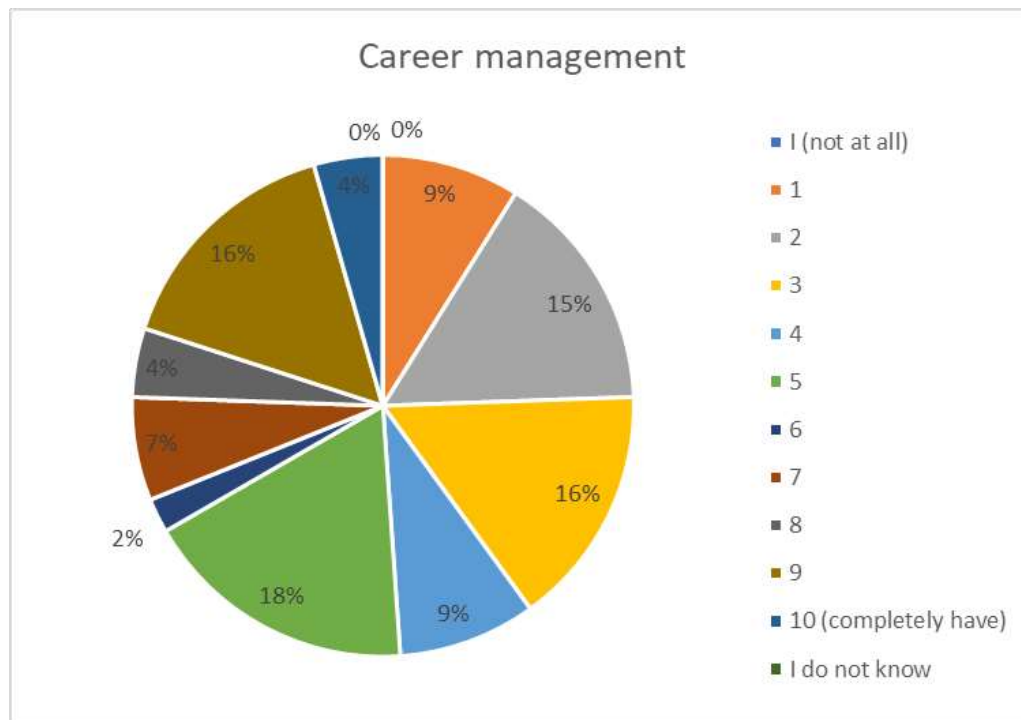
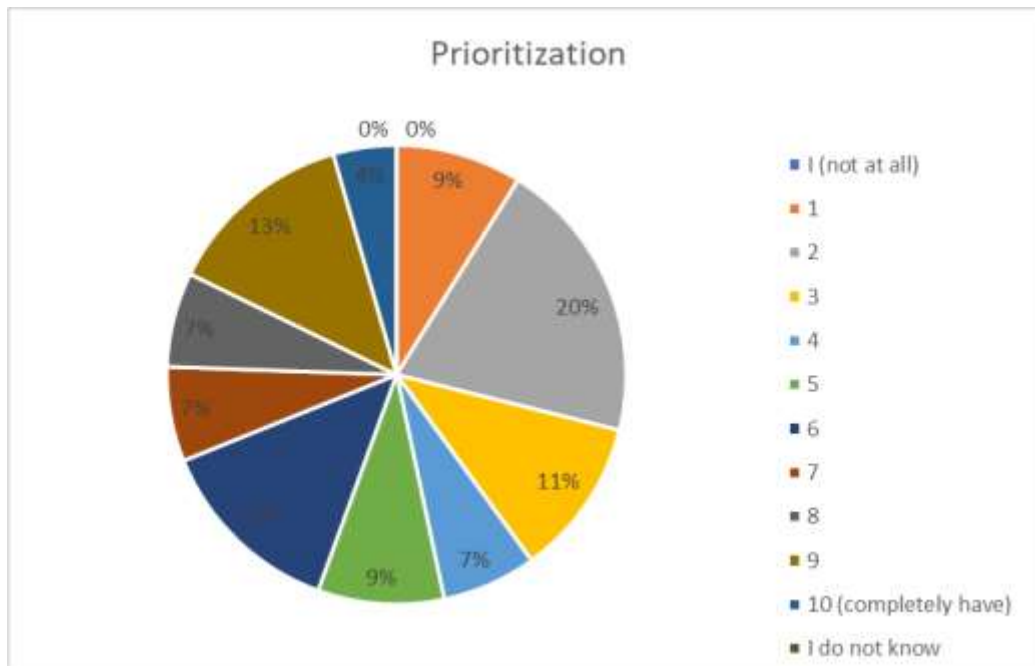


Analysis



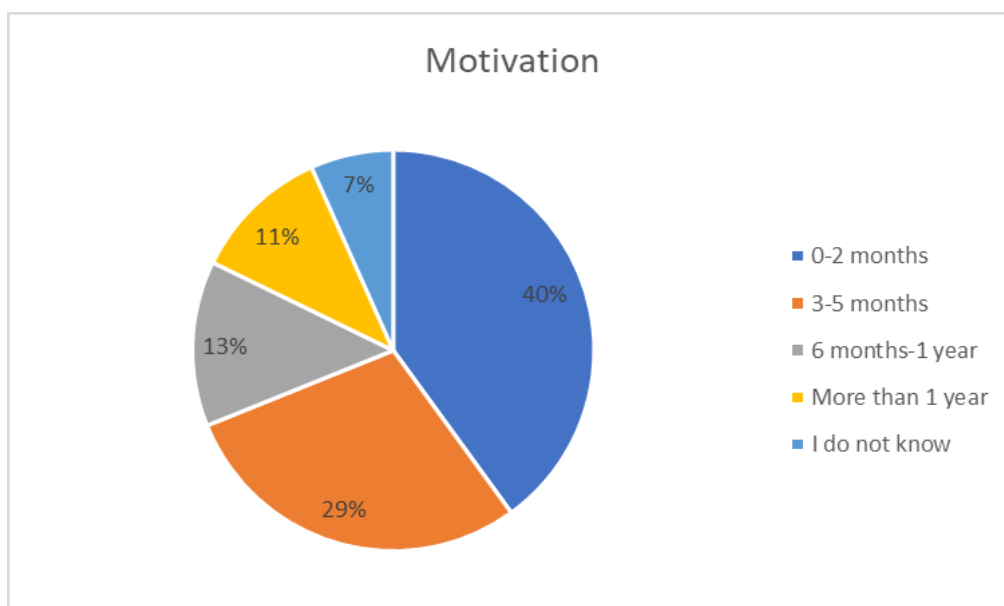
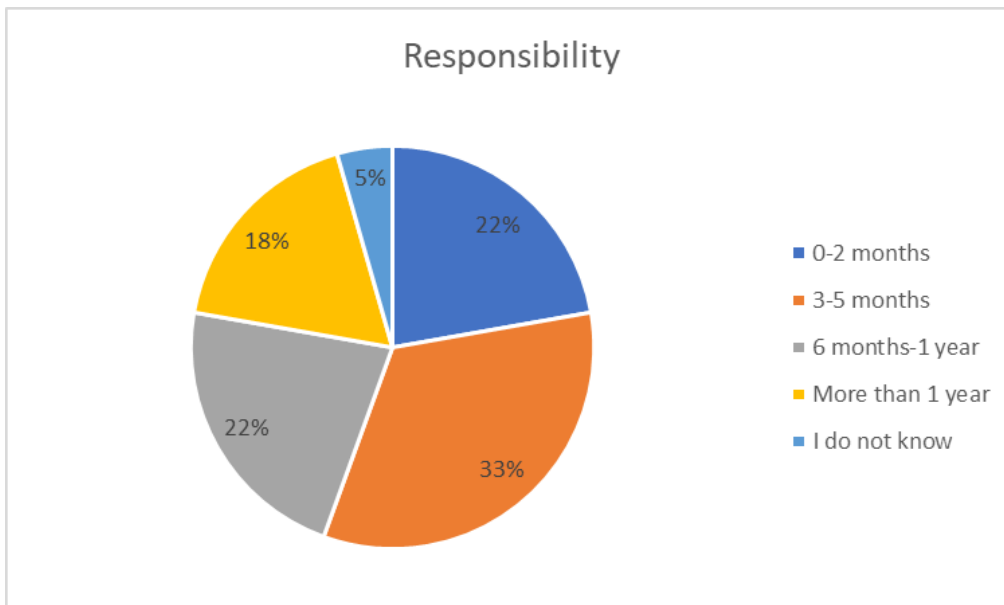
Taking initiative



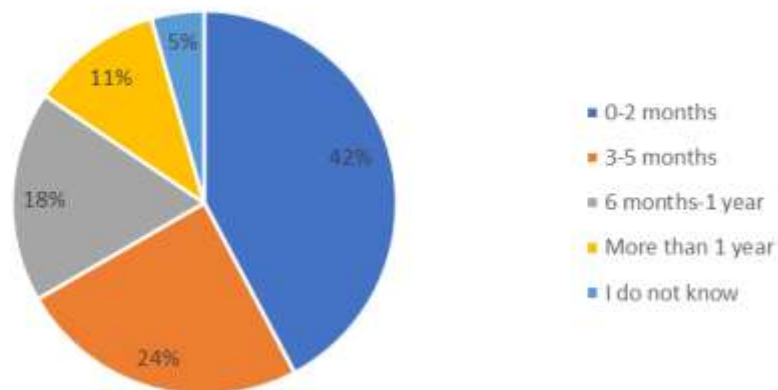


The **seventeenth question** referred to the respondents' attitudes about how much time new hires need to master the previously defined eleven personal skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year; and the 'I don't know' option. For Responsibility, respondents predominantly selected 3-6 months (33%), followed by 0-2 months and 6 months – 1 year (22% each); for Motivation, the period of 0-2 months dominated (40%), followed by 3-6 months (29%); for Punctuality, the period of 0-2 months dominated (42%), followed by 3-6 months (24%); for Self-management, the period of 6 months – 1 year dominated (38%), followed by 3-6 months (20%); for Innovativeness, the period of more than 1 year dominated (33%), followed by 6 months – 1 year (31%); for Analysis, the period from 6 months – 1 year dominated (33%), followed by the period of 3-6

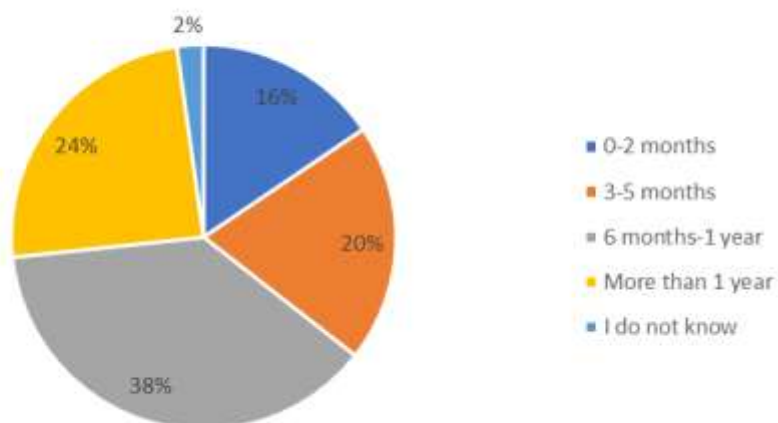
months (29%); for Taking initiative, the period from 6 months – 1 year dominated (29%), followed by the period of more than 1 year (29%); for Prioritization, the period from 6 months – 1 year dominated (31%), followed by the period of 0-2 months (22%); and for Career management, the period of more than 1 year dominated (31%), followed by the period of 3-6 months (27%). The results for each skill are presented in the graphics below.



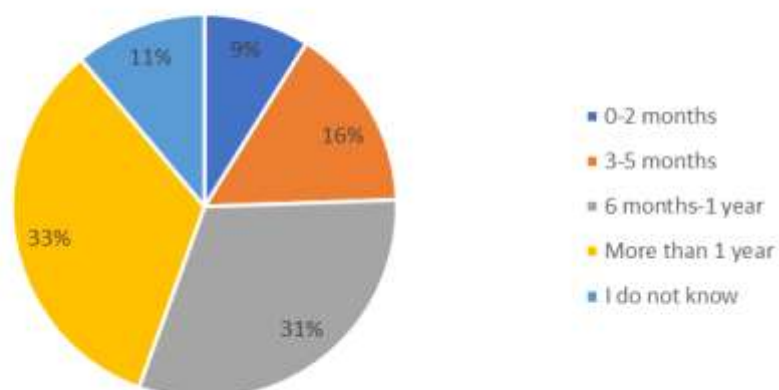
Punctuality



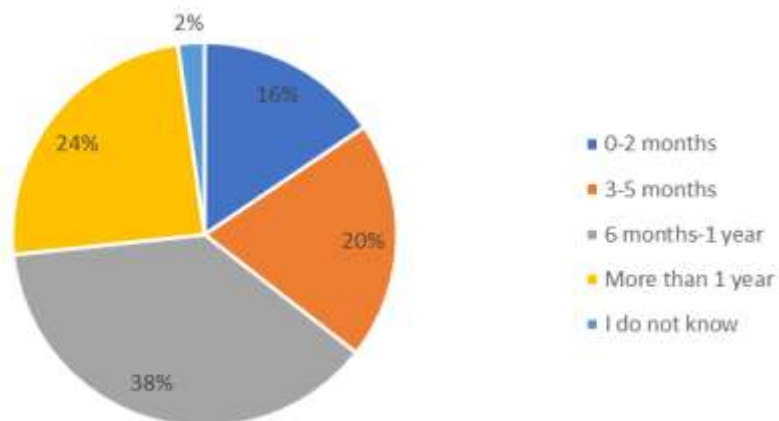
Self-management



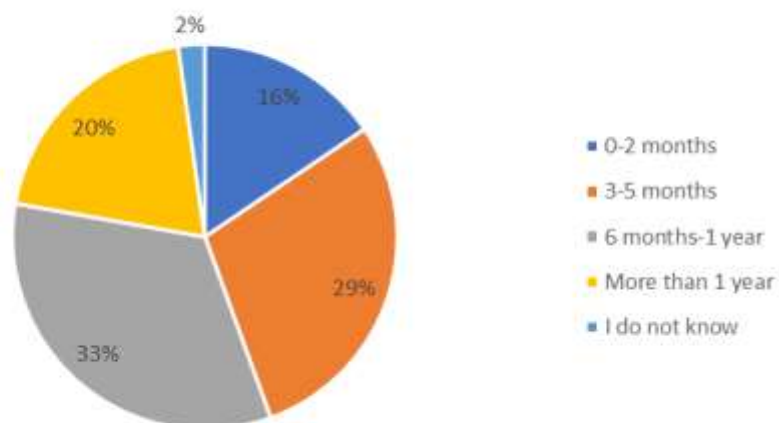
Innovativeness



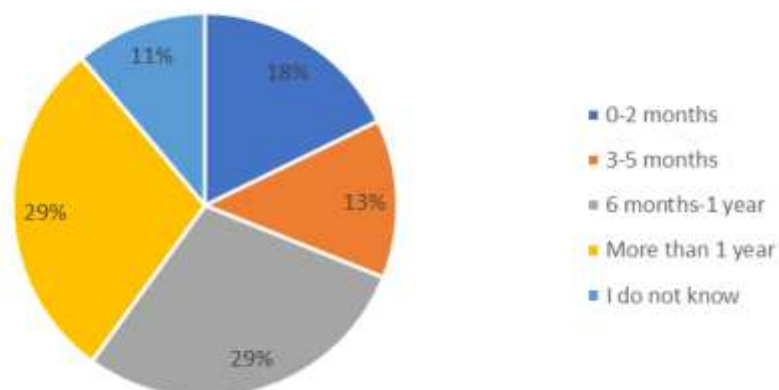
Self-management

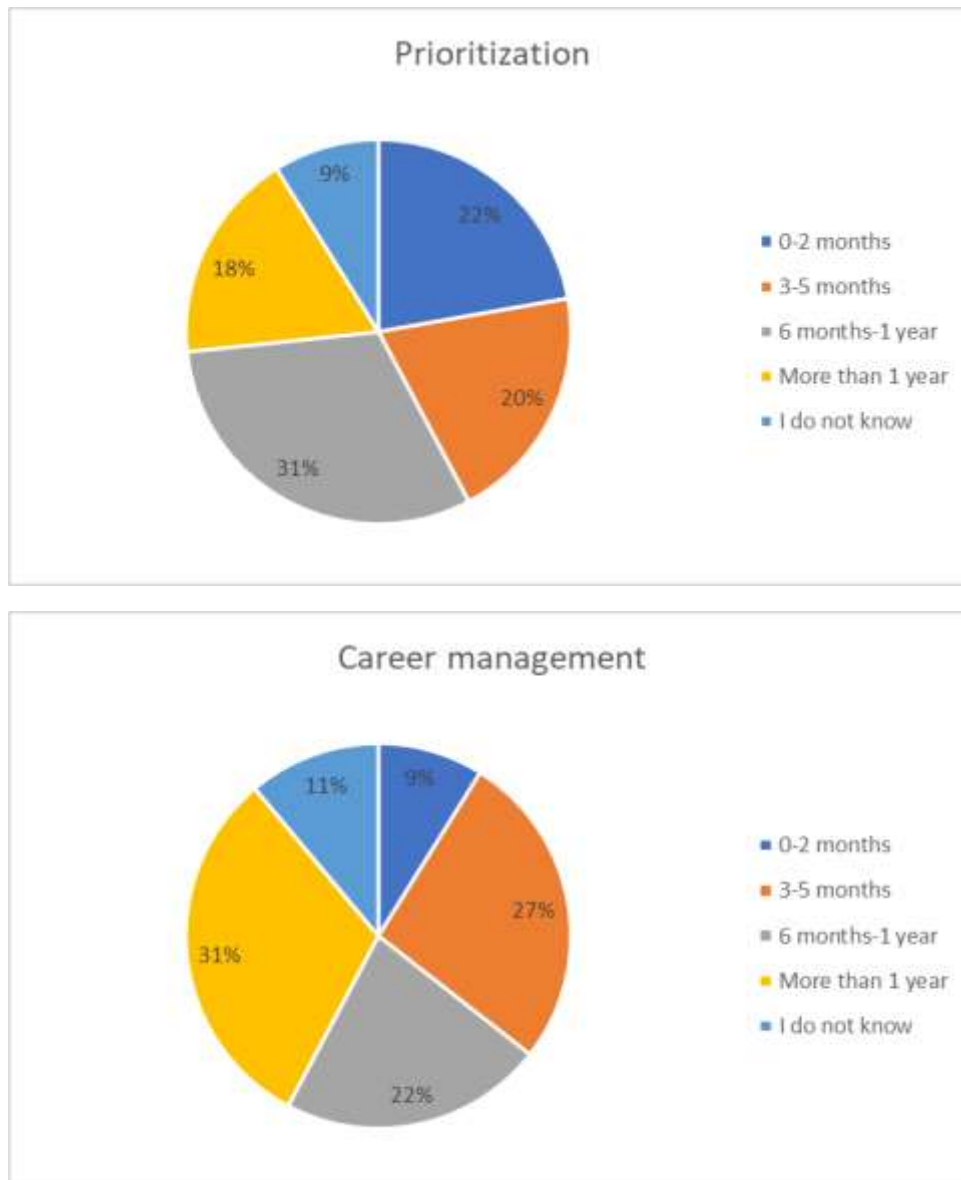


Analysis



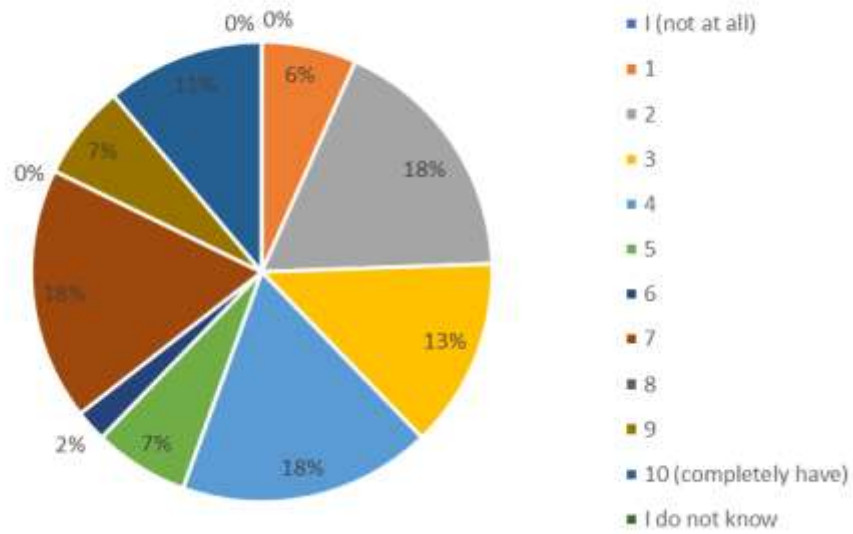
Taking initiative



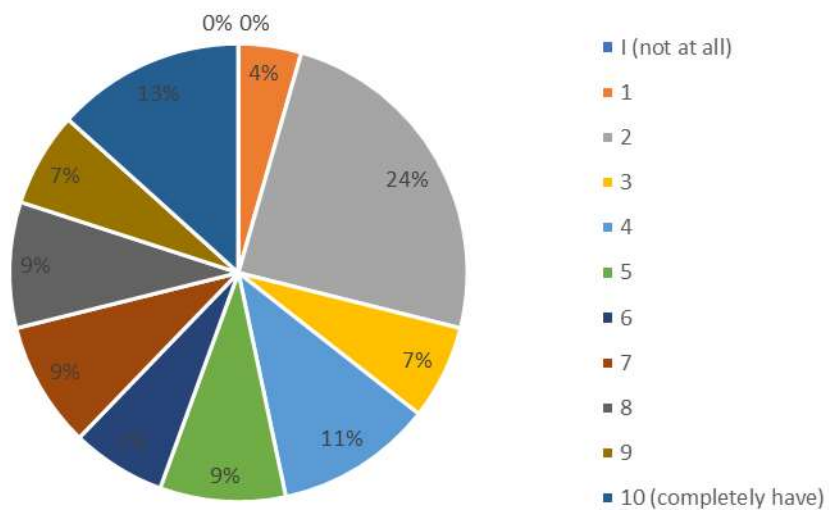


The **18th question** referred to the attitude of the interviewees regarding which interpersonal skills students or workers already possess and to what extent, in their opinion. They were presented with nine interpersonal skills and asked to rate them on a scale from 1 (not at all) to 10 (completely have). For Creative Thinking, equal scores were given for ratings of 2, 4, and 7 (18%), followed by rating 3 (13%); for Teamwork, ratings of 2 dominated (24%), followed by 10 (13%); for Recognition, a rating of 4 dominated (16%), followed by rating 3 (15%); for Diverse Capacity, a rating of 2 dominated (16%), followed by 8 (13%); for Leadership, equal scores were given for ratings of 1 and 2 (16%), followed by rating 3 (13%); for Decision Making, a rating of 2 dominated (16%), followed by ratings of 1 and 8 (13%); for Conflict Management, equal scores were given for ratings of 2 and 3 (18%), followed by a rating of 1 (11%); for Communication, a rating of 2 dominated (18%), followed by ratings of 3 and 4 (13%); for Intercultural Fluency, equal scores were given for ratings of 2 and 3 (20%), followed by rating 7 (18%). The results for each skill are presented in the graphics below.

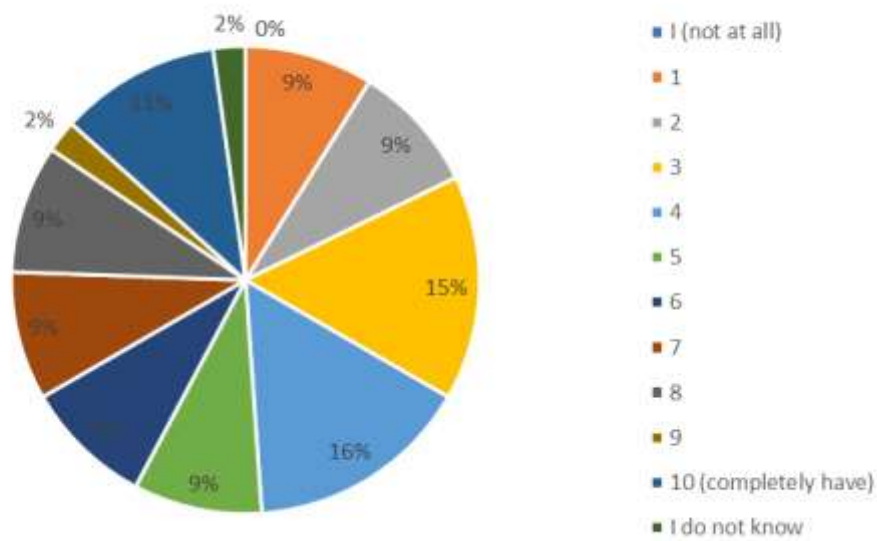
Creative thinking



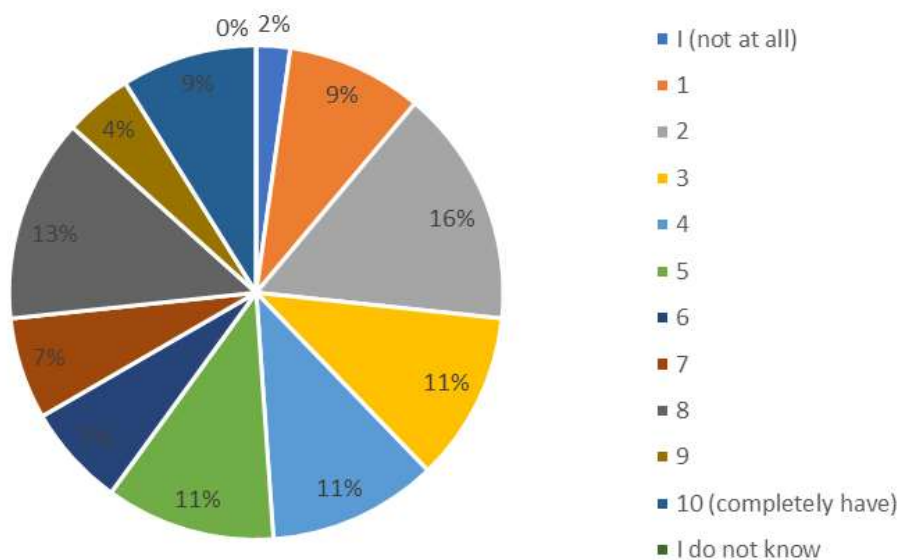
Teamwork



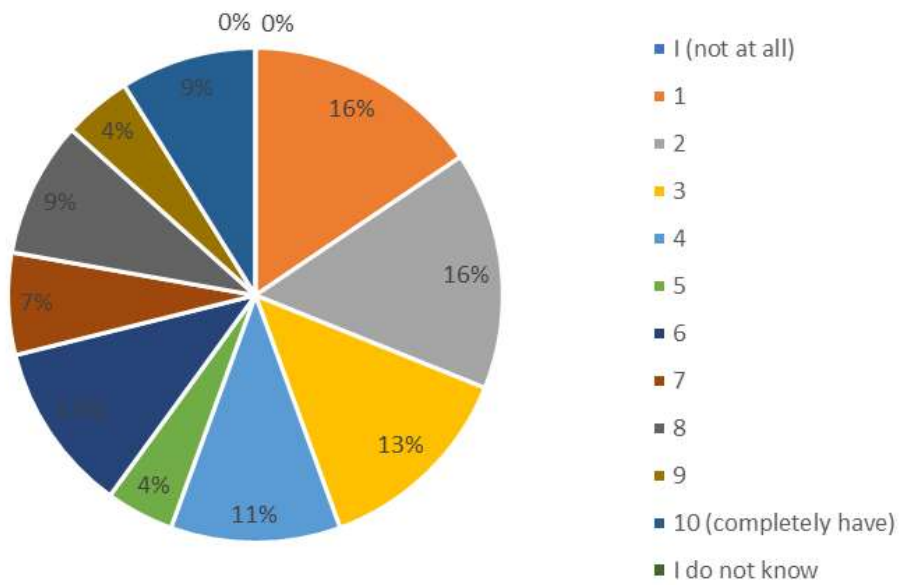
Recognition



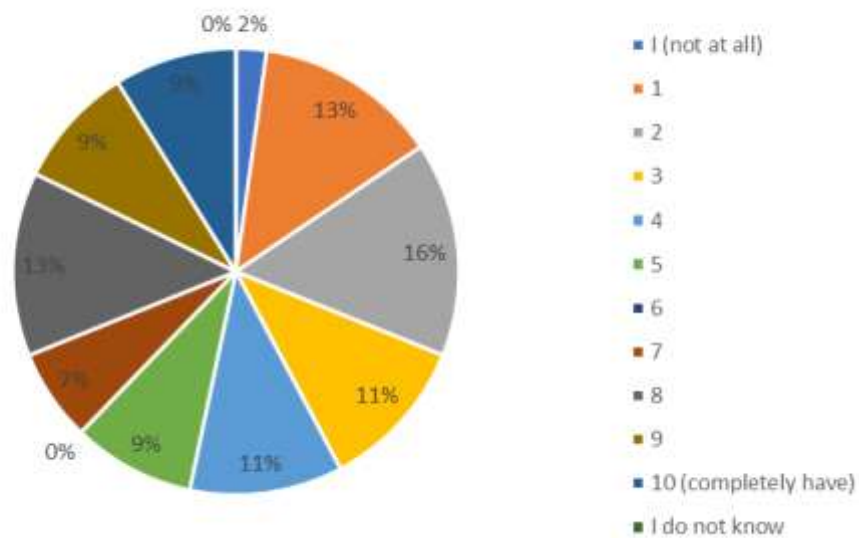
Diverse capacity



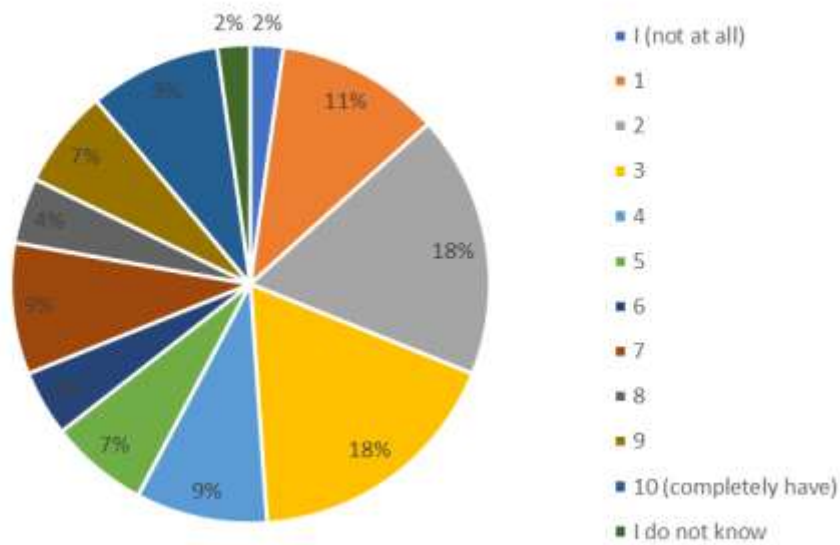
Leadership



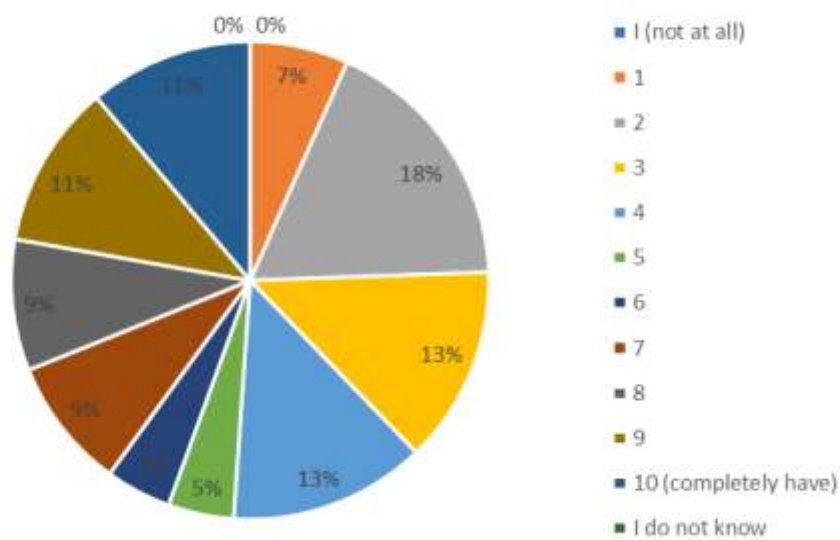
Decision making

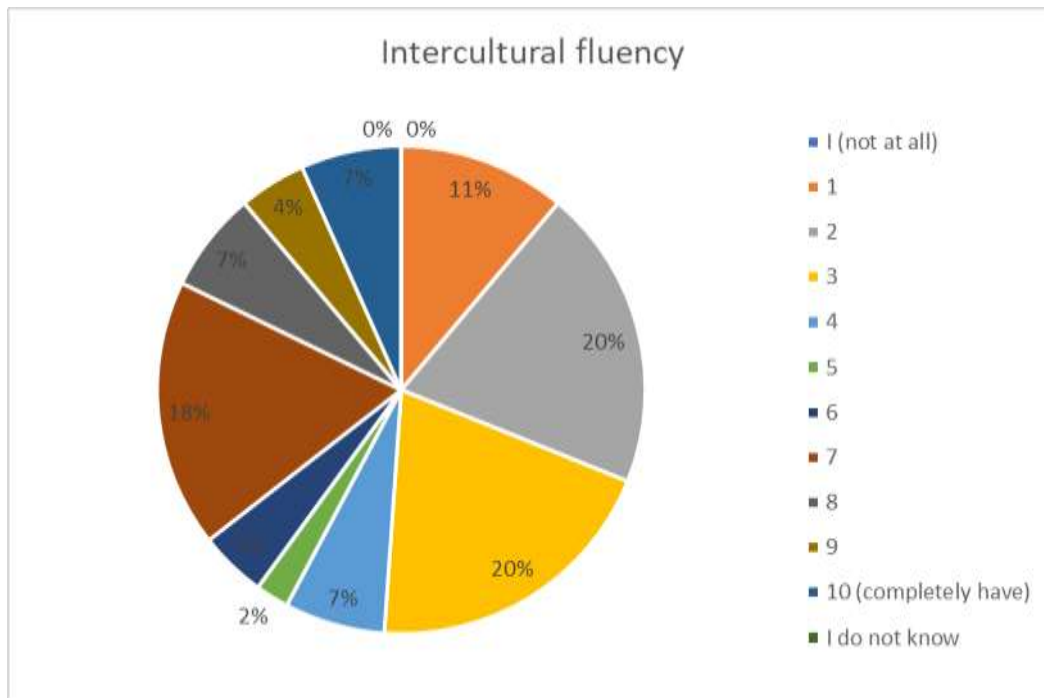


Conflict management



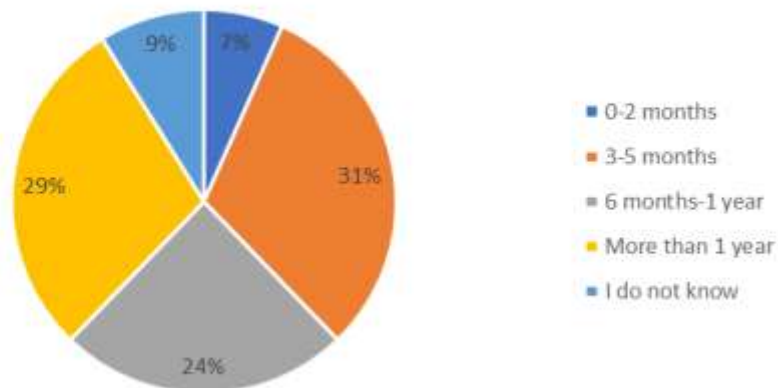
Communication (oral and written)



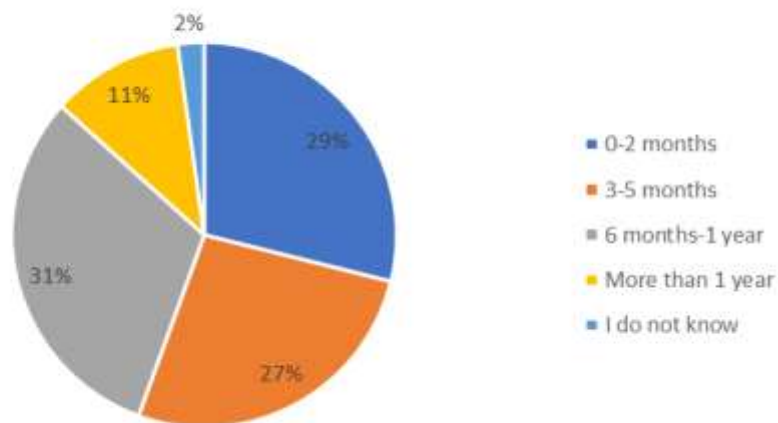


The **19th** question referred to the respondent's attitude about how much time new hires need to master the previously defined nine interpersonal skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year and the „I don't know“ option. For Creative Thinking, respondents predominantly selected a period of 3-6 months (33%), followed by a period of more than 1 year (29%); for Teamwork, the period from 6 months – 1 year dominated (31%), followed by the period of 0-2 months (29%); for Recognition, the period of more than 1 year dominated (33%), followed by 3-6 months (31%); for Diverse Capacity, the period of 3-6 months dominated (38%), followed by 6 months – 1 year (33%); for Leadership, the period of more than 1 year dominated (46%), followed by 6 months – 1 year (27%); for Decision Making, the period of 6 months – 1 year dominated (42%), followed by more than 1 year (33%); for Conflict Management, the period from 6 months – 1 year dominated (38%), followed by a period of more than 1 year (31%); for Communication, the period from 3-6 months dominated (34%), followed by a period of 6 months – 1 year (31%); and for Intercultural Fluency, the period from 6 months – 1 year dominated (35%), followed by a period of 3-6 months (27%). The results for each skill are presented in the graphics below.

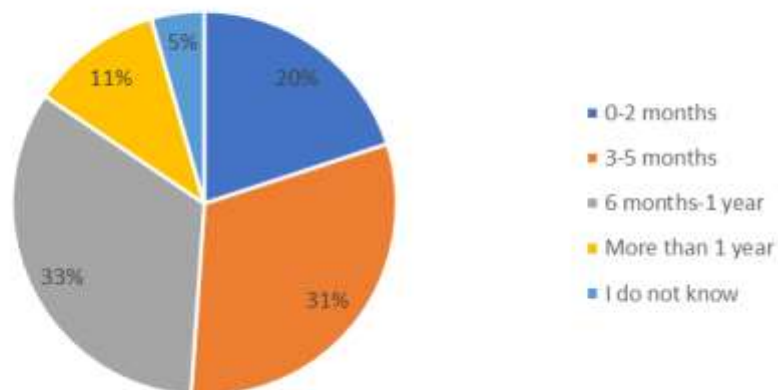
Creative thinking



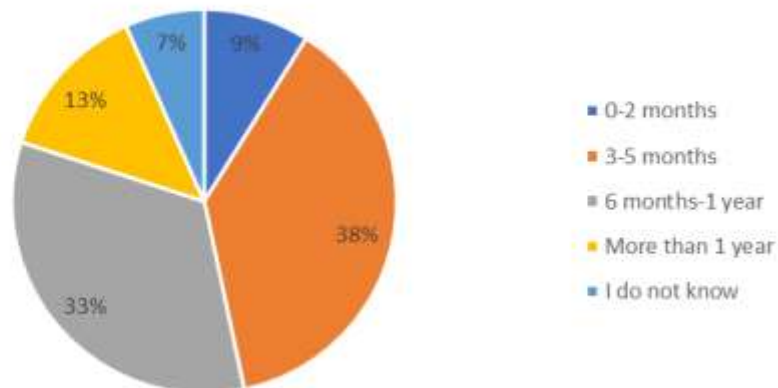
Teamwork



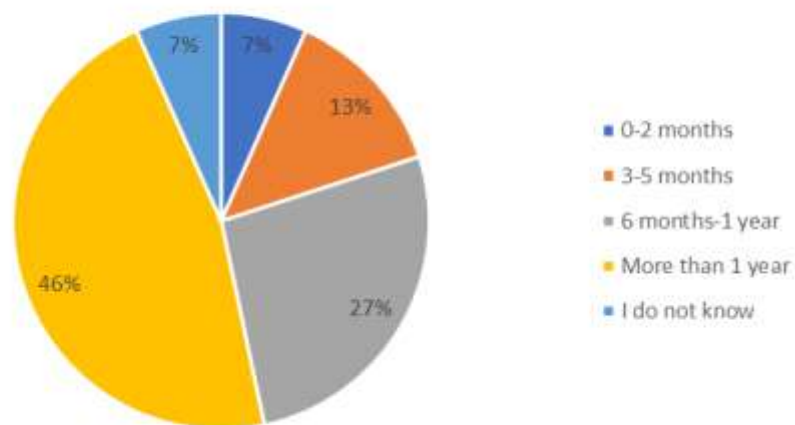
Recognition



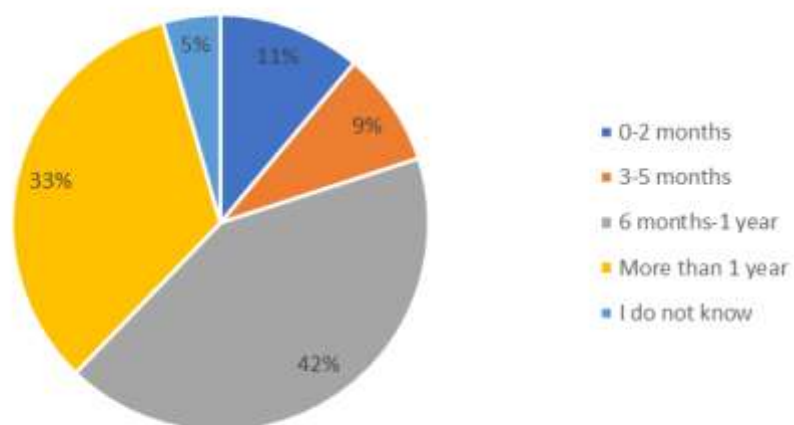
Diverse capacity



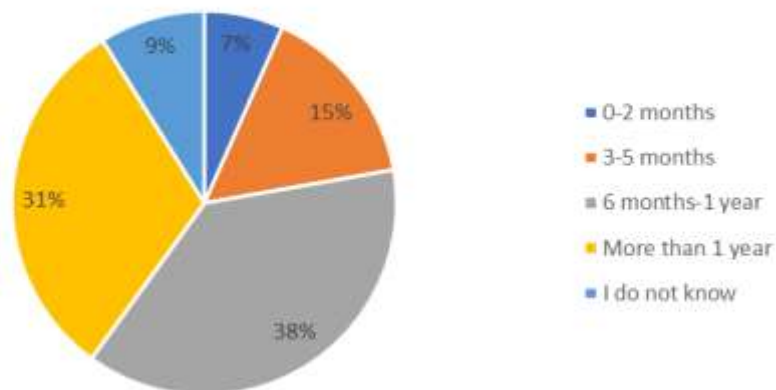
Leadership



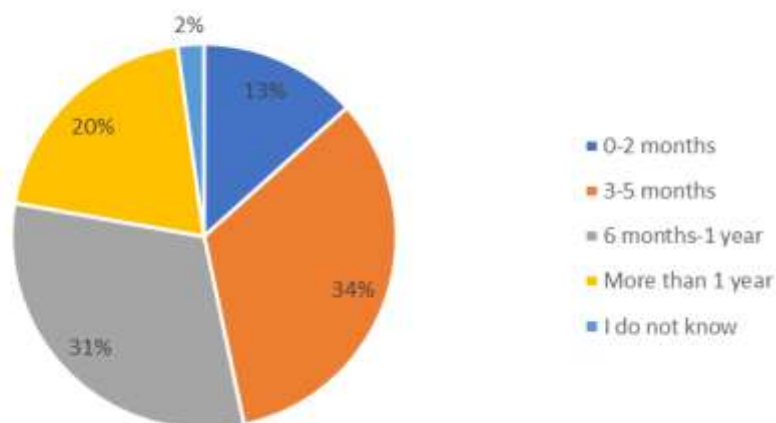
Decision making



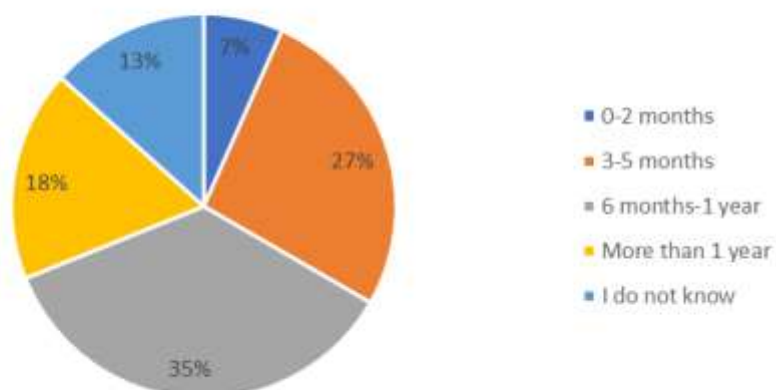
Conflict management



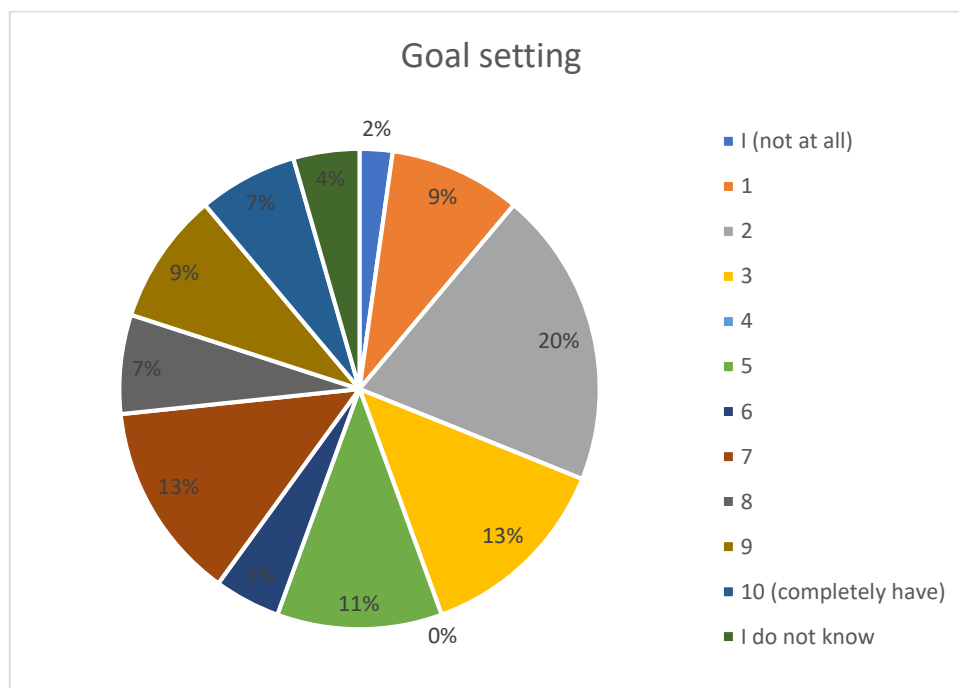
Communication (oral and written)



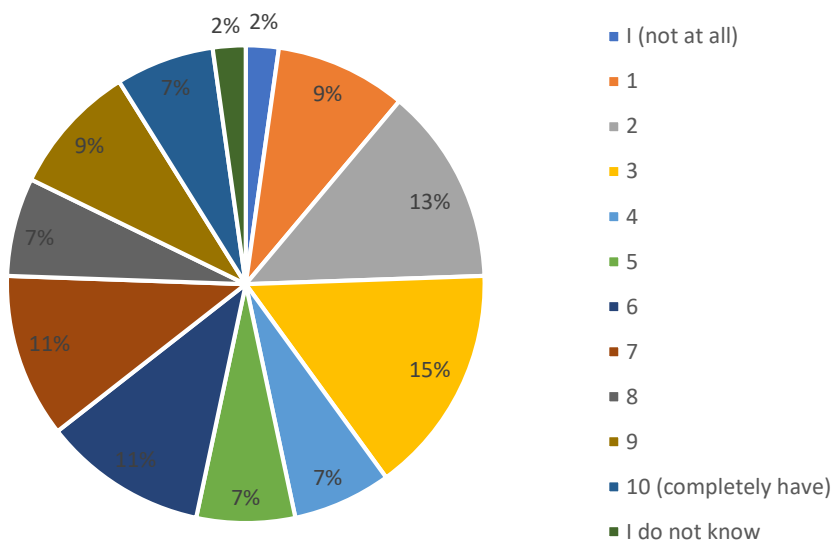
Intercultural fluency



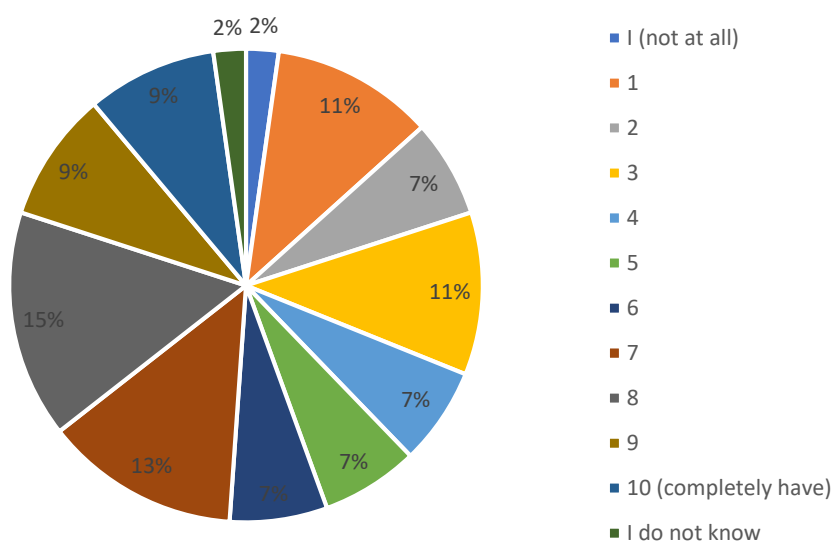
The **20th question** referred to the attitude of the interviewees about what situational skills and to what extent, in their opinion, students or workers already have them. They were offered nine interpersonal skills for which they chose on a scale from 1 (not at all) to 10 (completely have). For Goal setting, equal scores were given for ratings of 2 (18%), followed by ratings of 3 and 7 (13%); for Planning, ratings of 3 dominated (15%), followed by a rating of 2 (13%); for Cooperation, a rating of 8 dominated (15%), followed by a rating of 7 (13%); for Negotiation, a rating of 2 dominated (16%), followed by ratings of 1 and 9 (13%); for Resilience, a rating of 1 dominated (18%), followed by a rating of 9 (11%); for Authority, a rating of 8 dominated (16%), followed by ratings of 1, 2, and 3 (13%); for Effectiveness, a rating of 9 dominated (16%), followed by ratings of 2 and 7 (15%); for Problem solving, a rating of 2 dominated (18%), followed by a rating of 7 (16%); for Flexibility/Adaptability, a rating of 7 dominated (22%), followed by ratings of 2 and 8 (11%); for Time-management, a rating of 3 dominated (20%), followed by ratings of 7 (18%); for Emotional intelligence, ratings of 1 dominated (16%), followed by a rating of 3 (13%). The results for each skill are presented in the graphics below.



