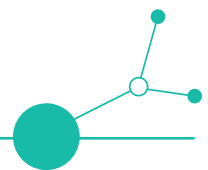


x-Inno Radar simple survey report

region-specific analysis



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REPORT ON THE SOFT SKILLS SURVEY (X-INNO RADAR SIMPLE SURVEY)

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Overall summary

A total of **138¹** people took part in the soft skills survey. The **gender distribution** is relatively balanced: 80 female participants (58%), 54 male participants (39%), and 4 people (3%) identified as 'other' or chose '*preferred not to answer*'. The respondents come from eight countries in the region (Austria, Belgium, Czechia, Germany, Italy, Poland, Slovakia, Slovenia).

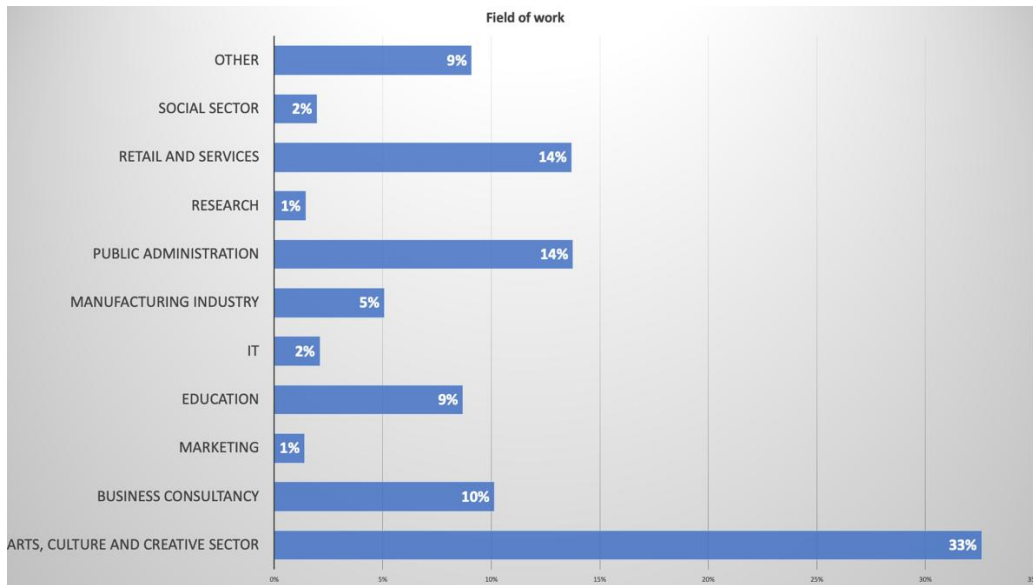
NUTS Region Distribution

Participants of x-Inno Radar simple survey related to NUTS levels					
Survey from Dec 2024 until 28.Feb. 2025					
NUTS0 ID	Participants NUTS 0	NUTS2 Name	secured Participants NUTS 2	NUTS3 Name	Participants NUTS3
AT	14	Oberösterreich	13	Mühlviertel	2
AT		Oberösterreich		Steyr-Kirchdorf	1
AT		Oberösterreich		Traunviertel	5
AT		Oberösterreich		Innviertel	0
AT		Oberösterreich		Linz-Wels	5
AT				not filled in	
					14
BE	19	Prov. Limburg (BE)	18	Arr. Hasselt	11
BE		Prov. Limburg (BE)		Arr. Maaseik	3
BE		Prov. Limburg (BE)		Arr. Tongeren	4
BE				not filled in	
					19
CZ	26	Severozápad	26	Ústecký kraj	0
CZ		Severozápad		Karlovarský kraj	26
					26
DE	23	Chemnitz	20	Vogtlandkreis	0
DE		Chemnitz		Zwickau	1
DE		Chemnitz		Chemnitz, Kreisfreie Stadt	13
DE		Chemnitz		Erzgebirgskreis	1
DE		Chemnitz		Mittelsachsen	5
DE		Leipzig	3	Leipzig, Kreisfreie Stadt	1
DE		Leipzig		Leipzig	2
					23
IT	19	Veneto	4	Treviso	0
IT		Veneto		Padova	1
IT		Veneto		Rovigo	1
IT		Veneto		Verona	0
IT		Veneto		Vicenza	0
IT		Veneto		Belluno	0
IT		Veneto		Venezia	2
IT		not filled in			15
					19
PL	8	Śląskie	8	Tyski	0
PL		Śląskie		Bytomski	0
PL		Śląskie		Gliwicki	0
PL		Śląskie		Katowicki	0
PL		Śląskie		Sosnowiecki	0
PL		Śląskie		Częstochowski	0
PL		Śląskie		Bielski	8
PL		Śląskie		Rybnicki	0
					8
SI	18	Zahodna Slovenija	18	Goriška	0
SI		Zahodna Slovenija		Osrednjeslovenska	0
SI		Zahodna Slovenija		Gorenjska	18
SI		Zahodna Slovenija		Obalno-kraška	0
					18
SK	10	Východné Slovensko	10	Košický kraj	10
SK		Východné Slovensko		Prešovský kraj	0
SK					

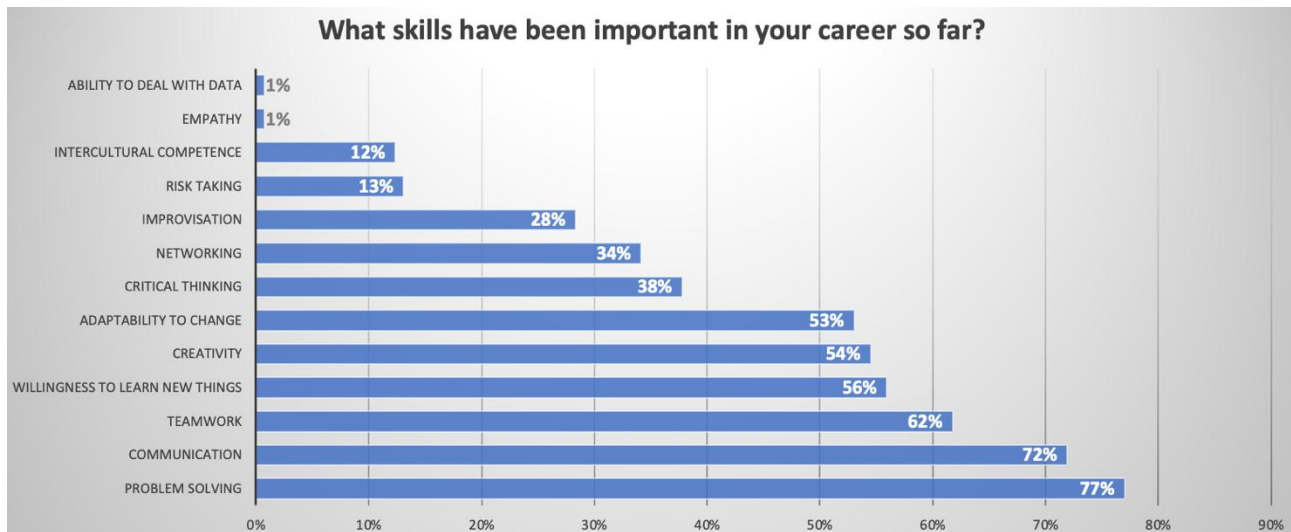
¹ One survey without country information could not be included in the analysis. In total 137 were evaluated.



