

# BRIDGE Survey Key Results

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## 1. Summary

Within the framework of the European project "BRIDGE" ([www.bridge-erasmus.eu](http://www.bridge-erasmus.eu)), funded by Erasmus+ Youth (strategic partnership), partner organisations developed an online questionnaire<sup>1</sup>. The main purpose of this questionnaire is to have an overview of youth workers' competences depending on their generation (Junior & Senior) and of the methods of competence transfer in different European countries. In addition to the training in the context of the "BRIDGE" project, the aim is to collect additional information from a larger sample to get a wider EU perspective.

In total, 114 responses from five partner countries (Austria, France, Germany, Italy, Sweden) were collected between February and March 2022. Figure 1 summarizes the respondent characteristics. There are 31 respondents from France, 24 from Italy, 21 from Germany, 20 from Sweden and 18 from Austria. According to the results, the respondents are balanced considering the participating countries, small differences might be caused by the size of the organisations.

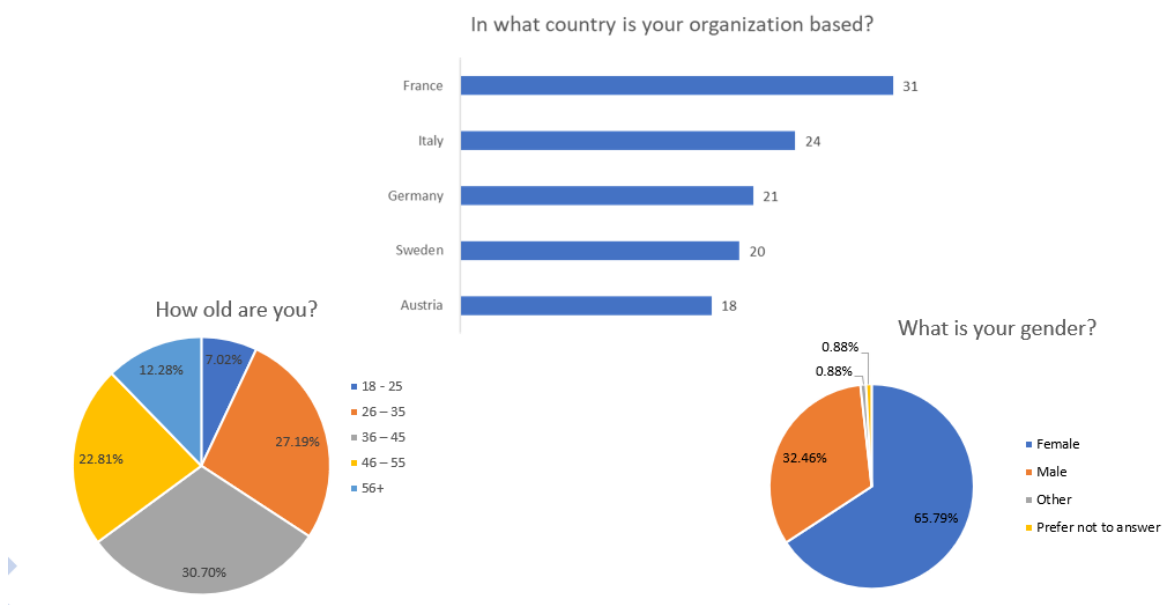


Figure 1: Country, Age and Gender Distribution of the Respondents

## 2. Classification of Senior-Junior Workers

In the survey, two questions about the classification of Senior and Junior workers were asked. The first question is "How many years of experience do you have in the field of youth?" is an objective question that has the answer categories "1-5", "6-10", "11-15", "16-20" and "21+". This is the base question for the following questions as we considered respondents with more than 10 years of experience as Seniors and with 10 or less years of experience as Juniors. According to this classification, 47% of the respondents are Juniors and 53% of them are Seniors. This shows that the respondents are balanced regarding Junior and Senior workers.

On the other hand, another question asked about respondents' self-evaluation of their experience and whether they consider themselves as Juniors or Seniors. According to the results of this question, 40% of the respondents consider themselves Junior, and 60% consider themselves Senior. This shows that there is a 7% difference between the first and the second question, and some

<sup>1</sup> See Annex.

respondents with less than 10 years of experience might also consider themselves as Seniors. Figure 2 summarizes these results.

