



Implementation of the Self-competences and Convictions' Perception Questionnaire (QPCC) to VET teachers in Ukraine

Report



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STRATEGIC COMPETENCES, SELF-EVALUATION AND DEVELOPMENT

Within the PAGOSTE project, the QPCC questionnaire has been administered to a group of 659 VET teachers in Ukraine.

The questionnaire is an instrument of self-evaluation of one's own strategic competence, constructed in 2001 in Italy by Michele Pellerey (Pellerey & Orio, 2001); it is meant for adult subjects, involved in working contexts of relational type, and it aims at promoting reflectional process on self-images and on the quality of personal competences and convictions, which can be placed at the basis of the capacity of behaviour self-regulation. It recalls, then, a series of abilities, attitudes, convictions and competences which can be defined as "strategic".

At the same time, the questionnaire can be useful to program systematic, well-founded educational interventions on some cognitive, affective-motivational, relational dimensions, to be considered as the foundations of a competent acting.

In the last decades, within different education and training contexts, the meaning of competence has often been put at the centre of both the theoretical reflection and the operational practice. In Italy, some of the different positions marking the debate have focused on the application as well as on the awareness of knowledge; other times, more appropriately, their development has been dealt with also in terms of mobilisation and orchestration, on the side of the subject, of cognitive, metacognitive, and affective-motivational dimensions (Pellerey, 2006, 2019; Baldacci, 2010; Benadusi & Molina, 2018). In time, there have also been positions lamenting, indeed attention given to the competence construction, an imbalance of the educational effort on the training request coming from the job world, risking to undermine the attainment of the highest goals of educational action (Chiosso, 2016).

Indeed, in recent years, even studies of different matrix, focusing on the development of the "human capital", tend to emphasize the relevance of the most general and transversal aspects of a self-regulated behaviour, oriented to values of cohabitation and responsibility, not only on school advancement and educational action, but also – more in general – on the success in both life and work (Vittadini, 2016).

An interesting contribution has come, recently, from the Nobel prize for economy James Heckman. He underlines the relevance of "*non cognitive skills*", which he also calls "*character skills*", within the theory of human capital, highlighting through a formidable statistical investigation, the impact on school performances, job productivity, and other fundamental aspects of adulthood existence. Moreover, and even more interestingly, Heckman commits to highlight, once again through econometric and statistic studies, that the *character* can be educated/trained and modified, especially in childhood, starting from the very early years, but also along the lifelong cycle. Naturally, not only school, but also "the quality of relationships within the family, parental backing and encouragement to preschool and primary school, and social context are determining influences to the positive building of both *character* and *cognitive skills*" (Vittadini, 2016, p. 15).

As far as the concept of strategic competence is concerned within the QPCC, it is worth to underline that it means the capacity of orchestrating, mobilising the different personal resources (cognitive, affective, volitional, motivational, common beliefs and convictions) to face different situations in both life and the professional world. Conviction is intended as a set

of cultural aspects, metabolised experiences, critical and constructive reflection and emotional resonance, which offer a series of interpretational frames orienting the subject in taking decisions and facing new challenges (Pellery & Orio, 2001).

As Pellerey reminds, the outcome of professional acting has been analysed, in the last decades, under different disciplinary perspectives: sociological, psychological, pedagogical, economical. As all other human acting, it is characterised by some internal dimensions, which interact in building decisional and implementational processes connected with acting. There can be distinguished four, in particular: the cognitive dimension, the affective-emotional dimension, the motivational dimension and the volitional dimension (Pellerey, 1998, 2001).

A contribution of great relevance, also for the purpose of the building of the QPCC questionnaire, come from research in psychology.

The German psychologist H. Heckausen (1992) has been among the first to explore the psychological problems connected to *human agency*, highlighting the relevance of self-direction processes in terms of motivational impulses. Within the self-determination theory, a relevant contribution to the studies on motivation comes from the research of E. L. Deci and R. M. Ryan (1985), who outlined two main types of motivation: intrinsic and extrinsic. These correspond to the psychological needs answering the main need of giving sense to actions, to satisfy one's own psychologic well-being. Deci and Ryan claim that intrinsic motivation corresponds to innate needs such as autonomy, competence, and relationality. Extrinsic motivation consists in the research of pleasure deriving from external reinforcements (rewards, advantages, etc.). The two types of motivation can integrate through the process of interiorization; this is the case, for example, of motivation to well-being connected to the need for autonomy and competence.

Julius Kuhl (2000), a pupil of Heckausen, has reconsidered the decisional process, and subdivided it into two phases: the pre-decisional phase of motivational kind, and the post-decisional phase of volitional type. Dwelling on the post-decisional phase, Kuhl elaborated the theory of volitional control of action, by which he expressed the concept of "orientation to action". By that he singled out a system of self-regulation by which, over the years, the subject develops a series of metacognitive strategies directed to the self-control of actions. Among these: strategies of selective attention on information; strategies of memorization and coding of information; strategies of emotions control and motivation protection; strategies of coping and organization of the study and work environment; strategies to overcome the situations which might hinder the achievement of goals.

Barry J. Zimmerman (1989), in considering self-regulation as the learning process involving the subject on the metacognitive, motivational, and operational level, has represented the variables determining such process, evidencing:

- metacognitive aspects, capacity to use cognitive strategies (memorization, processing, organization) to process information, and control of the mental processes directed to the achievement of goals;
- affective aspects, capacity to control emotions and motivational impulses (self-efficacy, orientation to learn, satisfaction, etc.);
- volitional aspects, capacity to plan and control time and actions to be performed (avoid distractions, maintain concentration and attention on the goal);

- relational aspects, responsibility, active participation, exchange and communication with others.

Within this theoretical frame, Michele Pellerey has produced a series of questionnaires for self-evaluation which investigate cognitive, affective, motivational, volitional and relational dynamics, as well as their role in the processes of learning and working.

Such instruments have been implemented online during the last decade, on www.competenzestrategiche.it¹ (Pellerey et al. 2013).

The platform is an environment collecting a series of questionnaires aiming to support, also through spaces for confrontation, the action of teachers, educators, trainers and training-and-orientation consultants in activities which can help them recognise, evaluate and develop competences and convictions considered as founding of the capacity of self-directing in study and work, providing a meaning and a perspective to one's own human and professional existence. The aim is to promote in youngsters, in young adults, in professionals in training a series of processes of self-building through a reflexive analysis of one's actions and convictions, at first as students, with their learning and relationship engagements within a school/educational context, then – in time – reflecting on dimensions useful to make sense and perspective of their experiences, and developing a logic of building their own future, their own life-project and professional life-project.

The instruments available are questionnaires and materials to support both the reflective and the didactic activity; they are aimed to students and training subjects of different age, starting with the first years of secondary school.

Instruments realised by Michele Pellerey and aiming primarily at subjects in the school age constitute the first lot of questionnaires:

- *Questionnaire on Learning Strategies (Questionario sulle Strategie di Apprendimento, QSA – Pellerey & Orio, 1996)*: aimed at students at the beginning of their second grade secondary school and professional education/training. It is a self-evaluation instrument allowing to reflect on one's self-image about some strategic competences in study and learning. Its dimensions are articulated into 14 factors of cognitive and affective-motivational nature, amounting to a total of 100 items.
- *reduced Questionnaire on Learning Strategies (Questionario sulle Strategie di Apprendimento - Ridotto, QSAr)*: a shorter version of QSA, recommended to students at the beginning of their first grade secondary school. Its dimensions, similar to those of QSA, are articulated into 8 factors of cognitive and affective-motivational nature, amounting to a total of 46 items.
- *Questionnaire on the Perception of one's Strategic Competences (Questionario sulla Percezione della proprie Competenze Strategiche, QPCS – Bay, Grządziel, & Pellerey, 2010)*: recommended to students at the end of their second grade secondary education and/or entering University. It is a self-evaluation instrument allowing to reflect on one's self-image about some strategic competences in study and learning. Its dimensions are

¹ The platform www.competenzestrategiche.it has been built within the scope of some research projects commissioned by CNOS-FAP, coordinated by M. Pellerey, with the contribution of D. Grządziel, M. Margottini, E. Ottone, F. Epifani.

articulated into 6 factors of cognitive and affective-motivational nature, amounting to a total of 55 items.

The frame of the general personal competence that the QSA, QSAr, and QPCS take into account can be synthesised as follows:

- elaboration strategies to memorise, remember, understand, connect what one is learning with what one already knows;
- self-regulation strategies concerning planning, organising, monitoring and managing one's goals and action plans with flexibility;
- emotion control;
- capacity to wilfully commit and persevere in one's obligations;
- perception of one's competence, convictions of efficacy and locus of control;
- capacity of giving sense and perspective to one's experience, both personal and in study;
- capacity to face challenging situations and make decisions.

The other instrument is the QPCC, aiming primarily at adults engaged in professional contexts of a relational type, i.e. education professions:

- *Questionnaire on the Perception of one's Convictions and Competences (Questionario di Percezione delle proprie Convinzioni e Competenze, QPCC - Pellerrey & Orio, 2001)*: it is composed of 63 items relating to 10 scales of cognitive, affective-emotional, volitional, and motivational nature. It aims at the investigation of some competences and convictions considered at the basis of professional acting in relational contexts. Items are proposed in the form of description of recurring actions or behaviours within a professional service; responses are structured into a graded scale on four levels: never or hardly ever, sometimes, often, almost always or always.

