

Round Table 1: Socio-Emotional Constructs and Development



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Contributions from Psychology

- 1. A comprehensive model of socio-emotional constructs: Five Flowers
- 2. Development: How and when do these change?

OECD: Three Issues in Schools

- Achieving goals:
 - Learning how cells work, writing an essay
- Working with others: Social
 - Interacting with teachers and peers
- Managing feelings: Emotional
 - Anxious before a text, sad after a bad grade

Top 3 Skills in Berkeley Schools



Perseverance

Perseverancia



Respect

Respeto

Most Comprehensive List of 21st Century Skills (C. Fadel and Collaborators)

Ability to quickly acquire and apply new knowledge	Curiosity	Grace	Motivation	Self-esteem
Abnegation	Dealing with ambiguity	Gratitude	Negotiation	Self-kindness
Abstract problem solving	Decency	Grit	Observation	Self-reflection
Acceptance	Decisiveness	Growth	Oneness	Self-respect
Accountability	Decorum	Happiness	Open-mindedness	Selflessness
Adaptability	Delegation	Helpfulness	Optimism	Sensibility
Altruism	Dependability	Heroism	Organization	Sharing
Applying technology	Determination	Honesty	Passion	Social awareness
Appreciation	Devotion	Honor	Patience	Social intelligence
Appreciating beauty in the world	Diligence	Humaneness	Perseverance	Social perspective
Appreciating others	Discipline	Humbleness / humility	Persistence	Socialization
Appreciating what I have	Diversity	Humor	Playfulness	Speaking out, taking a stand
Assertiveness	Efficiency	Inclusiveness	Precision	Spirituality
Authenticity	Effort	Initiative	Presence	Spontaneity
Balance	Empathy	Innovation	Problem solving	Sportsmanship
Belonging	Energy	Inquisitiveness	Productivity	Spunk
Benevolence	Engagement	Insight	Professionalism	Stability
Bravery	Enthusiasm	Inspiration	Project management	Tackling tough problems
Camaraderie	Equanimity	Integrity	Prudence	Teamwork
Care	Equity	Interconnectedness	Public speaking	Tenacity
Charisma	Ethics	Interdependency	Receptivity	Timeliness
Charity	Excitement of creating something new	Justice	Reliability	Tinkering / inventing
Cheerfulness	Executing plans, follow through	Kindness	Resilience	Tolerance
Citizenship	Existentiality	Leadership	Resourcefulness	Toughness
Civic-mindedness	Exploration	Leading by example	Respect for others	Tranquility
Commitment	Fairness	Learning from mistakes and failures	Responsibility	Trustworthiness
Common humanity	Feedback	Listening to others	Results orientation	Truthfulness
Compassion	Feeling awe	Living in harmony with nature	Reverence	Verve
Confidence	Flexibility	Living in harmony with others	Risk taking	Vigor
Conscientiousness	Focus	Load management	Self-actualization	Virtue
Consciousness	Followership	Love	Self-awareness	Vision
Consideration	Following	Loyalty	Self-care	Willingness to try new ideas
Consistency	Forgiveness	Mental flexibility	Self-compassion	Wonder
Cooperation	Fortitude	Mentorship	Self-control at school	Work ethic
Courage	Generosity	Mercy	Self-control in relationships	Zeal
Critical thinking	Genuineness	Mindfulness	Self-direction	Zest
Cross-cultural awareness	Goal orientation	Modesty	Self-discipline	

The OECD Framework: FFM

- Five Flowers Model (John & DeFruyt, 2015)
- Five broad domains of socio-emotional skills
- Not just 5 skills: **Hierarchical** model
- More specific skills in each flower
- Thousands more specific skills

Emotion Regulation

- 1 Stress Resistance
- 2 Self-confidence
- 3 Emotional Control
- 4 Self-esteem
- 5 Self-compassion

Collaboration

- 1 Compassion
- 2 Respect/Politeness
- 3 Trust
- 4 Relationship Harmony

Task Performance

- 1 Self-discipline
- 2 Organisation
- 3 Dependability
- 4 Goal orientation
- 5 Task initiation

Engaging with Others

- 1 Social connection
- 2 Assertiveness
- 3 Enthusiasm

Open-Mindedness

- 1 Curiosity
- 2 Creativity/Innovation
- 3 Aesthetic Interests
- 4 Appreciation
- 5 Self-reflection/Awareness
- 6 Autonomy/Independence