Professionally, the participants cover a wide range of fields. The largest groups come from the **cultural/creative sector** (about one-third of all participants), **public service** (14%), and **retail/services** (14%). Other notable areas are **management consulting** (10%) and **education** (9%). Some participants also work in industry, IT, the social sector, research, marketing or other areas. In terms of role, around 25% of respondents work in management positions (management or executive), around a third work as **employees** without a management role (including administrative or production staff and teachers), and around 17% are **self-employed**. This indicates a good mix of decision-makers and employees as the basis of the survey.

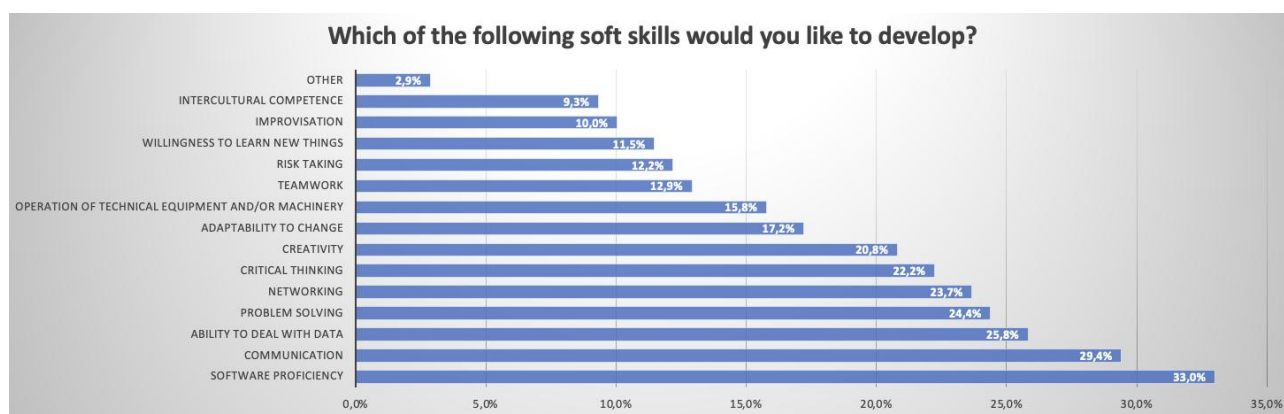


In terms of the **soft skills** that have been considered important in their professional lives so far (question 1), **problem-solving skills** (mentioned by 77% of respondents) and **communication skills** (72%) dominate. **Teamwork skills** (62%), **willingness to learn** (56%), **creativity** (54%), and **adaptability** (53%) were also frequently mentioned. Skills such as **critical thinking** (38%), **networking** (34%) and **improvisation** (28%) were mentioned by a smaller but significant proportion. Very few respondents cited **risk appetite** (13%), **intercultural skills** (12%), **empathy** (1%) and **ability to deal with data** (less than 1%) as important. This shows that the majority of participants have so far had to rely primarily on problem-solving, communication and teamwork skills.





The picture is different for the **soft skills that participants would like to develop in the future** (question 3). **Digital skills** are particularly prominent here: over 33% want to expand their **software knowledge** - this aspect has hardly played a role so far but was now mentioned most frequently as a development wish. Interest in better **handling of data (data literacy)** is also high at ~26%. Communication skills remain in demand (~29% would like to improve in this area), and **problem solving** (~24%), **networking** (~24%) and **critical thinking** (~22%) are also important for many to develop. Surprisingly, only ~13% want to develop their **ability to work in a team** or their **willingness to learn** (~11%) - apparently, most of those surveyed see less need here. **Creativity** (~21%) and **adaptability** (~17%) are in the middle range of development goals. In addition, ~16% would like to improve their ability to **operate technical devices/machines** - a rather technical skill that stands out in some countries (see below).



Overall, the discrepancy between the perceived importance of some skills and the perceived need for them in the future is striking. Although **communication** and **problem solving** are already among the most frequently mentioned important soft skills, many would still like to improve in these areas - an indication that one never 'ceases learning' in these areas. **Teamwork and collaboration skills**, on the other hand, are highly valued and also most **appreciated** by colleagues (communication skills, teamwork and empathy are among the top qualities valued in colleagues, according to question 6), but respondents see less need for personal development in these areas. Perhaps many already feel competent in teamwork.

In contrast, the high level of demand for development in **software and data skills** shows that the advance of digitalisation is creating a need for new qualifications. These skills have so far been of little relevance to success, but they are rapidly gaining in importance. The same applies to **critical thinking**: although only 38% have mentioned it as important so far, 22% would like to develop it, which indicates a growing awareness of its importance in complex work environments.

To summarise, the following can be said for the group as a whole: for future training and **pilot measures**, the focus should be on **digital skills (software & data)**, **communication and problem-solving skills**, **critical thinking and networking**, as these are the areas in which the greatest need for development is seen. At the same time, these are areas that can also help to better address current challenges in the workplace, such as digital transformation or internal communication. In the following, the situation **per country** is analysed in more detail in order to identify regional priorities for pilot actions.

