

Social competence(s) at the interface of higher education and society

The role of higher education for shaping future citizens and society

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1ST INTERNATIONAL CONFERENCE "MEANING AND ROLE OF SOCIAL
COMPETENCES IN HIGHER EDUCATION - VOICES FROM RESEARCH AND
PRACTICE"

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Higher Education and Social Competence

What is Social Competence?

Is there at All Something Like Social Competence?

Is there some hope that Social Competence is Transferable?

Social Skills - Abilities

And Now?

Citizens

... engaged in different contexts, e.g., school,
home, playground, community.

... behave socially

... willing and able to reflect upon political and social
issues

... contribute critically to society.

Citizenship

processes by which young adults make their transitions to full participation in society



Evans, K. (1995). Competence and citizenship: Towards a complementary model for times of critical social change. *British Journal of Education & Work*, 8(2), 14–27. <https://doi.org/10.1080/026900950080202>
Picture: <https://www.thealternative.org.uk/dailyalternative/2018/2/1/the-best-cure-for-drifting-democracy-says-ben-okri-is-active-citizenship>

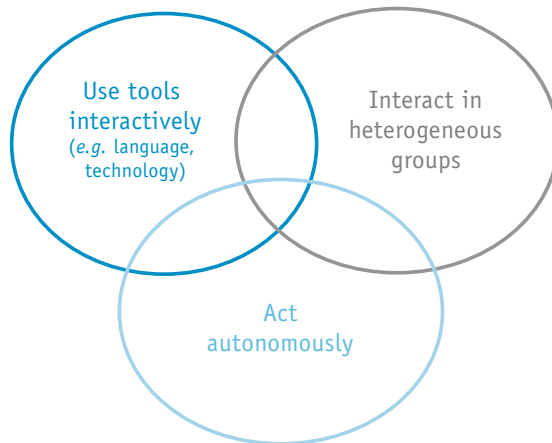
DeSeCo: Key Competencies

for a Successful Life and a Well-Functioning Society

- increasing individual participation in democratic institutions
- social cohesion and justice
- strengthening human rights and autonomy as counterweights to increasing global inequality of opportunities and increasing individual marginalization

<https://www.oecd.org/education/skills-beyond-school/definitionandselectionofcompetenciesdeseco.htm> (2003)

DeSeCo: Key Competencies



DeSeCo. (2005). *The definition and selection of key competencies. Executive summary.*

Bologna-Process

ensure comparability in the standards and quality of higher-education qualifications

Social Competence

-> Employability, Mobility, Life-Long-Learning

TUNING

«Tuning Educational Structures in Europe»

The major reason for starting the Tuning project was to contribute to the search for higher quality at University level. Tuning's specific role in this general panorama has been to stimulate and incorporate the knowledge and experience of academics in the overall process of building the European Higher Education Area.

- Instrumental competences
- Interpersonal competences
- Systemic competences

González, J., & Wagenaar, R. (2005). *Tuning Educational Structures in Europe II. Universities' contribution to the Bologna Process*. Bilbao, ES: Publicaciones de la Universidad de Deusto.

nqf.ch-HS: Level 3 PH D

- Knowledge and understanding
- Application of knowledge and understanding:
- Judgments
- Communicative skills
- Self-learning ability

...but: What is Social Competence?

