

DASCHE Conference  
February 27-28, 2020

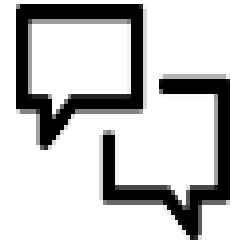
 **Evaluation of social  
competency development  
during business university  
education by graduates**



## Aim of the Research



- To analyze analyze perceptions of students towards social competencies gained through their studies at business university
- To identify significant groups of competencies valued by university graduates
- To identify factors affecting preferences in higher education to fill expectation of current society and labor market



## Quantitative survey

### Respondents:

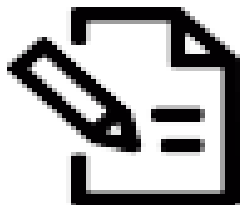
- business university graduates
- **228** alumni
  - Bachelor and master program
  - Study programs: Business, Management, Human Resources, Economics and Marketing
  - Representative sample of last 5 years

## Qualitative research

### Focus groups:

- graduates of all study programs
- 4 focus groups (FG)
  - the unified scenario
  - 60 minutes per each FG
  - 3 to 7 participants
  - totally 18 graduates
  - two observers (one psychologist) per each FG
  - record-keeping

**CAWI** (computer assisted web interviewing)



# Role of the University

## Student´s goal

- Obtaining knowledge and competences necessary for his/her profession

## School´s goal

- Pass on the knowledge and skills to the students
- Educate practitioners in the labor market - whether in the private sector, government or science



## Due to this fact university must:

- Gain correlation between education and requirements of practice
- Link theoretical knowledge and practical experience

## Competences

6 areas of competences

- Personal
- Communication
- Workplace organization
- Development potential
- Management
- Interpersonal

