The integration of Soft Skills in Higher Education: Investigating the Perception of 40 Moroccan Employees

L'integrazione di soft skills nell'Istruzione Superiore: investigare la percezione di 40 lavoratori marocchini

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Abstract

This article sets out to explore the prospects of integrating soft skills in Moroccan higher education, with particular emphasis on Mohammed I University. Once Morocco expressed its desire to adopt a soft-skill-based system in 2021, scholars have underscored the benefits of equipping university students with the necessary skills for their employability. This study is part of this growing attention to the Moroccan experience. Building on the perceptions of twenty English language teachers and twenty public sector employees who graduated from Mohammed I university, it investigates the following queries: Do soft skills play a key role in the professional life of those university graduates? Which soft skills should be more emphasized in higher education? And how can they be integrated in the university curriculum? Results suggest that while the two groups of participants had different views about which soft skills to be more emphasized, both agree that extra-curricular activities and ongoing professor training are key to their integration in higher education provided that due attention is given to social interaction. This study can bring new insights into the real needs of the Moroccan job market.

Keywords: higher education; employability; perceptions; soft skills.

Sintesi

Questo articolo si propone di esplorare le prospettive di integrazione delle soft skills nell'istruzione superiore marocchina, con un focus sull'Università Mohammed I. Dopo che il Marocco ha espresso il desiderio di adottare un sistema basato sulle soft skills nel 2021, studiosi hanno sottolineando i vantaggi di dotare gli studenti universitari delle competenze necessarie per la loro occupabilità. Il presente studio si inserisce in questa crescente attenzione all'esperienza marocchina. Basato sulle percezioni di 20 insegnanti di lingua inglese e 20 impiegati del settore pubblico laureati all'Università Mohammed I, indaga le seguenti domande: Le soft skills giocano un ruolo fondamentale nella vita professionale di questi laureati? Quali soft skills dovrebbero essere maggiormente enfatizzate nell'istruzione superiore? E come possono essere integrate nel curriculum universitario? I risultati suggeriscono che, sebbene i due gruppi di partecipanti abbiano opinioni diverse su quali soft skills dovrebbero essere maggiormente enfatizzate, entrambi concordano sul fatto che le attività extra-curriculari e la formazione continua per i professori sono fondamentali per la loro integrazione nell'istruzione superiore, a condizione che si presti la dovuta attenzione all'interazione sociale. Questo studio può portare nuovi spunti di riflessione sulle reali esigenze dei docenti.

Parole chiave: istruzione superiore; occupabilità; percezioni; soft skills.

1. Introduction

Evaluating a nation's successful people based on cognitive abilities has been the norm in many countries around the world. The administration of global standardized tests such as the Programme for International Student Assessment (PISA) illustrates this ongoing belief in the importance of cognitive skills[1] (Kyllonen, 2013). Focus on cognitive skills has been prevalent in most parts of the world. A close look at the cases of the United States and Vietnam, for instance, reveals a unilateral focus on the load of information in the workplace at the expense of non-cognitive skills such as motivation, determination, and teamwork (ibidem; Tran, 2013). However, with the shift to the market-based economy, most countries have started revisiting their higher education systems and their opinions about non-cognitive skills. The main driver for this change has been the gap between the demands of employers and the qualifications of graduate students.

This gap is still persistent in Moroccan higher education and economy. While it is believed that excellence in traditional disciplines such as the Humanities, the Sciences, and the Laws is sufficient to get a job, most students who have graduated from universities are facing real employment challenges. Because they generally feel disappointed, they consider opportunities in the public sector as their legitimate right. Those who are able to find a job in the private sector believe that non-cognitive skills can be developed within the professional environment. As for the current situation of soft skills in Moroccan universities, most university teachers give their students, who could not make it in exams, bonuses for their motivation and interest in the subject. They believe that it is unjust to ignore their students' determination to do their best. This quick fix is unfortunately insufficient to bridge the gap between academic and professional contexts and requires the introduction of non-cognitive skills in the university curriculum to facilitate quick access to employment.