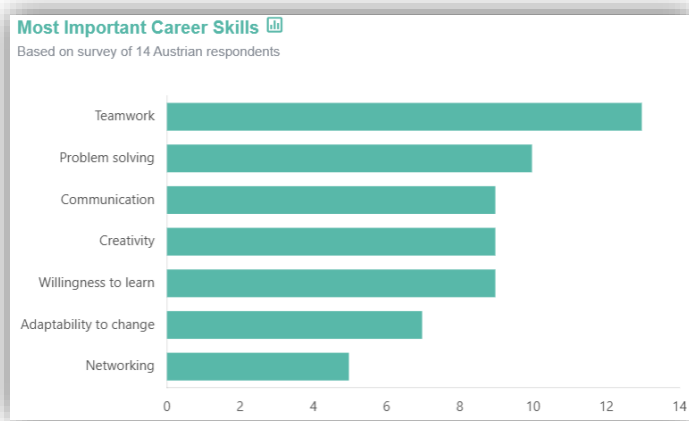
1. Upper Austria (NUTS II) / Austria

In **Austria**, 14 people took part in the survey. The proportion of women was 57% (8 people) and men 43% (6 people). Professionally, the participants are mainly active in **creative and cultural**



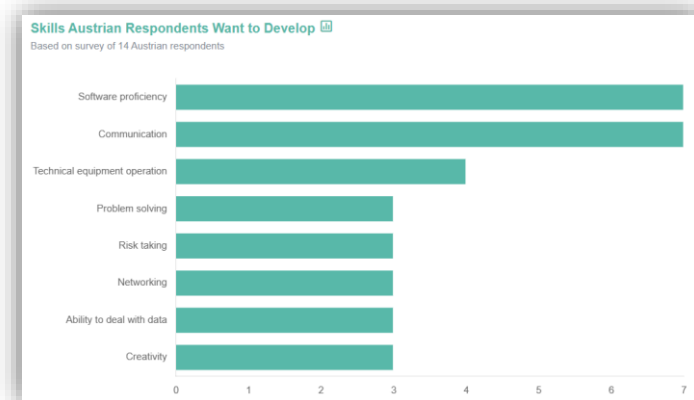
occupations or in the **public sector**. Many of the Austrian respondents are employees (mainly in the administrative sector), with some self-employed and a few in explicit management roles.

The soft skills most frequently considered important in Austria so far (question 1) were **the ability to work in a team** (mentioned by 93%), **problem-solving skills** (71%) and **communication skills** (64%). Half of the participants also considered a willingness to learn and adaptability to be important. Overall, these results reflect the fact that collaboration and problem-solving thinking are central in Austrian work environments.



When it comes to development wishes (question 3), there is a clear focus in Austria on **digital and communication skills**. 50% of respondents would like to develop their **software skills** or their **communication skills**. These are followed by a group of soft skills, each mentioned by around 21% of respondents: **operating technical devices, problem-solving skills, willingness to take risks, networking, data literacy and creativity**. Other skills such as **intercultural competence, teamwork, critical thinking, willingness to learn, improvisation skills or self-motivation** were only mentioned as development goals by a small number of people (7% each) in Austria.

A good half of the Austrian participants want to work on **software skills** and **communication**, which is the highest figure.



Interpretation: There is a particular need in Austria for **further training in the area of digital skills** (software/technology) and **communication training**. This fits with the composition of the group - many from culture/public sectors, where digital transformation is pending. Teamwork is seen as a strength, but hardly as a learning need, which suggests that pilot actions should address other topics.

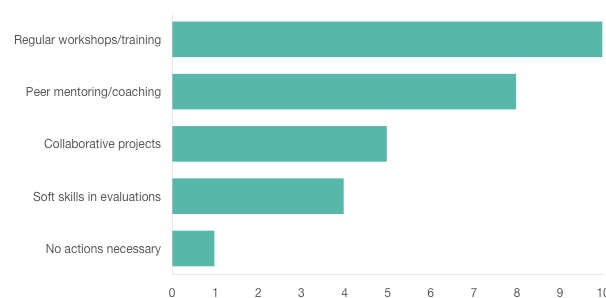
Recommendation for pilot action (Austria): A combined pilot project that promotes **digital skills** and **communication** is likely to be effective here. For example, **workshops on digital collaboration** could be offered in which participants try out new software tools while completing communication and problem-solving exercises.



Since many Austrians also see **workshops and peer learning** as beneficial measures (71% support regular workshops, 57% mentoring), the pilot action should focus on **regular training sessions with mentoring elements**. For example, experienced digital specialists could act as coaches to support the transfer of knowledge. This meets the expressed need to increase **digital literacy** in day-to-day work without neglecting **communication aspects**.

Actions to Improve Skills in Workplace

Based on survey of 14 Austrian respondents



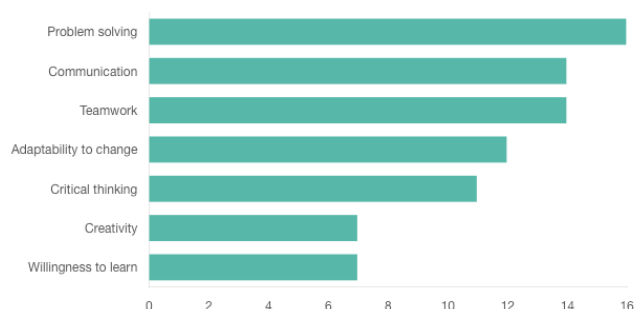
2. Prov. Limburg (NUTS II) / Belgium

19 survey responses were received from **Belgium**. Women make up around 58% (11 individuals), men 37% (7 individuals), and one individual did not provide any gender information. Participants in Belgium often work in the **service sector** (retail/services, about 6 people) or **consulting** (4 people); some also work in the cultural/creative industries. In terms of roles, most Belgian respondents are **employees**, particularly in administrative roles, with some managers and self-employed people.

In Belgium, the most important soft skills in their previous professional life were **problem solving** (84%), **communication** (74%) and **teamwork** (74%). These three skills form the basis for successful work for the majority of Belgian respondents. Creativity and adaptability follow in the middle of the pack. It is striking that **willingness to learn** and **networking** were considered comparatively less important in Belgium than the overall average.

Most Important Career Skills

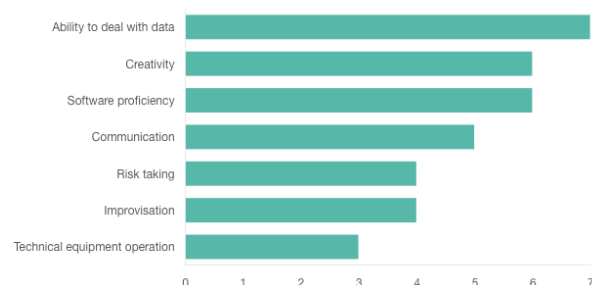
Based on survey data from 19 Belgian respondents (2024)



When it comes to development wishes, the desire for **data literacy** stands out: a good 37% would like to improve their **handling of data**. The need for **creativity** (32%) and **software knowledge** (32%) is also high. **Communication skills** are also high on the list, at 26%. Around 21% of Belgian respondents would like to strengthen their **willingness to take risks** and their **ability to improvise**. Other soft skills (operating technical devices, adaptability, critical thinking, networking, problem solving, intercultural skills) were only mentioned by around 10-16% in Belgium. **Teamwork skills** and a **willingness to learn** hardly seem to be seen as areas for development (each ~5%).