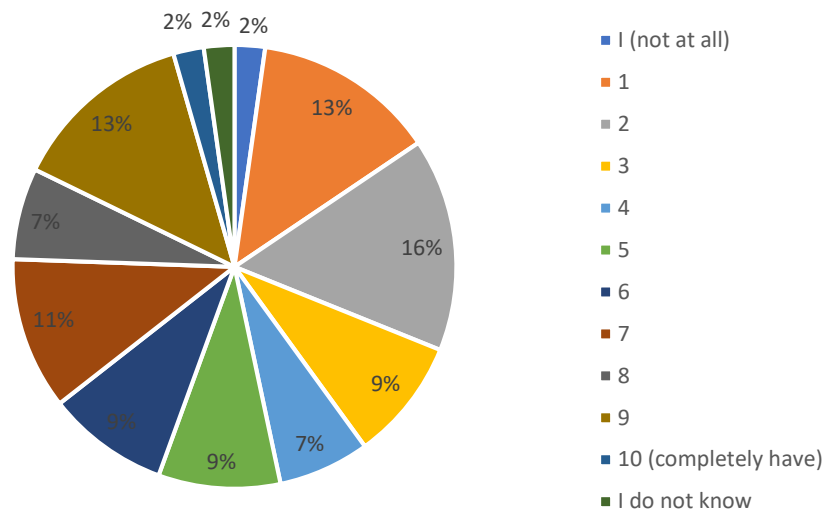
Planning



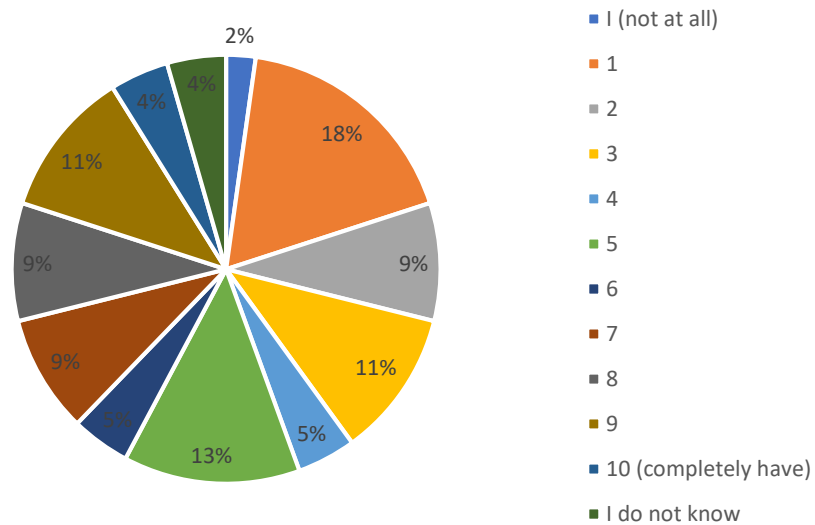
Cooperation



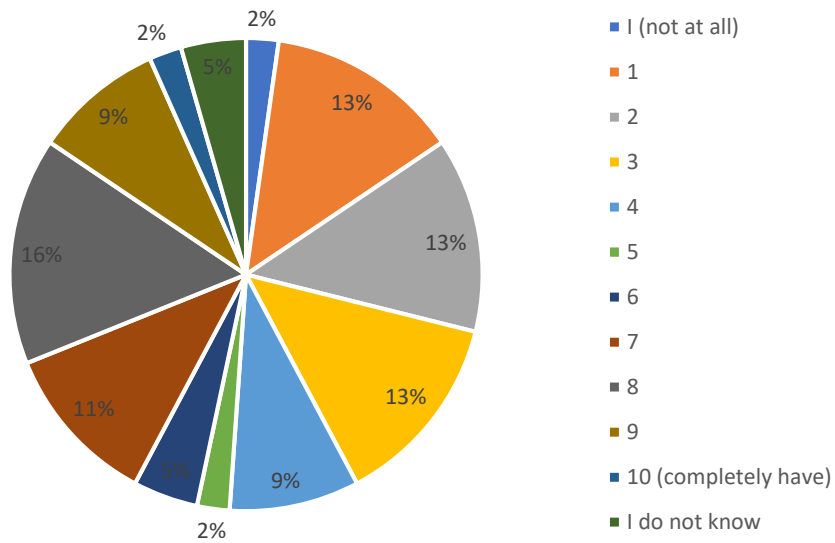
Negotiation



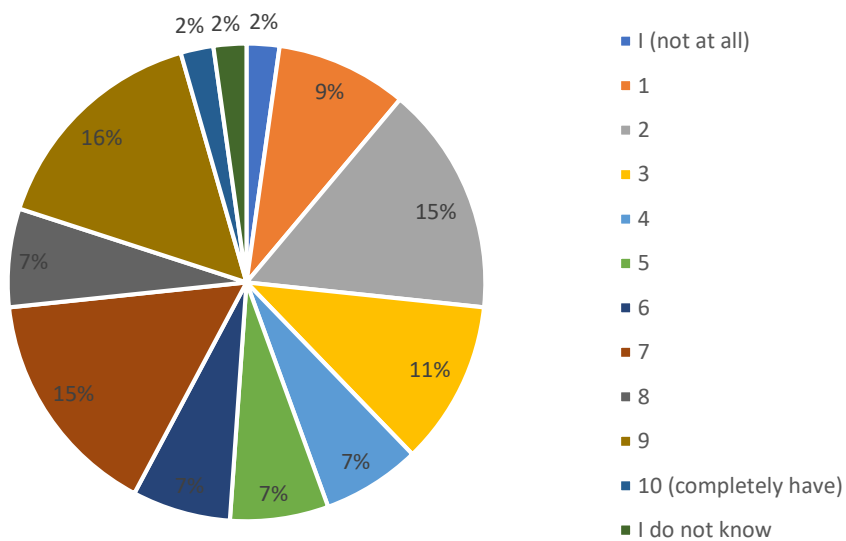
Resilience



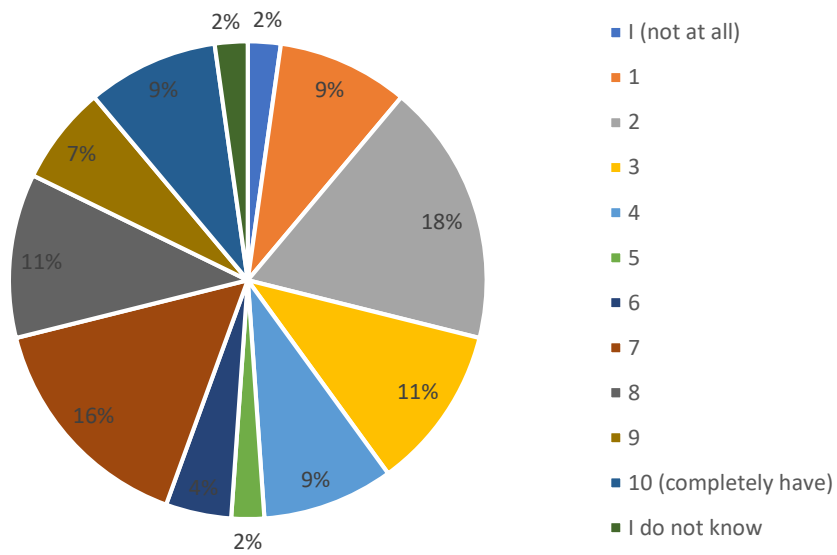
Authority



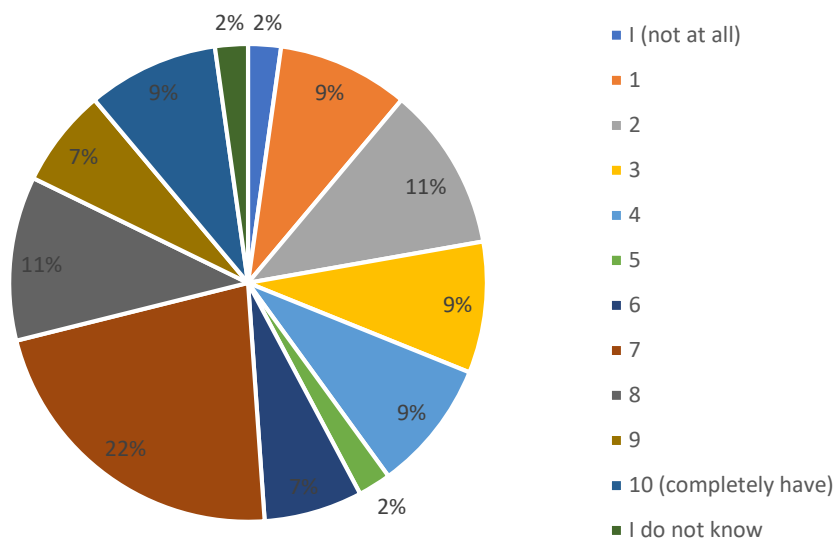
Effectiveness

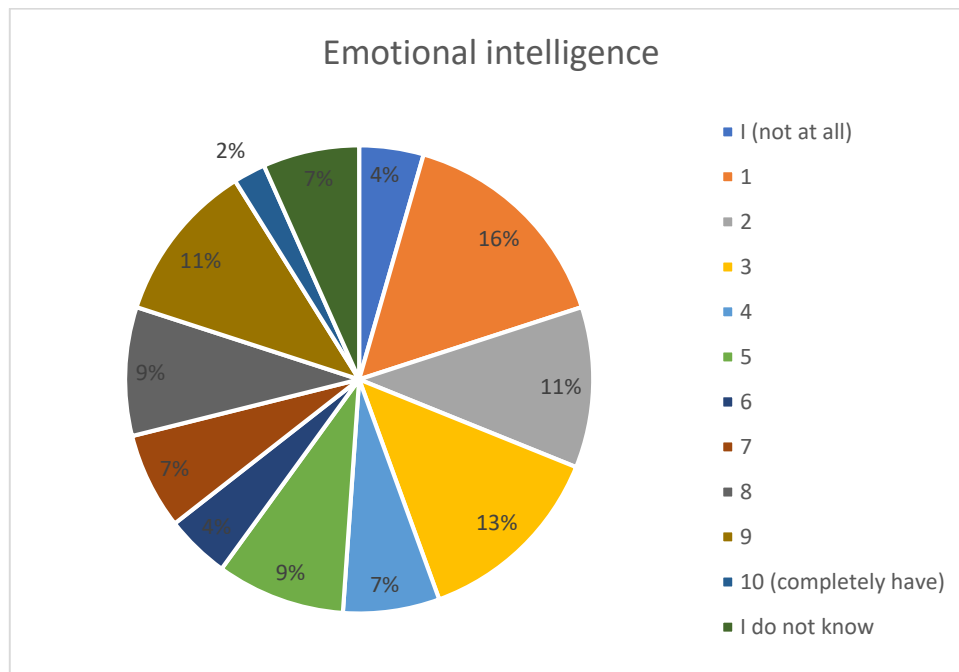
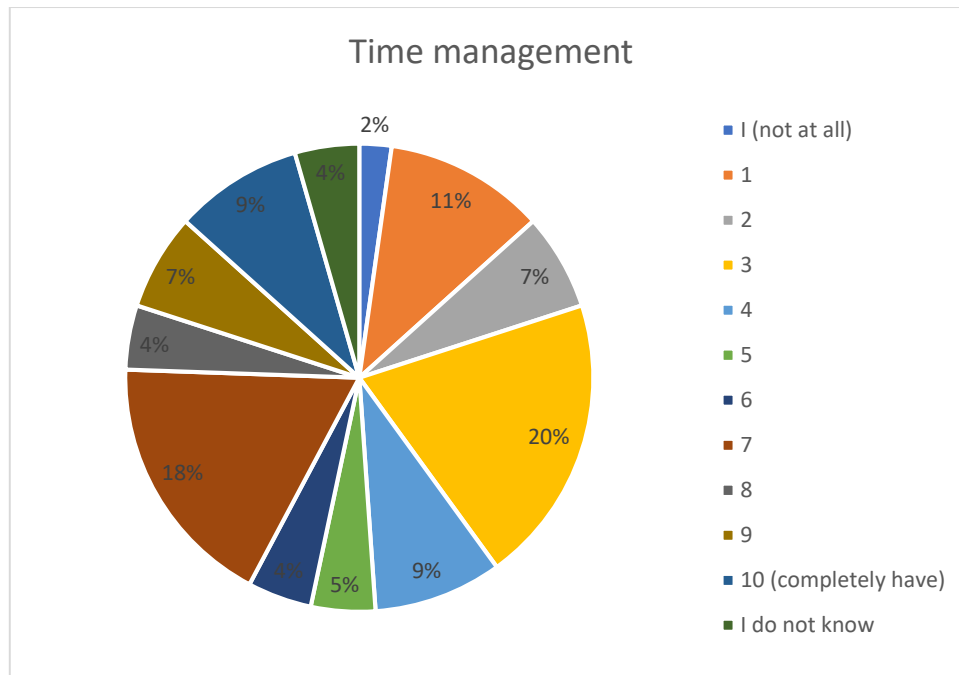


Problem-solving



Flexibility/Adaptability

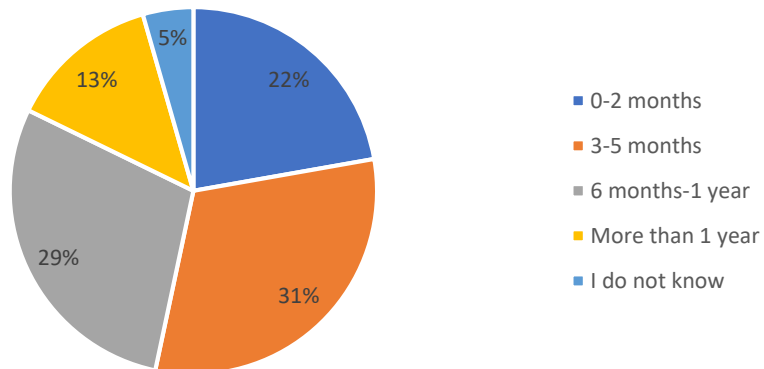




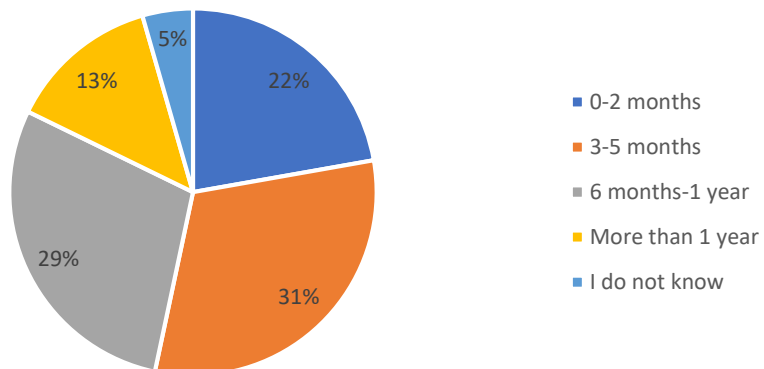
The **twenty-first question** referred to the respondent's attitude about how much time new hires need to master the previously defined eleven situational skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year and the „I don't know“ option. For Goal Setting, respondents predominantly selected a period of 3-6 months (31%), followed by a period from 6 months – 1 year (29%); for Planning, the period from 3-6 months dominated (33%), followed by the period of 0-2 months (31%); for Negotiation, the period from 3-6 months dominated (31%), followed by a period of more than 1 year (25%); for Resilience, the period of 3-6 months dominated (38%), followed by 6 months – 1 year (27%); for Authority, the period of 6 months – 1 year dominated (33%), followed by a period of more than 1 year (27%); for Effectiveness, the period from 6 months – 1 year dominated

(31%), followed by periods of 0-2 months and 3-6 months (22% each); for Problem Solving, the period from 6 months – 1 year dominated (36%), followed by a period of 3-6 months (31%); for Flexibility/Adaptability, the period from 3-6 months dominated (33%), followed by the period of 0-2 months (25%); and for Emotional Intelligence, the period of more than 1 year dominated (36%), followed by periods from 6 months – 1 year and 3-6 months (20% each). The results for each skill are presented in the graphics below.

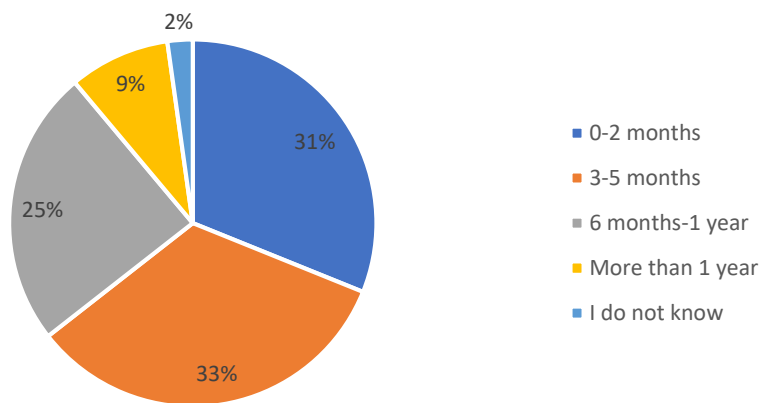
Goal setting



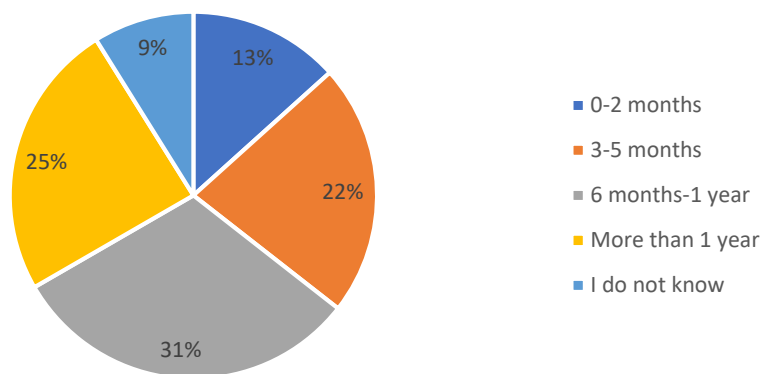
Planning



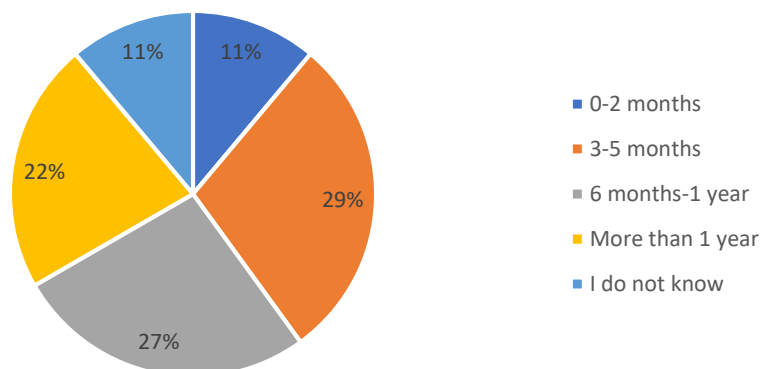
Cooperation



Negotiation

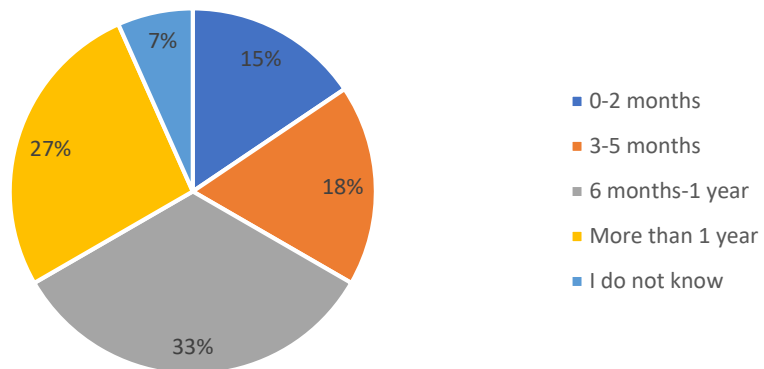


Resilience

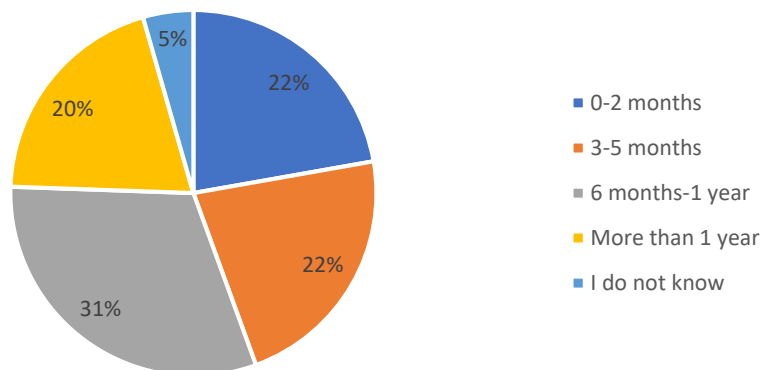




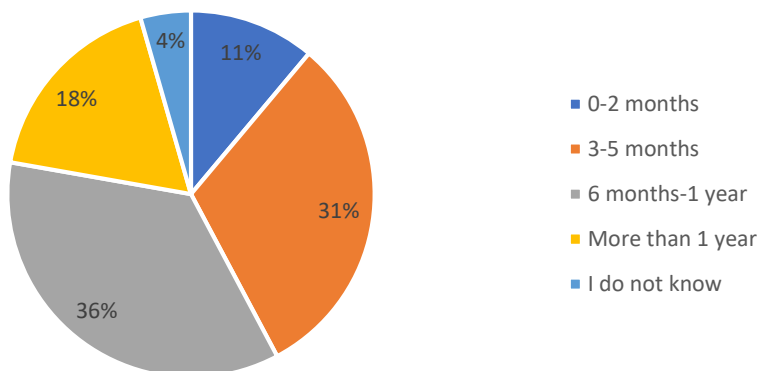
Authority



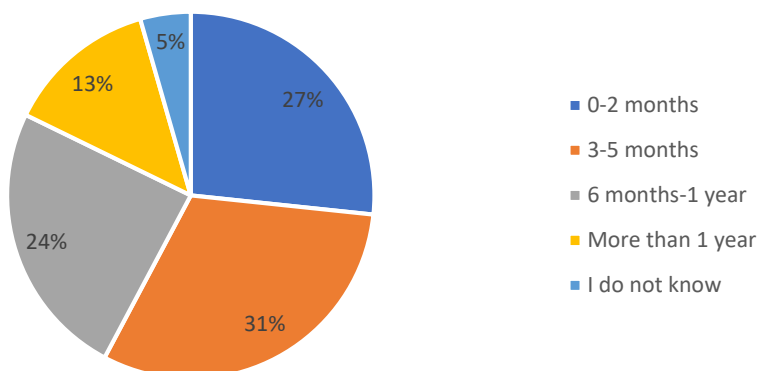
Effectiveness



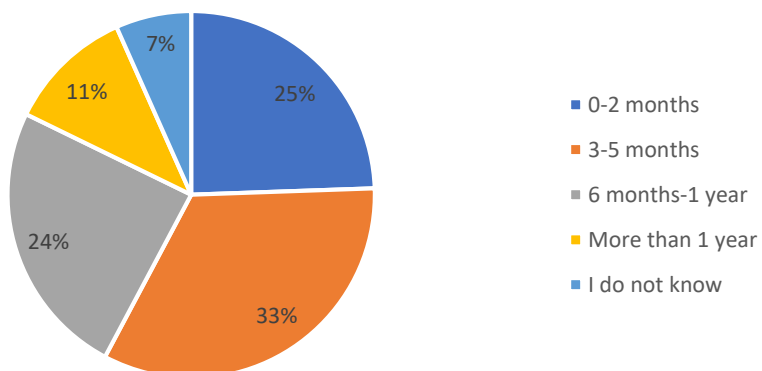
Problem-solving

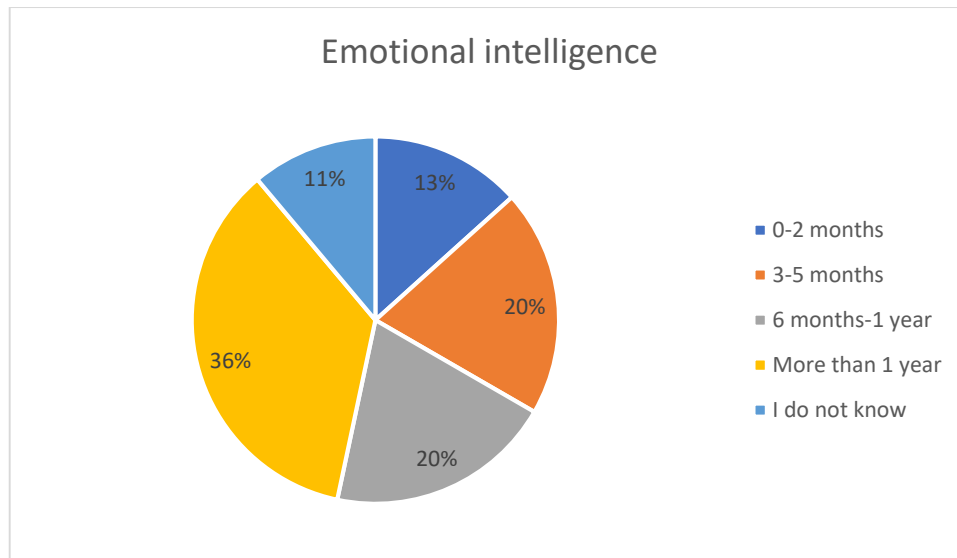


Flexibility/Adaptability



Time management



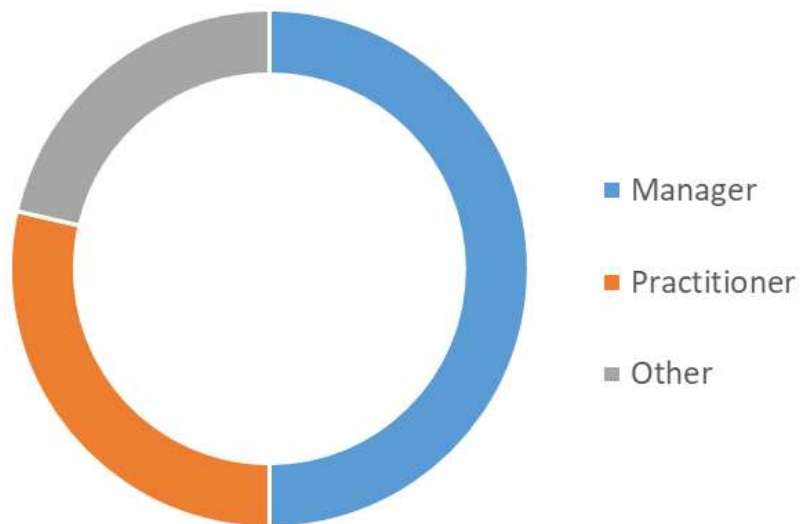


The **twenty-second question** referred to the respondent's attitude about other soft skills not mentioned in the online survey that they believe are important for professionals in the water sector. The following options were given by limited number of respondents: work ethic, public speaking, responsiveness, listening, persistence, delegation, willingness to learn, interaction with private sector.

Survey results for respondents from Industry

- **The 7th question** was regarding the current position of respondents

Most of the respondents were managers 14 (50%), followed by practitioners 8 (28.6%), and others 6 (21.4%).



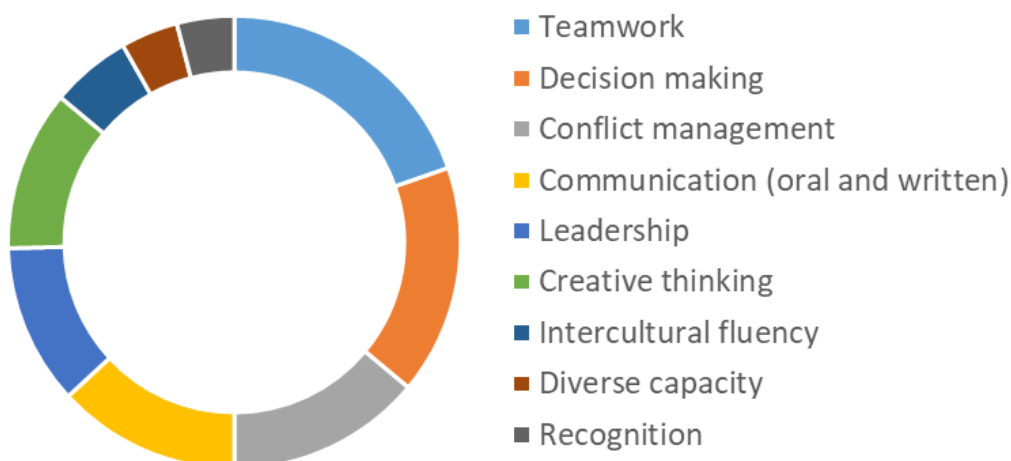
- **The 8th question** was about the personal soft skills that employees need in their company

Following options were offered: Responsibility, Motivation, Analysis, Self-management, Innovativeness, Taking initiative, Prioritization, Self-confidence, Mentoring, Career management and Punctuality. The most selected option was Responsibility chosen by 20 respondents, constituting 15.7% of the total respondents followed by Motivation 19 (15.0%), Analysis 16 (12.6%), Self-management 15 (11.8%), Innovativeness 14 (11.0%), Taking initiative 12 (9.4%), Prioritization 11 (8.7%), Self-confidence 7 (5.5%), Mentoring 5 (3.9%), Career management 4 (3.1%) and Punctuality 4 (3.1%).



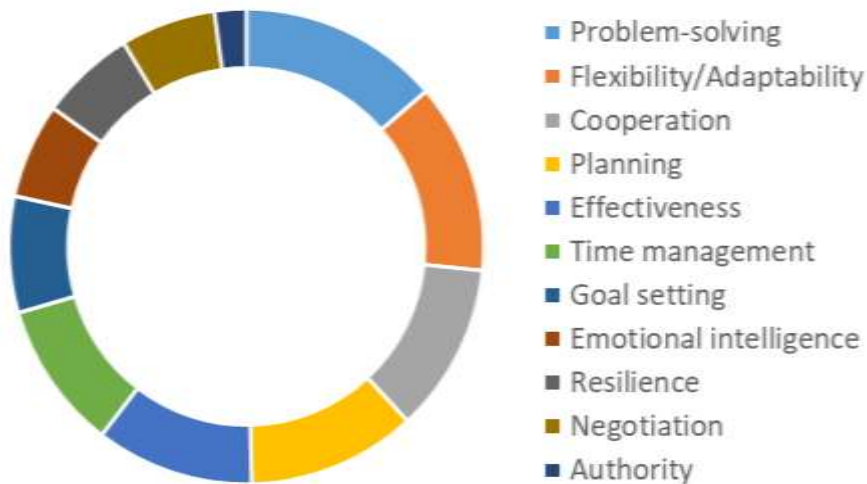
- **The 9th question** was about the interpersonal soft skills that employees need in their company

Nine options were offered: Teamwork, Decision making, Conflict management, Communication (oral and written), Leadership, Creative thinking, Intercultural fluency, Diverse capacity and Recognition. Teamwork was most selected option chosen by 24 respondents, constituting 19.7% of the total respondents followed by Decision making 20 (16.4%), Conflict management 17 (13.9%), Communication (oral and written) 16 (13.1%), Leadership 14 (11.5%), Creative thinking 14 (11.5%), Intercultural fluency 7 (5.7%), Diverse capacity 5 (4.1%) and Recognition 5 (4.1%).



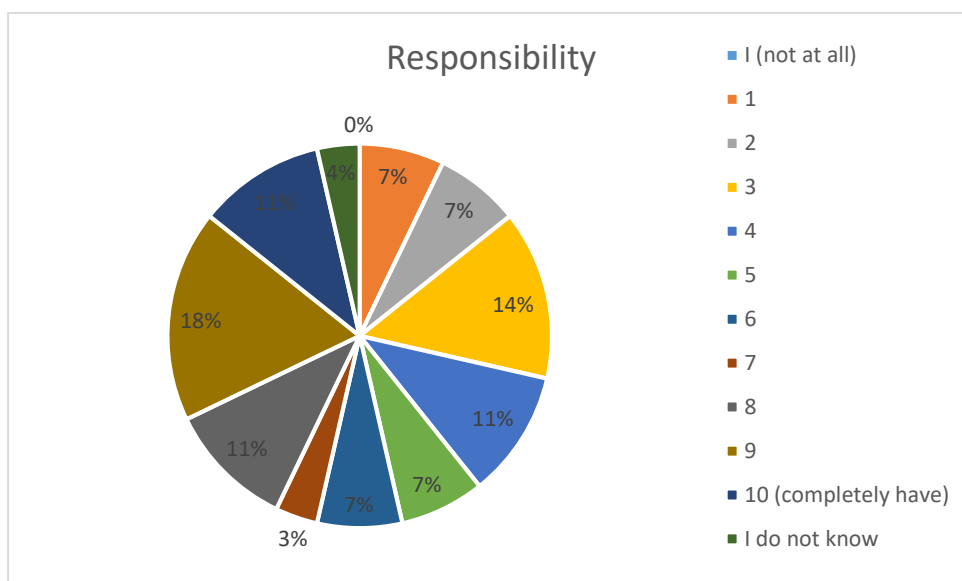
- **The 10th question** was about the situational soft skills that employees need in their company

Eleven options were offered: Problem-solving, Flexibility/Adaptability, Cooperation, Planning, Effectiveness, Time management, Goal setting, Emotional intelligence, Resilience, Negotiation and Authority. The most selected option was Problem-solving chosen by 19 respondents, constituting 13.7% of the total respondents followed by Flexibility/Adaptability 18 (12.9%), Cooperation 16 (11.5%), Planning 16 (11.5%), Effectiveness 15 (10.8%), Time management 14 (10.1%), Goal setting 11 (7.9%), Emotional intelligence 9 (6.5%), Resilience 9 (6.5%), Negotiation 9 (6.5%) and Authority 3 (2.2%).

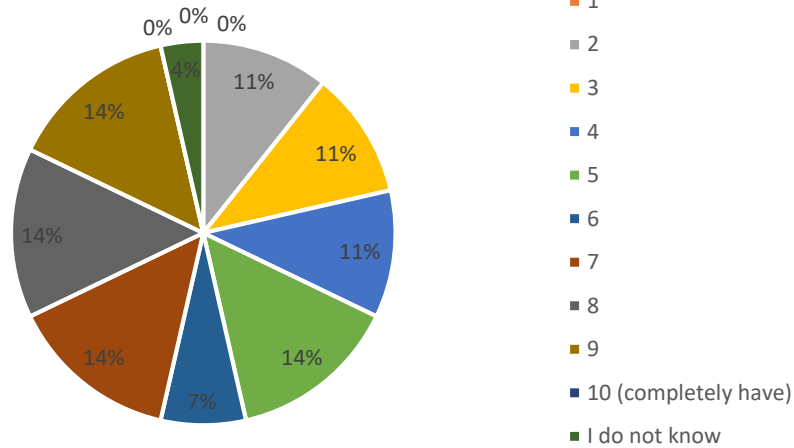


- **The 11th question** pertained to the interviewees' attitudes regarding which personal skills students or workers already possess and to what extent, in their opinion. They were offered eleven soft skills for which they chose on a scale from 1 (not at all) to 10 (completely have).

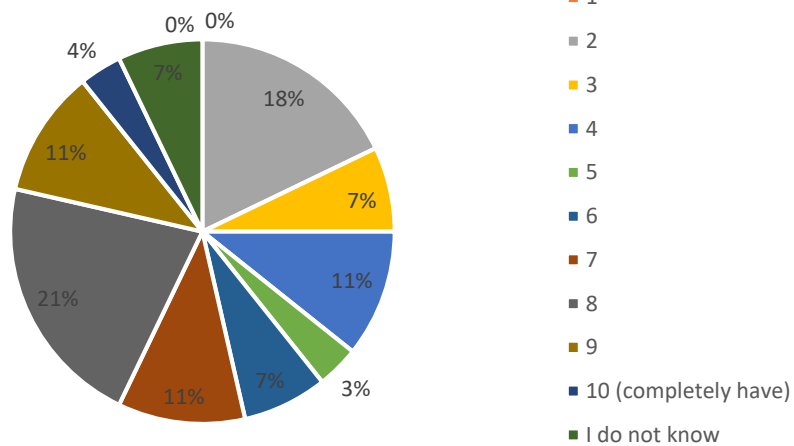
For Responsibility, a rating of 9 dominated (18%), followed by rating 3 (14%); for Motivation, equal scores were given for ratings 5, 7, 8, and 9 (14%), followed by ratings 2, 3, and 4 (11% each); for Punctuality, a rating of 8 completely dominated (21%), followed by rating 2 (18%); for Mentoring, a rating of 7 dominated (18%), followed by ratings 1, 4, and 8 (11% each); for Self-confidence, a rating of 2 dominated (29%), followed by rating 8 (21%); for Innovativeness, a rating of 3 dominated (18%), followed by ratings 6, 7, 9, and 10 (16% each); for Self-management, a rating of 8 dominated, followed by a rating of 2 (14%); for Analysis, a rating of 2 dominated (18%), followed by a rating of 7 (14%); for Taking Initiative, ratings of 4 and 5 dominated (14%), followed by ratings of 3 and 8 (11% each); for Prioritization, ratings of 2 and 6 dominated (18%), followed by rating 4 (14%); and for Career Management, a rating of 2 dominated (18%), followed by ratings of 6, 7, and 9 (11% each). The results for each skill are presented in the graphics below.



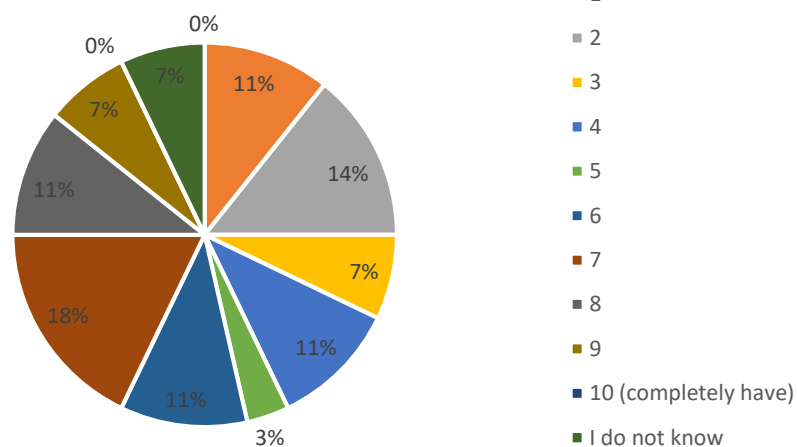
Motivation



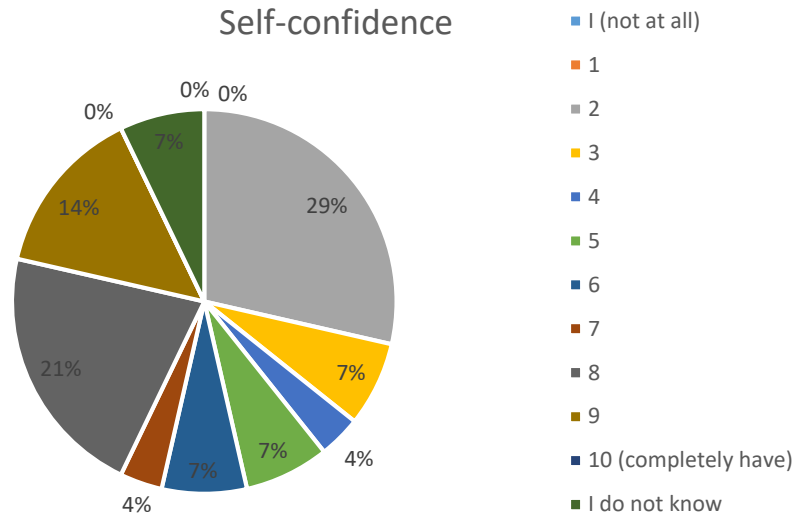
Punctuality



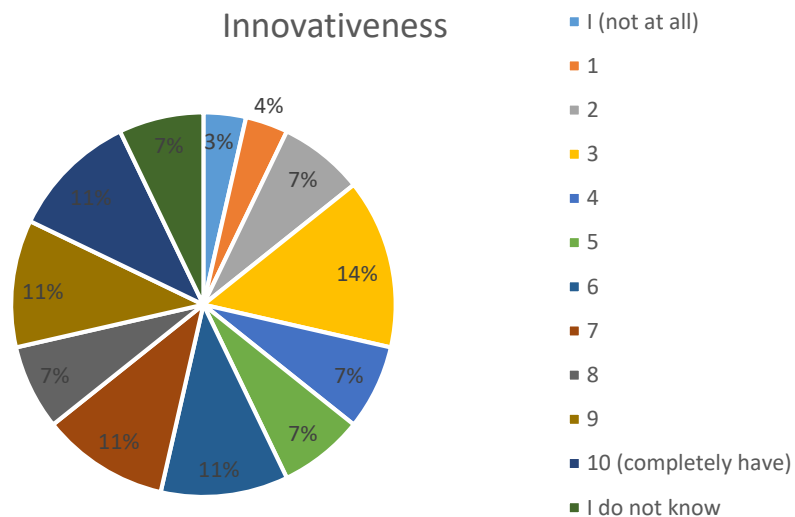
Mentoring



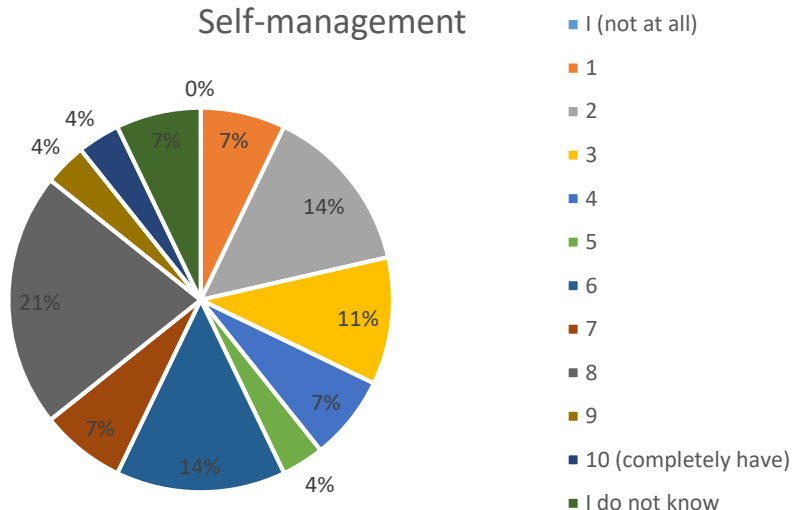
Self-confidence



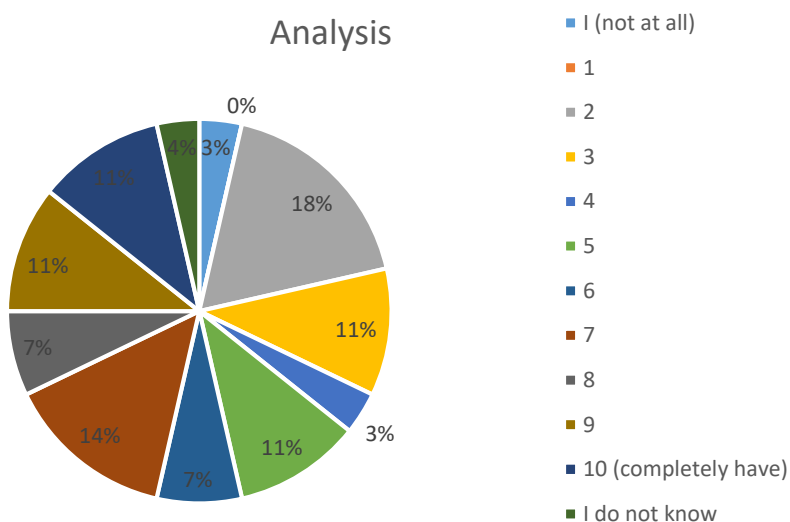
Innovativeness



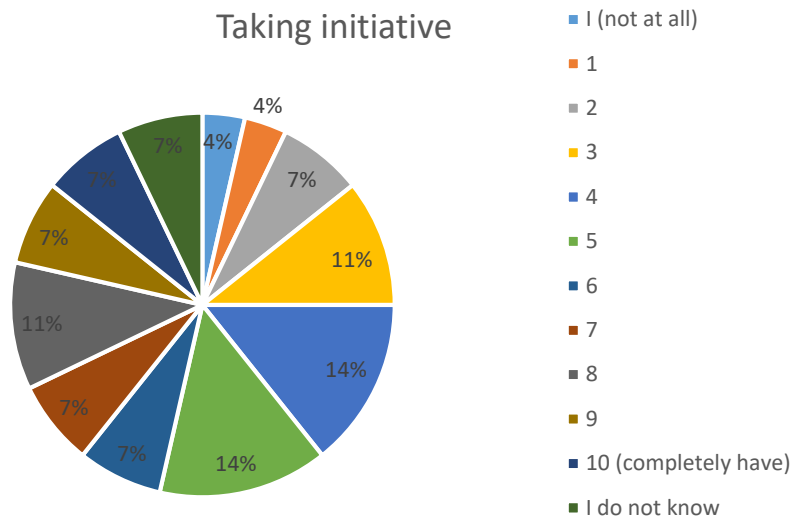
Self-management



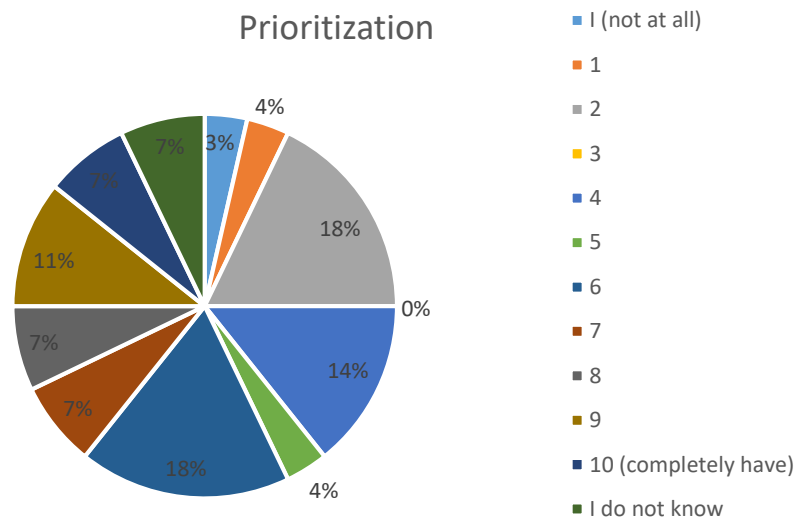
Analysis



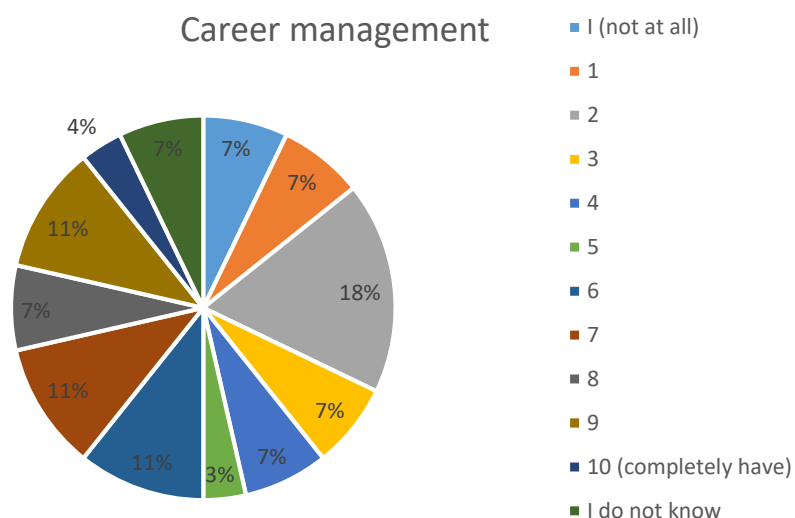
Taking initiative



Prioritization

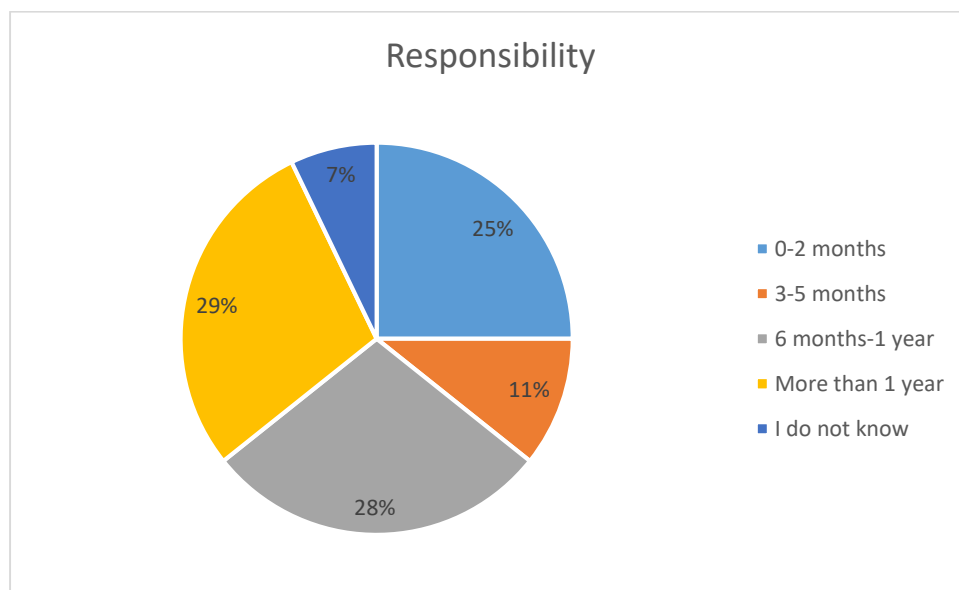


Career management



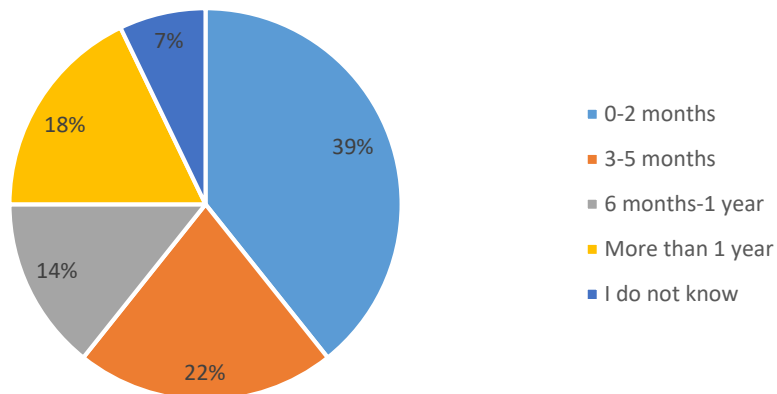
The 12th question referred to the respondents' attitudes about how much time new hires need to master the previously defined eleven personal soft skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year; and the 'I don't know' option.

