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ENACT KA3 – Multilateral Project

Enhancing Negotiation skills through on-line Assessment of Competencies and interactive mobile Training

Lifelong Learning Programme 2013
Leonardo da Vinci

D3.2 Research Methodology of the ENACT Project

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Work Package 3 – Training Need Analysis
Leading Partner: Fondazione Mondo Digitale
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Document Sign-off

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ENACT Project introduction

The ENACT project - Enhancing Negotiation Skills Through On-Line Assessment of Competencies and Interactive Mobile Training - wants to realise free, flexible, innovative teaching and assessment methods for improving negotiation and communication skills in formal and informal educational contexts.

The main objectives of the project are the following:

- to design and realise an innovative and diverse training methodology, in the form of an online "game", suitable for use as both a stand-alone tool for self-learning and in conjunction with traditional training methodology.
- to develop an innovative and scientifically sound assessment methodology, in the form of an intelligent tutor, capable of providing reliable analysis of the user's negotiation competences and communication style.

Both the methodology and technology is to be designed for different users as free tools. For this reason, a specific analysis to define the users' profile is needed and was conducted by the Consortium in order to plan the pilot experimentation of the software.

This document describes the research methodology adopted within the project, the tools designed and the main results detected in three Countries (Italy, Spain and Turkey) and specific outcomes referred to the four target groups: secondary school students and teachers, young people/athletes, manager and employees.

1. ENACT project: a brief description

1.1. ENACT Project motivation and background

The ENACT project focuses on the negotiation skills as social–intra–interpersonal competence (soft skills) that can effectively and positively impact on both personal and professional life (our life is not made of separate compartments).

Soft skills (also known as people skills or socio-relational skills) are related to the individual's personal sphere such as the way to interact and work with people, the way to understand the surrounding social environment, the way to manage relationships, address problems, and makes plans and decisions. In particular, intrapersonal competences involve the ability to understand, relate and interact effectively with ourselves, in such a way, that personal emotional states, feelings and motivations are self-recognized and acknowledged when interacting with others. Interpersonal competences concern the ability to understand, relate and interact effectively with others and, more in general, with the surrounding social environment.

The idea of negotiation, we embrace within ENACT, is a concept of negotiation primarily based on effective communication, which concerns our way to communicate with ourselves and others, as well as the awareness of how we are perceived and understood by others. The basic assumption is that negotiation and effective communication can be effectively discovered, improved and developed through dedicated training courses and personal development programmes.

In the framework of the ENACT project, this is particularly highlighted in the European Commission's initiative *New Skills for New Jobs*, that has the specific goals of (i) promoting better anticipation of future skills needs and (ii) developing better matching between skills and labour market needs. The European Framework for Key Competences for Lifelong Learning (KCLL) identifies and defines the key competences that citizens require for improving their social inclusion and employability. Two of the eight competences identified within the framework provide the main landscape for this project, and these are "Social and civic competences", and a "Sense of initiative and entrepreneurship". A common element of these competences is the need for enhancing good communication and negotiation skills, as it helps to "communicate constructively in

different environments" (KCLL, p.9) and provides the basis for the "ability to work both as an individual and collaboratively in a team" (KCLL, p.11).

The project identifies the need for the development of social and entrepreneurial skills, with respect to negotiation in particular, as negotiation skills are known to be fundamental in order to obtain better social and economic inclusion (Turok & Taylor, 2006), as well as better job performances (Baron & Markman, 2003) and they are fundamental for effective teaching. Moreover, the lack of negotiation skills is recognised as a missing key element in entrepreneurship and enterprise skills education (Frank, 2007) and research has shown that negotiation can reduce inter-individual conflict, and produce lasting solutions (Fox, 1987).

2. Methodological Approach

The methodology that we have adopted to conduct the Training Need Analysis (TNA) was focused on eliciting the views and experiences of identified group targets about negotiation process. The findings will inform the design and the development of the ENACT training-assessment interactive scenarios in order to provide tailored learning experiences, and also give indications about software requirements.

The TNA was conducted involving the group targets across three partner areas: Italy, Spain and Turkey, engaging the following four different target groups:

- Secondary school students (Italy);

- Researchers/Teachers (Italy);

- SME managers and employees (Spain)

- Young people and Athletes (Turkey).

The Italian context has been analysed by two different partners: Fondazione Mondo Digitale and Federico II - University of Naples. The former has secondary school students as target of their investigation; the latter carried out the analysis taking into consideration researchers/teachers, as target group.

More specifically the TNA was developed to investigate the following areas:

- analysis of current practices in negotiation training in the countries involved in the trials;

- definition of target groups, in terms of personal data, previous competencies, interests, opinions and so on;
- definition of the training needs of the target groups, in order to plan learning actions suited to the specific results obtained.