Number of variants of answers per question

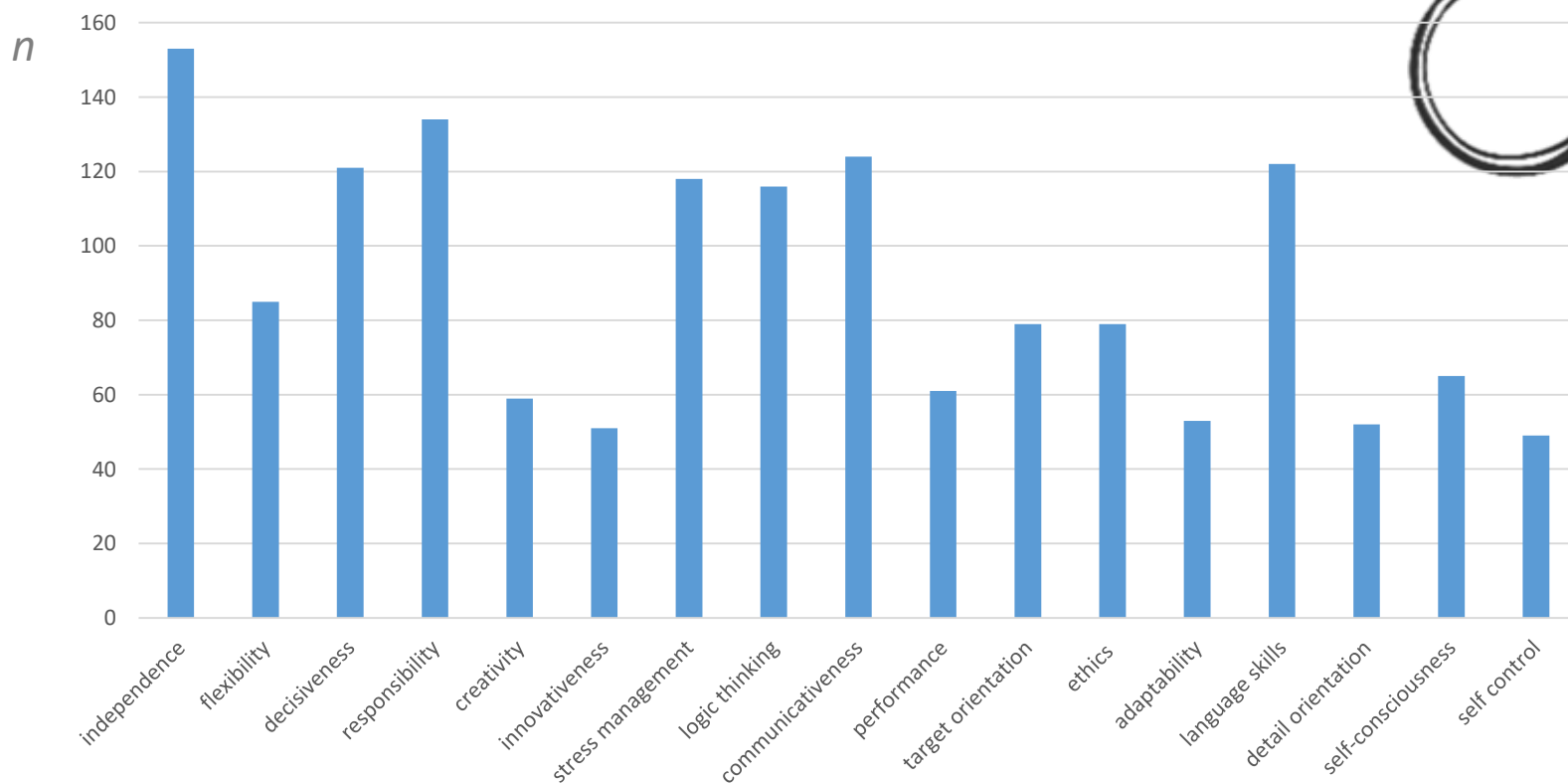
## Sample

- 81 men (34.0%) and 155 women (65.1%)
- 122 graduates of the bachelor degree (51,3 %), 70 graduates of the master's degree (29,4 %), 32 both bachelor and master's degree (13,5 %), 12 MBA graduates (5 %), 1 graduate of a three-month study course (0,4 %)
- All graduates were already employed during the time of surveying



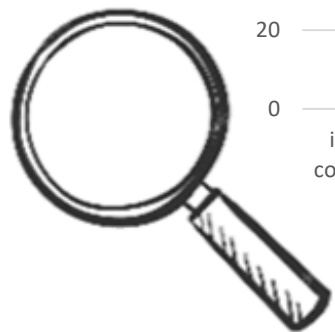
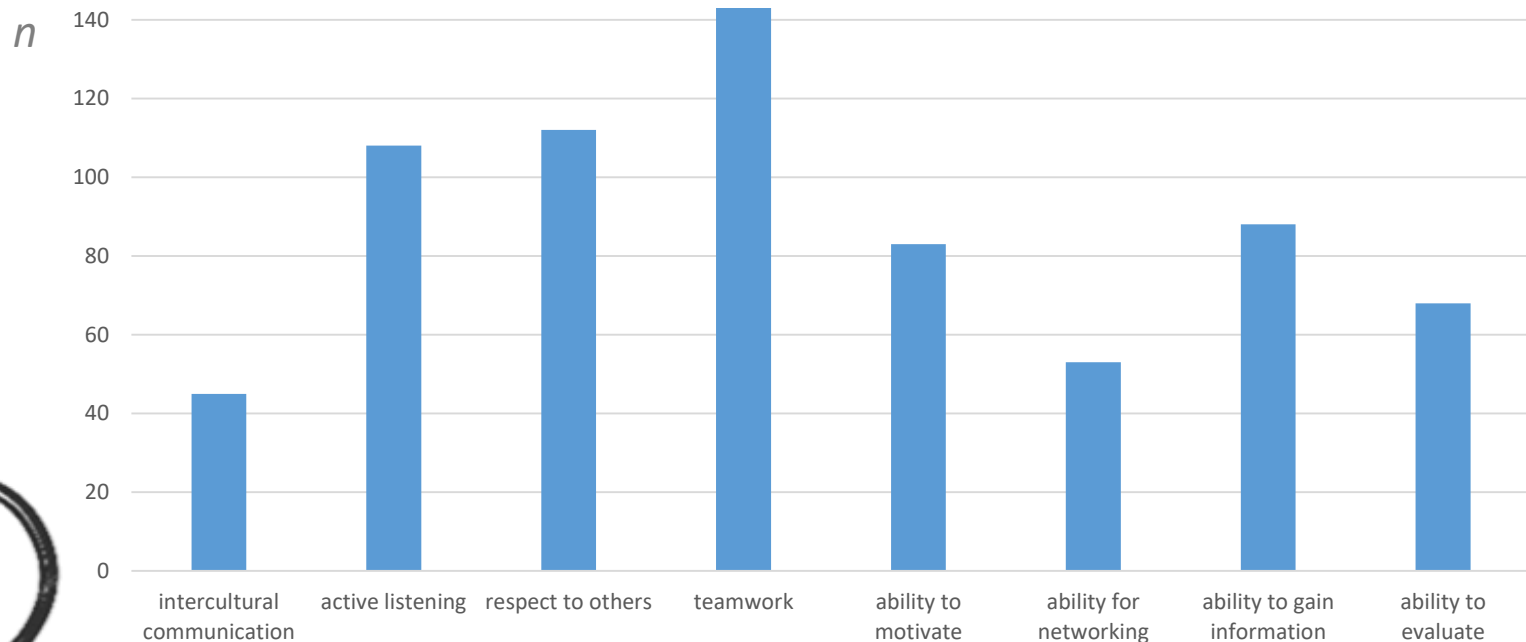
## Results – Competency evaluation

