



Competence glossary

Central Statistical Office



**CRITERIA STEMMING FROM THE REGULATION OF THE PRIME MINISTER
OF 8 MAY 2009 ON THE CONDITIONS AND METHOD OF CONDUCTING
PERIODIC ASSESSMENTS OF MEMBERS OF THE CIVIL SERVICE CORPS
VERSUS THEIR COMPETENCES**

	Criteria	Competences
Obligatory	Reliability and timeliness	Reliability and timeliness
	Expert knowledge and the ability to utilise it	No corresponding competences
	Goal orientation	Goal orientation Individual work organisation Adaptability
	Career development	Career development
	Technical or IT skills	No corresponding competences
Voluntary	Foreign language skills	No corresponding competences
	Effective communication	Written communication Interpersonal communication Delivering speeches Dealing with multicultural environment
	Cooperation skills	Cooperation skills
	Positive attitude towards Customers	Positive attitude towards Customers
	Negotiation skills	Negotiation skills
	Resources management	Coordination Change management
	Staff management	Initiating cooperation Teaching others Leadership – motivation and feedback Leadership– delegating tasks and supervision
	Decision making and responsibility	Decision-making and responsibility
	Dealing with crisis situations	Problem solving Dealing with pressure Dealing with difficult interpersonal situations
	Independence and initiative	Initiative Seeking information
	Creativity	Creativity Openness to change
	Analytical skills	Analytical thinking Synthetic/systemic thinking
	Strategic planning and thinking	Strategic planning and thinking



COMPETENCE LIST

- 1) Reliability and timeliness
- 2) Orientation towards objectives
- 3) Individual work organisation
- 4) Adaptability
- 5) Career development
- 6) Written communication
- 7) Interpersonal communication
- 8) Delivering speeches
- 9) Dealing with multicultural environment
- 10) Cooperation skills
- 11) Positive attitude towards Customers
- 12) Negotiation skills
- 13) Coordination
- 14) Managing change
- 15) Initiating cooperation
- 16) Teaching others
- 17) Leadership – motivation and feedback
- 18) Leadership– delegating tasks and supervision
- 19) Decision making and responsibility
- 20) Problem solving
- 21) Dealing with pressure
- 23) Dealing with difficult interpersonal situations
- 23) Initiative
- 24) Seeking information
- 25) Creativity
- 26) Openness to change
- 27) Analytical thinking
- 28) Synthetic/systemic thinking
- 29) Strategic planning and thinking



COMPETENCE DEFINITION - INITIATIVE

Definition:

Readiness to become involved in a task, taking actions beyond the routine duties assigned to a given job position, searching for new ways to carry out tasks.

Behavioural indicators:

- Initiative indicators:
 - ✓ Participating in tasks and achieving the set goals and seeking ways to accomplish them
 - ✓ Taking actions with benefit to the organisation beyond the standard range of responsibilities assigned to a given position

- Independence indicators:
 - ✓ Performing tasks independently within the given employee’s authorisations, without assistance and supervision of other persons
 - ✓ Demonstrating internal discipline and persistence in the implementation of tasks

Scale:

E/5	demonstrates strong intrinsic motivation for the tasks performed, actively and independently develops new solutions for particular goals, motivates the team to be actively involved in searching new ways of task implementation
D/4	demonstrates intrinsic and extrinsic motivation for actions, takes steps towards seeking new ways of task implementation, is self-reliant
C/3	when a need arises, gets involved in the implementation of tasks and takes attempts to find new ways of achieving them, displays independent behaviour, his/her involvement requires monitoring
B/2	requires continuous incentives to take active action, acts in a routine, schematic way, only within the assigned duties
A/1	lacks intrinsic motivation, is passive, does not act independently, requires constant supervision and control



COMPETENCE DEFINITION – LEADERSHIP - DELEGATING TASKS AND SUPERVISION

Definition:

Performing basic managerial tasks through an efficient delegation of tasks and supervision.

Behavioural indicators:

- Task-delegating indicators:
 - ✓ Delegating tasks to employees together with authorisations and responsibilities
 - ✓ Delegating tasks to employees taking into consideration their competence level
 - ✓ Providing the necessary support

- Supervision and control indicators
 - ✓ Observing and verifying the task performance of employees,
 - ✓ Controlling work results of subordinates
 - ✓ Identifying and eliminating the causes of improper actions

Scale:

E/5	delegates tasks to be performed in a way that really improves work cost-effectiveness, delegates all the necessary authorisation when delegating tasks, takes into account the competences and aptitude of the team, supports the team in respect of the work performed, plans work in a way that ensures action effectiveness and timeliness, takes into account different variants of events, modifies plans if necessary, ensures efficient task performance of the team during planning and implementation,
D/4	does not grant all authorisation and full responsibility when delegating tasks, recognizes the competences and aptitude of others and takes them into account in task distribution, develops an action plan taking into account different variants of events; identifies priority tasks or issues
C/3	constantly supervises all actions of subordinates or controls them in an insufficient way, which causes an urgent need to interfere with in the process implemented, delegates tasks, but all the necessary authorisation, is usually guided by the competences and aptitude of individuals in the team, considers possible variants without going into details and develops an action plan
B/2	delegates tasks, but not together with authorisation or responsibilities and expects their implementation, delegates only simple tasks and only to a limited extent, does not delegate authorisation, does not take into account the competences and aptitude of the team, develops only a basic-level general work plan, does not consider the possible variants of actions, notices only the main priorities, limits control to verifying the task performance and work time of the employees
A/1	does not control the work of the team and task implementation, does delegate tasks together with responsibilities and authorisation, does not delegate tasks or authorisation, fails to notice the competences and aptitude of others in the team, does not develop plans or consider different variants of actions, does not define priorities



COMPETENCE DEFINITION – INTERPERSONAL COMMUNICATION

Definition:

Communicating efficiently with others in a way that ensures an effective reciprocal flow of information by expressing thoughts in a comprehensible manner, striving to achieve the best possible understanding of the other person, skilfully adapting oneself to the recipient, being open to the exchange of information and able to express thoughts in a diplomatic way.

