



TEACHERS' SOCIAL COMPETENCES SCALE



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Below is a list of statements. Using a scale of 1 to 7, indicate the extent to which you agree with each statement (1 – strongly disagree, 2 – disagree, 3 – somewhat disagree, 4 – difficult to say, 5 – somewhat agree, 6 – agree, 7 – strongly agree).

	1	2	3	4	5	6	7
1. I respect my mentees, colleagues, and supervisors.							
2. In stressful situations, I control my emotions and avoid reacting impulsively.							
3. I appreciate others and make sure to show it.							
4. When someone doesn't express their feelings directly, I have difficulty recognizing them based on behavior.							
5. I care about maintaining positive relationships in my environment.							
6. I believe setting boundaries is important.							
7. I respond to every sign of intolerance and lack of respect in my environment.							
8. I ask for feedback.							
9. I appreciate different perspectives on the same issue within a group.							
10. I maintain a work-life balance.							
11. I listen to signals my body sends.							
12. When I see someone is upset, I try to understand why and offer help.							
13. I set overly high expectations for others.							
14. I comfort others when they need it.							
15. When leading group work, I set achievable goals.							
16. I stand up for my opinions and beliefs.							
17. I manage anxiety in crises.							
18. I punish others with silence.							
19. I take care of my well-being.							
20. When I feel tired, I take time to rest.							

21. Helping others is important to me.							
22. I can say no without offending others.							
23. I respond when others do not respect my rights.							
24. I talk about what is bothering me.							
25. I accept the other people's feelings.							
26. When resolving a conflict in a group, I listen to each side.							
27. I try to ensure that no one in the group feels excluded.							
28. My emotional reactions are extreme.							
29. I am sensitive to the feelings of others.							
30. I have difficulty keeping promises.							
31. I communicate when I don't want to do something.							
32. When resolving conflicts, I try to consider both my own needs and the needs of others.							
33. I adjust my evaluation of work according to the individual's abilities.							
34. I empathize with another person's situation.							
35. I show support when someone needs it.							
36. I don't recognize the cause of my bad mood.							
37. I make sure I understand the person I'm talking to.							
38. I don't take other people's needs seriously if I consider them trivial.							
39. I express emotions appropriately to the situation.							
40. I understand why someone might feel ashamed, angry, or sad.							
41. I don't change the subject when someone wants to talk about a difficult situation.							
42. I do not allow myself to become physically and/or mentally exhausted.							
43. I show impatience when others tell me about their problems.							

Calculation of scores

To find out your level of competence, assign answers to categories and then add up the scores for each competence.

- Relational and community competencies (10 items): 1, 3, 5, 7, 9, 15, 26, 27, 32, 33
- Empathic-supportive skills (10 items): 12, 14, 21, 25, 29, 34, 35, 40, 41
- Self-regulation (7 items): 2, 10, 11, 17, 19, 20, 42
- Assertive and communicative competence (9 items): 6, 8, 16, 22, 23, 24, 31, 37, 39
- Emotional-relational burnout (8 items): 4, 13, 18, 28, 30, 36, 38, 43

Interpretation of the results

- The higher the score in a category (except for burnout), the higher the level of the respective competence.
- In the case of emotional-relational burnout - the lower the score, the better (fewer symptoms of burnout).

Comparison with the possible range:

- Relational and Community Competence: 10-70 points
- Empathic-supportive competences: 9-63 points
- Self-regulation: 7-49 points
- Assertive-communicative competence: 9-63 points
- Emotional-relational burnout: 8-56 points

You can additionally analyse which specific questions scored low or high to identify areas for development or support.

Relational and community competencies, including: building trust and a respectful atmosphere, building and maintaining positive relationships, promoting group integration, appreciation of diversity, motivating others, inclusion of different perspectives, managing effective teams and group work.

A person with a high level of relational and communal competence actively fosters respect, understanding and inclusion within the group. Fosters positive relationships, responds to intolerance and exclusion and

appreciates diverse perspectives. Can manage conflict situations constructively, respecting the needs of all parties. She/he is fair, open and supportive.

A person with low community competence ignores the group atmosphere. He or she may be indifferent to the exclusion of others, ignore diversity or fail to respond to disrespect. In group relationships, she does not seek integration, is sometimes evaluative or acts individualistically. She/he rarely appreciates or cares about other team members' feelings.

Empathetic-supportive competencies: recognising the emotions of others, recognising the needs of others, providing emotional support, helping others.

A person with a high level of empathy and a supportive attitude easily recognises the emotions and needs of others. Reacts with care, offers help and comfort, and accompanies the other person through difficult times. She/he is emotionally sensitive and non-judgmental. She/he knows how to be alongside - she does not impose herself with advice but gives a sense of presence and understanding.

A person with low levels of empathy and support has difficulty noticing other people's emotions and needs. She may appear cold, closed or indifferent to others' suffering. She/he rarely offers help or is unable to be emotionally present. She/he finds it difficult to comfort, listen or accompany another person without being judgmental. Often changes the subject or avoids difficult emotional conversations.

Self-regulation: coping with stress, self-control, coping with the crisis, effective rest.

A person with a high level of self-regulation takes care of his or her mental and physical well-being. She/he can recognise the first signs of overload and react accordingly - taking a rest when feeling tired and avoiding a state of exhaustion. In stressful situations, he/she remains calm, in control of his/her emotions and can act effectively. Skilfully manages time and energy, combining responsibilities with recovery.

A person with low self-regulation has difficulty recognising his physical and mental limits. He or she often ignores signals of fatigue or stress, acts impulsively, and cannot rest or calm down. She or he may overload quickly, avoid confronting difficult situations or react emotionally without reflection. A person has difficulty organising the day and recovering.

Assertive-communicative competence, including: providing feedback, accepting constructive criticism, the ability to say no, asserting one's rights, active listening, effective expression of emotions.

A person with a high level of assertive-communicative competence expresses his/her opinions, feelings and needs clearly and calmly - even under challenging situations. He/she can say no without hurting the other person, talks about what bothers him/her and asks for and constructively gives feedback. Is attentive to the interlocutor, listens actively and responds appropriately emotionally.

A person with low assertive-communicative competence cannot express his/her opinion calmly and clearly. He or she avoids difficult conversations and does not talk openly about his or her emotions or needs. He/she may find it difficult to say no, fear conflict, or, on the contrary, impose his/her opinion without considering others. Responds poorly to feedback - both given and received.

Emotional-relational burnout (inverted scale)

A person with a high score on this scale may experience emotional-relational difficulties. He or she often reacts impulsively, with impatience or lack of understanding. He or she may have difficulty regulating emotions, fail to recognise their causes and ignore the needs of others. Sometimes, he/she fails to keep promises, judges too harshly or isolates himself/herself from relationships. This is a signal of overload or burnout.

A person with a low score on this scale does not display maladaptive traits - on the contrary, he or she usually manages emotions and relationships well. He/she is patient, keeps his/her promises, reacts with empathy and does not judge hastily. She cares about the needs of others and tries to behave appropriately in social situations.



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