A rich array of literature has highlighted the value of integrating soft skills in higher education, but no study has investigated the views of Moroccan teachers of English and government employees about the integration of soft skills in the university curriculum. To this effect, this study seeks to explore their perceptions of the possibility of integrating soft skills in Mohammed I University in the following manner: It firstly associates soft skills with some equivalent concepts such as generic, transversal and employability skills. Secondly, building on some world experiences, it highlights why soft skills are important for international graduates and for their potential employers. Next, it considers social interaction and social engagement as two key methods for better integrating soft skills in the university curriculum and moves on to explore the cultural and methodological challenges facing this project. This theoretical framework is then followed by a study of the participants' perceptions and discussion of the results with regard to potential risks.

2. Definition of soft skills

Soft skills or *non-cognitive skills* refer to those capacities associated with our personality

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[1] Cognitive skills are used synonymously with *hard* and *technical* skills to mean the abilities which rely heavily on mental processes such as memorization, analysis, and synthesis. They are used in contrast to *non-cognitive* or *soft* skills which rely less on mental processes. See the section entitled "Definition of soft skills" for more details.

traits and behavior. For example, Clive Muir (2004 – cited in Khasanzyanova, 2017) defined them as "attitudes and behaviors displayed in interactions among individuals that affect the outcomes of various interpersonal encounters" (p. 367). For Jerome Hoarau et al. (2014 – cited in Khasanzyanova, 2017), what distinguishes soft skills from technical skills is their transversal nature. This means that because soft skills are very important for all students, they go beyond the limits of university disciplines. In addition, others maintained that soft skills can be used interchangeably with generic skills (Bennett et al. 2000 – cited in Yorke & Knight, 2006), with "transferable skills […], cross-curricular skills, [and] more recently [with] employability skills" (Hager & Holland, 2006 – cited in Tran, 2013, p. 632). In other words, they are generic since they can be generalized over all disciplines; they are transferable because they are useful in both the university environment and in other environments such as the family and the workplace; and they are employability skills because they are crucial for employment.

What should be noted is that the first definition stressed personality while the second stressed transversality, and the last one stressed transferability and employability. They are all opposites of cognitive skills which are heavily dependent on technical information. To illustrate, while motivation, stress management and time management are soft skills, engineering, translation, and medical knowledge are cognitive skills. Besides, the above-mentioned definitions reveal the necessity and urgency for universities to include soft skills in their curricula. Otherwise, future generations of graduates will lack the necessary skills for their workplace. The following section discusses the value of integrating soft skills in the university curriculum for both graduates and their potential employers.

3. Importance of soft skills

The importance of this type of skills emanates from the persistent demands of current global economy. Emphasizing bigger results pushed employers to raise the bar in their selection process. This in turn pushed countries to revise their higher education systems to better suit such demands by introducing a panoply of soft skills in their curricula. In addition to increasing the graduates' chances of employability, soft skills are important for three other reasons: they increase the performance in the workforce; they lessen the burden on the employer; and they increase professional achievement of the freshly recruited graduates.

Firstly, soft skills can make a big difference in the performance of any organization. Using a survey of a sample of American managers in the field of Information Systems (IS), Richards et al. (1998– cited in Levasseur, 2013, p. 566) concluded that their selection decision was based on whether the applicant was equipped with the necessary soft skills rather than technical skills. Similarly, Azim et al. (2010) conducted a similar study of American management professionals and found that 75% of the participants prioritized soft skills over cognitive (or hard) skills when dealing with project complexity (Ibidem., p. 567). Likewise, an analysis of Google employees indicated that soft skills such as building a clear team vision and facilitating employee career development distinguished the company's best managers from the rest (Bryant, 2011 – cited in Levasseur 2013, p. 567). Succinctly, though the profiles of American managers were different in the three studies, they all attributed the increased performance in their workplace to soft skills.

Second, proficiency in soft skills lessens the burden on employers to develop their employees' necessary skills. In this respect, Robert Levasseur (2013) found that upon graduation and recruitment, students with outstanding hard skills unfortunately placed the

burden on their employers to develop their soft skills. Therefore, to be already equipped with these skills will be highly appreciated by those employers. To sum up, all the mentioned studies conclude that soft skills are not important only for the productivity of the recruiting workplace but also for their cost-effectiveness.

Third, soft skills have become more vital nowadays because they increase the professional achievement of people. This in turn makes a difference in their lives as they become happier and more satisfied with what they are doing. In this respect, 14.000 Swedish students aged 18 and 19 years old were given a cognitive test and a non-cognitive interview. After a couple of years, the results revealed that although the cognitive measure was efficient in predicting their educational achievement, the non-cognitive measure targeting their proficiency in soft skills was stronger in predicting their later-life earnings as well as their employment (Lindqvist & Vestman, 2011 – cited in in Kyllonen, 2013, p. 19). This Swedish study clearly revealed the reliability of non-cognitive measures in gathering accurate information about one's professional future. The following section explores some world experiences with the integration of these skills.

