

TRANSFER

Association for the Development of Continuing Education

An EU Leonardo da Vinci Project “Effective Officers, Satisfied Citizens – Good Practices in a Modern EU Member State”

Generic Competence Profiles of Local Government Officers

Research Report

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1. Introduction

This Report provides a summary of the first stage of work aimed to develop a training package related to the organisation of work for local government officers as part of the project entitled “Effective Officers, Happy Citizens – Good Practices in a Modern EU Member State”, and implemented as part of the Leonardo da Vinci subprogramme, a component of the EU Lifelong Learning Programme. The project is aimed to adapt and test a training package in the organisation of work in administrative sector. The training package will make use of the experiences gained by other countries (Germany and Greece); it will also be underpinned by the generic competence profiles of local government officers in the EU, which will be developed in the course of the project. Certification of the training package prepared as part of the project shall be the final stage of the exercise.

The following stages of work are envisaged during the project:

- Stage I: developing generic competence profiles for local government officers;
- Stage II: analysis of training needs of local government officers based on the developed generic competence profiles;
- Stage III: designing and launching an Internet repository of knowledge with up-to-date information on the organisation of work in administration;
- Stage IV: preparing a training package for local government officers, adapted for the Polish and Slovakian context;
- Stage V: testing the training package in a pilot project.

One of the project outcomes will be a *training package for local government administration staff* adapted to the Polish and Slovakian context. The *generic competence profiles for local government officers* will be prepared and published under the project. Sixty officers will take part in training programmes on the organisation of work in local administration. All new

development related to the issue of the organisation of work will be gathered in the Internet repository of knowledge.

The aim of the Report is to present the results of Stage I of the project, i.e. development of generic competence profiles for local government officers. The Report has the following structure:

Chapter 2 provides a review of studies and projects on the standardisation of competences of local government officers in the Polish and European perspective. The Chapter discusses e.g. the qualification standard for local government officers prepared as part of the Phare 2000 Project entitled “The National Vocational Training System [*Krajowy System Szkolenia Zawodowego*] as well as projects to enhance work standards of local government offices implemented by Umbrella. In addition to that, the profile of European workers with nine key competences will be discussed as an important benchmark in the standardisation having a European dimension.

Chapter 3 discusses the character of work in local government administration in light of the legislation governing the functioning of local government and the results of client satisfaction surveys.

Chapter 4 provides the description of the methodology for the verification of generic competencies profiles used in our project - the RAP (Rapid Assessment Process) method, which draws on such techniques as: analysis of documents concerning the competence-based approach, expert method, one-on-one interviews, group interviews and survey findings.

Chapter 5 presents competence tables listing generic competence profiles of local government officers prepared as part of the project, containing references to the applied model of competence description. Due to its length, the complete text of general competence profiles is provided in Appendix 2 to the Report.

The final Chapter 6 summarises the conclusions from the study and recommendations concerning potential applications of generic competence profiles in local government administration.

The generic competence profiles were developed by the TRANSFER team: Małgorzata Rejnik – Project Manager, Joanna Długokęcka, Agnieszka Luck, Ewa Smolarek oraz Ewa Tytz-Lemieszek.

2. Overview of studies and projects on standardisation of competences of local government officers – Polish and European perspective

We will look at the work done so far on the standardisation of competences of local government officers in a broader context of improving service standards of local government offices. A systemic approach to quality improvement is ensured by the CAF model, which allows for the attainment of top management standards embraced by public administration in the European Union.

Professional qualifications standard for local government officers

The professional qualifications standard for local government officers which functions in the Polish system was developed as part of the Phare 2000 Project “National System of Vocational Training” by a team headed by Zofia Sepkowska.

In this approach, the vocational qualifications standard is the norm of minimum qualification requirements, presented as a system of skills, knowledge and psychophysical features which are required to perform professional tasks. Professional tasks were divided into three groups: technical (executive) tasks; organisational tasks, as well as management and cooperation tasks.

The qualifications standard was developed on the basis of the following structure:

- **Supra-vocational qualifications**– a set of skills, knowledge and psychophysical features which are common for a given sector of the economy to which the specific profession or occupation undergoing standardisation belongs.
- **General vocational qualifications** - a set of skills, knowledge and psychophysical features, which is necessary to perform typical vocational tasks in a given profession or occupation.
- **Basic vocational qualifications** - a set of skills, knowledge and psychophysical features, which allows to effectively perform professional tasks which specific to one or more component qualifications identified for a given profession or occupation.
- **Specialised vocational qualifications** – specific, less common requirements relating to skills, knowledge and psychophysical features which make it possible to perform specialised tasks and non-typical vocational functions.

The qualifications of local government officers were described at five levels of professional qualifications:

- **Level 1** - qualifications required to perform simple, routine tasks under the supervisor’s direction, which provide the basis for performing further, more specialised tasks.
- **Level 2** - qualifications required to perform tasks in typical situations. They also comprise more complicated tasks which require independence. Ability to work in a team may also be required.
- **Level 3** - qualifications required to perform complicated tasks in both typical and problem situations. The tasks involved are characterised by a diversity of actions performed, and require independence and responsibility; they may also involve the ability to manage the work of others.
- **Level 4** - qualifications required to perform many diverse, complicated tasks of a technical, organisational or specialist nature. These tasks require a high level of personal responsibility and independence/self-reliance, as well as ability to manage the work of a staff team.
- **Level 5** - qualifications required to perform complicated tasks, frequently in problem situations which require making decisions of strategic importance for the organisation. These tasks imply full responsibility for the work and development of others, and also require an ability to diagnose, analyse, forecast, plan and implement new ideas in practice.