Skills Belgian Respondents Want to Develop

Based on survey data from 19 Belgian respondents (2024)



Prioritised soft skill development goals in Belgium in particular are **data literacy, creativity and software know-how**. These are at the forefront for Belgian participants.

Interpretation: In Belgium, **analytical and creative skills** are the top topics for further training - data analysis, creative problem solving and, once again, improving communication. The relatively



low emphasis on teamwork as a development goal suggests that a high level is already perceived here or that teamwork is experienced as less challenging. It is interesting to note that a comparatively large number of people in Belgium advocate **including soft skills in employee evaluations** (42% support this as a measure).

Recommendation for pilot action (Belgium): Belgium would benefit from a pilot project addressing **data literacy and creative problem solving**. For example, a ‘**Data Creativity Lab**’ could be initiated - a programme in which employees learn to evaluate data and develop creative solutions to operational challenges from it. This should be accompanied by **regular workshops** (supported by all Belgian respondents), supplemented by **interdisciplinary project work** across departments to promote exchange and **networking**. In addition, consideration could be given to integrating **soft skill targets into target agreements** or feedback rounds, as respondents in Belgium value formal anchoring. A pilot action could start here and establish a **mentoring programme** in which soft skills are explicitly addressed - this combines the desire for **mentoring** (26% mentioned ‘peer mentoring and coaching’) with the concern to make soft skills more visible.

3. Severozápad (NUTS II) / Czechia

There were 26 survey participants from the **Czech Republic**, 13 women and 13 men (50/50 distribution). Respondents in the Czech Republic are mainly from the **public sector** (especially administration) and **education** - together these make up around 60% of the participants (e.g. public authority employees, teachers). The proportion of people in **leadership positions** is correspondingly high: almost half (12 out of 26) indicated ‘manager’ as their role, and four others are teachers (who appeared here as a separate category). Three respondents are self-employed. Overall, the Czech sample represents many decision-makers in administration and education.

When it comes to important soft skills, the **ability to solve problems** (73% of responses) dominates in the Czech Republic, together with **communication skills** (69%) and **adaptability** (69%). **Critical thinking** was also mentioned more often than average (62% in the Czech Republic vs. 38% overall). Teamwork, improvisation skills and a willingness to learn were mentioned by around 40-50%. It is striking that **empathy** and **networking** were hardly mentioned in the Czech Republic - apparently these play a lesser role in the working context of the respondents.

The soft skills that respondents in the Czech Republic would like to develop paint a clear picture: **critical thinking** is in first place (46% would like to improve this), followed by **software skills** (42%). After that, there is a group of skills that were each mentioned by around 23%: **creativity**, **data literacy**, **adaptability**, **communication skills** and **problem-solving skills**. Around 15% would like to improve their **improvisation skills**. **Teamwork skills**, **operating technical devices**, **willingness to learn**, **networking** and **willingness to take risks** were only mentioned by around 8-12% as development goals.

Development needs in the Czech Republic - **critical thinking** and **software know-how** are at the top of the list here, while many other skills were mentioned by ~23% each (multiple answers were possible).

Interpretation: The Czech respondents attach particular importance to **analytical skills** (critical thinking, working with data and software). This corresponds to the fact that many come from education/administration, where analytical-strategic thinking is important. Since problem-solving and communication are already well developed, the participants now want to develop further, especially in **reflective questioning** and technical-methodological skills.



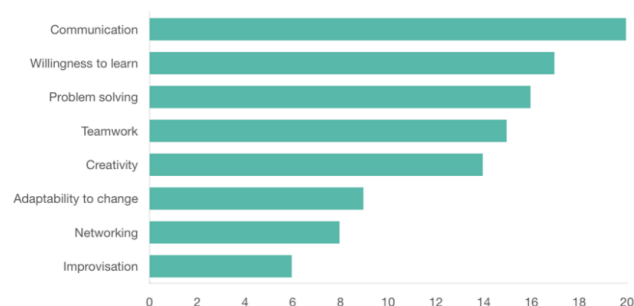
Recommendation for pilot action (Czech Republic): A suitable pilot project for the Czech Republic could be **training in critical thinking and digital literacy** tailored to the public sector/education. For example, **series of workshops on evidence-based problem analysis** could be offered, in which participants learn to critically analyse complex problems and use data and software tools to find solutions. Since many Czechs welcome regular **workshops** (54%) and cross-departmental projects (31%) in the survey. The pilot concept should include interactive **seminars** and perhaps a **cross-departmental project** in which mixed teams work on real issues. This way, **creativity** and **communication** can also be fostered as a side effect. The overall goal is to supplement their already good problem-solving skills with even more **critical questioning** and **digital methodological skills**.

4. Chemnitz (NUTS II) / Germany

In **Germany**, 23 people took part in the survey. Women made up around 61% (14 people), with men making up 39% (9 people). The German subgroup is characterised by the fact that many come from the **cultural and creative industries** (at least 8 people), followed by participants from **retail/services** (4) and some **industry** (mainly manufacturing, 2 people). The roles are distributed accordingly: there are some managers, but also many **employees in production or administrative roles**. For example, 6 participants were production workers and 4 were in administration, while 4 were managers and 1 was a CEO. The German sample is therefore more representative of the employee level in creative and producing areas, and less of the top decision-makers.

In terms of the most important soft skills to date, **communication skills** are in first place in Germany (87% mention them), followed by **willingness to learn** (74%) and **problem-solving skills** (70%). Interestingly, willingness to learn was mentioned as important far more often in Germany than in other countries. The ability to work in a team, adaptability and creativity were important for around half of the respondents. Skills such as intercultural competence or risk appetite have so far played a minor role (<20% each).

Most Important Career Skills 
Based on survey of 23 German professionals



The development wishes of the German respondents focus primarily on **networking**: 39% would like to improve their **networking**. **Software skills** (30%) follow in second place and **communication skills** (26%) in third. About 22% would like to become more creative. Around 17% of German participants mentioned **problem solving**, **operating technical devices**, **adaptability** and **willingness to learn** as goals. Around 13% would like to improve their ability to work in a team, intercultural skills or improvisation. Only very few (4-9%) see a need for **data literacy**, **critical thinking**, **risk-taking** or topics such as ‘gamification methods’ (a free entry from 1 person).