Behavioural indicators:

- ✓ Expressing and communicating thoughts in a comprehensible way and in accordance with the requirements of a situation
- ✓ Listening skills and striving to achieve the best possible understanding of other people's utterances
- ✓ Increasing communication effectiveness by adapting oneself to the recipient and through coherence between verbal and non-verbal communication

Scale:

E/5	expresses opinions in a way that is clear to the recipient, utterances are logical, adjusts oneself to the level of knowledge and know-how of the recipient, checks whether the recipient has understood the message, shows interest in the other person (conversation, non-verbal messages, e.g. eye contact, nodding), listens actively, asks questions and verifies his or her understanding of another person's utterance, applies paraphrase, involves others in conversation and encourages the exchange of views and information due to his or her attitude
D/4	adjusts the style of speech to recipient, expresses himself or herself clearly, listens and maintains eye contact, asks questions and shows interest in the other persons' message, verifies his or her understanding of the interlocutor's utterance
C/3	expresses himself or herself clearly, does not interrupt the interlocutor, is in contact with the other person, but does not always remember to adjust the style of speech to him or her
B/2	finds it difficult to focus on the other person's utterance, often interrupts, sometimes does not listen, rarely maintains eye contact, expresses himself or herself quite clearly
A/1	does not listen to the interlocutor, focuses only on what he or she wants to communicate, does not take into account the level of knowledge of the recipient, utterances lack logical consistency, avoids eye contact, verbal and non-verbal messages express boredom or impatience



COMPETENCE DEFINITION – COORDINATION

Definition:

Skill of carrying out a process, project or task and making the best possible use of the competences and work of individuals, synchronizing the work of individuals or teams and taking actions for a joint effect.

Behavioural indicators:

- ✓ Carrying out a project and synchronizing the actions of individuals or teams
- ✓ Taking actions to make the best possible use of the competences and work of individuals involved in task performance
- ✓ Creating the conditions for achieving the desired effect and involving the team in joint effort

Scale:

E/5	accomplishes the desired effect by providing the necessary organizational base ensuring an efficient allocation of tasks and information flow, developing the conditions enabling to fully utilize individual competences and work of individuals, supports others in task performance, promotes a constructive and effective coordination model within the organization
D/4	achieves the desired goals by facilitating the work of individuals and communication concerning the project, promotes task distribution that enables to make the best possible use of the competences of team members and increase their motivation and sense of satisfaction
C/3	Takes care of key issues when leading projects or tasks, ensures their implementation, ensures the basic level of implementation of projects coordinated
B/2	omits certain important issues when leading a project and sometimes focuses on unnecessary or non-significant ones, often does not achieve the desired goals or implements projects at an unsatisfactory level, fails to provide the conditions that enable the people involved to work effectively and utilize their capabilities, does not ensure a proper information flow
A/1	fails to achieve desired goals, ignores information concerning the competences of team members, task requirements, hinders information flow



COMPETENCE DEFINITION – ANALYTICAL THINKING

Definition:

Skill of making correct inferences by selecting appropriate information and data and giving them a proper meaning.

Behavioural indicators:

- ✓ Skill of selecting appropriate information and giving it a proper meaning
- ✓ Breaking up a problem or task into smaller parts in an accurate way and selecting significant elements
- ✓ Properly understanding the relationships between different parts and between each part and the whole
- ✓ Paying attention to details relevant to the task performed
- ✓ Skill of identifying important nuances and assessing their impact on the task performed

Scale:

E/5	Collects information from a variety of sources and accurately identifies the level of importance of individual elements in the process of thinking, is able to break down the task into minor elements in an accurate way during its implementation, notices the connections between individual elements and between an element and the whole, is able to properly assess the level of detail required for task performance, identifies alternative solutions and their potential consequences
D/4	recognizes the most important task elements, is able to adjust the level of detail to the task, is able to independently collect and select all the information necessary for making correct inferences, makes accurate conclusions
C/3	is able to divide a task into smaller elements, notices the connections between different elements and identifies the most important ones, is able to make correct conclusions based on the available information, sometimes does not take into account all available sources of information in the data collection process
B/2	finds it difficult to select the key elements of a whole, analyses data too briefly, but is able to correct it after receiving instructions from the supervisor, finds it difficult to select data for a specific goal
A/1	Fails to find the needed information in situations beyond routine daily tasks, uses only known sources of information, including persons whom he or she can regularly ask for help



COMPETENCE DEFINITION – INDIVIDUAL WORK ORGANISATION

Definition:

Effective use of time and resources for implementing tasks in an optimal way – quickly and accurately as well as taking into account the existing possibilities, constraints and scheduled deadlines, self-management under certain conditions, planning and priority setting.