As part of the project, a map for the profession of a local government officer was developed, in which the above levels of vocational qualifications were assigned to types of positions which can be encountered in local government administration. The updated version of this map is presented below.

Level of professional qualifications	Name of position in light of research (professional	Name of occupation and specialisation according to	Name of occupation and specialisation according to the Classification of the Ministry of Labour and	Name of position pursuant to the Ordinance of the Council of
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	qualifications standard)	the 1995 Classification of the Ministry of Labour and Social Policy (MPiPS)	Social Policy (MPiPS) of 8 December 2004 on classification of occupations and specialisations for labour market needs and the scope of its application	Ministers of 2 August 2005 on rules of remuneration for local government officers
1	None were identified in the study			
2	1 Intern 2 Clerk 3 Junior Clerk	Registration Clerk		. Clerk 2. Junior Clerk . Back office Clerk . Specialist
3	1 Inspector 2 Deputy Inspector 3 Chief Specialist 4 Senior Welfare Officer			. Inspector . Deputy Inspector . Senior Specialist . Chief Specialist
4	1 Manager 2 Deputy Manager 3 Consumer Representative	Head of organisational unit in a local government organisation	Representative of local government – 11103 (1112 senior officers)	. Head of Section (parallel unit) . Deputy Head of Department (parallel unit)
5	Head of Department Deputy Head of Department	Senior local government officer	senior local government officer	1. Chief Officer (Head) of Department (parallel unit) 2. Press spokesperson

The professional qualifications standard inspired us in our work on generic competence profiles in the following aspects:

- Division of professional tasks into three categories: technical (executive) tasks, organisational as well as management and cooperation tasks;
- Psychophysical features and skills related to supra-vocational qualifications – some of them were used in designing generic competences;
- Professional map – provided a frame of reference in developing the profiles for specific competences.

Looking from the perspective of work on the development of a competence-based model, the following conclusions can be offered:

- Today, separation of the qualification requirements in terms of skills and knowledge no longer seems an adequate approach in designing precise systems for the management of human resources.

- The description of professional tasks should be updated depending on the changing tasks of individual local government bodies.
- The absence of appointed positions in local government structures in the professional map for local government officers renders the entire analysis incomplete, regardless of any political context involved.

A systemic approach to the evaluation of public administration - the CAF model

An important perspective concerning the evaluation of the quality of public administration is provided by the CAF (Common Assessment Framework) model. This model is used more and more frequently as a tool for a comprehensive diagnosis of the functioning of a given office which can indicate desirable directions of its development. It can be used in all bodies operating in the public sector, in the central government and local government administration. In Poland, the model has been implemented by a number of **public administration offices** **urzędów służby cywilnej**.

CAF is particularly popular among local government institutions. The first version of the CAF model was developed in Lisbon in 2000, as a result of ongoing cooperation as part of the subsequent EU presidencies. The core of CAF was designed on the basis of work conducted among other by the European Foundation for Quality Management (EFQM), and was modelled on a similar tool used by EU business entities which highly value the quality of their services. The CAF model contains nine assessment criteria. They include enabling criteria: leadership, human resources management, strategy and planning, partnerships and resources, process and change management; and results: people results, customer results, impact on society results and key performance results. Following a self-assessment exercise, a given office can identify its strengths and areas for improvement. In this way, CAF provides an opportunity – through impact on individual areas of the office’s operation such as for example human resources management - to improve its results, e.g. in the sphere of employee relations.

The key advantages of CAF include:

- A comprehensive approach to the functioning of organisations in the public sector;
- Recognition of specific features of organisations in the public sector;
- Possibility to improve the performance of a given organisation and benchmarking (comparing and sharing experiences) between individual organisations in the public sector.

The CAF model is intended as a simple and user-friendly analytical and self-assessment tool in public administration organisations across Europe. For all public administration units which have implemented quality management systems, CAF is a good tool for diagnosing organisational development. In respect of our project, the CAF model sets the standards in public officers’ behaviours in two key areas: human resources management and client/citizen relations.

Generic competence profile – the European perspective

In the work on the standardisation of competences, the European worker profile developed on the basis of the competencies identified by the OECD in the late 1990s was an important point of reference. These competences were also included in the European Lifelong Learning strategy which was developed with the aim of building a competitive knowledge-based European economy. The profile comprises nine generic competences which are not associated with any specific sector but which allow to effectively perform professional and occupational

tasks. In this model, competences are understood as a set of knowledge, skills and attitudes. The profile in question incorporates the following competences:

- **Ability to learn** – understood as a process of lifelong learning
- **Interpersonal, intercultural and social competences** - those aspects of human behaviour which allow individuals for an active participation in career and social life
- **Civic competences** – associated with active participation in the life of European community through involvement in public life, life of local communities and voting in elections
- **Entrepreneurship** – relates to such aspects as: creativity, innovation, ability to assess risk, setting goals, planning and implementing plans, managing projects
- **Cultural expression** – creative expressing opinions, experiences and emotions
- **Communication in native and foreign languages** – expressing oneself, understanding other people and exchanging views both orally and in writing
- **Mathematical competences** – ability to perform basic mathematical operations, and especially ability for logical thinking
- **Basic technical competences** – application of knowledge and methodologies in everyday situations and forming logical conclusions based on facts
- **IT competences** – effective application of information society technologies in work, leisure and communication

3. Character of work in local government administration

3.1 Review of legislation governing the functioning of local government

The nature of work in local government administration (at the gmina, or municipal level) is determined by the following legislation:

- Municipal Government Act of 8 March 1990 (original text: *Dziennik Ustaw* No. 16 of 1990 item 95; consolidated text: *Dziennik Ustaw* No. 13 of 1996 item 74 and *Dziennik Ustaw* No. 142 of 2001 item 1591)
- Act of 10 May 1990 – Regulations enacting the Local Government Act and the Local Government Officers Act (*Dziennik Ustaw* 1990r. 43.253 as amended)
- Act of 17 May 1990 on the division of tasks and competencies defined in primary legislation between local government and state administration bodies and amendment of certain acts.

The basic three-tier territorial division of the state, which divided Poland into *gminas* (municipalities), *powiats* (counties) and *voivodships* (regions) was effected pursuant to the Act of 24 July 1998 on the introduction of a three-tier division of the state, which entered into force on 1 January 1999. The new division ensures a decentralisation of public power as part of the territorial system; it also takes into account existing social, economic and cultural linkages and entrusts local government bodies with the powers to perform public tasks.

Municipalities are the basic unit of territorial self-government. Their competencies include all public matters of importance to the community which are not delegated to other entities under relevant legislation. Gmina-specific tasks include satisfying collective needs of the local community.

In particular, these are the following tasks:

- Spatial and water economy, nature conservation and environmental protection
- public utilities
- local transport (including public transport) and organisation of traffic
- Health care, social welfare and public health policy

- Housing and real estate management
- Public education and culture
- Popularisation of physical culture and tourism
- Public order and safety, fire and flood protection
- Maintenance of public utility buildings and administration facilities
- Promotion and popularisation of the concept of self-governance
- Promotion of the municipality
- Cooperation with NGOs, local and regional communities from other countries.

Of special importance to our projects are those labour law regulations which define the legal status of local government officers. These regulations were adopted in order to ensure that public tasks are discharged professionally, diligently and impartially. This issue is covered by the Local Government Officers Act of 21 November 2008, which entered into force on 1 January 2009. The provisions of the Act apply to local government officers employed in local government bodies, including municipal (gmina) offices, their auxiliary units, as well as budgetary units. Among others, the Act regulates the following matters:

- **Recruitment of local government officers** – persons hired as local government officers must be of Polish nationality, have full capacity to enter into legal transactions, enjoy full civil rights and have vocational qualifications required for work at a given position. In addition to the above, persons holding managerial positions must have at least three years' of work experience or conducting business activity with a relevant profile for a given position for at least three years, plus a Bachelor's or Master's degree.

- **Duties of local government officers** – the basic duties of local government officers include diligence in the performance of public tasks and care for public funds, taking into account public interest and interests of individual citizens. The provisions of the Act specify the detailed duties of local government officers, such as:

- Complying with the Constitution of the Republic of Poland and other regulations
- Performing his/her duties diligently, efficiently and impartially
- Providing information to public bodies, institutions and individuals, and allowing access to documents in the records of a given unit if this is not prohibited by law
- Keeping secret confidential information
- Maintain politeness and friendliness in contacts with citizens, superiors, subordinates and co-workers
- Behaving with dignity at work and outside work
- Continually improving vocational skills and qualifications.

- **Staff appraisals** – local government officers (including managerial positions) shall undergo periodical staff appraisals not less than once every two years and not more than once every six months. The appraisal shall assess whether a given officer satisfactorily discharges his or her duties relevant to a given post and regulated by the Local Government Officers Act. The regulations currently in force regulate the rights of the head of a given unit to define a manner in which periodic appraisals shall be organised; the criteria on the basis of which the appraisal is made, and the grading scale. The above rights are intended to allow for a fair evaluation of employees, taking into account the specific nature of a given unit. The specific requirements are laid down by the head of the unit in a special regulation. With the entry into force of a new Local Government Officers Act, the formerly applicable Ordinance of the Council of Ministers of 13 March 2007 on the manner and procedure for qualification assessment of local government officers was vacated. The Ordinance defined the mandatory criteria and optional criteria. As part of the latter, the direct supervisor would choose not less than three and not more than five evaluation criteria which he or she regarded as most crucial for the

proper performance of the duties of a local government officer at a given position. The evaluator would choose the evaluation criteria after discussing the way in which the relevant duties attached to a given position and those imposed under the Local Government Officers Act should be discharged. The criteria were divided into the following categories:

- Mandatory criteria – diligence, impartiality, ability to use relevant regulations, planning and organisation of work, integrity
- Optional criteria to be selected by the direct supervisor – specialist knowledge, ability to operate technical equipment, knowledge of foreign languages (active and passive), readiness for personal development and improvement of qualifications, oral communication, written communication, good communication skills, positive attitude to citizens, good teamwork skills, good negotiating skills, information management, resource management, personnel management, quality management in relation to performed tasks, change management, being results-oriented, decision making, ability to cope under stress, self-reliance, creativity, strategic thinking.