For Responsibility, respondents predominantly selected more than 1 year (39%), followed by 6 months – 1 year (28%); for Motivation, the period of 0-2 months dominated (39%), followed by 3-6 months (22%); for Punctuality, the period of 0-2 months absolutely dominated (54%), followed by 3-6 months (25%); for Mentoring, the period of more than 1 year dominated (36%), followed by 3-6 months (25%); for Self-confidence, the period of more than 1 year dominated (53%), followed by 0-2 months (14%); for Innovativeness, the period of 6 months – 1 year dominated (38%); for Self-management, the periods from 6 months – 1 year and more than 1 year dominated (29%), followed by the period of 3-6 months (21%); for Analysis, the period from 6 months – 1 year dominated (29%), followed by the periods of 3-6 months and more than 1 year (25% each); for Taking Initiative, the period of more than 1 year dominated (46%), followed by the period of 6 months – 1 year (25%); for Prioritization, the period from 6 months – 1 year dominated (36%), followed by the period of more than 1 year (25%); for Career Management, the period of more than 1 year dominated (43%), followed by the periods of 3-6 months and 'I don't know' (25% each). The results for each skill are presented in the graphics below.

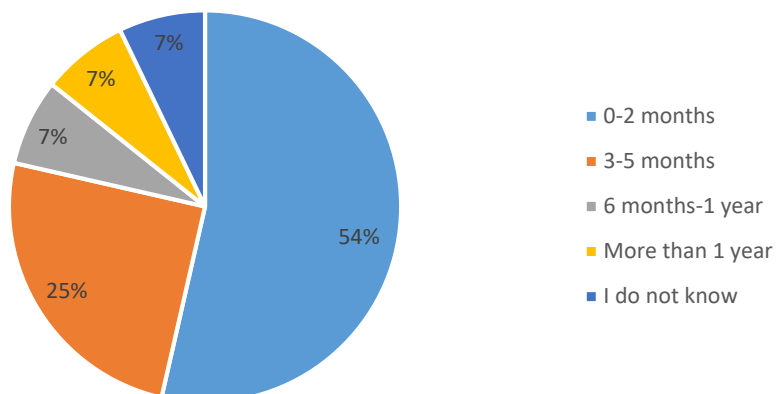




Motivation

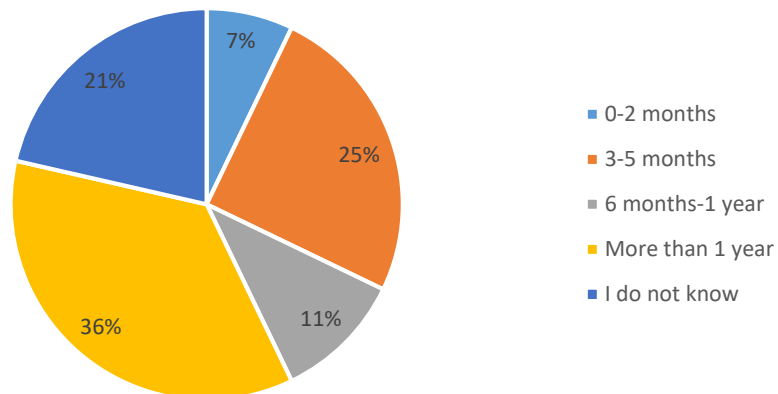


Punctuality

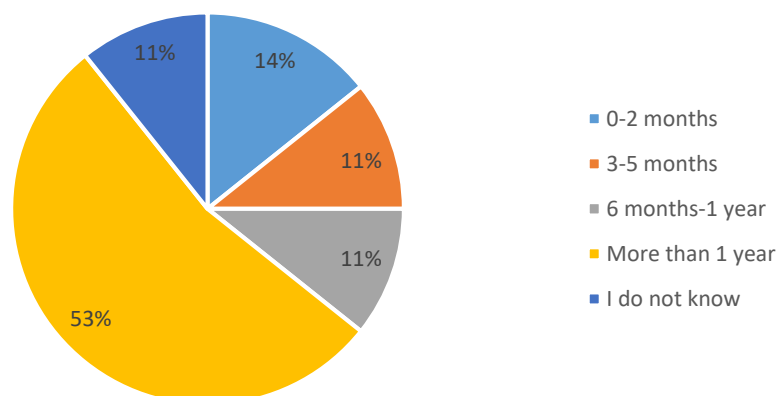




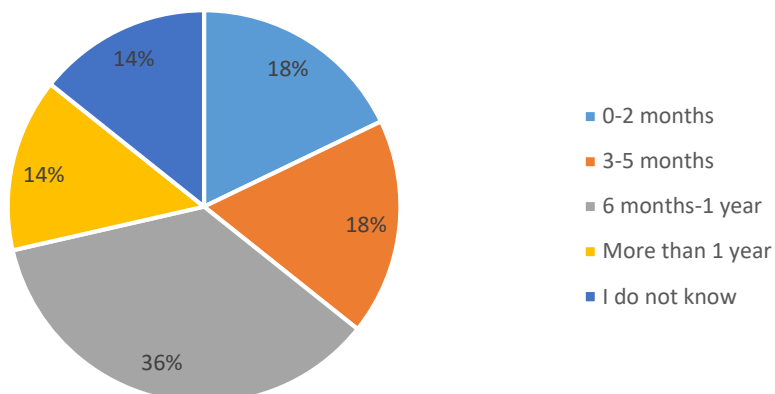
Mentoring



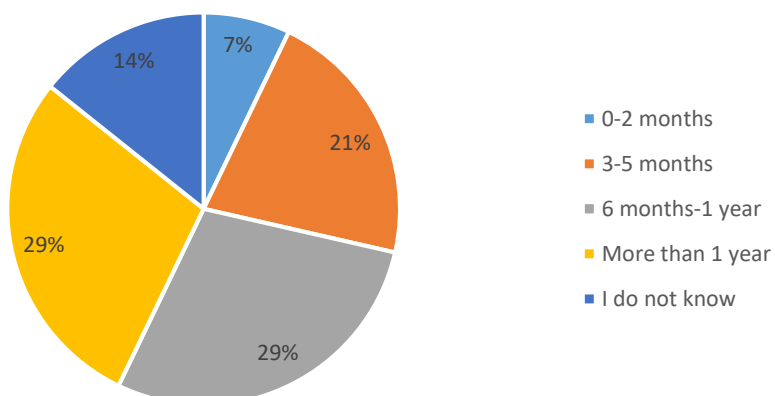
Self-confidence



Innovativeness

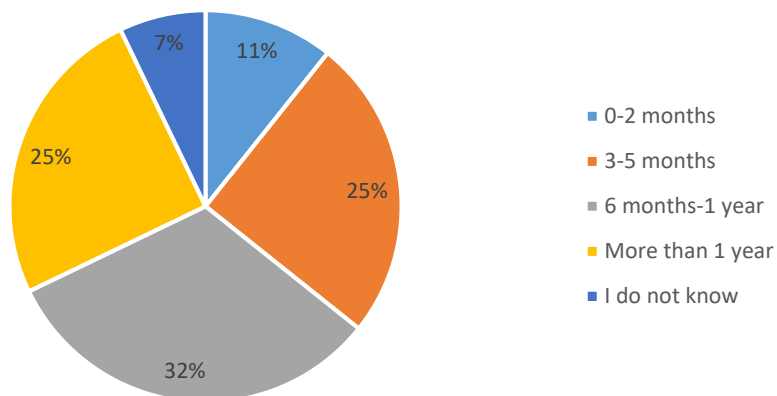


Self-management

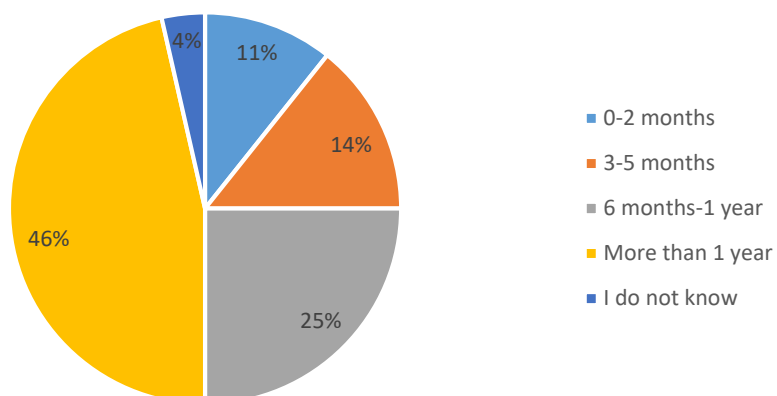




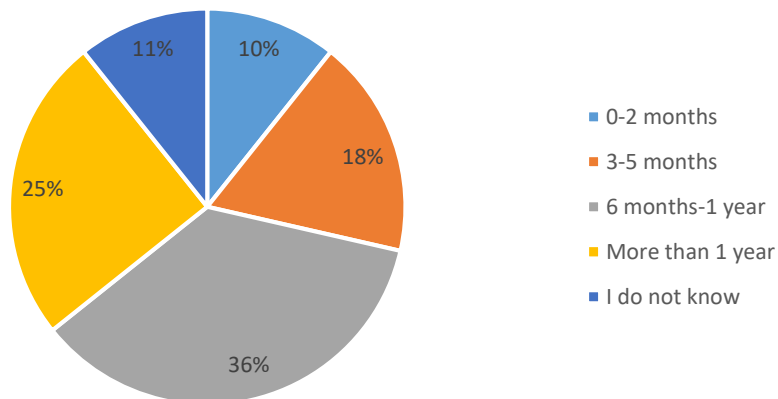
Analysis



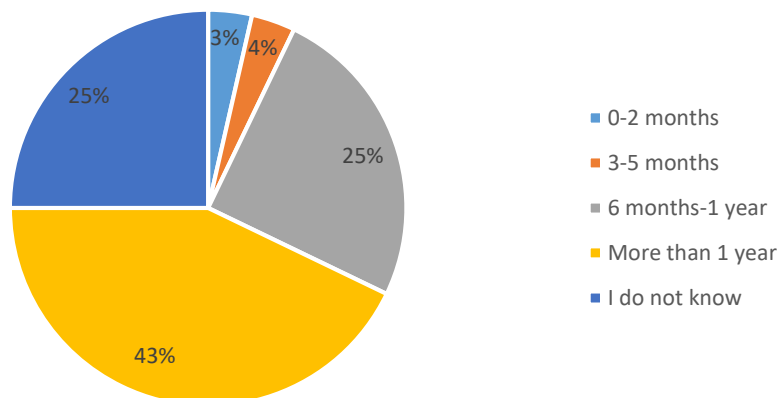
Taking initiative



Prioritization



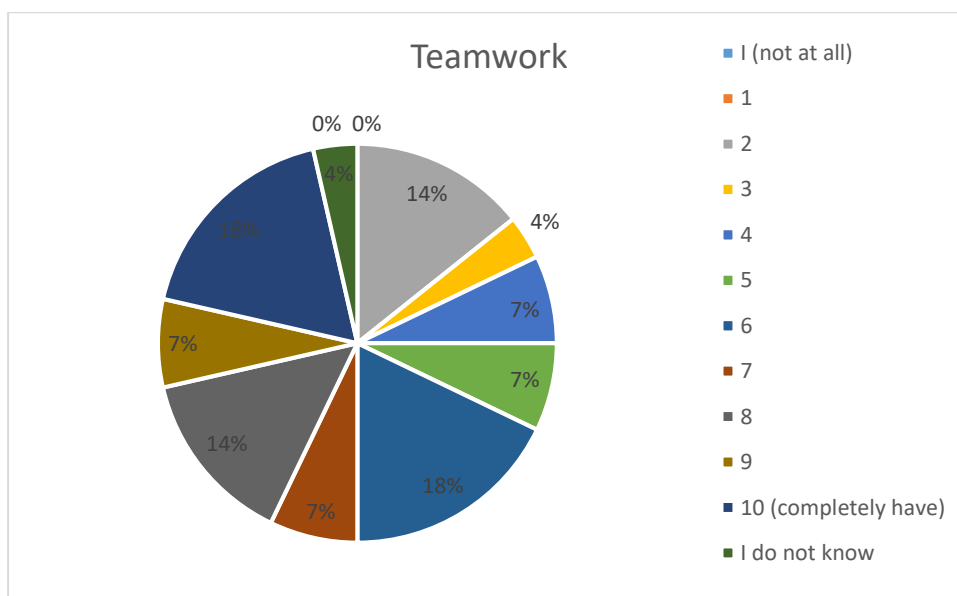
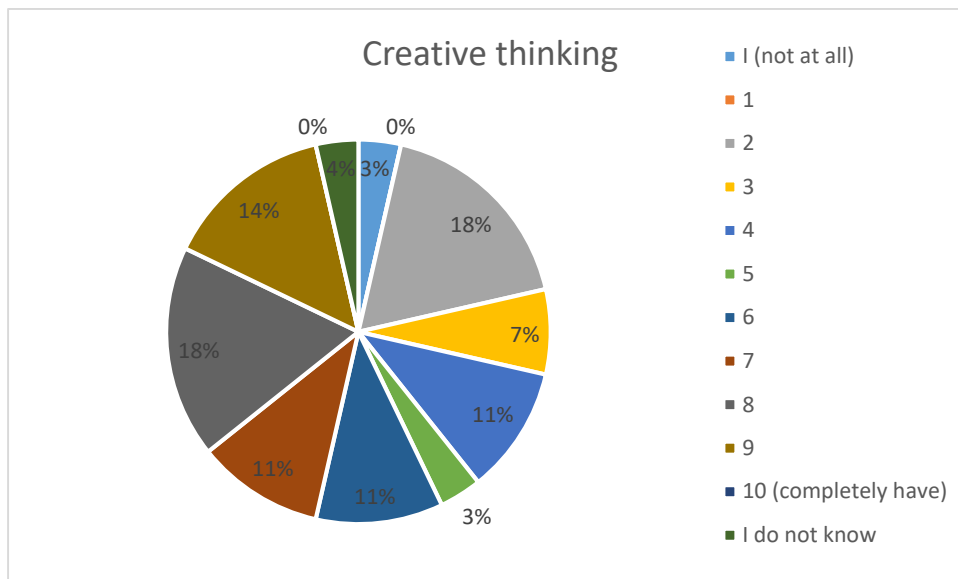
Career management



The 13th question referred to the attitude of the interviewees regarding which interpersonal skills students or workers already possess and to what extent, in their opinion. They were presented with nine interpersonal skills and asked to rate them on a scale from 1 (not at all) to 10 (completely have).

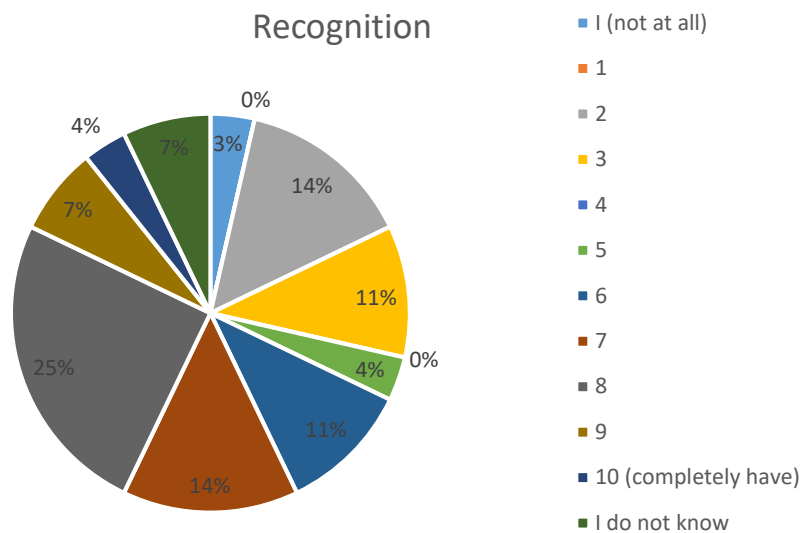
For Creative Thinking, equal scores were given for ratings of 2 and 8 (18%), followed by a rating of 9 (14%); for Teamwork, equal scores were given for ratings of 6 and 10 (18%), followed by ratings of 2 and 8 (14%); for Recognition, a rating of 8 dominated (25%), followed by ratings of 2 and 7 (14%); for Diverse Capacity, equal scores were given for ratings 3, 6, 8, and 9 (16% each); for Leadership, equal scores were given for ratings of 1 and 6 (14%), followed by ratings of 2, 4, 5, 8, and 10 (11% each); for Decision Making, a rating of 8 dominated (16%); for Conflict Management, rating 2 dominated (18%); for Communication, a

rating of 10 dominated (21%); for Intercultural Fluency, equal scores were given for ratings of 2, 7, and 8 (14%), followed by ratings of 4, 6, and 9 (11% each). The results for each skill are presented in the graphics below.

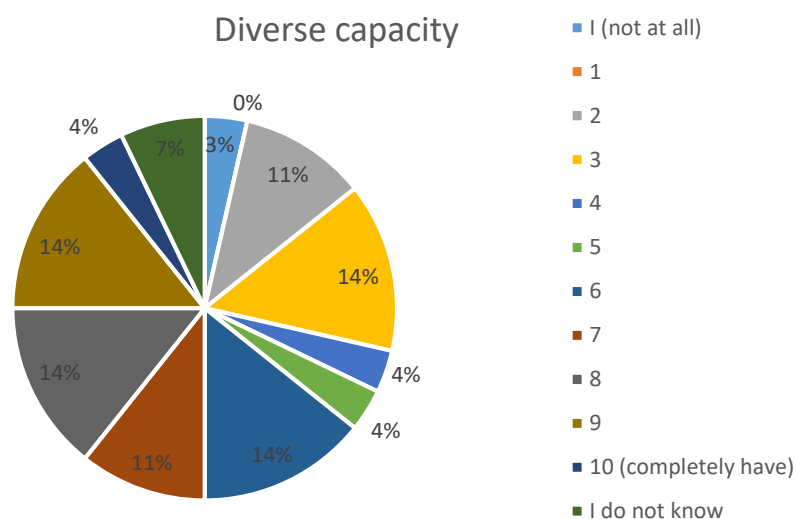




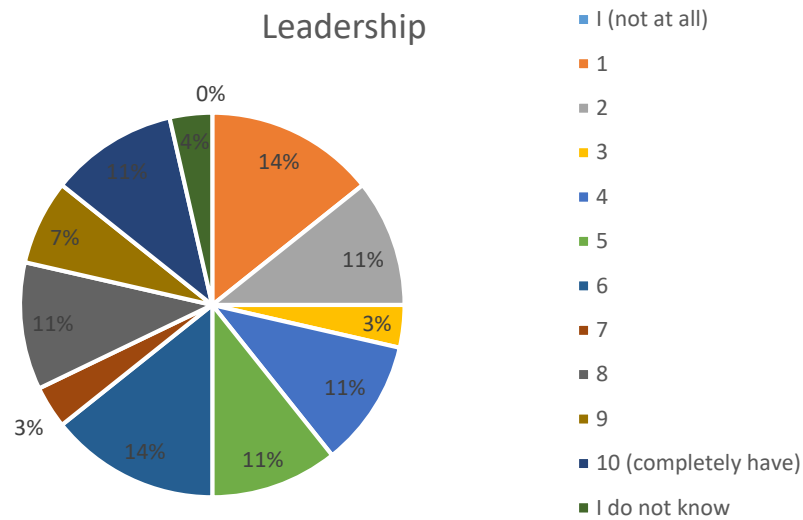
Recognition



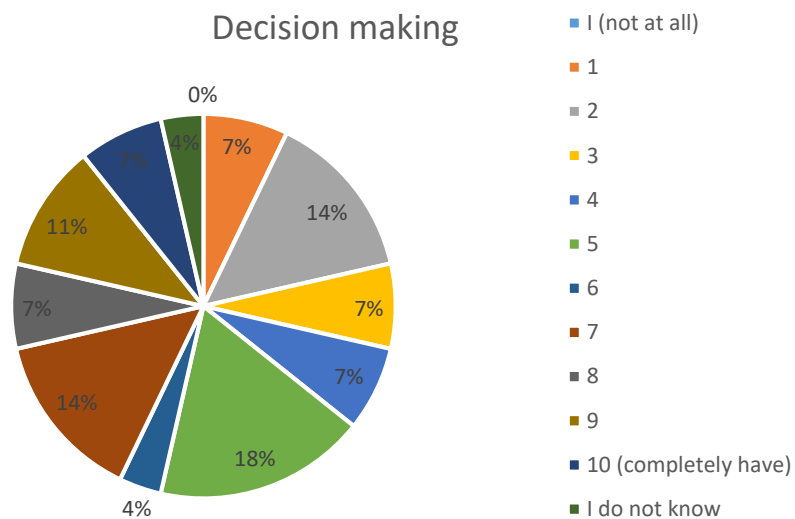
Diverse capacity



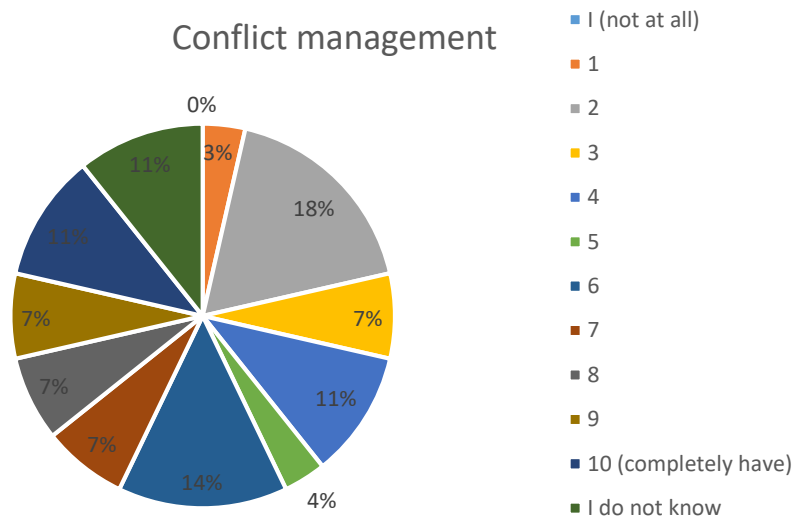
Leadership



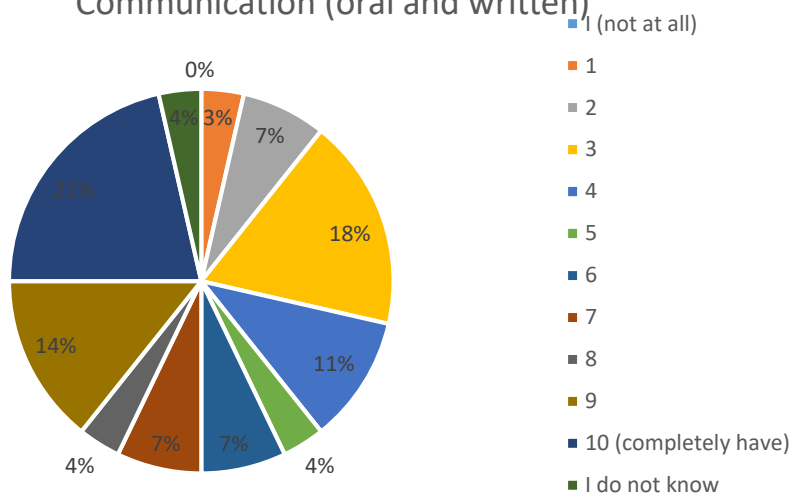
Decision making

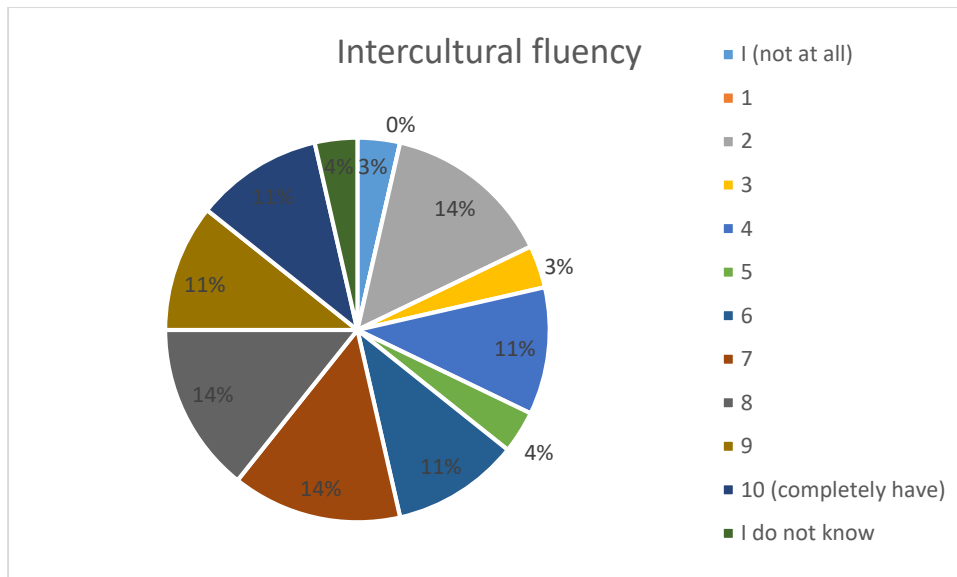


Conflict management



Communication (oral and written)



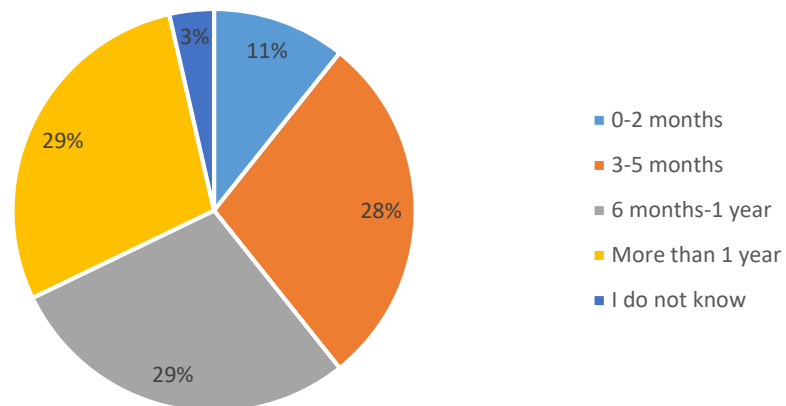


The 14th question referred to the respondent's attitude about how much time new hires need to master the previously defined nine interpersonal skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year; and the 'I don't know' option.

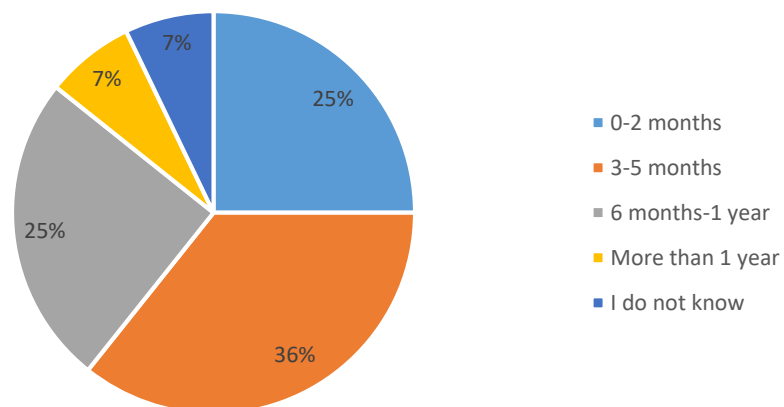
For Creative Thinking, the periods from 6 months – 1 year and more than 1 year dominated (29% each); for Teamwork, the period of 3-6 months dominated (36%); for Recognition, the period of 3-6 months dominated (33%); for Diverse Capacity, the period of 3-6 months dominated (39%); for Leadership, the period of more than 1 year dominated (53%); for Decision Making, the period of more than 1 year dominated (39%); for Conflict Management, the period of more than 1 year dominated (47%); for Communication, the period from 6 months – 1 year dominated (36%); and for Intercultural Fluency, the periods from 0-2 months, 6 months – 1 year, and more than 1 year equally dominated. The results for each skill are presented in the graphics below.



Creative thinking

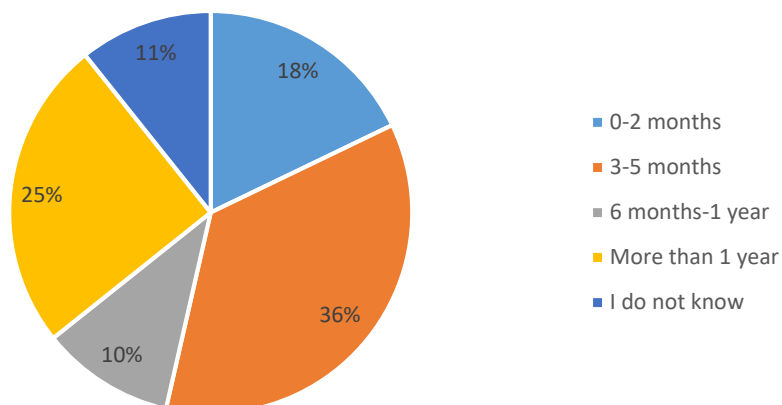


Teamwork

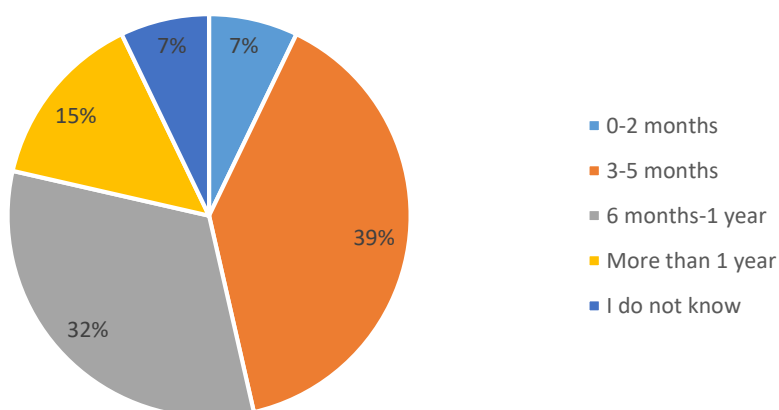




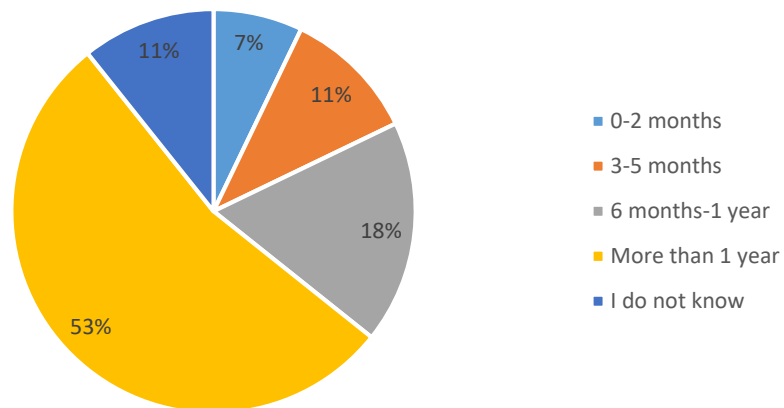
Recognition



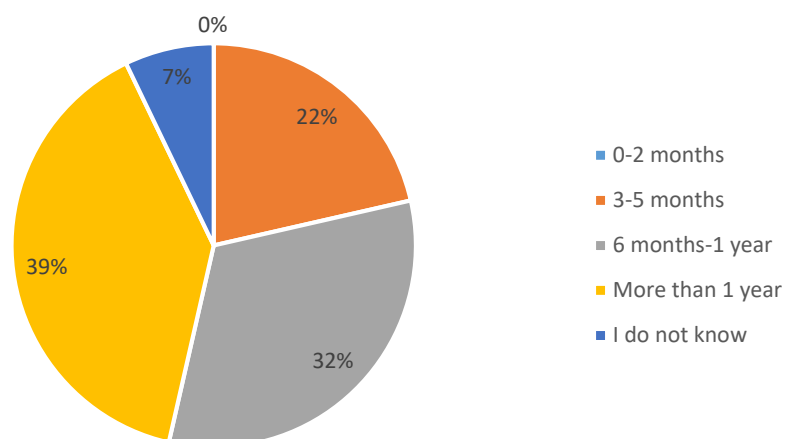
Diverse capacity



Leadership

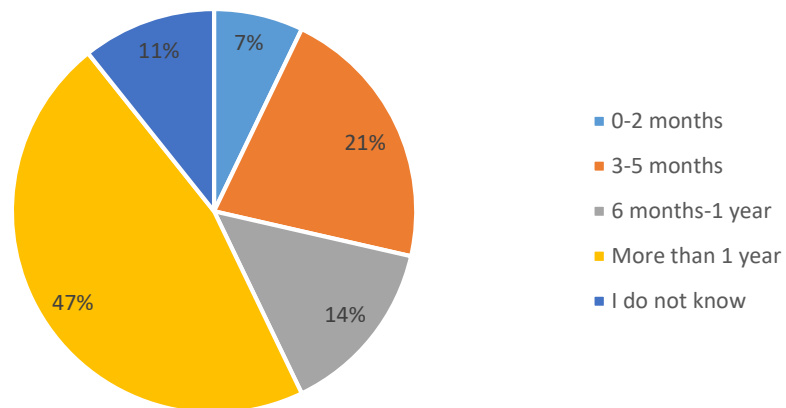


Decision making

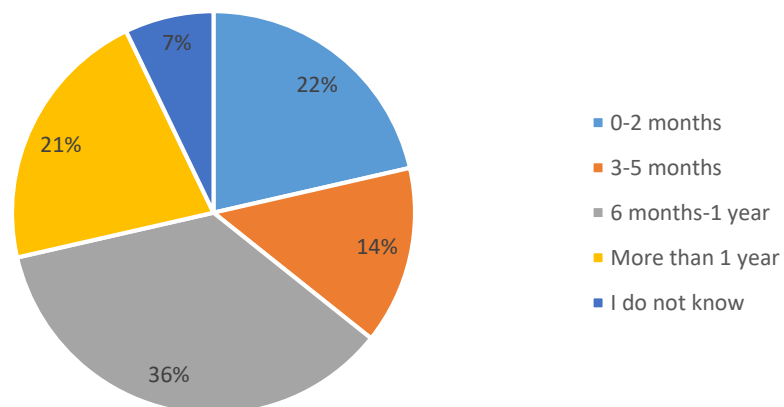


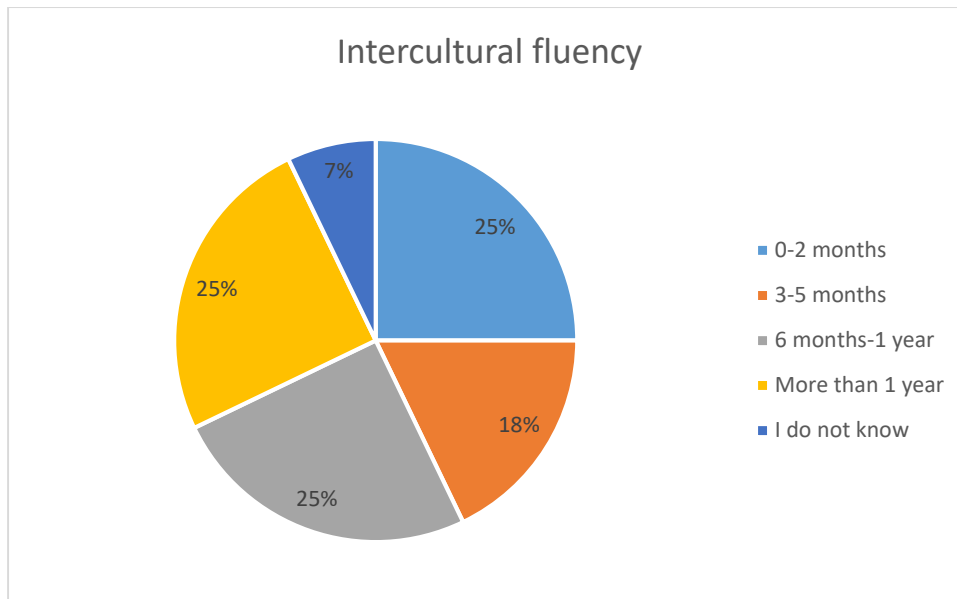


Conflict management



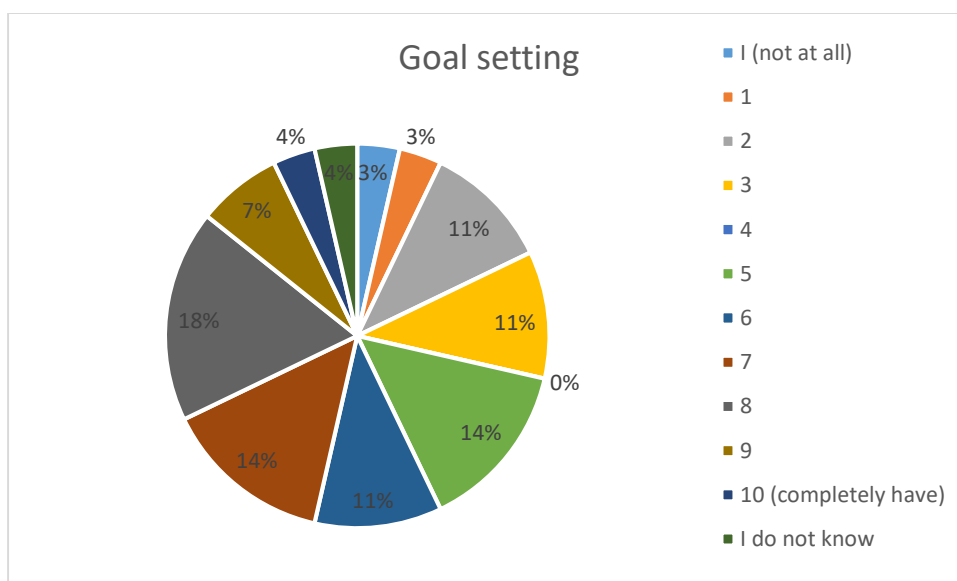
Communication (oral and written)



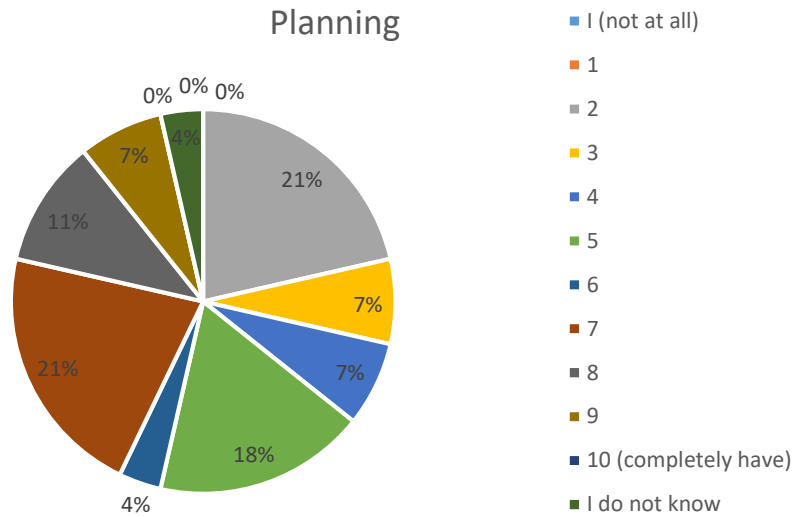


The 15th question referred to the attitude of the interviewees about what situational skills and to what extent, in their opinion, students or workers already have them. They were offered eleven situational skills for which they chose on a scale from 1 (not at all) to 10 (completely have).

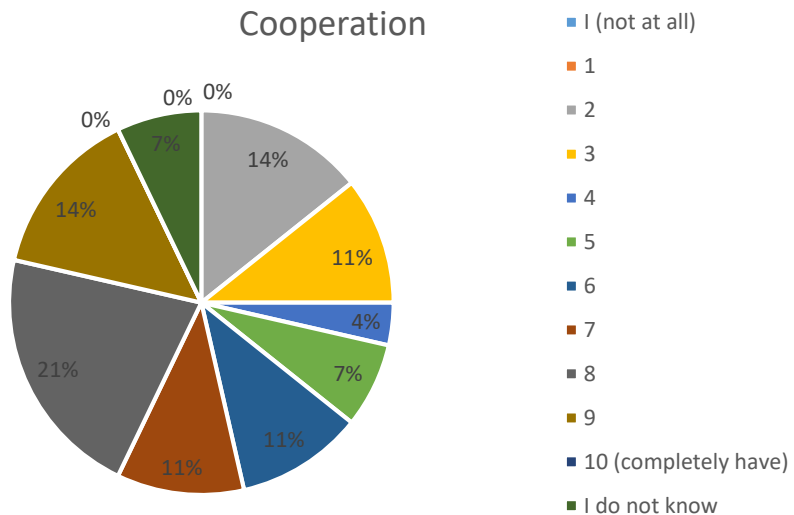
For Goal setting, equal scores were given for ratings of 8 (18%); for Planning, ratings of 3 and 7 dominated (21%); for Cooperation, a rating of 8 dominated (21%); for Negotiation, ratings of 6 and 8 dominated (14%); for Resilience, a rating of 6 dominated (18%); for Authority, a rating of 2 dominated (18%); for Effectiveness, a rating of 6 dominated (21%); for Problem-solving, ratings of 4 and 9 dominated (18%); for Flexibility/Adaptability, ratings of 2 and 7 dominated (22%); for Time-management, a rating of 8 dominated (18%); for Emotional intelligence, ratings of 9 dominated (18%). The results for each skill are presented in the graphics below.



Planning

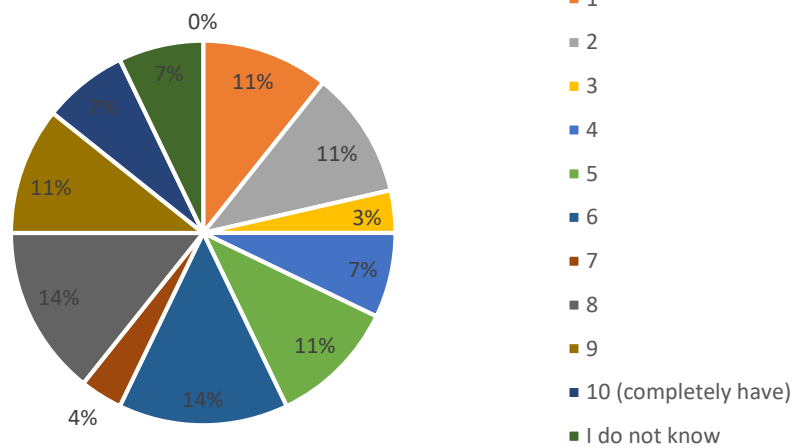


Cooperation

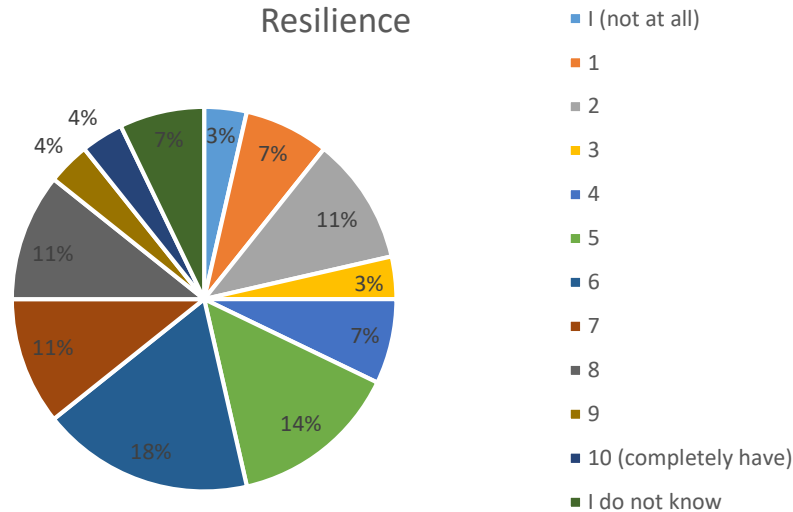




Negotiation

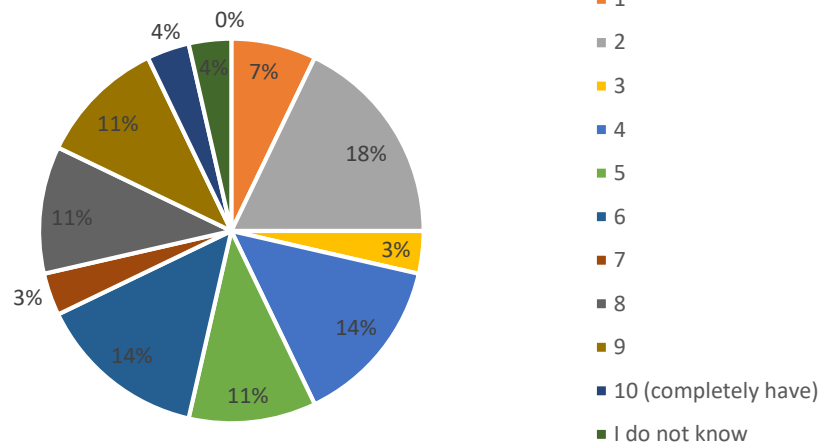


Resilience

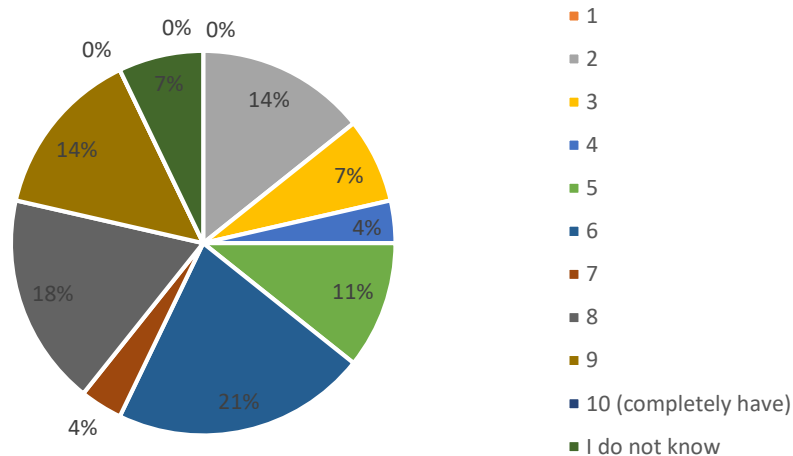




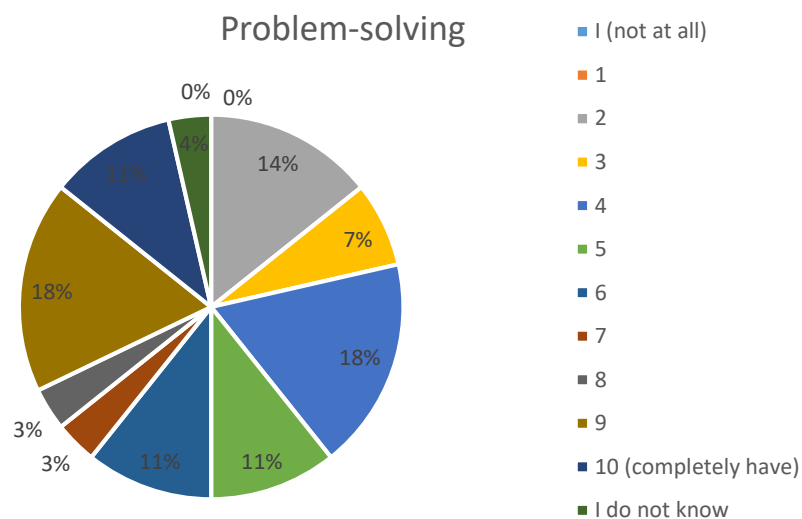
Authority



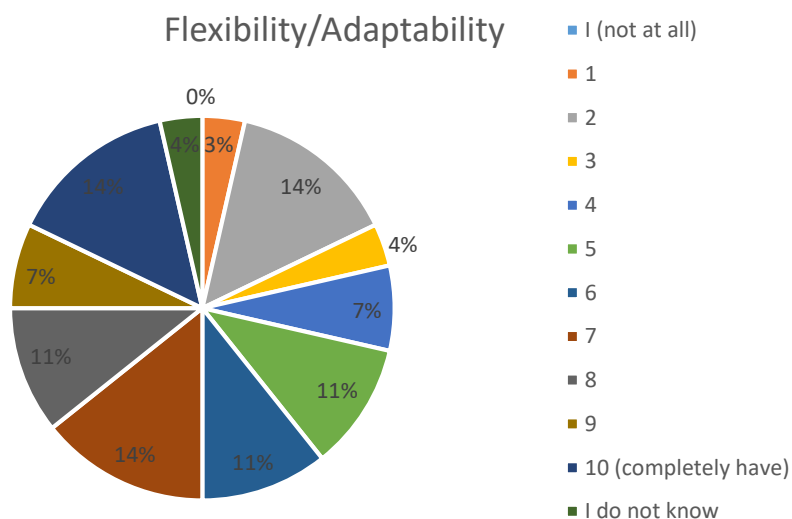
Effectiveness

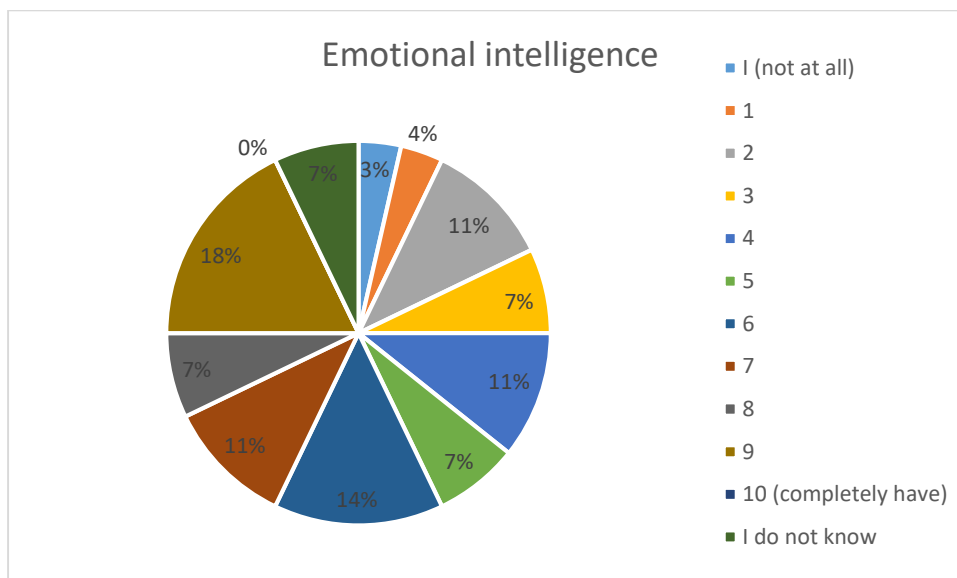
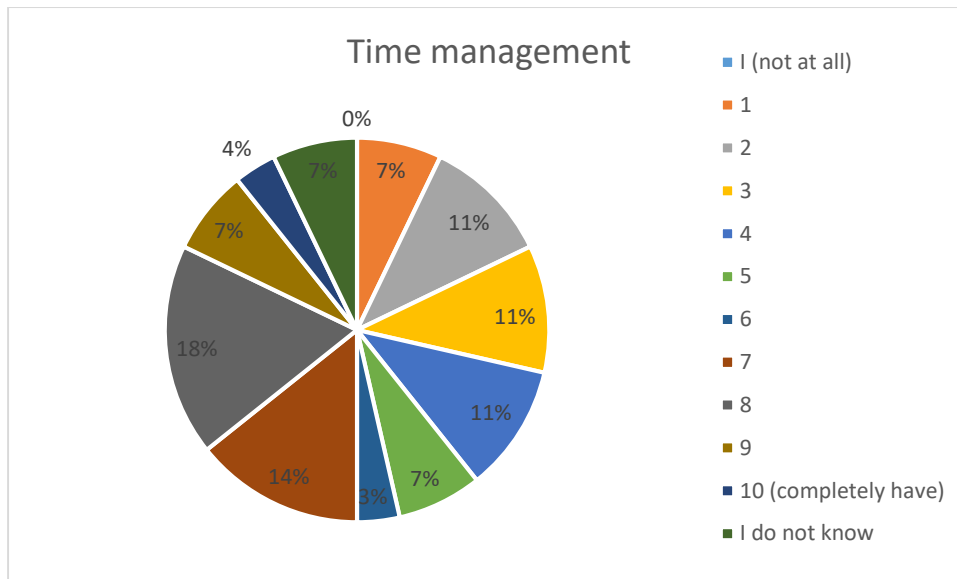


Problem-solving



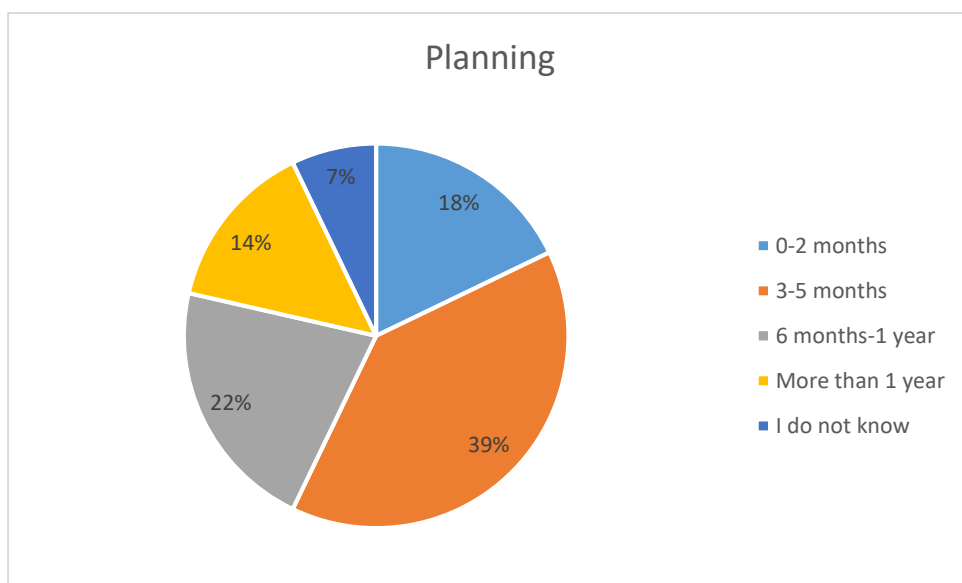
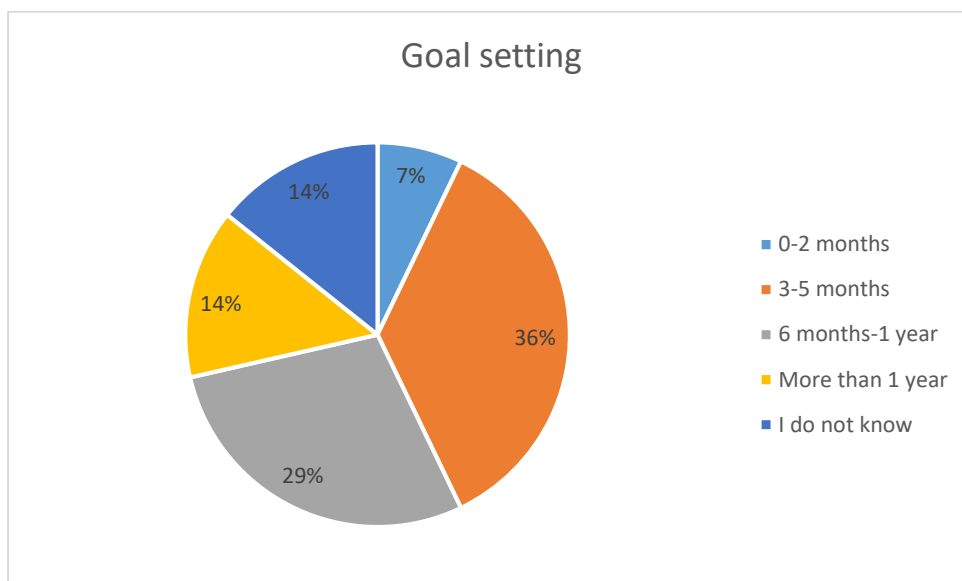
Flexibility/Adaptability





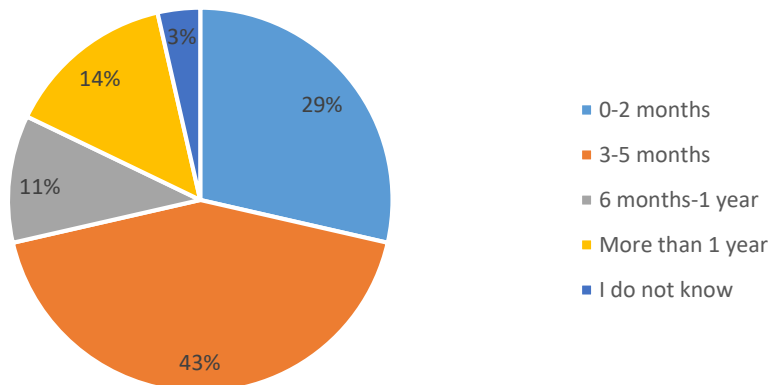
The 16th question referred to the respondent's attitude about how much time new hires need to master the previously defined eleven situational skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year, and the I don't know option. For Goal Setting, respondents predominantly selected a period of 3-6 months (36%); for Planning, the period from 3-6 months dominated (39%); for Negotiation, a period of more than 1 year dominated (36%); for Cooperation, a period of 3-6 months dominated (43%); for Resilience, the period of 3-6 months dominated (32%); for Authority, the period of more than 1 year dominated (53%); for Effectiveness, the period from 6 months – 1 year dominated (36%); for Problem Solving, the period from 6 months – 1 year dominated (32%); for Flexibility/Adaptability, the period from 6 months – 1 year dominated (32%); for Time-management, the period of 3-6 months dominated (39%); and for Emotional Intelligence, the

period of 0 to 2 months dominated (32%). The results for each skill are presented in the graphics below.