A second lot of questionnaires investigates a wider dimension of self-evaluation of a prospective nature, that is *time perspective* and *professional adaptability* – this last meant as the adaptation capacity which helps in building one's professional identity and facing situations.

The instruments proposed are:

- *Zimbardo Time Perspective Inventory (ZTPI – Zimbardo & Boyd, 1999)*: allows to reflect on one's perception of the temporal dimensions of past, present and future. It aims chiefly at students of secondary school, university, and young adults. It is composed of 56 items relating to 5 factors considered as the main components of the temporal perspective: Past-Negative (PN), Past-Positive (PP), Present-Fatalist (PF) and Present-Hedonist (PE), Future (F). Items are built as assertions agree/disagree with, on a 5 points Likert scale;
- *Questionnaire on Professional Adaptability (Questionario sulla Adattabilità professionale, QAP)*, based on the translation and free adaptation by M. Pellerrey, M. Margottini, R. Leproni, of M. Savickas & Erik J. Porfeli's *Career Adapt-Abilities Scale (2012)*; it investigates four dimensions: *Concern*, the preoccupation for one's professional future; *Control* on one's professional development; *Curiosity*, or the inclination to explore professional opportunities; and *Confidence*, meant as self-confidence and self-efficacy conviction.

The choice, characteristics, and proposal of use of the questionnaires are based on some principles characterising the platform primarily as a service environment, making a series of resources available to those interested, to foster and promote (when used well) the

development of those strategic and orientational competences which still seem so distant from the educational and training practices, notwithstanding the very same regulatory frameworks constantly recall them.

A first element concerns the formulation of the questionnaires; being conceived to promote a reflective path, starting from the immediate return of the profiles, items are always formulated in subjective form, that is, stimulus-situations are always formulated to solicit the immediate and direct involvement of the subject.

Another fundamental characteristic of the environment is that at the end of each questionnaire's compilation it returns, a profile which purpose is intrinsically didactic and orientational. It is worth noticing that the immediate returning of the profile has an educational value *per se*, as it fosters reflectional activities "here-and-now", while at the same time it allows to go back to one's considerations, when the return information is freely accessible, as it is the case of the profile generated by the platform.

A minimum protocol of intervention starting from the application of the questionnaires may foresee:

1. Application of the Questionnaire/s
2. Analysis and individual and/or collective comment on the profiles returned
3. Solicitation to activate reflective processes on the individual results
4. Personal interpretation of the profile obtained through a narrative of one's personal and professional history (may merge into a diary, a portfolio, an e-portfolio)
5. Possible definition of an individual/collective intervention plan (educational/professional agreement) on the basis of the results obtained
6. Self-evaluation and in progress assessment of the evolution process enacted
7. At the end of the path, possible new administration of the Questionnaire and potential changes.

Here follows an example referring to QPCC (Fig. 1). All questionnaires adopt the same return modality.



Figure 1. Example of QPCC profile

The profile is always easy to interpret, and is returned in a graphic form, according to a scale of nine intervals, *stanine*, allowing to immediately assess one's positioning. Critical aspects are underlined in yellow, allowing to identify the dimensions on which to focus specifically at a glance. Textual comment provides explicit indications, though expressed in a standard form.

The Questionnaires have been applied in different contexts: school, but also vocational training, university, and professional environments. This is leading to a real network, constantly interacting with the research group, allowing not only to verify the applicability of the instruments, but also to explore, through co-relational analysis, some hypothesis on the relationship between the different scales of the instruments and on the results in terms of school, education/training, and professional outputs. These researches have already been accounted for in preceding works (La Rocca, Margottini, & Capobianco, 2014; Margottini, 2017, 2018a, 2018b, 2019; Margottini, La Rocca, & Rossi, 2017; Margottini & Rossi, 2017, 2018, 2019; Rossi, 2018, 2019).

What is progressively emerging and being confirmed at the different school and training levels, is the link, evidenced by significant statistic correlations, between strategic competences of cognitive character related to study capacity, capacity of planning, organising and controlling one's tasks (through affective-motivational dimensions, such as emotions control, capacity of commitment and perseverance, and self-efficacy convictions), and how these result closely related to a well-balanced temporal perspective, especially to the capacity to anticipate a future horizon (Margottini, 2017; Margottini & Rossi, 2017, 2018; Margottini, 2018a, 2018b; Rossi, 2018, 2019).

In the end, the most recent administration of the *Questionnaire on Professional Adaptability* (QAP) allowed to observe how also the four dimensions, placed at the basis of the construct defined by Savickas as "professional adaptability", significantly correlate with both the strategic competences identified through the QSA, QPCS, QPCC in different contexts, and an orientation to the future assessed in the ZTPI.

STANDARDIZATION ON THE UKRAINIAN CROSS-SAMPLE

The QPCC has been administered to 659 teachers of the professional education in Ukrainian language.

At the end, the normative data and the reliability index of the scales by *Cronbach alpha* have been calculated. Here is a key, to help an easy reading.

Table 1. Key

A1 - Ansia di parlare in pubblico [<i>Anxiety of speaking in public</i>]
A2 - Senso di insicurezza [<i>Feeling of insecurity</i>]
A3 - Senso di inadeguatezza [<i>Feeling of inadequacy</i>]
V1 - Autoregolazione e perseveranza nel lavoro [<i>Self-regulation and perseverance in work</i>]
V2 - Fare fronte alle sfide personali [<i>Facing/managing personal challenges</i>]
C1 - Competenze elaborative [<i>Processing competences</i>]
C2 - Competenza comunicativa [<i>Communication competences</i>]

M1 - Percezione di competenza [<i>Communication perception</i>]
M2 - Orientamento all'io [<i>Orientation to the ego</i>]
M3 - Attribuzioni causali (locus of control interno) [<i>Causal attributions (internal locus of control)</i>]

The average, the standard deviation and the reliability index, with *Cronbach alpha*, for each scale on the questionnaire in Ukrainian are reported in the following table:

Table 2. Standard deviation and the reliability index

	A1	A2	A3	V1	V2	C1	C2	M1	M2	M3
average	11,55	11,73	7,13	22,34	18,15	25,82	26,10	19,29	12,77	23,23
sd	3,84	2,90	1,84	3,00	2,86	3,84	3,72	3,10	3,24	3,10
α Cronbach	.88	.73	.64	.62	.60	.80	.77	.78	.77	.74

To the purpose of comparison, here follow the normative data and the reliability index of the scales calculated on 1215 Italian in-service and in-training teachers:

Table 3. Normative data and reliability index

	A1	A2	A3	V1	V2	C1	C2	M1	M2	M3
average	11,71	10,83	6,68	23,90	19,17	27,31	26,36	17,48	8,90	22,78
sd	4,58	3,27	1,83	3,19	2,97	3,76	3,70	3,22	2,73	3,18
α Cronbach	.92	.82	.62	.80	.72	.90	.79	.82	.74	.78

Standard points on *stanine* scale have been calculated for each scale/factor. Here follows the table of the standard points for the Ukrainian version:

Table 4. Stanine points

	A1	A2	A3	V1	V2	C1	C2	M1	M2	M3
1	4,69	6,54	3,84	16,98	13,05	18,96	19,45	13,75	6,98	17,70
2	6,65	8,02	4,78	18,51	14,51	20,92	21,35	15,33	8,63	19,28
3	8,61	9,50	5,72	20,04	15,97	22,88	23,25	16,91	10,29	20,86
4	10,57	10,98	6,66	21,57	17,42	24,84	25,15	18,50	11,94	22,44
5	12,53	12,47	7,60	23,10	18,88	26,80	27,05	20,08	13,60	24,02
6	14,50	13,95	8,54	24,64	20,34	28,76	28,95	21,67	15,25	25,60

7	16,46	15,43	9,48	26,17	21,80	30,72	30,85	23,25	16,91	27,18
8	18,42	16,91	10,41	27,70	23,26	32,68	32,75	24,83	18,56	28,77

DESCRIPTION OF THE QPCC SCALES AND SYNTHESIS OF THE RESULTS

Here follow the QPCC dimensions/scales, faithful to the description of the scales provided by the author (Pellerey, Orio, 2001), as well as the results of the administration of the questionnaire to 659 teachers working in professional education in Ukraine. The results are reported in the form of percentage distribution in relation to the mean obtained on the nine *stanine* scale levels. Points comprised between 4 and 6 of the *stanine* scale are considered on average, points between 1 and 3 are below average, points between 7 and 9 are above average.