3.2 Character of work of local government officers in light of research

The studies and surveys conducted on the quality of service provision in local government administration give a rather bleak picture.

The most recent surveys conducted in 2009 by SMG/KRC using the *Mystery Shopper* method, which covered 20 Polish cities, in conclusion gave the following diagnosis of behaviours of local government officers vis-à-vis their external clients:

- Long time needed to process a case
- Low level of engagement in satisfactory client service provision
- Unwillingness to use modern IT technologies in client services
- Insufficient level of good manners in relations with clients
- Low level of client-orientation, understood as ability to identify client needs and to adequately respond in order to ensure client satisfaction with services provided by the organisation
- Not sufficiently pro-active approach to solving clients' problems
- Not always adequate dress.

On the other hand, the surveys conducted in 2006 and commissioned by the Polish Ministry of Internal Affairs and Administration, which dealt with the appraisal of the performance of offices and officers, looked at the following aspects of their work: timeliness, focusing on the resolving of citizens' problems and rendering efficient services to them; clients' knowledge of their rights; communicating the decision-making procedures to clients; structure of the office and information system enabling efficient movements within the office. The survey findings were not very optimistic:

- 50 per cent of Poles negative evaluated the work of public offices
- The aspects of the offices' work best evaluated by clients were: focusing on solving client problems and efficient client service – 40 per cent of the respondents expressed the opinion that offices performed well in regard of the above aspects of their work
- The worst evaluated aspect was informing clients on the procedures according to which decisions were made in cases submitted by them. It was revealed that stereotyped perception of the functioning of public offices is even worse than the actual assessment, which means that in public opinion there exists no image of administration as being client-friendly and client-oriented.

Another survey on the topic of administrative barriers, carried out in 2005 by IPSOS (and commissioned by the Ministry of Economy and Labour) identified the following problem areas in contacts between citizens and public administration: number of procedures, time of processing cases and difficult access to the office. In this survey, the transparency of procedures was rated at 2.9 points (on a 5-point scale). On the basis of the survey, IPSOS proposed the following recommendations aimed to improve the transparency of administrative procedures:

- Introduction of quality management systems into public administration
- Systematised improving of professional qualifications of officers
- Practical implementation of the concept of the “citizen-friendly office”
- Introduction of systematic evaluation of both structures and performance of public administration.

To sum up the survey’s findings, it can be said that enhancing the quality of service provision in public administration still remains an area where many improvements are needed; this issue also provides an important setting for the implementation of our project as the development of generic competences of local government officers should be a milestone and a starting point for a systematic and deliberate enhancing the competences of local government officers.

4. Methodology for verification of generic competence profiles

4.1 Our approach

We used some elements of the Rapid Assessment Process (RAP) as our methodology used in the verification of generic competence profiles. RAP refers to a short intensive quality assessment which allows for a quick diagnosis of the situation, formulating conclusions and recommending solutions. The basic components of RAP which we used in our study include:

- Triangulation
- Team data analysis
- Short iterative cycles, using the successive approximation method
- Partly structured interview scenarios.

Triangulation

This method involves cross-verification of data at two data collection levels:

- *At the method level.* Here, varied, mutually complementary data collection methods are applied, such as for example survey questionnaires, document analysis or focus group interviews. The diversity of data collection methods makes it possible to obtain as complete information as possible about the analysed phenomena.
- *At the level of information sources.* Collecting information from varied groups of respondents allows for acquiring information about different points of view on a given topic held by persons remaining in different relations vis-à-vis one another.

In practice, this means adopting a principle that an evaluatory judgement can only be formulated on the basis of information coming from various sources and compiled in a way that allows for the verification of collected data.

In our study, we implemented the triangulation principle by:

- Conducting surveys in parallel by several researchers (mainly with regard to individual interviews)
- Use of diverse research tools (documentation analysis, expert method, group interviews, individual interviews)
- Diverse sources of information (programme documents, literature of the subject, legislation, websites of selected municipal (gmina) offices, opinions of the system’s participants, opinions of experts).

Team data analysis

Interviews were conducted by members of our team based on the same scenario applied to the entire pool of the respondents. Afterwards, in the course of group discussion, the data collected by individual researchers were analysed. Diverse experiences, different levels of knowledge, tempers and opinions triggered highly dynamic interactions among individual members of our team. Therefore, just as in the case of group interviews, we achieved a synergy effect which greatly increased the effectiveness of data analysis and subsequent conclusions.

Short iterative cycles

We adopted a cyclic process of data collection and analysis, while the successive approximation method was applied in order to reach key conclusions. Thus, the phase of data collecting was followed by the phase of analysis and another cycle of data collecting and analysing, etc. The analyses helped us to make decisions about the changing, extending or limiting the scope of collected data and survey questionnaires. That is why in each subsequent phase of data collecting using the successive approximation method, our team was able to focus on key problems by eliminating redundant areas of analysis. The survey process consisted of three iterative cycles:

- Following the analysis of the existing data (documentation) – the resulting effects were as follows: selection of a method for competence description, selection of a competence to be described, selection of a competence level grading scale, developing a tentative version of the generic competence profile, developing scenarios of group and one-on-one interviews;
- Following the review of competences using expert method; and
- Following the review of competences in the course of one-on-one and group interviews.

