

Competence areas of SEA professionalism

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Dr Eeva Siljamäki (eeva.siljamaki@uniarts.fi)

Dr Kai Lehikoinen (kai.lehikoinen@uniarts.fi)

University of the Arts Helsinki, Finland



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Competence areas identified in SEA practice

Based on our research we suggest SEA practice requires eight areas of competence (see figure on the right). These competence areas are seen as interrelated and connected on different levels, as well as their emphasis varying and depending on the characteristics, influential features and functions of each project in question. Therefore this mapping pictured in the figure on the right is not seen as stable or fixed, but as flexible and adjusted according to the requirements of the practice at each moment.

The area of **artistic** competence is placed at the tip or core of SEA practice, and is seen as expanded by **social, pedagogical leadership** and **ethical** competence areas. These competence areas are seen as supported by areas of **research, development** and **entrepreneurship** competence. All areas of competence are defined by and interrelated with the area of **contextual** competence, which shapes and frames the practices and choices made in and for them.

Next we will unwrap the competence areas by looking into their defining **knowledge, skills, attitude, and capabilities** (Mulder, 2021, p. 111; Walker 2006).



1. Artistic

This area of competence is at the heart of SEA practice. It is expanded by ethical, social, and pedagogical areas of competence, supported by research, development, and entrepreneurship areas competence, and interrelated with contextual competence.

Skills, capabilities	Knowledge	Attitude
<p>Artistic perception and thinking.</p> <p>Craftsmanship in the arts and solid artistic know-how.</p> <p>Ability to initiate explorative processes.</p> <p>Creativity and flexibility.</p> <p>Ability to communicate beyond words.</p> <p>Ability to think critically and reflectively.</p> <p>Ability to handle imagery and metaphors.</p> <p>Ability to construct an artistic process.</p> <p>Artistic skills with relevance.</p> <p>Ability to think artistically and creatively outside the formal or familiar artistic settings.</p> <p>Ability to employ an artistic lens to phenomena outside the traditional arts.</p> <p>Ability to adjust the requirements of artistic freedom in one's work.</p> <p>Ability to use art to interact in a variety of individual and group situations.</p>	<p>Knowledge and understanding of the traditions and history of the arts and artistic practices.</p> <p>Understanding of artistic and creative processes.</p> <p>Knowledge of artistic meaning making and interpretation.</p> <p>Understanding of arts-based methods and practices.</p> <p>Theoretical and practical understanding of socially engaged arts practice.</p> <p>Knowledge of artistic inquiry as a means for something other than purely autonomous artistic work or goals.</p>	<p>Artistic mindset.</p> <p>Open and flexible mindset.</p> <p>Sense of security and courage in explorative processes.</p> <p>Sense of artistic freedom and authenticity.</p> <p>An urge to express and communicate.</p> <p>An open attitude towards applications of artistic skills in diverse settings and contexts.</p> <p>An improvisational and creative attitude.</p>

2. Social

This competence area of SEA practice expands artistic competence and is interrelated with ethical and pedagogical competence areas. It is central also to the development and entrepreneurship competence areas and is interrelated with contextual competence. This competence area is central not only to SEA practice but all learning and artistry in sociocultural development.

Skills, abilities	Knowledge	Attitude
<p>Ability to interact with diverse groups and people with diverse skills and abilities.</p> <p>Socio-emotional abilities and skills of interaction.</p> <p>Active listening skills and feedback skills.</p> <p>Handling of different types of personalities, their motivation triggers and collaboration possibilities.</p> <p>Handling spoken and written communication in relevant tone.</p> <p>Self-confidence and maturity.</p> <p>Ability to take into account the interests and needs of the community.</p> <p>Ability to guide and promote interactive activities ethically and flexibly.</p>	<p>Knowledge and understanding of group dynamics, group processes and people skills.</p> <p>Understanding of hierarchical positions and diverse cultures.</p> <p>Understanding of social engagement processes and meanings.</p> <p>Knowledge of social-psychology and social work in the arts.</p>	<p>An open and interested attitude towards human diversity</p> <p>(Lehikoinen 2013, p. 54) “needs to perceive the world and its phenomena from an artistic perspective and to have trust on the inquiry-based approach and the open process.”</p> <p>Motivation to interact.</p>

3. Pedagogical leadership

This competence area of SEA practice expands artistic competence and is interrelated with ethical and social competence areas. It is also central to development and entrepreneurship competence areas and interrelated with contextual competence.