4. Integration of soft skills in higher education

A wide array of literature on soft skills confirmed that social interaction and moving beyond the curriculum through social work activities greatly helped university students to better assimilate soft skills throughout their academic journey. As for social interaction, Levasseur (2013) asserted that "we cannot develop a soft skill by reading a book. We need the help of people. We need an environment" (p. 569). Unlike many cognitive skills which can be acquired individually, soft skills can only be acquired and developed through social interaction and thoughtful practice (Yorke & Knight, 2006). In this respect, a study of a sample of American university graduates showed that they lacked the required skills which employers were expecting because their interaction with their colleagues and professors at university had been mediocre. The two researchers concluded that while hard skills can be learned individually, soft skills must be developed collectively (Stovall & Stovall, 2009 – cited in Levasseur, 2013, p. 567). A similar study of Vietnamese employers found that "though the techniques to develop soft skills could be learnt, without real practice in interactive situations in a collectivist culture, students could barely satisfy employers' requirements" (Tran, 2013, p. 641). Likewise, a study of French graduates revealed that "it is through the mobilization of internal resources [within personality] and external resources [inherent in relationships and in information from the world] that soft skills get developed" (Khasanzyanova, 2017, p. 367). Finally, the importance of social interaction in the development of soft skills lies in the ecological structures of students' environments. Inspired by the ecological systems theory[1] of psychologist Urie Bronfenbrenner, Levasseur deduced that since human beings grow within a superposed layers of environments and because they experience ecological transitions from one structure to the other throughout their development, soft skills can help them move smoothly from one system to another. This means that if university students are encouraged to practice soft skills with each other, they will succeed in moving from their closer environments to larger ones efficiently. In short, all the above-mentioned studies agreed that should university students be involved

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[1] Bronfenbrenner introduced this theory in 1979. It consists of five interconnected environmental systems in direct interaction with the individual. The closest system is the microsystem, then the mesosystem, the ecosystem, and the macrosystem.

in active social interactions with others, they will succeed in acquiring the soft skills for needed their employability.

Not only social interaction but also social engagement is crucial for developing students' capacity to enhance their soft skills irrespective of their educational levels. In this sense, a survey of French high school students revealed that volunteering in student associations helped them easily develop soft skills and made their overall academic experience more enjoyable and active (ibidem). Another survey based on questionnaires and semi-structured interviews of 155 members of eleven French associations with a university level (belonging to the humanities and social sciences) revealed that volunteering helped in developing their soft skills. These members spent two to four hours a week doing voluntary activities such as school support, tutoring, assisting the disabled, and organizing recreational activities for two to four hours a week (ibidem). Based on the survey's question about what skills they managed to develop during their volunteer activity, the interviewees highlighted the following types of skills: individual skills, collective skills, and managerial skills. When asked for what motivated them to get involved in social work, most respondents stressed the value of this experience in getting a job upon graduation (ibidem). Finally, Bénédicte Halba (2007 – cited in Khasanzyanova, 2017) concluded from her study that "many [French] agencies for employment insisted on the positive impact of volunteering on unemployed people" (p. 375). Because they were immersed in altruistic initiatives with people in need of support, those engaged in social work managed to develop the necessary soft skills for their new professional environment. To wrap up, these studies affirmed that both social interaction and social work were pivotal in the academic and professional flourishing of university graduates.

5. Challenges

How professors can integrate soft skills in their courses and evaluate their students' levels of acquisition will be new challenges to meet. In this respect, the integration of these skills in other parts of the world was challenging especially when applying a foreign formula in a new cultural context or when using the same methodology in a new academic context. Constructivists maintain that the context should be considered when attempting to transfer something from an environment to another. In the case of soft skills, not only John Creswell but also David Beckett and Dianne Mulcahy (cited in in Tran, 2013) maintained that "[their] selection should consider the specific context of the country" (p. 634). For example, a study of their integration in some Vietnamese universities revealed that the Vietnamese cultural context thwarted the skills-based project. Most interviewed students insisted that adults in Vietnam did not like children to ask questions or to think critically and most parents took charge of their children's career development (Tran, 2013). Because of this cultural difference, a student affirmed that "they do need some other kinds of skills and sensitivity" (ivi, p. 637) other than the ones copied from foreign contexts. However, to say that culture thwarts the integration of soft skills at university does not mean to change cultural specificities. It rather means that there should be a rigorous examination of the context and a proper selection of skills which are harmonious with that context. This also means that the selected skills should go hand in hand with the local cultural values of the host country.