The details concerning methods used and conclusions reached are presented below.

4.2 Analysis of documents

The analysis of documents on the competence-based approach was the starting point for our work on generic competence profiles.

The literature on the subject includes the following:

- EU documentation on key qualifications – key competences by EU standards;
- Studies and reports of Polish experts on competence management: Grzegorz Filipowicz, *Zarządzanie kompetencjami zawodowymi* [Professional Competence Management], Małgorzata Sidor-Rządkowska, *Zarządzanie kompetencjami – teoria i praktyka* [Competence management – theory and practice], Tomasz Rostkowski, *Zarządzanie kompetencjami w UE* [Competence management in the EU], Tadeusz Oleksyn, *Zarządzanie kompetencjami – teoria i praktyka* [Competence management – theory and practice];
- Studies and reports of EU experts on competence management: Michael Armstrong, *Zarządzanie zasobami ludzkimi* [HR Management], F. Delamare le Deist, “What Is competence”, *Human Resorce Development International*, C. Levy-Leboyer *Kierowanie kompetencjami. Bilans doświadczeń zawodowych* [Managing competences. Looking at professional expertise], Pierre Louard, *Kierowanie kompetencjami w przedsiębiorstwie* [Managing competences in a company], Martin Sloman, *Strategia szkolenia pracowników* [Employee Training Strategy], S. Whitedett, S. Hollyforde, *Modele kompetencyjne w zarządzaniu zasobami ludzkimi* [Competence models in HR management];
- Final reports on EU projects concerning competence management – final report in the “Tuning Educational Structures in Europe” project;

- Legislation on the appraisal system of local government officers – Ordinance of the Council of Ministers of 13 March 2007 on the manner and procedure for qualification assessment of local government officers (*Dziennik Ustaw* of 30 March 2007).

Full bibliography is included in the Appendix to this Report.

The purpose of the analysis was to review the existing literature and the current progress of work on the competence-based approach and its practical application. The analysis of documents focused on the following aspects:

- Definitions and concepts of competence
- Competence categories
- Competence levels
- Competence lists and profiles
- Competence management

The purpose of the analysis was to find answers to the following questions:

- What definition of ‘competence’ should be adopted as a starting point for our work on generic competence profiles?
- What generic competences should be included in the “generic competence profile of local government officers”?
- What kind of competence categorisation should be adopted in our model?
- What kind of competence measurement should be adopted in our model?
- In what ways can the competence-based approach be applied to enhance the HR management system in administration?

The main points of our analysis are as follows:

- **Definitions and concepts of competence** – HRD practitioners and theoreticians use very many definitions of the term “competence”. As a matter of fact, every individual author gives his/her own definition. We reviewed 25 various definitions of competence. Their most characteristic features are as follows:
 - Starting with the classic – Michael Armstrong differentiates between “competency” and “competence”. The first term refers to specific persons and their required behaviours in a workplace which lead to competent actions. The second term – competence – refers to work, tasks or functions a person is competent to perform. The second meaning is used to define what tasks and what standards are required of a person at a given position.
 - Tomasz Rostkowski, in turn, points out that the existing EU definitions of competence covering only knowledge, skills and abilities should be considered as outdated. Currently, the term competences should have a very broad meaning to encompass all features of a worker which, in the course of work process, should lead to results complying with the strategic goals of the company.
 - According to Małgorzata Sidor-Rządkowska, the notion of competence is based on the assumption that knowledge is the basis of competence, while knowledge itself has three meanings: colloquial meaning of the term (i.e. declarative knowledge – I know what to do), skills (procedural knowledge – I know how to do it and I can do it) and approaches (I am willing and ready to use my knowledge).
 - According to Grzegorz Filipowicz, competence should not be identified with skills; it includes the level of knowledge, approach and motivation.

Filipowicz's definition of competence takes into account personal knowledge and experience, skills and approaches needed to perform tasks at the required level. This definition became the key inspiration in our work on competence profiles.

