STANDARD 4 PART SEMINAR.
In this seminar we will discuss:
**THE RAVEN PROGRESSIVE MATRICES
THE NATURE, DEVELOPMENT, AND ASSESSMENT OF COMPETENCE AND THEIR IMPLICATIONS FOR
EDUCATION
NECESSARY DEVELOPMENTS IN PUBLIC MANAGEMENT (GOVERNANCE)
SOCIOCYBERNETICS: TURNING PSYCHOLOGY INSIDE OUT**

Part I will deal with the *Raven's Progressive Matrices* and *Vocabulary Tests*. The theoretical background to, and insights gained from research using, the tests will be discussed. Research into the sources of variance in test scores (such as education and ethnic origin), into the effectiveness of training programmes, and into the predictive validity of the tests will be reviewed. Among other things, the research discussed will cover the stability of the norms across cultures and their change over time. Particular attention will be paid to the misuse of tests. The most serious of these have to do with the role they play in contributing to a divided society which forces everyone to participate in the kinds of work that are destroying our habitat, thereby contributing to our extinction as a species.

Part II will summarise research into the nature, development, and assessment of high-level competencies such as initiative, managerial ability, and the ability to communicate effectively. Particular attention will be drawn to the huge variety of such competencies. A conceptual framework for thinking more effectively about, and recognising, these qualities will be outlined. Studies underlining their importance in organisations and society will be presented. Research into their origins in upbringing, education, and the workplace will be summarised.

Part III will deal with the developments which are needed in the educational system if such qualities are to be nurtured. Research further clarifying the nature of qualities to be nurtured and the barriers to doing so will summarised. Overcoming the barriers requires a pervasive climate of innovation. Generating such a climate depends on three things: (i) extensive "parallel organisation" activity; (ii) changes in the behaviour of public service managers; and (iii) a new, network-based, supervisory structure to monitor and facilitate the processes involved. Such a climate cannot be created via the kind of centralised prescription and checking procedures that have been elaborated over the past decade. It depends on the evolution of new governance/management arrangements. Some tentative insights into the requisite features of such arrangements will be shared.

In **Part IV**, the urgency of the developments briefly discussed at the end of Part III will be strongly underlined through a discussion of the impending ecological, social, and economic collapse. The role which the current financial and international governance systems play in promoting this will be described. However, analysis of why both the educational system and the wider society have developed in the way they have - which is widely recognised as dysfunctional - points to the operation of a network of invisible social forces which collectively determine human behaviour. These social forces are every bit as real as the invisible physical forces that control the movements of the planets and sailing boats. And they can be mapped, measured, and harnessed in an analogous way. The scientific domain concerned with doing this can perhaps best be described as sociocybernetics. One dramatic observation stemming from work in this area is that some 94% of behaviour in organisations is determined by these external forces and only 6% by the individuals. Much more important, however, is the insight that this network of social forces has the future of mankind and the planet in their grip. It follows that it is vital to map this network of social forces. This network can perhaps be categorised as Thanatosian as distinct from Gainian. It is hoped that it will be possible to persuade seminar participants to participate in this exercise. More specifically, this involves applying dynamic system modelling to the *social* forces involved in sustainability. The authors of *Limits to Growth* mapped the links between physical and economic resources but overlooked the, crucially important, social forces that determine what happens. A completely unanticipated outcome of our work in this area is that it points to the need for a major transformation in the way we think about the determination of human behaviour. This shift parallels that which Newton introduced into physics by showing that, if things moved or changed direction, it was mainly because they were acted upon by networks of external forces rather than their internal (animated) properties.

Relevant publications are listed on the reverse

RELEVANT PUBLICATIONS

PART I

Raven, J., and Raven, J. (Eds). (2008**). Uses and Abuses of Intelligence: Studies Advancing Spearman and Raven's Quest for Non-Arbitrary Metrics.** Unionville, New York: Royal Fireworks Press; Edinburgh, Scotland: Competency Motivation Project. Available via Amazon.co.uk. Chapters 1, 3, 5, 7, 8, 18, 19, and 20 are of particular importance

Raven, J., Rust, J. and Squire, A. (2008) **Manual: Coloured Progressive Matrices and Crichton Vocabulary Scale.** NCS Pearson Inc, London, England.

Raven, J., Rust, J. and Squire, A. (2008) **Manual: Standard Progressive Matrices** *Plus* **version - and Mill Hill Vocabulary Scale.** NCS Pearson Inc, London, England.

Raven, J, Raven, J.C. and Court, J.H. **Manual for Raven's Progressive Matrices and Mill Hill Vocabulary Scales**. San Antonio, TX: Pearson Education. This publication has 7 Sections and 3 Research Supplements of which the following is of particular importance:
>   **Section 3: Standard Progressive Matrices** (Including the Development of SPM+; 2000 edition, updated 2004)

Raven, J. (2000). The Raven's Progressive Matrices: Change and stability over culture and time. **Cognitive Psychology**, *41*, 1-48. Elsevier.

Wikipedia entries for: John C. Raven, Charles Spearman, and Raven Progressive Matrices.

PART II

Raven, J. (1984). **Competence in Modern Society: Its Identification, Development and Release.** The Competency Motivation Project.

Raven, J. (2008) Fundamental Problems in Psychometrics. **Testing International. 19** 16-17.

Raven, J., & Stephenson, J. (Eds.). (2001). **Competence in the Learning Society**. New York: Peter Lang.