Behavioural indicators:

- Activity optimisation indicators:
 - ✓ Maximum efficiency under existing constraints and frameworks
 - ✓ Achieving desired effects independently with the use of optimal capabilities and resources, effectiveness
 - ✓ Effective use of time and resources for task implementation
 - ✓ Maintaining an optimum balance between action speed and accuracy
- Planning indicators:
 - ✓ Work organisation (including a longer-term perspective)
 - ✓ Defining task time frames
 - ✓ Setting priorities
 - ✓ Day-to-day plan verification taking into account changing circumstances

Scale:

E/5	independently plans his or her current actions and actions to be implemented in the long term, is able to realistically assess the time and resources necessary to perform a task and possible constraints, independently supervises his or her work plan and the degree of task implementation in relation to the time limit, modifies plans taking into account the current situation and the hierarchy of tasks, initiates activities of this kind in the team
D/4	is able to plan his or her work schedule in the long term, performs tasks quickly and accurately, uses the time and resources available in an efficient way, is usually able to modify his or her actions taking into account a change of circumstances
C/3	implements tasks at a sufficient level of accuracy, is able to plan his or her current work, sometimes has problems with long-term task prioritization, usually uses available time and resources in an effective way
B/2	sometimes spends too much time on simple tasks, has problems with planning his or her work, but is able to organise his or her actions under the guidance of a supervisor, sometimes uses resources unnecessarily or sets priorities incorrectly
A/1	uses the time and resources improperly, is not able to plan the subsequent steps for task implementation, does not modify plans despite a change of conditions, does not take into account the necessity of priority setting, works slowly and is often inaccurate



COMPETENCE DEFINITION – OPENNESS TO CHANGE

Definition:

Readiness to introduce change and take part in its implementation, accepting and searching for new experiences, consenting to take actions according to new rules, methods, procedures and practices and being committed to facilitating processes.

Behavioural indicators:

- ✓ Readiness to introduce change and participate in its implementation
- ✓ Attempting to take action under the new rules, methods, procedures and ways which improve the processes functioning so far
- ✓ Searching for new solutions that differ from the ones already used, initiating work quality improvement

Scale:

E/5	is active in changing circumstances, perceives change as opportunities and benefits in performance, searches for new solutions with intensified activity, anticipates change and prepares for future actions, encourages co-workers to take actions related to accepting and introducing changes
D/4	demonstrates activity in actions associated with implementing change, depending on a situation is able to perceive changes as opportunities and benefits
C/3	implements change within narrow limits, though actively, is able to make attempts at taking actions according to new rules and procedures within the scope of his or her duties together with the other employees
B/2	acts in a stereotyped and schematic way in the context of change, requires a lot of support to reduce demonstrated resistance to the changes introduced
A/1	has a negative attitude to change, responds with resistance to new processes or procedures facilitating work, does not accept searching for new solutions



COMPETENCE DEFINITION – DECISION MAKING AND RESPONSIBILITY

Definition:

Skill of making optimal decisions and assuming responsibility for it, also in the case of insufficient clarification, changing conditions, risk, predicting the consequences of decisions made.

Behavioural indicators:

- ✓ Making decisions in a situation of relevant information shortage, changing conditions or risks.
- ✓ Assuming responsibility for decisions made,
- ✓ Anticipating consequences and taking them into account in decision making
- ✓ Readiness to review decisions made

Scale:

E/5	accurately assesses situations that require making a decision (even if they are very complex) and in the case of relevant information shortage, analyses various options in detail by referring to specific criteria and priorities, actively supervises the effects resulting from specific actions, anticipates consequences, assumes responsibility for decisions made
D/4	makes decisions actively on the basis of a thorough data analysis, assumes responsibility for these decisions, demonstrates readiness to select various possible options, anticipates their consequences
C/3	makes basic-level decisions taking into account a data analysis, assumes responsibility for these decisions, is able to anticipate the consequences of decisions made when it is required
B/2	avoids making decisions, requires support, does not demonstrate readiness to assume responsibility for decision making,
A/1	does not make decisions, is not able to perform a basic analysis of the situation, avoids assuming responsibility



COMPETENCE DEFINITION – POSITIVE ATTITUDE TOWARDS CUSTOMERS

Definition:

The ability to think in terms of interests of external and internal Customers, and taking this perceptive into account in action, taking care of high quality of customer service and Customers' interests.

Behavioural indicators:

- ✓ Paying attention to Customers' needs and benefits, taking into account actual and potential expectations of Customers while planning work
- ✓ Taking care of the high quality of customer service and Customers' interests.
- ✓ Patients, willingness to help, taking care of good relations with Customers

Scale:

E/5	always takes into account Customers' interests, strives to ensure the high quality of customer service not only as part of own activities, but also through colleagues and the organisation as a whole, influences the shaping of pro-client attitudes among employees
D/4	pays attention to Customers' needs and tries to takes them into account in conducted activities, on his/her own initiative takes care of the high quality of customer service, sometimes engages other people in such activities
C/3	carries out actions in the field of customer services at a sufficiently high level, fulfils his/her obligations, but does not show initiative to increase the quality of customer service, generally falls into the standard framework of activity for a given situation
B/2	fulfils his/her obligations connected with customer service at a level not higher than the required minimum, shows no incentive to increase the level of customer service
A/1	does not take into account Customers' interests and does not care about customer service, carries out activities in the field of customer service at a low quality level



COMPETENCE DEFINITION – GETTING ALONG IN AN INTERNATIONAL ENVIRONMENT

Definition:

Efficiency in foreign relations – personal and correspondence – and in the preparation of documents that require taking into account international circumstances, appropriate behaviour in relations with people characterised by different mindsets, behavioural styles, cultures and customs.

Behavioural indicators:

- ✓ Competent and appropriate representation of the Office in foreign relations.
- ✓ Appropriate behaviour in relations with people characterised by different mindsets, behavioural styles, standards and customs, and especially with people from different culture circles.
- ✓ Awareness of cultural differences and openness to individuality.