- **Competence categories** – as in the case of the definition of competence, various authors present diverse approaches to the issue of categorising competence. We reviewed 15 categories of competencies. The main purpose of identifying competence categories was to ensure a better transparency and clarity of a competence model. The most popular competence categories are as follows:
 - Category of social competences – interactive skills, professional (functional) competences relating to a given job or function and business competences – relating to specific area of activity of a given person and company performance (G. Filipowicz);
 - Category of threshold competences – allowing to meet the requirements needed at a given position and competences relating to performance which allow to distinguish workers who perform their tasks well or poorly;
 - Category of basic competences – which are crucial for the proper performance of a given task (knowledge and skills) and differentiating competences which allow to identify an efficient worker as opposed to the others (attitude, motivation, values);
 - Category of base competences – predispositions constituting the base for all other competences (cognitive, social and personal competences) and executive competences relating to specific tasks performed in the workplace (business, corporate and managerial competences) (G. Filipowicz);
 - Category of corporate competences – common to all employees of an organisation, professional competences – strictly related to the type of work performed, social competences – relating to interpersonal contacts. (M. Sidor-Rządkowska);
 - Category of core competences - common to all employees of a company, function-specific competences applicable to persons working in specific business areas of a company, e.g. marketing, sales, and role-specific competences – applicable to employees and their roles in an organisation e.g. policy maker, leader (T. Rostkowski). The above category was crucial for our work as it refers to core competences;
 - The so-called “envelope” division with four categories of competences: Organisation building, Professionalism, Interpersonal relations and Self-Management. This category was also adopted in our model.
- **Competence levels** – two measurement scales are typically used in the literature of the subject: a three-grade and a five-grade scale recommended by G. Filipowicz. We adopted the latter scale for the purpose of our work.
- **Competence lists and profiles** – in this case, the authors agree in defining competence profiles as a set of competences indispensable for performing tasks according to standards generally accepted in an organisation. Most often, competences making up a profile reflect the existing and the required level of competence. The difference between the two indicates the existence of the so-called competence gap. The list of competences consists of a set of competences which may be defined as generic or specific and which apply to a given position, function or role in an organisation. The former most frequently include core competences, whereas the latter also include specific competences. In our case, the set shall include the list of generic (core) competences for local government administration.

- **Competence management** – this issue is important from the viewpoint of practical application of our generic competence profile. We focused, in particular, on the following subjects:
 - Process approach to competence management – comprising sub-processes such as: defining competence standards, planning and managing activities related to competence development, motivating people towards professional development, monitoring the above sub-processes;
 - Application in recruitment and selection – competence models may be used for the purpose of developing recruitment tools, for the purpose of planning the development of newly recruited employees and as a tool to analyse HR needs of an organisation and as an outplacement tool;
 - Application in designing training – in this case, competence models help to identify competence-based training needs, developing training courses, evaluating the effectiveness of training;
 - Application for the purpose of supporting employee development process - in this case, competence models have a great variety of applications: in developing career paths, successor lists, evaluating development potential (with the help of the Assessment and Development Centre) and job valuation.

4.3 Developing a preliminary version of generic competence profiles

All the collected data were analysed by our team during its meetings and were used to develop a preliminary version of generic competence profiles, which was subsequently reviewed by a team of experts and practitioners from local government administration.

4.4. The expert method

For the purpose of reviewing the competence profiles, we invited three experts with diverse experience and specialisation in different sectors (education, business, public administration) in order to obtain the most comprehensive assessment of our models. These experts included:

Professor Stefan M. Kwiatkowski – an eminent expert in the development of vocational qualification standards, author and editor of numerous publications on the subject (among others, the editor of *Standardy kwalifikacji zawodowych. Teoria - metodologia – projekty* [Vocational qualifications standards. Theory – methods – projects], *Standardy kwalifikacji zawodowych i standardy edukacyjne* [Vocational qualification standards and educational standards], *Kwalifikacje zawodowe na współczesnym rynku pracy* [Vocational qualifications in the contemporary labour market]), technical coordinator of many research projects in the field, among others the Phare 2000 “National System of Vocational Training” Project, as part of which vocational qualification standards for 40 occupations were developed. A long-standing director of the Institute for Educational Research (*Instytut Badań Edukacyjnych*) and Chairman of the Educational Sciences Committee of the Polish Academy of Arts and Sciences.

Krzysztof Kosy – an experienced consultant with eight-year practice in HR management, employee motivation and development, as well as management of organisational change in companies. He is an expert in developing and implementing staff appraisal programmes, job valuation, talent management and management by competences in organisations. He specialises in appraisals of the potential of middle- and higher-level management personnel (AC/DC, 360 degree assessment, in particular) and implementation of HR systems based on management by competences. He worked as a HR management advisor for eight years and worked on various HR projects in international consulting organisations like SHL, Hewitt Associates, Hudson Global Resources and Capgemini Ernst & Young.

Slawomir Wysocki - an experienced consultant specialising in improving the quality of work in public administration. A specialist in public sector management with an 18-year experience of working with public administration (including six years of work in state administration), NGOs supporting state administration and local governments, and with private sector organisations. In 1993-98, he headed various research and consulting projects in the field of public administration reforms. He took part (1998-2001) in public administration reform as an advisor to the Government Plenipotentiary for Systemic Reform, Director of the Regional Policy and Programme Analyses Department of the Chancellery of the Prime Minister. From August 2000 to October 2001, he was the Secretary – on behalf of the government – of the Joint Committee of the Government and Local Government. In 2007, he was a technical coordinator of the “Implementation of CAF in selected offices and ministries” project.

The experts were asked to voice their opinions on the following issues:

- Adequacy of generic competence selection in the context of specific tasks to be performed by local administration;
- Adequacy of detailed competence description, including competence levels;
- Practical application of generic competence profiles – guidelines and recommendations.

Their conclusions may be summed up as follows:

Adequacy of generic competence selection

- The structure of generic competences is correct and reflects the specific character of the tasks of local government officers. These are typical tasks of local government officers lacking (according to one of the experts) a control component (identifying control areas and criteria, diagnosing and drawing conclusions), although it is included in the detailed description of the ‘team management’ competence.
- The relations between positions and levels of professional qualifications (employee positions – Levels 2 and 3; managerial positions – Levels 4 and 5) were considered as too schematic due to the fact that e.g. the tasks relating to team management appear also at Level 3.
- At the same time, the experts recommended to add a “project management” to the proposed set of competences as well as a special managerial package exclusively for managerial positions.