The research was conducted in the earlier phase of project (January-June 2014). Multiple methods of data collection undertaken for the implementation of the TNA, included:

- The completion of a scoping questionnaire to better define the research framework (see attachment 1 for details);
- The completion of face-to-face semi-structured interviews (see attachment 2 for details on the interview);
- The utilisation of an online survey (see attachment 3 for the survey form)

2.1. *The research framework – General Description*

The research framework is meant as a first step to define need analysis of the identified target groups. In order to identify and address specific learning needs, a scoping questionnaire was completed by representative of target groups in each Country to gather information regarding existing training policy and practices of soft skills, training methodologies employed, competencies in the use of ICT, as well as level of ICT application in schools, and VET as part of the mainstream curricula to support traditional training practices (see attachment 1 for details).

Moreover, significant case studies (projects developed on the subject, teacher training initiatives, and employees training programmes) and different targets were identified as object of in-depth study in the second phase of the research.

More specifically the aims and objectives were the following:
- Define the state of the art regarding the level of technological diffusion (ICT) in schools, with a particular focus on secondary schools and sport training contexts.
- Investigate teachers and trainers' technological competencies analysing national/international researches/reports.
- Deepen the key concept of "negotiation skills", reporting guidelines or national reports, to investigate the level of development of related initiatives. Each participating Country could describe two national relevant projects related to the subject.

- Investigate the key concept of online role-playing and computer based simulation methods for soft skills development with a particular focus on negotiation skills at secondary school, and in the sport context to reveal significant experiences/projects developed in each Country.
- Analyse the role of negotiation and the use of online role-playing and computer based simulation methods in today's business environment, to highlight any experience of professional training realized and related impact on soft skills development, and in particular on negotiation skills development.

The framework was organized in four sections, as following:

1. **ICT in school**: we are referring to the application implementation of ICT equipment and tools in mainstream education as a media of teaching and learning, as well as a training methodology.

2. **Practices in negotiation training**: analysis of current practices in negotiation training in schools and related impact on students' soft skills development. Negotiation plays a vital role for career success and relationship**s** building, that strengthen effective communication skills and learning opportunities at school: how to negotiate is an important brick in the wall of everyone's life.

3. **On-line Role Playing & Computer based simulation methodologies**

   On-line Role Playing: is referred as to a learning technique that allows experiencing and exploring personal ways to interact and behave within interpersonal situations, by enacting different roles, real or fictional, in a given situation.

   Computer based simulation: is referred as to a learning tool that allows the reproduction of a specific aspect, behaviour, model, theory, experience that the learner can observe, act or interact with, and reflect about. These methodologies transferred into an on-line virtual environment could have the advantages of overcoming barriers of time and space.

4. **Negotiation in business:** negotiation is an important skill for people in relation to the working environment. As negotiation plays a vital role for building relationship and communicating effectively, the ability to negotiate can make the difference between success and failure in today's business.

2.2. Face-to-face semi-structured interview – General Description

Across the three partners Country, in order to identify target groups' individual needs, competencies, previous experiences, availability to participate in the project, and expectations, within the second step of the TNA a semi-structured interview was developed. Participants in the interview represent the groups that will be involved to test the software later (see attachment 2 for details).

Their views, impressions and suggestions were collected and analysed adapting a model developed by Graneheim U.H. and Lundman B. (2003) already tested to achieve trustworthiness through qualitative research tools such as interviews [1]. The model in particular starts from the idea that reality is subject to interpretation and "understanding is dependent on subjective interpretation". Multiple, therefore, are the meanings involved and trustworthiness might be an issue. There are manifest and latent contents that the structure for the analysis allows, starting from a theme/subtheme to report a meaning unit, and then to identify condensed meaning units both with regards to description and interpretation.

We considered the questions for the interview as themes and the answers as meaning units from which to extract description and interpretation.

Each research group received the interview in advance, with a brief introductory description of the project, a detailed hand-out for interviewers and a consent statement for participation. The questions represented the interview structure and each interviewer could integrate them on the basis of participants' reactions and their personal experiences.

The questions were divided into 3 sections:

- general description;
- participants competencies/previous experiences/individual needs;
- availability to participate in the project, expectations.

Each partner involved into pilot experimentation interviewed the following people as representative of the needs for their specific group, for a total of 10 interviews:

- Italy. Participants: 3 students and 2 teachers.
- Spain. Participants: 3 managers/employees.
- Turkey. Participants: 2 young people/athletes and one young teacher/athlete.