Table 5. Results of the administration of the questionnaire among Ukrainian VET teachers

Scale/ % <i>stanine</i> points	% below A	% A	% over A
A1 - Ansia di parlare in pubblico [<i>Anxiety of speaking in public</i>]	21,5%	59,6%	18,9%
A2 - Senso di insicurezza [<i>Feeling of insecurity</i>]	21,4%	55,2%	23,4%
A3 - Senso di inadeguatezza [<i>Feeling of inadequacy</i>]	19,5%	62,1%	18,4%
V1 - Autoregolazione e perseveranza nel lavoro [<i>Self-regulation and perseverance in work</i>]	23,8%	51,6%	24,6%
V2 - Fare fronte alle sfide personali [<i>Coping with personal challenges</i>]	19,3%	59,5%	21,2%
C1 - Competenze elaborative [<i>Processing competences</i>]	16,7%	55,7%	27,6%
C2 - Competenza comunicativa [<i>Communication competence</i>]	24,4%	46,2%	29,4%
M1 - Percezione di competenza [<i>Competence perception</i>]	16,1%	56,3%	27,6%
M2 - Orientamento all'io [<i>Orientation to the ego</i>]	24,9%	55,1%	20,0%
M3 - Attribuzioni causali (locus of control interno) [<i>Causal attributions (internal locus of control)</i>]	17,1%	55,4%	27,5%

SCALE RELATING TO THE AFFECTIVE-EMOTIONAL DIMENSION

The affective-motivational dimension of the questionnaire highlights: a) the grade of tension and anxiety felt when requested to speak in public; b) the feeling of insecurity and uncertainty felt while performing one's activity; c) the perceived grade of inadequacy in relation to one's professional commitments. The scales are tightly correlated, and a high level recorded by the questionnaire may be a sign of uneasiness in perceiving and living one's activity. Acknowledging such uneasiness may induce reflective processes and an educational and self-educational commitment aimed to reducing and rationally control such forms of uneasiness.

- **Scale A1: Anxiety of speaking in public**

The scale refers to the tension and anxiety felt when requested to speak in public and present one's argumentation. This kind of anxiety is normal within some given limits, especially in front of a conspicuous audience or interlocutors in contrast with one's own ideas. That notwithstanding, these situations can convey an excessive grade of tension which, regardless of one's level of preparation and competence, may interfere with the expected outcomes. When observing a high level in this scale, it would be advisable to define a training/ self-training path to modify anxiogenic thoughts and lower the level of tension.

Items in the scale

1. *When I speak in public, I feel uncomfortable.*
10. *I feel very uncomfortable when speaking in public, even when I am well prepared.*
20. *When I speak in front of people I don't know, I feel uneasy.*
29. *When I speak in public, I happen to sweat and tremble even in comfortable environments.*
39. *I try to avoid situations forcing me to speak in public.*
52. *Before starting a speech in public, I feel really tense.*

Comment

The analysis of the data shows that about the 81% of respondents (21,5% below average and almost 60% on average) does not feel particularly uneasy or embarrassed in exposing their argumentations in front of a public, in contrast to a minority (19% above average), which instead feels a significant pressure when publicly exposing.

Table 6. Results on scale A1

Outcomes scale A1	% below A	% on A	% above A
Anxiety of speaking in public	21,5%	59,6%	19%

- **Scale A2: Feeling of insecurity**

The scale expresses the feeling of insecurity and uncertainty, and the tendency to emotionally react in a disturbed way when having to make an important decision, to face unexpected or sudden requests and undertaking responsibilities. A high level of insecurity associates with negative thoughts and further forms of anxiety risking disturbing one's professional activity. It is possible, of course, to learn to control such feelings and states through a rational control springing from reflective practices but sometimes, as these are personal characteristics that

the subject may find hard to keep under control, it would be advisable to focus on forms more explicitly interfering in a negative way on one's professional activity.

Items in the scale

2. *When I have to answer to a sudden, unexpected request, I cannot react.*

11. *When performing an important activity, doubts and uncertainties about my capacity of doing well come to my mind.*

21. *When I have to face a difficult choice, I feel exceedingly responsible, which blocks me in deciding.*

30. *When I have to make a particularly hard decision, I feel exceedingly responsible, which makes me tense and stubborn.*

40. *While I am performing a demanding task, I keep on thinking I may not make it.*

53. *I feel confused when opinions expressed about an issue are various and contrasting.*

Comment

The 76% of respondents (21,4 below average, 55% on average) does not show high levels of insecurity and uncertainty in making decisions, responding to sudden or unexpected requests, and undertaking responsibilities. 23% (above average) self-perceives a feeling of insecurity which may be an index of criticality.

Table 7. Results on scale A2

Outcomes scale A2	% below A	% on A	% above A
Feeling of insecurity	21,4%	55,2%	23,4%

- Scale A3: Feeling of inadequacy

This scale refers more directly to the perception of inadequacy in performing some professional tasks specific to one's activity and, in some way, combines with the sense of insecurity treated in the previous scale. A high level of inadequacy negatively influences the motivational state and the willingness in committing to work. In this case, elements of cognitive (judgement on one-self), affective (negative emotions), and motivational (perception of competence) nature concur in negatively influencing the professional acting.

Educational/training actions aiming to contrast such a feeling of inadequacy should be centred on the possibility to increase the subjective perception of being able to fulfil different professional tasks, to progress, and to acquire competences at a social level.

Items in the scale

12. *I find it difficult to convince others of the validity/opportunity of my strategy.*

31. *When I fail a task, I think I have been asked something too hard and complex.*

41. *When I find it difficult to face some topic, I think I can't do anything about it because it is too demanding.*

54. *It happens that I cannot manage to finish off a discussion orderly.*

Comment

About the 18% of the respondents (above average score) feels inadequate when performing some activities peculiar to their job, while almost 82% does not feel such a distress.

This dimension is also influenced by cognitive (judgement on one-self), affective (e.g. frustration), and motivational elements, which in turn depend on a deeply subjective predisposition that implicates a complex interpretation.

Table 8. Results on scale A3

Outcomes scale A3	% below A	% on A	% above A
Senso d'inadeguatezza	19,5%	62,1%	18,4%

The following table reports the matrix of the correlation indexes among the three scales of the affective-emotional dimension. The correlations result statistically significant for all scales; they are also quite strong, ranging from .57 to .71

Table 9. Correlation indexes among the three scales of the affective-emotional dimension

	A1	A2	A3
A1- Anxiety of speaking in public	1	.699**	.571**
A2 – Feeling of insecurity	.699**	1	.712**
A3- Feeling of inadequacy	.571**	.712**	1

** . Correlation is significant at level 0,01 (2-code)

SCALES RELATING TO THE VOLITIONAL DIMENSION

- **Scale V1: Self-regulation and perseverance in work**

The scale considers the personal convictions related to the capacity to persevere to achieve professional commitments. It also evaluates the capacity of enacting strategies supporting the realization of one's decisions (control of actions), especially in case of disinterest or struggle while performing a task. Subjects able to self-regulate and persevere in their work manage to organize their time and respect commitments as to accomplish a given task.

A low score in this scale may trigger an awareness of the criticality emerges, which can be overcome through programs of systematic control of the interferences coming from both the environment and one's mood/mental state, and inhibiting the perseverance capacity of the subject.

Items in the scale

- 3. Even when a task is boring, I keep carrying it out until it is done.
- 13. When I resolved to do something, I finish it off even if it takes a great effort.
- 22. Once a decision is made, I don't think twice before putting it into action.
- 32. I organise my work according to the time at my disposal.
- 42. I accomplish my commitments on good time.
- 48. At the beginning of task or an activity, I check on the things I will have to do.

55. *I commit very seriously, even when I do not think the task or the appointment is really interesting.*

Comment

As far as this scale is concerned, about 76% respondents (51,6% on average, 24,6 above average) self-perceive as capable of accomplishing work commitments and enacting strategies supporting the realization of their decisions and actions, and think they are able to persevere even when facing boring tasks providing little satisfaction. Conversely, almost 24% (23,8% below average) feel it difficult to manage and control themselves in their capacity of self-regulating their commitment.

Table 10. Results on scale V2

Outcomes scale V1	% below A	% on A	% above A
Self-regulation and perseverance in work	23,8%	51,6%	24,6%

- **Scale V2: Coping with personal challenges**

The scale concerns the capacity to enact cognitive and control strategies allowing to face new challenging situations, and to contrast the different forms of anxiety which tend to inhibit action.

A high score in this scale indicates a subject which, in difficult conditions, is able to exert a metacognitive control on his/her doing. On the contrary, those scoring a low level display the need for ameliorating their tendency to reflect on the reasons of the difficulties they encountered in given situations, thus improving their way of coping with difficulties.

Items in the scale

4. *When I feel judged unfairly, I reflect on the situation trying to understand why.*

14. *When I speak to others, I use brief and clear phrases.*

23. *When criticised in public, I examine the reasons of such a behaviour without losing control.*

33. *When I speak in public, I think on what I wish to obtain.*

43. *When something doesn't turn out well, I try to understand why and overcome the difficulty.*

56. *If other people avoid me, I try to understand the reasons why and clarify the motives.*

Comment

Above 80% of respondents (21,2% above average and 59,5% on average) think they use good metacognitive and resilience strategies even in case of difficult situations; on the other hand, almost 20% (19,3% below average) highlights a need to improve their tendency to reflect with care and serenity on the reasons for the difficulties one may encounter during their professional life.

Table 11. Results on scale V2

Outcomes scale V2	% below A	% on A	% above A
Coping with personal challenges	19,3%	59,5%	21,2%

The following table reports the index of correlation between the two scales of the volitional dimension. It can be observed that correlation .538 is statistically significant and quite high.

