



**LDV TOI project:**

**ASkills- Assessment of Social Skills for better possibilities  
for employment**

***Definition of Social competences***

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## INTRODUCTION

### INTRODUCTION

This Document aims at providing definitions for social competences for the project - A Skills- Assessment of Social Skills for better possibilities for employment.

Section 2 aims to provide a useful and easy description/ list of different social competences related to the labour market and employment.

## PROJECT SUMMARY

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The proposal aims towards the development of an assessment system for teachers/trainers, and others working with unemployed people and in particular with the aim to evaluate and accredit non-formal and informal education and training (knowledge, skills and competences they have acquired through their experience).

In the past years, social skills are more and more important to employers all over Europe.

Despite the development, obtaining a formal education & training in the field has not yet been developed to its full capacity and potential, leaving a majority of unemployed in the field without any formal education or training or recognition of their knowledge, skills and competences. For this reason, the suggested project will give the opportunity to assess the knowledge, skills and competences they have received informally through work, volunteer work or through talent over the years.

The consortium of partners will include institutions who have had previous experience in the materialization of similar projects and who will contribute constructively to the materialization of this project. The consortium of partners consists of Adult education organisations, Training organisations...etc. The partners will be capitalizing on their previous experience and extending this experience through this specific project.

The suggested project will lead to the development of a database with necessary exercises for assessment of knowledge, skills and competencies that unemployed have and that not have been highlighted before. Further, the project will develop a system of assessment mainly around these steps: CV evaluation, assessment and feedback.

The participants in the pilot process, in each of the participating countries; they will be tested on their knowledge, skills and competencies which they have acquired informally through their work and other activities. Further, the web site of the project will contain project information and a database that will be developed including a manual and tools for trainers/teachers. A network consisting of organizations, i.e. Public Employment Service, other adult educators, guidance centers and NGOs, will be established to get feedback on the outcomes.

## SOCIAL COMPETENCES

### DEFINITIONS OF SOCIAL COMPETENCES

Social skills can be described as ability in relation to others to act in such a way that both their own goal and others goals will be achieved. For the individual to function in society requires some degree of social competence. All people have some form of it, but different people have their social competences in different areas. A group requires different skills than required between individuals. It does not necessarily mean that an individual who is outgoing in a group have high social competences in all situations. Social competence is not a personality characteristic, but it is a skill (Mannberg, 2001).

A socially competent individual consists not of already attained skills, but instead individuals who are constantly trying to develop and improve their skills. If an individual wants to change their social skills, it is not the personality to be changed but old habits and patterns. People learn social patterns during childhood that have been adapted to the situations they grew up in. The patterns then become a habit that governs the individual and if he/she wants to improve their social skills, he/she must learn to act in a different way. In order to achieve a change you need basic self-reflection and empathy. (Mannberg, 2001).

Social skills are culture-bound; there are different ways of being, and it is necessary to regard the world and people in different cultures. It is also time bound and the ability to manage and track one's time is also a part of social competences. An awareness of what is happening and the ability to take a stance is also part of competence. It is also environmentally-bound, a kind of survival skills – this means that there are different requirements and hazards in different environments. It means being able to see dangers and avoid or challenge them (Herlitz, 2001).

According to Herlitz, there are different parts of social competences, such as communication skills, interpersonal skills, ability to manage conflict, individuals' behavior in different situations, empathy, loyalty, honesty, ability to inspire others, problem solving skills, ability to deal with change, emotional intelligence (EQ), thought ethics and humanity.

Social competence is about an individual's ability (competence) to interact with other individuals, preferably with other people. To function well in social situations and different social groups is about being able to interact in balance with other individuals

in a way that partly involves continuing to maintain good communication with others, and does not restrict its own specific character or values. (Wikipedia)

## LIST OF SOCIAL COMPETENCES

List of social competences related to employment that we are going to use in this project:

- **Actively listening to others**

When individuals actively listen, he/she gives feedback to the speaker by nodding, questioning, confirming with body language and words that he/she is interested in what is being said (Herlitz, 2001).

- **Being able to express who he/she is, what he/she needs and thinks.**

It also clarifies their own needs and opinions to others, and not only adapt to the demands and desires (Mannberg, 2001).

- **Working in a team and collaborative skills**

It is a basic human need to belong to a group as it provides social support. The individual has to feel valuable, creating context and providing information. It also serves as a complement to their own skills when tasks need to be solved.

- **Loyalty**

A socially competent individual wants to be seen as loyal and reliable, but loyalty must be thought out and respond to the demands placed on social skills (Herlitz, 2001). Loyalty does not mean to be obedient and to be the one who always says yes! Loyalty to the goals in the workplace is important and it is desirable to discuss the methods to achieve them.

- **Handle Conflicts**

All conflicts cannot be solved, but they can be handled in different ways, some conflicts cannot be resolved but may be set aside. The ability to see what conflicts cannot be resolved is a characteristic of social competence.

A socially competent individual can see when and where he/she should intervene and do something. He/she would then not be afraid to call the

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conflict for just a conflict and he/she should be able to detect it at an early stage (Herlitz, 2001)

- **Problem Solving Ability**

Problem solving ability is associated with conflict, to inspire others and to be able to cooperate. Problems must be called for problems and it is necessary for the individual to know the goal. One method to find at a solution may be to reformulate the problem to find a different angle. Freedom of thought is important (Herlitz, 2001).

- **Liability**

An important part of social competences is for the individual to take responsibility for what he/she says and does and not blame anyone else for something he/she is liable for.

- **Ability to deal with changes**

An individual with social competence , who listens carefully to the arguments and analyzes them honestly before he/she takes a final decision (Herlitz,)