Not only cultural challenges but also methodological obstacles may slow down the integration process of soft skills at the tertiary level. Another Vietnamese study of university professors, final-year students, and new graduates concluded that there was a

large-scale indifference on their part in the whole project (ibidem). To illustrate, most of the teaching staff were not fully involved in the integration process of soft skills (ibidem). Besides, the students lacked interest in developing their soft skills or they pretended to have developed them in specialized centers (ibidem). Even most extracurricular activities in most university sports clubs revolved heavily around singing and performance-related activities at the expense of soft skills (ibidem). All these attitudes negatively impacted the students' personal and professional development and led many to conclude that the integration of soft skills in Vietnamese universities was not an easy task. The same study concluded that there are four major reasons for methodological challenges. Firstly, "university curriculum and traditional teaching methods have not been positively supportive of the soft skill development of students" (ibidem). More precisely, soft skills were taught as if they had been core skills. Secondly, as Hager and Holland (2006) assumed, "students' and graduates' perception of soft skills is somewhat problematic, especially when they considered skills as knowledge to acquire singly and separately" (– cited in Tran, 2013). In other words, explicit teaching of soft skills made students, already familiar with classic subjects, confused. Thirdly, most students blamed their university curricula because they did not understand that skills were cumulative over time and were a result of a full involvement in in-class and in extracurricular activities (Tran, 2013). Hence, the main difference between soft and other types of skills is that the former accumulates with practice in different dynamic environments. While the university may be an initiator, students should learn to be responsible for developing their soft skills in new contexts. This is supported by Mantz Yorke and Peter Knight (2006) who insisted that "development takes times – months and years" (p. 7) to get employability skills embedded into the curriculum. Finally, "the absence of guidance and information relating to the employment market in universities contributed to the ill-preparation of university students facing the transition to the workplace" (Tran, 2013, p. 642). In other words, informing students about their future challenges will not only make them knowledgeable about them but will also make them more self-confident about their decisions.

The worst-case scenario is that the Moroccan experience with the integration of soft skills in higher education stumbles upon cultural and methodological challenges as well. But this should not thwart decision-makers from running this adventure; a best-case scenario is also possible especially if one considers the time needed for the development of soft skills and looks closely at the perceptions of those who graduated from Mohammed I University. In this regard, the following section presents an empirical study I conducted to know the perceptions of two categories of graduates about the value of integrating soft skills in higher education.

6. Research method

In order to find out whether soft skills are crucial for the employability and professional success of university graduates, I sent two online questionnaires with closed and open-ended questions to forty active employees from both sexes (n=40) using Google Forms in 2023. The first questionnaire in English targeted twenty active English language teachers from different educational levels, but most of them graduated from the department of English, Faculty of Letters and Human Sciences, Mohammed I University, Morocco. The second questionnaire in formulated in Arabic targeted twenty active public sector employees with different educational levels and from different public sectors, ranging from the Ministry of the Interior and of National Education to national agencies and

municipalities. To examine the importance of soft skills for the employability of the interviewees, the first question investigated what type(s) of skills were most helpful in their job search. Then, to know their top-five preferred soft skills and their present job requirements, the second question revolved around which soft skills they only wished they had developed at university for their current jobs. Finally, to explore their perceptions of how "existing curricula might be tuned in order to accentuate the potential of their programmes to develop students' employability" (Yorke & Knight, 2006), the participants were invited to state how soft skills could be integrated in higher education1. The following figures show the results of this study.

7. Findings

Data collected through the online questionnaires were converted into six figures; two figures for each research question. The percentages of teachers' responses are highlighted in orange while the percentages of the employees' responses are highlighted in light green.

Question 1: What type(s) of soft skills play a key role in your professional life?

Keys to employability	Votes	Percentage
Cognitive skills	4	20%
Soft skills	4	20%
Both	12	60%
Total	**20**	**100%**

Figure 1. The skills that helped the participating teachers to get a job.

