

General communication (self-assessed)

Interaction (self-assessed)

Presentation (self-assessed)

The following statements relate to one's perspective on communication competences.
For each of the statements, please indicate how much you agree or disagree.

	1 Strongly Disagree	2 Disagree	3 Nor agree nor disagree	4 Agree	5 Strongly Agree
1. It is difficult to find the right words to express myself. 2. I accomplish my communication goals 3. I can persuade others to my position. 4. I express myself well verbally.. 5. Others would describe me as warm. 6. I reveal how I feel to others. 7. I tell people when I feel close to them. 8. Other people think that I understand them. 9. When I've been wronged, I confront the person who wronged me. 10. I take charge of conversations I'm in by negotiating what topics we talk about. 11. I have trouble standing up for myself. 12. I stand up for my rights. 13. I let others know that I understand what they say. 14. In conversations with friends, I perceive not only what they say, but also what they do not say 15. I allow friends to see who I really am. 16. My friends truly believe that I care about them. 17. I try to look others in the eye when I speak with them.					

Please, in the following list your strengths, weaknesses and tasks for improvement in communication.

Competences in communication/presentation which are my Strengths	Competences in communication/presentation that I need to improve	What can I do to improve?

General communication (peer- or teacher-assessed)

Interaction (peer- or teacher-assessed)

Presentation (peer- or teacher-assessed)

Now please think about **STUDENT NAME**.

Please write what are **STUDENT NAME** strengths and weaknesses in communication competences – and what **STUDENT NAME** could do to improve these competences.

Competences in communication/presentation which are STUDENT NAME 's strengths	Competences in communication/presentation that STUDENT NAME 's needs to improve	What can STUDENT NAME do to improve?

Items indicated as (R) are reverse scored.

The listed items were set to account for the following factors:

- Expressiveness (items n. 1, 4)
- Environmental control (items n. 2, 3)
- Supportiveness (items n. 5)
- Self-disclosure (items n. 6, 15)
- Immediacy (items n. 7, 16, 17)
- Empathy (item n. 8)
- Assertiveness (items n. 9, 11, 12)
- Interaction management (items n. 10, 14)
- Altercentrism (item n. 13)

The assessment score is obtained by summing and averaging the raw scores (transforming those reverse coded) on all items for each scale. Scores in the range 1.00-1.50 are considered low level of competence in communication; scores in the range 1.51-2.50 as medium level; and scores in the range 2.51-5.00 as high level.

Negotiation and persuasion (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 can build a strong line of argumentation 2. I convince others with arguments 3. I explain my ideas in a clear and coherent manner 4. I am able to make people enthusiastic for my idea 5. I make it clear to others what I want to achieve 6. I can name to pros and cons of my idea 7. I adjust my arguments to the person I am talking to 8. I explain to others why I took a certain decision 9. I can convey my message in an enthusiastic manner 10. When I decide something, I know exactly why						

Could you please describe an experience that describes how did you use/not use these competences?

Negotiation and persuasion (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 Sometim es	4 Often	5 Most of the times	6 Always
1. STUDENT NAME can build a strong line of argumentation 2. STUDENT NAME convinces others with arguments 3. STUDENT NAME explains his/her ideas in a clear and coherent manner 4. STUDENT NAME is able to make people enthusiastic for his/her idea 5. STUDENT NAME makes it clear to others what he/she wants to achieve 6. STUDENT NAME can name to pros and cons of his/her idea 7. STUDENT NAME adjusts his/her arguments to the person he/she is talking to 8. STUDENT NAME explains to others why he/she took a certain decision 9. STUDENT NAME can convey his/her message in an enthusiastic manner 10. When STUDENT NAME decides something, he/she knows exactly why						

Could you please describe an experience with **STUDENT NAME** that describes how did he/she use/not use these competences?

The assessment score is obtained by summing and averaging the raw scores on all items for each scale. Scores in the range 1.00-3.50 are considered low level of competence in using a growth mindset; scores in the range 3.51-5.00 as medium level; and scores in the range 5.01-6.00 as high level.