1. Engaging with Others (Extraversion)

1 **Social approach and connection:** Able to approach others, both friends and strangers, initiating and maintaining social connections; skilled at teamwork, including communication and public speaking skills (Is outgoing, comfortable around people)

2 **Assertiveness:** Able to voice opinions, needs, and feelings, and exert social influence; capacity to assert own will to accomplish goals in the face of opposition, such as speaking out, taking a stand, and confronting others if needed; courage (Takes on leadership roles)

3 **Enthusiasm:** Passion and zest for life; approaching daily life with energy, excitement, and spontaneity (Is full of energy, shows enthusiasm)

2. Collaboration Skills: "Tending and Befriending" Others (Agreeableness)

1 **Compassion:** Kindness and caring for others stems from perspective taking and empathic concern for their well-being, and leads to valuing and investing in close relationships (Considerate and kind to everyone)

2 **Respect for others (politeness):** Treating people with respect and politeness, the way oneself would like to be treated, according to notions of fairness, justice, and tolerance (Is respectful; treats others with respect vs. breaking rules)

3 **Trust:** Assuming that others generally have good intentions and forgiving those that have done wrong; avoid being harsh and judgmental, giving people another chance (Assumes the best about people)

4 **Relationship Harmony:** Living in harmony with others and valuing interconnectedness among all people; being inclusive of others who have different backgrounds, customs, and beliefs (It is important to me to respect decisions made by the group)

5 **Interdependent Self-Construal:** Experiencing self as part of a collective, interconnected and inseparable from important groups, such as family (I feel my fate is intertwined with the fate of those around me)

3. *Emotion Regulation (Emotional Stability)*

- 1 **Stress Resistance:** Effectiveness in modulating anxiety and response to stress; untroubled by excessive worry and able to calmly solve problems (Is relaxed, handles stress well)
- 2 **Self-confidence:** Positive and optimistic expectations for self and life; anticipates success in actions undertaken; a “can-do” mind-set (Feels secure, comfortable with self)
- 3 **Emotional Control:** Effective strategies for regulating temper, anger, and irritation; able to maintain tranquility and equanimity in the face of frustrations; not moody or volatile (Keeps their emotions and temper under control)
- 4 **Self-esteem:** Acceptance and positive evaluation of oneself (I am a person of worth.)
- 5 **Self-compassion:** Taking a mindful, kind, and accepting approach towards oneself, rather than being overly critical or self-blaming (When going through a hard time, I give myself the caring and tenderness I need)
- 6 **Incremental (or Growth) Mind-set:** Believing that things are changeable; that humans can improve, learn, and grow; and that effort will improve one’s personal future (When bad things happen, I think about ways to make things better, rather than “what’s wrong with me”)
- 7 **Fear of Happiness:** Beliefs and worry that happiness will lead to bad outcomes (I prefer not to be too joyful, because usually joy is followed by sadness)

4. Task Performance/Achievement Skills (Conscientiousness)

- 1 **Self-discipline:** Grit, perseverance, and effortful control are related concepts that involve concentration skills: the ability to focus attention on the current task and avoid distractions in order to achieve personal goals (Is efficient, gets things done)
- 2 **Orderliness:** Organizational skills are critical for planning and executing plans to reach longer-term goals (Keeps things neat and tidy)
- 3 **Dependability:** Time management, punctuality, and honoring commitments are critical to reliability and consistency, and engender trustworthiness (Is reliable, can always be counted on)
- 4 **Goal orientation:** Setting high standards for oneself and working hard to meet them, as illustrated by a strong "work ethic", consistent effort, and high levels of productivity (Wants to be excel at everything s/he does)
- 5 **Task initiation:** Ability to get started on a task or goal, rather than engaging in prolonged procrastination (Leaves difficult tasks for later vs. tackles them immediately)