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[1] See also Attachment 4, instance of analysis.

2.3. The online survey

In the last step of the TNA an online survey was conducted across the three partner regions to investigate further views on the training needs, explore perceptions and thoughts on the concept of negotiation, as well as personal experiences related to negotiation (see attachment 3 for details).

The survey was administered online through Surveymonkey.

A total of 56 responses to the survey were received across the three participating countries. Each country was asked to complete the questionnaire with at least 10 users.

The survey included 13 questions comprising of closed, scaled and open questions divided in the following sections:

- Personal details (age, sex, Country, profession)
- Awareness about negotiation skills and their use in personal and work life
- Negotiation approach (relationships with peers, activities carried out to make up a decision, planning an activity, etc.
- Skills involved in negotiation

The answers were analysed per country according to the different roles of respondents. So the values emerged refer to the different target groups selected to take part in the trialling phases.

3. Summary of findings

In order to inform the design and development of the ENACT Learning Programme for negotiation and soft skills development, a systematic investigation and analysis of the training needs of target groups across three partner areas, Italy, Spain and Turkey has been conducted, by using multiple methods of data collection: scoping questionnaire, semi-structured interviews, and online survey.

Scoping questionnaires were undertaken to gather information regarding existing training policy and practices of soft skills, training methodologies employed, and competencies in the use of ICT, as well as level of ICT application in schools, and VET as part of the mainstream curricula to support traditional training practices.

Data from the three Countries seems to reveal that there is an increasing use and application of technology in schools; however, the research has highlighted that there is a

gap between recommended educational practice of national guidelines and current practice in schools on one hand, and practice guidelines, application of technology as well as teacher training to the use of technology on the other hand.

With regard to negotiation and soft skills development in education, very little has been done related to the subject, although the increasing awareness of the importance of those skills. Similarly, despite of a growing interest in vocational training in soft skills as critical to both organizational and personal success in the workplace, it seems that a lack of funds prevents a wide offer of dedicated training courses. In the three partner areas few projects and training activities have been developed for promoting the use of computer games for soft skills development, with exception of Italy that in the last decade has been forefront of innovative training tools, such as role-playing and simulation tools for soft skills training. However no training practices for teachers and/or students have been developed accordingly.

The overall results of the 10 semi-structured interviews with the group targets of the three Countries, clarified as the definition of the key elements related to the concept of negotiation varies between target groups and age range.

In business context where time is limited the ability to identify problems, develop problem-solving and manage time effectively in order to efficiently perform designated results, are the aspects more appreciated within a negotiation process.

Respondents aged between 14 to 30 years old tends to consider negotiating skills more related to effective communication and active listening, and particularly important for ensuring professional growth, rather than result performance.

In addition to the semi-structured interviews, an online survey to investigate further views on the training needs, explore perceptions and thoughts on the concept of negotiation, was completed by 55 respondents across the target groups of the three partner areas.

 The findings indicate high level of importance assigned to negotiation skills and more in general to soft skills. While students and teachers (Italy and Turkey) consider that negotiation skills can help managing different kinds of life situations, both at work and in personal relationships, for managers and employees (Spain) negotiation skills are perceived more important for work related activities than for personal relationships.

Interestingly respondents from different target groups in Italy, Spain and Turkey seem to agree that training and more specifically active learning through simulation games, plays a role in communication and negotiation skills development

The ENACT project could therefor help to promote and implement best practice related to the use of technological learning tools for enhancing training, learning and development of relational skills designed specifically for the target groups.

In order to get more data from a larger sample to expand research findings, the ENACT consortium has decided to extend the survey to a wider public and beside the group targets directly involved in the project. The survey is available at http://enactskills.eu/.

4. Attachment 1 – Research Framework

Training Need Analysis – First Step

The research framework is meant as a first step to define need analysis of the identified target groups. In order to identify and address specific learning needs, a scoping questionnaire was completed by representative of target groups in each Country to gather information regarding existing training policy and practices of soft skills, training methodologies employed, competencies in the use of ICT, as well as level of ICT application in schools, and VET as part of the mainstream curricula to support traditional training practices.

Moreover, significant case studies (projects developed on the subject, teacher training initiatives, employees training programmes) and different targets were identified as object of in-depth study in the second phase of the research.

More specifically the aims and objectives were the following:

Define the state of the art regarding the level of technological diffusion (ICT) in schools, with a particular focus on secondary schools and sport training contexts.

Investigate teachers and trainers' technological competencies analysing national/international researches/reports.

Deepen the key concept of "negotiation skills", reporting guidelines or national reports, to investigate the level of development of related initiatives. Each participating Country could describe two national relevant projects related to the subject. .