Scale:

E/5	is open to other nationalities and cultures, easily establishes contact with people of other nationalities, is very well oriented in intercultural differences, easily finds him/herself in an intercultural environment, possesses vast knowledge of the styles of behaviour, correspondence, clothing, etc. in the international arena, accepts different ways of thinking and behaviour, promotes openness to other cultures and points of view.
D/4	can adapt to different situations and receivers in international contacts, knows the rules of intercultural communication including, e.g. dress codes, etc., accepts different ways of thinking and behaviour, strives to understand other people in intercultural contacts
C/3	knows the basic rules of intercultural communication, sometimes has problems with finding his/her place in some situations, can draw up documents that take into account international circumstances
B/2	he/she finds it difficult to represent the Office in the international arena, poorly orientates him/herself in the code of conduct for intercultural environment, finds it difficult to understand a different way of thinking
A/1	does not know intercultural differences and does not strive to learn them, has a rigid way of perceiving the world and does not accept distinctness, shows no will to understand other people



COMPETENCE DEFINITION – COPING WITH PRESSURE

Definition:

The ability to act in unfavourable conditions, under time pressure and in stressful situations, as well as to cope with one's emotions, which can hamper actions.

Behavioural indicators:

- ✓ The ability to act in unfavourable conditions, under time pressure and in stressful situations
- ✓ The ability to efficiently cope with one's emotions, which can hamper actions.
- ✓ The ability of effectively cope with Customers and colleagues' pressure.

Scale:

E/5	can control his/her emotions in when under pressure, remains composed in stressful situations, of when faced with difficult emotional situations, stress, etc., thinks and act completely rationally and effectively, can constructively cope with criticism and also with Customers and colleagues' pressure, is able to release his/her own and other team members' emotional tension
D/4	can contain him/herself in stressful situations, remains effective and level-headed despite difficult emotional situations, stress, etc., can cope with emotions triggered by criticism he/she is facing, but usually does not use this input, can cope with Customers and colleagues' criticism, can release his/her own emotional tension
C/3	sometimes he/she cannot cope with experienced pressure, when faced with a difficult emotional situation, stress, etc., is not so effective and level-headed and can cope with criticism only to some extent, sometimes is overwhelmed by it or rebels, but does not demonstrate strong emotions or reactions, can cope with Customers and colleagues' criticism only to some extent, uses some techniques to release his/her own emotional tension, stress does not persist
B/2	finds it clearly difficult to control him/herself in stressful situations, his/her ability to act effectively and think rationally is seriously limited, criticism triggers negative emotions in him/her, but he/she can reduce their expression, finds it difficult to cope with Customers and colleagues' criticism, tries to use techniques to release his/her own emotional tension, yet the results of intense stress remain visible
A/1	cannot contain his/her emotions, even a minor stressful situation cause a strong emotional response, when under pressure he/she loses the abilities to act effectively and think rationally, reacts very negatively and emotionally to criticism, is unable to release emotional tension



COMPETENCE DEFINITION – RELIABILITY AND TIMELINESS

Definition:

The execution of tasks at an appropriate level, taking into account the required qualitative parameters and observing the set deadlines.

Behavioural indicators:

- Timeliness indicators:
 - ✓ Observing the set deadlines, executing tasks within the term set by superiors, and in line with appropriate laws
 - ✓ Providing information on possible difficulties with timely task execution in advance, and also on the reasons for this and a realistic date of such execution.

- Attention to detail indicators:
 - ✓ Preparing papers, projects and documents in detail
 - ✓ Maintaining the appropriate level of accuracy while executing tasks, analysing different issues, devising solutions and drawing conclusions.
 - ✓ Accurate data verification
 - ✓ Executing tasks with due diligence

Scale:

E/5	strives to observe the set task-execution deadlines, overcomes difficulties that can delay task execution, when faced with expected delays that cannot be avoided, informs his/her superior, and creates a new schedule of work enabling prompt task completion, conscientiously and meticulously executes the set task, verifies the results of his/her work to avoid subsequent errors
D/4	executes tasks in line within the set deadline, informs other people about possible delays, often searches for solutions that can help meet the deadline on his/her own, verifies the results of his/her work to avoid subsequent errors
C/3	keeps the set deadlines, executes tasks at an appropriate level, informs other people about difficulties in due time
B/2	sometimes he/she does not meet the deadlines or the submitted work requires substantial amendments, informs about delays, but expects that solutions to the problems will be indicated by his/her superior
A/1	often executes tasks behind schedule, does not undertake actions to prevent this, informs his/her superior about possible delays too late, executes tasks without attention to detail, the superior often has to correct his/her work



COMPETENCE DEFINITION – NEGOTIATION SKILLS

Definition:

The ability to make the best out of negotiations and arrangements in specific conditions, ensuring satisfaction of all involved parties.

Behavioural indicators:

- ✓ Concentration on the fundamental objectives and the ability to enforce actions necessary to achieve these from other people.
- ✓ Striving to understand other people's positions.
- ✓ The ability to use appropriate arguments and persuade other people to one's arguments.
- ✓ Striving to arrive at a common position, and, when necessary, the ability to achieve consensus.

Scale:

E/5	can effectively persuade other parties about the community of interests, achieves his/her objectives through reaching a consensus, takes into account the positions and interests of other parties, implements well-thought-out strategies, achieves his/her objectives in negotiations and other arrangements, promotes ensuring that all involved parties are satisfied
D/4	focuses on the objectives of conducted negotiations, employs effective reasoning in line with the adopted action plan, taken into account the positions and interests of other parties, but does not necessarily ensure that all involved parties are satisfied
C/3	knows the target of conducted negotiations and can find appropriate arguments, convinces other people of his/her suggestions or positions using the language of benefits, though not necessarily identifies him/herself with the interests of other parties
B/2	knows the target of conducted negotiations and can find appropriate arguments, convinces other people of his/her suggestions or positions using the language of benefits, though not necessarily identifies him/herself with the interests of other parties
A/1	pushes his/her own position and does not take into account the arguments and needs of other parties, puts forward rather inefficient arguments, has no action strategy, instead reacts to subsequent events on an ongoing basis



COMPETENCE DEFINITION – CHANGE MANAGEMENT

Definition:

The ability to skilfully achieve the target situation through the introduction of changes in the organisation. Adjusting the pace of changes and the way of their introduction to the dynamically changing needs of the organisation.