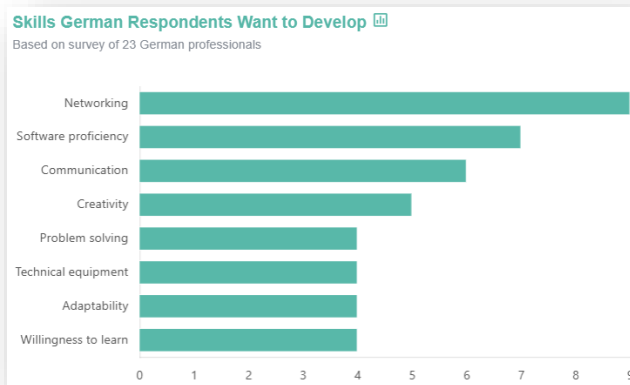


Soft skill development desired in Germany are making contacts (**networking**) and expanding **software knowledge**. They are mentioned most frequently here, followed by improving communication and creativity.

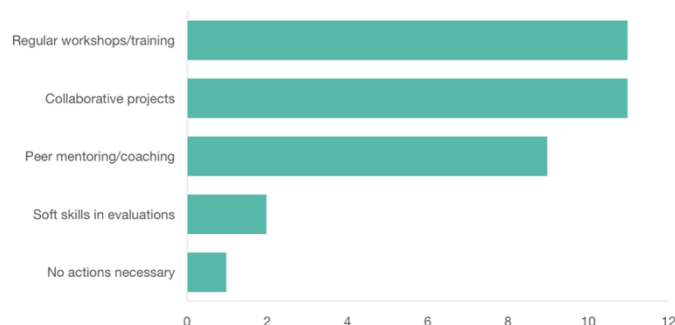
Interpretation: The results suggest that German respondents are particularly keen to **expand their professional network and make better use of digital tools**. Although communication is already seen as a strength, it is still an area for improvement. The particular emphasis on networking could be related to the fact that many come from creative industries, where **collaboration and contacts** are crucial. Furthermore, the desire for better software handling reflects the ubiquitous **pressure to digitise**, even in creative professions.

Recommendation for pilot action (Germany): A pilot project could be launched to promote **networking skills in the digital age**. For example, a ‘**networking academy**’ could be set up, offering a series of workshops to teach participants how to use **digital networks and tools** (e.g. professional social media platforms, collaboration tools) effectively, while also providing **communication training** to help them network more effectively.

Since **workshops and cross-team projects** are equally valued in Germany (each mentioned by ~48%), the pilot action could consist of **networking workshops**, followed by a **cross-team project** in which the learned networking and collaboration skills are put into practice. An accompanying **mentoring programme** (39% wanted mentoring/coaching) could also connect junior and senior employees to promote exchange. This addresses both the **interpersonal** and **digital** aspects of networking - in line with the identified need.



Actions to Improve Skills in Workplace
Based on survey of 23 German professionals



5. Veneto (NUTS II) / Italy

19 responses were received for **Italy**. The majority of Italian participants are male (11 men, 6 women; plus 1 person ‘diverse’ and 1 no response). The Italian subgroup stands out because over **60% work in the arts/culture/creative sector** (12 out of 19). Others work in consulting (3) or administration (1). Many are **self-employed entrepreneurs or executives**: 9 self-employed and 6 CEOs together make up 79%. So here we are dealing primarily with decision-makers from creative industries.

Accordingly, the most important soft skills in Italy so far are those that are central to entrepreneurs in the creative sector: **problem solving** (89% mention) and **creativity** (79%) are at the top. **Networking** (63%) was also mentioned more often than average - apparently, making contacts has been crucial to success for many Italian participants so far. Communication and teamwork were each mentioned by around 58%, while a willingness to learn was mentioned by



42%. Adaptability, critical thinking and a willingness to take risks appeared to be less important so far (each ~32%).

The future development needs of the Italian respondents are strongly focused on **technical skills**. **Data literacy** is the most desired (more than one in three want to improve their handling of data) with **37%** of respondents mentioning it. **Software skills** follow in second place (32%). 26% would also like to develop their **ability to operate**

technical devices/machines - a figure well above the average. In addition, 26% each named **networking**, **intercultural skills** and **communication** as development goals. Teamwork, willingness to learn and leadership skills (a free entry) were mentioned by around 21%. Other skills such as critical thinking, problem solving, adaptability, creativity and risk taking are around 10-16%. Overall, it is clear that, despite working in a creative industry, Italian respondents have a particular **need to catch up in terms of digital and technical skills**.

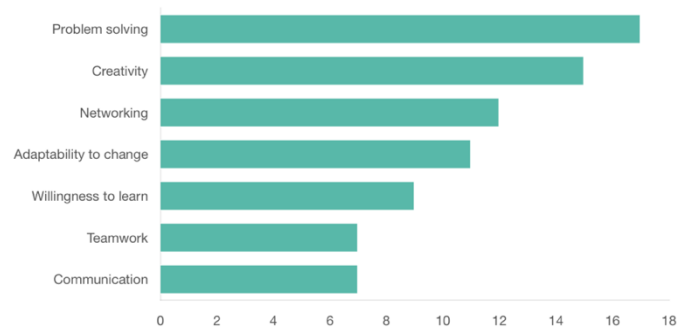
Priorities for soft skill development in Italy include **data and software skills** at the top of the list, followed by technical device operation and networking/intercultural/communication.

Interpretation: The Italian results suggest that while creative entrepreneurs are strong in creativity and problem-solving, they see gaps in the areas of **technology and data**. Many would like to better understand how they can use modern technologies and data analysis for their business. At the same time, networking - essential for entrepreneurs - also remains an important field. Interestingly, **intercultural competence** is mentioned relatively often as a development goal (26%), which indicates a desire to be able to operate better internationally (especially in creative industries that are globally networked).

Recommendation for pilot action (Italy): A pilot initiative in Italy should provide **digital training for creative professionals**. One possible format would be a **combined training course**: e.g. **'Digital Bootcamp'** for creative entrepreneurs, containing modules on **data analysis**, **new technologies** (machine use, possibly digital manufacturing tools) and **international communication**. Since 47% are in favour of regular workshops, a workshop series could be set up, led by experts in technology and international marketing. **Practical projects** would also be useful - for example, participants could implement their own small digitalisation project to practise networking and intercultural cooperation. **Peer coaching** is appropriate to accompany this (32% would like mentoring), whereby successful digital pioneers from the industry, for example, share their knowledge.