Go to www.menti.com and use the code 26 16 88

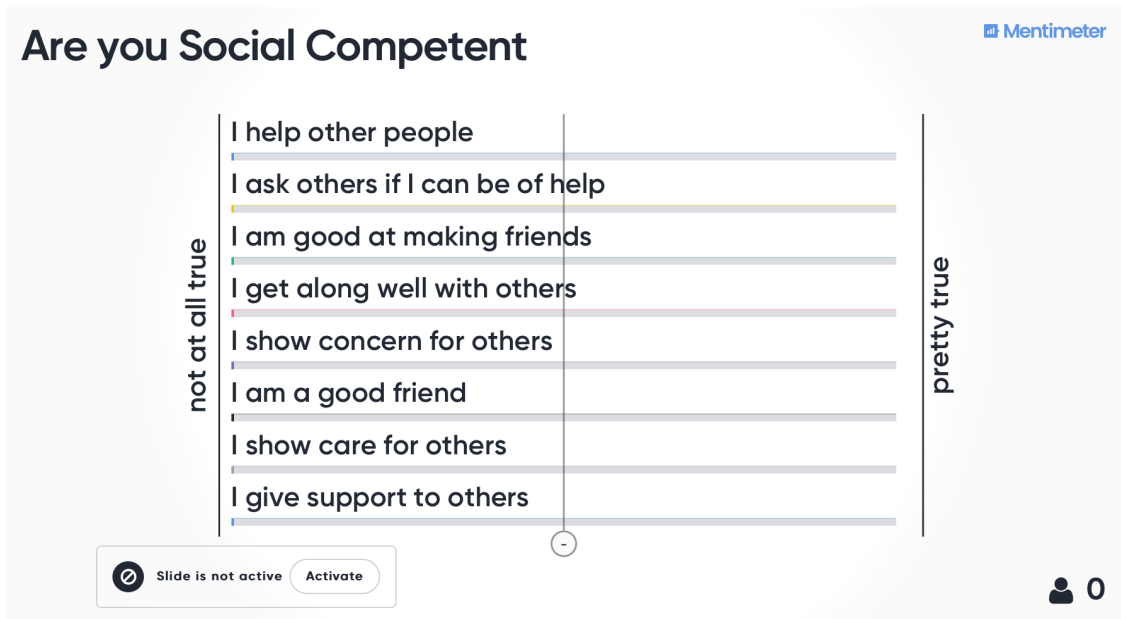
Define: Social Competence

Mentimeter

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Definitions of Social Competence

Social competence is a comprehensive construct with various facets which refer to cognitive, emotional-motivational, and behavioural aspects.

Arnold, K.-H., & Lindner-Müller, C. (2012). Assessment and development of social competence: Introduction to the special issue. *Journal for Educational Research Online/Journal Für Bildungsforschung Online*, 4.

Social Competence

second order factors	first order factors	Definition
social orientation	pro-sociability	positive attitude towards others and helpful behaviour
	adopting perspectives	
	pluralism	
	willingness to compromise	
	listening	
assertiveness	enforcing own interests	ability to come in contact with other people and to be engaged for one's own interests in social interaction
	readiness for conflict	
	extraversion	
	decisiveness	
self-management	self-control	ability to interact with others in a flexible, stable and goal-oriented way
	emotional stability	
	flexibility of action	
	self-efficacy	
reflexibility	impression management	ability and interest in reflecting one's own behaviour and that of other people
	direct self-awareness	
	indirect self-awareness	
	perception of others	

Kanning, U., & Horenburg, M. (2014). Social competence - an overview of contemporary research and practice. *Психологія. Вісник Одеського Національного Університету*, 19(2), 141–153.

Social Competence Depends on...

developmental characteristics
specific social situation
cultural characteristics

Orpinas, P. (2010). Social Competence. In *The Corsini Encyclopedia of Psychology* (pp. 1–2). <https://doi.org/10.1002/9780470479216.corpsy0887>

Social Competence Depends...

on interactions among individual characteristics, social demands, and situational characteristics.

Hoermann, H.-J., & Goerke, P. (2014). Assessment of social competence for pilot selection. *The International Journal of Aviation Psychology*, 24(1). <https://doi.org/10.1080/10508414.2014.860843>

Social competence is often defined as...

the ability to handle social interactions effectively.

Orpinas, P. (2010). Social Competence. In *The Corsini Encyclopedia of Psychology* (pp. 1–2). <https://doi.org/10.1002/9780470479216.cornsv0887>

Social Competent?