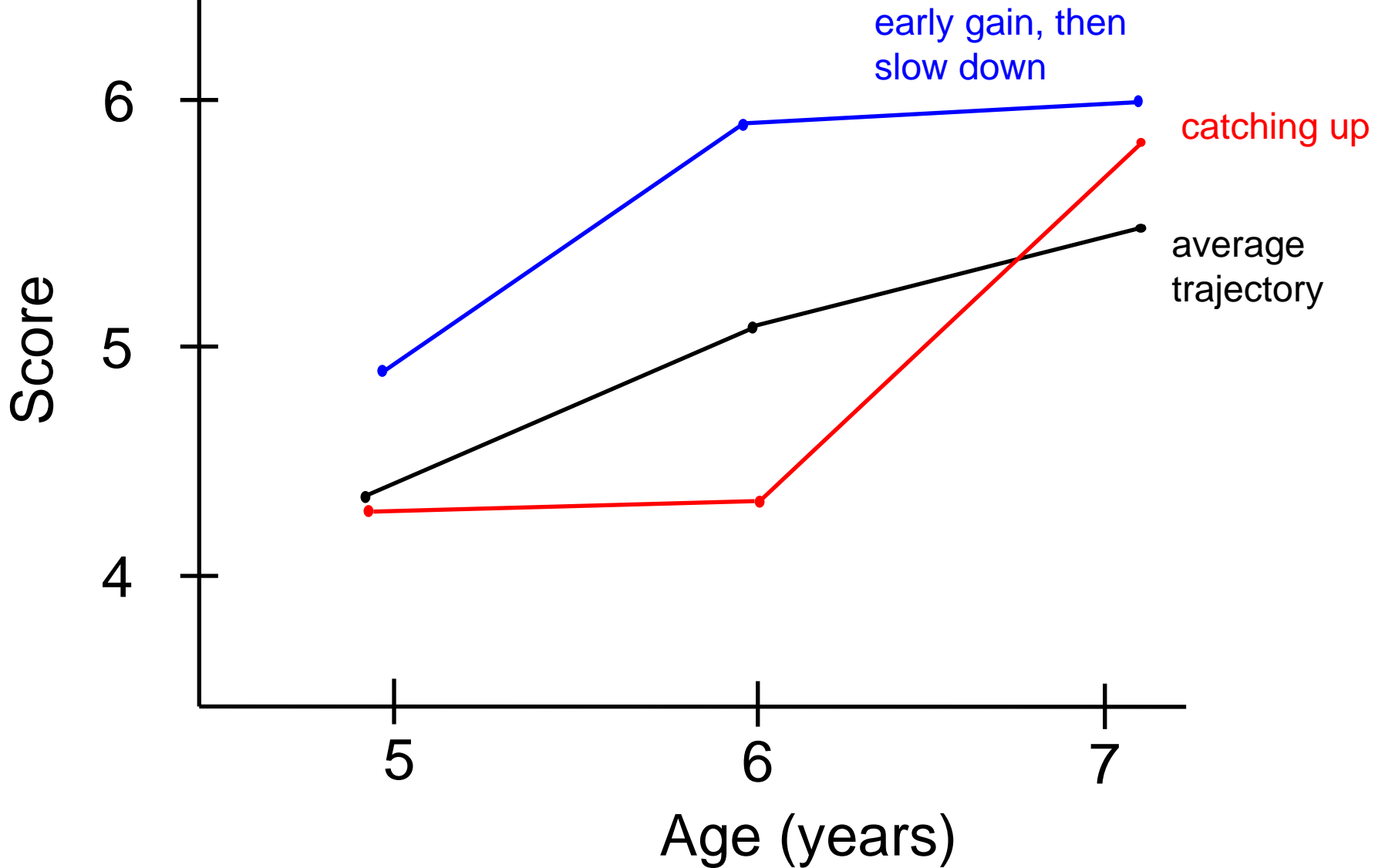
5. Open-Mindedness: Interest and devotion to matters of the mind (Openness)

- 1 **Intellectual Curiosity:** Interest in ideas and love of learning, understanding, and intellectual exploration; an inquisitive mind-set (Likes to think, play with ideas)
- 2 **Creativity/Innovation:** Generating novel ways to do or think about things through tinkering, learning from failure, insight, and vision (Is original, comes up with new ideas)
- 3 **Aesthetic Interests:** Valuing art and beauty that may be experienced or expressed through music, writing, visual and performing arts, and other forms of self-actualization (Is fascinated by music, art, or literature)
- 4 **Appreciation:** Valuing and noticing the environment, living in harmony with nature, spirituality, awe, and reverence
- 5 **Self-reflection/Awareness of inner experiences:** Awareness of inner processes and subjective experiences, such as thoughts and feelings, and the ability to reflect about and articulate such experiences (meta-cognition)
- 6 **Autonomy/Independence of judgment and self-construal:** Thinking for yourself; grounding beliefs, attitudes, and values on a critical analysis through independent thought (I enjoy being unique and different from others in many respects)