Table 12. Index of correlation between the two scales of the volitional dimension

	V2 - Coping
V1 – Self-regulation and perseverance in work	,538**

SCALES RELATING TO THE COGNITIVE DIMENSION

- **Scale C1: Processing competences**

Processing competences concern the capacity to relate new information with what one already knows, as well as with one's personal and professional experiences. The awareness of this dimension aims to support and solicit both attention and motivation towards the employment of effective strategies to understand and remember what one has learnt, surpassing the mere memorization and repetition of mental schemes and actions.

Items in the scale

5. *I try to find connections between what I learn and what I already know.*

15. *I try to establish connections among the different ideas presented to me or that I meet while reading.*

24. *When I learn something new, I try and find some example to apply it.*

34. *When I come to know new ideas/proposals, I try to imagine some situation/professional context to apply them.*

44. *I try to understand how what I learn can be applied to my everyday life.*

49. *While reading or listening, I imagine situations, characters or happenings to compare with my professional reality.*

57. *While working or analysing texts and documents, connections with other concepts already familiar occur to me.*

62. *When I learn something new, I wonder if there are cases or situations it will not fit to.*

Comment

Over the 80% of respondents (27,6% above average and 55,7% on average) think they possess good processing competences and can create connections between new information and previous experiences. Almost 17% (% below average) show they do not use adequate strategies. The datum suggests the opportunity to potentiate such strategies, in particular developing a higher meta-cognitive control.

Table 13. Results on scale C1

Outcomes scale C1	% below A	% on A	% above A
Processing competences	16,7%	55,7%	27,6%

- **Scale C2: Communication competence**

The Communication competence analysed by the scale refers mainly to the capacity to elaborate and propose speeches and explanations to others; however, it takes into consideration also competences concerning reading and listening. As for the processing competences, the aim of QPCC is foster reflection and empowerment of such aspects.

Items in the scale

- 6. I ask questions to solicit my audience's attention and reflection.
- 16. When I introduce new/difficult terms, I explain them accurately.
- 25. I use to check if I have understood well what I have been told/explained.
- 35. I use to check if others understand well what I tell them.
- 45. When I read a demanding text, I accurately pinpoint the most important things.
- 50. I involve my interlocutors stimulating their participation.
- 58. I use to outline my speech into three blocks: opening, development, conclusions.
- 63. When I have to present a document, I get there with an adequate discourse to support my position.

Comment

Over 75% of respondents (29,4 above average and 46,2% on average) self-perceive able to elaborate discourses, provide explanations to others and listen to others' opinions. Almost 25%, instead, highlights some criticalities suggesting the need to develop more confidence in exposing and sharing one's ideas with others.

Table 14. Results on scale C2

Outcomes scale C2	% below A	% on A	% above A
Communication competence	24,4%	46,2%	29,4%

The following table reports the correlation index between the two scales of the cognitive dimension. It can be observed that the correlation .729 is statistically significant and very strong.

Table 15. Correlation index between the two scales of the cognitive dimension

	C2 – Communication competence
C1 – Processing competences	,729**

- **Scale M1: Competence perception**

The scale evaluates elements characteristic of self-efficacy feeling, and of the perception of having achieved such a professional competence as to grant the good outcome of professional commitments. A high level in this factor is often an index of the capacity to commit proactively. A low level instead is generally associated with a high level in factor A3 (feeling of inadequacy) and can be an index of issues connected with the motivational sphere relating to one's own professional acting. In this case, it is important that the subject regains confidence in his/her own capacities and competences.

Items in the scale

7. *When I succeed in my activities, I think it depends on me being a capable person.*

17. *When I wish to deepen a topic/complex issue, I am confident I will succeed.*

26. *I feel confident I can achieve good results in my work.*

36. *I feel I am able to learn all I need in my job fast, well and with little effort.*

59. *If I am well prepared, I am sure to succeed even in complex and demanding tasks.*

Comment

In this scale almost 84% of respondents (56,3% on average and 27,6% above average) fell they have a good level of self-efficacy, and think they have achieved such a level of mastery to grant them to achieve good results in their work.

On the contrary, 16% (below average) shows a scarce perception of competence, implying the need to regain confidence in their capacities and competencies to face different situations at their best.

Table 16. *Results on scale M1*

Outcomes scale M1	% below A	% on A	% above A
Competence perception	16,1%	56,3%	27,6%

- **Scale M2: Orientation to the ego**

The scale refers to the presence of an orientation to the ego aiming at both research for success in a task and social acknowledgement of one's qualities. When this orientation is high but limited, it might be a boost to motivation and personal commitment, as well as an index of tendency to leadership. When this tendency turns into a form of self-exaltation or a desire to stand out, it may cause relational problems risking to hinder a job, especially when working in team.

Items in the scale

8. *I would like to be the very best at something.*

18. *I finish off my tasks faster when I try to do better than others.*

27. *When I try to outdo others, I have better results.*

37. *I think it useful to work in team, as long as I can be the leader.*

60. *I like to outdo others.*

Comment

As far as this dimension is concerned, more than 75% respondents (20% above average and 55% on average) presents an orientation towards the research for success in a task as a form of acknowledgement of one's ego, and social recognition of one's qualities. Such a motivational orientation, when adopted with moderation, may stimulate commitment and perseverance in work. Only a 4% of respondents place themselves at level 9 of the *stanine* scale. This minority of subjects may display an excessive tendency to place a desire for self-affirmation above the corporate interests. 25% of respondents, instead, place themselves

below average, highlighting the opposite tendency, that is placing one's self-recognition in performing tasks in a subordinate position.

Table 17. Results on scale M2

Outcomes scale M2	% below A	% on A	% above A
Orientation to the ego	24,9%	55,1%	20,0%

- **Scale M3: Causal attributions (internal locus of control)**

The scale evaluates the level of the internal locus of control, that is tendency to attribute the reasons for success and failure to factors under one's personal control. A high level in this scale expresses one's convictions on the possibility to obtain positive results through one's commitment; on the contrary, a low level shows a tendency to attribute the reasons of one's success or failure to non-controllable factors (chance, fortune, other people).

Items in the scale

9. Someone's capacity depends on the constancy and effort the person puts into commitment.

19. When I achieve good results in learning new things, I think it depends on my strong commitment.

28. The capacity to succeed depend on the effort each one puts into carrying out their punctually and meticulously.

38. When I carry on a boring task, I focus on its least negative aspects, and on how satisfied I will be once done.

47. When a job fits me, I think I was right to commit to it so hard.

51. When it comes to learn new things, I really manage to work hard.

61. When trying to achieve an important result, I manage to focus deeply.

Comment

Almost 83% of respondents (27,5 above average and 55,4% on average) tends to attribute the reasons for their successes or failures to themselves, to their commitment and dedication, not to chance or fortune. Differently, the 17,1% shows a higher tendency to the external *locus of control*, therefore attributing the reasons for their success or failure to factor not depending on themselves.

Table 18. Results on scale M3

Outcomes scale M3	% below A	% on A	% above A
Causal attributions (internal locus of control)	17,1%	55,4%	27,5%

The following table reports the matrix of the correlation indexes among the three scales of the motivational dimension. The correlations result statistically significant for the three scales, and quite strong, varying between .42 and .69.

Table 19. Matrix of the correlation indexes among the three scales of the motivational dimension

	M1	M2	M3

M1 – Competence perception	1	,460**	,698**
M2 – Orientation to the ego	,460**	1	,422**
M3 – Internal locus of control	,698**	,422**	1

SYNTHESIS OF THE RESULTS

The analysis of the data shows an overall positive picture comparing all the factors considered in the affective-motivational, volitional, cognitive, and motivational areas. The criticalities which have emerged in the different scales concern about 20% of respondents (with a variability ranging from 16% to 24% in the different scales). From an educational point of view, the indication is to keep addressing those dimensions which acquire a strategic role in favouring and fostering processes of “significant learning”, “competent acting”, and in giving meaning and perspective to experiences of both study and work (Pellerey, 2006; Margottini, 2017; Margottini & Rossi, 2019).

The following table reports a synthesis of the percentage distribution of the 659 teachers of the VET system on each of the nine levels of the *stanine* scale, per each factor evaluated in the QPCC (Table 20)

Table 20. Synthesis of the percentage distribution on each of the nine levels per each factor

Scales/ <i>stanine</i> points	1	2	3	4	5	6	7	8	9
A1 - Anxiety of speaking in public	0%	9%	13%	19%	27%	14%	8%	4%	6%
A2 - Feeling of insecurity	2%	10%	10%	14%	31%	10%	13%	4%	6%
A3 - Feeling of inadequacy	0%	6%	14%	19%	22%	22%	9%	5%	4%
V1 - Self-regulation and perseverance in work	3%	6%	14%	14%	25%	12%	17%	4%	3%
V2 - Coping with personal challenges	6%	5%	9%	20%	14%	25%	10%	9%	3%
C1 - Processing competences	4%	4%	9%	20%	19%	17%	17%	11%	0%
C2 - Communication competence	4%	7%	13%	16%	19%	11%	19%	11%	0%
M1 - Communication perception	4%	7%	5%	22%	22%	12%	21%	7%	0%
M2 – Orientation to the ego	2%	9%	14%	11%	21%	23%	7%	9%	4%
M3 - Causal attributions (internal locus of control)	6%	6%	6%	22%	22%	12%	23%	5%	0%

The following table, then, reports the correlations calculated on the questionnaire scales. The different colours underline the scales grouping according to the four dimensions of the questionnaire: affective-motivational, volitional, cognitive, and motivational.