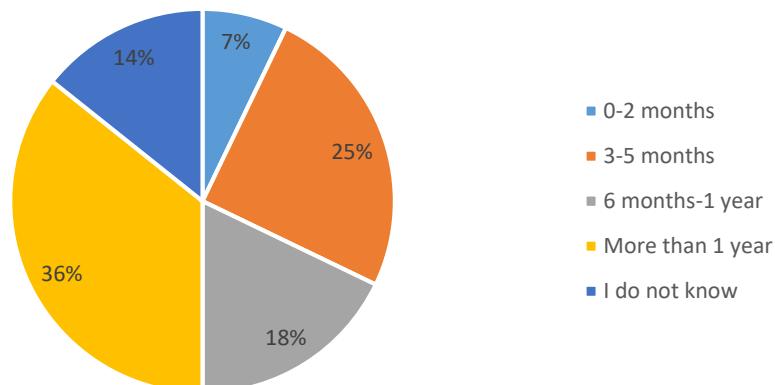




Cooperation

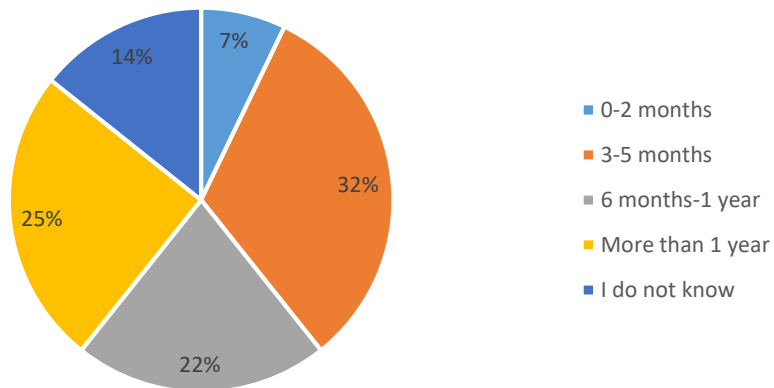


Negotiation

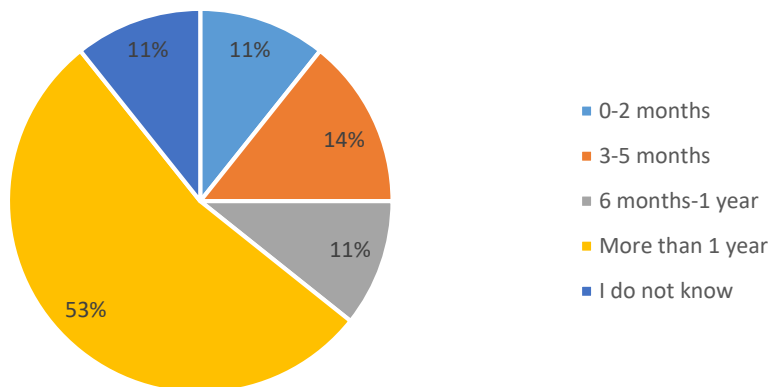




Resilience

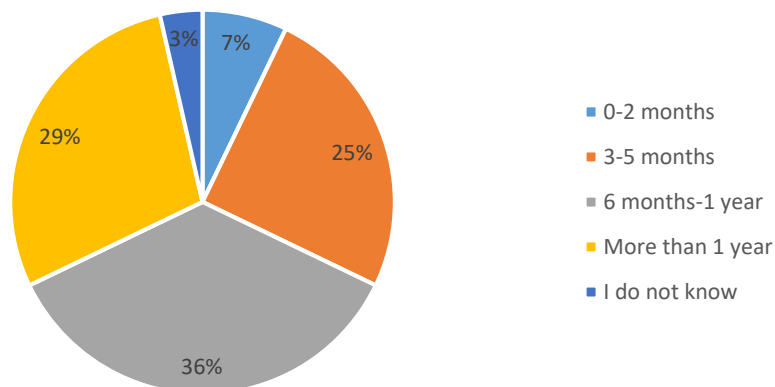


Authority

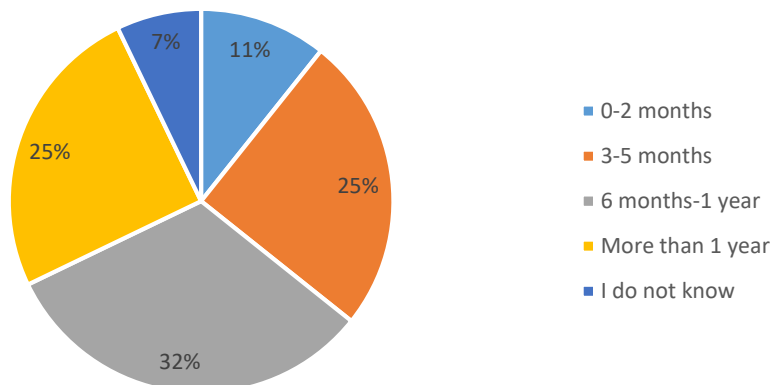




Effectiveness

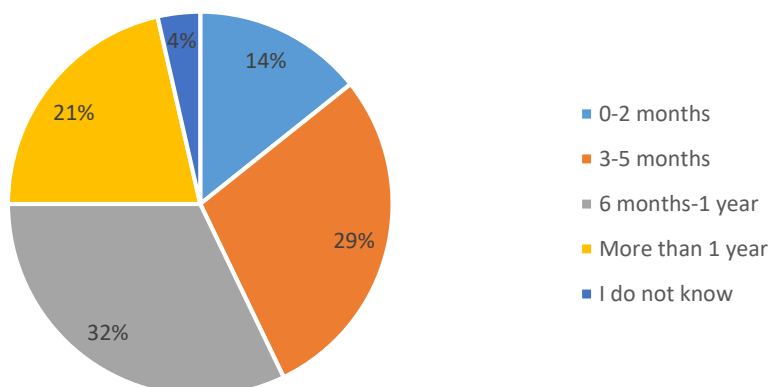


Problem-solving

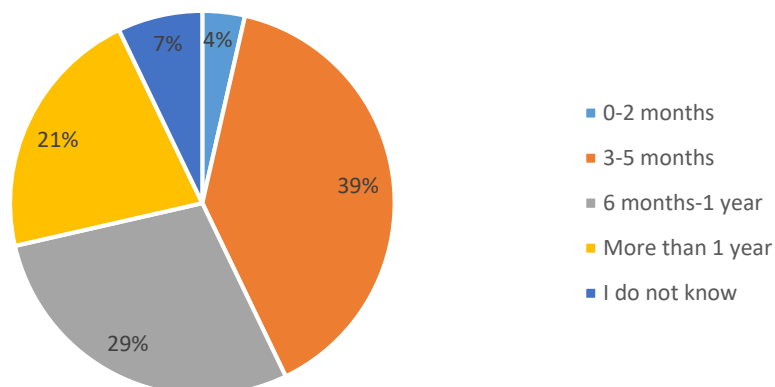


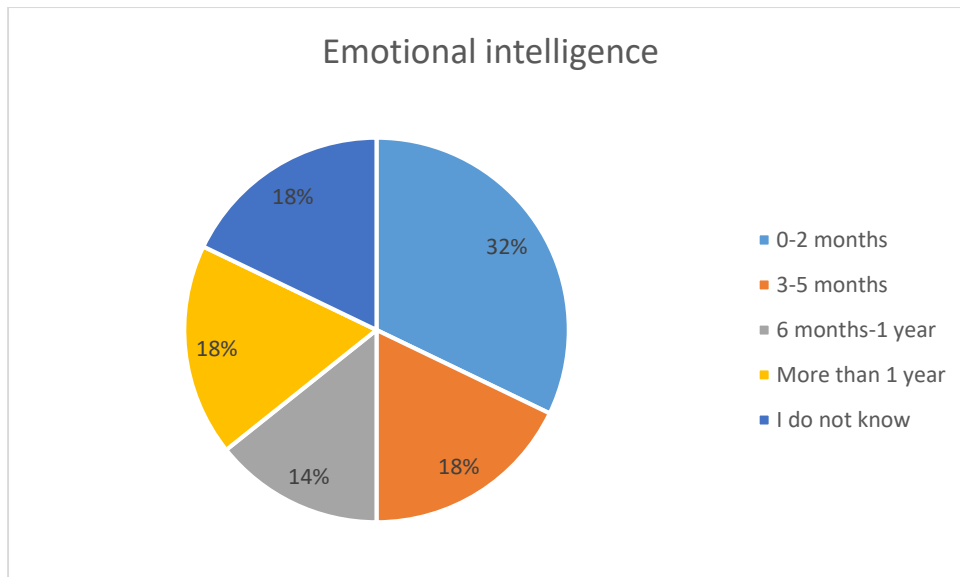


Flexibility/Adaptability



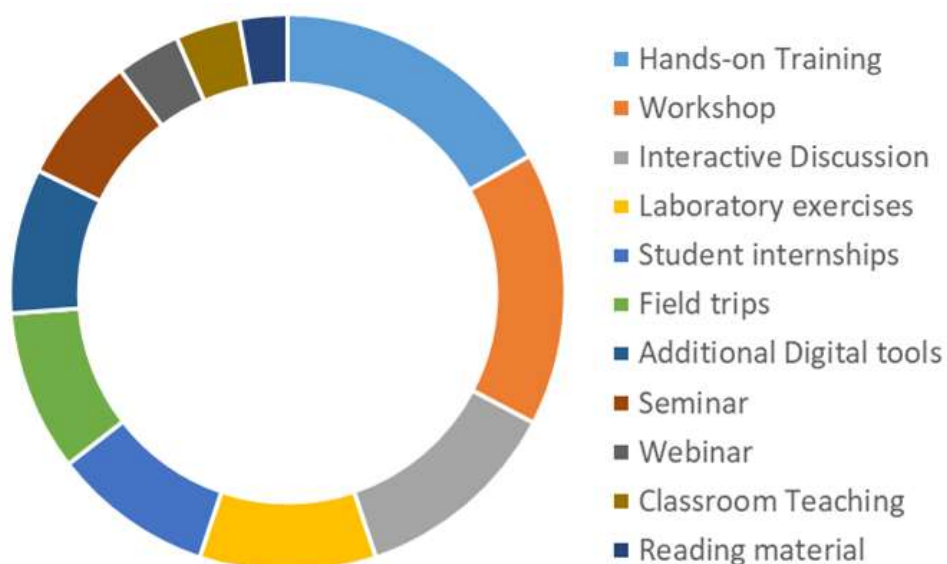
Time management





- **The 17th question** was regarding suggested teaching methods for selected skills

Eleven following methods were proposed: Hands-on Training, Workshop, Interactive Discussion, Laboratory exercises, Student internships, Field trips, Additional Digital tools, Seminar, Webinar, Classroom Teaching and Reading material. **Hands-on Training and Workshop were leading methods chosen by 18 and 17 respondents, constituting 16.8% and 15.9% of the total respondents** followed by: Interactive Discussion 13 (12.1%), Laboratory exercises 11 (10.3%), Student internships 10 (9.3%), Field trips 10 (9.3%), Additional Digital tools 9 (8.4%), Seminar 8 (7.5%), Webinar 4 (3.7%), Classroom Teaching 4 (3.7%) and Reading material 3 (2.8%).



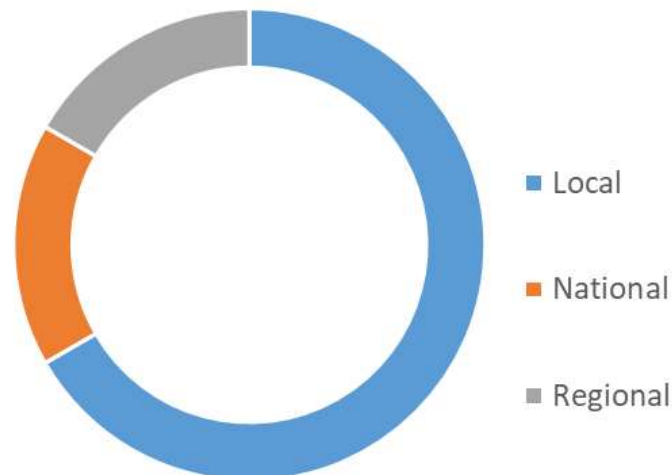
- **The 18th question** was regarding any other soft skill not mentioned in the survey that respondents believe is important for professionals in the water sector.

No answer to this question was given.

Survey results for respondents from Regulatory bodies

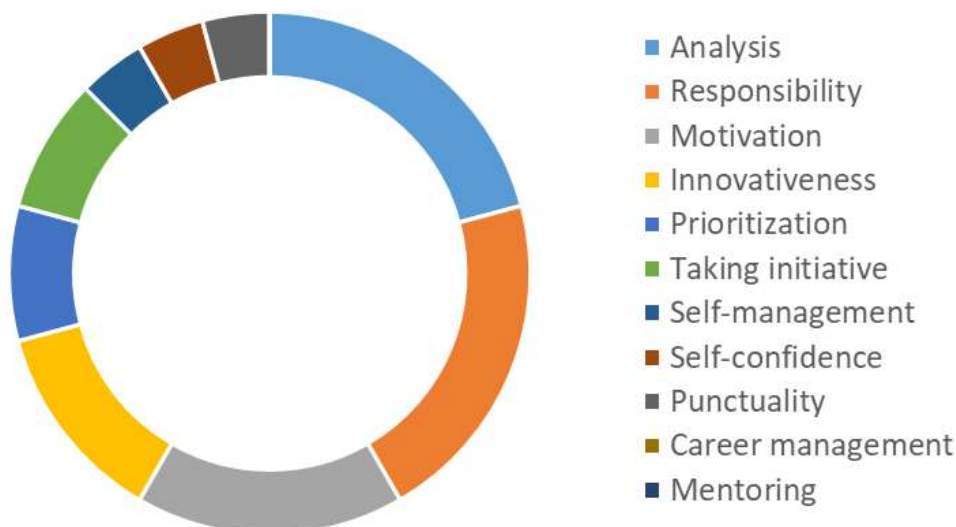
- **The 7th question** was regarding the current regulatory bodies to which respondents belong

Four respondents (66.7%) were from local, one (16.7%) was from national and one (16.7%) was from regional regulatory body. Distribution is shown on figure below.



- **The 8th question** was about the respondents' opinion on the personal soft skills that students/employees in the water sector need

The following eleven options were offered: Analysis, Responsibility, Motivation, Innovativeness, Prioritization, Taking initiative, Self-management, Self-confidence, Punctuality, Career management, and Mentoring. None of the respondents selected the last two options. Analysis and Responsibility were leading methods chosen by 5 respondents each, constituting 20.8% of the total respondents followed by Motivation 4 (16.7%), Innovativeness 3 (12.5%), Prioritization 2 (8.3%), Taking initiative 2 (8.3%), Self-management 1 (4.2%), Self-confidence 1 (4.2%) and Punctuality 1 (4.2%).



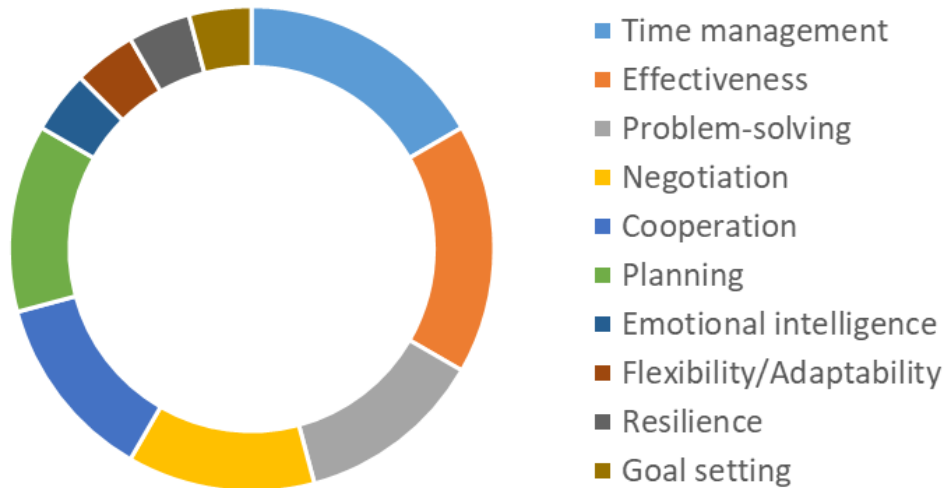
- **The 9th question** was about the respondents' opinion on the interpersonal soft skills that students/employees in the water sector need

The following nine skills were offered as options: Teamwork, Communication (oral and written), Creative thinking, Decision making, Leadership, Conflict management, Recognition, Intercultural fluency, and Diverse capacity. The most selected option was Teamwork chosen by 5 respondents, constituting 22.7% of the total respondents followed by Communication (oral and written) 4 (18.2%), Creative thinking 4 (18.2%), Decision making 3 (13.6%), Leadership 3 (13.6%), Conflict management 2 (9.1) and Recognition 1 (4.5%). The last two options were not selected by any respondents.



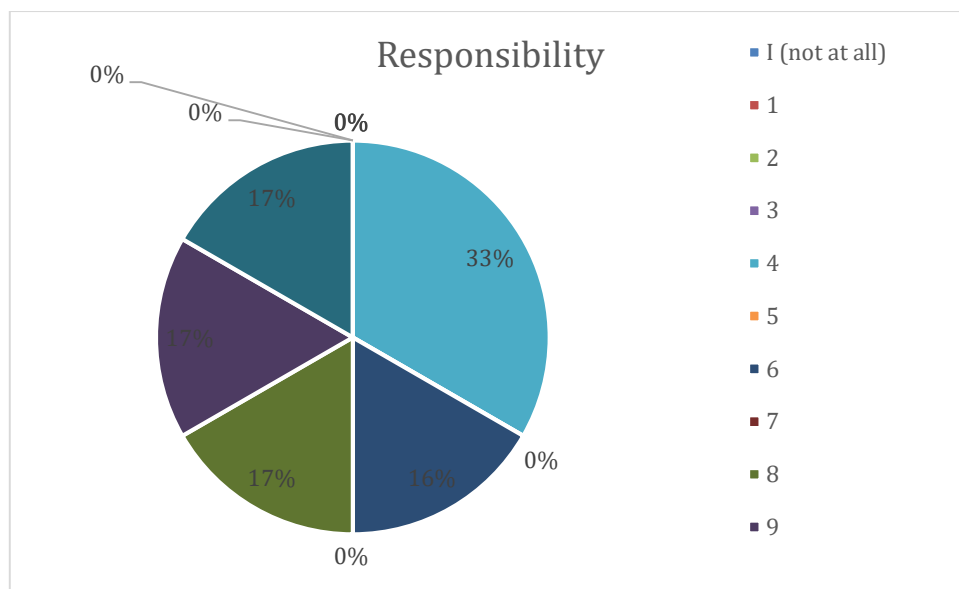
- **The 10th question** was about the respondents' opinion on the situational soft skills that students/employees in the water sector need

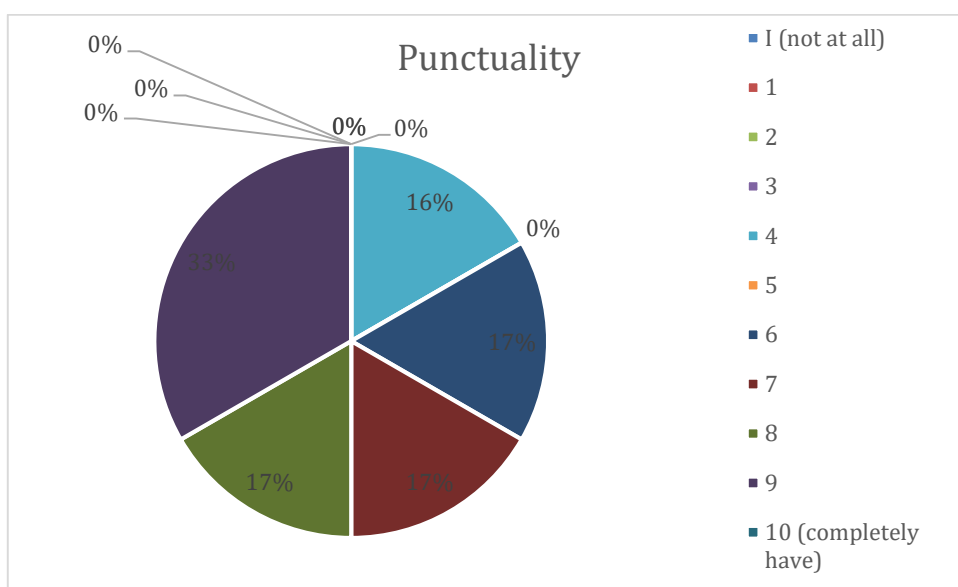
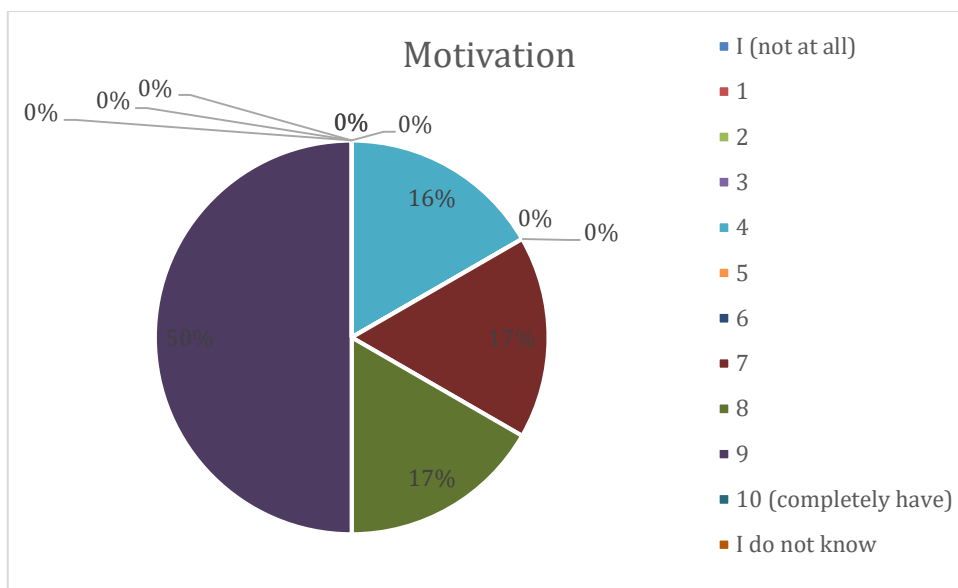
The following eleven skills were offered as options: Time management, Effectiveness, Problem-solving, Negotiation, Cooperation, Planning, Emotional intelligence, Flexibility/Adaptability, Resilience, Goal setting and Authority. Time management and Effectiveness were leading options chosen by 4 respondents each, constituting 16.7% (each) of the total respondents followed by Problem-solving 3 (12.5%), Negotiation 3 (12.5%), Cooperation 3 (12.5%), Planning 3 (12.5%), Emotional intelligence 1 (4.2%), Flexibility/Adaptability 1 (4.2%), Resilience 1 (4.2%) and Goal setting 1 (4.2%). None of the respondents selected the last option.

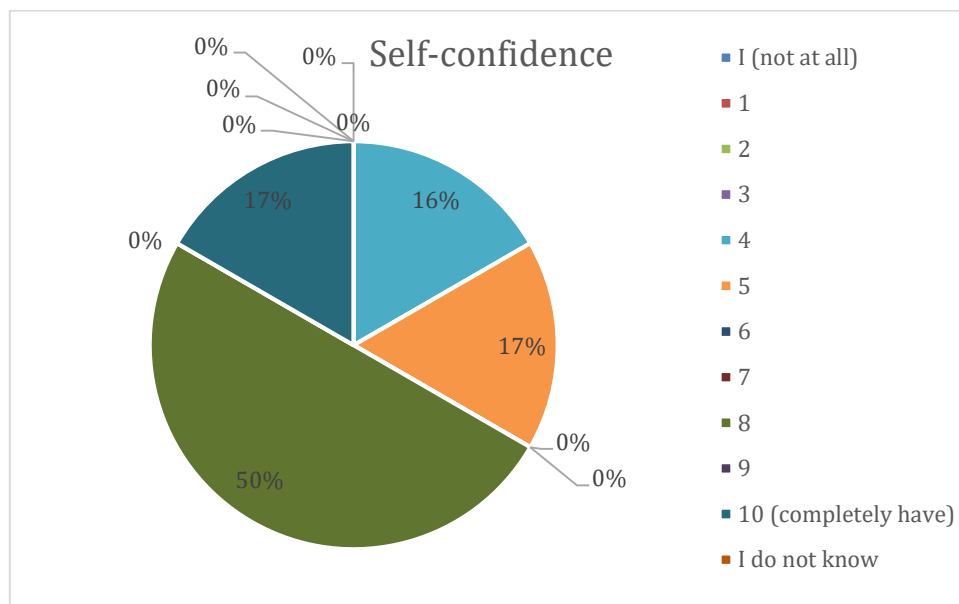
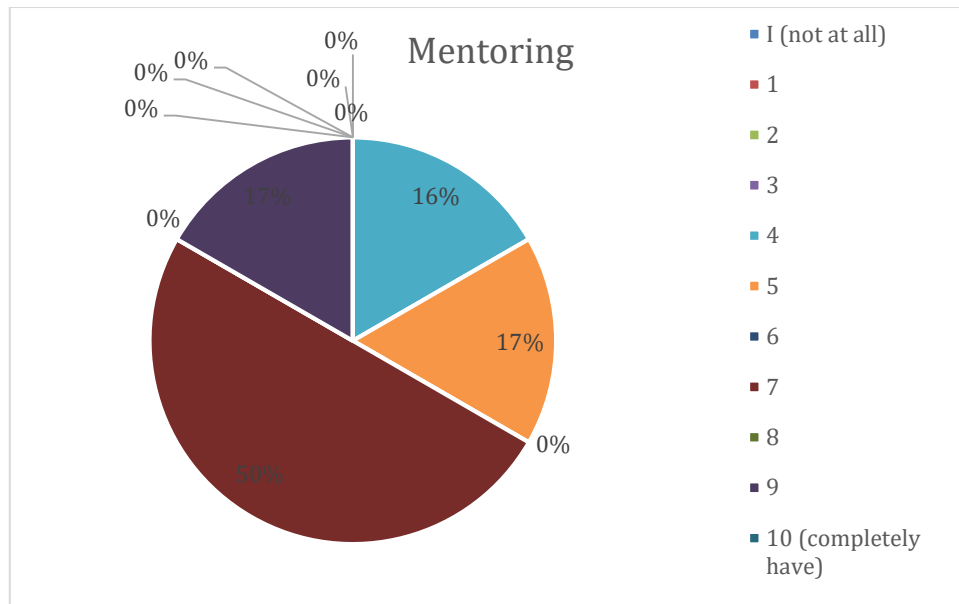


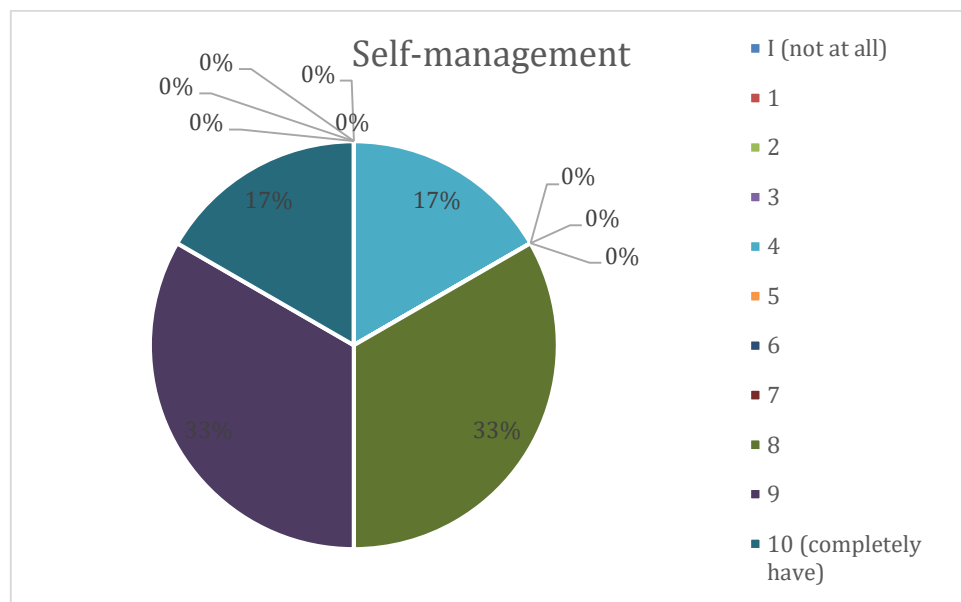
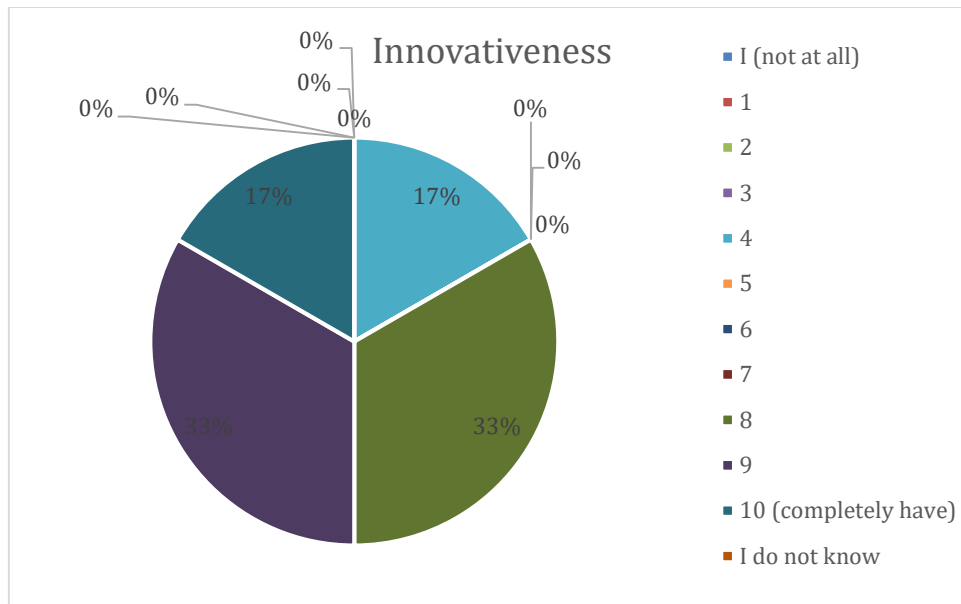
The 11th question pertained to the interviewees' attitudes regarding which personal skills students or workers already possess and to what extent, in their opinion. They were offered eleven soft skills for which they chose on a scale from 1 (not at all) to 10 (completely have).

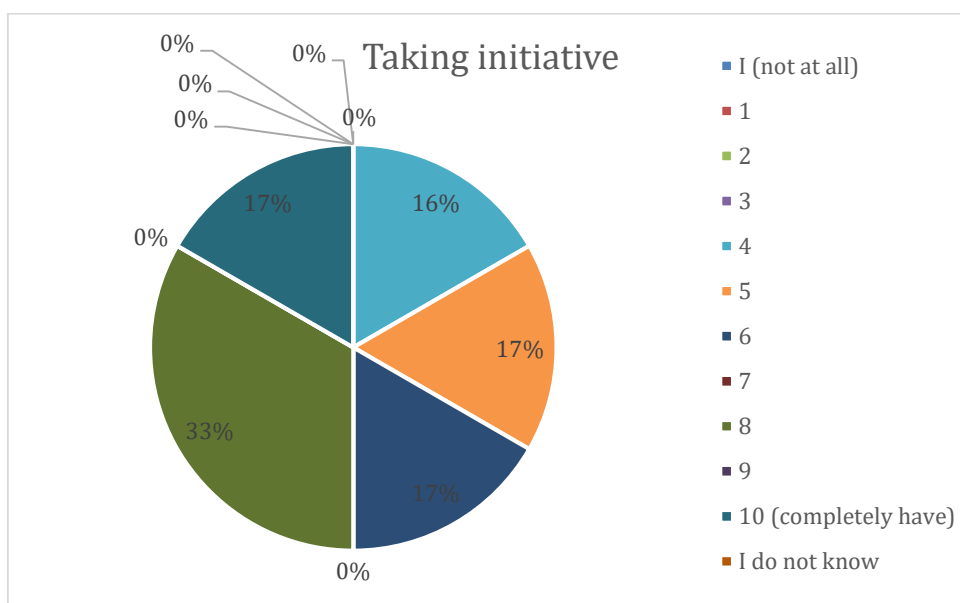
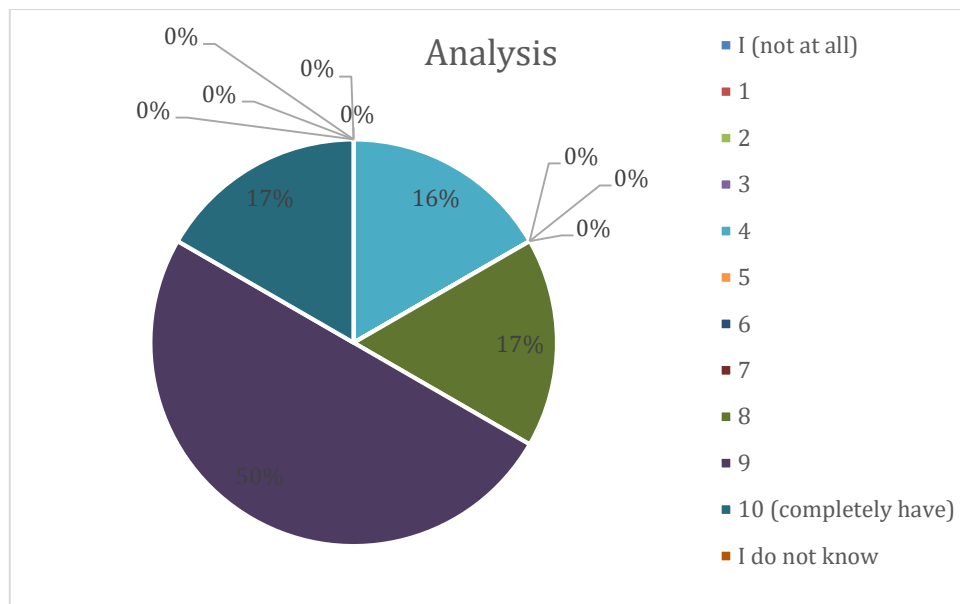
For Responsibility, a rating of 4 dominated (33%); for Motivation, a rating of 9 dominated (50%); for Punctuality, a rating of 9 dominated (33%); for Mentoring, a rating of 7 dominated (50%); for Self-confidence, a rating of 8 dominated (50%); for Innovativeness, a ratings of 8 and 9 dominated (33%); for Self-management, a ratings of 8 and 9 dominated (33%); for Analysis, a rating of 9 dominated (50%); for Taking initiative, a rating of 8 dominated (33%); for Prioritization, a rating of 7 dominated (33%); and for Career management, a rating of 8 dominated (50%). The results for each skill are presented in the graphics below.

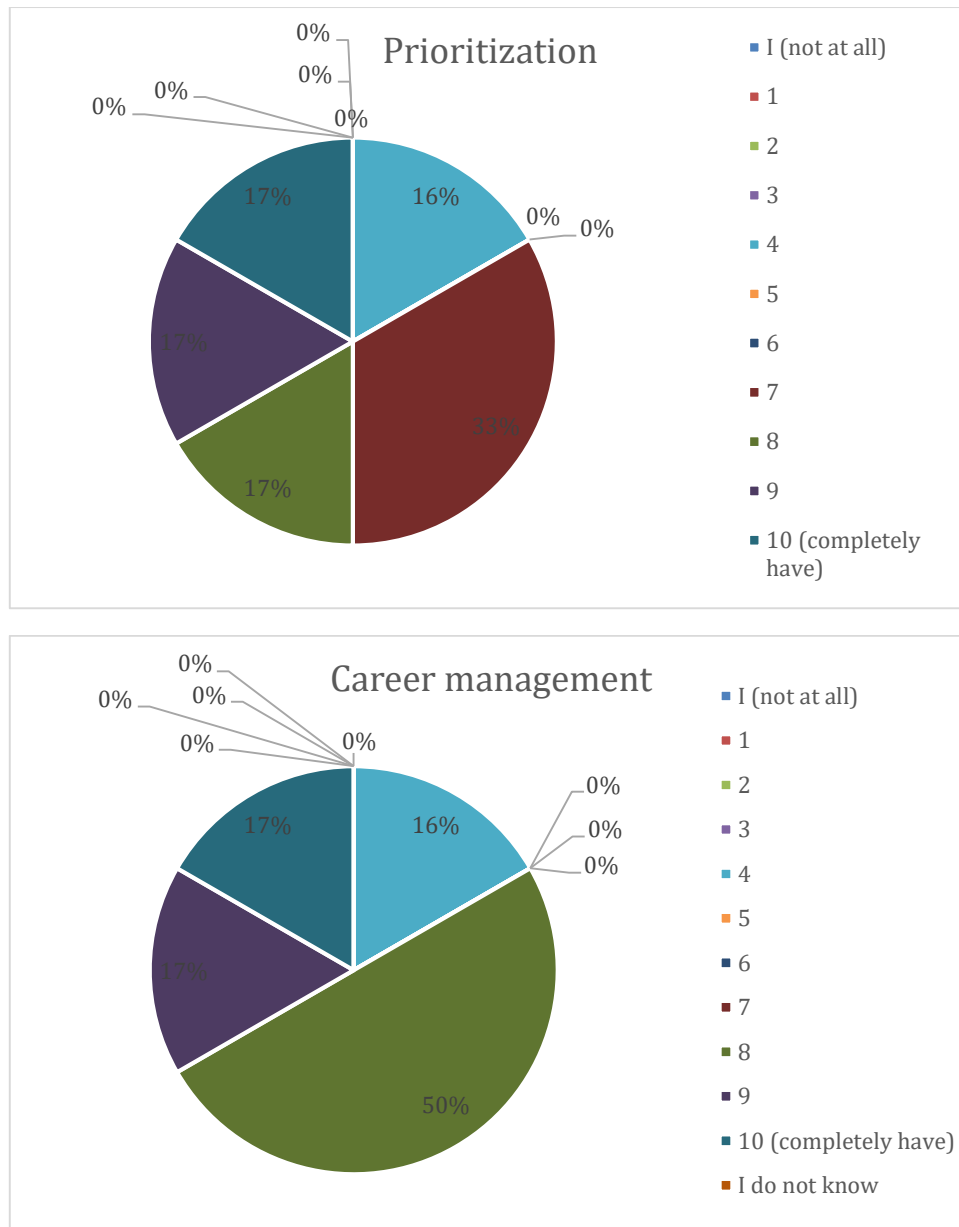








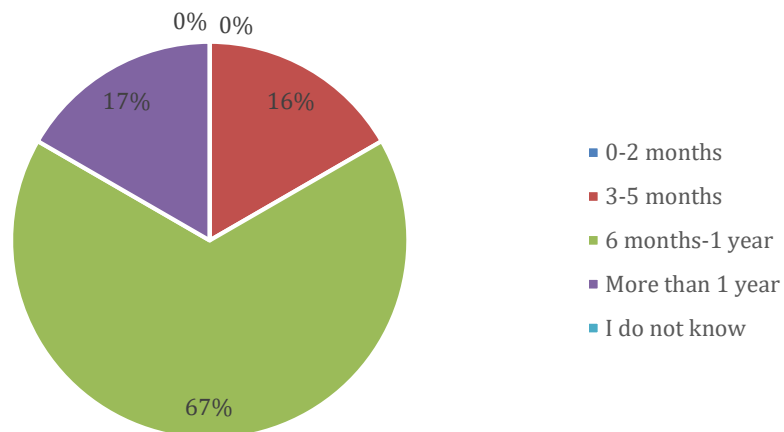




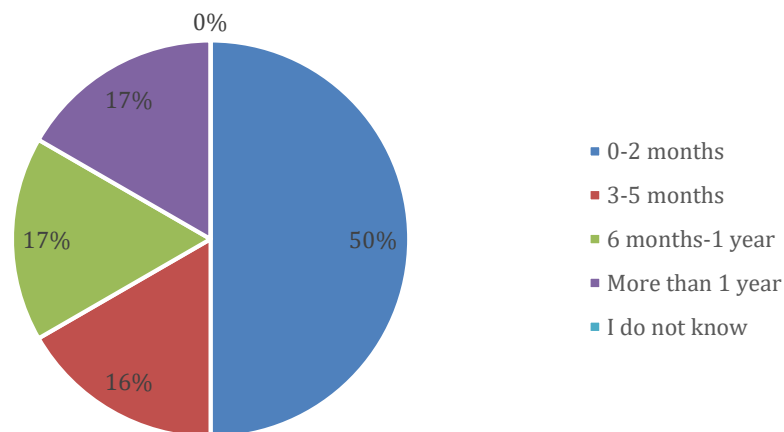
The 12th question referred to the respondent's attitude about how much time new hires need to master the previously defined eleven soft skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year and the „I don't know“ option.

For Responsibility, respondents dominantly selected period of 6 months – 1 year (67%); for Motivation period of 0-2 months dominated (50%); for Punctuality period of 3-6 months dominated (50%); for Mentoring period of more than 1 year dominated (50%); for Self-management period of more than 1 year dominated (50%); for Innovativeness period of 6 months – 1 year dominated (50%); for Analysis period of more than 1 year dominated (50%); for Taking initiative period of 3-6 months dominated (50%); for Prioritization period from 6 months – 1 year dominated (50%); for Career management period from 6 months – 1 year dominated (31%). The results for each skill are presented in the graphics below.

