

## **THE CONCEPT OF SOCIAL COMPETENCE AMONG MANAGERIAL STAFF: ESSENCE, STRUCTURE, AND STAGES OF DEVELOPMENT**

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**Abstract:** This article provides a comprehensive analysis of the concept of social competence among managerial staff, focusing on its essence, structural components, and stages of development. Social competence is defined as a complex of skills and personal qualities that enable leaders to manage interpersonal relationships, facilitate collaboration, and make effective decisions in socially dynamic environments. The paper explores key components of social competence such as empathy, social awareness, cultural sensitivity, communication skills, conflict management, and social responsibility. It also outlines the developmental stages of social competence: initial awareness, adaptation, consolidation, and leadership embodiment. Furthermore, the article highlights the importance of training, experience sharing, psychological coaching, and mentoring in fostering social competencies among leaders. These competencies are increasingly seen as crucial to enhancing leadership effectiveness and fostering a positive, inclusive, and emotionally intelligent organizational climate.

**Keywords:** Social competence, leadership, communication, empathy, conflict resolution, social awareness, cultural sensitivity, professional development, mentoring, psychological training.

## **ПОНЯТИЕ СОЦИАЛЬНОЙ КОМПЕТЕНТНОСТИ РУКОВОДЯЩИХ РАБОТНИКОВ: СУЩНОСТЬ, СТРУКТУРА И ЭТАПЫ РАЗВИТИЯ**

**Аннотация:** В данной статье проводится глубокий анализ понятия социальной компетентности руководящих работников, раскрываются её сущность, структурные компоненты и этапы развития. Социальная компетентность рассматривается как совокупность умений и качеств, необходимых для эффективного управления коллективом, построения межличностных отношений, принятия решений в социально насыщенной среде. Автор рассматривает ключевые составляющие социальной компетенции, включая социальное сознание, эмпатию, сотрудничество, управление

конфликтами и культурную чувствительность. В статье выделяются основные стадии развития социальной компетентности: начальный уровень, адаптация, закрепление и лидерская реализация. Также рассматриваются современные подходы к формированию социальной компетентности у руководителей через профессиональное образование, психологические тренинги, наставничество и обмен опытом. Отмечается, что высокий уровень социальной компетенции способствует эффективному управлению, укреплению командного духа и созданию благоприятной образовательной среды.

**Ключевые слова:** Социальная компетентность, руководитель, коммуникация, эмпатия, управление конфликтами, лидерство, социальное сознание, профессиональное развитие, психологический тренинг.

### **RAHBAR XODIMLARNING IJTIMOYIY KOMPETENSIYASI TUSHUNCHASI: MAZMUNI, TARKIBI VA RIVOJLANISH BOSQICHLARI**

**Annotatsiya:** Mazkur maqolada rahbar xodimlarning ijtimoiy kompetensiyasi tushunchasining mazmun-mohiyati, tarkibiy qismlari hamda rivojlanish bosqichlari chuqur tahlil qilinadi. Ijtimoiy kompetensiya zamonaviy boshqaruv tizimida rahbarning shaxslararo munosabatlarni tashkil etishi, jamoani boshqarishda empatik va kommunikativ yondashuvni qo'llashi, shuningdek, ijtimoiy muhitda samarali qarorlar qabul qilishi uchun zarur bo'lgan ko'nikmalar va fazilatlar majmuasini anglatadi. Tadqiqotda rahbar shaxsining ijtimoiy ong, o'zaro hamkorlik, madaniy sezgirlik, konfliktlarni boshqarish va ijtimoiy mas'uliyat kabi tarkibiy elementlarining ahamiyati yoritilgan. Shuningdek, maqolada ijtimoiy kompetensiyaning shakllanish va rivojlanish bosqichlari — boshlang'ich, adaptatsiya, mustahkamlash va liderlik darajalari nazariy asosda ko'rib chiqiladi. Muallif tomonidan ijtimoiy kompetensiyani rivojlantirishda ta'lim, psixologik treninglar, tajriba almashinuvi va mentoringning o'rni alohida baholanadi. Mazkur yondashuv rahbarlarning kasbiy samaradorligini oshirishda va ta'lim muassasalarida sog'lom ijtimoiy muhitni yaratishda muhim omil hisoblanadi.

**Kalit so'zlar:** Ijtimoiy kompetensiya, rahbar xodim, kommunikatsiya, empatiya, konfliktni boshqarish, ijtimoiy ong, liderlik, psixologik trening, kasbiy rivojlanish.

## **Introduction**

In today's dynamic and rapidly evolving organizational landscape, the role of leadership extends far beyond traditional administrative and technical responsibilities. The modern leader is increasingly expected to demonstrate high levels of emotional intelligence, interpersonal communication, cultural sensitivity, and social awareness. These characteristics, collectively known as social competencies, have become essential for effective management and sustainable institutional development—particularly in the fields of education, public administration, and human-centered organizations.