Adequacy of detailed competence description

- The experts reviewed our competence model from the point of view of its application in local government units and gave the following comments and suggestions:
 - Descriptions of individual measures should be relatively short and should refer to one specific behaviour;
 - Descriptions of individual competence levels should be consistent and follow the logic of growing expectations as the competence level increases;
 - Competence presentation and description should be user-friendly.
- In most cases, the competences were properly described and according to the experts they were appropriately linked with the individual levels.
- The experts voiced their reservations concerning the application of the Level 1 competence. Assuming that the use of levels is hierarchical, according to the experts the application of Level 1 has to be reconsidered, so as including “lack of competence” entries at Level 1 and in some cases at Level 2; the use of positive assessment markers is advisable: instead of “unable to identify the needs of external clients”, it is better to use “identifies the needs of external clients to a limited extent”. Such an entry would tone down rather harsh connotations of Level 1 entries.
- Lack of precision in the description of certain competences – in case of some competences, due to the insufficient precision of entries concerning behaviours, their

use in assessing whether a person has a given competence is questionable; for instance, Team management, Level 3: “tries to create internal harmony within the team”.

- The experts proposed splitting one of the competences: “Planning and organising of work, including the use of IT, operating technical equipment and organising projects relevant for the unit’s tasks” into two separate ones, “Planning and organising work” and “Use of information and communication technology”. Such a recommendation results from the fact that very often these are two completely different skills: very often we deal with employees with a high level of IT literacy but unable to organise their own work; on the other hand, many experienced employees manage their work time perfectly well, yet find it difficult to operate modern equipment.

Practical application of generic competence profiles

- A suggestion was made to group competences in order to facilitate the practical application of the competence table – according to the experts, it is worthwhile to group competencies according to the so-called “envelope” model. In this model, competences are divided into four areas:
 1. Professionalism: use of law and regulations, use of ICTs, problem solving and decision making;
 2. Self-management: using principles of ethical behaviour applicable to local government officers, planning and organisation of work, stress management, orientation towards professional development;
 3. Organisation building: services to external clients and cooperation with external institutions, team management, dealing with change;
 4. Interpersonal relations: communication, teamwork.
- A suggestion was made to grade all types of behaviour – while describing a given behaviour a multiple choice answer (Yes/ No/ Not applicable) should be used or a separate assessment of each behaviour marker on a five-grade scale. This will help the management to practically assess employees’ competences.
- In developing competence profiles, competence packages which were prepared in local government administration following the obligation to conduct staff appraisals introduced two years ago could be taken into account (*vide*: Act of 26 August 2006 amending the Local Government Officers Act, *Dziennik Ustaw* No. 169/2006, item 1201 and Ordinance of the Council of Ministers of 13 March 2007 on the manner and procedure for qualification assessment of local government officers (*Dziennik Ustaw* No. 55, item 361)).
- Our job typology consisting of two types of positions: employee and managerial, could be extended by the introduction of the following categories: (source: *Strategia szkoleniowa w służbie publicznej na lata 2008 – 2010* [Training strategy in public administration in 2008-2010], November 2008)
 - Manager
 - Creative officer
 - Front office clerk
 - Expert
 - Back office clerk
 - Support clerk

As an interim solution, the experts proposed to introduce such a competence typology that would reflect the above mentioned roles corresponding to the existing job positions and included in the current versions of the profiles. Another useful typology of job positions presented in the above mentioned *Strategy...* is as follows:

- Coordinating positions
- Independent positions
- Specialist positions
- Support positions.

The experts' comments were a great inspiration for our team in the verification of our generic competence model. The survey results are presented in Chapter 4.7.

4.5 Individual interviews

Individual interviews conducted with local government officers provided an important input for the verification of the generic competences model.

The interviews were aimed to:

- Verify the description of all the competences by practitioners looking from the perspective of their own experiences and the reality of daily work of local government officers. The key aspects were:
 - Usefulness of their experiences;
 - Adequacy of the profiles to the effective performance of its tasks by the office;
 - Practicalities of the office's operation;
 - Contacts with external clients;
- Formulate recommendations for further work on training programmes for local government officers using the EU perspective.

Individual interviews were conducted in March 2009 in two offices:

- Municipal Office in Kampinos – with the participation of five staff representing such varied positions as:
 - Head of Section for Environmental Protection and Land Management (Level 4)
 - Head of Social Welfare Centre (Level 4)
 - Inspector for Organisation and Personnel (Level 3)
 - Specialist for Economic Matters (Level 2)
 - Inspector for Business Activity Records (Level 3).
- Municipal Office for the Borough of Warszawa–Wola with the participation of five staff representing such managerial positions as:
 - Chief Officer of Department for EU Funds (Level V)
 - Chief Officer of Department for Community Services (Level V)
 - Chief Officer of Department for Business Activity and Permits (Level V)
 - Chief Officer of Department for Education (Level V)
 - Chief Officer of Department for Human Resources (Level V).

Each interview lasted from 45 to 60 minutes.