Investigate the key concept of online role-playing and computer based simulation methods for soft skills development with a particular focus on negotiation skills at secondary school, and in the sport context to reveal significant experiences/projects developed in each Country.

Analyse the role of negotiation and the use of online role-playing and computer based simulation methods in today's business environment, to highlight any experience of professional training realized and related impact on soft skills development, and in particular on negotiation skills development.

The framework was organized in four sections, as follows:

1. *ICT in school*: we are referring to the application implementation of ICT equipment and tools in mainstream education as a media of teaching and learning, as well as a training methodology.

2. *Practices in negotiation training*: analysis of current practices in negotiation training in schools and related impact on students' soft skills development. Negotiation plays a vital role for career success and relationships building, that strengthen effective communication skills and learning opportunities at school: how to negotiate is an important brick in the wall of everyone's life.

3. *On-line Role Playing & Computer based simulation methodologies.*

On-line Role Playing: is referred as to a learning technique that allows experiencing and exploring personal ways to interact and behave within interpersonal situations, by enacting different roles, real or fictional, in a given situation.

Computer based simulation: is referred as to a learning tool that allows the reproduction of a specific aspect, behaviour, model, theory, experience that the learner can observe, act or interact with, and reflect about. These methodologies transferred into an on-line virtual environment could have the advantages of overcoming barriers of time and space.

4. *Negotiation in business*: negotiation is an important skill for people in relation to the working environment. As negotiation plays a vital role for building relationship and communicating effectively, the ability to negotiate can make the difference between success and failure in today's business.

Details of the scoping questionnaire are reported below.

4.1. Scoping questionnaire

To help us understand better our research context, and gather information existing training policy and practices of soft skills, training methodologies employed, level of competencies in the use of ICT, and ICT application in schools, and VET, please answer the questions for each of the following sections (Max 500 words per section, excluding references).

ICT in school/sport training contexts (max 500 words)

ICT Infrastructures: how well equipped are schools in your country and how technology is employed?

Does Your country have any guidelines that indicate uses of technologies for teaching and learning?

How do teachers and students in Your Country become confident with the use of ICT on learning and alternative activities? Are there specific training teacher courses?

Which kind of alternative training methodologies (ICT) are used in Schools in your country?

On the ground of each partner's specific experience, how can negotiation skills contribute significantly in the sport context/young athletes training practice? Which advantages can get sport context/young athletes acquiring the above skills?

Practices in negotiation training (max 500 words)

Are there specific training practices regarding teaching about how to negotiate and communicate with students a required job skill? In which way are negotiation skills implemented in secondary schools? Can you suggest any indicators that can be used to evaluate negotiation skills? Is there any kind of course on negotiation and communication in module secondary schools in your country? Can you describe national projects/best practices already realized or in progress (max 2 projects)?

On the ground of each partner's specific experience, how can negotiation skills contribute significantly in the sport context/young athletes training practice? Which advantages can get sport context/young athletes acquiring the above skills?

Computer based & online role-playing games (max 500 words)

Are online role-play and computer based simulation methods used in your country? If so, how are they implemented? Can you describe national projects/best practices already realized or in progress (max 2 projects)?

Practices in negotiation training - business context (max 500 words)

Are there any negotiation and communication training modules for business/employed people? If so, where do they take place? If yes, can you give a brief description of such modules?

Are they aware of any online role play and computer based simulations for negotiation training in business context? Do they use on line role-play as an exercise for learning how to negotiate in business? You can contact, if necessary: private or public associations, local authorities etc. to investigate if any of these practices are already in force or not. Describe, also, why these competencies are very important for business.

Please, indicate target group you will involve.

Pilot Experimentation will involve 10-15 participants; while large scale 35-40.

5. Attachment 2 – Interview

Training Need Analysis –Step Two

Across the three partners Country, in order to identify target groups' individual needs, competencies, previous experiences, availability to participate in the project, and expectations in participating in the ENACT project, within the second step of the TNA a semi-structured interview was developed.

Interviews were addressed to school and university teachers and students, president of sport associations, trainers and coaches, athletes, SMEs employees and managers who will later participate in the project trial phase related to the development of the on-line game. The aim is to define participants' individual needs, competencies, previous experiences, availability and expectations in participating to the ENACT project. More specifically, the interview aims to:

- reveal participants understanding of the concept and application of soft skills in general, and negotiation skills in particular, in relation to their personal and working/studying life;
- report participants previous experiences in negotiation or soft skills training;
- investigate individuals perceptions of the importance of soft and negotiation skills in their daily life and reveal their willing to enhance their skills possibly participating in the ENACT project.