Behavioural indicators:

- ✓ Identifying key issues connected with the introduction of changes and presenting them to appropriate people
- ✓ Adjusting the pace and process of introducing changes to the organisation's culture, its dynamics and needs, and also to the ongoing organisational changes and unforeseen obstacles.
- ✓ Analysing the benefits and risks associated with the introduction of changes and assessing the risk level.
- ✓ Monitoring and analysing the process of change implementation

Scale:

E/5	actively identifies material issues connected with the introduction of changes, takes care of common understanding of implemented changes at the level of the closest team and the whole Office, engages other people, flexible adjusts the pace and process of implementation, taking into account the organisation's needs and culture, effectively analyses the possible risks and benefits associated with the change, actively monitors the change implementation process
D/4	takes into consideration the most important aspects of the implemented changes, sometimes engages other employees to this end, appropriately adjusts changes to the Office's needs, taking into account basic factors, performs the necessary risk and benefit analysis connected with the changes, acts in this area mainly on his/her own initiative
C/3	appropriately identifies the most important issues connected with the implemented changes, participates in group work in the field of change management, provides suitable responses to the organisation's needs in respect of adjusting the scope of changes, usually relates to the most important factors, when necessary, performs basic risk and benefit analysis associated with the changes
B/2	has to be prompted to identify the important issues connected with the introduction of changes, it takes a lot of effort to adjust the changes to the organisation's needs, does not take into consideration the basic factors, needs to be instructed in the field of risk and benefit analysis associated with the changes, does not demonstrate the readiness to monitor the change implementation process
A/1	cannot identify the issues connected with the implementation of changes, does not adjust the pace and scope of changes to the organisation, does not take into consideration the context of the organisation, does not analyse the risks and benefits of implementation, does not monitor the process of change management



COMPETENCE DEFINITION – CAREER DEVELOPMENT

Definition:

The readiness to expand one's knowledge and skills, and undertaking – with a good result – efforts aimed at achieving this goal, keeping oneself up-to-date with the current substantive knowledge pertaining to the position held.

Behavioural indicators:

- ✓ Undertaking actions aimed at knowledge and skill furtherance
- ✓ Interest in new solutions, action methods, and searching for information connected with this
- ✓ Ongoing furtherance of substantive knowledge, useful in the held position

Scale:

E/5	constantly improves his/her qualifications, independently searches for information and broadens his/her substantive knowledge, willingly undertakes new tasks which enable him/her to gain new skills, keeps track of the current trends and solutions in the field of his/her work, reports to his/her superior his/her wish to learn and to benefit from all suggested opportunities, promotes the attitude of lifelong learning and self-improvement among his/her colleagues
D/4	independently searches for new information, willingly improves his/her qualifications, is open to new work methods and implements them easily, reports to his/her superior his/her wish to further his/her knowledge in a given area and usually benefit from suggested opportunities
C/3	updates his knowledge and work methods at a basic required level, participates in training courses, willingly uses sources suggested by his/her superiors, but rather does not search for them independently
B/2	does not search for information on his/her own, unwillingly furthers his/her knowledge, but usually uses sources suggested by his/her superiors, prefers already known methods and solutions, implementing new ones takes significantly more time than in the case of other employees
A/1	is not interested in the furtherance of his/her substantive knowledge, is not willing to learn or participate in training courses, does not want to undertake new tasks, does not possess up-to-date knowledge of his/her area of work, does not had his/her superiors' orders in respect of the implementation of a new action method



COMPETENCE DEFINITION – INITIATING COOPERATION

Definition:

Creating the feeling of a common objective, creating and preserving the atmosphere of cooperation under the division, department of the whole organisation, uniting one's own and other people's efforts to achieve objectives.

Behavioural indicators:

- ✓ Taking care of the atmosphere of cooperation, ensuring favourable conditions
- ✓ Involving other people in common activities, effective encouragement to become involved in the action
- ✓ Uniting one's own and other people's efforts to achieve objectives

Scale:

E/5	inspires other people to undertake joint efforts to achieve the team's or organisation's objectives, is a role model of good cooperation, spreads the awareness of common objectives, creates the atmosphere of kindness and openness towards other people, and also of help and appreciation of other people's skills and endeavours, invites other people to cooperation and effectively encourages them to unite efforts, also when it comes to task he/she is not involved in
D/4	undertakes activities that initiate cooperation in the team on his/her own initiative, takes care of creating an appropriate atmosphere and conditions for cooperation, informs other people on the common objectives, uniting them during task implementation
C/3	gives an example of good cooperation, is open towards other people, owing to which they join him/her during task implementation, sets team objectives
B/2	does not demonstrate initiative to create a cooperating team or to establish cooperation to achieve objectives, but is engaged by other people in such work, facilitates joint activities and reminds others of the objective
A/1	does not undertake actions to facilitate cooperation, does not see common objectives and reasons for cooperation



COMPETENCE DEFINITION – LEADERSHIP – MOTIVATION AND FEEDBACK

Definition:

Serving basic managerial functions through motivating employees, evaluating their performance and providing feedback.