Keys to employability	Votes	Percentage
Cognitive skills	3	15%
Soft skills	4	20%
Both	13	65%
Total	**20**	**100%**

Figure 2. The skills that helped the participating public sector employees to get a job.

As far as Figures 1 and 2 are concerned, the collected data show a prevalence of both soft and cognitive skills in the employment of most participants. According to 60 % of the interviewed teachers, both their mastery of cognitive capacities, such as speaking and writing, and their mastery of emotional and social capacities, such as motivation, were determinant for their employment. Likewise, 65 % of public sector employees indicated that both soft and cognitive skills contributed to getting a job. In short, these results indicate that job interviewers for both teaching and public administration jobs in Morocco took into account both the candidates' soft skills and cognitive skills in the selection process.

As far as Figures 3 and 4 are concerned, data relative to the top-five soft skills in two completely distinct job environments were collected. On the one hand, teachers preferred the following skills: time management, stress management, effective communication, creativity, leading teams, and self-awareness. On the other hand, public sector employees considered decision making, diplomacy, time management, self-awareness, and creativity

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1 For the list of questions sent to the interviewees, kindly see Appendices 1 and 2.

as the most crucial tools for their professional success. These answers reveal a number of interesting conclusions: the fact that each group chose a specific order of soft skills indicates that teaching and administrative work require different skills. While teachers are usually highly worried about how to manage their time in the classroom, how to manage their stress, how to build good relationships with their students using effective communication, how to be creative in teaching English and thus achieve the learning objectives, and how to lead students and colleagues in teams to carry out curricular and extra-curricular activities, public sector employees have other worries. They are more concerned about developing decision-making skills in administrations commonly characterized by the predominance of hierarchy and power relations. They are also interested in diplomacy to get things done in administrative environments known for highly complex networks of actors with different ages, affiliations and interests. In addition, they wished if only they had developed self-awareness to know more about their strengths and weaknesses. This could have helped them flourish and benefit from opportunities in their workplace. Lastly, creativity was, for this group, also crucial in the sense that it was through this skill that they could find creative ways to solve job-related problems. Succinctly, although the two groups of participants chose different orders of soft skills, they both considered the skill of time management as one of their priorities. This implies that not only teaching but also administrative work is getting more project-based and time-bound.

Question 2: Which top-five soft skills should be more emphasized at university?

Soft skill	Votes	Percentage
Time management	9	9.47%
Stress management	9	9.47%
Effective communication	8	8.42%
Creativity	8	8.42%
Leading teams	7	7.36%
self-awareness	6	6.31%
Motivation	5	5.26%
Collaboration	5	5.26%
Empathy	5	5.26%
Setting goals	4	4.21%
Negotiation	4	4.21%
(Self-)confidence	4	4.21%
Open-mindedness	4	4.21%
Decision making	4	4.21%
Hierarchy awareness	3	3.15%
Active listening	3	3.15%
Workplace organization	3	3.15%
Adaptability	2	2.10%
Initiative	1	1.05%
Diplomacy	1	1.05%
Total	**95**	**100%**

Figure 3. For the English language teachers.

Soft skill	Votes	Percentage
Decision making	11	11.70%
Diplomacy	9	9.57%
Time management	8	8.51%
Self-awareness	7	7.44%
Creativity	7	7.44%
Initiative	7	7.44%
Setting goals	5	5.31%
(Self)confidence	5	5.31%
Stress management	4	4.25%
Effective communication	4	4.25%
Collaboration	3	3.19%
Leading teams	3	3.19%
Negotiation	3	3.19%
Empathy	3	3.19%
Hierarchy awareness	3	3.19%
Adaptability	3	3.19%
Open-mindedness	3	3.19%
Workplace organization	3	3.19%
Motivation	2	2.12%
Active listening	1	1.06%
Total	**94**	**100%**

Figure 4. For the public sector employees.

Question 3: How can soft skills be integrated in higher education?

Suggestion	Votes	Percentage
Extra-curricular activities	15	18.98%
Training for university staff	13	16.45%
Visits to the workplace	12	15.18%
Enrolling in specialized centres	11	13.92%
Employment orientation	9	11.39%
Reading how-to books	7	8.86%
Social interaction	7	8.86%
Grading soft skills	5	6.32%
Total	**79**	**100%**

Figure 5. The ELT teachers' suggestions.