Consider an interaction in which a child hits a peer to obtain a toy.

If the child's goal was to obtain the peer's toy and the peer yielded the toy after being hit, then from the child's or perpetrator's perspective, this task may have been resolved successfully.



Bild: <http://www.elternbriefe.de/die-elternbriefe/elternbrief-07/kleine-rowdys-im-sandkasten.html>
Gary W. Ladd: Competence: An Important Educational Objective

Social Competence	Socially Competent Behavior
entity of a person's knowledge, capabilities and skills which facilitates the quality — in the sense of the definition of social competent behavior — of one's social behavior	behavior that enables a person in a specific situation to put their goals into effect whilst preserving that behavior's social acceptance

Kanning, U., & Horenburg, M. (2014). Social competence - an overview of contemporary research and practice. *Психологія. Вісник Одеського Національного Університету*, 19(2), 141–153.

Social Competence as behaviour...

- (I) initiate or sustain positive interactions with peers and inhibit the use of negative behaviours,
- (II) form affiliative ties such as friendships and peer-group acceptance,
- (III) sustain positive peer relationships and relationship features (supportive ties), and
- (IV) avoid debilitating peer relationships and roles (for example, peer victimization, rejection, and isolation) and negative social-emotional consequences (for example, loneliness, social anxiety, and low social self-efficacy or self-esteem).

Ladd, G. W. (2005). *08 The search for the origins of social competence revisited*. In Yale University Press. New Haven, CT: Yale University Press.

Social Competence at Work

(...)

communicative ability,

assertive ability,

ability to accept criticism

etc.

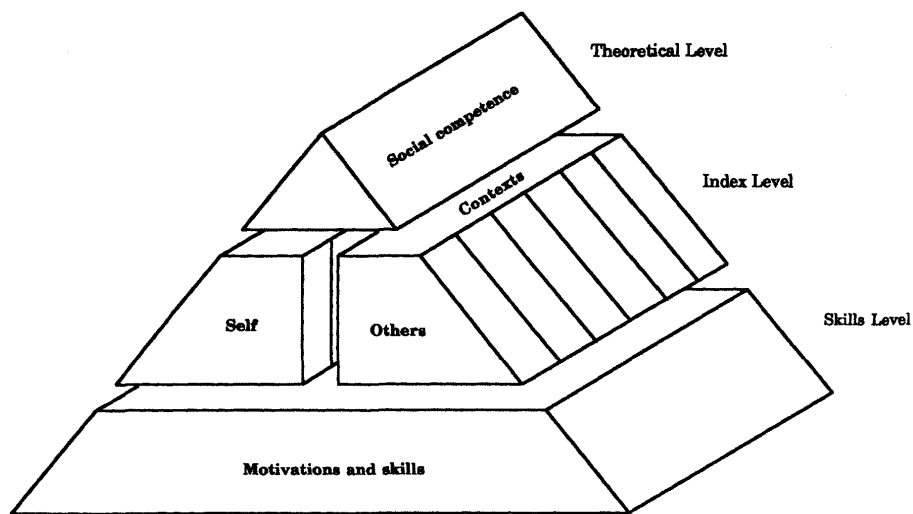


Monnier, M., Tschöpe, T., Srbeny, C., & Dietzen, A. (2016). Occupation-specific social competences in vocational education and training (VET): The example of a technology-based assessment. *Empirical Research in Vocational Education and Training*, 8(1). <https://doi.org/10.1186/S40461-016-0036-X>

Is there at All Something Like
Social Competence?



Dimensional Structure



Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review. *Social Development*, 6(1), 111-135.

What is the Context/Situation?

Index Level

Where Do Social Skills Come From?

Development of Social Skills

Skills Level – Index Level

Childhood- Adolescence

Intervention & Prevention (aggression, bullying, ...)