Behavioural indicators:

- Motivation indicators:
 - ✓ Acting to increase employees' involvement in the tasks entrusted to them
 - ✓ Using various motivating measures
 - ✓ Adjusting measures to the needs and expectations of employees, and, at the same time, taking into account the organisation's capacities and limits

- Evaluation and feedback indicators:
 - ✓ Providing employees information on their work aiming to increase their awareness in respect of the standard of task implementation
 - ✓ Providing employees actual feedback on their work
 - ✓ Informing employees on the particular expectations and requirements to comply with
 - ✓ Determining strengths and areas to be worked on (weaknesses)

Scale:

E/5	manages the team in a very efficient way, creates strong motivation among his/her subordinates, raising their involvement in the executed tasks, provides constructive feedback for his/her subordinates, improving the way they work and supporting their development, watches over the process of task implementation, and when necessary introduces appropriate solutions, influences the development of leadership in his/her own team and in organisation
D/4	efficiently leads his/her team, positively influencing their motivation and involvement, provides extensive feedback for his/her subordinates, taking care of their development
C/3	leads the team in a way that makes it possible to achieve the delegated tasks, encourages other people in the team to undertake short-term efforts and to become engaged in the task, but does not create long-term motivation, informs his/her subordinates on the evaluation of their work
B/2	when leading a team, he/she limits him/herself to single, irregular activities, does not motivate or uses single, general incentives, provides cursory, one-sided and limited feedback
A/1	does not undertake actions aimed at leadership, or undertake them not up to standards, does not increase the motivation and involvement of other employees or even demotivates them, notices only poorly performed work or only superficially praises employees without any reason



COMPETENCE DEFINITION – WRITTEN COMMUNICATION

Definition:

The ability to intelligibly and purposefully formulate one's thoughts on paper, adjusted to the recipient and characterised by a good stylistic level.

Behavioural indicators:

- ✓ A fluent creation of written statements using clear, understandable and comprehensible expressions
- ✓ The implementation of basic objectives through an appropriate formulation of written statements – e.g. taking into account the specificity of the recipient and requirements concerning documentation, and maintaining terminological precision
- ✓ Employing correct grammatical, orthographical and stylistic forms in written communication

Scale:

E/5	clearly and precisely formulates written statements, always matches the language and style of statements to the recipient, always uses correct stylistic and grammatical forms of the Polish language, has a clearly defined objective of his/her own message, promotes among other employees a style of written statements that takes into account their recipients
D/4	formulates his/her thoughts in a clear way, adjusts written statements to their recipients, uses correct forms of the Polish language, uses correct terminology
C/3	draws up documents customised to the needs of the Office, uses correct terminology, formulates written statement using correct forms of the Polish language, does not always take into account the recipient and his/her level of knowledge
B/2	often compiles written statements that are unclear to the recipient, recurring linguistics errors in the written statements, uses appropriate terminology
A/1	uses inappropriate terminology, his/her written statements are chaotic and not adapted to the recipient, statements include numerous grammatical and stylistic errors



COMPETENCE DEFINITION – CREATIVITY

Definition:

The ease of creating new, original solutions or models, readiness to change one's train of thought and to search for alternative solutions to the problem, creating more than one option for action and the ability to break the mould.

Behavioural indicators:

- ✓ Searching for new solutions
- ✓ Developing new modi operandi
- ✓ Demonstrating readiness to give up the usual patterns.

Scale:

E/5	demonstrates a non-schematic approach to situations and problems and readiness to get out of a rut, willingly uses both proven and new solutions, comes up with many innovative ideas, searches for new modi operandi and solutions, does not avoid deadlocks, facilitates creative thinking among employees and in the organisation
D/4	easily comes up with new original ideas, can flexibly change his train of thought, breaks the mould when it comes to thinking and acting, comes up with several ways of solving problems
C/3	searches for new solutions if those currently employed are inefficient or inappropriate, his/her ideas usually does not stray too much from the adopted conventions nor do they break the rules of creating solutions, however they exceed the routine modus operandi, he/she strives to arrive at one, final solution as fast as possible
B/2	thinks schematically and employs already known solutions, but concerns alternative solutions when needed, possible singular, non-standard ideas are to some extent modifying the already used solutions, but does not significantly exceed these conventions and are not original
A/1	thinks schematically, copies already known solutions and employs routine ways of thinking and acting, does not search for alternative solutions



COMPETENCE DEFINITION – SYNTHETIC/SYSTEMIC THINKING

Definition:

Creating a general, multi-aspect model of a task or situation, noticing a broader context and relations between facts and phenomena, and understanding the organisational background of analysed issues.

Behavioural indicators:

- ✓ Drawing correct and important conclusions, based on numerous and diversified data
- ✓ A holistic approach to questions, relations between different elements, as well as noticing a broader context, important to their understanding
- ✓ Acknowledging the existence of different versions of solutions to the issue at hand

Scale:

E/5	notices the entirety of things, creates a general, multi-aspect image, takes into account the broad situational context, sees the particular tasks in a context of the whole of his/her work or broader organisational activities, takes into account the situation of a team, department or division in the decision-making process, correctly assesses the impact of the whole on the particular parts, can make generalisations on the basis of available data, notices recurring patterns, looks at the situation from many perspectives
D/4	notices relations between elements that create a broader image of the situation, can see the holistic image and recurring, general patterns, often refers to the broader, situational context, takes into account the broad dataset to draw conclusions
C/3	draws general conclusions based on detailed data, can see his/her task as a part of the greater whole, sometimes he/she does not take into account the broader context of the whole organisation or a longer time perspective
B/2	has difficulties seeing the situation holistically, tends to concentrate on details rather than on the whole situation, needs help from his/her superiors to transition to a more general point of view or to see a different perspective
A/1	cannot transition from a detailed analysis to the holistic perception of the situation, cannot refer to the whole, is overly concentrated on details, cares mainly about details, and does not see the whole image, is not able to draw general conclusions based on the data at hand



COMPETENCE DEFINITION – GOAL ORIENTATION

Definition:

Focussing on the achievement of objectives and solving problems through their correct identification, focussing on the goal, a task-based approach to their achievement, overcoming difficulties and seeing matters through to the end.

