

Background

Past few years, curricula of higher education institutions started to be criticized mainly because those do not adequately prepare students to multidisciplinary social competences (Lohmann, Rollins, Joseph Hoey, 2006; Devlin, Samarawickrema, 2010). Most of accreditation bodies stress out that there is still low focus of higher education institutions on of internationalization and social competences. Nowadays, it is possible to notice first institutions that redesigned their curricula to incorporate training opportunities for improving student social and international competence (Reimers, 2009).

To obtain social competencies, Bryk, Schneider (2002) consider interpersonal relationships among students, teachers other school staff and, where applicable, other interest groups an essential part of the social school environment. One of the essential conditions for the existence of this determination is the participation of students in teaching. The urgency of increasing quality in higher education brings necessity to focus on currently needed skills and competencies required by the society and trends in economy and demography. It is also necessary to pay attention to stakeholders involved in the process of education at higher education institutions.

University Approach to Competency Development

University of Economics and Management (UEM) focuses on development of the skills and abilities of students especially in communication, presentation, argumentation, analysis, negotiation and teamwork. UEM supports non-profit sector in the context of social responsibility (CSR) and adherence to a Code of Ethics. UEM supports students by interactive teaching and examination applications (video learning, online video forum, educational texts in electronic form, electronic knowledge testing).

Students are trained to develop their social competences in practical training in many courses through their study plans. Students are encouraged to develop social responsible start-ups in the Incubator, which is part of the university. UEM strongly focuses on Social Corporate Responsibility and cooperation with NGOs (e.g. People in Need, Local municipalities, support of disadvantaged people etc.).

Data Sample	Data Collection	Research Design	Delivery Methods
Students of case university: <ul style="list-style-type: none"> quantitative survey (n=2,236) interviewing (n=11) focus group (n=18) 	<ul style="list-style-type: none"> Data from past 3 years Collection at the end of each subject or course CAWI and CAPI 	<ul style="list-style-type: none"> Quality evaluation Competence evaluation Five point scale (1=worst; 5=best) Open questions 	<ul style="list-style-type: none"> Practically oriented courses Workshops, seminars Online interaction

Results	Entrepreneurship Competency Development	Student's Experiences
<ul style="list-style-type: none"> The greatest development of competencies has always been in the ecosystem knowledge, raising the awareness and the communication improvement, which in most cases was rated 4 on the given scale Greatest problems were observed in the development of competencies in the area of having enough resources, ability to identify and remove barriers Competence development mostly in clarification of target groups or possible modification based on pilot testing results and gradual further development 	<p>17 criteria were identified as the crucial for further development. These are: use of training, development, partners, theoretical mapping, international dimensions of the project, focusing on the target group, grasp of the project's applications, emphasis on the project's impact, the use of professional assistance, use of technologies, the use of analyses for background project management, communication within and outside the project, functionality of the solution, interest in the solution, effectiveness of the solution, and the use of psychological approaches</p>	<p>"It helped me to understand myself and to develop my personality." "I can see the scale of business opportunities now." "My presentation and communication skills were upgraded, and also my self-consciousness." "I upgraded my presentation skills, I can think analytically and logically, sort the opportunities. And I'm not so much afraid of failure. Now I know I can learn from it and move on. It's a great learning lesson." "I can see the big picture now. There are a lot of new opportunities I haven't seen before."</p>

Discussion

Universities are currently located in a highly competitive environment. Nowadays, the number of colleges and universities is increasing, and they act as competitors in service market. But the goal of all of them is to increase their employability, as previously mentioned by Glover, Law and Youngman (2002) or Wharton, Goodwin and Cameron (2014). In order to retain interest of customers (students, graduates, employers, contracting research and development projects, representatives of practice), these services and delivery have to be up to date, address current needs of society and social trends. It is possible to agree with Fryer et al. (2016) that the main benefit of higher education perceived by students is the vision of a future wealth and security, gaining further competences and experience, by the acquisition of a university degree. We may summarize that students should be taught appropriate competences during their studies. The overall performance of graduates is dependent on the acquisition of competencies, skills and abilities during their studies, which was also found by Mocanu, Zamfir and Pirciog (2014).

References

Bryk, A., Schneider, B. (2002). *Trust in schools*. New York: Russell Sage Foundation.

Devlin, M., Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education context. *Higher Education Research & Development*, 29(2): 111-124.

Fryer, L. K. et al. (2016). Understanding Students' Instrumental Goals, Motivation Deficits and Achievement: Through the Lens of a Latent Profile Analysis. *Psychologica Belgica*, 56(3): 226-243. DOI: <http://doi.org/10.5334/pb.265>

Glover, D., Law, S, Youngman, A. (2002). Graduates and Employability: student perceptions of the personal outcomes of university education, *Research into Post Compulsory Education*, 7(3): 293-306.

Lohmann, J., Rollins, H., Joseph Hoey, J. (2006). Defining, developing and accessing global competence in engineers. *European Journal of Engineering Education*, 31(1), 119- 131.

Mocanu, C., Zamfir, A. M., Pirciog, S. (2014). Matching Curricula with Labour Market Needs for Higher Education: State of Art, Obstacles and Facilitating Factors. *Procedia-Social and Behavioral Sciences*, 149: 602-606.

Reimers, F. (2009). Educating for global competency. In J. E. Cohen, M. B. Malin (Eds.), *International perspectives on the goals of universal basic and secondary education*. New York: Routledge, 183- 202.

Wharton, C. Y., Goodwin, L. J., Cameron, A. J. (2014). Living up to our students' expectations—using student voice to influence the way academics think about their undergraduates learning and their own teaching. *International Journal of Higher Education*, 3(4): 72.

Contact

Lucie Vnoučková
 Vice-rector for Studies
 University of Economics and Management
 Nárožní 2600/9a, Prague,
 Czech Republic

In Cooperation with:



Centre for Higher Education Studies (CHES)