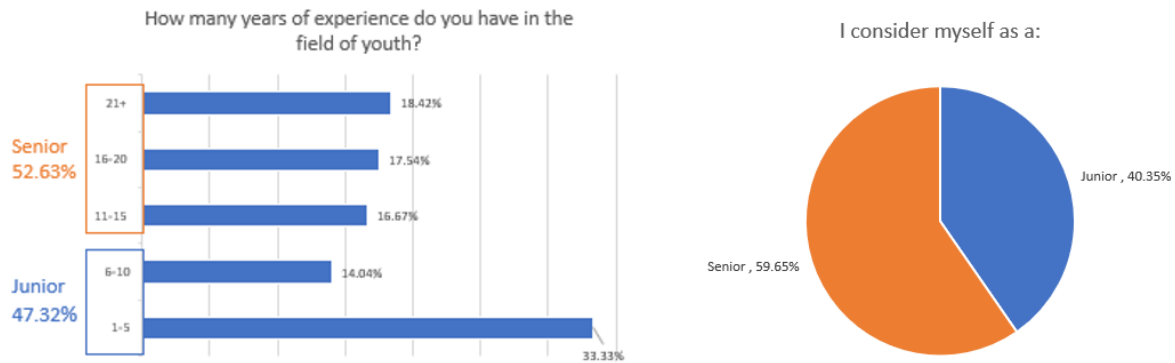


Figure 2: Results of questions 4 and 5

In order to analyse specifically which respondents answered in this way, a deeper analysis showing the crossing between these two questions has been made. Following, Table 1 shows that 38% of the respondents with 6-10 years of experience also consider themselves Senior workers. Most of the difference is caused by this category. On the other hand, interestingly, 10% of the respondents with 16-20 years of experience consider themselves as Junior workers. This can be because of a change of job field or organisation.

		Years of Experience				
		1-5	6-10	11-15	16-20	21+
I consider myself as a:	Junior	87%	62%	5%	10%	0%
	Senior	13%	38%	95%	90%	100%

Table 1: Cross Analysis of question 4 and 5

Table 2 shows country differences in terms of self-evaluation of being a Senior worker and the objective classification of more than 10 years' experience. In all the participating countries, except France, being a Senior worker is over-reported by the respondents. In contrast, in France, being a Senior worker is under-reported meaning that some workers with more than 10 years of experience still consider themselves as Juniors.

	Experience 10+	Self-evaluation Senior
<b>Austria</b>	40%	50%
<b>France</b>	64%	56%
<b>Germany</b>	58%	65%
<b>Italy</b>	50%	63%
<b>Sweden</b>	62%	69%

### 3. Skills

In the survey, respondents were asked to what extent they have the presented skills and also their perception about the other generations' skills set. According to the results, 33% of the Juniors think that they **completely** have the "Self-awareness and empathy" skills. Also, 63% of the Juniors think that they **strongly** have the "communication and interpersonal" skills. These also correspond to seniors' self-evaluation of their skills. 35% of the Seniors think that they **completely** have the "Self-

**awareness and empathy”** skills. Also, 60% of the Seniors think that they **strongly** have the **“Communication and interpersonal”** skills. According to the results, compared to seniors, juniors evaluate themselves rather moderately for each skill set. Figure 3 and 4 summarize these results.