Responsibility

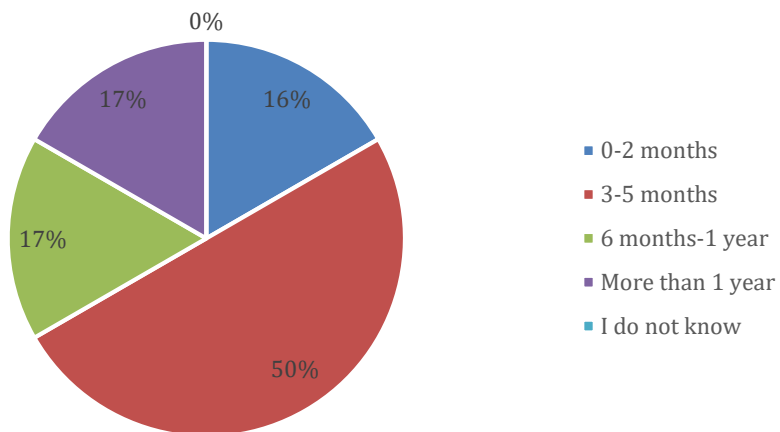


Motivation

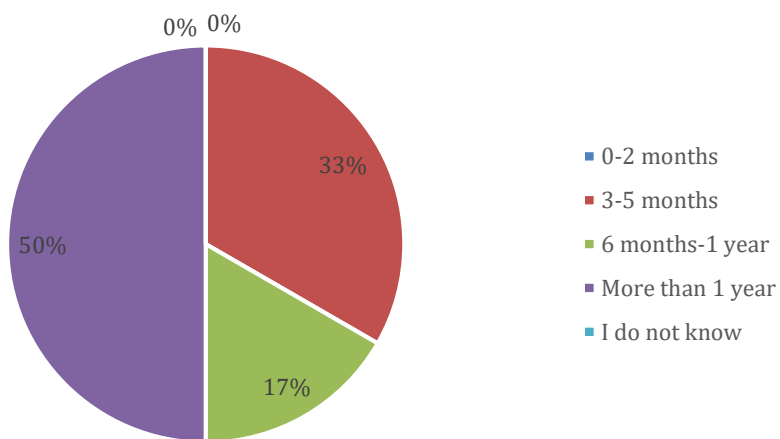




Punctuality

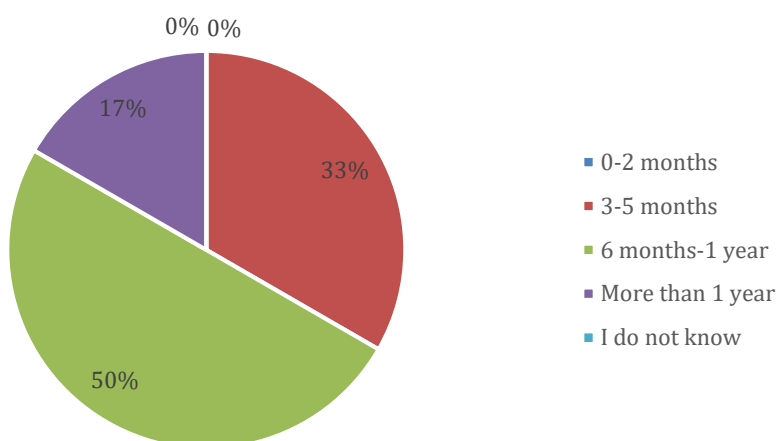


Mentoring

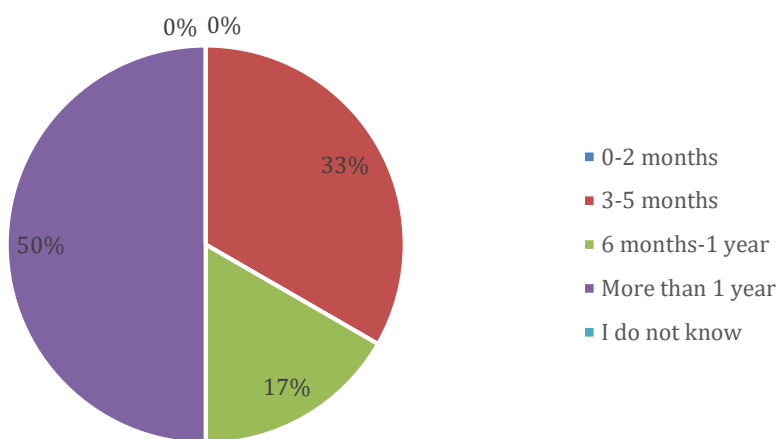




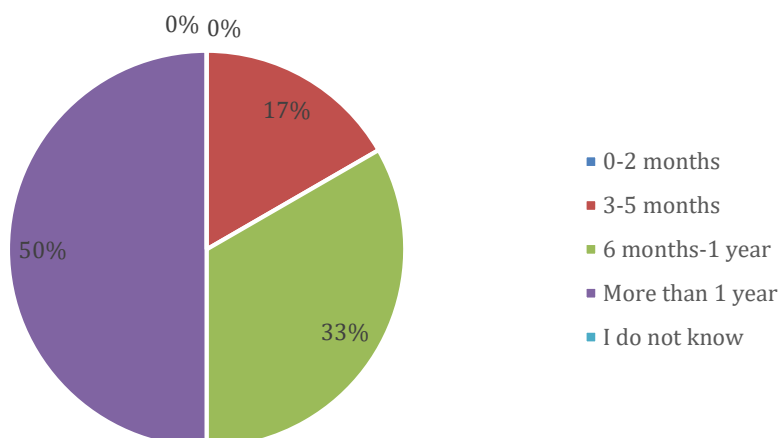
Innovativeness



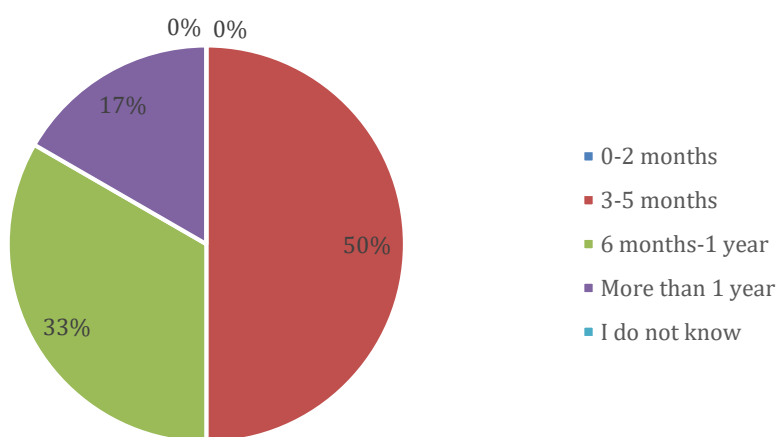
Self-management



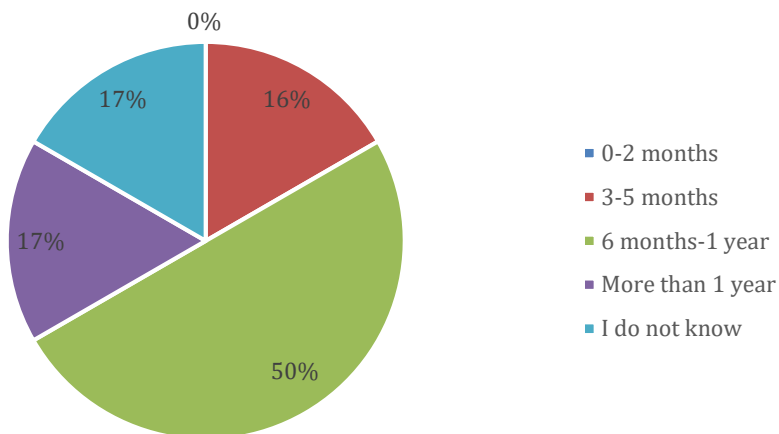
Analysis



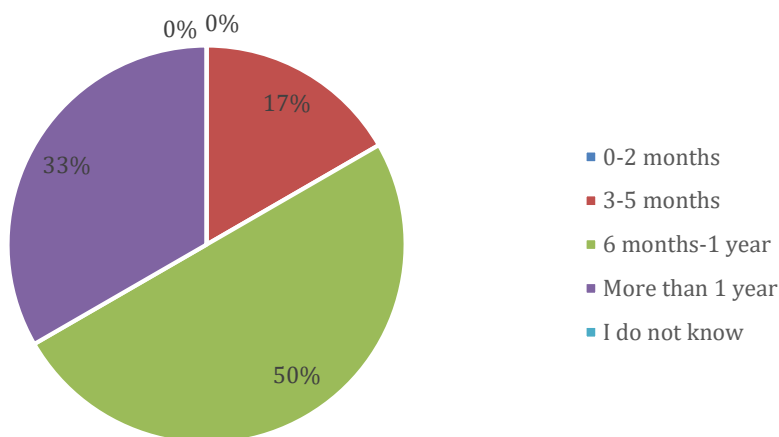
Taking initiative



Prioritization

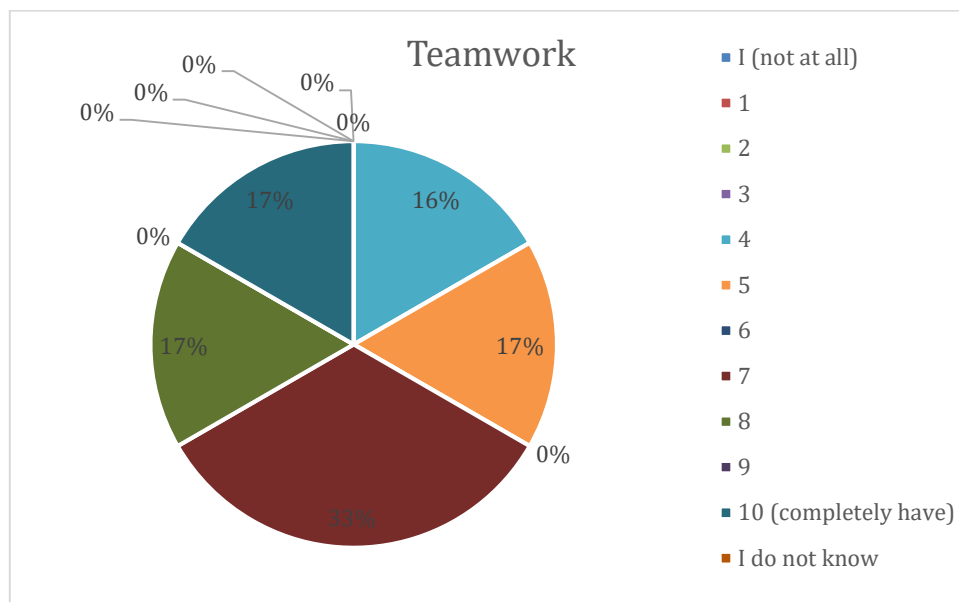
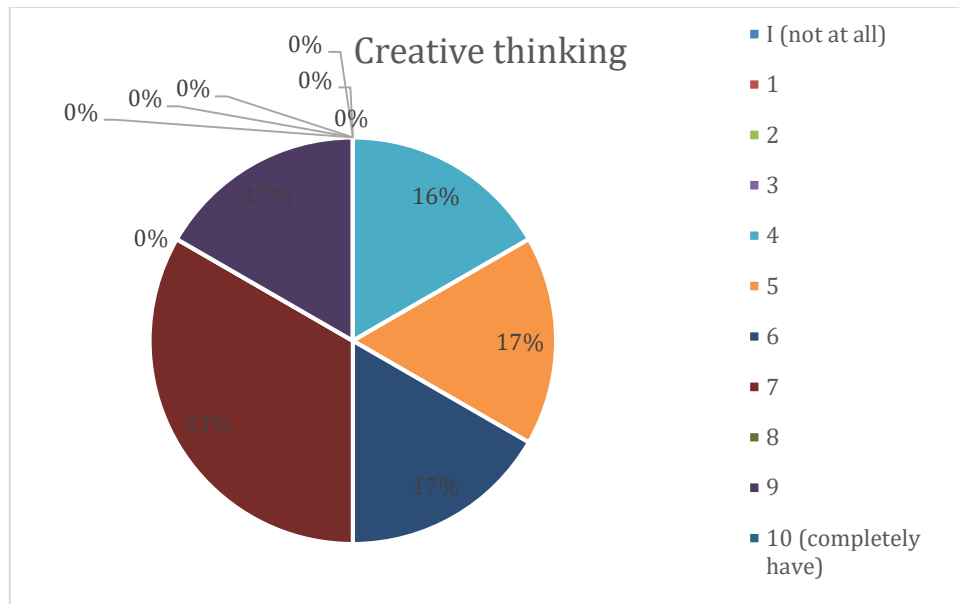


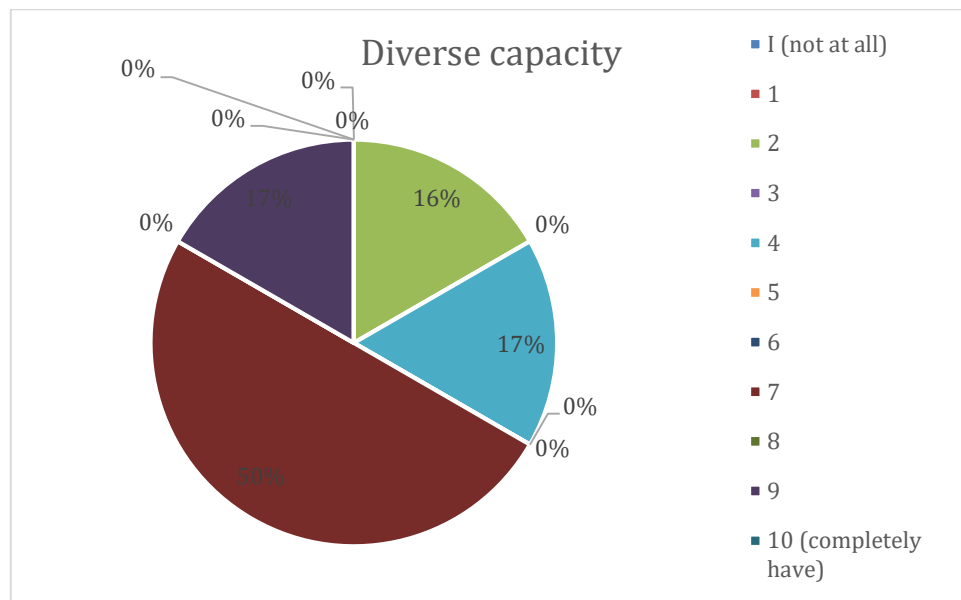
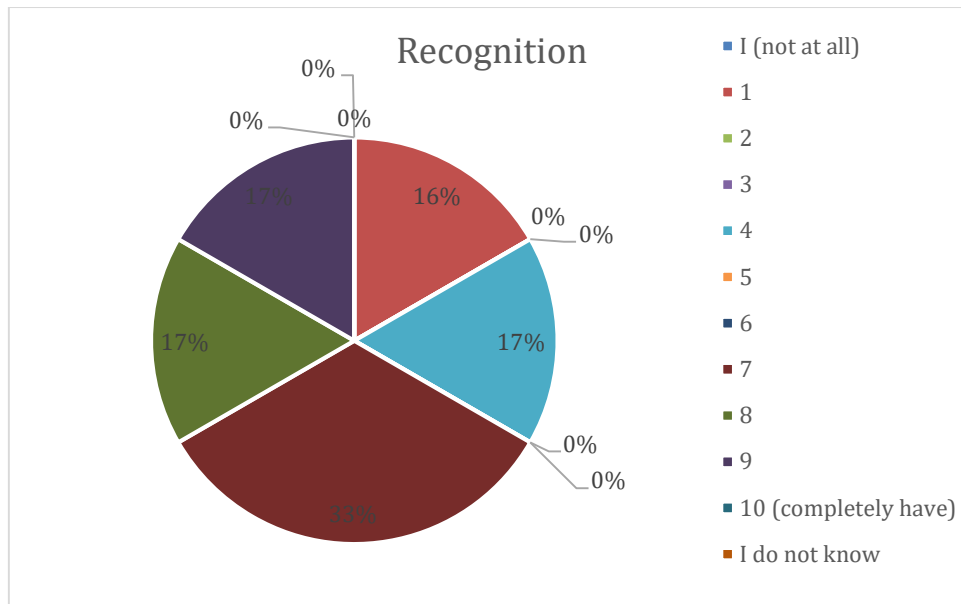
Career management

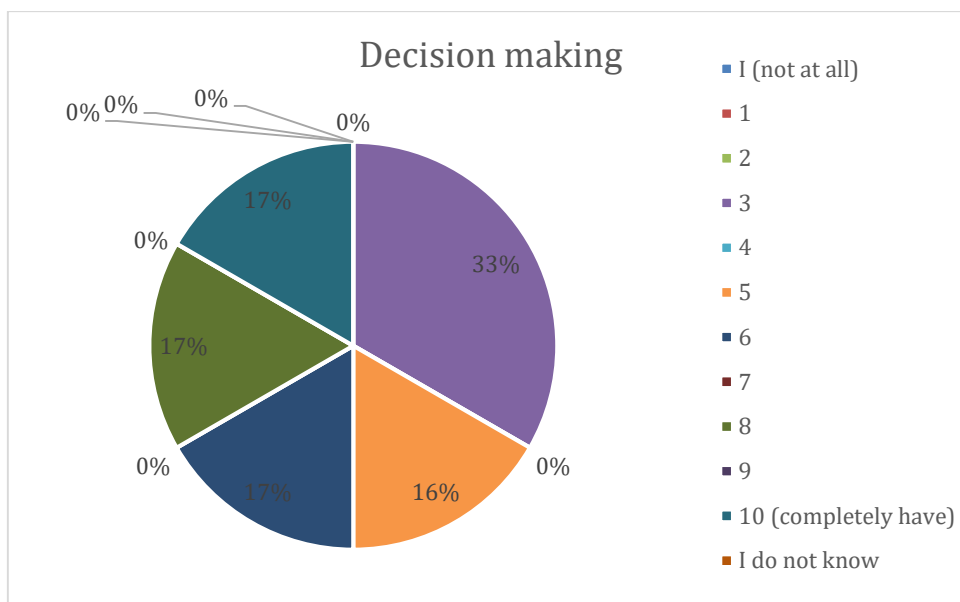
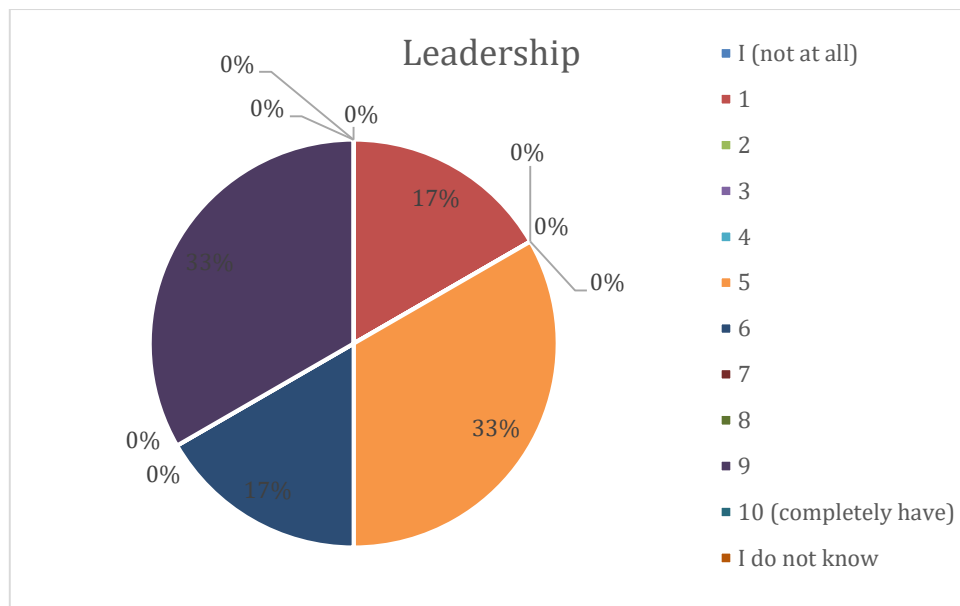


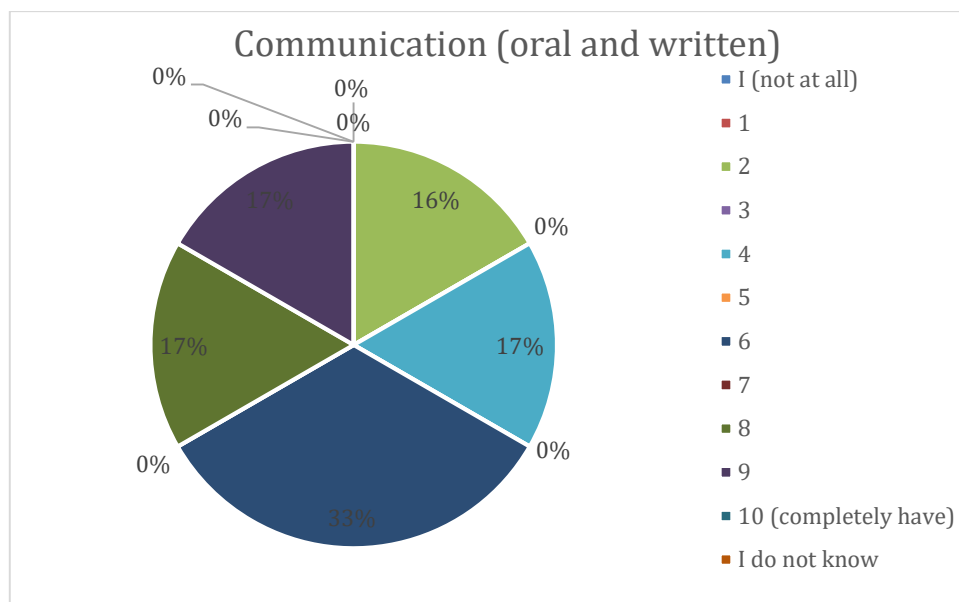
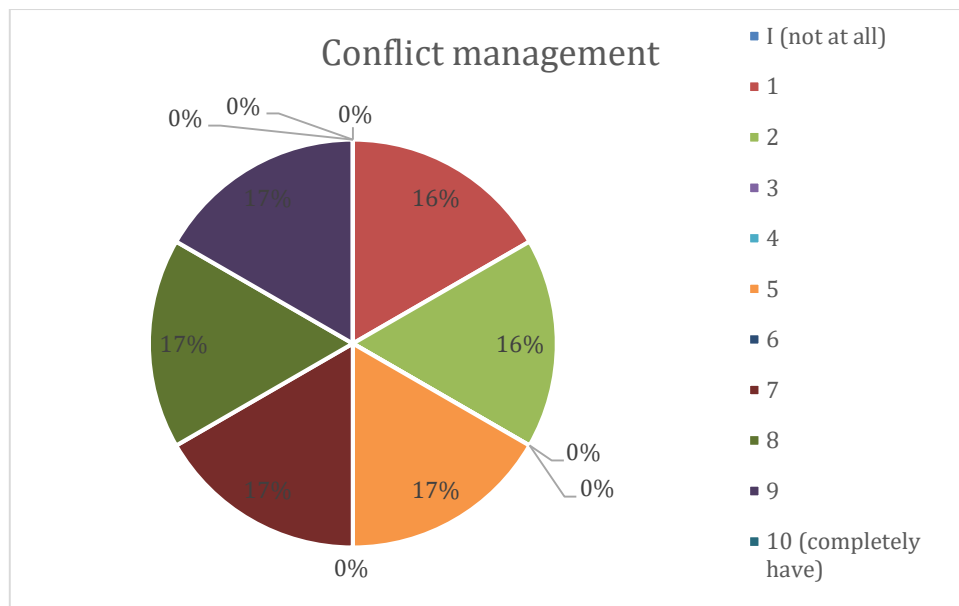
The 13th question referred to the attitude of the respondents regarding which interpersonal skills students or workers already possess and to what extent, in their opinion. They were presented with nine interpersonal skills and asked to rate them on a scale from 1 (not at all) to 10 (completely have).

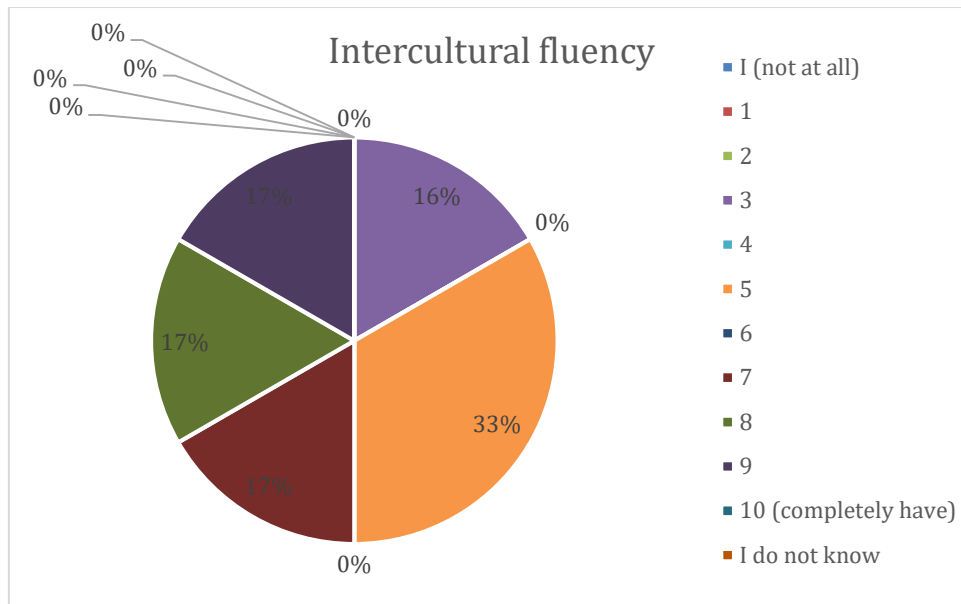
For Creative Thinking, a rating of 8 dominated (33%); for Teamwork, a rating of 8 dominated (33%); for Recognition, a rating of 8 dominated (33%); for Diverse Capacity, a rating of 8 dominated (50%); for Leadership, a ratings of 5 and 9 dominated (33%); for Decision Making, a rating of 3 dominated (33%); for Conflict Management, ratings of 5, 7 8 and 9 dominated (17%); for Communication, a rating of 6 dominated (33%) and for Intercultural Fluency, a rating of 5 dominated (33%). The results for each skill are presented in the graphics below.







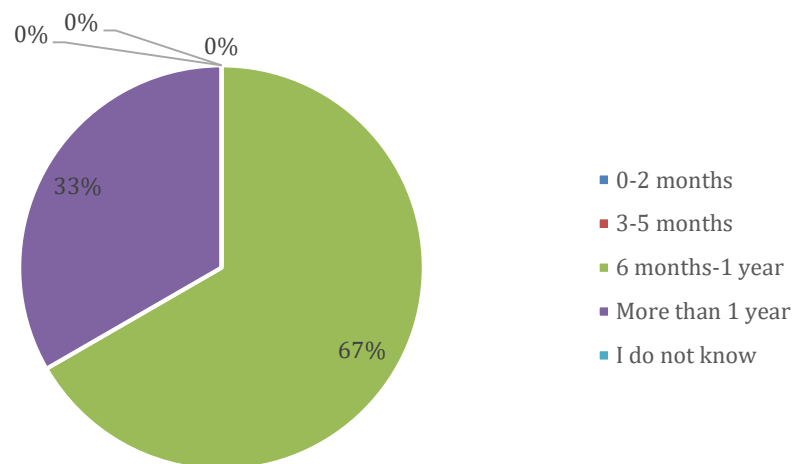




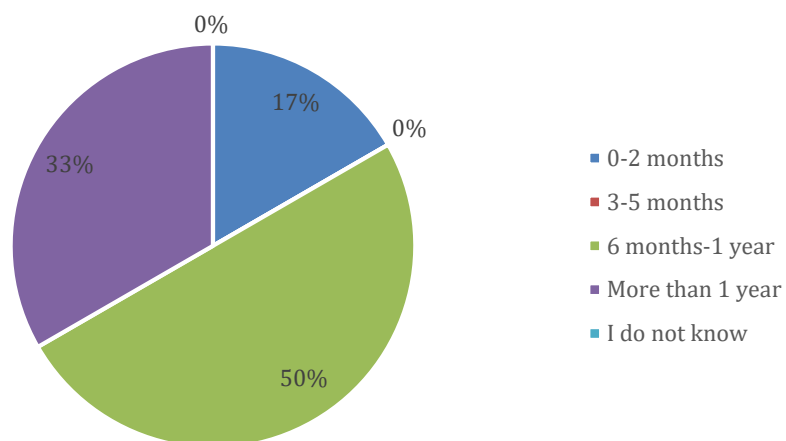
The 14th question referred to the respondent's attitude about how much time new hires need to master the previously defined nine interpersonal skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year and the „I don't know“ option.

For Creative Thinking, the period from 6 months – 1 year (67%); for Teamwork, the period from 6 months – 1 year dominated (50%); for Recognition, the period from 6 months – 1 year dominated (50%); for Diverse Capacity, the period from 6 months – 1 year dominated (50%); for Leadership, the period of more than 1 year dominated (67%); for Decision Making, the period from 6 months – 1 year dominated (83%); for Conflict Management, the period from 6 months – 1 year dominated (67%); for Communication, the period from 6 months – 1 year dominated (67%) and for Intercultural Fluency, the periods from 6 months – 1 year and more than 1 year were equally dominated (50%). The results for each skill are presented in the graphics below.

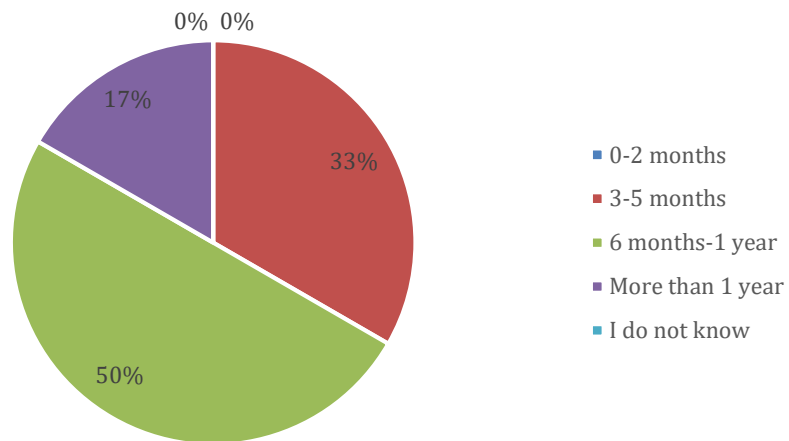
Creative thinking



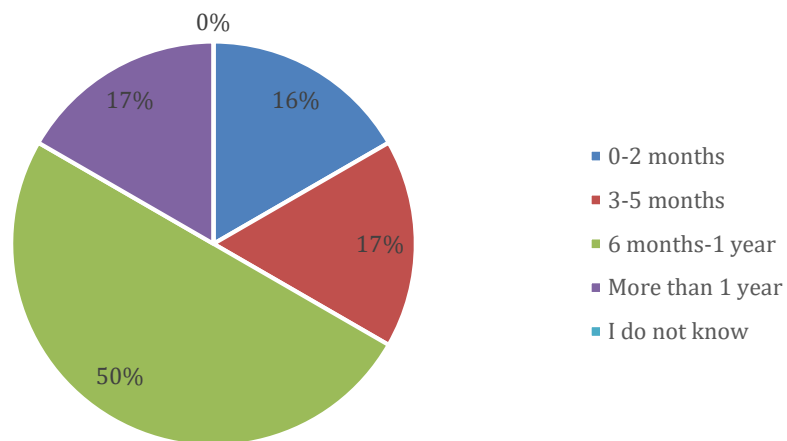
Teamwork



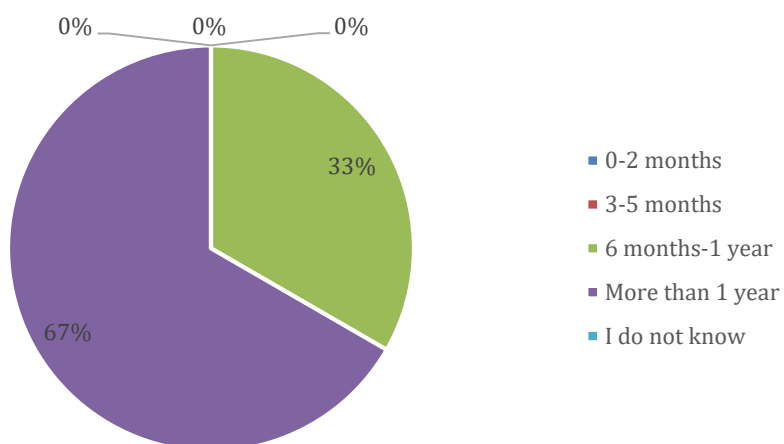
Recognition



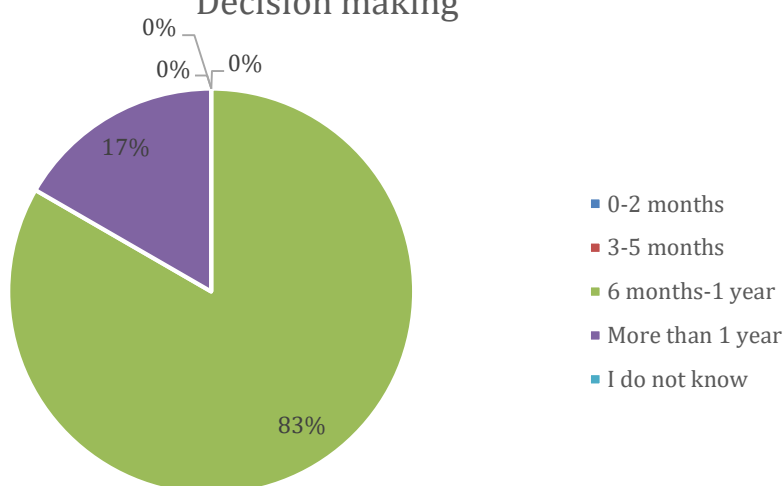
Diverse capacity



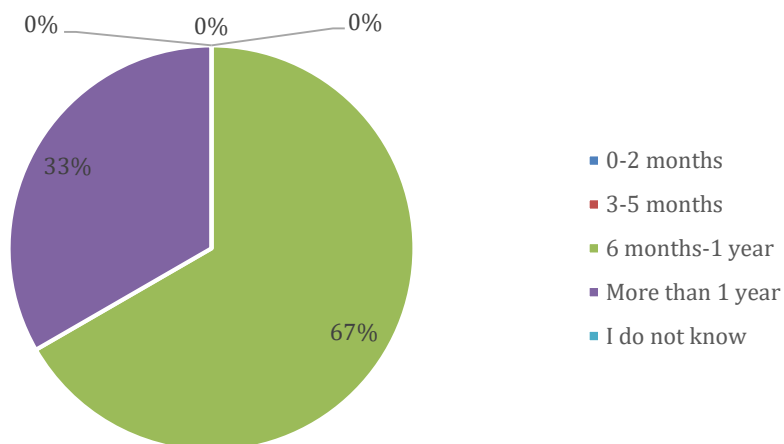
Leadership



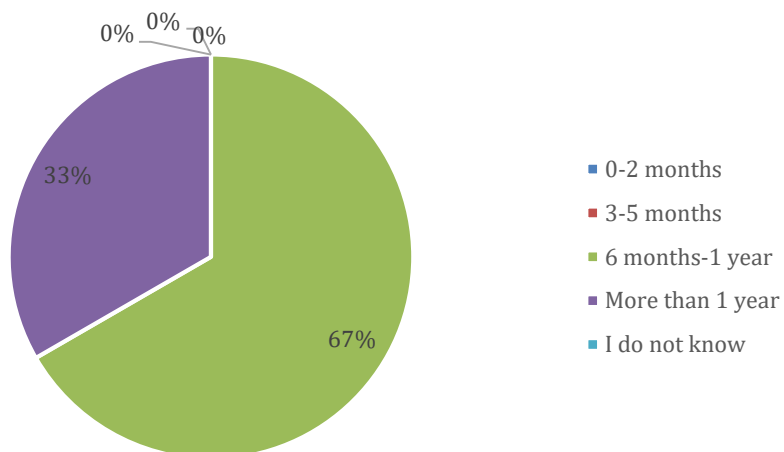
Decision making

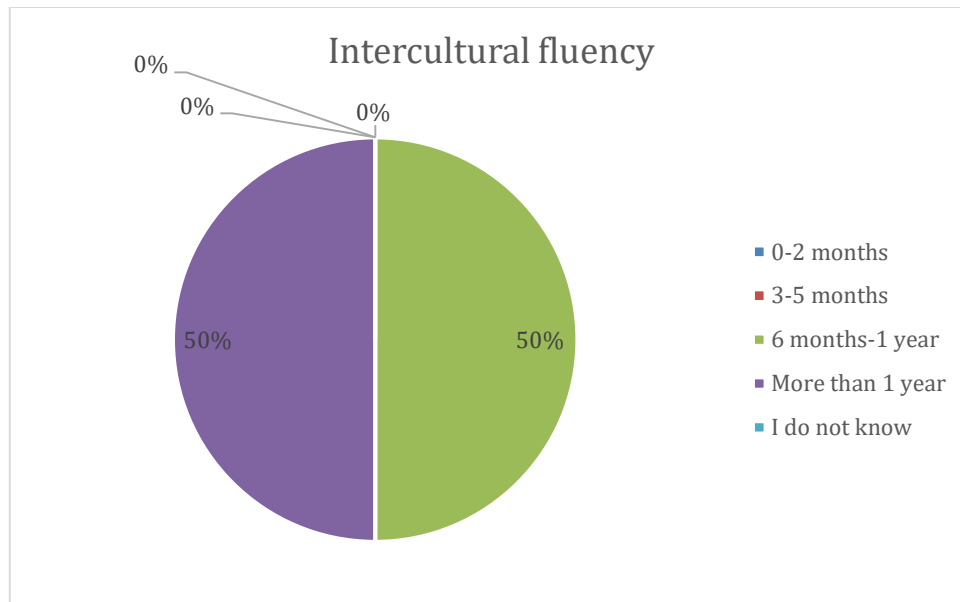


Conflict management



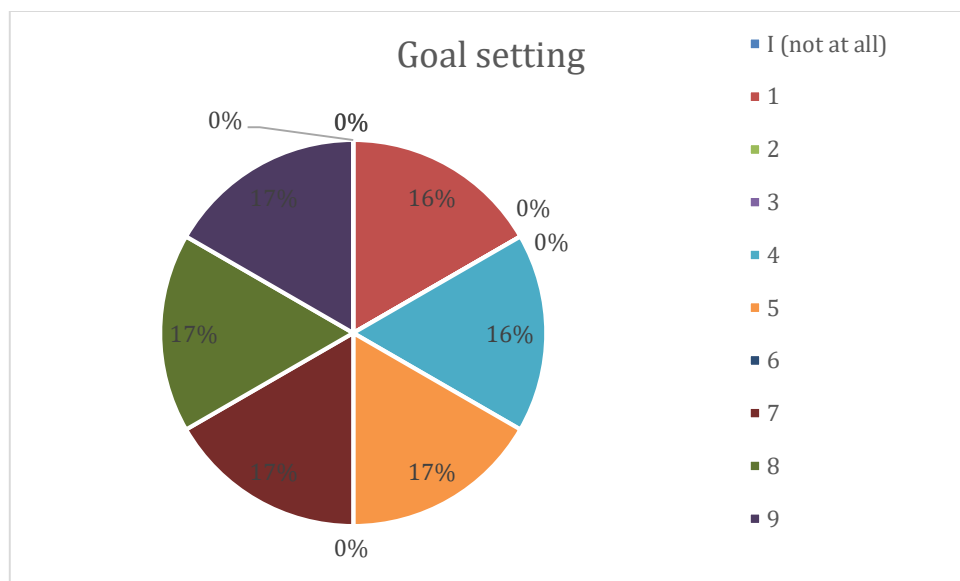
Communication (oral and written)

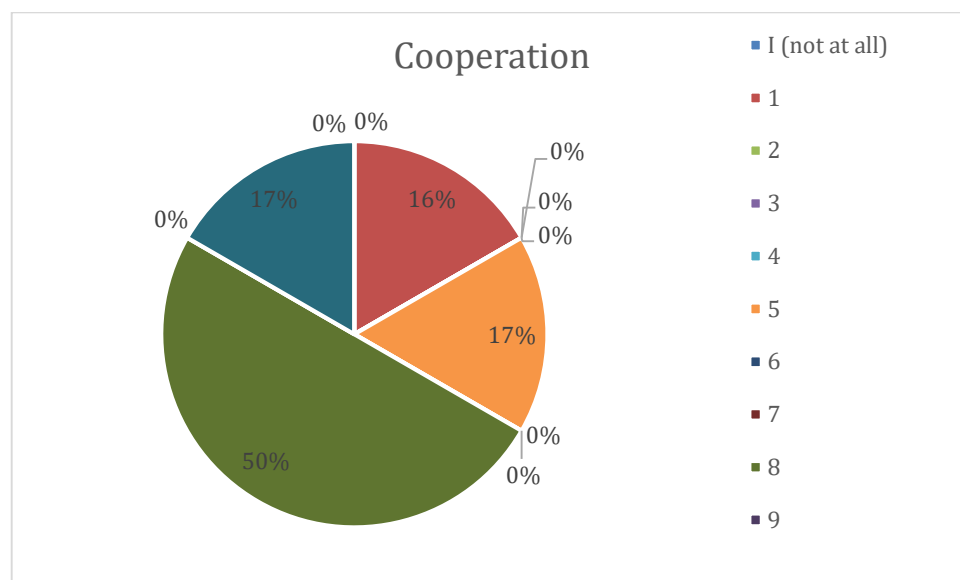
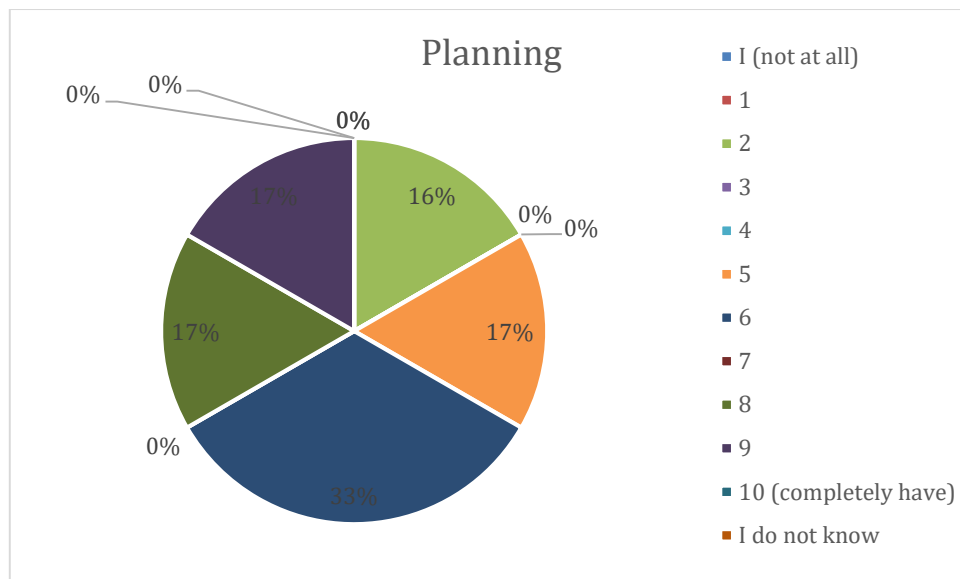


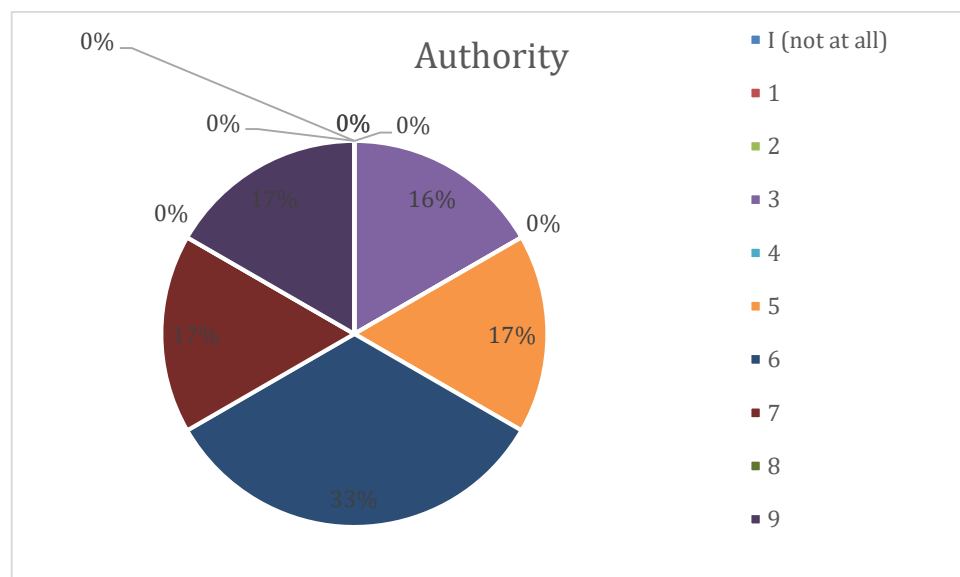
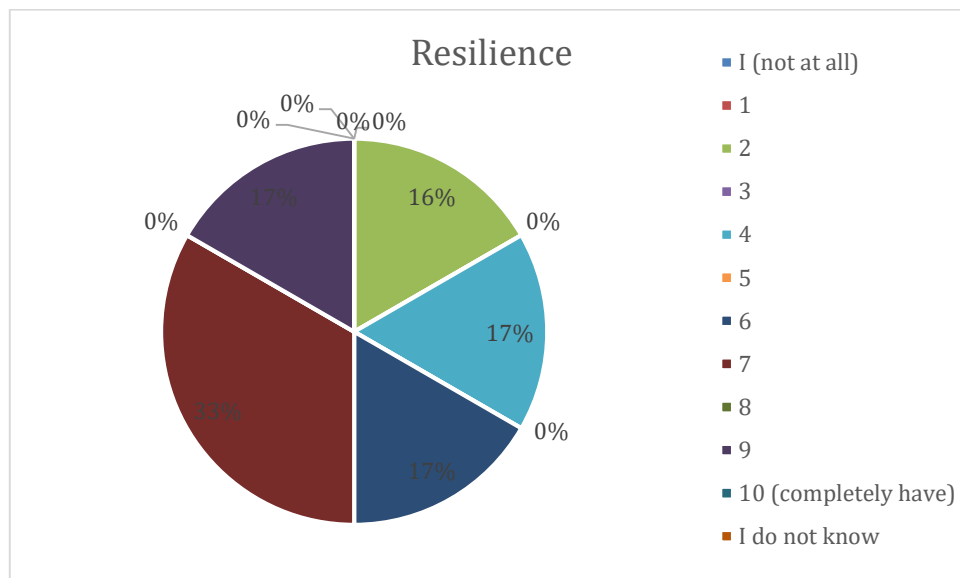
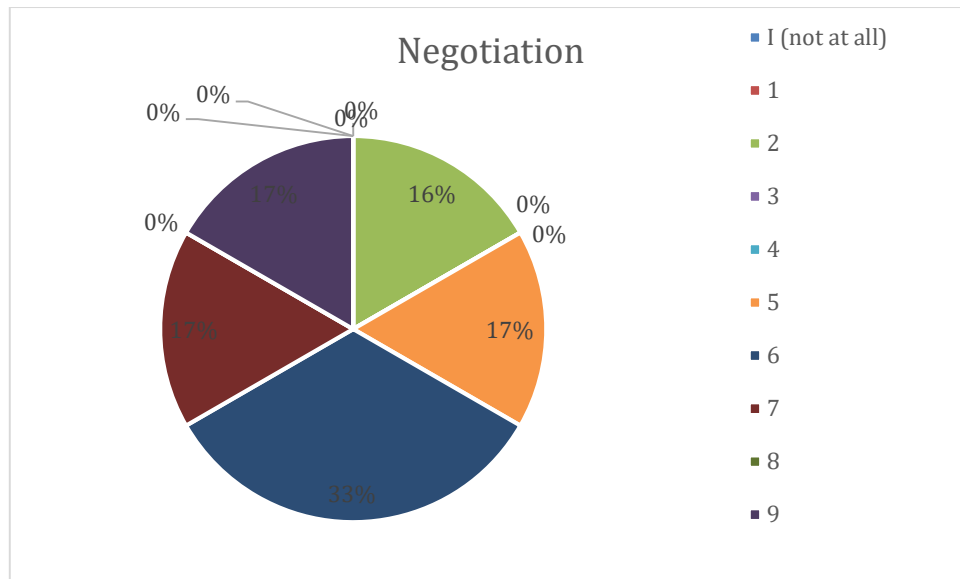


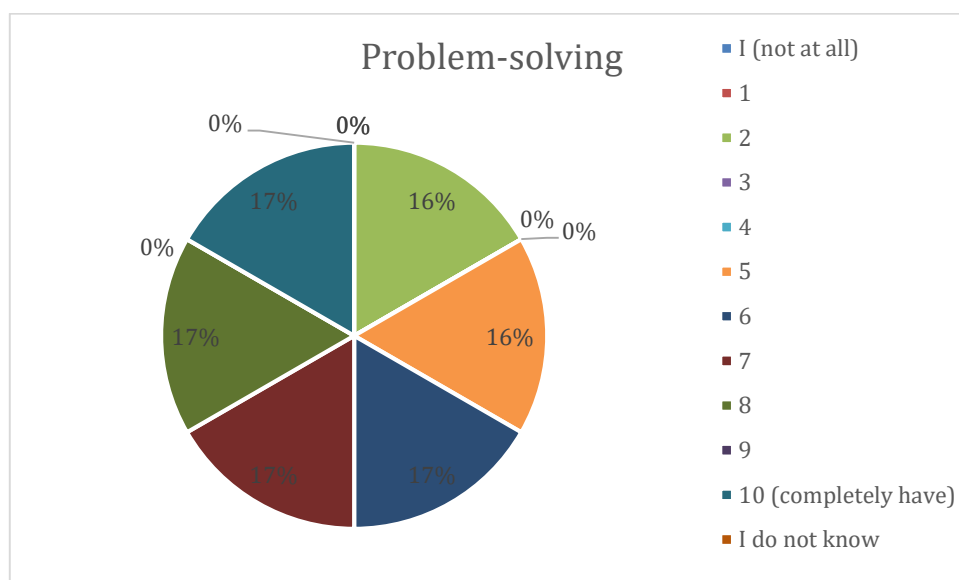
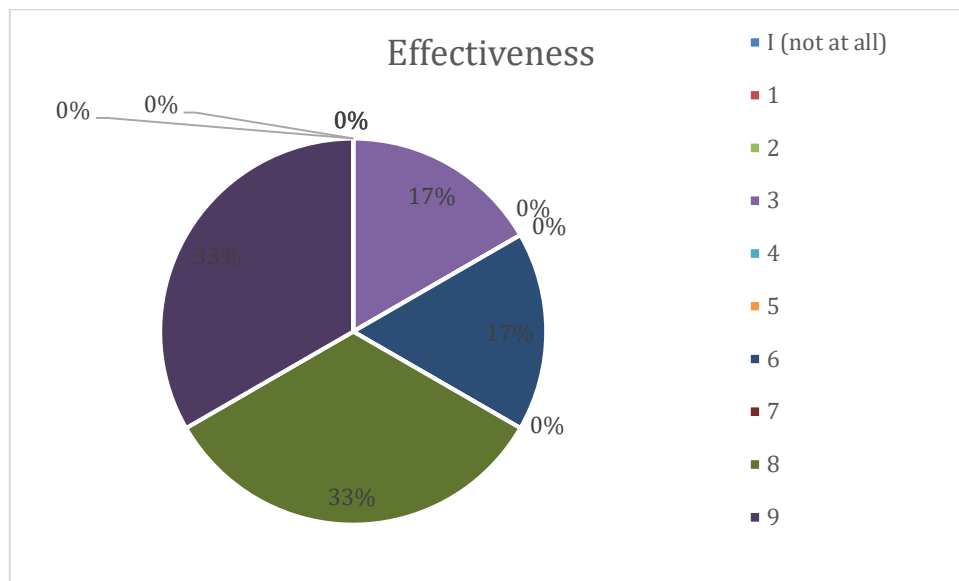
The 15th question referred to the attitude of the respondents about what situational skills and to what extent, in their opinion, students or workers already have them. They were offered eleven situational skills for which they chose on a scale from 1 (not at all) to 10 (completely have).

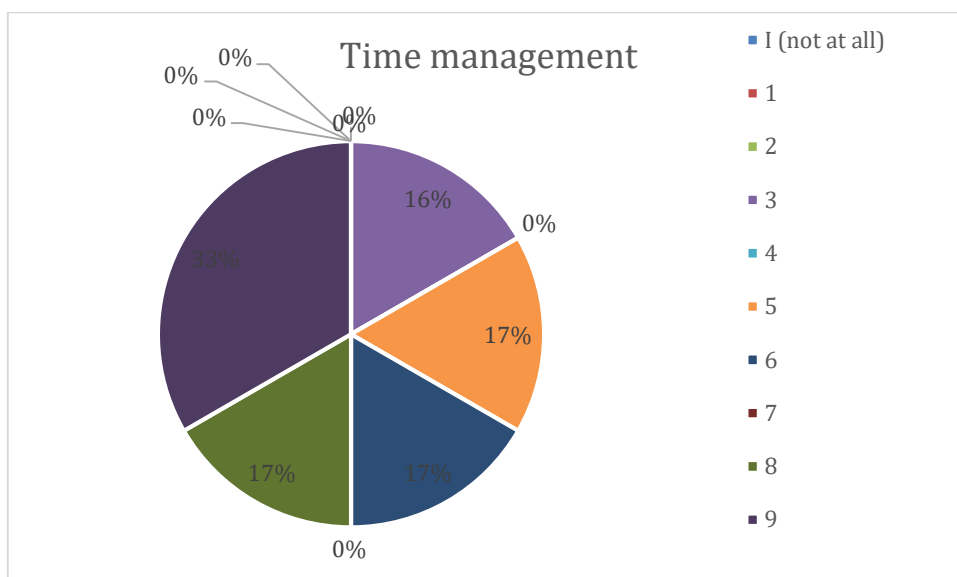
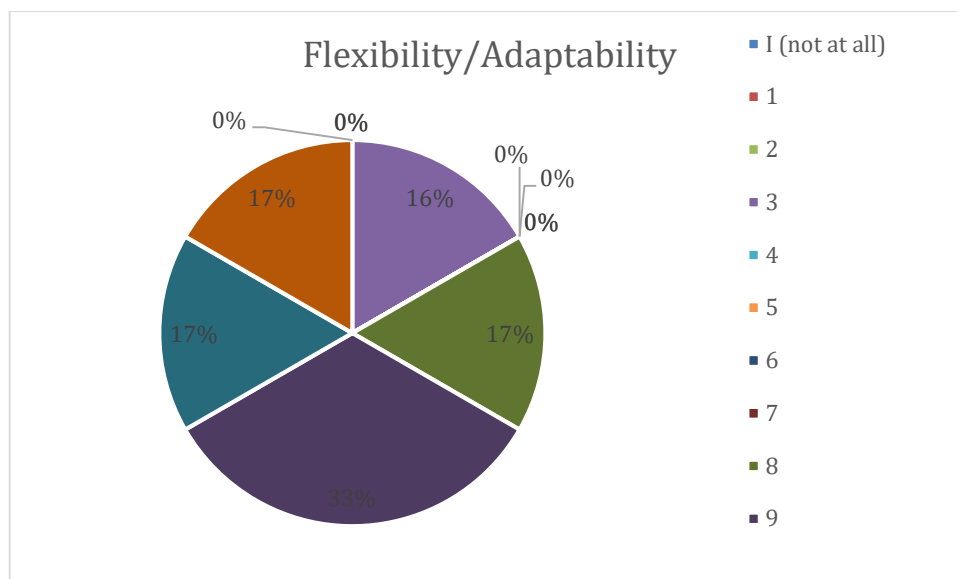
For Goal setting, equal scores were given for ratings of 5, 7, 8 and 9 (17%); for Planning, ratings of 6 dominated (33%); for Cooperation, a rating of 8 dominated (50%); for Negotiation, a rating of 6 dominated (33%); for Resilience, a rating of 7 dominated (33%); for Authority, a rating of 6 dominated (33%); for Effectiveness, a rating of 8 dominated (21%); for Problem solving, a ratings of 6, 7, 8, 10 dominated (17%); for Flexibility/Adaptability, a rating of 9 dominated (33%); for Time-management, a rating of 9 dominated (33%) and for Emotional intelligence, ratings of 9 dominated (50%). The results for each skill are presented in the graphics below.