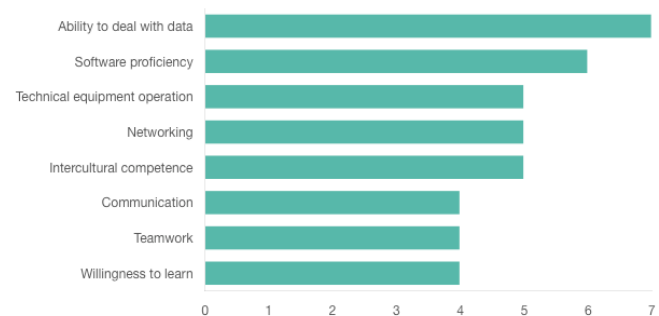
Most Important Career Skills

Based on survey data from 19 Italian respondents in 2024



Skills Italian Respondents Want to Develop

Based on survey data from 19 Italian respondents in 2024

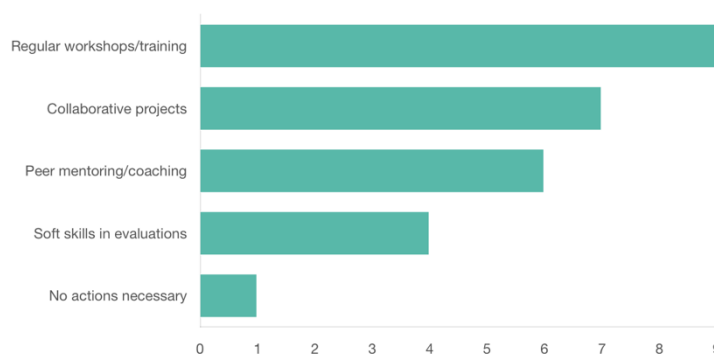




The aim of the pilot action: to make creative leaders fit for the digital future without losing sight of their already strong soft skills (creativity, problem solving) - e.g. by providing further training in a project format.

Actions to Improve Skills in Workplace [\[M\]](#)

Based on survey data from 19 Italian respondents in 2024



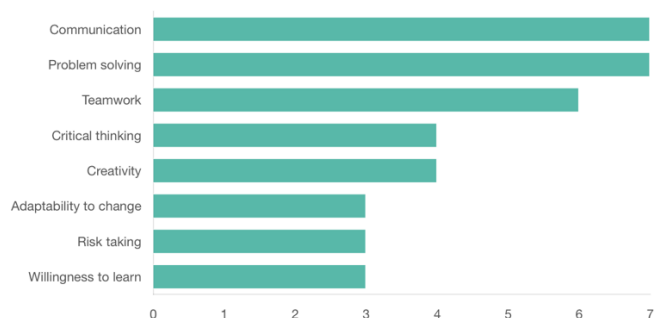
6. Śląskie (NUTS II) / Poland

In Poland, 8 people took part in the survey. The proportion of women is 62% (5 people), men 38% (3 people). Most Polish participants work in **public service** (administration, 3 people) or in the **cultural sector** (3 people), plus one person each in the IT and education sectors. In terms of roles, managers (3) and administrative staff (3) make up the majority, supplemented by one specialist and one employee (white-collar worker) each. So, we have a small group here, mostly consisting of senior administrators and cultural workers.

The most important soft skills mentioned so far in Poland are **communication** and **problem solving** (each 88%, 7 out of 8 people). **Teamwork** follows with 75% (6 people). Around 50% also consider adaptability, willingness to learn and creativity to be important. By contrast, data or software skills have so far played practically no role (0% mentioned software, 0% data skills, and networking was mentioned by only 1 person).

Most Important Career Skills [\[M\]](#)

Poland Soft Skills Survey Analysis



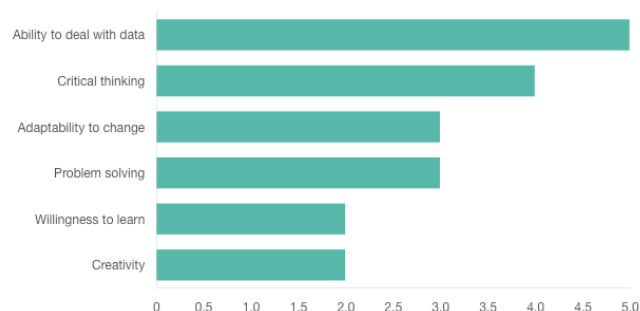
The future development needs in Poland differ significantly: here, **data literacy** is by far the top priority - ~62% (5 out of 8) want to become better at handling data. **Critical thinking** follows with 50% (4 people). **Adaptability** and **problem-solving skills** were each named as a learning goal by ~37% (3 out of 8). 25% would like to increase their **willingness to learn** and **creativity**. Only ~12% (1 person) named **software skills**, **networking**, **communication** or **teamwork** as a development goal.

Soft skills development goals in Poland: **Building data literacy** is particularly prominent here (desired by 5 of the 8 respondents), followed by critical thinking.

Interpretation: The Polish respondents - mainly from administration and culture - seem to see the greatest need for **data analysis** and **critical thinking**. This is interesting because these topics apparently were not yet strongly present

Skills Polish Respondents Want to Develop [\[M\]](#)

Poland Soft Skills Survey Analysis

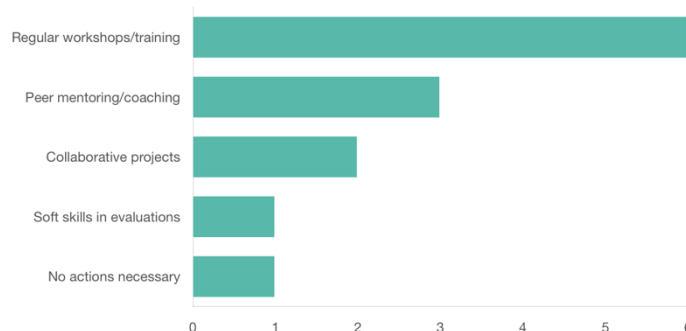




in their previous workday (data literacy previously 0% important, now 62% need). Apparently, the participants recognise that they will be confronted with more **data and evidence-based decision-making** in the future. By contrast, the traditional soft skills (communication, teamwork), which are already quite strong in Poland, are hardly the focus of further training.