It may be observed that correlation between scales result, almost at all, statistically significant, in particular as the scales defined within each of the four dimensions constituting the QPCC are concerned.

Table 21. Correlations of the QPCC Scales – 659 subjects – VET teachers in Ukraine

	A1	A2	A3	V1	V2	C1	C2	M1	M2	M3
A1 - Anxiety of speaking in public	1	,699**	,571**	-,155**	-,225**	-,238**	-,231**	-,355**	-,146**	-,169**
A2 - Feeling of insecurity	,699**	1	,712**	-,173**	-,165**	-,190**	-,167**	-,342**	-,074	-,172**
A3 - Feeling of inadequacy	,571**	,712**	1	-,206**	-,177**	-,187**	-,173**	-,340**	-,046	-,208**
V1 - Self-regulation and perseverance	-,155**	-,173**	-,206**	1	,538**	,498**	,588**	,535**	,211**	,605**
V2 - Coping	-,225**	-,165**	-,177**	,538**	1	,615**	,595**	,466**	,234**	,543**
C1 - Processing competences	-,238**	-,190**	-,187**	,498**	,615**	1	,729**	,557**	,257**	,630**
C2 - Communication competence	-,231**	-,167**	-,173**	,588**	,595**	,729**	1	,611**	,260**	,654**
M1 - Competence perception	-,355**	-,342**	-,340**	,535**	,466**	,557**	,611**	1	,460**	,698**
M2 - Orientation to the ego	-,146**	-,074	-,046	,211**	,234**	,257**	,260**	,460**	1	,422**
M3 - Internal Locus of control	-,169**	-,172**	-,208**	,605**	,543**	,630**	,654**	,698**	,422**	1

** Correlation is significant at level 0,01 (2-code).

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ANNEX 1

Statistic appendix

Reliability Scale: A1- Anxiety of speaking in public

Summary of cases elaboration

	N	%
Valid	659	100,0
Cases Excluded ^a	0	,0
Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,886	,888	6

Item statistics

	Mean	Variable standard deviation	N
A1-1	1,64	,705	659
A1-10	1,92	,797	659
A1-20	1,92	,758	659
A1-29	1,75	,812	659
A1-39	2,00	,890	659
A1-52	2,33	,837	659

Inter-item correlation matrix

	A1-1	A1-10	A1-20	A1-29	A1-39	A1-52
A1-1	1,000	,622	,546	,547	,482	,517
A1-10	,622	1,000	,623	,606	,565	,592
A1-20	,546	,623	1,000	,562	,545	,588
A1-29	,547	,606	,562	1,000	,551	,579
A1-39	,482	,565	,545	,551	1,000	,604
A1-52	,517	,592	,588	,579	,604	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
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Item means	1,926	1,636	2,328	,692	1,423	,056
Item correlations	,569	,482	,623	,141	1,292	,001

Recapitulatory item statistics

	N of items
Item means	6
Item correlations	6

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
A1-1	9,92	11,151	,664	,462	,873
A1-10	9,64	10,304	,748	,571	,859
A1-20	9,63	10,686	,708	,506	,866
A1-29	9,80	10,422	,703	,496	,866
A1-39	9,56	10,141	,677	,469	,872
A1-52	9,23	10,236	,716	,518	,864

Scale statistics

Mean	Variance	Variable standard deviation	N of items
11,55	14,770	3,843	6

Reliability Scale: A2- Feeling of insecurity

Summary of cases elaboration

	N	%
Valid	659	100,0
Cases Excluded ^a	0	,0
Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,737	,739	6

Item statistics

	Mean	Variable standard deviation	N
A2-2	1,63	,617	659
A2-11	1,94	,664	659
A2-21	2,32	,771	659
A2-30	2,07	,840	659
A2-40	1,60	,762	659
A2-53	2,16	,743	659

Inter-item correlation matrix

	A2-2	A2-11	A2-21	A2-30	A2-40	A2-53
A2-2	1,000	,344	,310	,325	,255	,318
A2-11	,344	1,000	,360	,340	,327	,342
A2-21	,310	,360	1,000	,405	,222	,309
A2-30	,325	,340	,405	1,000	,278	,404
A2-40	,255	,327	,222	,278	1,000	,273
A2-53	,318	,342	,309	,404	,273	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
Item means	1,954	1,602	2,320	,718	1,448	,085
Item correlations	,321	,222	,405	,183	1,822	,002

Recapitulatory item statistics

	N of items
Item means	6
Item correlations	6

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
A2-2	10,10	6,601	,456	,212	,706
A2-11	9,78	6,289	,510	,265	,691
A2-21	9,41	6,029	,476	,245	,698
A2-30	9,65	5,619	,528	,290	,683
A2-40	10,12	6,351	,390	,163	,724

A2-53	9,56	6,076	,491	,248	,694
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Scale statistics

Mean	Variance	Variable standard deviation	N of items
11,73	8,427	2,903	6

Scale: A2- Feeling of inadequacy

Summary of cases elaboration

		N	%
Cases	Valid	659	100,0
	Excluded ^a	0	,0
	Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,635	,636	4

Item statistics

	Mean	Variable standard deviation	N
A3-12	1,87	,571	659
A3-31	1,90	,728	659
A3-41	1,75	,648	659
A3-54	1,61	,705	659

Inter-item correlation matrix

	A3-12	A3-31	A3-41	A3-54
A3-12	1,000	,156	,279	,343
A3-31	,156	1,000	,335	,318
A3-41	,279	,335	1,000	,394
A3-54	,343	,318	,394	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
Item means	1,782	1,610	1,904	,294	1,183	,018
Item correlations	,304	,156	,394	,238	2,528	,006

Recapitulatory item statistics

	N of items
Item means	4
Item correlations	4

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
A3-12	5,26	2,449	,342	,142	,614
A3-31	5,22	2,083	,367	,154	,606
A3-41	5,38	2,084	,472	,224	,527
A3-54	5,52	1,928	,491	,247	,507

Scale statistics

Mean	Variance	Variable standard deviation	N of items
7,13	3,386	1,840	4

Scale: V1 - Self-regulation and perseverance

Summary of cases elaboration

	N	%
Valid	659	100,0
Cases Excluded ^a	0	,0
Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,587	,624	7

Item statistics

	Mean	Variable standard deviation	N
V1-3	3,15	,901	659
V1-13	3,43	,683	659
V1-22	2,67	1,027	659
V1-32	3,29	,776	659
V1-42	3,49	,689	659
V1-48	3,54	,623	659
V1-55	2,76	,816	659

Inter-item correlation matrix

	V1-3	V1-13	V1-22	V1-32	V1-42	V1-48	V1-55
V1-3	1,000	,194	,095	,124	,196	,118	,201
V1-13	,194	1,000	,112	,298	,363	,309	,211
V1-22	,095	,112	1,000	,058	,108	,067	,047
V1-32	,124	,298	,058	1,000	,344	,334	,128
V1-42	,196	,363	,108	,344	1,000	,339	,164
V1-48	,118	,309	,067	,334	,339	1,000	,214
V1-55	,201	,211	,047	,128	,164	,214	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
Item means	3,191	2,671	3,540	,869	1,326	,122
Item correlations	,192	,047	,363	,316	7,709	,010

Recapitulatory item statistics

	N of items
Item means	7
Item correlations	7

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
V1-3	19,19	6,923	,266	,083	,567
V1-13	18,91	6,974	,430	,215	,512
V1-22	19,67	7,197	,135	,022	,631
V1-32	19,05	6,958	,350	,192	,534

V1-42	18,85	6,936	,436	,239	,510
V1-48	18,80	7,291	,390	,208	,529
V1-55	19,58	7,154	,269	,094	,563

Scale statistics

Mean	Variance	Variable standard deviation	N of items
22,34	8,994	2,999	7

Scale: V2 - Coping

Summary of cases elaboration

	N	%
Valid	659	100,0
Cases Excluded ^a	0	,0
Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,592	,602	6

Item statistics

	Mean	Variable standard deviation	N
V2-4	3,04	,871	659
V2-14	3,09	,738	659
V2-23	2,69	,906	659
V2-33	3,11	,841	659
V2-43	3,45	,635	659
V2-56	2,77	,952	659

Inter-item correlation matrix

	V2-4	V2-14	V2-23	V2-33	V2-43	V2-56
V2-4	1,000	,096	,185	,116	,224	,270
V2-14	,096	1,000	,220	,177	,211	,093
V2-23	,185	,220	1,000	,218	,238	,181
V2-33	,116	,177	,218	1,000	,298	,199

V2-43	,224	,211	,238	,298	1,000	,295
V2-56	,270	,093	,181	,199	,295	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
Item means	3,026	2,687	3,451	,763	1,284	,075
Item correlations	,201	,093	,298	,205	3,216	,004