Suggestion	Votes	Percentage
Extra-curricular activities	13	20.96%
Training for university staff	11	17.74%
Social interaction	10	16.12%
Employment orientation	8	12.90%
Grading soft skills	7	11.29%
Visits to the actual workplace	6	9.67%
Enrolling in specialized centres	5	8.06%
Reading how-to books	2	3.22%
Total	**62**	**100%**

Figure 6. The employees' suggestions.

As for Figures 5 and 6, they include the participants' perceptions about the most efficient ways to integrate soft skills in higher education. The findings indicated that both groups accentuated the reinforcement of extra-curricular activities, namely, engagement in social work initiatives and ongoing training for university teachers in how to teach soft skills.

Besides, both groups saw that ongoing training in the pedagogy and assessment of soft skills is crucial for the integration of soft skills in higher education.

8. Discussion

This study has so far delineated the value of soft skills for individuals, groups, and nations. For this purpose, it has given an overview of the literature and world experiences with this type of skills. Then, through the exploration of the perceptions of forty participants, this study has confirmed three hypotheses. Firstly, soft skills played a big role in their employability. The proof is that most participants in the inquiry admit that these skills facilitated their first employment. Secondly, given the fact that the two groups gave different opinions about which soft skills to prioritize, the integration of soft skills in higher education should consider specific job requirements. Finally, extra-curricular activities and professor ongoing training are important ways to better integrate soft skills in the university curriculum as both groups suggested in the interviews. Several studies attested that extra-curricular activities in higher education are of high value as it paves the way for more employability (Tchibozo, 2007; Allen, Bullough, Cole, Shibli, & Wilson, 2013). Moreover, a survey carried out in the United Kingdom found out that out-of-class activities such as volunteering has mostly harnessed leadership, communication, organization, and empathy skills of the participating university students (Moxey & Simpkin, 2021).

9. Limitations

This study has two major limitations. The first is that it is not representative of all stakeholders in the integration process of soft skills as it only targeted two job categories: language teachers and public sector employees. Hence, it is a step towards further empirical research on the exploration of other stakeholders' perceptions. Using both synchronic and diachronic approaches, future studies can include other participants such as employers to see what types of skills they are looking for in their potential employees (graduating from university). Doing so would enrich the literature and practice of soft skills in higher education and in other levels of education in Morocco. The second limitation lies in data collection as the study relied on online questionnaires. Using face-to-face interviews and direct observation of students in action might be more informative.

10. Conclusions

This study reconfirms the paramount importance of including soft skills in higher education in Morocco. Having educational or administrative roles, the participants agreed that it is high time to think seriously about such skills in order to harness the employability of future university graduates. The perceptions of the participants are in alignment with the ambitious plan of the Ministry of Higher Education to foster the students' acquisition of soft skills. The recent inauguration of new bachelor's degrees in media studies, education,

and journalism at the Faculty of Letters and Human Sciences - Mohammed I University reflects this national intention to bridge the gap between the university and the job market.

Appendices

Appendix 1 (in English).

The first online questionnaire sent to twenty Moroccan English teachers consisted of the following questions:

1. When did you graduate from university?
2. What was your graduation level (when you got your present job)? (BA, MA, or PhD)?
3. What is your job sector? (Public, private, self-employed)
4. What types of skills helped you most in getting the job? (Cognitive skills, soft skills, or both)
5. Which soft skills you only wished you had developed at university? (Choose five at most from a list of twenty).
6. How can these soft skills be integrated in the university curriculum? (Choose from a list of eight ways).

Appendix 2 (in Arabic)

الاستمارة الالكترونية الثانية و الموجهة باللغة العربية إلى عينة من موظفي الإدارات العمومية تكونت من الأسئلة التالية:

1. في أي سنة حصلت على الدبلوم الذي خول لك الاندماج في سوق الشغل؟
2. ماذا كانمستواك التعليمي الذي خول لك الاندماج في سوق الشغل؟
3. ما هي وظيفتك الحالية؟
4. ما هو نوع المهارات التي ساهمت أكثر في ولوجك إلى سوق الشغل؟ المهارات الذهنية، الذاتية أو كلتاهما؟
5. اختر خمس مهارات (على الأكثر) تمنيت لو اكتسبتها في الجامعة (من بين عشرين مهارة)
6. كيف يمكن إدراج هذه المهارات في المناهج الجامعية (من بين ثمان طرق)؟

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