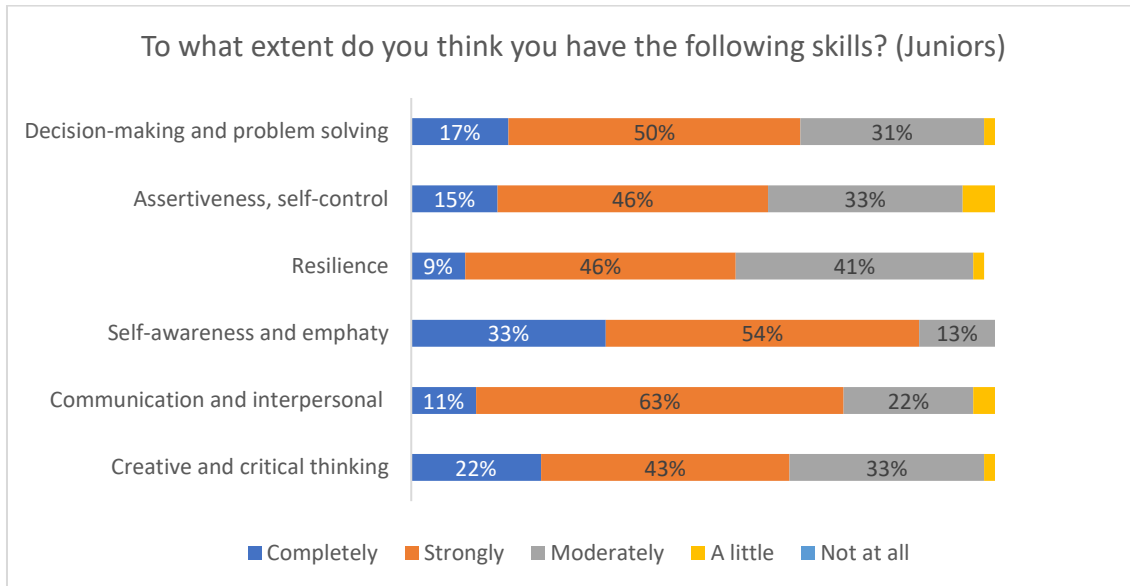


Figure 3: Juniors' self-evaluation of their skills

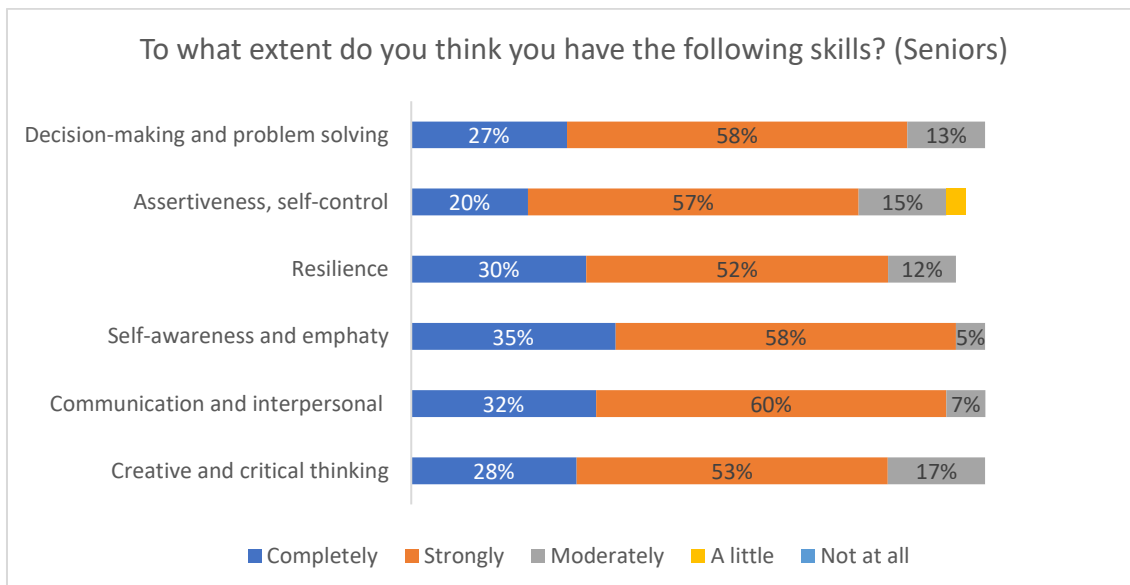


Figure 4: Seniors' self-evaluation of their skills

When asked about their evaluation regarding the other generation and to what extent they have the presented skills, 37% of the Juniors think that Seniors **completely** have “Decision making and problem solving” skills. 41% of Junior respondents also think that Seniors **strongly** have the “Creative and critical thinking” and “Communication and interpersonal” skills. Figure 5 summarizes these results.

