

## MANAGEMENT STRATEGIES TO PERFECT HYBRID E-LEARNING SOCIAL COMPETENCES

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**Abstract:** *Modelling of hybrid learning competences occurs over life span and has to cope with two major challenges: (a) benchmarking of competences development over life span and (b) modelling of these competences over different educational stages followed by the description of cumulative progress over time (scale anchoring). Social competence is defined as an effectiveness in social interaction and a set of positive social skills necessary to get along well with others and function constructively in groups (Krasnor, 1997), including, a) respecting and expressing appreciation for others; b) being able to work and communicate well with others and listen to others' ideas; c) demonstrating context-appropriate behaviour consistent with social norms; and) using a range of skills or processes aimed at resolving conflict. Any type of learning, especially in hybrid e-learning in sports sciences, requires good social competencies to be fully developed. We need to understand social aspects of hybrid e-learning to obtain optimal academic achievements and devise proper management strategies to reach curricula learning outcomes. Managing resources imply providing individual and groups of learners with resources to achieve their learning objectives, adapting resources to the learning settings, raising awareness of the participants to be responsible for their learning, using information and experience to improve systems and personal performance, providing access to learning to all, exploiting KILT to ensure accessibility, insisting on the professional*

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*ethics of teachers (Mayer Committee Report Australia, 1992). This paper aims to analyze social competences needed for successful hybrid e-learning in sports sciences. The competitive university has to appeal to the international students and we are traditionally oriented towards the Eastern Europe students' population. Since most students are already working as international coaches they obtain their diplomas through hybrid e-learning provided by the Faculty of sport in Nis. In this line, the Faculty and National Sports Academy in Sofia have established distance learning centres for sports sciences promoting e-learning and development of possible higher level diploma attainment. The paper will also focus on the management strategies to enhance better social competences drawing on the National Research Council Report, 2009, claiming that the lack of interpersonal skills in adolescence manifested in "poor social skills: impulsive, aggressive, passive, withdrawal" represent a risk factor for possible failures at further schooling levels, which directly bears on the success of our target group, students, and more specifically, sports science students.*

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