Most important competences for labor market according to surveyed graduates



Source: Own processing

# Competencies for workplace



Source: Own processing

## Competencies related to Decision making

Pearson's correlation	r	p-value
Decision making – logic thinking	0.342	0.000
Decision making – communicativeness	0.311	0.000
Decision making – target orientation	0.455	0.000
Decision making – ethics	0.455	0.000
Decision making – self-consciousness	0.245	0.000
Decision making – stress management	0.258	0.000
Decision making – intercultural communication	0.246	0.000
Decision making – ability to motivate others	0.337	0.000



## Competencies related to Logic thinking

Pearson´s correlation	r	p-value
Logic thinking – communicativeness	0.309	0.000
Logic thinking – performance	0.258	0.000
Logic thinking – language skills	0.250	0.000
Logic thinking – detail orientation	0.235	0.001
Logic thinking – self-consciousness	0.232	0.001
Logic thinking – active listening	0.225	0.001
Logic thinking – ability to motivate others	0.223	0.001
Logic thinking – ability to gain information	0.255	0.000
Logic thinking – ability to evaluate others	0.241	0.002

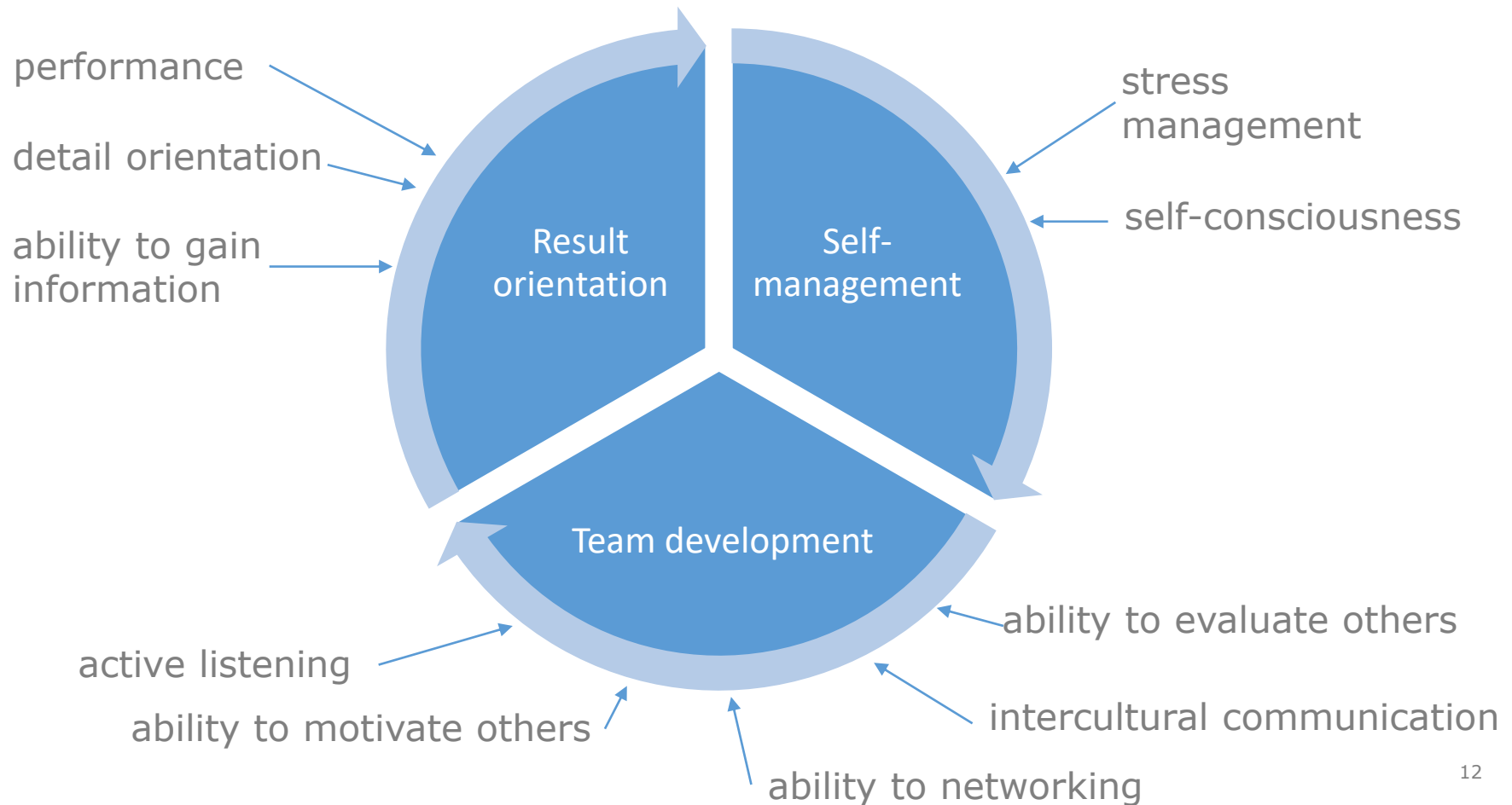
# Competencies related to Communication

Pearson's correlation	r	p-value
Communicativeness – target orientation	0.202	0.004
Communicativeness – ethics	0.243	0.000
Communicativeness – adaptability	0.267	0.000
Communicativeness – self-consciousness	0.288	0.000
Communicativeness – intercultural communication	0.207	0.003
Communicativeness – active listening	0.264	0.000
Communicativeness – ability to networking	0.221	0.001
Communicativeness – ability to gain information	0.229	0.001
Communicativeness – ability to evaluate others	0.203	0.004

## Competencies related to Self-consciousness

Pearson's correlation	r	p-value
Self-consciousness – intercultural communication	0.218	0.002
Self-consciousness – respect to others	0.215	0.002
Self-consciousness – ability to motivate others	0.224	0.001
Self-consciousness – ability to gain information	0.209	0.003
Self-consciousness – ability to evaluate others	0.341	0.000

# Factors of competencies needed in workplace



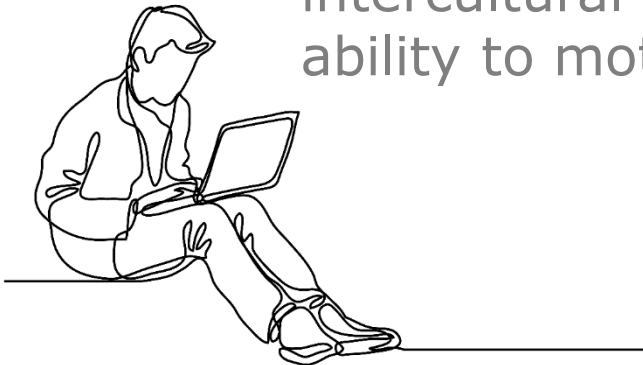


## The Conclusion

Four main groups of competencies: decision making, logic thinking, communication and self-consciousness.

Examination of graduates' interest identified factors affecting preferences of development in higher education:

- 1) abilities to achieve results
  - performance, detail orientation, ability to gain information
- 2) abilities related to self-management
  - self-consciousness, stress management
- 3) abilities to work in the team.
  - intercultural communication, respect to others, ability to motivate others, ability to evaluate others



## Implications

Filling expectations of students, graduates and labor market by the following identified factors:

- Result orientation
- Self-management
- Team development

during university education and development

This is especially true when the students are already experienced in the taught subject





**Thank you  
for your  
attention**