Behavioural indicators:

- ✓ Striving to complete the designated tasks
- ✓ Searching for solutions on his/her own
- ✓ Undertaking actions to achieve the goal, despite encountered difficulties

Scale:

E/5	appropriately sets the goals of his/her work, focuses on the delegated tasks even when some other minor tasks crop up, strives to achieve the set objectives, searches for new modi operandi, especially when faced with difficulties, sees all tasks through to the end, when working as part of a team, supports it in its striving for the common objective, and keeps in mind not to get distracted by less important matters
D/4	clearly defines the objective of his/her tasks and consistently strives to achieve it, often tries to find new solutions, does not give up task execution despite occurring difficulties, sees his/her tasks through to the end
C/3	achieves the objectives set for him/her, cannot always define them clearly on his/her own, tries to execute tasks despite occurring difficulties, but sometimes requires support from his superiors
B/2	executes the minimum of the tasks required of him/her, when faced with difficulties he/she requires instructions from superiors, sometimes finds it difficult to identify the objective, does not search for his/her own solutions, but implements those indicated by the superiors
A/1	cannot correctly identify the objective of the task, is easily distracted during the execution and pursues less-important matters, discontinues action when difficulties occur



COMPETENCE DEFINITION – STRATEGIC PLANNING AND THINKING

Definition:

The creation and implementation of a concept of conduct, based on a strategy devised for the organisation, taking into account possible factors, the current state of knowledge on the directions of the industry's development and different variants of action (risks, threats, negative effects), drawing up long-term plans, the holistic and prospective perception of the organisation.

Behavioural indicators:

- ✓ Drawing up short- and mid-term plans based on the holistic and prospective perception of the organisation, and on its development strategy
- ✓ Creating and pursuing detailed policies aimed at development and the achievement of the organisation's strategic objectives

Scale:

E/5	takes into account the broad and multi-planar context of the situation while planning and setting the organisation's directions for actions, the implemented plans are characterised by strategic thinking and future orientation, actively creates detailed policies that pursue the organisation's strategic objectives and motivates other people to do the same, estimates the possible risks and threats, and draws up contingency plans, creates backup action plans,
D/4	depending on the context, notices long-term objectives, can set short- and mid-term plans on his/her own, takes into account basic information, including different action options, tends to be active when it comes to the achievement of strategic objectives
C/3	draws up plans taking into account only some of the required elements, does not always refer to strategic plans, focusing on the "here and now" aspect, participates in work connected with the creation of concepts for the organisation at a satisfactory level
B/2	requires incentives to undertake basic actions connected with the creation of detailed policies for the organisation's development, does not notice strategic objectives, his/her plans are short-term, and do not take into account risk and threat assessment, focuses on one, "here and now" perspective
A/1	does not undertake actions aimed at the creation and pursuance of detailed policies of the organisation, does not demonstrate behaviour connected with the drawing up of short- and mid-term plans, does not understand and notice strategic objectives



COMPETENCE DEFINITION – SEARCHING FOR INFORMATION

Definition:

The ability to find the required data and information on one's own, and also to find different sources and use knowledge of other people.

Behavioural indicators:

- ✓ The ability to find the required data and information
- ✓ The ability to use other people's knowledge and to create appropriate conditions for the exchange of information

Scale:

E/5	efficiently finds all the needed data and information, can use different sources and find another, finds it easy to use other people's knowledge: appropriately selects people to whom he/she should turn and obtains the information he/she needs, influences development of the way his/her colleagues obtain information or facilitates searching for information in the organisation
D/4	efficiently finds all the needed data and information, using different – already-known and new – sources, turns to appropriate people to obtain information he/she needs, and uses them in an efficient way
C/3	finds information and data he/she needs in typical, recurring situations, often acts much less efficiently in atypical circumstances that require a non-standard approach, still he/she generally obtains the needed data, also by using new sources of information and help provided by other people
B/2	finds the required data and information in non-routine situations, but not without problems and sometimes in an inefficient way, follows the beaten path and finds information within its framework
A/1	does not find the required data and information in situations other than the everyday routine, uses only already-known sources of information and asks for help those people who have regularly aided him/her



COMPETENCE DEFINITION – DELIVERING SPEECHES

Definition:

The ability to construct one's message effectively and clearly, make the audience interested and achieve the set goals of the presentation, coping with situation requiring the delivery of speech, positive self-presentation.

Behavioural indicators:

- ✓ Delivering speeches in a way that is understandable to the audience, adapted to their specificity and drawing their attention
- ✓ Having a clear vision of the presentation's objective, and striving to effectively achieve this objective
- ✓ Observing the set time for the speech / skilful time management during the speech
- ✓ Coping with emotions and stress while delivering the speech, taking care of self-presentation

Scale:

E/5	has a clearly defined objective of his/her presentation, around which he/she creates the proper message, his/her speeches take into account the recipients and their knowledge of the subject matter, makes presentations characterised by a clear structure that makes it easier for their recipients to understand them, takes into account both the content and the form of his/her message, can easily keep his/her audience interested, copes with stress associated with making speeches, efficiently manages time of his/her speeches
D/4	has a clearly defined objective and appropriately matches the means of communication to the recipients, can cope with stress, his/her presentations are characterised by a structure that is clear for the audience, he/she can contain the presentations in the set time limit and arouse interest of his/her audience
C/3	his/her skills of creating and delivering presentations are average, he/she can usually contain the presentations in the set time limit, when it comes to delivering especially important speeches, stress negatively influences the quality of his/her performance, can usually correctly assess the objective of the speech
B/2	has some problems with coping with stress, finds it difficult to keep the recipients interested, sometimes does not adjust the speech to the time limit, the structure of his/her speeches is often unclear
A/1	does not care about the recipients and their knowledge of the matter at hand, does not try to arouse their interest in the issue, his/her speeches are chaotic, cannot cope with stress, which influences the quality of the message