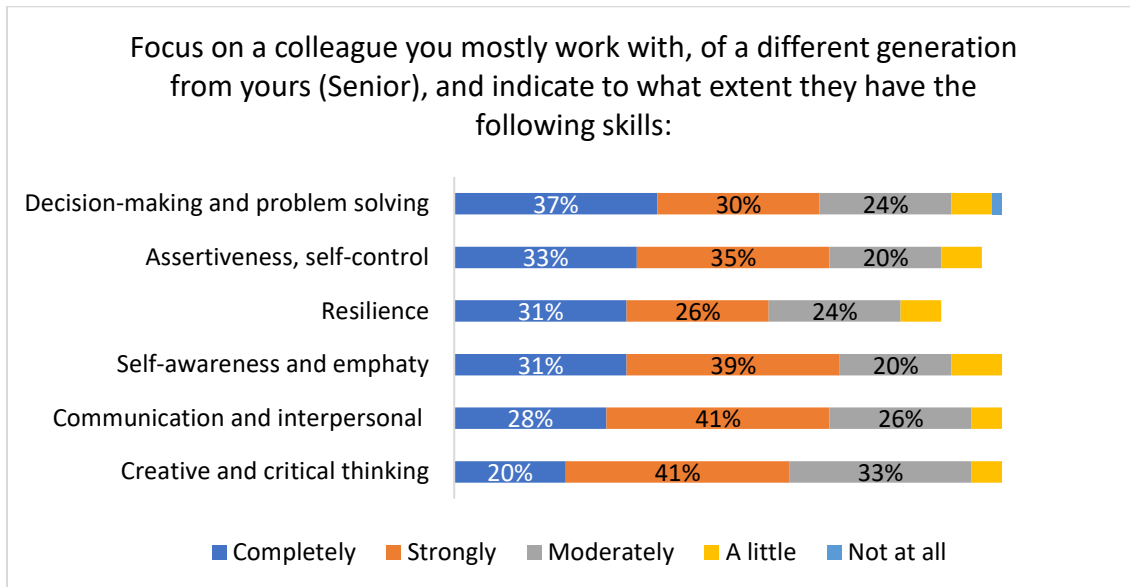


Figure 5: Juniors' perspective of Seniors' skills

When it comes to Seniors, 18% of them think that Juniors **completely** have the “Self-awareness and empathy” and “Assertiveness, self-control” skills, and 43% of the Seniors think that Juniors **strongly** have “Creative and critical thinking” and “Communication and interpersonal” skills. Figure 4 summarizes these results. All in all, we can conclude that Juniors evaluate Seniors more positively while Seniors evaluate Juniors more moderately.