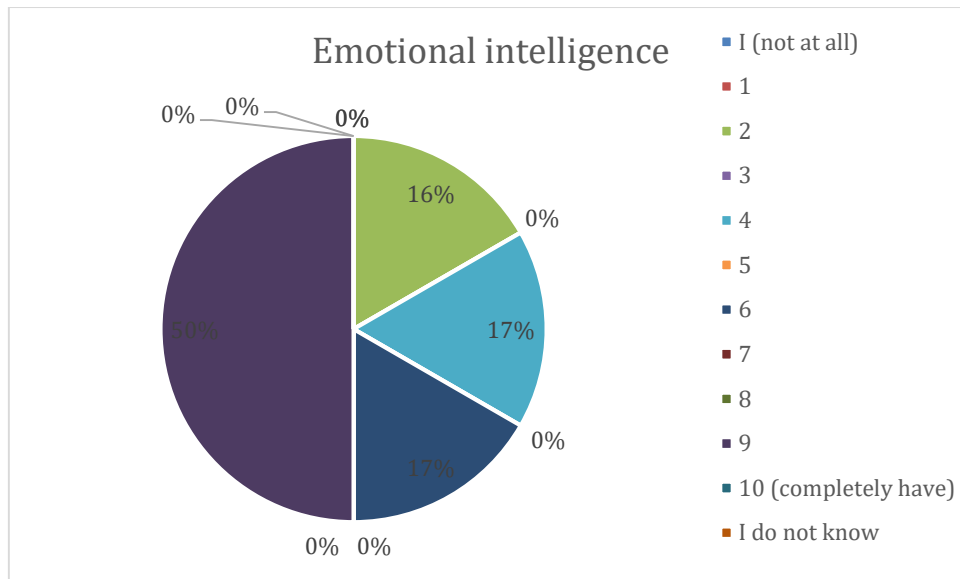








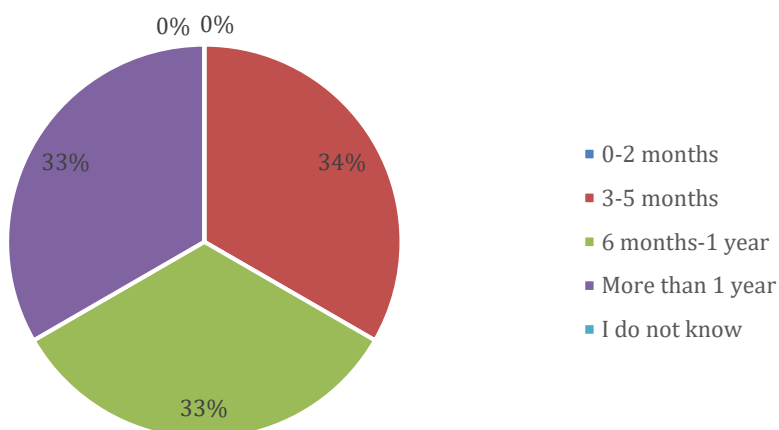




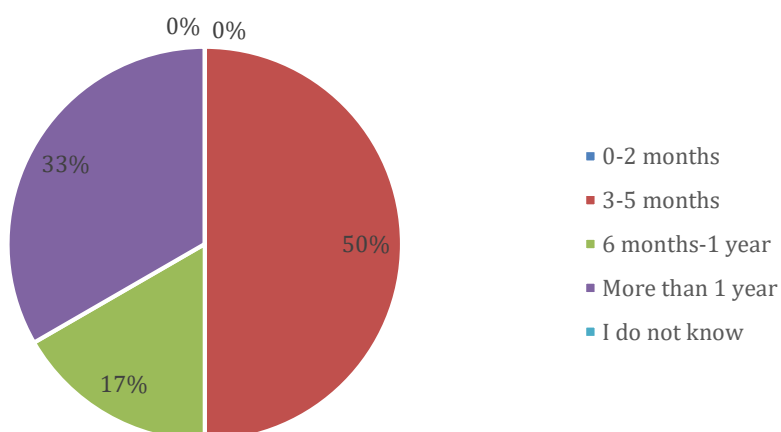
The 16th question referred to the respondent's attitude about how much time new hires need to master the previously defined eleven situational skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year, and the "I don't know" option.

For Goal Setting, respondents predominantly selected a period of 3-6 months (34%); for Planning, the period from 3-6 months dominated (50%); for Negotiation, a period from 3-6 months dominated (34%); for Cooperation, a period of 6 months – 1 year dominated (50%); for Resilience, the period of 3-6 months dominated (34%); for Authority, the period of more than 1 year dominated (50%); for Effectiveness, the period from 3-6 months dominated (34%); for Problem Solving, the period from 3-6 months dominated (34%); for Flexibility/Adaptability, the period from 3-6 months and 6 months – 1 year dominated (33%); for Time-management, the period from 3-6 months and 6 months – 1 year dominated and for Emotional Intelligence, the period of 6 months – 1 year dominated. The results for each skill are presented in the graphics below.

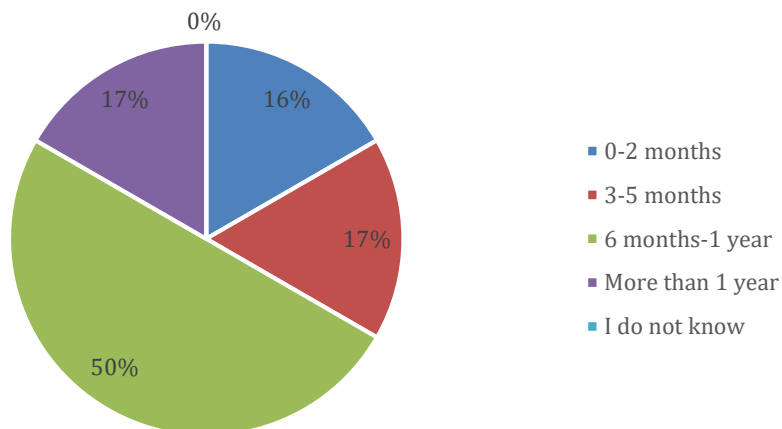
Goal setting



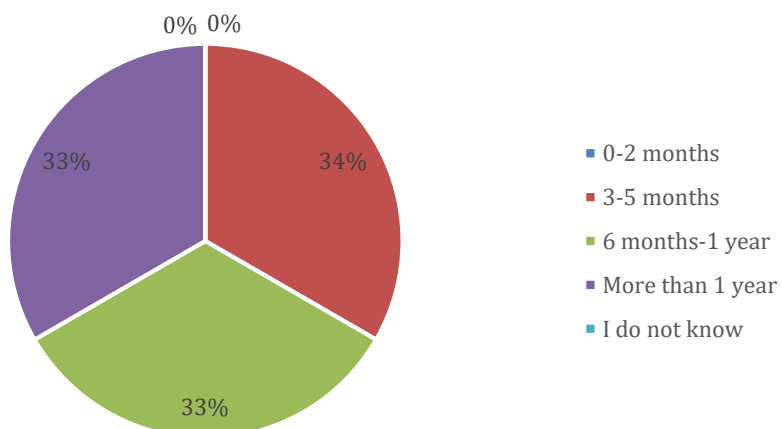
Planning



Cooperation

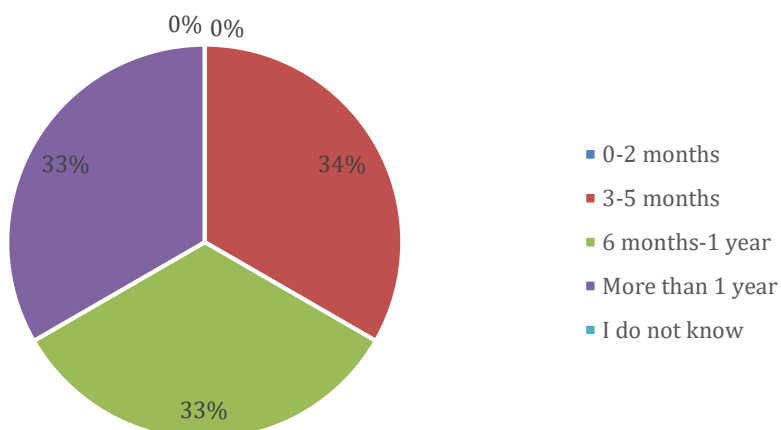


Negotiation

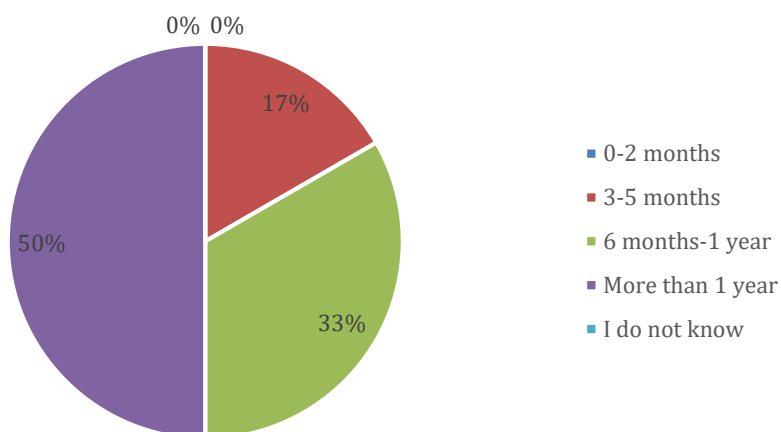




Resilience

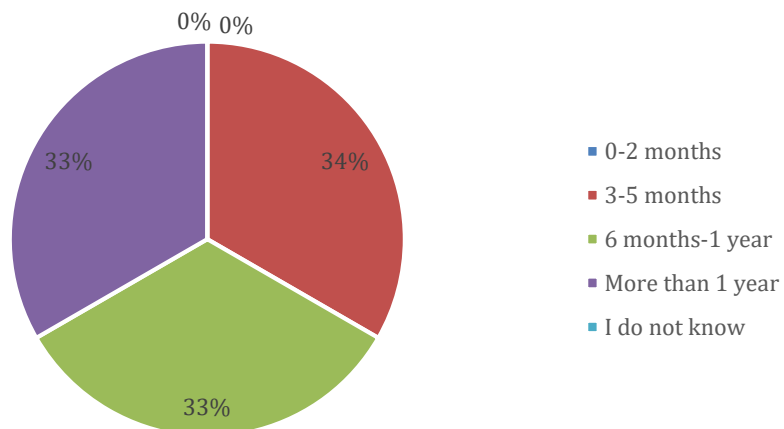


Authority

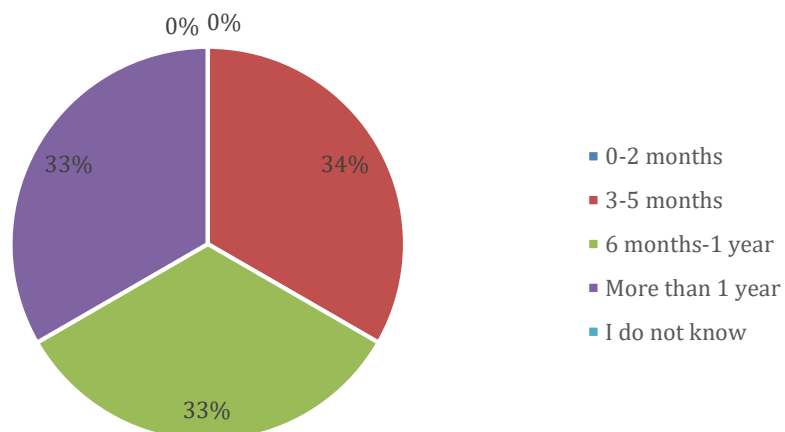




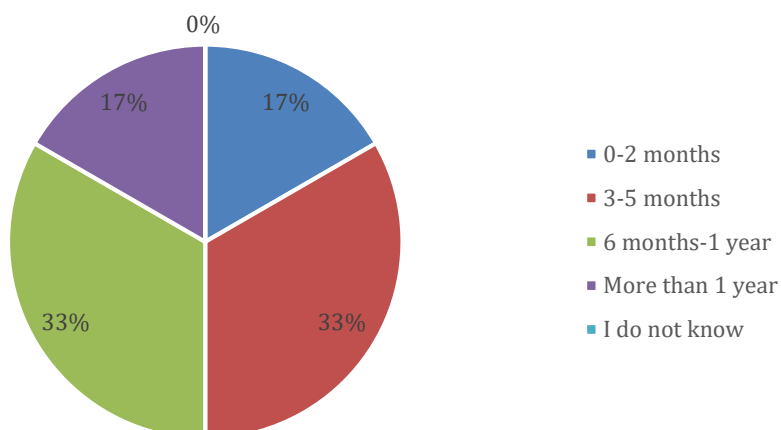
Effectiveness



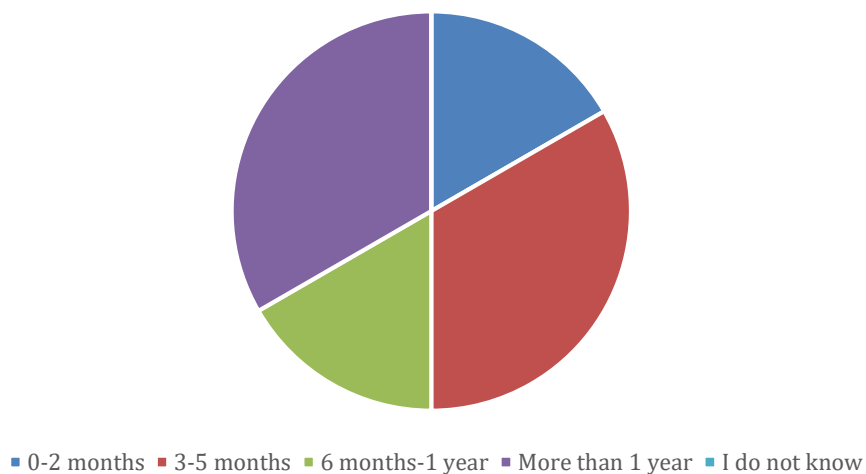
Problem-solving

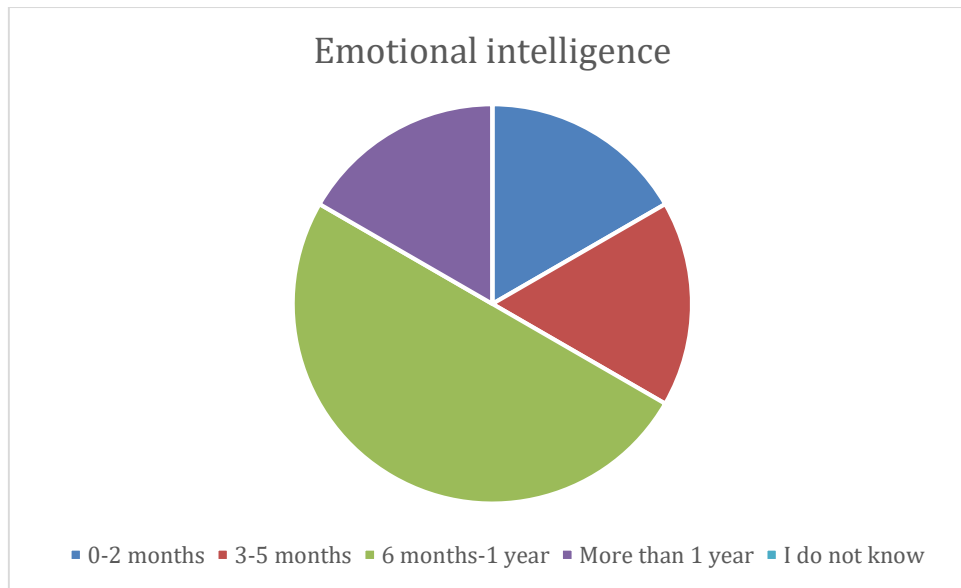


Flexibility/Adaptability



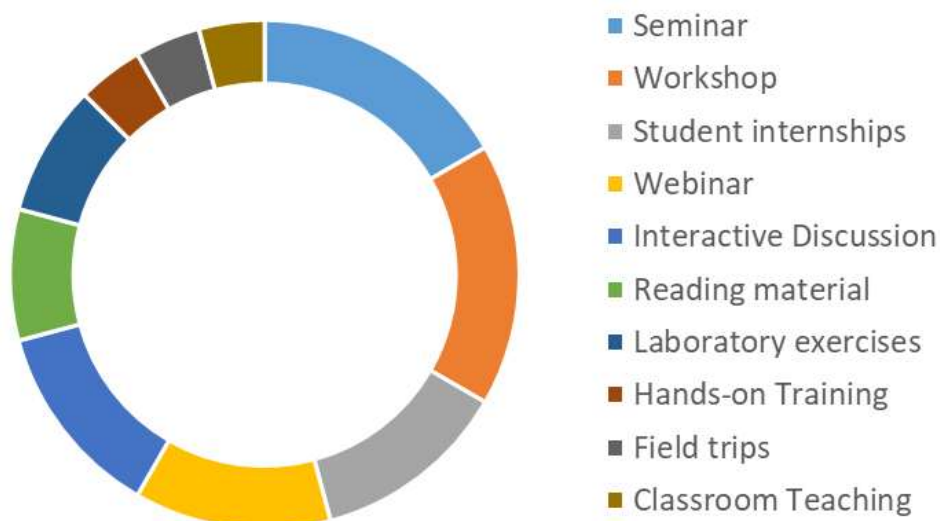
Time management





- **The 17th question** was regarding suggested teaching methods for selected skills

The following eleven options were offered: Seminar, Workshop, Student internships, Webinar, Interactive Discussion, Reading material, Laboratory exercises, Hands-on Training, Field trips, Classroom Teaching, Additional Digital tools and Other. **The most selected options were Seminar and Workshop, chosen by 4 respondents each, constituting 16.7% (each)** of the total respondents followed by Student internships 3 (12.5%), Webinar 3 (12.5%), Interactive Discussion 3 (12.5%), Reading material 2 (8.3%), Laboratory exercises 2 (8.3%), Hands-on Training 1 (4.2%), Field trips 1 (4.2%) and Classroom Teaching 1 (4.2%). None of the respondents selected the last option.





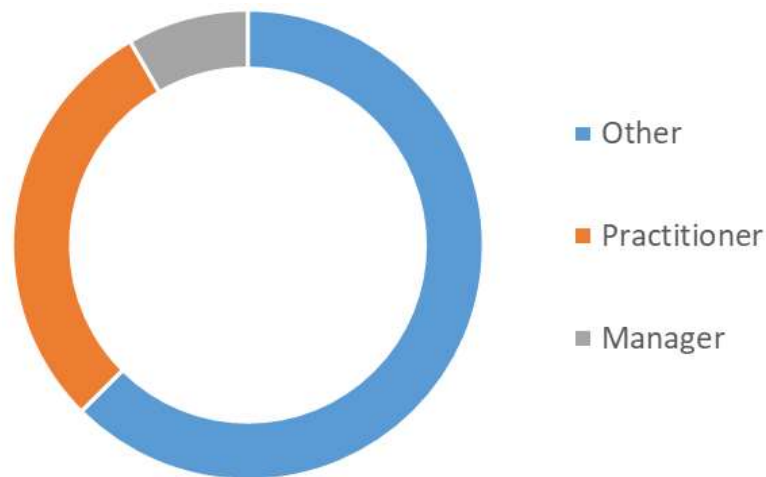
- **The 18th question** was regarding any other soft skill not mentioned in the survey that respondents believe is important for professionals in the water sector.

No answer to this question was given.

Survey results for respondents not classified in previous three groups

- **The 7th question** was regarding the current position of respondents

Three options were available: Other, Practitioner and Manager. The most selected option was Other chosen by 15 respondents, constituting 62.5% of the total respondents followed by Practitioners 7 (29.2%) and Managers 2 (8.3%).



- **The 8th question** was about the personal soft skills that employees need in their organization

The eleven options were available for respondents to choose from: Analysis, Responsibility, Taking initiative, Innovativeness, Self-management, Self-confidence, Motivation, Prioritization, Mentoring, Punctuality, and Career management. Analysis and Responsibility were leading options chosen by 18 respondents each, constituting 15.1% (each) of the total respondents followed by Taking initiative 14 (11.8%), Innovativeness 12 (10.1%), Self-management 10 (8.4%), Self-confidence 10 (8.4%), Motivation 10 (8.4%), Prioritization 8 (6.7%), Mentoring 7 (5.9%), Punctuality 7 (5.9%) and Career management 5 (4.2%).



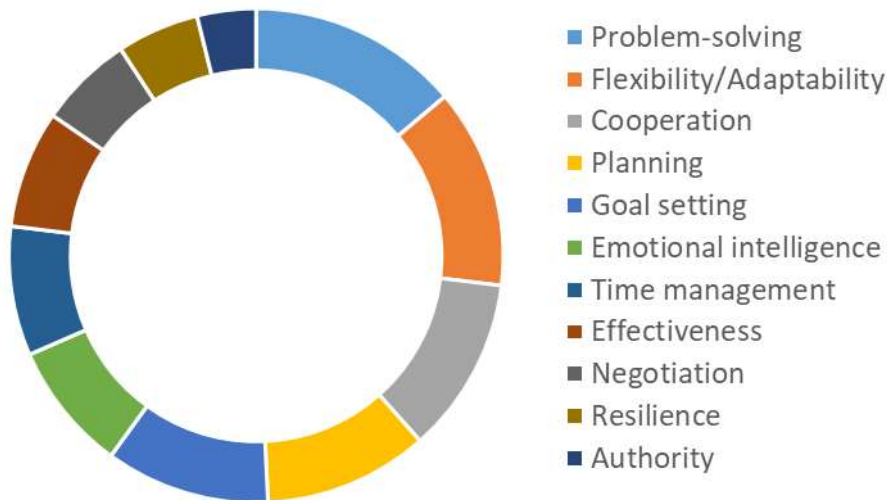
- **The 9th question** was about the interpersonal soft skills that employees need in their organization

Nine options (interpersonal skills/qualifications) were offered for selection: Communication (oral and written), Teamwork, Creative thinking, Decision making, Conflict management, Leadership, Diverse capacity, Intercultural fluency and Recognition. Communication (oral and written) was the leading option chosen by 19 respondents, corresponding to 18.6% of all respondents, followed by Creative thinking 15 (14.7%), Decision making 14 (13.7%), Conflict management 12 (11.8%), Leadership 8 (7.8%), Diverse capacity 6 (5.9%), Intercultural fluency 5 (4.9%) and Recognition 5 (4.9%).



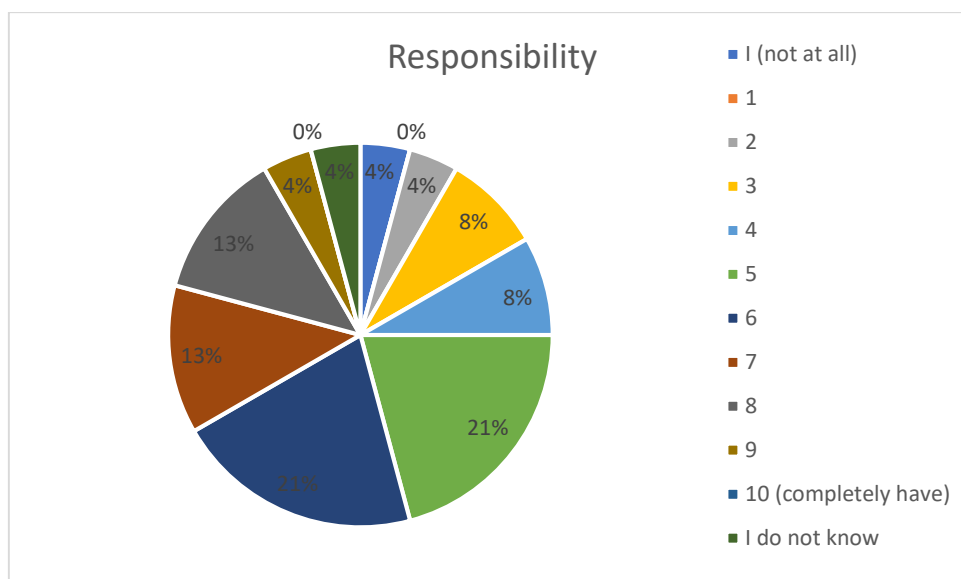
- **The 10th question** was about the situational soft skills that employees need in their organization

The eleven options available for respondents to choose from were: Problem-solving, Flexibility/Adaptability, Cooperation, Planning, Goal setting, Emotional intelligence, Time management, Effectiveness, Negotiation, Resilience and Authority. Problem-solving was the most selected options chosen by 18 respondents, constituting 13.8% of the total respondents followed by: Flexibility/Adaptability 17 (13.1%), Cooperation 15 (11.5%), Planning 14 (10.8%), Goal setting 14 (10.8%), Emotional intelligence 11 (8.5%), Time management 11 (8.5%), Effectiveness 10 (7.7%), Negotiation 8 (6.2%), Resilience 7 (5.4%) and Authority 5 (3.8%).

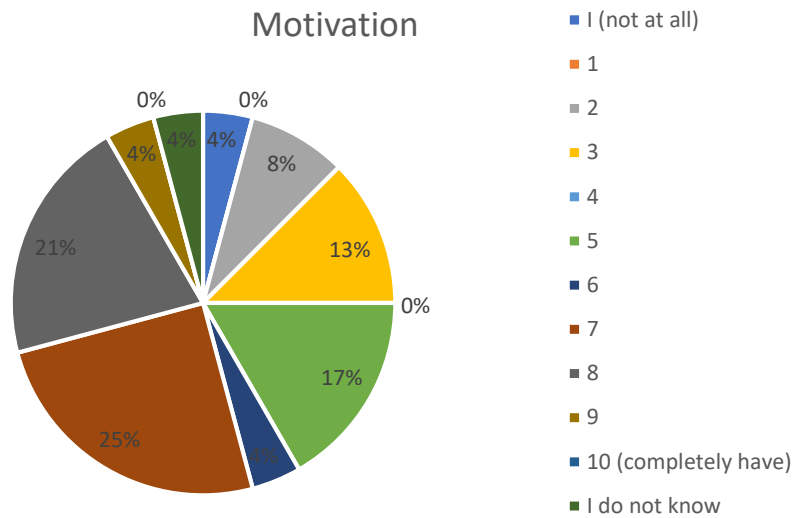


The 11th question pertained to the respondent's attitudes regarding which personal skills students or workers already possess and to what extent, in their opinion. They were offered eleven soft skills for which they chose on a scale from 1 (not at all) to 10 (completely have).

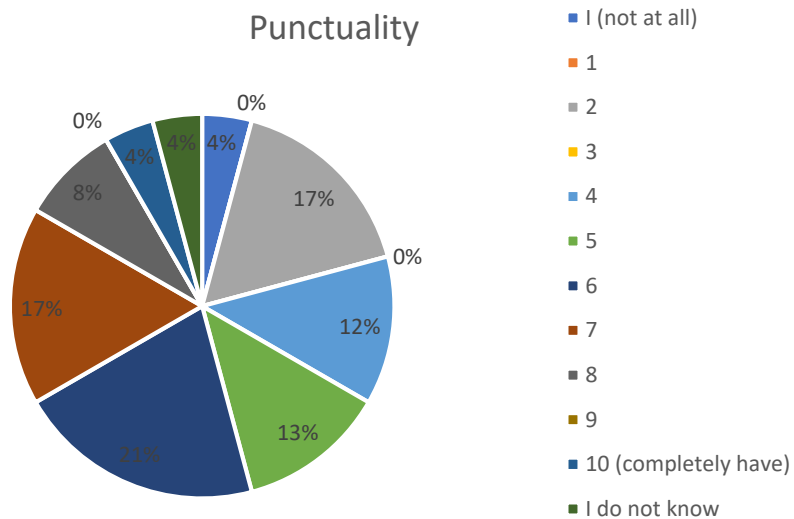
For Responsibility, a rating of 5 dominated (21%); for Motivation, a rating of 7 dominated (25%); for Punctuality, a rating of 6 dominated (21%); for Mentoring, a rating of 7 dominated (17%); for Self-confidence, a rating of 7 dominated (29%); for Innovativeness, ratings of 3 and 5 dominated (17%); for Self-management, ratings of 3 and 6 dominated (25%); for Analysis, a rating of 7 dominated (29%); for Taking initiative, a rating of 6 dominated (25%); for Prioritization, ratings of 4 and 6 dominated (17%); and for Career management, a rating of 6 dominated (25%). The results for each skill are presented in the graphics below.



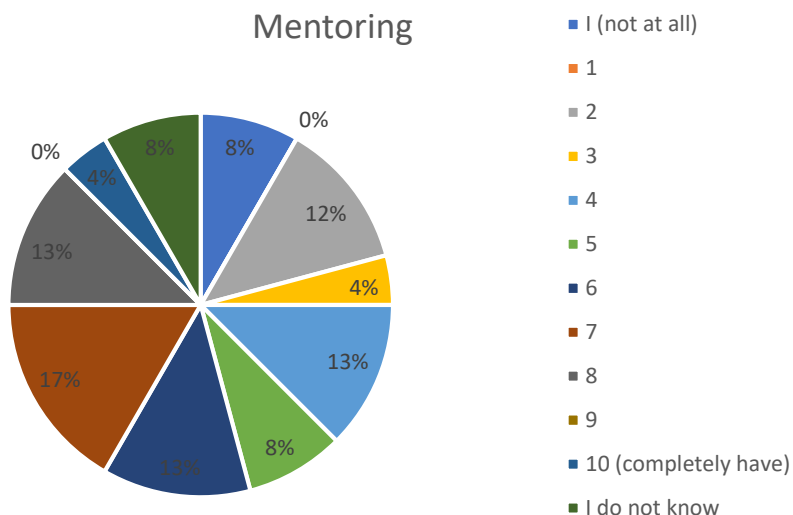
Motivation



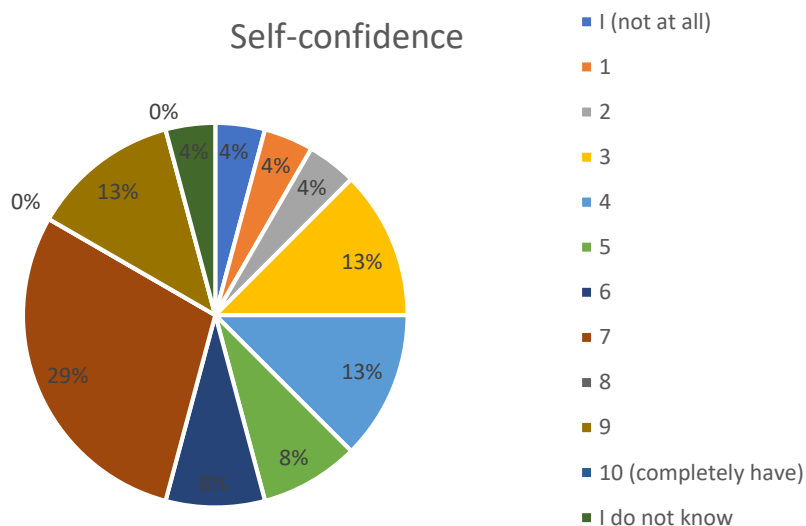
Punctuality



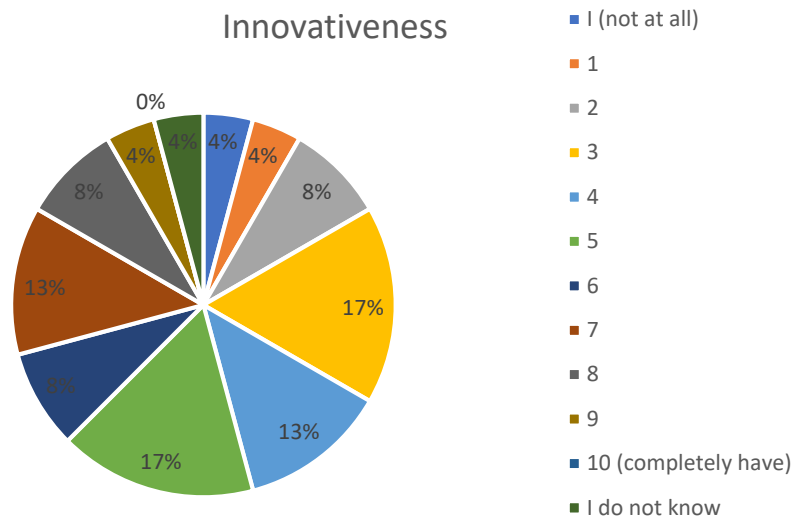
Mentoring



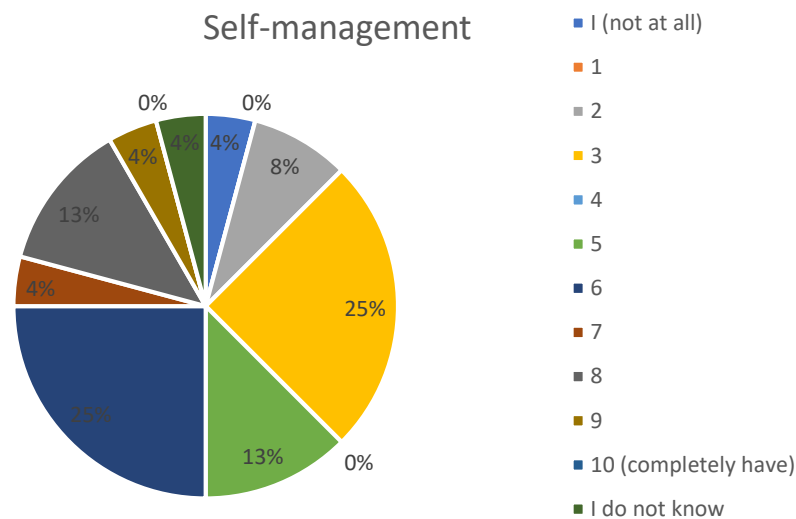
Self-confidence



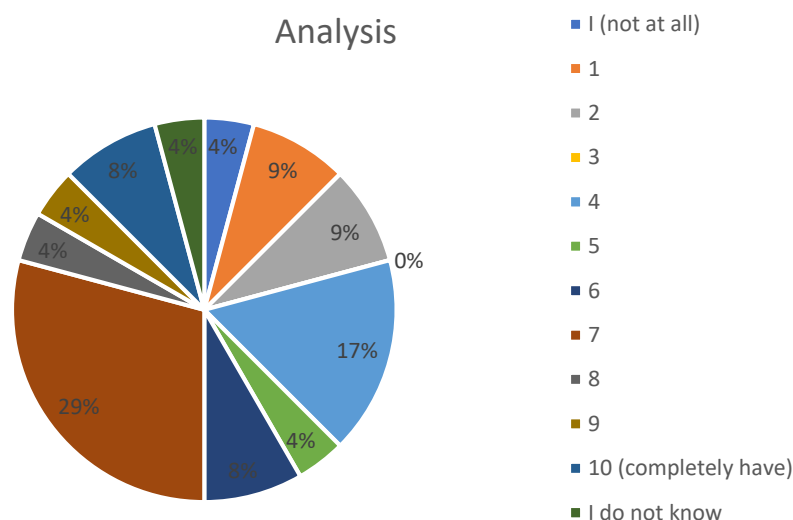
Innovativeness



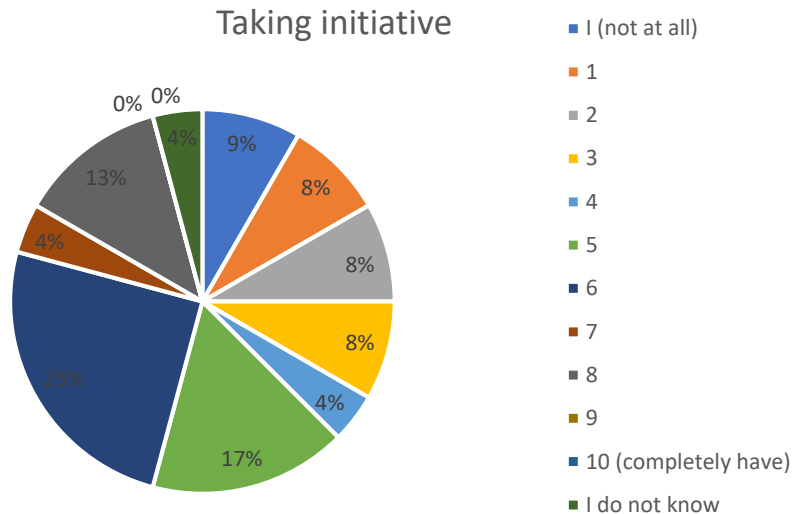
Self-management



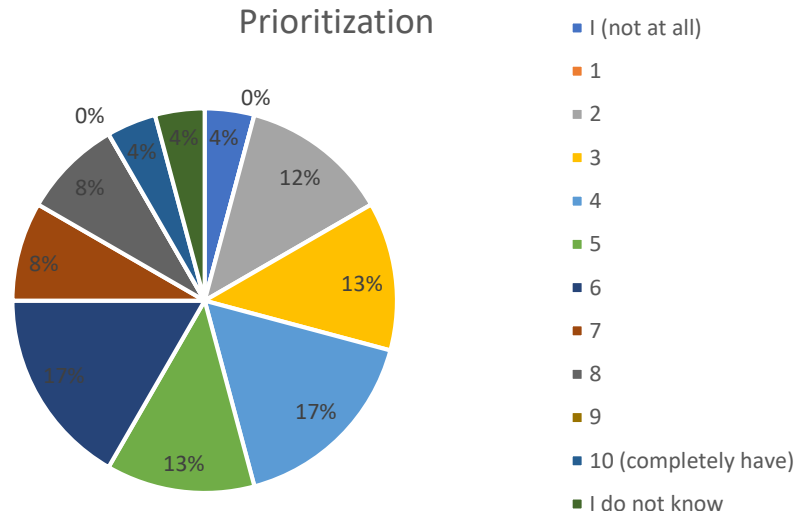
Analysis

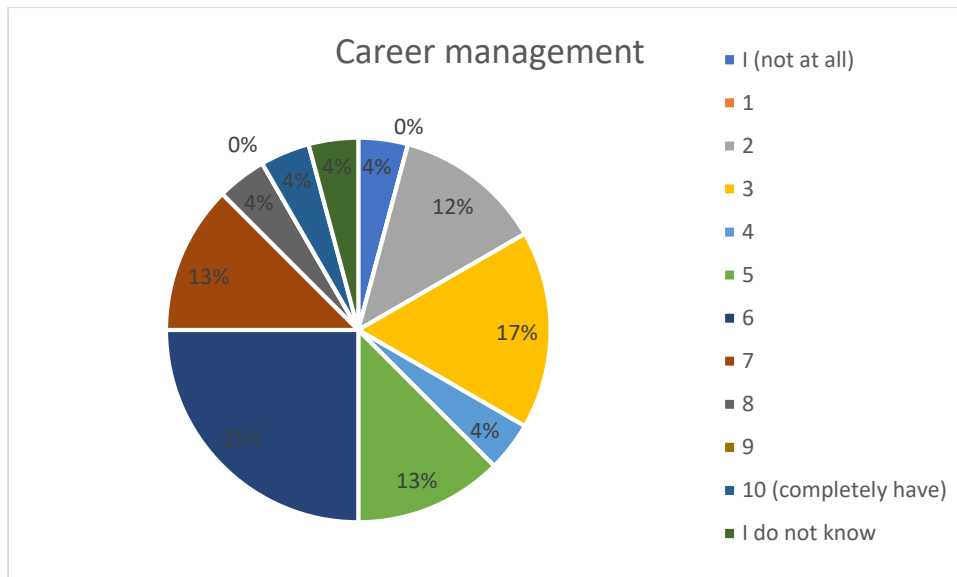


Taking initiative

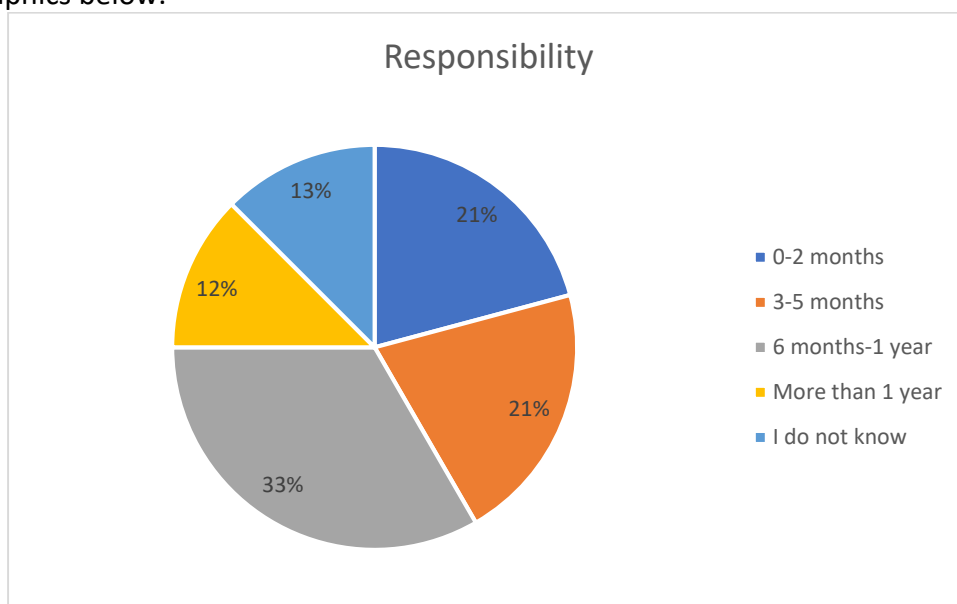


Prioritization



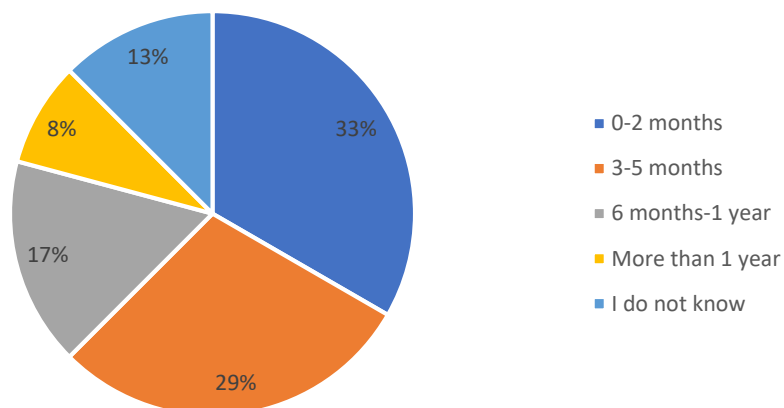


The 12th question referred to the respondent's attitude about how much time new hires need to master the previously defined eleven soft skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year, and the "I don't know" option. For Responsibility, respondents predominantly selected a period of 6 months – 1 year (33%); for Motivation, the period of 0-2 months dominated (33%); for Punctuality, the period of 3-6 months dominated (29%); for Mentoring, the period of 6 months – 1 year dominated (34%); for Self-management, the period of 6 months – 1 year dominated (37%); for Innovativeness, the period of more than 1 year dominated (46%); for Analysis, the period of more than 1 year dominated (38%); for Taking initiative, the period of more than 1 year dominated (42%); for Prioritization, the period of 6 months – 1 year dominated (38%); and for Career management, the period of more than 1 year dominated (38%). The results for each skill are presented in the graphics below.

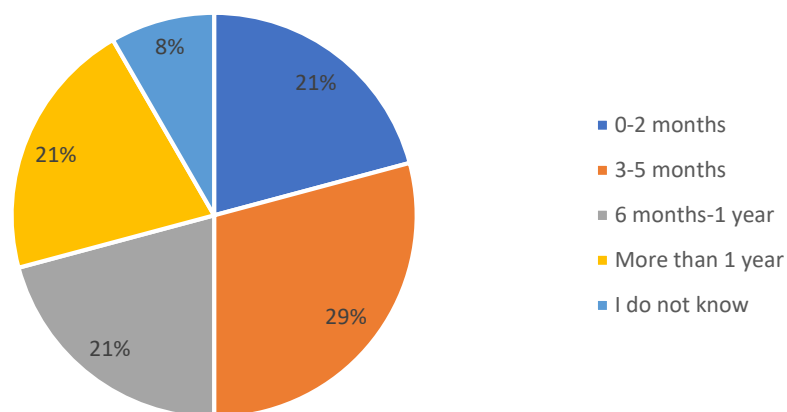




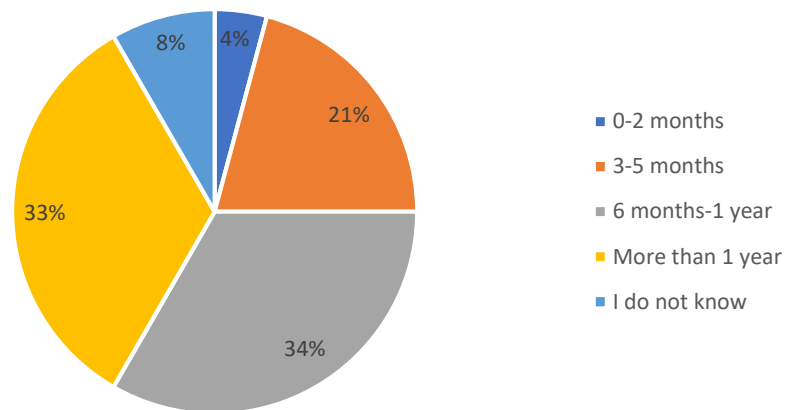
Motivation



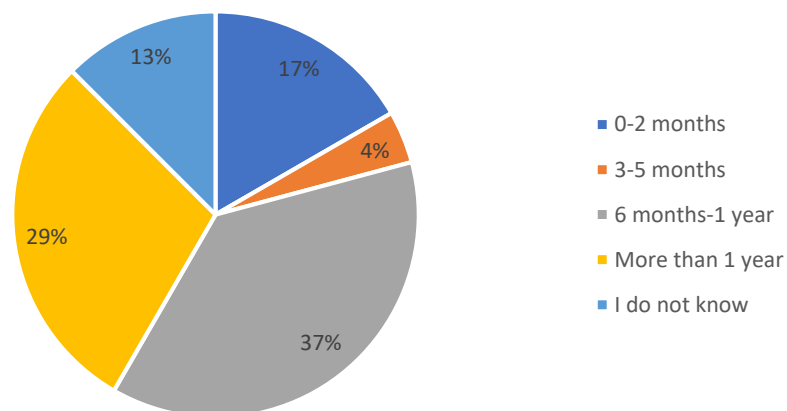
Punctuality



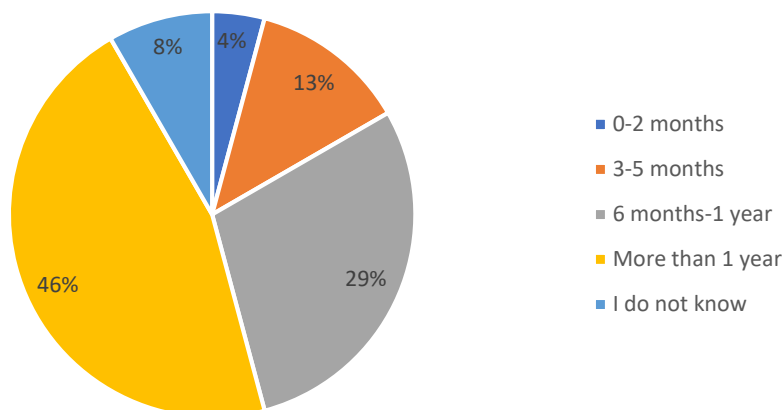
Mentoring



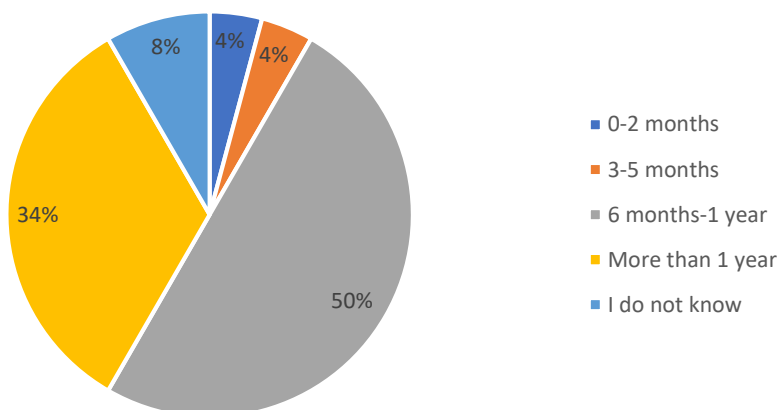
Self-confidence



Innovativeness

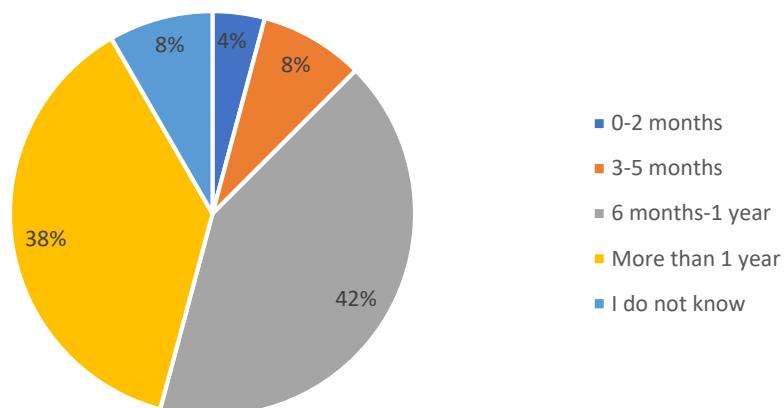


Self-management

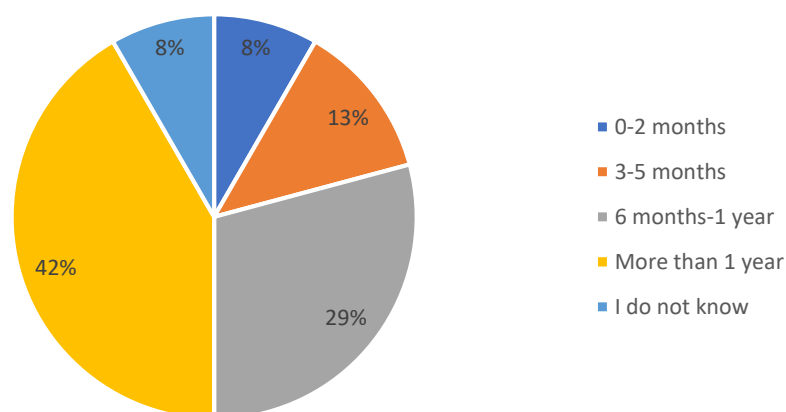




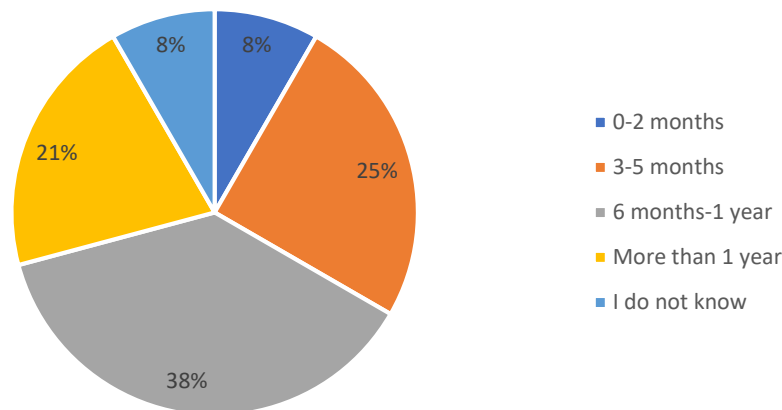
Analysis



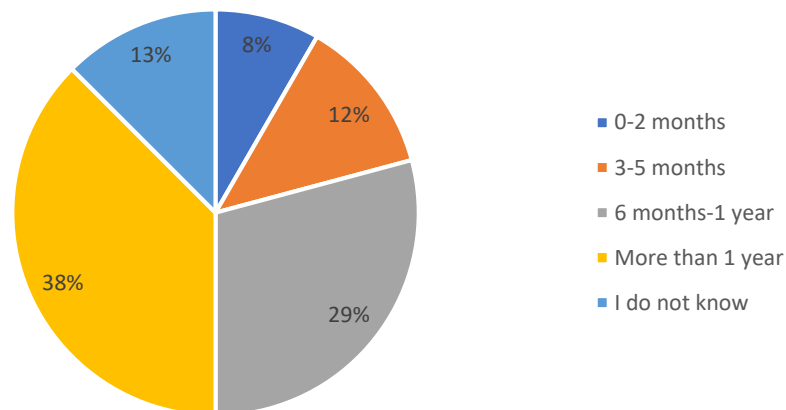
Taking initiative



Prioritization



Career management

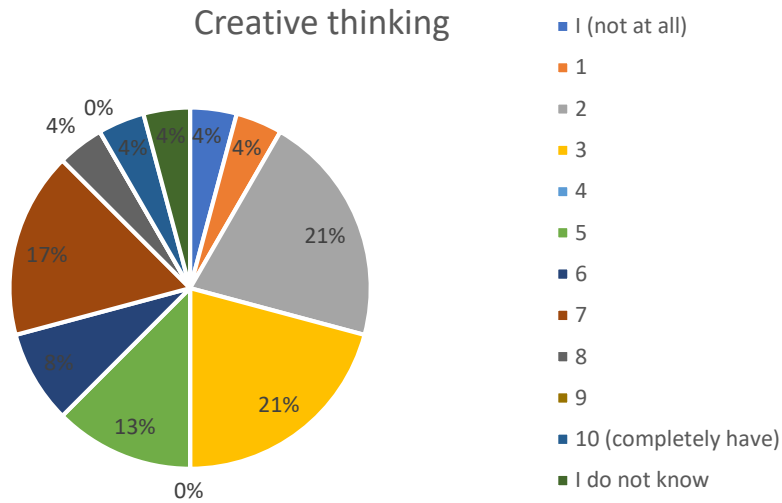


The 13th question referred to the attitude of the interviewees regarding which interpersonal skills students or workers already possess and to what extent, in their opinion. They were presented with nine interpersonal skills and asked to rate them on a scale from 1 (not at all) to 10 (completely have).