The interview phase will be piloting a questionnaire preparation to be circulated to the target groups' wider population.

Each partner involved into pilot experimentation will interview at least three persons, as representative of a specific target group and will try to ensure a good gender balance.

1. Italy FMD. Participants: two students and one teacher.
2. Italy UNINA. Participants: researchers/teachers.
3. Turkey. Participants: young people/athletes.
4. Spain. Participants: managers/employees.

Each interview should take no more than 30 minutes. Participation is entirely voluntary and all data will be used in respect of privacy regulations and only for research aims. Participants will be asked to complete a consent form to record informed agreement to take part in the study and permission to be audio and video recorded (see point 5.2 in this paragraph).

Before interviews take place a brief description of the ENACT project, objectives and outputs will be required. A letter or a short document, explaining the context of the project will be circulated in advance to the interviewees (see point 5.3 in this paragraph).

The semi-structured interview reported below, needs to be considered as an interview guide, therefore interviewers can add new questions on the basis of participants' reactions, and continue to ask questions until they fully understand the topics of interest.

Each partner will be responsible for translating and conducting the interviews in their own languages, as well as of accurately renders the meaning of the source interview text in English.

For the narrative analysis of interview texts, each partner needs to provide transcriptions in English. The structure of the interview is reported below at the point 5.1 of this paragraph.

5.2. Interview Structure

General description

1) Could you please describe the organisation/enterprise/school (target group context) where you work/operate, your specific activities and role?

Participants' competencies/previous experiences/individual needs

2) Could you please describe technological competencies of the target group that will be involved into ENACT research study and trialling? Are they used to technology?

3) Is your school well technology equipped and has got Internet connection? (Only for teacher to verify technological availability)

4) Which kind of operating system and browser do you usually use? Do you normally accede to Internet high-speed connection?

5) In your school/enterprise/association (target group context), do you foresee mandatory or voluntary courses to develop social competencies (e.g. leadership, communication, conflict management, teamwork and so on)? If so, how are they organized and which activities are provided?

6) Are online role-playing or/and computer based simulation methods used in your school/enterprise/organization (target group context) as learning tools? If so, can you describe aims, objectives, and structure of the activities?
For interviewee to share with interviewees: *role-playing* a game through which you can assume a role and control a character according and within a specific situation; *Computer based simulation* concerns a reproduction of a specific aspect, behaviour, model, theory, experience you can observe, act or interact with, and reflect about.

7) In your experiences, have you ever used role-play and simulations, not necessarily computer-based? If so, in which way and why?

8) I would be grateful if you could give me a definition of what negotiation skill means to you? If possible, can you give me an example by recalling a situation you personally experienced that can clarify my understanding of what you mean? You can also decide to discuss something that is related to your personal experience and not necessarily to your work or study.

9) Are negotiation and communication skills important in your work/target group context as an employee/student, etc.? If so, why and what is the added value to develop them? Can you give me an example by recalling a situation you personally experienced that can clarify my understanding of what you mean?

10) In your opinion, how these competencies can be promoted in your work/study (target group context)?

Availability to participate in the project, expectations

11) Are you interested to learn more about these competencies with an online game?

12) In your opinion, what are the advantages and disadvantages of this kind of activities (online games in order to learn more about, and possibly further develop social competencies) in your specific work/activity(target group context)?

13) Considering your specific work/activity (target group context), what are your expectations about the project? In which way ENACT project can help yourself in your specific work?

14) Do you think that participating in the project can help you? Could you give me an example to understand what you mean?

5.3. Consent to participate in the research

(sample to be adapted by Partners)

Location: _____   Name:_____

Gender _____   Age_____

Role_____

Email/Tel.no._____

Date: _____

Introduction and Purpose

Interviewer name XXXX [role, e.g. researcher [*Please delete/modify as appropriated*] at the [institution name, e.g. University of Plymouth Please delete/modify as appropriated], would like to invite you to take part in a research study, which concerns the identification of training needs about negotiation skills in [target group students/managers/employees/young athletes- [*Please delete/modify as appropriated*] for developing an online training system which aims to help [target group] to discover, improve and learn more about negotiation skills that are critical to both personal life and business success/professional.

The purpose of this research is to engage and interview people representative of (group target) to provide viewpoints, perspectives and opinions on negotiation skills, the existing practices for teaching or developing them, how negation would be better developed in your context, and help to evaluate the extent to which an online training product may be developed within the ENACT project that addresses this training need.

Procedures

If you agree to participate in this study, the researcher will conduct an interview that will last about 30 minutes. With your permission, researcher wishes to audio-record, and take notes during the interview, in order to gain as much information regarding your experiences as possible. [In addition, the researcher might ask you permission to video-record the interview for dissemination purposes [*Please delete/modify as appropriated*].