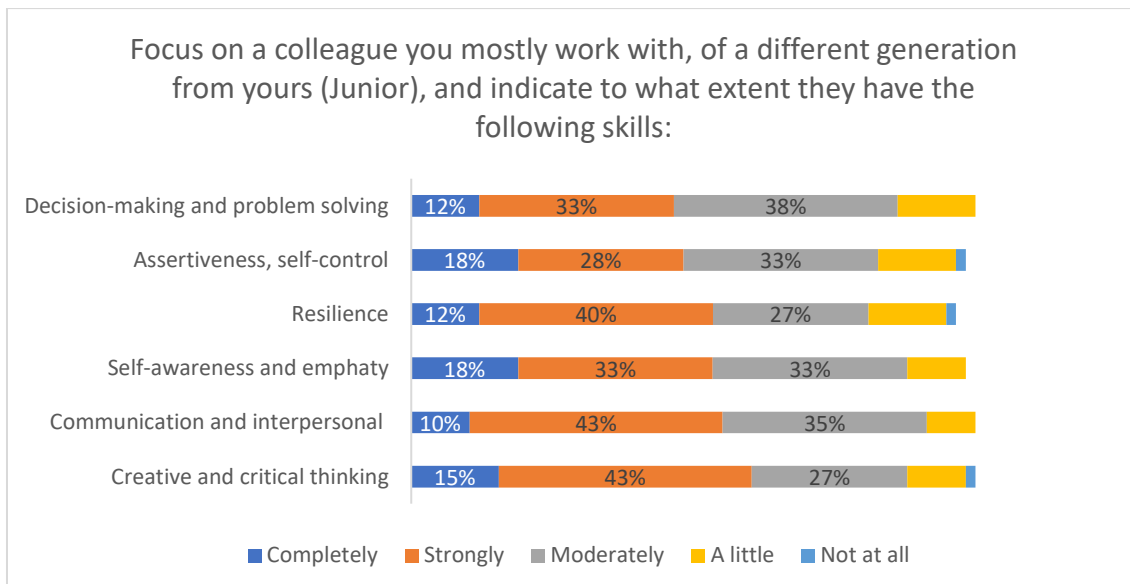


Figure 6: Seniors' perspective of Juniors' skills

#### 4. Informal – Formal Methods to transfer skills

Both Juniors and Seniors were asked about the most effective formal and informal methods to transfer skills to and from the other generation, and they were asked to choose 3 most effective methods. As the respondents chose more than one option, the percentage results do not add up to 100%. When it comes to informal methods, both of the groups find the same 3 methods to be most effective: “Learning by doing”, “Creating a team spirit” and “Listening to people’s stories and experiences”. However, for Seniors “Creating a team spirit” is more effective than “Listening to people’s stories and experiences”. Figure 7 and 8 summarize these results.

When it comes to country differences, in Germany “Getting informal feedback” and “Learning by doing” are the most effective informal methods (64%) according to the Juniors. Also, Seniors in Germany agree with this opinion as 80% of them also consider “Learning by doing” as one of the most effective informal method. Additionally, Senior workers (57%) in Austria think that “Brainstorming” is also one of the most effective informal method to transfer knowledge to and from Juniors.

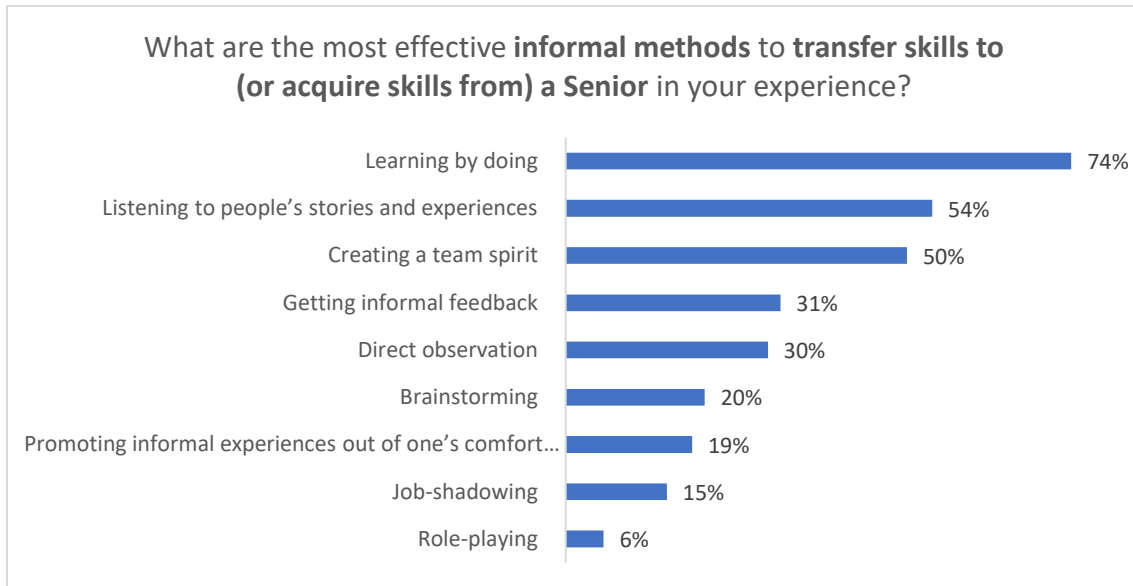


Figure 7: Informal Methods of Skills Transfer (Junior's Perspective)



Figure 8: Informal Methods of Skills Transfer (Senior's Perspective)

Juniors think that “mentoring/tutoring”, “training and workshops”, “advanced training/team building” and “exchange of good practices and case studies” are the most effective formal methods. On the other hand, Seniors consider “mentoring/tutoring”, “exchange of good practices and case studies” and “periodic staff meetings” to be most effective. Figure 9 and 10 summarize these results.