Recommendation for pilot action (Poland): Due to the small sample size, a Polish pilot action should specifically address this identified need: **data and analytical skills**. One suggestion would be a **training programme ‘Data-driven Decision Making’** for employees in the public/cultural sector. This programme could combine **workshops on data analysis** (with practical exercises, e.g. evaluating data relevant to their work) with **training in critical thinking** (e.g. methods for questioning information and recognising logical errors). Since all Polish respondents consider regular workshops to be helpful (75% selected this option), this is definitely the way to go. In addition, **case studies** could be used to train problem solving and adaptability - for example, realistic scenarios in which participants have to interpret data and make a decision based on it. With such a focus on **data literacy** and **critical analysis**, the pilot action would meet the greatest learning needs in Poland while indirectly further strengthening the already well-developed communication skills (through discussions in workshops, teamwork in exercises, etc.).

Actions to Improve Skills in Workplace 
Poland Soft Skills Survey Analysis



7. Východné Slovensko (NUTS II) / Slovakia

In **Slovakia**, 10 people took part in the survey. Noteworthy is the very high proportion of women: 90% (9 women) compared to 10% (1 man). Almost all Slovakian participants work in the **cultural and creative sector** (8 responses), plus one person each in the non-profit/social sector and in public administration. Many of these people also hold managerial positions - 6 indicated *manager* as their role (presumably heads of small cultural institutions or similar). The remainder are individual employees or specialists in various roles. Overall, the Slovak subgroup consists of **female leaders in the cultural sector**.

The soft skills that are important so far reflect this: in Slovakia, **communication skills** were mentioned by all respondents (100%) as crucial to their professional success. **Problem solving** (70%) and **teamwork** (70%) also ranked very highly. **Willingness to take risks** and **creativity** were also mentioned by 60% each, indicating that innovation and daring play a role in their work. Adaptability, critical thinking, networking, intercultural skills and a willingness to learn were each mentioned by one or two people (10-20%) - apparently less important in this particular environment.

The desired soft skills for further development in Slovakia paint a clear and focused picture: **communication skills** were mentioned by 80% (8 out of 10 people) as a development goal - an exceptionally high figure. **Problem solving** follows in second place with 40%. 30% (3 people) would like to improve their **data skills**. **Risk taking**, **teamwork**, **operating technical devices**, **creativity** and **critical thinking** were each mentioned as areas for development by 20% of respondents. **Networking**, **intercultural skills**, **adaptability** and **willingness to learn** were only mentioned by 10% (1 person) each.

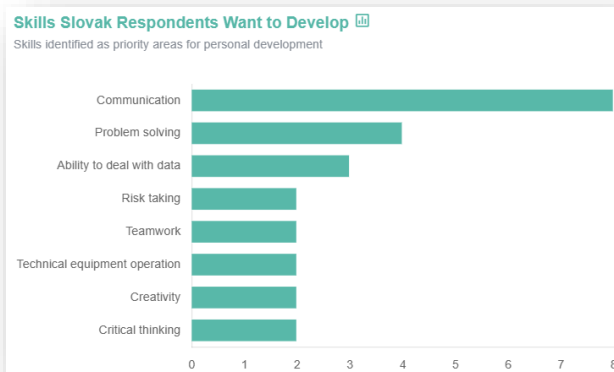


Soft skill development needs in Slovakia: **Communication** is by far the dominant learning objective here (80% of respondents), followed by problem solving (40%) and data literacy (30%).

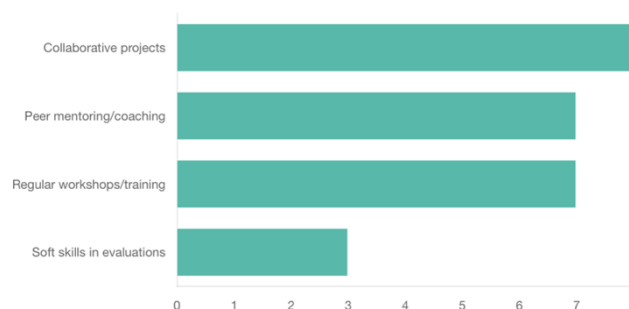
Interpretation: Although communication was already mentioned as the strongest existing skill, Slovak cultural workers see the greatest need for improvement here. This could indicate that the challenges in their field (e.g. funding, stakeholder management, audience development) require even better communication strategies - whether internally (team/network) or externally (public relations). Many also want to further hone their problem-solving skills, despite already being highly competent in this area - presumably in order to master the diverse challenges in the cultural sector even more efficiently. The desire for more data literacy is present, but less pronounced than in other countries; perhaps because data analysis plays a smaller role in everyday life here.

Recommendation for pilot action (Slovakia):

In Slovakia, a pilot action should clearly focus on communication. One possibility would be **communication training specifically for cultural managers** that covers various facets: internal communication (team leadership, motivation), external communication (marketing, presentation to audiences, stakeholder communication), and crisis communication (problem-solving strategies). Such a programme could be structured in modules and include **practical exercises** in which participants develop a communication campaign for a fictitious cultural project, for example. Since almost all Slovakian respondents view **cross-team, collaborative projects** as helpful (80% chose 'projects across teams'), the pilot action should focus on **cooperation**, such as forming working groups to work together on case studies. **Peer coaching** would also be appropriate, especially since 70% welcome mentoring/coaching - experienced cultural managers could advise junior staff. In addition to communication, a module on **problem-solving in the cultural sector** should also be included to cover the second-highest demand. Overall, the pilot project aims to further professionalise the already strong communication skills of this group and to provide them with tools to tackle challenges in cultural management even more effectively.



Actions to Improve Skills in Workplace
Preferred approaches for enhancing skills in Slovak organizations



8. Zahodna Slovenija (NUTS II) / Slovenia

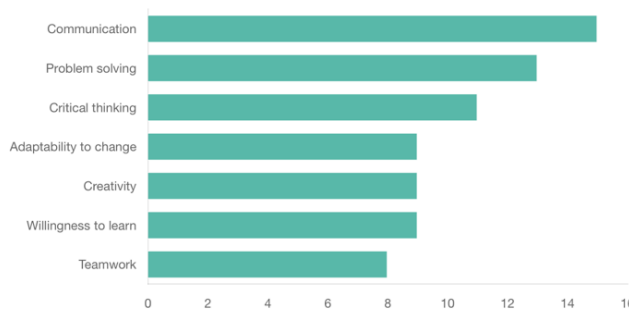
18 responses were received from **Slovenia**. Of these, 13 are women (72%) and 4 are men (22%); one person did not provide any information. The respondents in Slovenia work in a variety of sectors, with a focus on the **creative sector** (4 people) as well as **management consulting** (3) and **retail/services** (3). Here, too, many **executives** are represented: 7 participants are CEOs (39%), along with 4 administrative employees, 3 self-employed, etc. The Slovenian subgroup thus consists largely of female executives and consultants.