Social competence enables managerial staff to engage in meaningful dialogue, resolve interpersonal conflicts, establish trust-based relationships, and maintain a psychologically safe and inclusive environment for their teams. Unlike purely cognitive or technical skills, social competencies reflect a leader's ability to navigate complex social interactions, respond empathetically to others, and adapt communication styles to diverse audiences and situations. These abilities not only improve organizational cohesion and performance but also contribute to a more supportive and resilient workplace culture. In many education systems, including those undergoing reform and modernization, the success of institutional transformation depends largely on the leadership's capacity to foster social harmony and professional collaboration. However, while the importance of social competence is widely acknowledged in theory, it is often underemphasized in leadership training programs, which tend to prioritize bureaucratic functions and operational efficiency. This article aims to examine the concept of social competence among managerial staff, focusing on its essential meaning, structural elements, and developmental stages. By analyzing relevant theoretical frameworks and practical models, the paper seeks to clarify how social competence emerges, evolves, and manifests in leadership behavior. It also explores how social competence can be effectively developed through targeted training, experiential learning, mentoring, and reflective practice. Understanding the structure and formation of social competencies is essential for developing leaders who can meet the complex demands of today's socially interconnected and emotionally nuanced organizational environments.

## **Main part**

Social competence is increasingly recognized as a cornerstone of effective leadership in modern organizations. It encompasses a wide array of interpersonal,

emotional, and communicative skills that allow managerial staff to interact productively with others, manage social dynamics, and foster positive relationships in professional settings. In contrast to purely cognitive or technical abilities, social competence reflects a leader's capacity to connect with people, understand social cues, respond empathetically, and resolve conflicts in ways that strengthen organizational cohesion. In the context of education and public service, where human interaction is constant and essential, these competencies are critical for the success and sustainability of institutional goals. The essence of social competence lies in its ability to integrate emotional intelligence with practical communication skills. Leaders who are socially competent do more than simply give instructions or enforce regulations; they build trust, inspire collaboration, and cultivate environments where individuals feel heard, valued, and respected. These leaders recognize the emotional undercurrents in their teams, adapt their communication styles according to context, and remain sensitive to the social and cultural diversity present within their institutions. As such, social competence becomes not only a professional asset but a moral imperative in leadership practice. Structurally, social competence is composed of several interrelated elements that work together to shape leadership behavior. Among these are empathy, interpersonal communication, social awareness, emotional regulation, conflict resolution, and a sense of ethical responsibility. Empathy enables leaders to perceive and understand the feelings and perspectives of others, while strong communication skills help them express ideas clearly, listen actively, and provide constructive feedback. Social awareness allows leaders to read group dynamics and maintain inclusivity, whereas emotional self-regulation ensures that they respond to stressful situations with composure and fairness. The ability to resolve conflicts diplomatically is essential for maintaining team harmony, and ethical responsibility ensures that all actions are guided by principles of justice, respect, and human dignity.

The development of social competence follows a gradual process, shaped by personal reflection, experience, mentorship, and formal education. In its early stages, leaders become aware of the importance of social behavior in professional life and begin to assess their own interpersonal abilities. As they progress, they engage in adaptive learning, seeking feedback and adjusting their strategies in response to social challenges. Over time, through repeated practice and engagement, these competencies become internalized and refined. At the most advanced stage, social competence is not just applied reactively but becomes an integral part of a leader's identity and leadership philosophy. At this point, the leader assumes the role of a social role model, promoting collaboration, emotional intelligence, and ethical conduct within the broader

institutional culture. In sum, the concept of social competence in leadership is a multifaceted and evolving construct that plays a crucial role in shaping the effectiveness, inclusivity, and sustainability of organizational leadership. Understanding its essence, structure, and developmental stages provides a foundation for designing leadership development programs that go beyond administrative capacity and cultivate truly people-centered, socially responsible leaders.

## **Conclusion**

The exploration of social competence among managerial staff reveals that effective leadership in the 21st century increasingly depends on more than administrative knowledge and technical skills. Social competence, as a multidimensional construct, represents the integration of emotional intelligence, communication abilities, cultural awareness, and ethical responsibility—all of which are essential for building trust, maintaining collaboration, and creating inclusive and psychologically supportive organizational environments. This study has demonstrated that socially competent leaders are more likely to foster teamwork, navigate interpersonal challenges constructively, and contribute to the well-being and motivation of their staff. Moreover, the structure of social competence, including elements such as empathy, emotional regulation, conflict resolution, and interpersonal awareness, serves as a foundation for sustainable and human-centered leadership. The development of these competencies follows a gradual process that requires self-reflection, experience, mentoring, and formal training.

Despite growing recognition of its importance, social competence remains underrepresented in many leadership development frameworks, particularly in education and public administration. Therefore, targeted initiatives must be implemented to foster these skills—such as interactive training modules, social-emotional learning programs, coaching, and peer mentoring. Integrating social competence into leadership policies and practices can lead to more ethical, emotionally intelligent, and inclusive institutions. In conclusion, strengthening the social competencies of leaders is not simply an additional asset—it is a fundamental requirement for modern leadership. As organizations continue to face complex social challenges, leaders must be equipped not only with strategies and regulations but also with empathy, understanding, and the ability to build meaningful human connections. Only then can they lead with integrity, inspire those they serve, and contribute to the creation of supportive and resilient institutional cultures.



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