When it comes to country differences, in Austria “Study Visits” is one of the most effective formal methods (36%) according to the Juniors. In Germany and Sweden, “evaluation and regular feedback” is one of the most effective formal methods both for Juniors and Seniors. In Sweden, 36% of the Seniors think that “illustration of the organization structure and procedures through handbooks, official manuals, video tutorials, podcasts” is also an effective method.

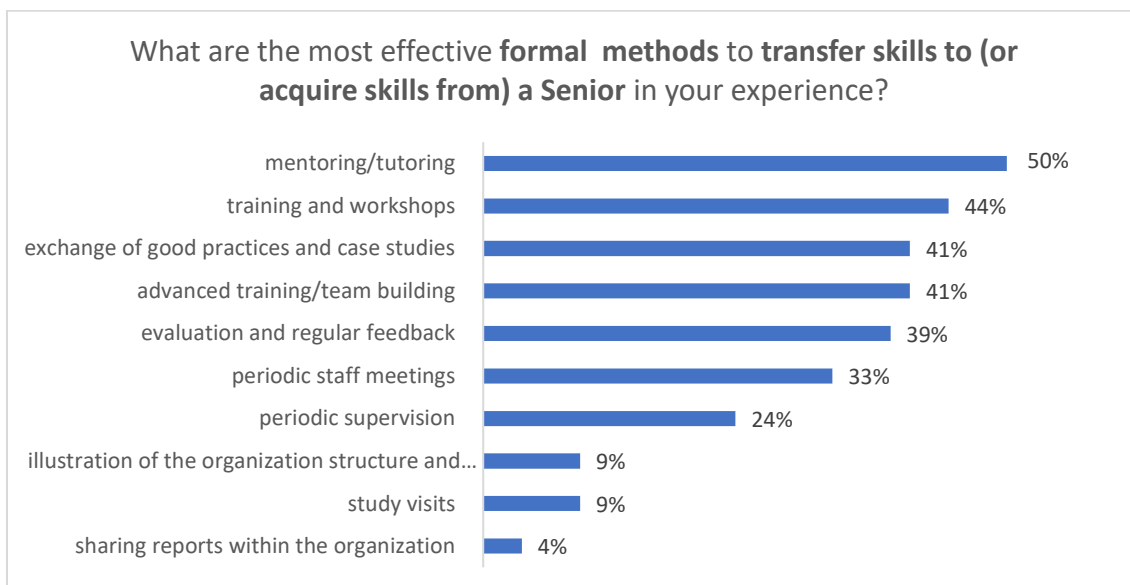


Figure 9: Formal Methods of Skills Transfer (Junior's Perspective)