Recapitulatory item statistics

	N of items
Item means	6
Item correlations	6

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
V2-4	15,11	6,135	,297	,109	,561
V2-14	15,06	6,663	,253	,084	,575
V2-23	15,47	5,851	,343	,124	,541
V2-33	15,04	6,106	,327	,130	,547
V2-43	14,70	6,376	,435	,195	,517
V2-56	15,38	5,699	,344	,147	,541

Scale statistics

Mean	Variance	Variable standard deviation	N of items
18,15	8,173	2,859	6

Scale: C1 – Processing competences

Summary of cases elaboration

	N	%
Valid	659	100,0
Cases Excluded ^a	0	,0
Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,795	,805	8

Item statistics

	Mean	Variable standard deviation	N
C1-5	3,32	,789	659
C1-15	3,23	,739	659
C1-24	3,36	,673	659
C1-34	3,32	,691	659
C1-44	3,38	,680	659
C1-49	3,13	,773	659
C1-57	3,33	,699	659
C1-62	2,75	,922	659

Inter-item correlation matrix

	C1-5	C1-15	C1-24	C1-34	C1-44	C1-49	C1-57	C1-62
C1-5	1,000	,395	,327	,337	,242	,145	,350	,156
C1-15	,395	1,000	,393	,384	,356	,274	,440	,178
C1-24	,327	,393	1,000	,567	,501	,300	,412	,244
C1-34	,337	,384	,567	1,000	,517	,338	,388	,266
C1-44	,242	,356	,501	,517	1,000	,391	,434	,320
C1-49	,145	,274	,300	,338	,391	1,000	,352	,316
C1-57	,350	,440	,412	,388	,434	,352	1,000	,216
C1-62	,156	,178	,244	,266	,320	,316	,216	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
Item means	3,227	2,745	3,376	,631	1,230	,044
Item correlations	,341	,145	,567	,422	3,914	,011

Recapitulatory item statistics

	N of items
Item means	8
Item correlations	8

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
C1-5	22,50	11,910	,409	,229	,787
C1-15	22,59	11,601	,519	,312	,769
C1-24	22,46	11,580	,595	,418	,759
C1-34	22,49	11,433	,609	,430	,756
C1-44	22,44	11,505	,604	,408	,758
C1-49	22,69	11,754	,454	,243	,780
C1-57	22,49	11,591	,562	,343	,763
C1-62	23,07	11,666	,356	,156	,802

Scale statistics

Mean	Variance	Variable standard deviation	N of items
25,82	14,757	3,841	8

Scale: C2- Communication competence

Summary of cases elaboration

	N	%
Valid	659	100,0
Cases Excluded ^a	0	,0
Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,762	,767	8

Item statistics

	Mean	Variable standard deviation	N
C2-6	3,32	,736	659
C2-16	3,36	,716	659
C2-25	3,01	,773	659
C2-35	3,39	,681	659
C2-45	3,29	,775	659
C2-50	3,20	,715	659
C2-58	3,10	,932	659
C2-63	3,43	,724	659

Inter-item correlation matrix

	C2-6	C2-16	C2-25	C2-35	C2-45	C2-50	C2-58	C2-63
C2-6	1,000	,277	,200	,295	,229	,360	,164	,186
C2-16	,277	1,000	,246	,376	,333	,324	,257	,269
C2-25	,200	,246	1,000	,304	,241	,213	,203	,174
C2-35	,295	,376	,304	1,000	,339	,438	,219	,220
C2-45	,229	,333	,241	,339	1,000	,399	,361	,405
C2-50	,360	,324	,213	,438	,399	1,000	,324	,354
C2-58	,164	,257	,203	,219	,361	,324	1,000	,435
C2-63	,186	,269	,174	,220	,405	,354	,435	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
Item means	3,263	3,011	3,426	,416	1,138	,021
Item correlations	,291	,164	,438	,274	2,667	,006

Recapitulatory item statistics

	N of items
Item means	8
Item correlations	8

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
C2-6	22,78	11,455	,377	,177	,751
C2-16	22,75	11,107	,472	,237	,735

C2-25	23,09	11,446	,350	,139	,757
C2-35	22,71	11,148	,497	,300	,732
C2-45	22,82	10,579	,535	,304	,723
C2-50	22,90	10,747	,558	,344	,721
C2-58	23,00	10,328	,447	,256	,743
C2-63	22,68	11,052	,477	,287	,734

Scale statistics

Mean	Variance	Variable standard deviation	N of items
26,10	13,874	3,725	8

Scale: M1 – Competence perception

Summary of cases elaboration

		N	%
Cases	Valid	659	100,0
	Excluded ^a	0	,0
	Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,781	,788	6

Item statistics

	Mean	Variable standard deviation	N
M1-7	2,97	,837	659
M1-17	3,26	,725	659
M1-26	3,39	,672	659
M1-36	2,95	,818	659
M1-46	3,32	,711	659
M1-59	3,41	,715	659

Inter-item correlation matrix

	M1-7	M1-17	M1-26	M1-36	M1-46	M1-59

M1-7	1,000	,235	,237	,237	,296	,284
M1-17	,235	1,000	,435	,474	,378	,468
M1-26	,237	,435	1,000	,418	,468	,492
M1-36	,237	,474	,418	1,000	,436	,386
M1-46	,296	,378	,468	,436	1,000	,495
M1-59	,284	,468	,492	,386	,495	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
Item means	3,215	2,948	3,405	,457	1,155	,043
Item correlations	,382	,235	,495	,261	2,112	,009

Recapitulatory item statistics

	N of items
Item means	6
Item correlations	6

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
M1-7	16,32	7,368	,345	,125	,798
M1-17	16,03	6,968	,560	,346	,741
M1-26	15,90	7,115	,577	,359	,738
M1-36	16,34	6,663	,546	,327	,744
M1-46	15,97	6,931	,587	,365	,734
M1-59	15,88	6,871	,601	,390	,731

Scale statistics

Mean	Variance	Variable standard deviation	N of items
19,29	9,638	3,104	6

Scale: M2 – Orientation to the ego

Summary of cases elaboration

	N	%

	Valid	659	100,0
Cases	Excluded ^a	0	,0
	Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,767	,767	5

Item statistics

	Mean	Variable standard deviation	N
M2-8	2,85	,896	659
M2-18	2,55	,883	659
M2-27	2,32	,951	659
M2-37	2,17	,897	659
M2-60	2,88	,880	659

Inter-item correlation matrix

	M2-8	M2-18	M2-27	M2-37	M2-60
M2-8	1,000	,378	,449	,302	,489
M2-18	,378	1,000	,404	,259	,424
M2-27	,449	,404	1,000	,361	,542
M2-37	,302	,259	,361	1,000	,356
M2-60	,489	,424	,542	,356	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
Item means	2,554	2,171	2,876	,704	1,324	,098
Item correlations	,396	,259	,542	,283	2,091	,007

Recapitulatory item statistics

	N of items
Item means	5
Item correlations	5

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
M2-8	9,92	7,097	,549	,314	,720
M2-18	10,22	7,393	,489	,248	,741
M2-27	10,45	6,652	,605	,379	,699
M2-37	10,60	7,642	,418	,180	,764
M2-60	9,90	6,845	,630	,409	,692

Scale statistics

Mean	Variance	Variable standard deviation	N of items
12,77	10,520	3,244	5

Scale: M3 – Internal Locus of control

Summary of cases elaboration

		N	%
Cases	Valid	659	100,0
	Excluded ^a	0	,0
	Total	659	100,0

Reliability statistics

Cronbach's Alpha	Standardised item-based Cronbach's Alpha	N of items
,730	,739	7

Item statistics

	Mean	Variable standard deviation	N
M3-9	3,48	,700	659
M3-19	3,19	,759	659
M3-28	3,55	,647	659
M3-38	2,85	,861	659
M3-47	3,51	,632	659
M3-51	3,16	,734	659
M3-61	3,50	,653	659

Inter-item correlation matrix

	M3-9	M3-19	M3-28	M3-38	M3-47	M3-51	M3-61
M3-9	1,000	,327	,356	,153	,232	,236	,233
M3-19	,327	1,000	,316	,252	,306	,233	,275
M3-28	,356	,316	1,000	,186	,358	,302	,305
M3-38	,153	,252	,186	1,000	,244	,257	,237
M3-47	,232	,306	,358	,244	1,000	,367	,401
M3-51	,236	,233	,302	,257	,367	1,000	,474
M3-61	,233	,275	,305	,237	,401	,474	1,000

Recapitulatory item statistics

	Mean	Minimum	Maximum	Interval	Maximum/Minimum	Variance
Item means	3,319	2,845	3,551	,706	1,248	,069
Item correlations	,288	,153	,474	,321	3,102	,006

Recapitulatory item statistics

	N of items
Item means	7
Item correlations	7

Total item statistics

	Mean scale when item is excluded	Variance scale when item is excluded	Correct correlation of item total	Square of multiple correlation	Cronbach's Alpha when item is excluded
M3-9	19,76	7,595	,393	,192	,710
M3-19	20,04	7,211	,445	,214	,698
M3-28	19,68	7,506	,473	,250	,693
M3-38	20,39	7,280	,340	,125	,730
M3-47	19,72	7,473	,500	,272	,687
M3-51	20,08	7,152	,486	,292	,688
M3-61	19,73	7,378	,506	,309	,685

Scale statistics

Mean	Variance	Variable standard deviation	N of items
23,23	9,601	3,099	7

ANNEX 2

The QPCC and its translation into Ukrainian

Here follows the QPCC Questionnaire in its original Italian version, and in Ukrainian translation.