Skills, abilities	Knowledge	Attitude
<p>Ability to design environments for learning and interventions.</p> <p>Ability to evaluate and give feedback.</p> <p>Ability to set the scene, create an encouraging atmosphere with safety and trust.</p> <p>Ability to adjust the intervention contents and methodologies to match them with the learning styles of individual participants.</p> <p>Ability to utilize appropriate pedagogic approaches and methods of feedback to individuals, to groups and to hesitant participants.</p> <p>Ability to use pedagogical leadership skills and diverse methods in facilitation of SEA.</p> <p>Ability to design pedagogic situations and to facilitate pedagogic, artistic, experiential and dialogical processes with flexible frames and practices.</p> <p>Ability to accommodate the goals and intentions of the participants with the artistic goals and methods.</p> <p>Ability to facilitate learning processes.</p> <p>Ability to flexibly adjust their role as a teacher, instructor, leader, facilitator or enabler on the basis of the groups needs in the artistic process.</p>	<p>Understanding of learning, human development and transformational processes.</p> <p>Understanding of pedagogical leadership, facilitation, critical and emancipatory pedagogy.</p> <p>Understanding of pedagogical tact.</p> <p>Knowledge of pedagogic concepts and learning environments.</p> <p>Understanding of experiential and transformational learning as well as life-long and life-wide learning.</p> <p>Knowledge of pedagogy and social-pedagogy in the (selected area of) arts.</p> <p>Knowledge of meaning making and situationality of learning.</p>	<p>A flexible attitude and growth mindset (Davis, 2005).</p> <p>Willingness to contribute to the development of others.</p> <p>Interest in constructing and developing learning environments.</p> <p>Interest in dialogical leadership (van Loon, 2017).</p>

4. Ethical

Central to SEA practice is the area of ethical competence, which can be understood as situational, relational, and care-oriented (cf. Gielen, 2014; Noddings, 1984/2013; Stuart Fisher & Thompson, 2020). It becomes visible in practical choices and is guided by the conditions and practices of the particular situation and context (Koskinen, 2021). It can be understood as a “central motive and upholding force” (Kantonen & Karttunen, 2021, p. 37).

- ethical competence consists of “(a) principled moral reasoning, (b) recognition of ethics-related conflicts, (c) refusal to do something unethical, and (d) application of ethical theory” (Bowman et al. 2004, 26).
- Challenges: process and/or/over product (eg. Bishop, 2012 vs. Matrasso, 2019), "aesthetics and ethics are two different things" (Gielen, 2019, p. 69)

Skills, abilities	Knowledge	Attitude
<p>Ability to operate in an ethical way, with respect to the experiences of others.</p> <p>Ability to consider ethical challenges and professional conduct and ethics in SEA.</p> <p>Ability to take into account the interests and needs of the community.</p> <p>Ability to engage in ethical reasoning when confronted with challenging situations.</p> <p>Ability to negotiate ethical questions.</p>	<p>Understanding of ethical questions and challenges in SEA.</p> <p>Knowledge of issues related to power, social justice, equity and equality.</p> <p>Knowledge of research ethics, confidentiality and anonymity.</p> <p>Knowledge of situational, relational, care and artistic ethics (eg. Held, 2006; Noddings, 1984; Stuart Fisher & Thompson, 2020)</p>	<p>Consciousness of ethics, sustainable development, social justice and cultural sensitivity.</p> <p>Willingness to continuously negotiate, recognise ones preconditions, be exposed to diversity and open to strange knowledge, willingness to un-learn and recognise otherness (Kantonen & Karttunen, 2021).</p>

5. Research

This competence area of SEA practice expands artistic competence and is interrelated with ethical and social competence areas. It is also central to development and entrepreneurship competence areas and interrelated with contextual competence.

Skills, abilities	Knowledge	Attitude
<p>Ability to view phenomena from diverse perspectives.</p> <p>Ability to stimulate critical inquiry.</p> <p>Ability to search and critically review information.</p> <p>Ability to document and inspect a process and phenomenon from diverse perspectives.</p> <p>Ability to collect information and analytical skills.</p> <p>Ability to change positions from insider to outsider and back.</p> <p>Ability to think theoretically and employ theory in practice.</p> <p>Ability to think and act reflexively.</p> <p>Ability to seek information with different methods and from diverse knowledge bodies.</p>	<p>Knowledge of methods and theoretical foundations of action research.</p> <p>Understanding of relevant paradigms and methodologies of research.</p> <p>Knowledge of research based methods in the arts.</p> <p>Experiential knowledge of collecting empirical material and documenting, as well as analysing and reporting results in different forms.</p> <p>Knowledge on research approaches.</p>	<p>An interest in critical inquiry.</p> <p>An interest in analysing, reviewing and processing different types of information.</p> <p>An interest in encouraging others to collaborative perception and interpretation.</p>

6. Development

This competence area of SEA practice is closely interrelated with research and entrepreneurship competence areas, supported by contextual competence.

Skills, abilities

Ability to develop one's own professional field and professional competence

Skills in problem solving and critically evaluating different operational models.

Ability to analyse and evaluate methods of working with different collaborators and participants and to develop them in one's own work.

to work actively in different development networks.

Ability to analyse, evaluate and develop practices.

Ability to employ practical and theoretical knowledge for developing own skills and competence.