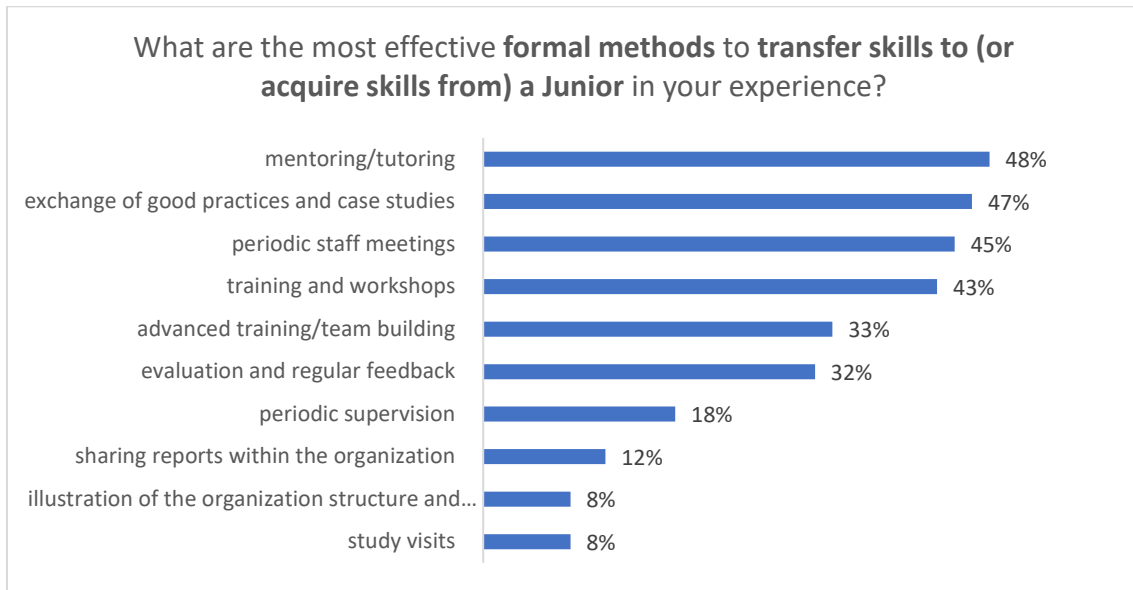


Figure 10: Formal Methods of Skills Transfer (Senior's Perspective)



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Visit our BRIDGE website to get further information, downloads:

[www.bridge-erasmus.eu](http://www.bridge-erasmus.eu)

Refer to our documents:

Building Bridges – Potentials & Tools (Framework concept)

Crossing Bridges – Transfer & Anchor (Handbook)

Bridging the Gap – Policy Brief

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ANNEX

# BRIDGE Survey

Within the framework of the European project "**BRIDGE**" ([www.bridge-erasmus.eu](http://www.bridge-erasmus.eu)), funded by Erasmus+ Youth (strategic partnership), we would like to have an overview of the competences of youth workers according to their generation (Junior & Senior) and of the methods of competence transfer in different European countries. For this purpose, we developed an online questionnaire.

We would be very happy, if you could take the time to answer it (about 15 minutes) **by the end of February 2022!**

We will include the results in the "Building Bridges" conceptual framework which will be published in June on the project website.

The data is strictly confidential, anonymous and only used for professional purposes. General Data Protection Regulation will be applied.

If you have any questions, please do not hesitate to contact us:

**technical questions:** [cagla.yildiz@yes-forum.eu](mailto:cagla.yildiz@yes-forum.eu)

questions about the **content** of the questionnaire:

- **Austrian team:** [Sebastian.Frank@bpi.ac.at](mailto:Sebastian.Frank@bpi.ac.at)
- **German team:** [Sterenn.Coudray@ib.de](mailto:Sterenn.Coudray@ib.de)
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- **Swedish team:** [asa.engstrom@s-activa.se](mailto:asa.engstrom@s-activa.se)

Thank you very much for your help!

YES Forum for BRIDGE Team

There are 18 questions in this survey

## Demographic Information

### 1 [2]How old are you? \*

Please choose **only one** of the following:

- 18 - 25
- 26 – 35
- 36 – 45
- 46 – 55
- 56+

**2 [3]What is your gender? \***

Please choose **only one** of the following:

- Female
- Male
- Other
- Prefer not to answer

**3 [4]In what country is your organization based? \***

Please choose **only one** of the following:

- Austria
- Belgium
- Bulgaria
- Croatia
- Cyprus
- Czechia
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- Netherlands
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden
- Other

**4 [5] How many years of experience do you have in the field of youth? \***

Please choose **only one** of the following:

- 1-5
- 6-10
- 11-15
- 16-20
- 21+

**5 [6] I consider myself as a: \***

Please choose **only one** of the following:

- Junior
- Senior

## Skills

For each of the options below, please click the cell that better matches your skills self-perception

### 6 [7] To what extent do you think you have the following skills? \*

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely	Don't know
Communication and interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness and empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertiveness, self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 7 [8 (Juniors)] Focus on a colleague you mostly work with, of a different generation from yours (Senior), and indicate to what extent they have the following skills: \*

Only answer this question if the following conditions are met:

° ((5.NAOK == "1" or 5.NAOK == "2"))