This is entirely voluntary and you do not have to consent to being audio [and video recorded]. If you choose not to be recorded, the researcher will take notes instead. If you agree to be audio-recorded (*video-recorded Please delete/modify as appropriated*) but feel uncomfortable at any time during the interview, the researcher can turn off the recorder at your request. Or if you don't wish to continue, you can stop the interview at any time.

The researcher expects to conduct only one interview; however, follow-ups may be needed for added clarification. If so, he/she will contact you by mail/phone to request this.

The right to anonymity and confidentiality.

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used, unless you give explicit permission for this below.

To minimize the risks to confidentiality we will *[Describe data security measures to be taken, e.g., storage, coding, limited access to study records, etc.] Please delete/modify as appropriated*

(*E.g.* To minimize the risks to confidentiality your research records, including computer-based data, will be password-protected. Only researchers working in the study will have access to your study records. The researcher might be asked to the European Commission to have access to your research records for audit purposes). *Please delete/modify as appropriated*

When the research is completed, the researcher may save the records and notes for use in future research. The researcher will retain these records for up to xxx years after the study is over *[Or if different, give accurate information about retention and use of study data in future, e.g., "I will destroy the tapes and notes at the end of the study"]. Please delete/modify as appropriated*

Please indicate your permission for audio (or video clips or) stills from the interview session to be used in presentations or documentation of this study. Please thick your preferences below (you may select more than one preference):

☐ I agree to allow the interview session to be audio-recorded and saved for purpose of review by the researcher for the study in place.

☐ I agree to allow *audio* record transcript in reports or presentations about this study. (Names of participants will not be included anywhere in the final report, or tied to any individual responses).

☐ I agree to allow the interview session to be video-recorded and *video* clips to be used and uploaded on (website url), for diffusion and dissemination purposes. *Please delete/modify as appropriated*

The right to withdraw. Participation is entirely voluntary and you have the right to withdraw from this interview at any stage.

By ticking the box below, you indicate your informed consent to participate in this research.

☐ I agree to participate in this research and understand my rights.

Signature:_____

Amendments to be made according to specific law within the Country. *Please delete/modify as appropriated*

5.4. Hand-out sample

Dear XXXXXX (if it is a letter) delete/modify as appropriate

The [your institution name delete/modify as appropriate] has received EU funding to develop an online training tool which aims to help [your target group students/managers/employees/young athletes delete/modify as appropriate] to discover, improve and learn more about negotiation skills that are critical to both personal life and business success/professional.

The two year project aim to develop innovative e-learning scenarios that will allow [your target group students/managers/employees/young athletes *delete/modify as appropriate*] to access a training resource based on negotiation.

Being able to negotiate effectively is recognised as personal attribute that can enhance people's communication and interaction with each other. Negotiation skills are in everyday use, not exclusively related to professional contexts.

Negotiation can be defined as a way to communicate effectively with others (teachers, parents, pairs, employees, etc.) in order to find a solution, an option, a perspective that can make all people involved in the interaction happy and satisfied.

Negotiation includes skills such as proficiencies in the area of communication (Being able to convey information in a clear, precise and unambiguous way); active listening (Being able to engage with others in a way that assures them that you are listening, fully understanding and considering what is being said (ideas, feelings, thoughts); problem solving (Being able to approach problems from a number of perspectives, thus increasing the possibilities of successful solutions); flexibility (Being able to display an understanding that situations can change and consequently plans may have to be re-visited), just to name a few.

Your target group [students/managers/employees/young athletes *delete/modify as appropriate]* are being asked to provide viewpoints, perspectives and opinions on what they think about negotiation skills in their specific contexts. How these skills could be learned and improved and help to evaluate the extent to which the online training product to be developed in this project addresses this training need.

In this first instance we would like to conduct interviews with [your target group students/managers/employees/young athletes *delete/modify as appropriate*]. This will involve a face to face interview that should take no more than between xx and xx minutes. The interview will be kept strictly confidential will help us identify the training needs of managers/employees/students *delete/modify as appropriate*. Participating in this short interview process will provide us with your unique source of information and your thoughts will help us to develop targeted negotiation skills online training resource. Also the interview is not an assessment or evaluation in any way.

The following picture represents an example of how the game we aim to develop will look like.

6. Attachment 3 – Online Survey 2

Training Need Analysis – Step Three

An online survey to investigate further views on the training needs, explore perceptions and thoughts on the concept of negotiation of the target groups, as a last step of the TNA was developed. Below details of the survey

Online survey

There are many ways to approach negotiations. As a preliminary activity in the ENACT project, this questionnaire is designed to make you reflect on your own approach to negotiation and on the ways you might improve or round out your negotiating skills.