- universal, selective, and indicated prevention
- modelling, shaping, and coaching

Ladd, G. W. (2005). *Children's peer relations and social competence: A century of progress*. New Haven, CT: Yale University Press.

Cognitive Underpinnings of Social Competence - Childhood- Adolescence

Social Information Processing (SIP)

Beliefs About

- Aggression
- About the Self
- About Peers

Rejecting Behaviour and Peer Exclusion

Social Goals and Interaction Strategies

Peer Relations and Children's Theory of Mind

The Family

- Indirectly - modelling, shaping, or otherwise affecting socializing skills, Skill deficits
- Directly - attempting to prepare children for the peer culture or influence their competence and success in this domain

Ladd, G. W. (2005). *Children's peer relations and social competence: A century of progress*. New Haven, CT: Yale University Press.

Social Information Processing (SIP)



- encoding
- making attributions
- selecting a goal
- generating responses
- evaluating responses



- enacting responses

Lansford, J. E., Malone, P. S., Dodge, K. A., Crozier, J. C., Pettit, G. S., & Bates, J. E. (2006). A 12-year prospective study of patterns of social information processing problems and externalizing behaviors. *Journal of Abnormal Child Psychology*, 34(5), 715–724. <https://doi.org/10.1007/s10802-006-9057-4>

Context / Situation

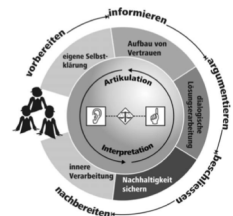
Index Level

Social Competence...

- linked to the accomplishment of specific, relevant tasks
- represent a communicative action situation -> social skills

Kauffeld, Simone, Frieling, Ekkehard, & Grote, Sven. (2002). Soziale, personale, methodische oder fachliche: Welche Kompetenzen zählen bei der Bewältigung von Optimierungsaufgaben in betrieblichen Gruppen? Zeitschrift für Psychologie, 210(4).

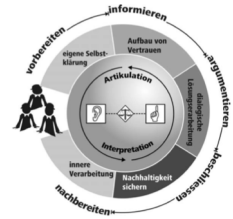
Cooperative Conflict Discussion



Social Skills needed?

Bauer-Klebl, Annette, & Gomez, José. (2006). Die Messung von Sozialkompetenzen. St. Gallen, CH: Universität St. Gallen.

Cooperative Conflict Discussion



First: Model of Social Interaction

- Theories of social communication, ...

Second: Context/Situation

- School, Work, Family, ...

Third: Actions/Steps

- Preparing: Were do I stand? – informing: Build trust – Reasoning: Working out a solution in dialogue – Deciding: Ensure Sustainability – Follow-up: Reflection
- Articulation – Interpretation

Fourth: Quality Criteria

- Social skills needed?
- Training and assessment of skills

Bauer-Klebl, Annette, & Gomez, José. (2006). Die Messung von Sozialkompetenzen. St. Gallen, CH: Universität St. Gallen.

The differentiation of subject-specific and generic competences is artificial and needs to be questioned



Communication with customers in retail trade

-

Good contribution to team meetings

Scharnhorst, U., & Kaiser, H. (2018). 2 Transversale Kompetenzen für eine ungewisse Digitale Zukunft? In *OBS EHB Trendbericht. Digitalisierung und Berufsbildung. Herausforderungen und Wege in die Zukunft* (pp. 9–12). Zollikofen, CH: Eidgenössisches Hochschulinstitut für Berufsbildung (EHB).