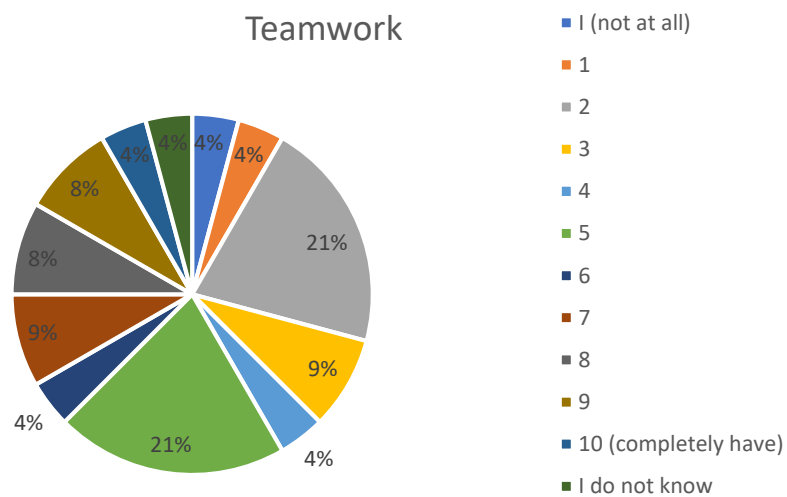
For Creative Thinking, a rating of 2 and 3 dominated (21%); for Teamwork, ratings of 2 and 5 dominated (21%); for Recognition, a rating of 2 dominated (21%); for Diverse Capacity, ratings of 3 and 5 dominated (17%); for Leadership, ratings of 2 and 5 dominated (25%); for Decision Making, a rating of 5 dominated (21%); for Conflict Management, a rating of 7 dominated (21%); for Communication, a rating of 6 dominated (33%) and for Intercultural Fluency, a rating of 6 dominated (25%). The results for each skill are presented in the graphics below.



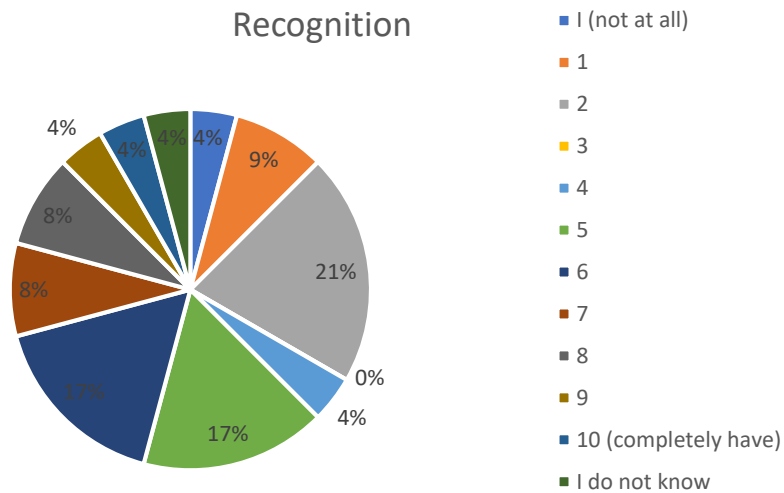
Creative thinking



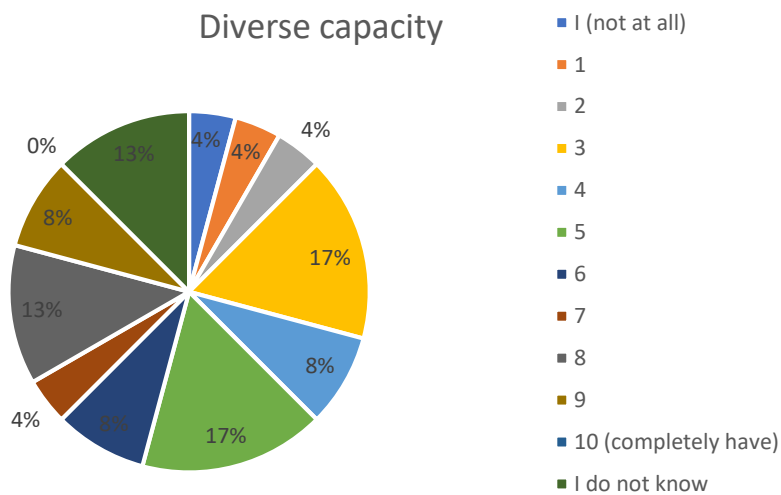
Teamwork



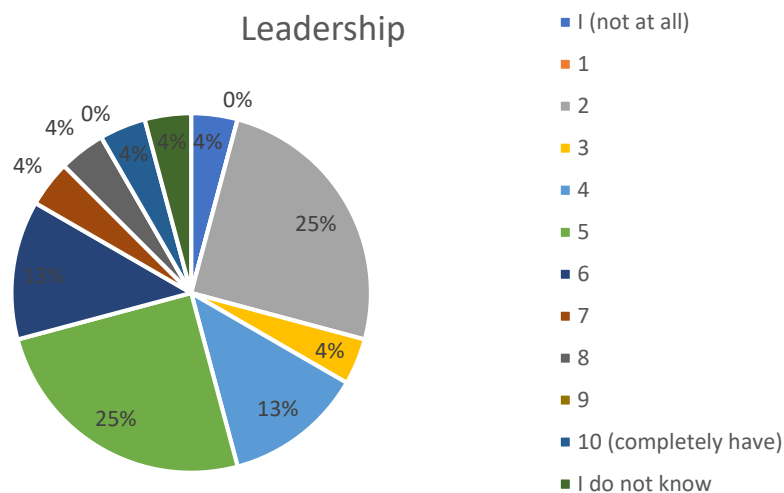
Recognition



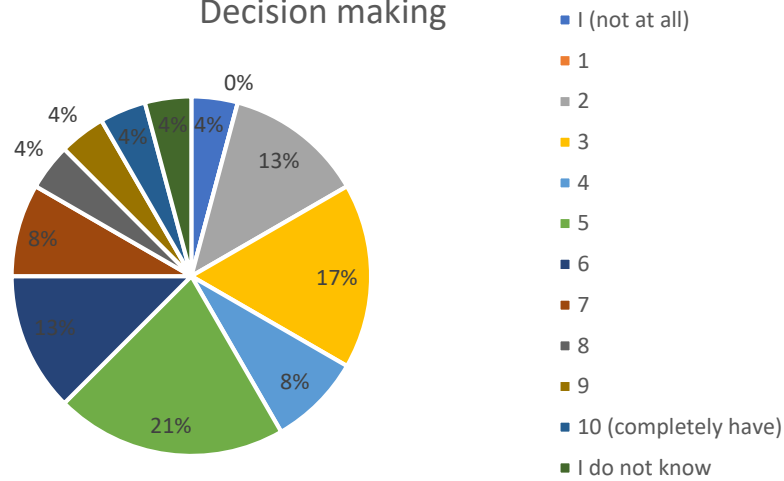
Diverse capacity



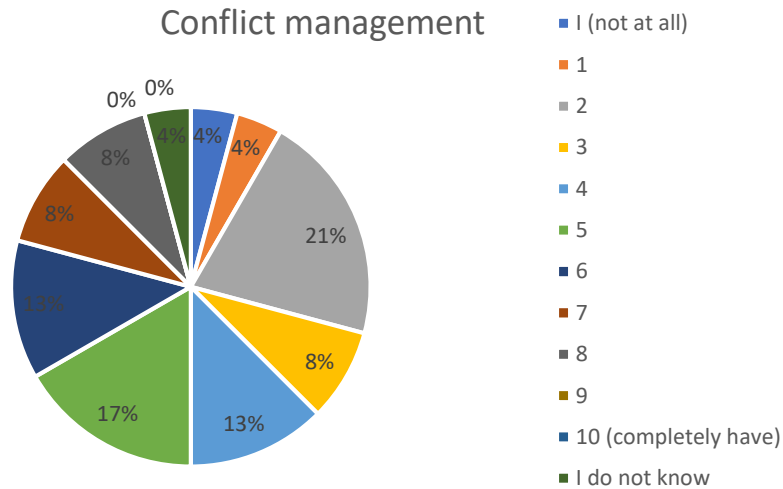
Leadership



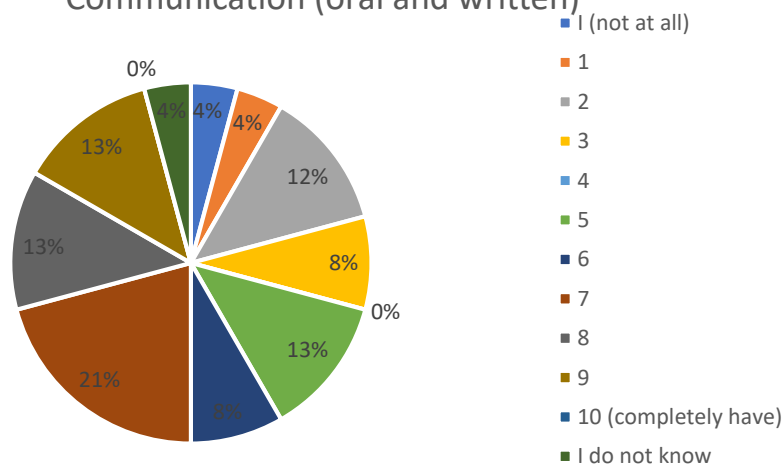
Decision making

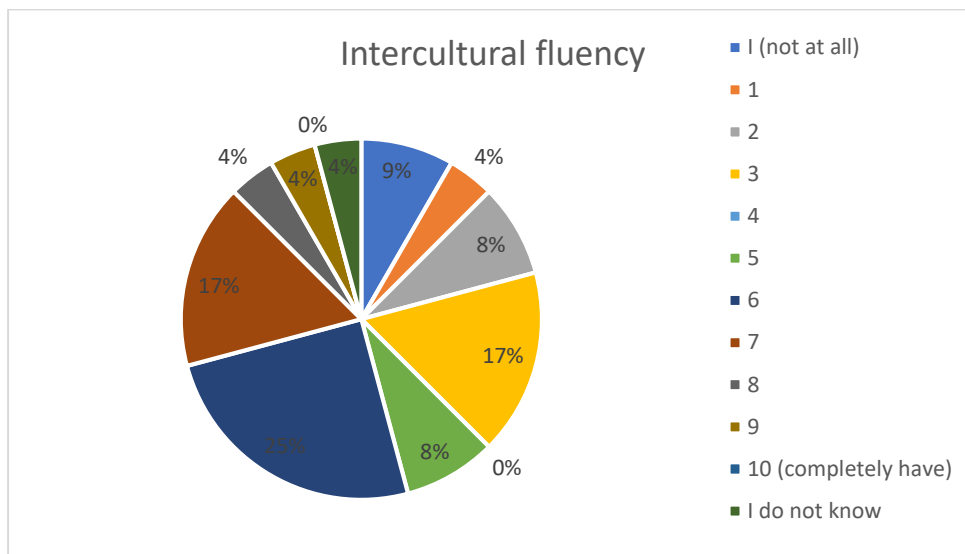


Conflict management



Communication (oral and written)



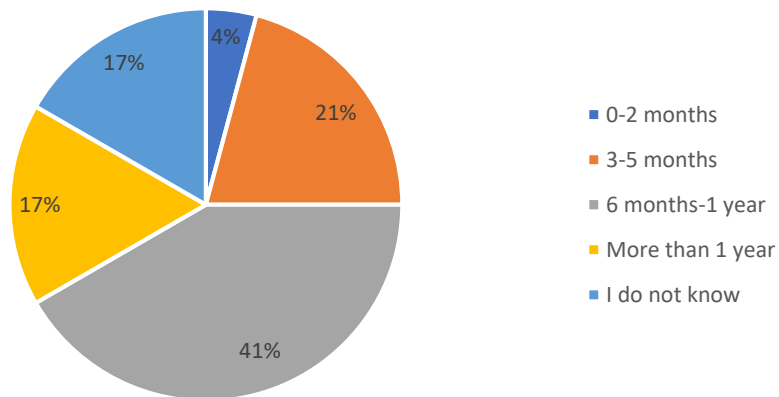


The 14th question referred to the respondent's attitude about how much time new hires need to master the previously defined nine interpersonal skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year, and the "I don't know" option.

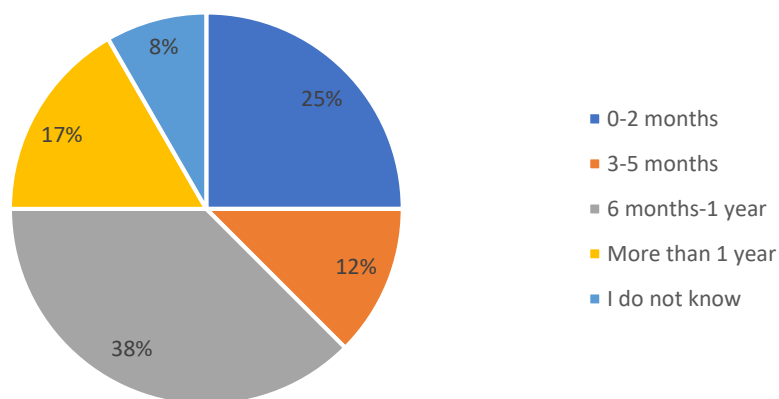
For Creative Thinking, the period from 6 months – 1 year dominated (41%); for Teamwork, the period from 6 months – 1 year dominated (38%); for Recognition, the period from 6 months – 1 year dominated (38%); for Diverse Capacity, the period from 6 months – 1 year dominated (42%); for Leadership, the period of more than 1 year dominated (58%); for Decision Making, the period more than 1 year dominated (33%); for Conflict Management, the periods from 6 months – 1 year and more than 1 year dominated (42%); for Communication, the period from 6 months – 1 year dominated (50%); and for Intercultural Fluency, the periods from 6 months – 1 year dominated (62%). The results for each skill are presented in the graphics below.



Creative thinking

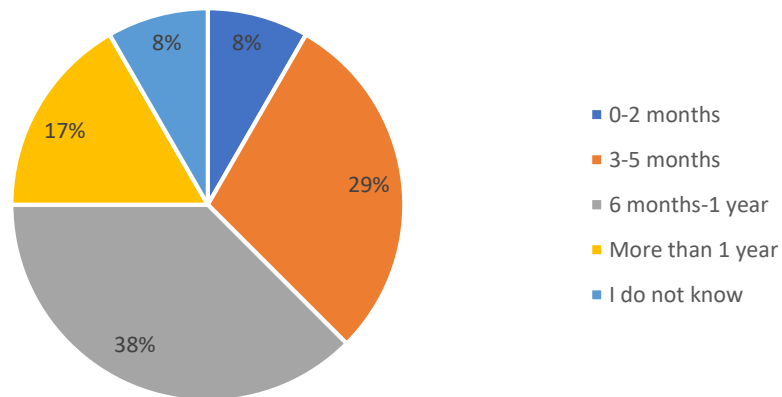


Teamwork

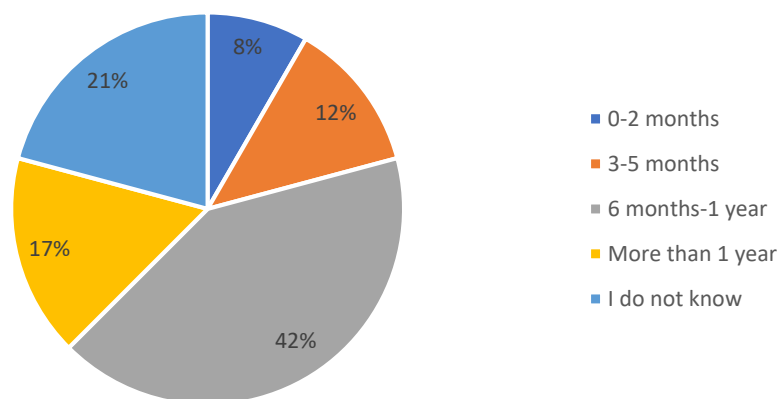




Recognition

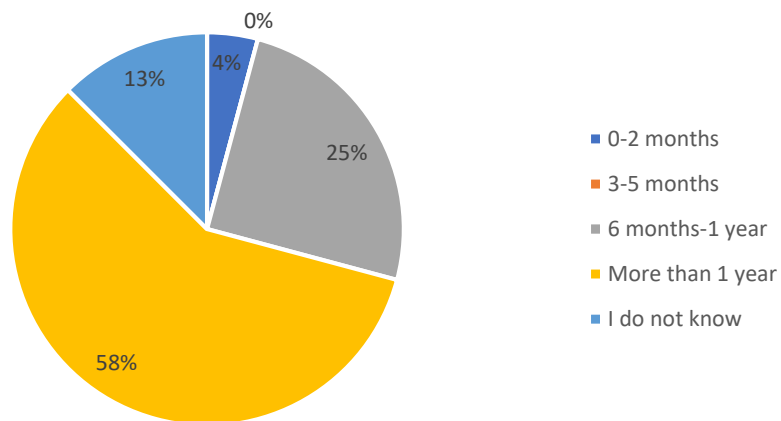


Diverse capacity

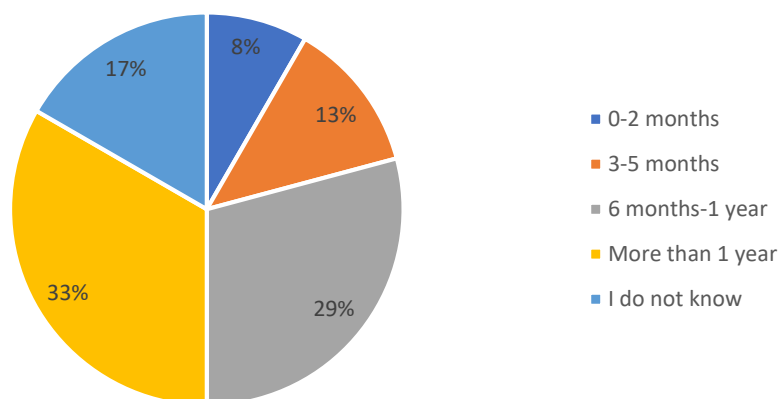




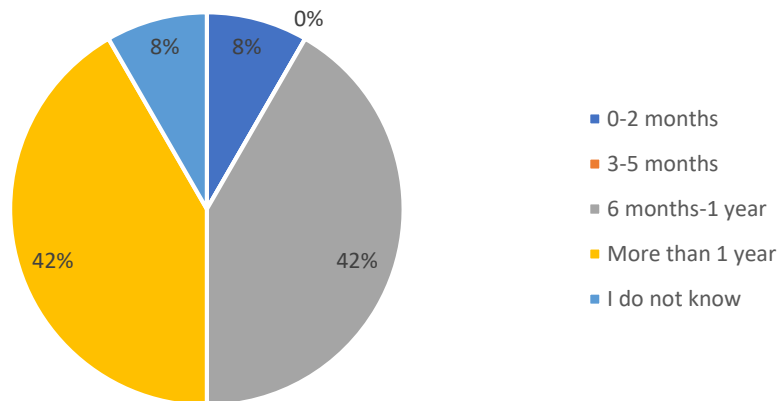
Leadership



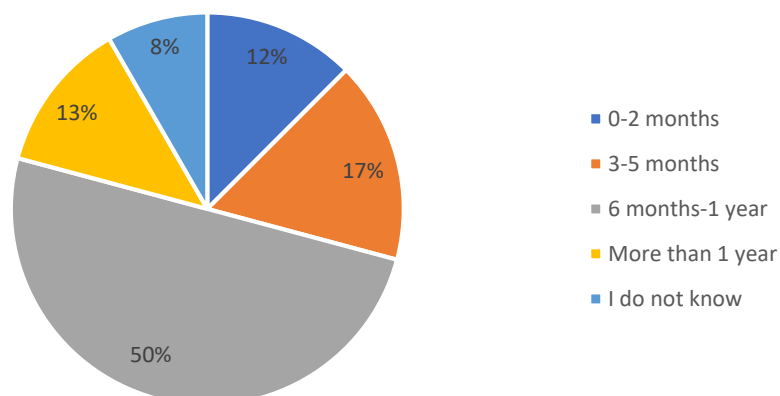
Decision making

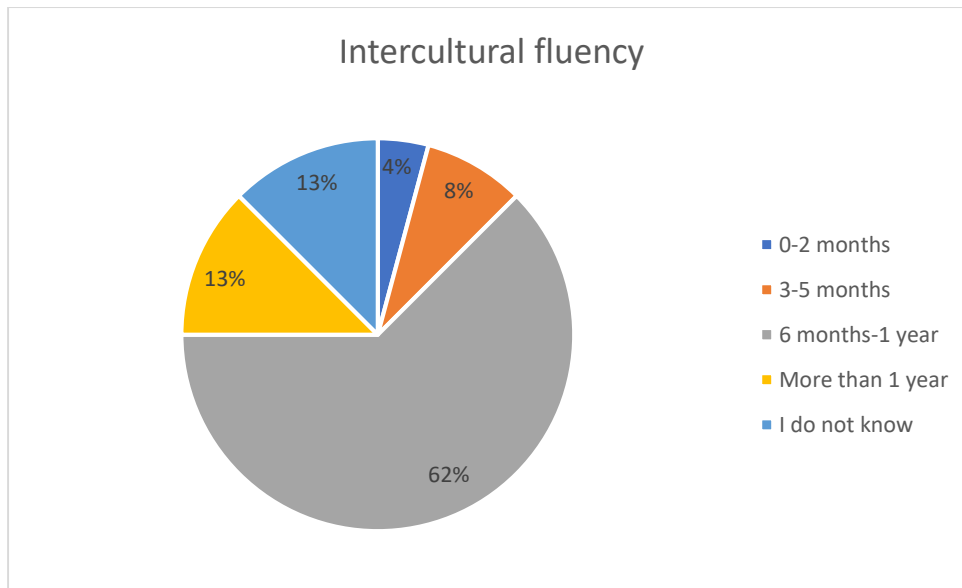


Conflict management



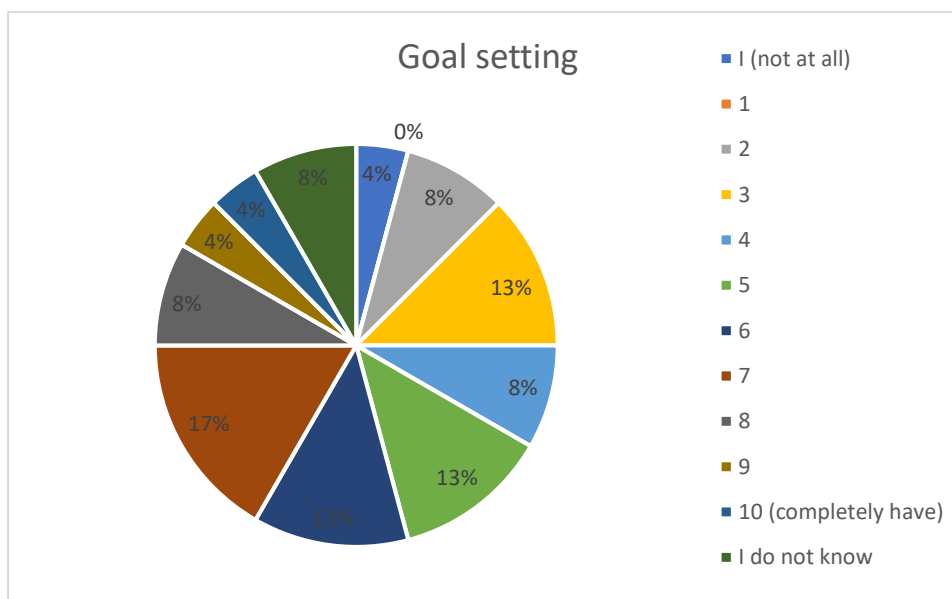
Communication (oral and written)





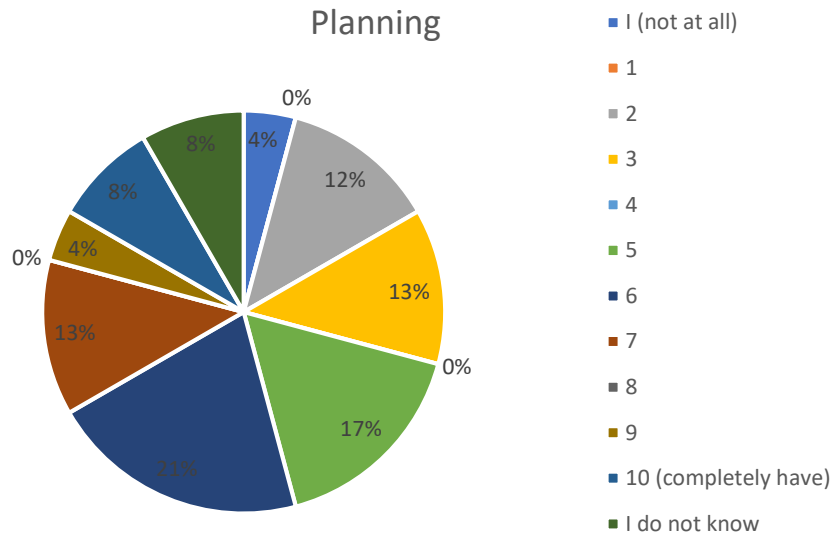
- **The 15th question** referred to the attitude of the interviewees about what situational skills and to what extent, in their opinion, students or workers already have them. They were offered eleven situational skills for which they chose on a scale from 1 (not at all) to 10 (completely have).

For Goal setting, a rating of 7 dominated (17%); for Planning, a rating of 6 dominated (21%); for Cooperation, a rating of 8 dominated (25%); for Negotiation, a rating of 5 dominated (21%); for Resilience, a rating of 5 dominated (21%); for Authority, a rating of 3 dominated (25%); for Effectiveness, a rating of 7 dominated (29%); for Problem solving, ratings of 5 and 8 dominated (17%); for Flexibility/Adaptability, ratings of 7, 8, and 9 dominated (13%); for Time-management, ratings of 6 and 8 dominated (21%); and for Emotional intelligence, ratings of 5 and 6 dominated (17%). The results for each skill are presented in the graphics below.

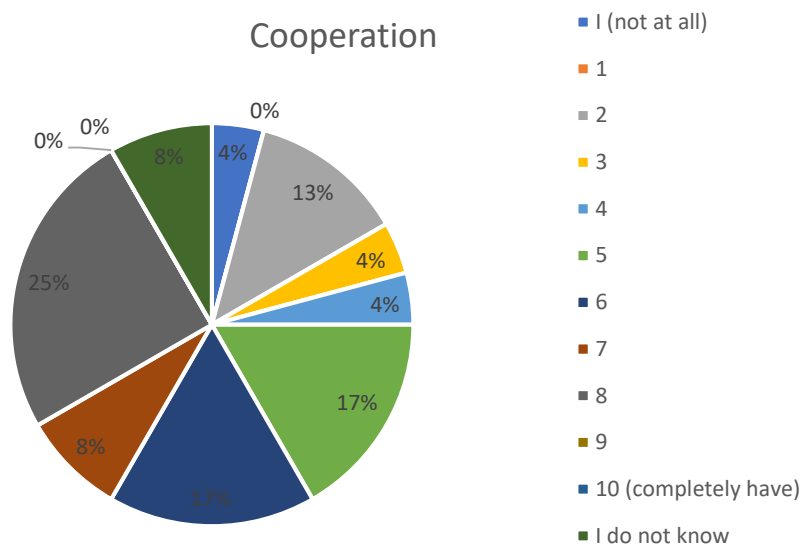




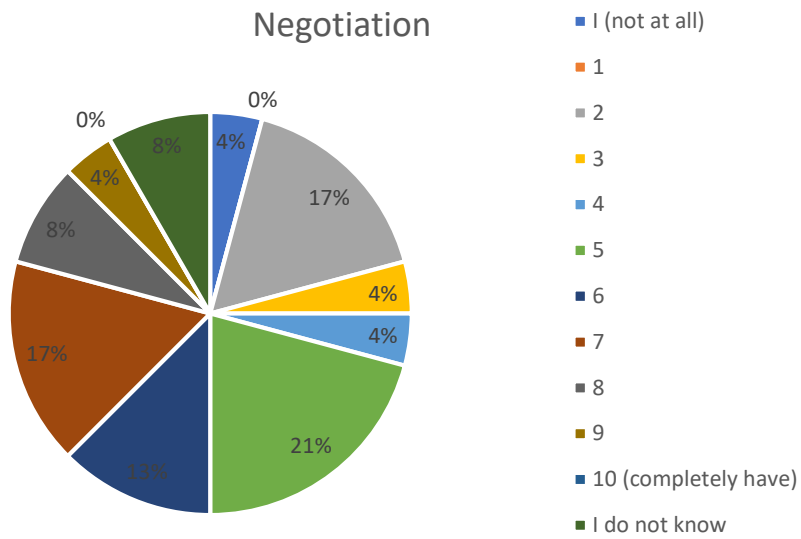
Planning



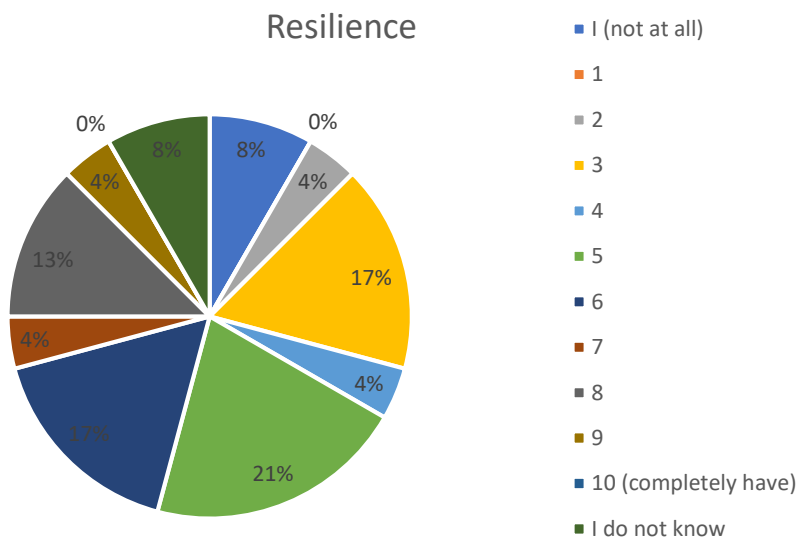
Cooperation



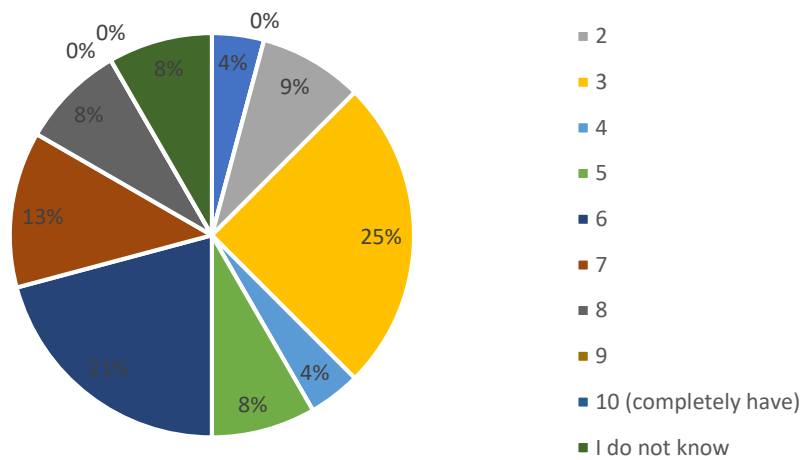
Negotiation



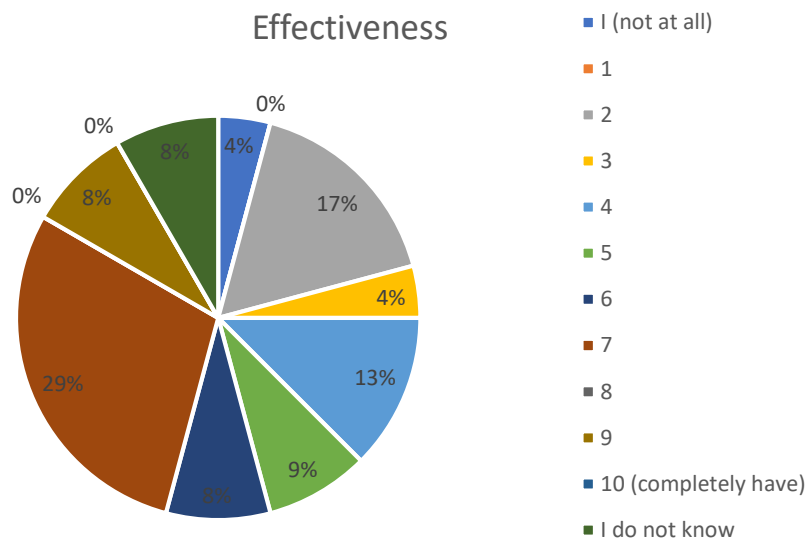
Resilience

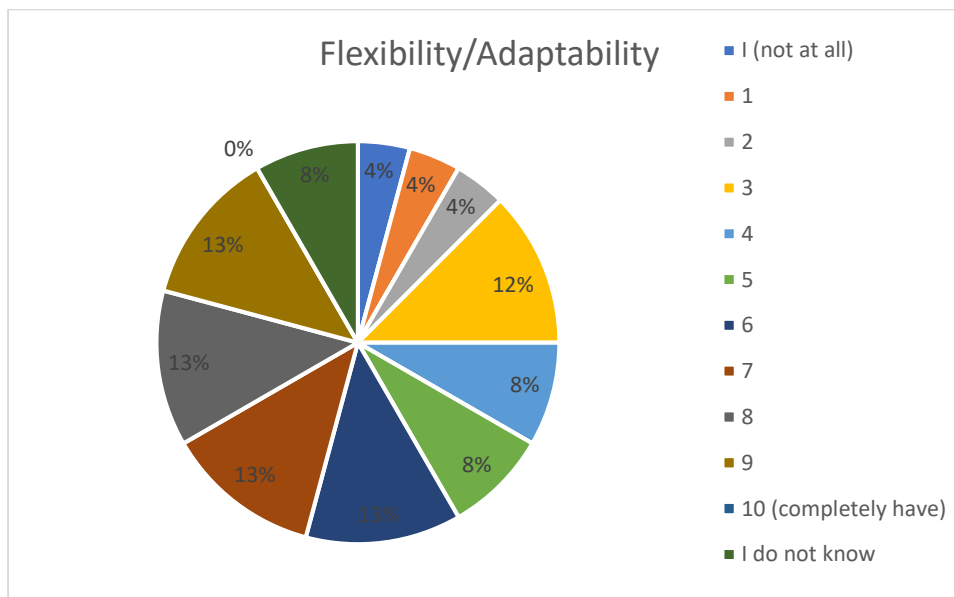
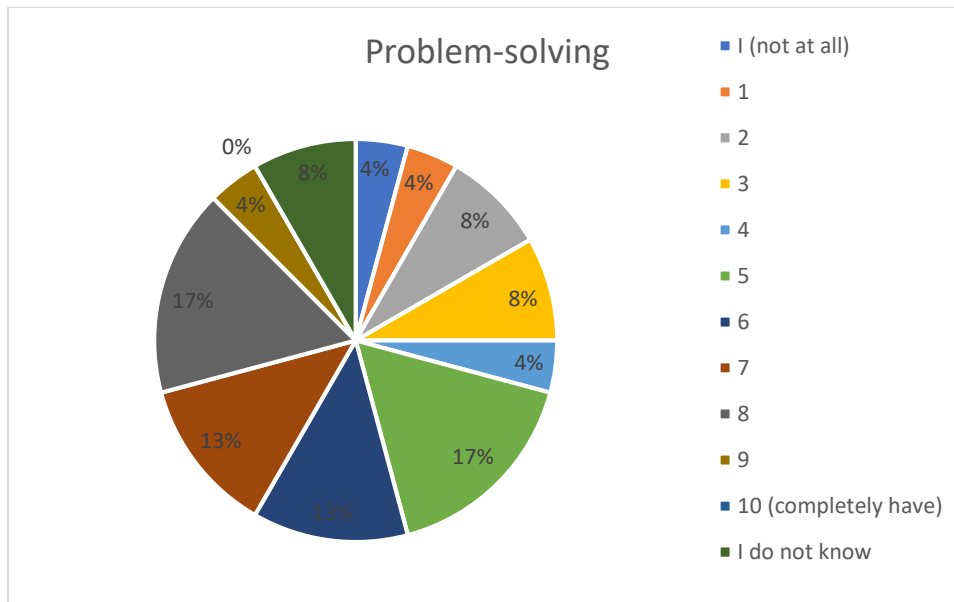


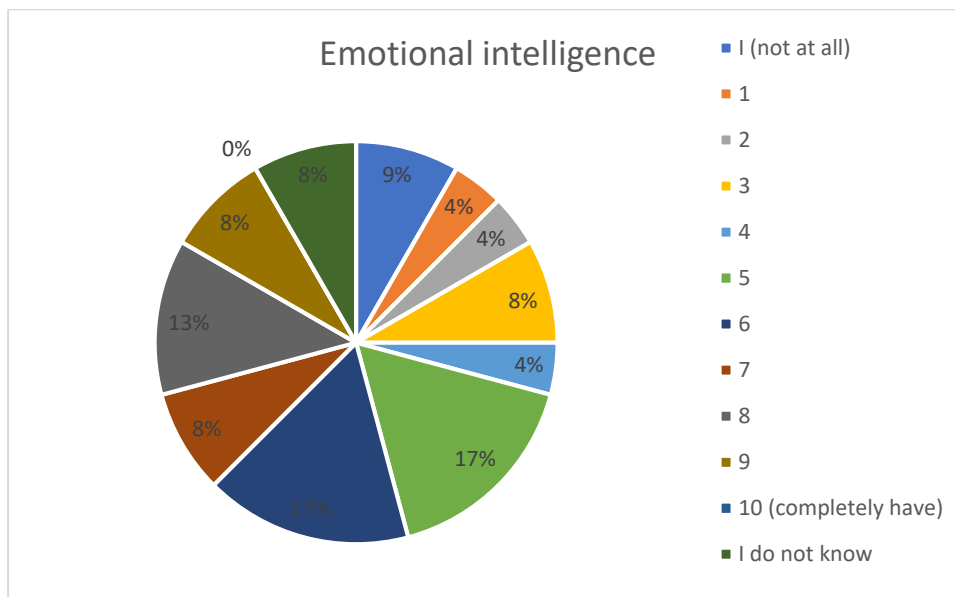
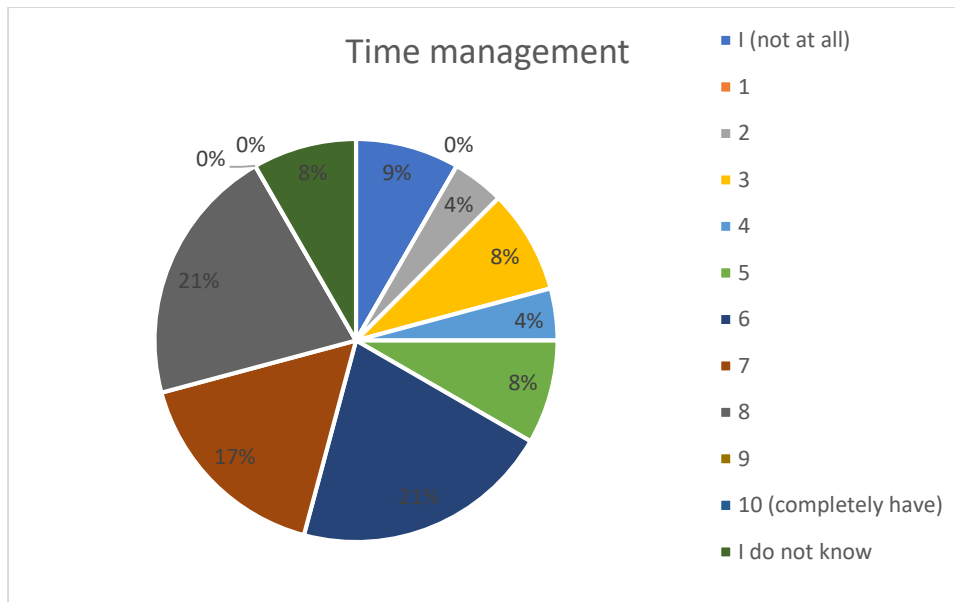
Authority



Effectiveness



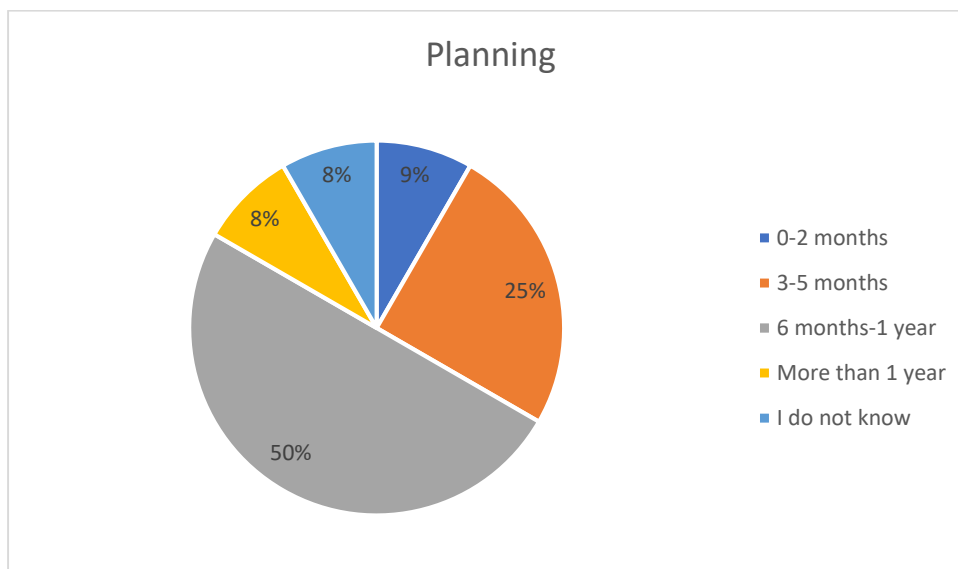
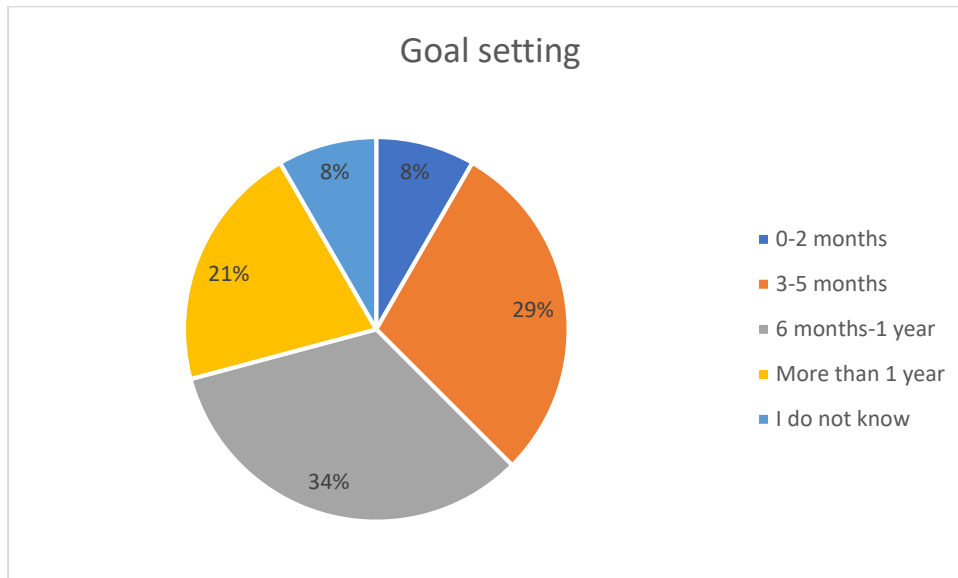




The 16th question referred to the respondent's attitude about how much time new hires need to master the previously defined eleven situational skills. The following options were offered: 0-2 months; 3-6 months; 6 months - 1 year; more than 1 year, and the "I don't know" option.

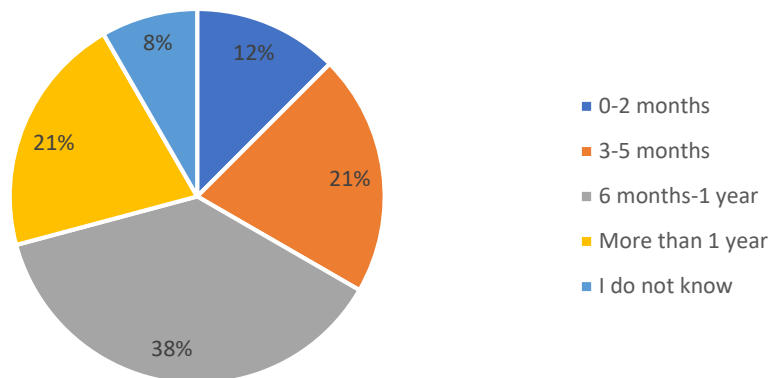
For Goal Setting, respondents predominantly selected a period of 6 months – 1 year (34%); for Planning, a period of 6 months – 1 year dominated (50%); for Negotiation, a period of more than 1 year dominated (50%); for Cooperation, a period of 6 months – 1 year dominated (38%); for Resilience, a period of 6 months – 1 year dominated (46%); for Authority, the period of more than 1 year dominated (46%); for Effectiveness, a period of 6 months – 1 year dominated (46%); for Problem Solving, a period of 6 months – 1 year dominated (46%); for Flexibility/Adaptability, a period of 6 months – 1 year dominated (46%); for Time-

management, a period of 6 months – 1 year dominated (63%); and for Emotional Intelligence, a period of 6 months – 1 year dominated (33%). The results for each skill are presented in the graphics below.