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely	Don't know
Communication and interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness and empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertiveness, self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8 [8 (Seniors)] Focus on a colleague you mostly work with, of a different generation from yours (Junior), and indicate to what extent they have the following skills: \***

Only answer this question if the following conditions are met:

° ((5.NAOK == "3" or 5.NAOK == "4" or 5.NAOK == "5"))

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely	Don't know
Communication and interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness and empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertiveness, self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Formal and Informal Methods

Please select 3 options

**9 [9 (Juniors)]What are the most effective informal methods to transfer skills to (or acquire skills from) a Senior in your experience? \***

Only answer this question if the following conditions are met:

° ((5.NAOK == "1" or 5.NAOK == "2"))

Please select at most **fixnum**(3) answer(s)

Please choose **all** that apply:

- Creating a team spirit
- Promoting informal experiences out of one's comfort zone
- Listening to people's stories and experiences
- Brainstorming
- Direct observation
- Learning by doing
- Getting informal feedback
- Job-shadowing
- Role-playing

**10 [9 (Seniors)]What are the most effective informal methods to transfer skills to (or acquire skills from) a Junior in your experience? \***

Only answer this question if the following conditions are met:

° ((5.NAOK == "3" or 5.NAOK == "4" or 5.NAOK == "5"))

Please select at most **fixnum**(3) answer(s)

Please choose **all** that apply:

- Creating a team spirit
- Promoting informal experiences out of one's comfort zone
- Listening to people's stories and experiences
- Brainstorming
- Direct observation
- Learning by doing
- Getting informal feedback
- Job-shadowing
- Role-playing

**11 [10 (Juniors)]What are the most effective formal methods to transfer skills to (or acquire skills from) a Senior in your experience? \***

Only answer this question if the following conditions are met:

° ((5.NAOK == "1" or 5.NAOK == "2"))

Please select at most **fixnum**(3) answer(s)

Please choose **all** that apply:

- advanced training/team building
- training and workshops
- study visits
- illustration of the organization structure and procedures through handbooks, official manuals, video tutorials, podcasts
- exchange of good practices and case studies
- periodic staff meetings
- periodic supervision
- evaluation and regular feedback
- sharing reports within the organization
- mentoring/tutoring

**12 [10 (Seniors)]What are the most effective formal methods to transfer skills to (or acquire skills from) a Junior in your experience? \***

Only answer this question if the following conditions are met:

° ((5.NAOK == "3" or 5.NAOK == "4" or 5.NAOK == "5"))

Please select at most **fixnum**(3) answer(s)

Please choose **all** that apply:

- advanced training/team building
- training and workshops
- study visits
- illustration of the organization structure and procedures through handbooks, official manuals, video tutorials, podcasts
- exchange of good practices and case studies
- periodic staff meetings
- periodic supervision
- evaluation and regular feedback
- sharing reports within the organization
- mentoring/tutoring

## Skills Analysis

**Thinking of your work experience with young people, to what extent do you think the following skills and competences are important?**

### 13 [11] Communication and interpersonal skills which means to be able to: \*

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
manage verbal and nonverbal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adjust the tone of voice to the circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manage relations in intercultural contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 14 [12] Decision-making and problem-solving capacities which mean to be able to: \*

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
identify, define and manage problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
solve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mediate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taking responsibilities and make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 15 [13] Creative thinking and critical thinking capacities which means to be able to: \*

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
bring a fresh and new perspective, think outside the box	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handle a particular situation using your own resources and creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be unbiased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be open-minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
find constructive alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16 [14]Self-awareness and empathy which means to be able to: \***

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
know your emotions, strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a strong sense of your worth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be aware of others' feelings, needs and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17 [15]Self-control and assertiveness which means to be able to: \***

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
express your personal thoughts, feelings and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respect the ideas of the others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a non-judgemental attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
control yourself, master your desires and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18 [16]Resilience which means to be able to: \***

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
treat problems as opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cope with the challenges and problems of life without being overwhelmed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your contribution!  
22.03.2022 – 00:00

Submit your survey.  
Thank you for completing this survey.