Competence
is always a composite of subject-specific expertise

and

generic competences / social competence

=>

Taking apart subject-specific and generic competences makes
no sense in the real world

Heyse, V., Erpenbeck, J., Ortmann, S., Heyse, V., Erpenbeck, J., & Ortmann, S. (2015). Ein Meer von Kompetenzen. Waxmann Verlag, 13-16.
Wollersheim, H.-W. (2014). Entwicklung von Schlüsselkompetenzen an Hochschulen Theoretische Überlegungen und ein Erfahrungsbericht. In V. Heyse (Ed.), *Aufbruch in die Zukunft : erfolgreiche Entwicklungen von Schlüsselkompetenzen in Schulen und Hochschulen ; aktuelle persönliche Erfahrungen aus Deutschland, Österreich und der Schweiz*. Münster, D: Waxmann Verlag GmbH.
Scharper, N., Reis, O., Wildt, J., Horvath, E., & Bender, E. (2012). *Fachgutachten zur Kompetenzorientierung in Studium und Lehre*. HRK Hochschulkonferenz.

Can you imagine...

Is there a specific task at work that can be done without
methodological, social or personal competence?

- or the other way round -

Which methodological, social and personal competences
would make sense without a subject-specific context?

Avoid the Artificial Separation...

Collect descriptions of significant situations

Do a (cognitive) task analysis, try to determine success-critical aspects

Develop prototypical situation(s)

Develop the competence model that fits to the situation

Focus on social and communicate acts in the prototypical situation(s)

Develop training elements

Develop measurement instruments, take care of their validity

Monnier, M., Tschöpe, T., Srbeny, C., & Dietzen, A. (2016). Occupation-specific social competences in vocational education and training (VET): The example of a technology-based assessment. *Empirical Research in Vocational Education and Training*, 8(1). <https://doi.org/10.1186/S40461-016-0036-X>

And Now?

Higher Education...

Citizens

- ... engaged in different contexts, e.g., school, home, playground, community.
- ... behave socially
- ... willing and able to reflect upon political and social issues
- ... contribute critically to society.

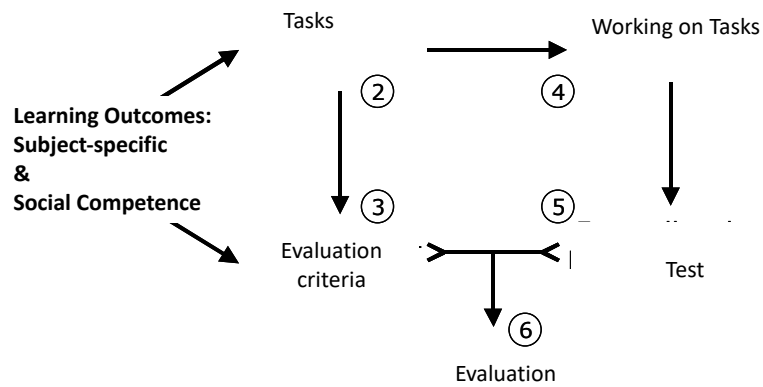
Citizenship is learned during the course of life through participation in different social practices.

Geboers, E., Geijsel, F., Admiraal, W., & Dam, G. ten. (2013). Review of the effects of citizenship education. *Educational Research Review*, 9, 158–173. <https://doi.org/10.1016/j.edurev.2012.02.001>

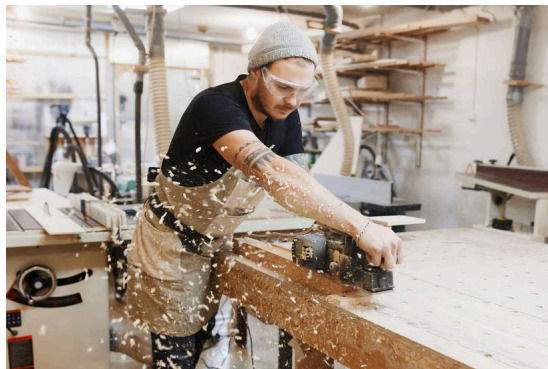
Citizenship



Social Competence I



Social Competence II




<http://www.alcab.org.uk/how-to-become-a-carpenter-and-joiner/>

Go to www.menti.com and use the code 26 16 88

Again: Define Social Competence

 Mentimeter

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