

Coping strategy (self-assessed)

The following statements relate to different competences, which might, or not, be familiar to you. Please show to which extent you practice them in your life.

	1 Never	2 Seldom	3 Sometim es	4 Often	5 Most of the times	6 Always
1. I ask others what they think about my approach 2. If I cannot figure it out myself, I ask for help 3. I learn from the critique of others 4. I admit my mistakes spontaneously 5. I learn by cooperating with others 6. I attend courses in order to do my job better 7. I investigate which training and courses are available 8. I know where I can go for specific trainings 9. I am willing to make additional efforts in order to learn 10. I always know which new developments are occurring in the sector I am working with 11. I like to learn 12. If a situation changes, I adjust my plans 13. If I notice that I do not obtain the necessary results, I adjust my plans immediately 14. I adjust my planned approach when new opportunities arise 15. If my plan goes differently than expected, I make a new plan						

Coping strategy (peer- or teacher-assessed)

Now please think about **STUDENT NAME**. For each sentence, please indicate how much you think that **STUDENT NAME** practices them in his/her life – as you have perceived during the activities that you carried out together during the project/course.

	1 Never	2 Seldom	3 Someti mes	4 Often	5 Most of the times	6 Always
1. STUDENT NAME asks others what they think about his/her approach 2. If STUDENT NAME cannot figure it out himself/herself, he/she asks for help 3. STUDENT NAME learns from the critique of others 4. STUDENT NAME admits his/her mistakes spontaneously 5. STUDENT NAME learns by cooperating with others 6. STUDENT NAME attends courses in order to do his/her job better 7. STUDENT NAME investigates which training and courses are available 8. STUDENT NAME knows where he/she can go for specific trainings 9. STUDENT NAME is willing to make additional efforts in order to learn 10. STUDENT NAME always knows which new developments are occurring in the sector he/she is working with 11. STUDENT NAME likes to learn 12. If a situation changes, STUDENT NAME adjusts his/her plans 13. If STUDENT NAME notices that he/she does not obtain the necessary results, he/she adjusts his/her plans immediately 14. STUDENT NAME adjusts his/her planned approach when new opportunities arise 15. If his/her plan goes differently than expected, STUDENT NAME makes a new plan						

The items belong to the following constructs:

- Self-knowledge: items from n. 1 to n. 5;
- Orientation towards learning: items from n. 6 to n. 11;
- Planning for future: items from n. 12 to n. 15.

The scale is proposed to be used both as self-assessed and etero-assessed (e.g., peer- and teacher-assessment).

The assessment score is obtained by summing and averaging the raw scores on all items for each scale. Scores in the range 1.00-3.75 are considered low level of competence in using coping strategies; scores in the range 3.76-5.25 as medium level; and scores in the range 5.26-6.00 as high level.

SHORT VERSION

A shortened version of the assessment tool to be administered to students was built only using the planning for future scale, to be used both as self-assessment and etero-assessment. The evaluation criteria follow the same evaluation ranges described above.

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Coping strategy (peer- or teacher-assessed)

Now please think about **STUDENT NAME**. For each sentence, please indicate how much you think that **STUDENT NAME** practices them in his/her life – as you have perceived during the activities that you carried out together during the project/course.

	1 Never	2 Seldom	3 Someti mes	4 Often	5 Most of the times	6 Always
1. If a situation changes, STUDENT NAME adjusts his/her plans 2. If STUDENT NAME notices that he/she does not obtain the necessary results, he/she adjusts my plans immediately 3. STUDENT NAME adjusts his/her planned approach when new opportunities arise 4. If his/her plan goes differently than expected, STUDENT NAME makes a new plan						