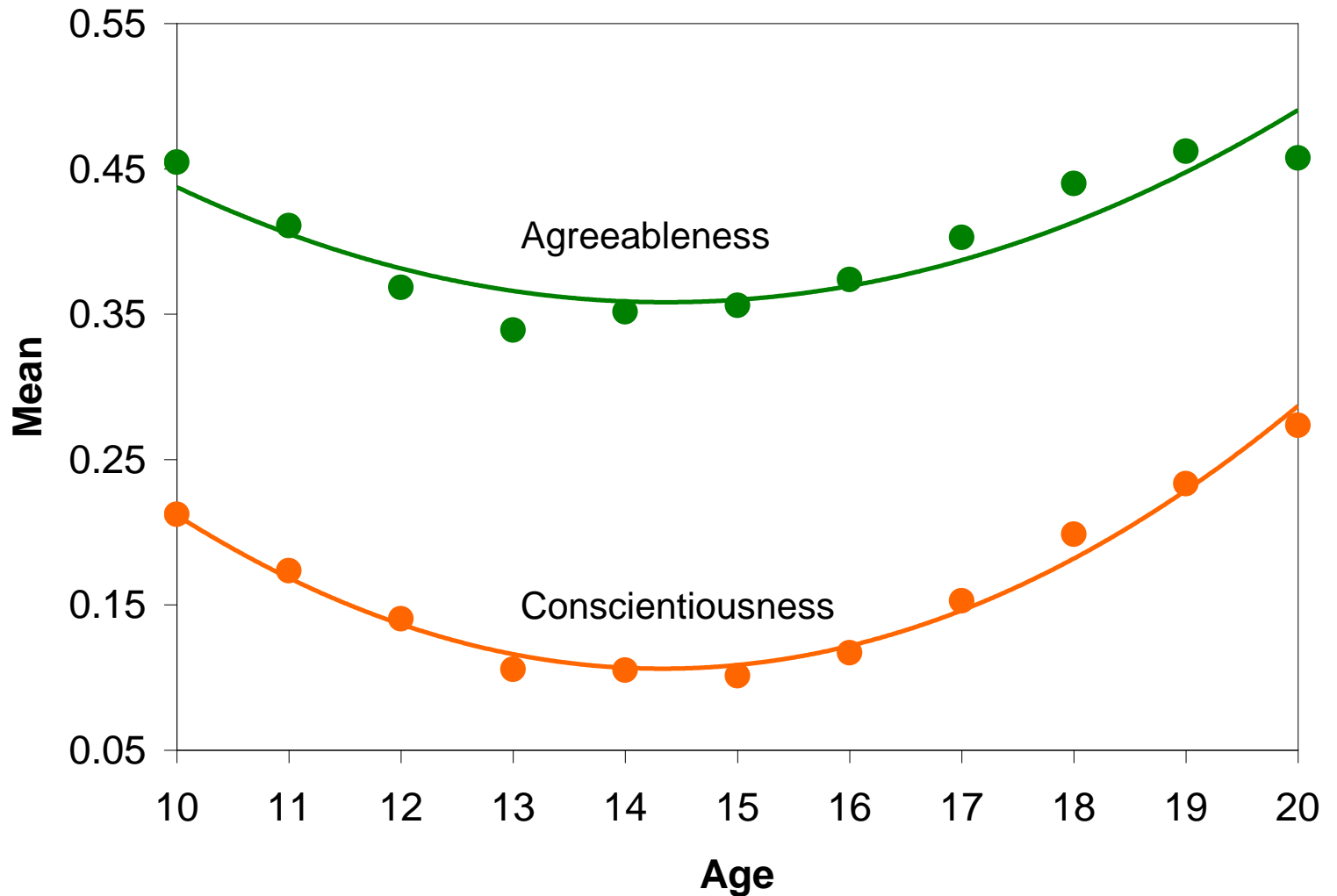
2. Development

- **Two critical school transitions**
 - *Into* school and middle childhood: Learning the “good student” identity: A, C, and ES up
 - *Through* adolescence: Learning the skills to form an adult identity and launch into adult world
- **General “typical” developmental trends**
 - Versus **individual trajectories**