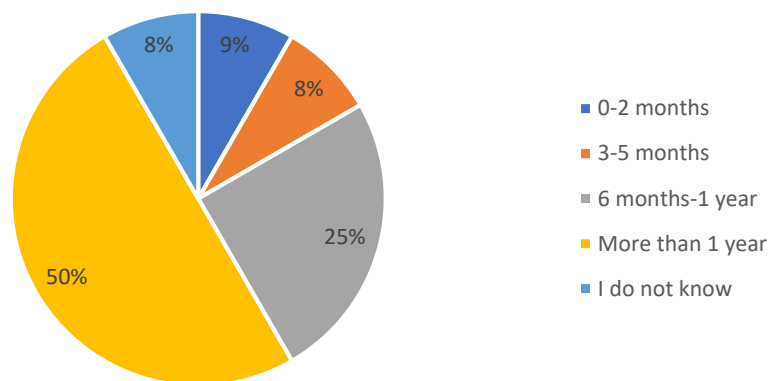




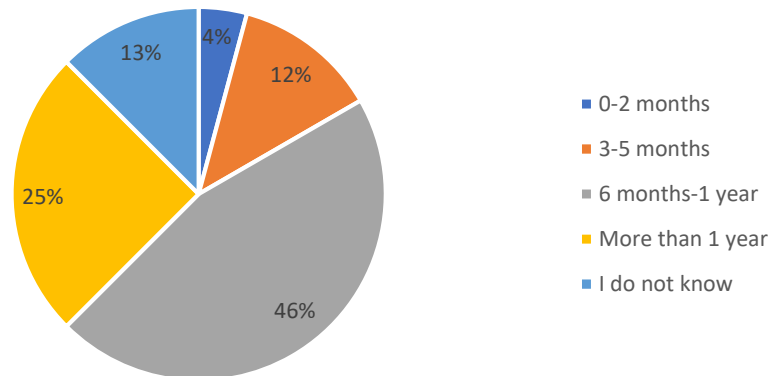
Cooperation



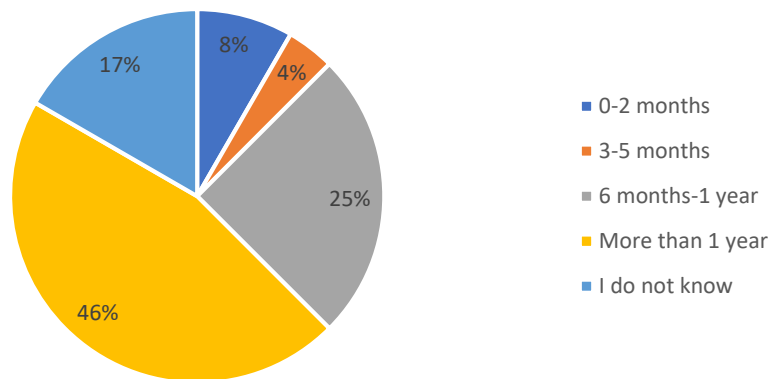
Negotiation



Resilience

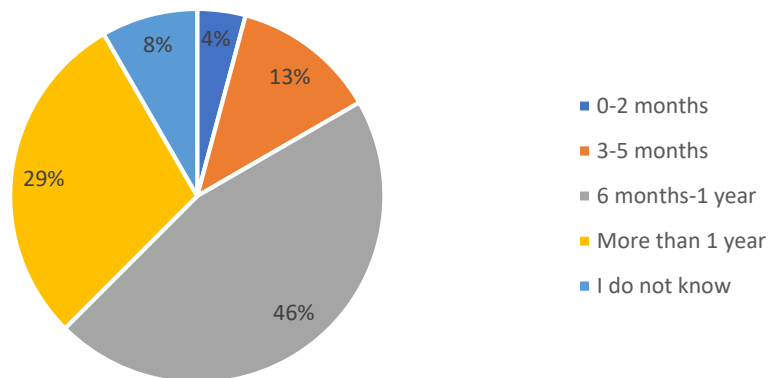


Authority

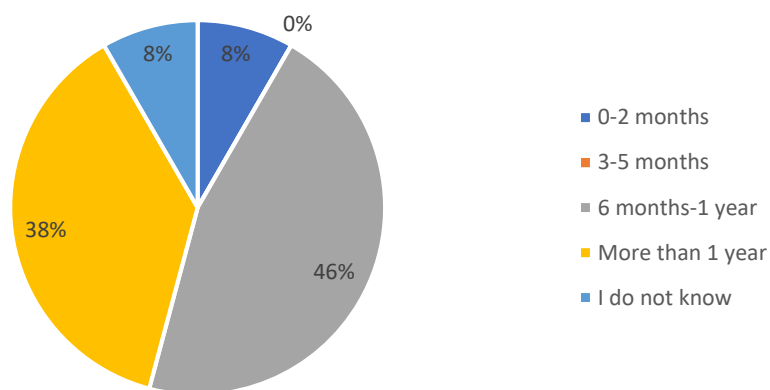




Effectiveness

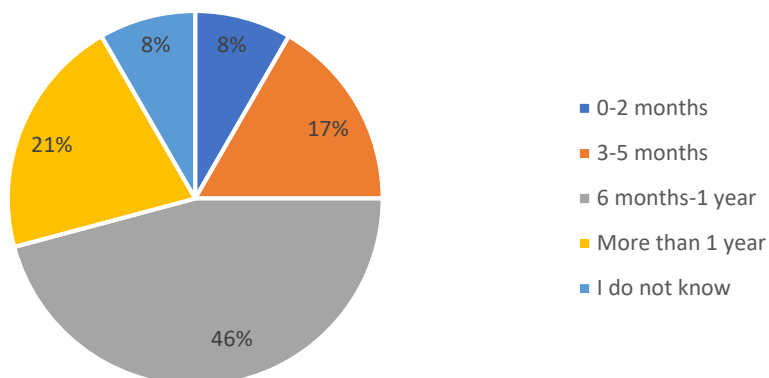


Problem-solving

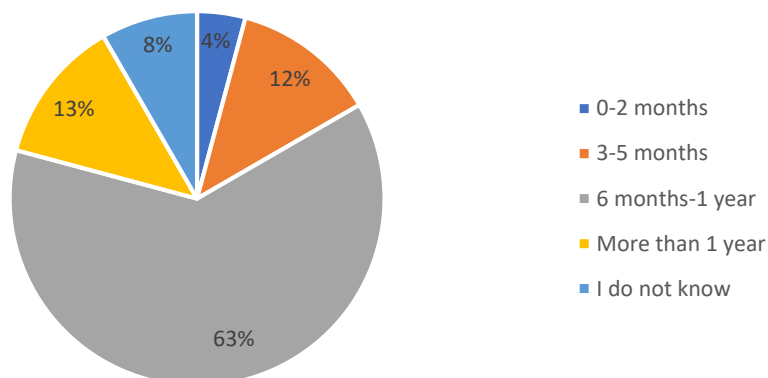


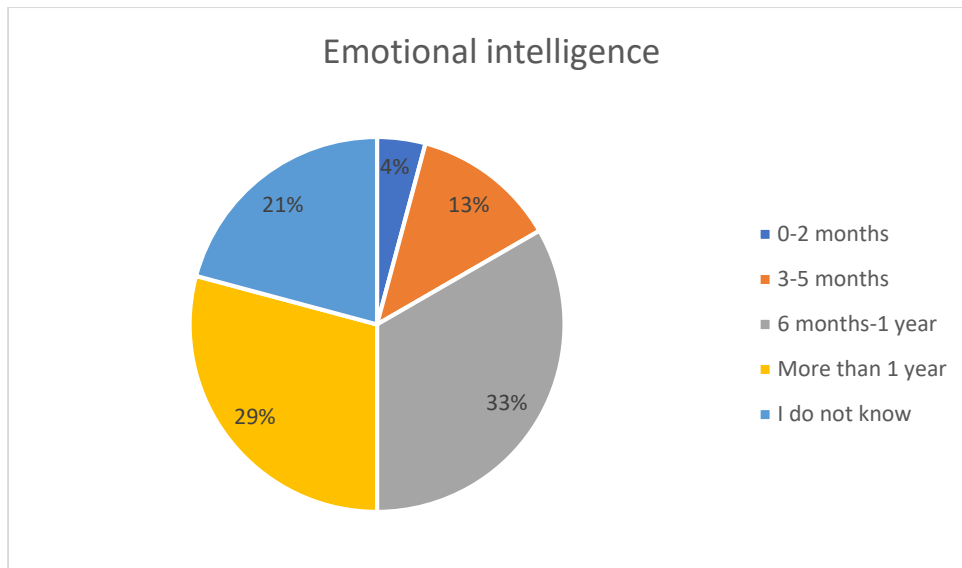


Flexibility/Adaptability



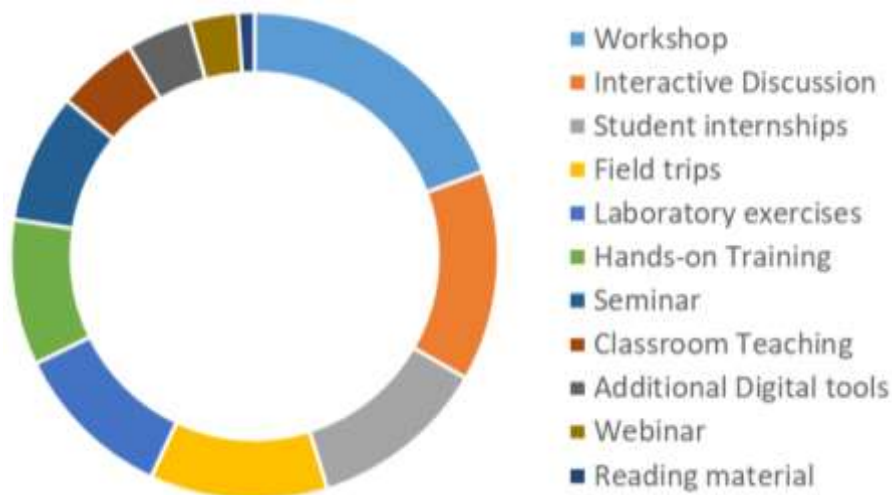
Time management





- **The 17th** question was regarding suggested teaching methods for selected skills

The eleven options available for respondents to choose from were: Workshop, Interactive Discussion, Student internships, Field trips, Laboratory exercises, Hands-on Training, Seminar, Classroom Teaching, Additional Digital tools, Webinar and Reading material. **Workshop was the preferred option chosen by 18 respondents, constituting 19.4%**, followed by Interactive Discussion 13 (14.0%), Student internships 11 (11.8%), Field trips 11 (11.8%), Laboratory exercises 10 (10.8%), Hands-on Training 9 (9.7%), Seminar 8 (8.6%), Classroom Teaching 5 (5.4%), Additional Digital tools 4 (4.3%), Webinar 3 (3.2%), Reading material 1 (1.1%).



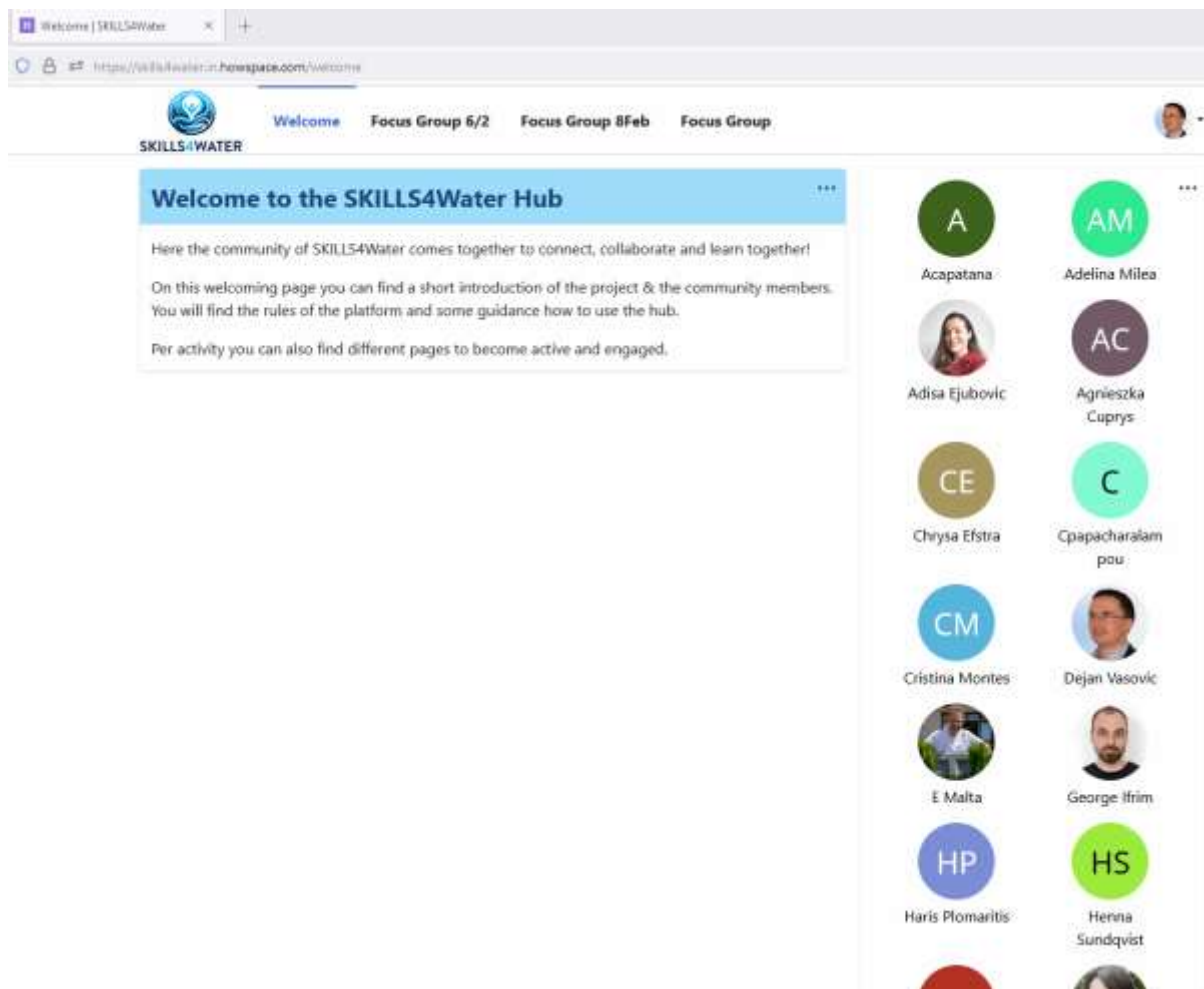
- **The 18th** question was regarding any other soft skill not mentioned in the survey that respondents believe is important for professionals in the water sector.

The answers contain statements as follows: empathy, emotional salary, change management, strategic decision making, design thinking, communication.

4.1 The focus groups results

After the primary data collection through the online survey in this first phase, the focus groups were organized in the second week of February through HowSpace platform (<https://skills4water.in.howspace.com/welcome>), facilitated by H2O-People B.V. to gain final insight into the necessary soft skills in the water sector. Each key consortium member per partner country selected/provided at least 5 key experts from the stakeholders' list to participate in the focus groups. The online survey results were thoroughly discussed with the experts in the focus groups followed by UNI collection and interpretation of the focus group results.

Selected representative sequences of the online focus groups activities are given in the following section.



HowSpace focus group welcome page

Focus Group 5/2: SKILLS4Water X

https://skills4water.howspace.com/focus-group-52

SKILLS4WATER

Welcome Focus Group 5/2 Focus Group 8Feb Focus Group

Path mode

Welcome in the focus group related to field research on the project Advancing the Integration of Soft Skills in Higher Education for Water (SKILLS4Water)! And in the SKILLS4Water Community Hub in which we will facilitate the session.

The aims of the project

- to equip students and young water professionals with essential soft skills, integrate them into higher education curricula, promote innovation and leadership in the European water industry, and disseminate related best practices across Europe.

Your insights will help us prioritize which skills are needed in the European water sector to include them in curricula and provide more skills-related training.

Outline Focus Group

The focus groups will last 1 hour and be facilitated through the HowSpace platform.

You will be acquainted with the preliminary results of the survey which was conducted in December, and afterward, brainstorm which soft skills are the most important to include in curricula and provide more skills-related training. You will also be asked about your level of satisfaction with the event. All participants will receive the certificate of appreciation after the event.

Next you can see your fellow participants, please check the privacy requirements below:

GDPR Question + pictures etc

Please enter how you prefer we can use your information:

You answered:
You can use data + pictures for internal & external communication

Change my answer

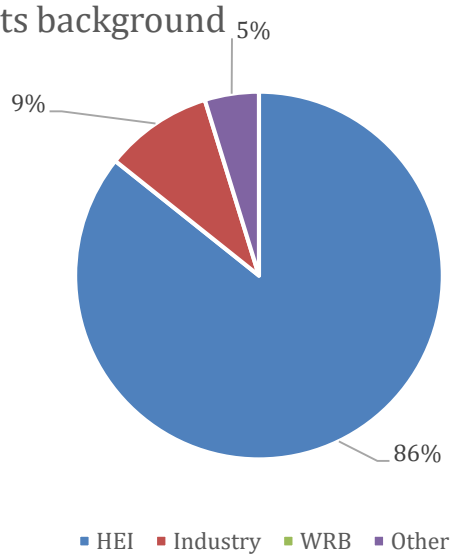
I participated in the Survey online

HowSpace focus group working page

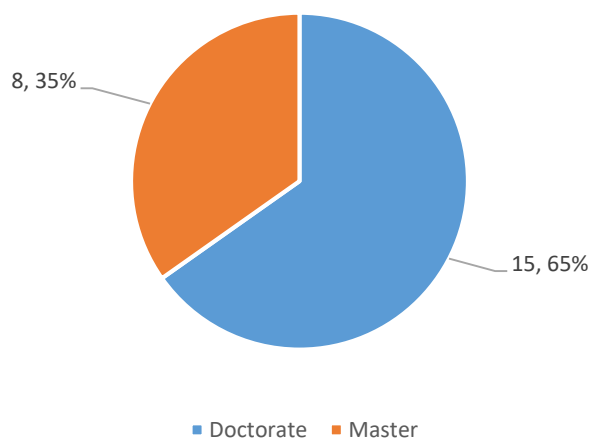
The work within the focus groups was organized as follows. The selected focus group participants first received an invitation to participate in the focus groups in a timely manner by sending an invitation by official email, where they were offered work dates. The participants in the focus groups had at their disposal two regular appointments for work, i.e. analysis of the data obtained through the online questionnaire, on February 6 and 8, 2024, which they could choose according to their obligations. After that, the process of work in focus groups was organized as follows: in the introductory part facilitated by H2O-People B.V. the HowSpace platform was presented, then the participants introduced themselves and got to know each other, and after that a brief overview of the results of the online survey was given by the UNI representatives. After that, the participants had the opportunity to analyse the identified personal, interpersonal and situational soft skills in an interactive environment and to select the most important ones for the water sector.

The results of the focus groups were extracted using HowSpace analytical tools and are given in the following part of the report. WRB abbreviation refers to water regulatory bodies.

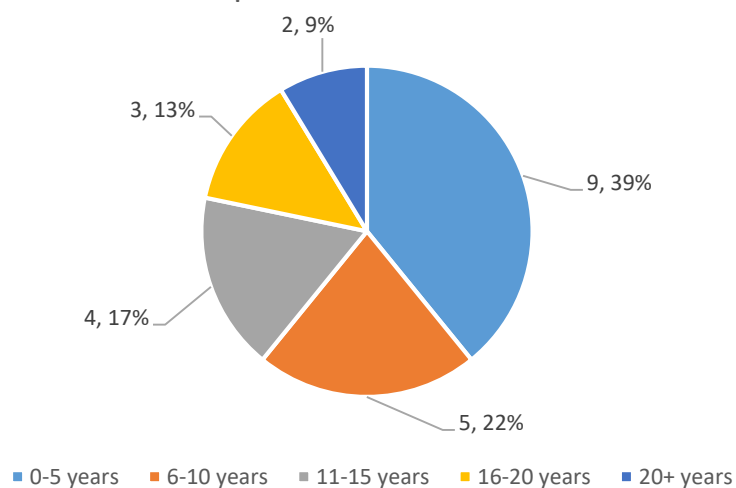
Participants background

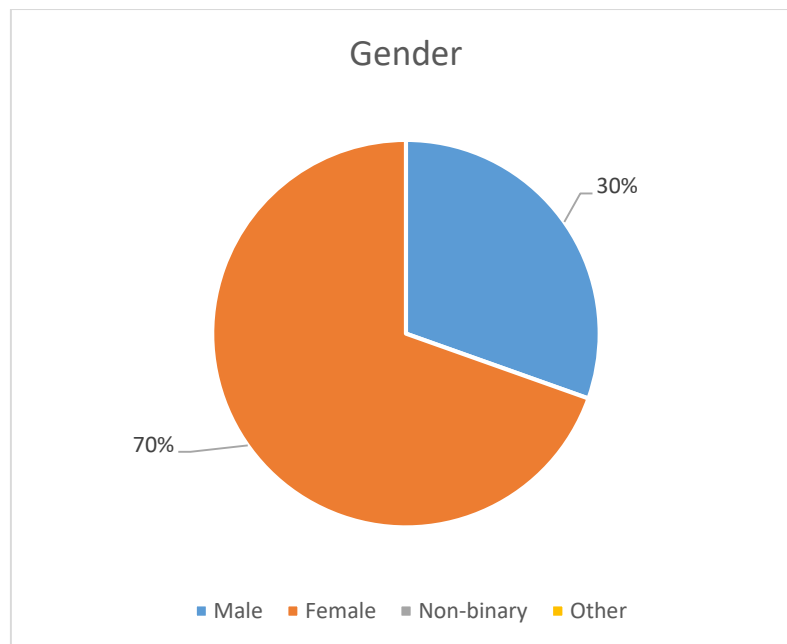


Level of education

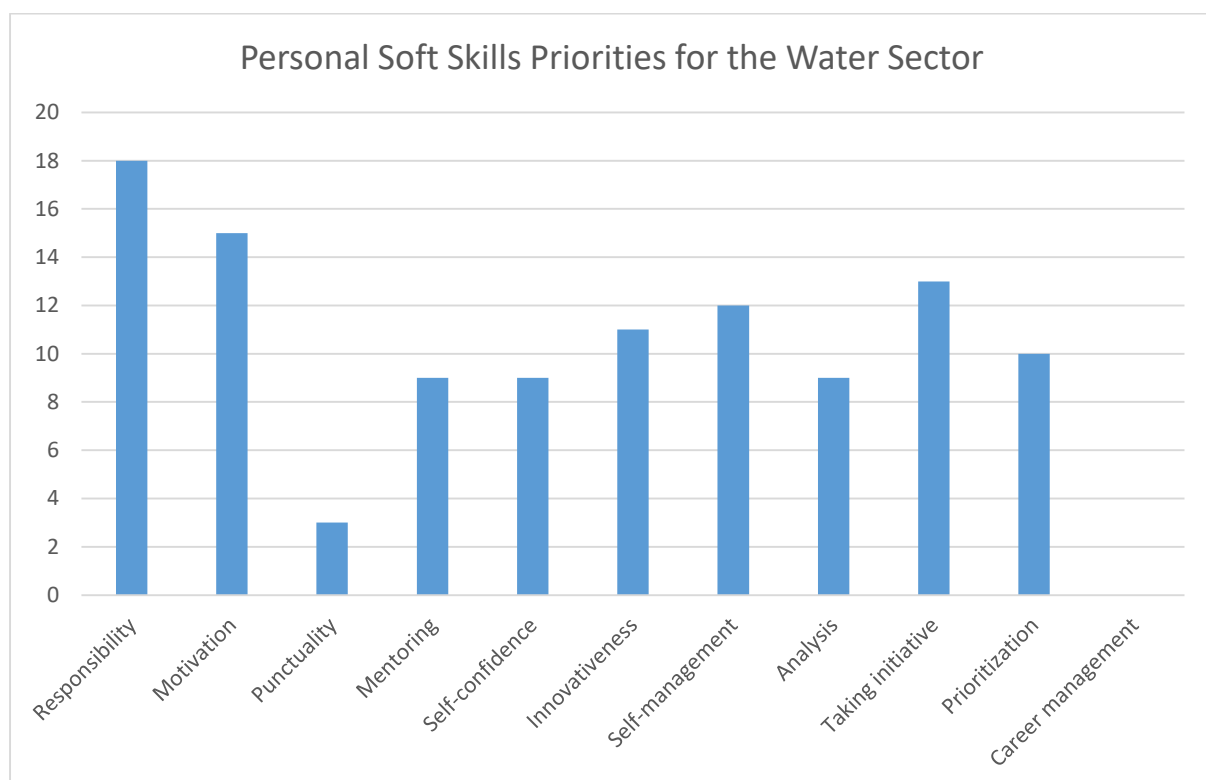


Level of experience in the water sector

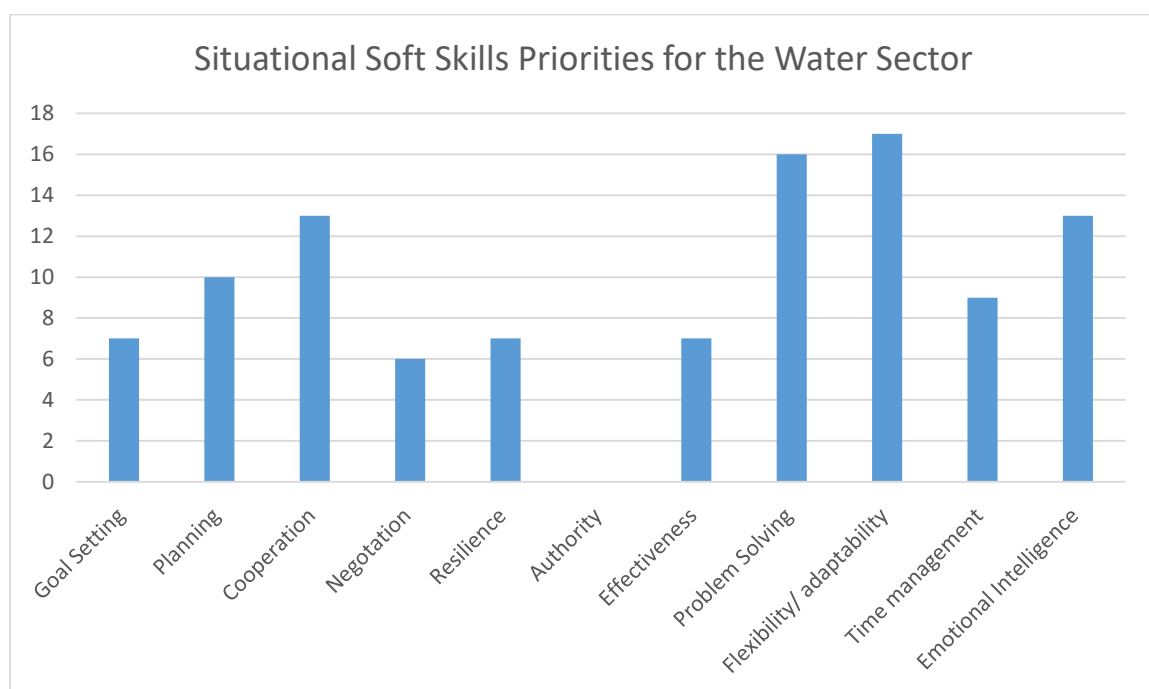
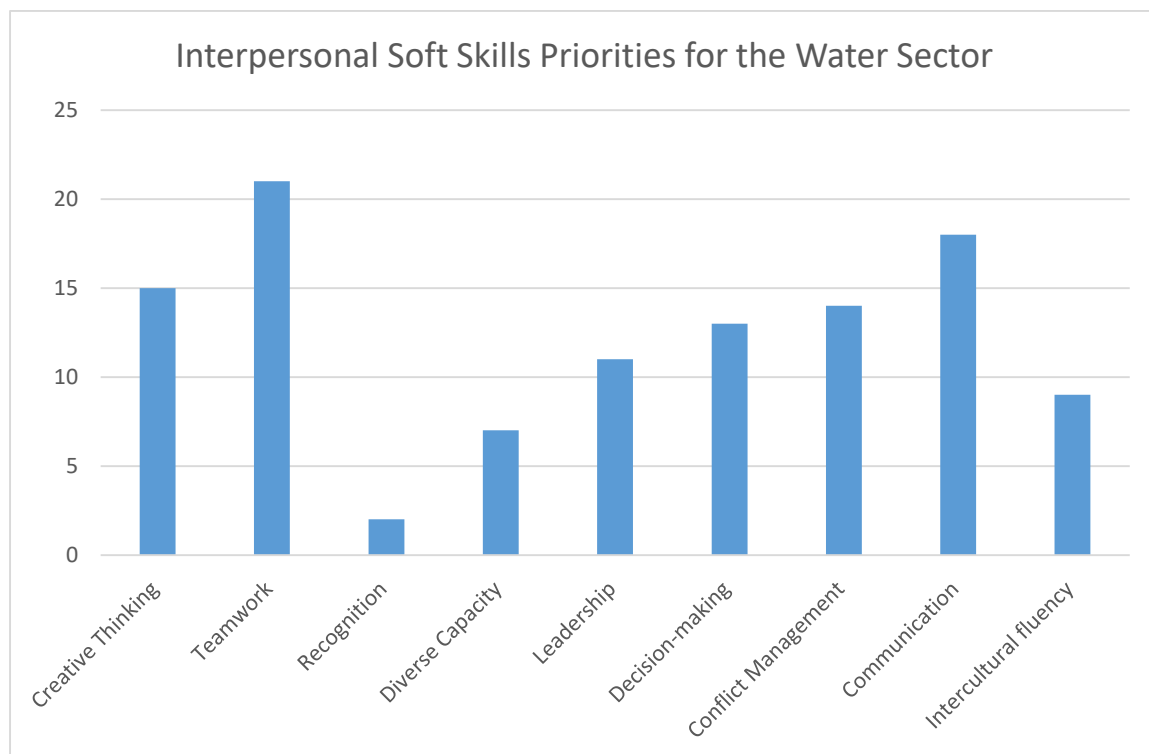




Personal Soft Skills Priorities for the Water Sector



Interpersonal Soft Skills Priorities for the Water Sector



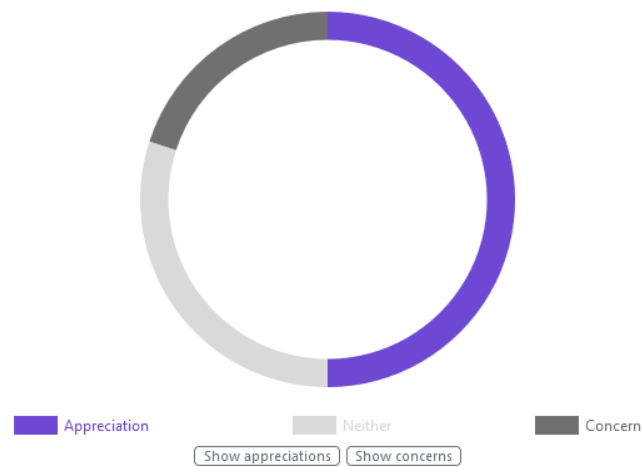


Word cloud for Feedback ... on situational skills

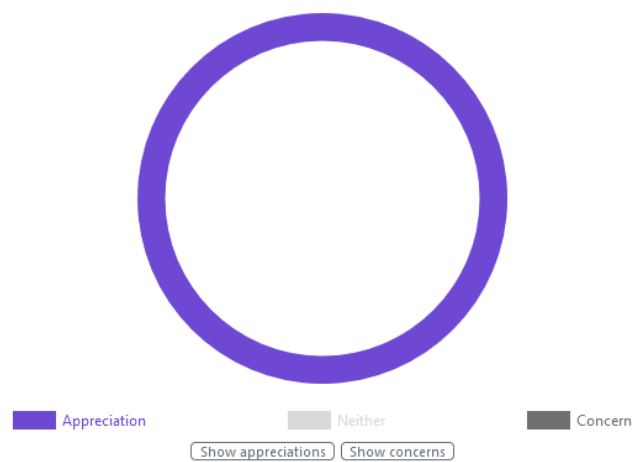




Sentiment analysis for Closing feedback on Soft Skills Needs in the Water Sector

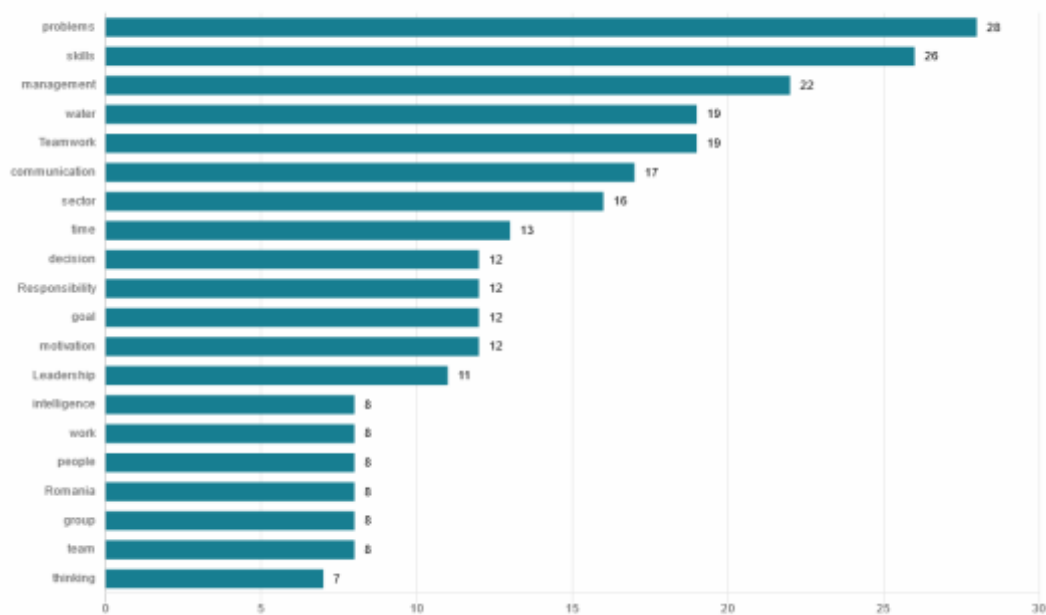


Sentiment analysis for Feedback on the facilitation of the focusgroup



Keyword frequency

Showing top keyword total count across the workspace.



An excerpt of the comments posted in free form by the participants is given below:

...It's very important to be responsible regarding your duties and to be able to self-manage your time and responsibilities. Motivation is key to enjoy your daily routine. Taking initiative will make your work and others easier. As a mentor, being able to guide and help those who depend on you is one of the most important abilities.

... I choose Responsibility, Prioritization, Taking Initiative to be self-efficient in team work, Mentoring for knowledge and experience exchange, and Communication (as other) for effective management of team and individual work.

... Self-management, innovativeness, motivation, taking initiative and self-confidence are the secret for a successful career in the water sector.

... In my opinion, responsibility comes first when it comes to working with any sector, especially with the water sector. I also believe you have to know how to prioritize things, to take initiatives, to analyse yourself and to be innovative.

... It is very important to be motivated to do your tasks and responsible to perform them into set deadlines. Also, confident in what you are doing. To have ability to prioritize the tasks and manage yourself to do all you need in predefined deadlines.

... For me the most important are Responsibility, Motivation, Self-Confidence, Innovativeness, Self-Management. Why it all starts with self-management and self-love. to be able to be responsible, motivate and create we have to be able to find and create, design our own work now and in the future.

... I think communication is a base to teamwork, to decision-making, and to conflict-management, which I consider to be fundamental to an effective working dynamic.

... In Water Sector where most problems surround people and actions Communication, and Intercultural fluency plays a role. Creative Thinking, Decision-making, for timely and decision making and Conflict Management in complex situations.



... Teamwork capacity is key to work as part of a team as it includes other skills inherently (respect, avoid conflict). Conflict management is key, especially if you work as part of a team. Being able to take decisions will make your life easier. Communication is essential in any situation (even to avoid certain conflicts). Finally, intercultural fluency is a must (respect, respect, respect).

... I believe communication is essential to any activity. Also, teamwork and creative thinking to solve complex problems and issues. Leadership and decision-making are also important.

... In my opinion, to make a change in a big sector where you work with diverse people, communication and teamwork are very important. If you are oriented to solve a problem, then decision-making capabilities are important, along with leadership quality and managing conflicts among the stakeholders.

... I believe that leadership is the most important in terms of managing yourself with discipline and objectivity, to overcome challenges and keep moving forward. You cannot lead other if you cannot lead yourself.

... I think when it comes to interpersonal soft skills, teamwork must be one of them... and with this also comes the communication and conflict management. Also it is important to think creative and make decision.

... An effective planning taking into consideration the advice of all stakeholders is the best option to achieve your goals. This requires flexibility and intercultural communication skills.

... It's very important to have good planning and goal-setting skills. It's also very important to have cooperation and negotiation skills and the flexibility to make the optimal choice.

... Being able to manage both your own emotions and to understand the emotions of people around you (emotional intelligence) is key to ensure a cooperative working environment and to show flexibility and adaptability. problem solving and time management are necessary for your own success.

... Adapt to different situations, being flexible, probably very important. And goal setting - you need to go what you want to achieve, both individual and as a team.

... Resilience will help us not too quit when things get heated. Emotional intelligence will allow us to stay human and feel emotions (not become robots and just task performers). By having these two, we can then switch into problem solving, cooperation and planning for a healthy future.

... Problem solving represents ability to achieve a goal by overcoming numerous obstacles, in order to perform it you need to be resilient and flexible.

... Emotional Intelligence is very important to be able to understand others and their problems. Flexibility to adapt to various situations. Problem solving to be able to solve complex issues. Finally, time management and goal setting, to be orientated to achieving goals in predefined time frame but without predefined paths.

... I started off with Emotional Intelligence. To be able to handle the different contexts. We need Flexibility/ adaptability, Goal Setting, Effectiveness, Problem Solving to get somewhere.

5 Conclusions and Recommendations

The SKILLS4Water project considered four categories of stakeholders (higher education institutions, industry, water regulatory bodies and other sectors) to analyse their needs for soft skills. According to the literature review, the soft skills were classified into three groups, namely personal, interpersonal, and situational skills, that included a different number of analysed soft skills i.e. 11, 9, and 11, respectively. Two approaches were applied by using digital tools to gather the feedback from the respondents: I) survey developed under Paperform tool and II) focus group supported by HowSpace tool. It should be highlighted that in total 119 respondents from 16 countries participated in the survey, which is more than we proposed in the application. The reasons for that include good campaign of all project partners and motivation of stakeholders to take part in this activity.

The survey consisted of three main phases, including preparation, execution, and results analysis & evaluation. During the preparation phase, the stakeholders were identified, and the survey structure was developed in collaboration with the consortium members. In the execution phase, the HEI partners engaged in promotional activities to reach the planned number of stakeholders. The results' analysis & evaluation phase was performed by collating the survey results. After this first phase of T2.1 activity, the questions for the focus group implementation were developed under HowSpace tool. The final version of the report consists of the analysed feedback collected from the survey and focus group.

In general, the following personal skills are partially provided in the existing HEIs courses or students and workers already possess: I) HEI – responsibility, analysis, innovativeness; II) industry – responsibility, motivation, punctuality; III) water regulatory bodies – motivation, punctuality, analysis; IV) other sectors – motivation, analysis, self-confidence. On the contrary, the following personal skills should be taught or are considered necessary: I) HEI – motivation, innovativeness, career management, self-management; II) industry – responsibility, motivation, analysis; III) water regulatory bodies – analysis, responsibility, motivation; IV) other sectors – analysis, responsibility, taking initiative. The focus group selected the following most important personal skills: responsibility, motivation and taking initiative. **It can be concluded that the two most important personal soft skills are responsibility and motivation.**

The following interpersonal skills are partially provided in the existing HEIs courses or students and workers already possess: I) HEI – teamwork, communication, decision-making, creative thinking; II) industry – communication, decision making, recognition; III) water regulatory bodies – creative thinking, teamwork, recognition; IV) other sectors – conflict management, communication, intercultural fluency. On the other hand, the following interpersonal skills should be taught or are considered necessary: I) HEI – teamwork, creative thinking, leadership, decision making; II) industry – teamwork, decision-making, conflict management; III) water regulatory bodies – teamwork, communication, creative thinking; IV) other sectors – communication, creative thinking, decision making. The focus group selected the following most important interpersonal skills: teamwork, communication and creative thinking. **It can be concluded that the two most important interpersonal soft skills are teamwork and communication.**

The following situational skills are partially provided in the existing HEIs courses or students and workers already possess: I) HEI – problem-solving, planning, cooperation; II) industry – time-management, goal setting, cooperation; III) water regulatory bodies – cooperation, time-management, emotional intelligence; IV) other sectors – cooperation, flexibility/adaptability, time-management. On the contrary, the following situational skills should be taught or are considered necessary: I) HEI – problem-solving, flexibility/adaptability, emotional intelligence; II) industry –



problem-solving, flexibility/adaptability, cooperation; III) water regulatory bodies – time management, effectiveness, problem-solving; IV) other sectors – problem-solving, flexibility/adaptability, cooperation. The focus group selected the following most important situational skills: flexibility/adaptability, problem-solving, cooperation and emotional intelligence. **It can be concluded that the two most important situational soft skills are problem-solving and flexibility/adaptability.**

Teaching methods that can be used to improve the listed soft skills in different sectors are:

- I) HEI - **workshop, interactive discussion, seminar;**
- II) industry - **hands-on training, workshop, interactive discussion;**
- III) water regulatory bodies - **seminar, workshop, student internships;** and
- IV) other sectors - **workshop, interactive discussion, student internships.**

The provided results from this report can be further used not only in the other work packages of this project but also outside the consortium and beyond the end of the project.

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Annex 1 – Online Survey



Dear Recipient,

We are inviting you to participate in our field research related to the project Advancing the Integration of Soft Skills in Higher Education for Water (SKILLS4Water) which aims to equip students and young water professionals with essential soft skills, integrate them into higher education curricula, promote innovation and leadership in the European water industry, and disseminate related best practices across Europe. Your insights will help us prioritize which skills are needed in the European water sector to include them in curricula and provide more skills-related training.

The survey will take 5-15 minutes to complete. Your participation is completely voluntary and you can withdraw from the survey at any point.

If you have any questions concerning the survey, please email us at skills4water@gmail.com.

Thank you for taking the time to participate!

In accordance with Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, by agreeing to complete this questionnaire, you give your consent for your answers to be stored for data collection and treatment purposes. All data will be treated confidentially, and the results will be reported on an aggregate level only.



Co-funded by
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Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



General Questions

1. In which country do you currently live? *

2. What is your gender? *

- Male
- Female
- Non-binary
- Prefer not to say

3. What is your highest level of education? *

- High school or equivalent
- Technical or occupational certificate
- Some college, no diploma
- Bachelor's degree
- Master's degree
- Doctorate degree
- Other

4. What is your background field of study? *

5. How many years of experience do you have in the water sector? *

- 0-5
- 6-10
- 11-15
- 16-20
- 20+

6. Which type of institution are you coming from? *

A) HEI or research institution

B) Industry (e.g., Water Management Companies, Trade Associations)

C) Water regulatory bodies

D) Other



A) HEI or Research institution

7. What is your position? *

- Student
- Teaching staff (Professor/Teacher/Lecturer)
- Researcher
- Management
- Technical staff
- Administrative staff
- Other

8. Which personal skills or qualifications are **currently** taught at your HEI? *

Please select all skills that apply.

- Responsibility
- Motivation
- Punctuality
- Mentoring
- Self-confidence
- Innovativeness
- Self-management
- Analysis
- Taking initiative
- Prioritization
- Career management

9. Which interpersonal skills or qualifications are **currently** taught at your HEI? *

Please select all skills that apply.

- Creative thinking
- Teamwork
- Recognition
- Diverse capacity
- Leadership
- Decision making
- Conflict management
- Communication (oral or written)
- Intercultural fluency

10. Which situational skills or qualifications are **currently** taught at your HEI? *

Please select all skills that apply.

- Goal setting



- Planning
- Cooperation
- Negotiation
- Resilience
- Authority
- Effectiveness
- Problem-solving
- Flexibility/Adaptability
- Time-management
- Emotional intelligence

11. Which personal skills or qualifications **should be** taught at your HEI? *

Please check all options that you would consider relevant for future water professionals in your region but that are not, yet, taught.

- Responsibility
- Motivation
- Punctuality
- Mentoring
- Self-confidence
- Innovativeness
- Self-management
- Analysis
- Taking initiative
- Prioritization
- Career management

12. Which interpersonal skills or qualifications **should be** taught at your HEI? *

Please check all options that you would consider relevant for future water professionals in your region but that are not, yet, taught.

- Creative thinking
- Teamwork
- Recognition
- Diverse capacity
- Leadership
- Decision making
- Conflict management
- Communication (oral or written)
- Intercultural fluency

13. Which situational skills or qualifications **should be** taught at your HEI? *



Please check all options that you would consider relevant for future water professionals in your region but that are not, yet, taught.

- Goal setting
- Planning
- Cooperation
- Negotiation
- Resilience
- Authority
- Effectiveness
- Problem-solving
- Flexibility/Adaptability
- Time-management
- Emotional intelligence

14. How do you think the skills you selected should be incorporated in the curriculum? *

- Add as part of existing courses
- Add as new courses
- As a replacement for some existing courses
- Other

15. Which teaching methods should be used for the skills you selected? *

Please select all methods that apply.

- Classroom Teaching
- Laboratory exercises
- Workshop
- Seminar
- Interactive Discussion
- Field trips
- Reading material
- Hands-on Training
- Webinar
- Student internships
- Additional digital tools (e.g., Virtual reality, Serious games, MOOC, Coursera)
- Other

16. In your opinion, to what extent do most students/employees in the water sector already have the personal skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	I (not	1	2	3	4	5	6	7	8	9	10 (comple	I don't know
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	at all)										tely have)	
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. In your opinion, how long does it take for new employees to be acquainted with the personal skill _____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. In your opinion, to what extent do most students/employees in the water sector already have the interpersonal skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	1 (not at all)	2	3	4	5	6	7	8	9	10 (completely have)	I don't know
Creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication (oral or written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. In your opinion, how long does it take for new employees to be acquainted with the interpersonal skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication (oral or written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. In your opinion, to what extent do most students/employees in the water sector already have the situational skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	I (not at all)	1	2	3	4	5	6	7	8	9	10 (comple tely have)	I don't know
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem- solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Ada ptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time- management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. In your opinion, how long does it take for new employees to be acquainted with the situational skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Is there any other soft skill not mentioned in this survey that you believe is important for professionals in the water sector?

[Submit](#)



B) Industry (e.g., Water Management Companies, Trade Associations)

7. What is your position? *

- Manager
- Practitioner
- Other

8. In your opinion, which personal soft skills do employees in your company need? *

Please select all skills that apply.

- Responsibility
- Motivation
- Punctuality
- Mentoring
- Self-confidence
- Innovativeness
- Self-management
- Analysis
- Taking initiative
- Prioritization
- Career management

9. In your opinion, which interpersonal soft skills do employees in your company need? *

Please select all skills that apply.

- Creative thinking
- Teamwork
- Recognition
- Diverse capacity
- Leadership
- Decision making
- Conflict management
- Communication (oral or written)
- Intercultural fluency

10. In your opinion, which situational soft skills do employees in your company need? *

Please select all skills that apply.

- Goal setting
- Planning
- Cooperation
- Negotiation
- Resilience

- Authority
- Effectiveness
- Problem-solving
- Flexibility/Adaptability
- Time-management
- Emotional intelligence

11. In your opinion, to what extent do most student interns/employees in your company already have the personal skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	I (not at all)	1	2	3	4	5	6	7	8	9	10 (completely have)	I don't know
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In your opinion, how long does it take for new employees to be acquainted with the personal skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
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Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. In your opinion, to what extent do most student interns/employees in your company already have the interpersonal skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	1 (not at all)	1	2	3	4	5	6	7	8	9	10 (completely have)	I don't know
Creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication (oral or written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. In your opinion, how long does it take for new employees to be acquainted with the interpersonal skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication (oral or written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. In your opinion, to what extent do most student interns/employees in your company already have the situational skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	I (not at all)	1	2	3	4	5	6	7	8	9	10 (comple tely have)	I don't know
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem- solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Ada ptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time- management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. In your opinion, how long does it take for new employees to be acquainted with the situational skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Which teaching methods do you suggest for the skills you selected? *

Please select all methods that apply.

- Classroom Teaching
- Laboratory exercises
- Workshop
- Seminar
- Interactive Discussion
- Field trips
- Reading material
- Hands-on Training
- Webinar
- Student internships
- Additional digital tools (e.g., Virtual reality, Serious games, MOOC, Coursera)
- Other

18. Is there any other soft skill not mentioned in this survey that you believe is important for professionals in the water sector?

[Submit](#)



C) Water regulatory bodies

7. Which level of regulatory bodies are you part of? *

- Local
- Regional
- National
- International

8. In your opinion, which personal soft skills do students/employees in the water sector need? *

Please select all skills that apply.

- Responsibility
- Motivation
- Punctuality
- Mentoring
- Self-confidence
- Innovativeness
- Self-management
- Analysis
- Taking initiative
- Prioritization
- Career management

9. In your opinion, which interpersonal soft skills do students/employees in the water sector need? *

Please select all skills that apply.

- Creative thinking
- Teamwork
- Recognition
- Diverse capacity
- Leadership
- Decision making
- Conflict management
- Communication (oral or written)
- Intercultural fluency

10. In your opinion, which situational soft skills do students/employees in the water sector need? *

Please select all skills that apply.

- Goal setting
- Planning
- Cooperation
- Negotiation

- Resilience
- Authority
- Effectiveness
- Problem-solving
- Flexibility/Adaptability
- Time-management
- Emotional intelligence

11. In your opinion, to what extent do most student interns/employees in the water sector already have the personal skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	I (not at all)	1	2	3	4	5	6	7	8	9	10 (comple tely have)	I don't know
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In your opinion, how long does it take for new employees to be acquainted with the personal skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. In your opinion, to what extent do most student interns/employees in your company already have the interpersonal skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	I (not at all)	1	2	3	4	5	6	7	8	9	10 (completely have)	I don't know
Creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication (oral or written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. In your opinion, how long does it take for new employees to be acquainted with the interpersonal skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication (oral or written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. In your opinion, to what extent do most student interns/employees in your company already have the situational skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	I (not at all)	1	2	3	4	5	6	7	8	9	10 (completely have)	I don't know
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. In your opinion, how long does it take for new employees to be acquainted with the situational skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Which teaching methods do you suggest for the skills you selected? *

Please select all methods that apply.

- Classroom Teaching
- Laboratory exercises
- Workshop
- Seminar
- Interactive Discussion
- Field trips
- Reading material
- Hands-on Training
- Webinar
- Student internships
- Additional digital tools (e.g., Virtual reality, Serious games, MOOC, Coursera)
- Other

18. Is there any other soft skill not mentioned in this survey that you believe is important for professionals in the water sector?

[Submit](#)



D) Other

7. What is your position? *

- Manager
- Practitioner
- Other

8. In your opinion, which personal soft skills do employees in your organization need? *

Please select all skills that apply.

- Responsibility
- Motivation
- Punctuality
- Mentoring
- Self-confidence
- Innovativeness
- Self-management
- Analysis
- Taking initiative
- Prioritization
- Career management

9. In your opinion, which interpersonal soft skills do employees in your organization need? *

Please select all skills that apply.

- Creative thinking
- Teamwork
- Recognition
- Diverse capacity
- Leadership
- Decision making
- Conflict management
- Communication (oral or written)
- Intercultural fluency

10. In your opinion, which situational soft skills do employees in your organization need? *

Please select all skills that apply.

- Goal setting
- Planning
- Cooperation
- Negotiation
- Resilience

- Authority
- Effectiveness
- Problem-solving
- Flexibility/Adaptability
- Time-management
- Emotional intelligence

11. In your opinion, to what extent do most student interns/employees in your company already have the personal skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	I (not at all)	1	2	3	4	5	6	7	8	9	10 (completely have)	I don't know
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In your opinion, how long does it take for new employees to be acquainted with the personal skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
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Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. In your opinion, to what extent do most student interns/employees in your company already have the interpersonal skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	1 (not at all)	1	2	3	4	5	6	7	8	9	10 (completely have)	I don't know
Creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication (oral or written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. In your opinion, how long does it take for new employees to be acquainted with the interpersonal skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication (oral or written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. In your opinion, to what extent do most student interns/employees in your company already have the situational skill ____? *

Please rate on the scale from 1 (not at all) to 10 (completely have) - use scroll bar.

	I (not at all)	1	2	3	4	5	6	7	8	9	10 (comple tely have)	I don't know
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem- solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Ada ptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time- management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. In your opinion, how long does it take for new employees to be acquainted with the situational skill ____? *

	0-2 months	3-6 months	6 months – 1 year	More than 1 year	I do not know
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Which teaching methods do you suggest for the skills you selected? *

Please select all methods that apply.

- Classroom Teaching
- Laboratory exercises
- Workshop
- Seminar
- Interactive Discussion
- Field trips
- Reading material
- Hands-on Training
- Webinar
- Student internships
- Additional digital tools (e.g., Virtual reality, Serious games, MOOC, Coursera)
- Other

18. Is there any other soft skill not mentioned in this survey that you believe is important for professionals in the water sector?

[Submit](#)