COMPETENCE DEFINITION – COPING WITH DIFFICULT INTERPERSONAL SITUATIONS

Definition:

The ability to behave properly in difficult interpersonal situations, and also to solve problems and remain assertive

Behavioural indicators:

- ✓ The ability to deal with difficult situations associated with relations with other people
- ✓ Resolving conflicts in a constructive way
- ✓ The ability to remain calm, search for solutions and behave assertively towards other people

Scale:

E/5	skilfully overcomes difficulties connected with relations with other people, resolves conflicts and releases tension in a way that fosters establishing relations, has a wide repertoire of behaviours, which he/she adopts appropriately to the situation, effectively employs assertive modes of behaviour, positively influences the ability of coping with difficult interpersonal situations in his/her team or the organisation
D/4	efficiently deals with difficult interpersonal situations, skilfully resolves conflicts in a way that makes it possible to make them less frequent in the future, remains calm and can act assertively, helps to resolve conflict situations in his/her vicinity
C/3	deals with interpersonal situations in a way that facilitates his/her correct functioning, resolves conflicts on an ongoing basis to a good effect, searches for solutions to difficult situations, usually focusing on the “here and now”
B/2	resolves conflicts situations and other differences in relations with people at a very superficial level by finding ostensible, temporary solutions to the situation, tries to appease the situation and not solve the problem, does not undertake actions aiming at better coping with similar situations or a given relation in the future
A/1	does not cope with difficult interpersonal situations, does not act assertively, envenoms conflicts or leaves them unresolved, does not solve the immediate and long-term aspects of difficult social situations effectively



COMPETENCE DEFINITION – PROBLEM SOLVING

Definition:

The correct identification of problems, finding appropriate solutions that take into account real capabilities and limits, and finding and implementing the best solutions.

Behavioural indicators:

- ✓ Correct identification and determination of problems to be solved
- ✓ Finding different solutions and selecting the best one
- ✓ Seeing to it that the problem is solved

Scale:

E/5	correctly anticipates possible sources of problems, accurately assesses the situation, correctly analyses the causes of the problem and draws conclusions for the future, comes up with different solutions and selects the best one, problem solving is an objective and a challenge to his/her that he/she can achieve and meet in a way exceeding the current standards
D/4	correctly identifies and analyses the problem, prepares different options to solve the problem, does not always draw conclusions for the future, sees to it that the problem is solved
C/3	notices the existence of the problem, can work out basic solutions, can solve typical and standards problems that fall within the scope of his/her duties
B/2	some problems with the identification of the existing problem, does not search actively for its solution, avoids being involved in problematic situations, if monitored constantly, attempts to resolve the basic problematic issues in a simple way
A/1	is unable to identify problems, does not search for their causes, does not demonstrate any activities aiming at problem solving



COMPETENCE DEFINITION – TEACHING OTHERS

Definition:

Caring about employees' development, sharing one's own knowledge and experience with colleagues, demonstrating activity to increase competencies in the organisations, and creating conditions and a conducive atmosphere for learning.

Behavioural indicators:

- ✓ Sharing one's own knowledge and experience with colleagues
- ✓ Facilitating learning for other people, creating conditions and a conducive atmosphere for learning
- ✓ Noticing the developmental needs of other people and suggesting or initiating the required actions

Scale:

E/5	demonstrates initiative to share his/her knowledge and experience with colleagues, evaluates the developmental needs of other people and actively supports them with his/her professional experience on their career paths, takes care of creating conditions for his/her team's development
D/4	shares his/her knowledge and acts for the sake of teaching others on the basis of expediency, tries to facilitate the learning process of other people, sometimes he/she demonstrates activity in initiating developmental activities for other employees
C/3	participates in activities connected with teaching others, shares his/her knowledge and experience when needed, but only with a restricted group of individuals, if necessary he/she tries to suggest basic developments activities for other people
B/2	shares his/her knowledge only as part of his/her duty and when explicitly ordered to do so, demonstrates no initiative to develop other people, or facilitate their learning
A/1	does not care about employee's development, treats his/her knowledge as his/her own good, does not carry out any tasks connected with teaching others



COMPETENCE DEFINITION – COOPERATION SKILLS

Definition:

Becoming involved in activities conducted by other people and including others into one's own tasks to achieve the organisation's objectives and the tasks set, caring about information flow and achieved results, at the same time, respecting colleagues and providing support and help to them.

Behavioural indicators:

- ✓ Readiness to become involved in the group's work, and to provide help
- ✓ Making a useful contribution to the tasks carried out by other people or the team, caring about information flow
- ✓ Taking into account the points of view of other people
- ✓ Demonstrating attention to establishing relations and the quality of contact with other people

Scale:

E/5	seeks opportunities to become part of joint activities carried out by the group or to act for the benefit of such an activity, his/her input is useful to the group, he/she initiates cooperation, sets good examples, encourages to and effectively includes other people in cooperation, strives to understand other people's points of view, facilitates communication, organises and improves information flow in the team
D/4	joins in the group to carry out work, invites other people to cooperate, takes care of his/her input being conducive to the group's work, gives information in an effective way, sometimes he/she improves information flow in the place
C/3	his/her participation in work of the group is average, notices other points of view than his/her own, if it is required by the task or situation, he/she ensures good information flow "within his section"
B/2	he/she sometimes becomes involved in tasks carried out by the group, but does not strive to do this on his/her own, does not suggest cooperation and shows no initiative in this respect, requires incentives to establish cooperation
A/1	does not cooperate, takes into account only his/her point of view and does not notice points of view of other people, does not care about the needs of the team or the necessity to cooperate, stemming from the specificity of the task, blocks information flow