Agreeableness

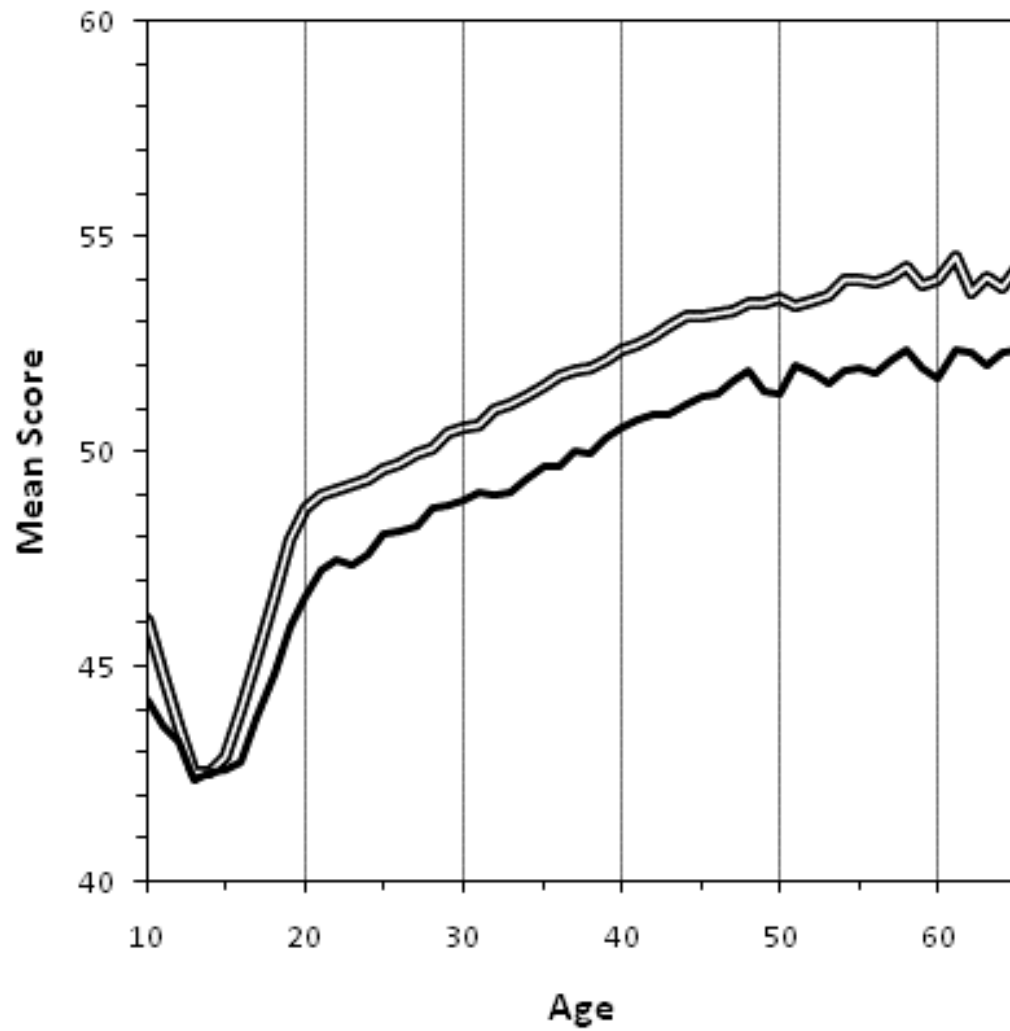


Agreeableness and Conscientiousness



Note: Points are observed means. Trends are quadratic regression curves (Soto, John, Gosling, & Potter, 2011).

Overall Conscientiousness



— Conscientiousness - M == Conscientiousness - F

Limitations:

So much we do not know

- Most research **cross-sectional**
 - Different kids at different ages (hard to compare)
- But we **need longer-term longitudinal research**
 - Study same kids over time: map *individual trajectories*
- Much of the research conducted in
 - USA, Northern Europe
 - *Now Brazil!*
- We've learned much about “subjective” measures of socio-emotional skills
- But we have more work to do