Raven, J. (2002). Intelligence, Engineered Invisibility, and the Destruction of Life on Earth. Chapter 19 in **Uses and Abuses of Intelligence**

Raven, J. (1991). **The Tragic Illusion: Educational Testing**. New York: Trillium Press.

Raven, J. (1987). Values, diversity and cognitive development. **Teachers' College Record, 89**, 21-38 Teachers' College Columbia University.

Raven, J. (1983). The relationship between educational institutions and society with particular reference to the role of assessment. **International Review of Applied Psychology, 42**, 249-274.

Raven, J. (1982). Educational Home Visiting and the growth of competence and confidence in adults and children. **Curriculum Inquiry, 12**, 87-105, North America: Ontario Institute for Studies in Education, University of Toronto.

Raven, J. (1980). **Parents, Teachers and Children**. Edinburgh: Scottish Council for Research in Education. North America: Ontario Institute for Studies in Education, University of Toronto.

Raven, J. (2015). Incompetence in Modern Society.

PART III

Raven, J. (1994). **Managing Education for Effective Schooling: The Most Important Problem is to Come to Terms with Values**. New York: Trillium Press: Edinburgh, Scotland: The Competency Motivation Project.

Raven, J. (2012). Competence, education, professional development, psychology, and socio-cybernetics. In G. J. Neimeyer (Ed.), **Continuing Education: Types, Roles, and Societal Impacts.** Hauppauge, New York: Nova Science Publishers, Inc. An expanded version is available at: http://www.eyeonsociety.co.uk/resources/CPDAPA_REVISED_FULL_VERSION.pdf

Raven, J., & Stephenson, J. (Eds.). (2001). **Competence in the Learning Society**. New York: Peter Lang. In particular Chapter 23: Some Barriers to the Introduction of Competency-Based Education.

Raven, J. (1977). **Education, Values and Society: The Objectives of Education and the Nature and Development of Competence**. Edinburgh, Scotland: Competency Motivation Project.

Raven, J. (1977). On the components of competence and their development in education. **Teachers' College Record, 78**, 457-475. Teachers' College Columbia University

Raven, J. (1988). Developing the talents and competencies of all our children. **Gifted International, 5**, 8-40.

Raven, J., Johnston, J. and Varley, T. (1985). **Opening the Primary Classroom**. Edinburgh: Scottish Council for Research in Education.

Raven, J. (2011). Toward professionalism in psychology and education. **Psychology of Education Review, 35(2),** 5-20

Hattie, J. A. C. (2009). **Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement**. London, England, Routledge: Taylor & Francis.

PART IV

Publications

Raven, J. (1995). **The New Wealth of Nations: A New Enquiry into the Nature and Origins of the Wealth of Nations and the Societal Learning Arrangements Required for a Sustainable Society.** Unionville, New York: Royal Fireworks Press; Sudbury, England: Bloomfield Books.

Raven, J. (2014). Crisis? What Crisis? Chapter 3 **in** Mulej, M. and Dyck, R.G. **Social Responsibility Beyond Neoliberalism and Charity, Volume 1: Social Responsibility – A Non-Technological Innovation Process. DOI:** 10.2174/97816080587471140101 Bentham Science Publishers, Sharjah, U.A.E.; Oak Park, IL 60301-0446 USA; Bussum, Netherlands. An extended version of this chapter is available at: http://eyeonsociety.co.uk/resources/cwc.pdf

Raven, J. (2009). The emergence of hierarchy, domination and centralisation: Reflections on the work of Murray Bookchin. **Journal for Perspectives of Economic, Political, and Social Integration, 14(1-2), 11-75.**

Graeber, D. (2011). **Debt: The first 5000 Years**. New York: Melville House.

Bookchin, M. (2005 [1971; 1991]). **The Ecology of Freedom: The Emergence and Dissolution of Hierarchy.** Oakland, CA: AK Press.

Raven, J. (2000). Rethinking democracy. **The Good Society (Journal of the Committee on the Political Economy of the Good Society) 9(3)**, 31–37.

Raven, J. (1988). Choice in a modern economy: New concepts of democracy and bureaucracy. In S. Maital (Ed.), **Applied Behavioural Economics, Vol. II**. Brighton, England: Wheatsheaf.

Raven, J., & Gallon, L. (2010). Conceptualising, mapping, and measuring social forces. **Journal of Sociocybernetics**, *8*, 73-110.
http://www.unizar.es/sociocybernetics/Journal/journal_1_2_2010_1.pdf

Raven, J. (2013). Socio-cybernetics and Degrowth:
http://eyeonsociety.co.uk/resources/DegrowthLeipzig.pdf

Raven, J. (2013). A Quest for Contributions to Research Aiming to:
>   Make a socio-cybernetically- or Dynamic System Model–based contribution to our quest for a design for a governance (viz sociocybernetic) system which will better serve the needs of society than current forms of democracy and public management.
>   Map (and find ways of harnessing or intervening in) the network of invisible social forces which have the future of mankind and the planet in their grip.
>   http://eyeonsociety.co.uk/resources/quest_for_contributions.pdf

Marks, N., Simms, A., Thompson, S., and Abdallah, S. (2006).**The (Un)happy Planet Index: An Index of Human Well-being and Environmental Impact**. London: New Economics Foundation. Downloadable from www.neweconomics.org

A more complete outline of this seminar and downloadable pdfs of many of the articles, or links to them, are available at www.eyeonsociety.co.uk.