When it comes to the most important soft skills in Slovenia, **communication skills** are in the lead with 83% (15 out of 18). **Problem solving** follows with 72%. **Critical thinking** was mentioned comparatively often here (61%), as was **teamwork** (44%). Creativity and adaptability were rated 50%, networking and risk-taking were each rated as important by around 33-44%. Overall, the profile shows that Slovenian respondents use a wide range of soft skills in their work, with a focus on communication and problem solving.

Most Important Career Skills in Slovenia

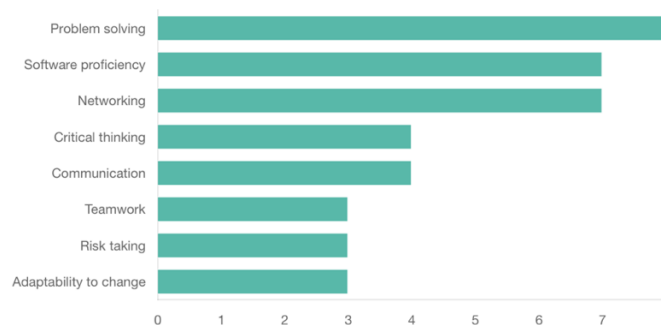
Based on survey data from 18 Slovenian respondents (2024)



The desired soft skills for further development in Slovenia partly reflect existing strengths but also set their own priorities: **problem-solving skills** are at the top of the list with 44% - almost half want to improve in this area. **Software knowledge** and **networking** follow closely behind (39% each). 22% would like to develop **critical thinking** and **communication skills**. **Teamwork**, **risk appetite**, **adaptability**, **data literacy** and **creativity** were each mentioned by around 17%. Only a few (around 6% each) chose **improvisation skills** or **operating technical equipment** as a goal - apparently, they see little need there.

Skills Slovenian Respondents Want to Develop

Based on survey data from 18 Slovenian respondents (2024)



Distribution of desired soft skill developments in Slovenia: **Problem solving** comes first, followed by **software skills** and **networking**. In contrast, developing communication and teamwork skills are less important than in other countries.

Interpretation: In Slovenia, particular attention is paid to **further perfecting problem-solving skills** - although many already have this ability, they strive for excellence in it, which makes sense in advisory and leadership roles. At the same time, the respondents feel that they need more **digital skills** (software) and want to **expand their network**. Communication and teamwork are already well developed and are relatively less often seen as a development topic - possibly because the Slovenian participants already feel they have a high level of competence in these areas. Instead, the need for networking could indicate that they value **cross-industry cooperation** to increase their impact.

Recommendation for pilot action (Slovenia): A possible pilot action in Slovenia could be themed ‘**innovative problem-solving in a networked environment**’. Specifically, a programme that combines **advanced problem-solving** with **networking opportunities**. For example, **idea workshops** could be organised in which participants solve complex problems from their daily work in a team (using creativity and critical thinking). At the same time, there should be opportunities for **networking** - for example, joint networking evenings or peer learning groups - so that participants can establish contacts and exchange experiences with each other (67% in the form of cross-departmental projects). Since software skills are also in high demand, a **tool training** could be integrated, e.g. presentation of new software solutions that make it easier to solve specific tasks (project management tools, data visualisation, etc.). **Mentoring** from experienced managers (33% mentioned mentoring) could also be included to provide support for complex decisions, particularly for female junior managers in Slovenia. The pilot project should use the already strong

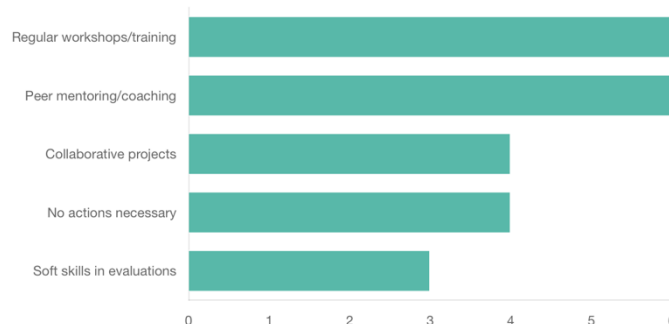


communication and team skills to create a network of ‘**problem solvers**’ that can continue beyond the project duration - this way, the need for networking and excellent problem-solving skills are equally met.

Conclusion: The soft skills survey in the x-Inno Radar project shows common trends across all regions - e.g. the need for **digital skills** and, once again, **communication/problem solving** - but also interesting regional differences. For example, while **data literacy** is the focus in Poland and the Czech Republic, in Slovenia it is the **perfecting of problem solving**, in Austria and Italy it is the **combination of digital skills and communication**, in Slovakia it is clearly **communication**, in Germany it is **networking**, and in Belgium it is a mixture of **data analysis and creativity**.

Actions to Improve Skills in Workplace 

Based on survey data from 18 Slovenian respondents (2024)



These fine-grained insights enable the working groups in the respective regions to plan **tailored pilot actions**. Each region should prioritise the soft skills for which their participants have indicated the greatest need for development and choose **methods** that are considered effective by the respondents (practical workshops are popular everywhere, often in combination with mentoring or cross-departmental projects. For example, one country could focus on **training and workshops**, another on **peer coaching programmes**, depending on the preferences of the survey participants. In all cases, it is important to maintain the **motivation of the participants**: according to question 4, this is achieved primarily through the desire ‘*to remain relevant in the labour market*’ and ‘*to be more productive*’. Accordingly, the pilot actions should clearly demonstrate the added value of soft skills development for careers and business success.

In conclusion, the data collected provides a solid basis for setting up soft skill pilot projects focused on each country. By addressing the identified **top priorities** in each region and taking into account the preferred **learning formats**, these pilot actions can successfully contribute to the targeted development of the soft skills of the workforce in the respective region, thereby increasing both individual career opportunities and the innovative strength of the organisations.

Otelo eGen, 2025-05-12, Martin & Hannelore Hollinetz