We want to reassure you that this not an evaluative questionnaire, therefore there are no "right" or "wrong" answers to the questions below. We believe that you can really help us to gather valuable information regarding your experience and thoughts about negotiation.

6.2.   Section One: Demographic Details

1. Name:_____ (OPTIONAL)

2. Your position: (please tick one box)

Student ☐   Teacher/Researcher ☐   Employee ☐
Manager ☐   Athlete ☐   Coach ☐   Other ☐

3. Sex: Male ☐   Female ☐

4. Age: (please tick)

14-19 yrs	20-30 yrs	30-40yrs	40- 50yrs	50 >yrs

5. In which of the following countries is your work based: (please tick)

Italy   ☐   Spain ☐   Turkey ☐   Other ☐

6.3. Section 2: Negotiation Skills

6. Are you aware of your negotiation skills, and when you exercise and use those skills? On a scale of 1-4 how would you rate your level of awareness as 4 being extremely aware, and 1 not aware at all?

1. Not at all aware ☐
2. Somewhat aware ☐
3. Moderately aware ☐
4. Extremely aware ☐

7. How important do you think are negotiation skills in your professional/school life? On a scale of 1-4 how would you rate them as 4 being most important and 1 least important?

1. Not at all important ☐
2. Somewhat important. ☐
3. Moderately important ☐
4. Extremely important ☐

8. How important do you think are negotiation skills in your personal life? On a scale of 1-4 how would you rate them as being 4 being most important and 1 least important?

1. Not at all important ☐
2. Somewhat important ☐
3. Moderately important ☐
4. Extremely important ☐

9. Thinking about your working/school context how do you think you interact with others when you are involved in a negotiation (e.g. making a decision, planning an activity, asking for a change at work, etc.?)

a. I try to understand my interlocutor's interests, and investigate an issue with my supervisor/teacher/line manager/trainer to find a solution acceptable to us.

b. I tend to satisfy the needs of my supervisor/teacher/trainer/coach/ line manager, etc., as he/she understand what can be better for me.

c. I take the stock of the situation and I use my influence to get my ideas accepted

d. I try to avoid being in the situation of making a decision about something very quickly and I withhold my conflict with my supervisor/teacher/trainer/coach/ line manager, etc.

e. I attempt to find a middle course arrangement to resolve an impasse, or taking decisions.

10. Thinking about your personal life how do you think you interact with parents, friends, etc. when you are involved in a negotiation (e.g. making a decision, planning an activity, asserting your opinions or point of views, etc.?)

a. I try to understand my interlocutor's interests, investigate an issue with him/her and to find a solution acceptable to us.

b. I'm inclined to satisfy their needs, as they understand what can be better for me.

c. I take the stock of the situation and I use my influence to get my ideas accepted

d. I try to avoid being in the situation of making a decision about something very quickly and try to keep my conflict with them to myself.

e. I attempt to find a middle course arrangement to resolve an impasse, or taking decisions.

11. During a negotiation session, what do you when listening parties or interlocutors? On a scale of 1-4, with 4 being almost always and 1 almost never, how would you rate yourself for each of the following statements?

   a. I pay attention even if I am not directly interested in the immediate topic or in the person I am talking with

   1 ☐   2 ☐   3 ☐   4 ☐

   b. I stop myself from interrupting the person I am talking with

     1 ☐   2 ☐   3 ☐   4 ☐

   c. If in a large meeting, I find I do not speak up.

     1 ☐   2 ☐   3 ☐   4 ☐

   d. I maintain emotional control, regardless of what it is said

   1 ☐   2 ☐   3 ☐   4 ☐

   e. I find it difficult to say "no".

     1 ☐   2 ☐   3 ☐   4 ☐

f. I pay attention to my body language as a listener, and I try to tune my communication style to my interlocutor' style

1 ☐   **2** ☐   **3** ☐   **4** ☐

12. Do you think there is a specific moment to stop negotiations? And how do you know when walking away is appropriate? (You can select more than one option)

a. When the other side is entrenched in a position that is very far from my own.

b. When the parties are so far apart it would take a whole lot of work to get them agreeing.

c. When I can try again later.

d. When the agreement is established.

e. When I have a better alternative that meets my interests better than what I have been offered

f. When I understand that my proposal needs to be developed more carefully in order to meet parties' interests more fully than the alternative they might have.