	Italian version [English translation]	Ukrainian version
	Sesso [sex]	Стать
	La tua esperienza di insegnamento (anni) [Your teaching experience (years)]	Ваш досвід викладацької діяльності (років)
	Nazione [Country]	Країна
	Regione [Region]	Область
	Insegni in un istituto di istruzione superiore o in una scuola professionale? [Do you teach in a higher education institution or in a vocational school?]	Ви викладаєте в
	istituzione di istruzione superiore [higher education institution]	закладі вищої освіти
	Scuola professionale (o tecnica) [vocational school/technical institution]	закладі професійно(-технічної) освіти
	collegio professionale pre-terziario [pre- tertiary professional boarding school]	закладі фахової передвищої освіти
	scuola secondaria [secondary school]	закладі загальної середньої освіти
	Altro [other]	інше
<i>n.</i>	<i>item</i>	
1	Quando parlo in pubblico, mi sento imbarazzato [When I speak in public, I feel uncomfortable]	Коли я виступаю перед аудиторією, я ніяковію.

2	Quando devo rispondere a una richiesta improvvisa, mi blocco e non riesco più a reagire [<i>When I have to answer to a sudden, unexpected request, I cannot react</i>]	Коли мені потрібно відповісти на раптове запитання, я відчуваю, що застрягаю і не можу зреагувати.
3	Anche se un compito è noioso, continuo a svolgerlo finché non l'ho terminato [<i>Even when a task is boring, I keep carrying it out until it is done</i>]	Навіть якщо завдання нудне, я продовжую його виконувати до кінця.
4	Quando mi sento valutato ingiustamente, rifletto sulla situazione cercando di capire il perché [<i>When I feel judged unfairly, I reflect on the situation trying to understand why</i>]	Коли я відчуваю, що мене несправедливо оцінюють, я розмірковую над ситуацією, намагаючись зрозуміти чому.
5	Cerco di trovare relazioni tra quello che apprendo e quello che già conosco [<i>I try to find connections between what I learn and what I already know</i>]	Я намагаюсь знайти зв'язок між тим, чому я навчаюсь, і тим, що я вже знаю.
6	Pongo delle domande per sollecitare l'attenzione e la riflessione dei miei ascoltatori [<i>I ask questions to solicit my audience's attention and reflection</i>]	Я ставлю запитання для того, щоб привернути увагу та почути думку моїх студентів/слухачів.
7	Quando riesco nelle mie attività, penso che ciò dipenda dal fatto che sono una persona veramente capace [<i>When I succeed in my activities, I think it depends on me being a capable person</i>]	Коли я досягаю успіху у своїй діяльності, я думаю, що це обумовлено тим, що я маю відповідні здібності.
8	Vorrei essere il migliore di tutti in qualche cosa [<i>I would like to be the very best at something</i>]	Я б хотів (-ла) бути найкращим (-щою) у всьому.
9	La capacità di una persona dipende dalla costanza e dallo sforzo che questa mette nell'applicarsi [<i>Someone's capacity depends on the constancy and effort the person puts into commitment</i>]	Здібності людини залежать від наполегливості та зусиль, які вона докладає.

10	<p>Mi sento molto a disagio durante un intervento in pubblico, anche quando sono ben preparato [<i>I feel very uncomfortable when speaking in public, even when I am well prepared</i>]</p>	<p>Я почуваюсь некомфортно під час публічного виступу, навіть якщо я добре підготувався (-лась) до нього.</p>
11	<p>Durante lo svolgimento di un'attività importante, mi passano per la testa dubbi e incertezze sulla mia capacità di riuscire bene [<i>When performing an important activity, doubts and uncertainties about my capacity of doing well come to my mind</i>]</p>	<p>Під час виконання важливої роботи у мене є сумніви та невпевненість у своїй здатності досягти успіху.</p>
12	<p>Provo difficoltà nel riuscire a convincere gli altri della validità o della opportunità di una linea d'azione [<i>I find it difficult to convince others of the validity/opportunity of my strategy</i>]</p>	<p>Мені важко переконати інших в обґрунтованості й доцільності тих чи інших дій.</p>
13	<p>Quando ho deciso di fare qualcosa, la porto a termine anche se costa fatica [<i>When I resolved to do something, I finish it off even if it takes a great effort</i>]</p>	<p>Якщо я вирішив (-ла) зробити щось, я це зроблю навіть якщо це вимагає додаткових зусиль.</p>
14	<p>Quando comunico con gli altri uso frasi brevi e chiare [<i>When I speak to others, I use brief and clear phrases</i>]</p>	<p>Коли я спілкуюсь з іншими людьми, я використовую короткі, зрозумілі речення.</p>
15	<p>Cerco di stabilire collegamenti tra le diverse idee che mi vengono presentate o che incontro nella lettura [<i>I try to establish connections among the different ideas presented to me or that I meet while reading</i>]</p>	<p>Я намагаюсь встановити зв'язок між різними думками й ідеями, які мені зустрічаються або про які я читаю.</p>
16	<p>Quando introduco termini nuovi o difficili, ne spiego con cura il significato [<i>When I introduce new/difficult terms, I explain them accurately</i>]</p>	<p>Коли я вживаю нові або складні поняття, я ретельно пояснюю їх значення.</p>
17	<p>Se desidero approfondire argomenti e/o questioni anche molto complesse, sono sicuro</p>	<p>Якщо потрібно розібратись у дуже складних темах і/чи питаннях, я</p>

	di riuscirvi [<i>When I wish to deepen a topic/complex issue, I am confident I will succeed</i>]	впевнений (-на), що зможу це зробити.
18	Concludo più in fretta la mia attività quando cerco di riuscire meglio degli altri [<i>I finish off my tasks faster when I try to do better than others</i>]	Я швидше справляюсь із завданням, коли намагаюсь виконати його краще за інших.
19	Quando ottengo buoni risultati nell'apprendere nuove cose, penso che ciò dipenda dall'essermi impegnato molto [<i>When I achieve good results in learning new things, I think it depends on my strong commitment</i>]	Коли я отримую гарні результати в опануванні чогось нового, то я вважаю, це тому, що я доклав (-ла) багато зусиль.
20	Mi sento nervoso, quando parlo di fronte a persone che non conosco [<i>When I speak in front of people I don't know, I feel uneasy</i>]	Я нервуюсь, коли потрібно говорити у присутності незнайомих людей.
21	Di fronte a una scelta difficile, mi sento eccessivamente responsabilizzato, e per questo rimango bloccato nella mia decisione [<i>When I have to face a difficult choice, I feel exceedingly responsible, which blocks me in deciding</i>]	Зіткнувшись зі складним вибором, я відчуваю величезну відповідальність, через що я часто застрягаю з прийняттям рішення.
22	Quando una decisione è stata presa, non ci penso due volte per passare alla sua attuazione [<i>Once a decision is made, I don't think twice before putting it into action</i>]	Коли рішення прийнято, то я не задумуюсь над тим, щоб перейти до його реалізації.
23	Se vengo criticato in pubblico, esamino con calma i motivi di tale comportamento [<i>When criticised in public, I examine the reasons of such a behaviour without losing control</i>]	Якщо мене публічно критикують, то я спокійно аналізую причини такої поведінки людей.
24	Quando apprendo qualcosa di nuovo, cerco di trovare un esempio a cui si possa applicare [<i>When I learn something new, I try and find some example to apply it</i>]	Коли я дізнаючь щось нове, то я намагаюсь зрозуміти, де його можна застосувати.

25	Controllo se ho capito bene quello che mi viene detto o spiegato [<i>I use to check if I have understood well what I have been told/explained</i>]	Я перевіряю, чи правильно я розумію, що мені щось говорять або пояснюють.
26	Mi sento sicuro di riuscire a raggiungere buoni risultati nel mio lavoro [<i>I feel confident I can achieve good results in my work</i>]	Я впевнений (-на), що можу досягти хороших результатів у своїй роботі.
27	Quando cerco di superare gli altri riesco meglio [<i>When I try to outdo others, I have better results</i>]	Я почуваю себе краще, коли намагаюсь перевершити інших.
28	La capacità di riuscire dipende dall'impegno che ciascuno mette nello svolgere il proprio lavoro con puntualità e precisione [<i>The capacity to succeed depend on the effort each one puts into carrying out their punctually and meticulously</i>]	Успіх залежить від прагнення кожного виконувати свою роботу вчасно і точно.
29	Quando parlo in pubblico, mi capita di sudare e tremare, anche se l'ambiente è confortevole [<i>When I speak in public, I happen to sweat and tremble even in comfortable environments</i>]	Коли я виступаю привселюдно, я іноді потію і тремчу, не дивлячись на те, що оточуюче середовище є комфортним.
30	Se devo affrontare una decisione particolarmente difficile, mi sento eccessivamente responsabilizzato, e per questo divento nervoso e intrattabile [<i>When I have to make a particularly hard decision, I feel exceedingly responsible, which makes me tense and stubborn</i>]	Якщо мені потрібно прийняти складне рішення, я відчуваю велику відповідальність, тому я стаю нервовим та незговорливим.
31	Quando non riesco in un compito, penso che mi sia stato chiesto qualcosa di troppo difficile e complesso [<i>When I fail a task, I think I have been asked something too hard and complex</i>]	Коли я не можу виконати доручення, мені здається, що мене просять про щось занадто складне та нездійсненне.