Ability to evaluate and upgrade one's own knowledge into new sets of skills.

Ability to analyse, evaluate and renew one's own professional and personal abilities and attitudes.

Knowledge

Understanding of the outlines of national and international working possibilities and networks.

Understanding of intervention, change and development processes.

Understanding of professional and innovation development

identify factors contributing to the sustainable development of SEA.

Attitude

Innovative approach to utilize prior research results and theoretical knowledge in development work.

An inspiration to develop new methods and ones professional field.

7. Entrepreneurship

This competence area is seen as central to future employment and includes, e.g., project management, commodification, pricing, and marketing of SEA projects services.

Skills, abilities	Knowledge	Attitude
<p>Ability to design, organise, manage and complete SEA projects and services.</p> <p>Ability to lead and adapt complex and unpredictable projects.</p> <p>Ability to negotiate goals and intents of a project with diverse stakeholders.</p> <p>Ability to manage time realistically and reliably.</p> <p>Skills in networking and ability to recognise relevant stakeholders and funders .</p> <p>Ability to verbalise own professional competence and its value to possible funders and other stakeholders.</p> <p>Ability to evaluate, verbalise and document outcomes of the SEA project in writing and visually, or artistically.</p> <p>Ability to evaluate a SEA process, project, and its' results collaboratively with other stakeholders.</p> <p>Ability to apply service thinking and facilitate service processes.</p> <p>Ability to perceive different forms and possibilities of employment and acts of becoming employed.</p> <p>Ability to recognise and understand different operational environments and utilise facets of collaboration and networking.</p> <p>Ability to uphold one's wellbeing at work.</p> <p>Ability to calculate budgets, price services and negotiate deals with clients.</p> <p>Ability to identify challenges, articulate targets and devise time plans.</p> <p>Ability to implement, manage and lead projects in different working life settings, in a variety of operating environments, communities and multidisciplinary teams.</p>	<p>Experiential knowledge and know-how of project management: planning, budgeting and monitoring.</p> <p>Knowledge of digital tools for project management.</p> <p>Knowledge of funding bodies and networks in the field.</p> <p>Understanding of different roles and responsibilities when working in the field of SEA.</p> <p>Understanding of how to make own professional competence available and known to relevant parties.</p> <p>Knowledge of service models and concepts and how to develop them.</p> <p>Knowledge of self-employment and entrepreneurship skills and tools.</p> <p>Knowledge of digital tools for visibility and understanding of how to gain visibility on relevant platforms and professional networks.</p> <p>Knowledge of the user-driven perspectives – and how to implement them in your artistic framing.</p> <p>Knowledge of service design and thinking.</p>	<p>An open attitude towards multiprofessional working fields and multidisciplinary working contexts.</p> <p>An open attitude towards skills required in entrepreneurship and self-employment.</p> <p>An entrepreneurial attitude.</p> <p>An open attitude towards networking.</p> <p>An open attitude towards verbalising own competence to other stakeholders and possible employers.</p>

8. Contextual

This competence area frames and gives direction to the other competence areas in close interrelation with artistic competence.

Skills, abilities	Knowledge	Attitude
<p>Ability to situate one's professional competence in the field of SEA.</p> <p>Ability to conceptualise and reason the value of SEA in human development.</p> <p>Ability to understand, interpret and function in diverse social and physical environments for SEA.</p> <p>Ability to accommodate one's artistic methods and goals to the needs of the various stakeholders, target groups and funders.</p> <p>Ability to gather contextual knowledge of potential partners or participants.</p> <p>Ability to construct an understanding of the missions, values and aims of different parties.</p> <p>Ability to understand own professional competence and needs for development in skills in relation to potential work.</p> <p>Ability to encounter, analyse and overcome challenges in SEA projects such as uncertainty (Hope 2017) and messiness (Blackman 2017)</p>	<p>Understanding of the pervasiveness and ecology of human development.</p> <p>Knowledge of diverse environments for SEA and how to position oneself in them.</p> <p>Knowledge of socially engaged arts - history, diverse definitions and "best practices".</p> <p>Knowledge of the interrelation of arts, well-being and learning.</p> <p>Knowledge of different methods, practices and approaches to SEA.</p> <p>Awareness of political, societal and environmental issues related to the tasks at hand.</p> <p>Understanding of key concepts, theories and practices related to SEA.</p>	<p>Interest in exploring relationships between arts, life and society</p> <p>An open and interested attitude towards new fields of artistic practice, social inquiry and societal conditions.</p> <p>Curiosity of interlinking arts with different fields and contexts.</p> <p>Willingness to share own artistic abilities, skills and ideas with stakeholders.</p> <p>Interest in collaborative and multiprofessional planning and working.</p>

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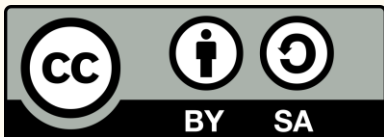
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