13. Among the relational skills listed below, please thick only 4 skills that you believe are particularly involved in negotiation processes

- Communication & active listening
- Problem solving
- Critical and creative thinking
- Empathy
- Result orientation
- Judgment and decision making
- Emotional stability
- Self-awareness

14. Taking each of the soft skills listed below, how much do you think that being involved in the project could help in improving those skills for your personal and/or professional development?

Tick one box on each line, where 4 = Very helpful; 3 = Fairly helpful; 2 = Not very helpful; 1 = Not at all helpful

Communication (& active listening)

1 ☐   **2** ☐   **3** ☐   **4** ☐

Team working

1 ☐   **2** ☐   **3** ☐   **4** ☐

Problem solving
1 ☐   **2** ☐   **3** ☐   **4** ☐

Critical and creative thinking
1 ☐   **2** ☐   **3** ☐   **4** ☐

Empathy
1 ☐   **2** ☐   **3** ☐   **4** ☐

Result orientation
1 ☐   **2** ☐   **3** ☐   **4** ☐

Judgment and decision making
1 ☐   **2** ☐   **3** ☐   **4** ☐

Emotional stability
1 ☐   **2** ☐   **3** ☐   **4** ☐

Self-awareness
1 ☐   **2** ☐   **3** ☐   **4** ☐

Other, specify ………………………..……
1 ☐   **2** ☐   **3** ☐   **4** ☐

15. I believe that training is required to help development of communication and negotiation skills. Please rate your level of agreement or disagreement (Please thick one box only)

Strongly disagree	Disagree	Agree	Strongly agree
☐	☐	☐	☐

16. I believe that specifically designed computer games supporting the development of negotiation skills can be very beneficial. Please rate your level of agreement or disagreement (Please thick one box only)

Strongly disagree	Disagree	Agree	Strongly agree
☐	☐	☐	☐

17. Please, feel free and add any comment and/or other expectation about the ENACT project.

If you wish to receive any updates on this survey, please enter your email or contact details below. Your contact info might only be used by researchers in case of need of any additional information related to the study.

7. Attachment 4 – Example of Interview Analysis Model

(Graneheim U.H.et al.2003)

Country	Target group	Theme	Sub-theme	Condensed Meaning Interpretation	Condensed Meaning Description	Meaning Unit
Turkey	Young people and Athletes	1) Could you describe the organisation/enterprise /school where you work, your specific activities and role within the organisation, please?	Participants introduction	Participants are all athletes. Two students and one teacher	N/A	I study in physical education and sport school. We take courses related both teaching and sport branches. I participate in sport competitions among universities. Our university is a developing university. I study in physical education and sport school of Aksaray University. We have summer and winter camps which I involved in. I offer courses in physical education as a young teacher and previous athlete. My specific field is basketball.
Spain	Managers/ Employees			Specific activities of participants. Two from ICT and one interpreter/translator	Needs analysis of participants nfrom business	My company is a small business in which I am the only person right now that works for it, I am a professional who is dedicated to the computers support and maintenance. My target are companies that need this type of services with a high of flexibility. I manage the financial aspects of the company but more essentially what I do is to give service to customers and give them the support services and support for software. My name is J. M. G. P. and I am the CEO of Hidrae . Hidrae is a company dedicated to mobile applications development and online marketing (social media campaigns and all associated content development , application development ... etc). My job as CEO is to organize activities and, as the company is too small to dedicate a person to commercial tasks, in many cases also I carry out project management functions. Yes, well we are a translation and interpreter services company, we are an agency that basically provides communication solutions to clients in foreign languages. I'm the managing director at this agency, right now I'm the person responsible for the whole network of freelancers working for the agency. We don't have in-house translators working at this point, it's only free lancers but since they work for us on a regular basis it is just as if they work in-house as staff members.
Italy	Teacher			Two teachers (History and Systems)	N/A	I am a History and Philosophy teacher at *Liceo Classico Virgilio*, a public school in the centre of Rome. There are also other addresses, such scientific and Linguistic Liceo. I work in a big school with lots of addresses (economy, technology, applied science etc), laboratories and work-group for students. I teach Systems.
Italy	Students			Schools descriptions. More address available.	N/A	I am a student and my school is very well equipped with technology, It has two buildings. There are lots of interesting subjects. Our school is one of the older of Rome. We have more addresses (classic, scientific, linguistic etc.) There are lots of extra-scholastic activities, such as laboratories, linguistic courses that I attend with pleasure. My school has several addresses: technical address, surveyor, information technology, economics, and the high school of applied sciences. We have two computer labs, two language labs and one of biology. Not always we make the experiments in the laboratory, sometimes we make them in the classroom. We also have two football fields and sports buildings .