32	Organizzo il mio lavoro in base al tempo che ho a disposizione [<i>I organise my work according to the time at my disposal</i>]	Я організовую свою роботу у відповідності із часом, який у мене є.
33	Quando parlo in pubblico, rifletto su quello che voglio ottenere [<i>When I speak in public, I think on what I wish to obtain</i>]	Коли я виступаю, я думаю про те, чого хочу досягти.
34	Quando vengo a conoscenza di nuove idee o nuove proposte, cerco di immaginare qualche situazione e/o contesto professionale a cui esse si possano applicare [<i>When I come to know new ideas/proposals, I try to imagine some situation/professional context to apply them</i>]	Коли я чую нові ідеї або пропозиції, я намагаюсь представити ситуацію або робочий контекст, у якому їх можна застосувати.
35	Verifico se gli altri hanno ben compreso quanto dico loro [<i>I use to check if others understand well what I tell them</i>]	Я відслідковую, чи розуміють інші, що я говорю.
36	Mi sento in grado di apprendere tutto ciò che mi serve nel lavoro, presto, bene e senza troppo sforzo [<i>I feel I am able to learn all I need in my job fast, well and with little effort</i>]	Я відчуваю, що можу вивчити все, що потрібно для роботи, швидко, якісно та без зусиль.
37	Mi sembra molto utile lavorare in gruppo, a condizione che sia io a fare da conduttore [<i>I think it useful to work in team, as long as I can be the leader</i>]	Я переконаний (-на), що корисно працювати в команді, за умови, що я буду її керівником.
38	Quando eseguo un lavoro piuttosto noioso, penso ai suoi aspetti meno negativi e alla soddisfazione che proverò quando lo avrò terminato [<i>When I carry on a boring task, I focus on its least negative aspects, and on how satisfied I will be once done</i>]	Коли я виконую нудну роботу, я думаю про її найменш негативні аспекти та про задоволення, яке відчую, після того як все завершу.
39	Cerco di evitare le situazioni in cui debbo parlare in pubblico [<i>I try to avoid situations forcing me to speak in public</i>]	Я намагаюсь уникати ситуацій, коли мені необхідно виступати публічно.

40	Mentre svolgo un'attività impegnativa mi viene con insistenza da pensare che posso non farcela [<i>While I am performing a demanding task, I keep on thinking I may not make it</i>]	Виконуючи вимогливі завдання, я наполегливо вважаю, що не зможу їх зробити
41	Quando trovo difficoltà ad affrontare un determinato argomento, penso che non posso farci niente perché è troppo impegnativo [<i>When I find it difficult to face some topic, I think I can't do anything about it because it is too demanding</i>]	Коли я стикаюсь зі складною проблемою, я думаю, що не зможу її вирішити.
42	Porto a termine in tempo utile gli impegni assunti [<i>I accomplish my commitments on good time</i>]	Я виконую взяті на себе зобов'язання вчасно.
43	Quando mi va male qualcosa, cerco di capirne i motivi e di superare la difficoltà [<i>When something doesn't turn out well, I try to understand why and overcome the difficulty</i>]	Коли щось іде не так, я намагаюсь зрозуміти причини та подолати труднощі.
44	Cerco di comprendere come ciò che apprendo si possa applicare alla mia vita di tutti i giorni [<i>I try to understand how what I learn can be applied to my everyday life</i>]	Я намагаюсь зрозуміти, як можна застосувати нові знання в повсякденному житті.
45	Quando leggo un testo impegnativo, vi segno con cura le cose più importanti [<i>When I read a demanding text, I accurately pinpoint the most important things</i>]	Коли я читаю складний текст, я уважно відмічаю найбільш важливу інформацію.
46	Quando penso alle mie caratteristiche personali, riconosco di essere capace di portare a termine con successo i miei impegni [<i>When I think about my personal characteristics, I acknowledge I am able to accomplish my commitments successfully</i>]	Коли я думаю про свої особистісні якості, я усвідомлюю, що можу успішно виконувати свої обов'язки.
47	Quando mi va bene un lavoro, penso di aver fatto proprio bene a dedicarmi a esso con	Коли робота мені підходить, я переконаний (-на), що я правильно

	tanto impegno [<i>When a job fits me, I think I was right to commit to it so hard</i>]	роблю (-ла), що присвячую їй мої зусилля.
48	All'inizio di un compito o di una attività, verifico quali sono le cose che devo fare [<i>At the beginning of task or an activity, I check on the things I will have to do</i>]	На початку виконання завдання я роблю огляд всього, що мені потрібно зробити.
49	Leggendo o ascoltando, ricostruisco con la mia immaginazione situazioni, personaggi o vicende, confrontandole con quelle della mia realtà professionale [<i>While reading or listening, I imagine situations, characters or happenings to compare with my professional reality</i>]	Читаючи або слухаючи, я намагаюсь реконструювати в уяві ситуації, персонажі або події, порівнюючи їх з професійною діяльністю.
50	Coinvolgo gli interlocutori stimolando la loro partecipazione [<i>I involve my interlocutors stimulating their participation</i>]	Я залучаю співбесідника у комунікацію, заохочуючи його участь у розмові.
51	Quando si tratta di apprendere cose nuove, riesco veramente a impegnarmi [<i>When it comes to learn new things, I really manage to work hard</i>]	Коли мова йде про вивчення чогось нового, я повністю можу присвятити себе цьому процесу.
52	Prima di iniziare un discorso in pubblico, mi sento molto teso [<i>Before starting a speech in public, I feel really tense</i>]	Перед початком публічної промови я відчуваю себе напруженим.
53	Mi sento disorientato, se le opinioni espresse su un problema sono molte e contrastanti [<i>I feel confused, when opinions expressed about an issue are various and contrasting</i>]	Я відчуваю дезорієнтацію, якщо висловлені думки щодо якогось питання чи ситуації суперечать одна одній або є занадто чисельними.
54	Mi capita di non riuscire a condurre a termine in maniera ordinata una discussione [<i>It happens that I cannot manage to finish off a discussion orderly</i>]	Я не можу впорядковано вести дискусію.

55	Mi impegno seriamente, anche quando il compito, o l'incarico, non mi interessa molto [<i>I commit very seriously, even when I do not think the task or the appointment is really interesting</i>]	Я прикладаю значні зусилля, навіть якщо робота чи завдання є нецікавими.
56	Se gli altri mi evitano, cerco di spiegarmene le ragioni e di chiarirne i motivi [<i>If other people avoid me, I try to understand the reasons why and clarify the motives</i>]	Якщо люди уникають мене, я намагаюсь зрозуміти причини цього.
57	Durante il lavoro o nell'analisi di testi e documenti mi vengono in mente collegamenti con altri concetti già familiari [<i>While working or analysing texts and documents, connections with other concepts already familiar occur to me</i>]	В процесі роботи чи аналізу текстів, я намагаюсь встановити зв'язки із відомими мені поняттями.
58	Preparo la scaletta del mio discorso in tre blocchi, apertura, svolgimento, conclusioni [<i>I use to outline my speech into three blocks: opening, development, conclusions</i>]	Для виступу я готую нотатки для виступу в трьох блоках – вступ, розвиток, висновки.
59	Se mi sono preparato bene, sono sicuro di riuscire efficacemente anche in compiti e attività complesse e impegnative [<i>If I am well prepared, I am sure to succeed even in complex and demanding tasks</i>]	Якщо я гарно підготувався (-лась), то я впевнений (-на), що мені вдасться ефективно виконувати складні завдання, що вимагають значиних зусиль.
60	Mi piace riuscire meglio degli altri [<i>I like to outdo others</i>]	Мені подобається все робити краще, ніж інші.
61	Riesco a essere veramente concentrato, quando cerco di raggiungere un risultato importante [<i>When trying to achieve an important result, I manage to focus deeply</i>]	Я можу бути по-справжньому зосередженим (-ною), коли працюю над досягненням важливого результату.
62	Quando apprendo qualcosa di nuovo, mi domando se ci sono casi o situazioni a cui non si possa applicare [<i>When I learn something</i>]	Коли я дізнаюсь щось нове, я запитую себе, чи існують ситуації, в яких ці нові знання не можна використати.

	<i>new, I wonder if there are cases or situations it will not fit to]</i>	
63	Quando devo presentare un documento, arrivo con il discorso preparato in maniera da sostenere adeguatamente la mia posizione [When I have to present a document, I get there with an adequate discourse to support my position]	Якщо мені потрібно представити важливий документ, я готую доповідь, щоб послідовно й аргументовано підтримати свою позицію



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