The interviews were partly structured and based on the form which contained descriptions of all competences at five levels. A standard set of questions included the following cafeteria:

1. Questions to each of the competences:

- Is the description of behaviours at every of the levels clear and transparent?
- Do the described behaviours need to be complemented by some other behaviours?
- Can the described behaviours be found in the practices of your Office?
- How do you view the differences in behaviours between Levels 3 and 4?

2. Summary:

- What is your opinion about the possible application of the competence profiles? What can they be used for?
- Is the list of competences complete? Should any competences be added to the list?

The dissimilar characters of the offices (Kampinos is a rural gmina, and Warszawa – Wawer is an urban gmina) and of the respondents (different positions and different departments within one office) have provided us with valuable material for comparisons.

4.6 Group interviews

Group interviews came as a next stage in the verification of the competence profiles, and were conducted in parallel to individual interviews in the same municipal (gmina) offices, viz. Kampinos and Warszawa – Wawer in March 2009.

According to the methodology of conducting focus group interviews, they were based on an earlier prepared scenario, the summary of which is presented below.

1. Introduction:

- Introducing the moderators
- Presentation of the main goals of the project
- Emphasising the legislative context of the project, viz.
 - Local (Gmina) Government Act of 8 March 1990;
 - Act of 17 May 1990 on the division of tasks and competencies stipulated in specific acts between gmina bodies and state administration bodies and on the modification of certain acts;
 - Local Government Officers Act of 21 November 2008 – (the Act entered into force on 1 January 2009 and thereby the Local Government Officers Act of 22 March 1990 was vacated);
 - Ordinance of the Council of Ministers of 13 March 2007 on the manner and procedure for qualification assessment of local government officers – which was vacated owing to the entry into force of a new local government officers act. Article 27 of the new Act stipulates that all employees undergo periodic appraisals, the procedure for which is laid down in the Act. Article 28 provides that the detailed procedure for conducting staff appraisals shall be determined by the head of a given unit
 - Ordinance of the Council of Ministers of 2 August 2005 on the rules of remuneration of local government officers employed in gmina offices, powiat offices and marshal's offices.
- Outlining the objectives of the interview:
 - Verification of the description of all the competences by practitioners looking from the perspective of their own experiences and the reality of daily work of local government officers (key aspects: usefulness of their experiences, adequacy of the profiles to the effective performance of its tasks by the office, practices of the office's operation, contacts with external clients);
 - Formulating recommendations for further work on training programmes for local government officers in the EU perspective.

2. Questions to each of the competences:

- Is the description of behaviours at every of the levels clear and transparent?
- Do the described behaviours need to be complemented by some other behaviours?
- Can the described behaviours be found in the practices of your Office?
- How do you view the differences in behaviours between Levels 3 and 4?

3. Overview

- What is your opinion about the possible application of competence profiles? What can they be used for?
- Is the list of competences complete? Should any competences be added to the list?

Each interview lasted two hours. Each of the groups was selected in such a way as to ensure diversity of experience and perspectives arising from their work in different departments and sections of the office. The detailed composition of the groups was the following:

- Municipal Office in Kampinos – the following six persons took part in the interview:
 - Junior Inspector for Public Procurement and Fund Raising (Level 3);
 - Clerk for Raising and Settling External Funds (Level 2);
 - Junior Inspector for Tax Accounting (Level 3);
 - Junior Inspector for Sales and Settlements (Level 3);
 - Inspector for Family Benefits and Child Maintenance Prepayments (Level 3);
 - Administration Clerk (Level 2).
- Municipal Office in Warszawa–Wawer – the following seven persons took part in the interview:
 - Chief Specialist in the Department of Culture (Level 3);
 - Chief Specialist in the Department of Administration (Level 3);
 - Inspector (Level 3);
 - Chief Specialist in the Department of Community Services (Level 3);
 - Chief Specialist (Level 3);
 - Head of Section (Level 4).

4.7 Conclusions from the research

The conclusions from the research may be summarised as follows:

- Most of the respondents in individual and group interviews confirmed the appropriate choice of generic competences and detailed competences in the context of their adequacy to behaviours encountered in the practical operation of local government offices.
- The issues which raised most controversy and sparked most discussion were the specific behaviours ascribed to Levels 3 and 4 and in some cases an insufficient differentiation of behaviours between these levels.
- Some of the respondents paid special attention to the need to enhance the competence “Using principles of ethical behaviour” as a key competence for local administration officers. The description of this competence was hotly discussed: the respondents wondered whether using Level 1 (worded as ‘does not comply with the ethical principles of local government’) was at all sensible in the case of this competence as this could involve tolerance for behaviours which could potentially jeopardise the organisation. In addition, the respondents paid special attention to the need to verify this competence during the recruitment procedure. The level they proposed for this competence was initially Level 3 and ultimately Level 4.
- In the case of the competence termed as “Communication”, most respondents pointed out to the difficulty of fulfilling the requirements related to public speaking, practically at all levels. The proposed ultimate level for this particular competence for all staff was Level 4.
- In the case of the competence termed as “Use of laws and regulations”, the respondents pointed out to the difficulty of fulfilling the requirements at Levels 4 and 5 and viewed them as too demanding. The ultimate levels they proposed for this particular competence were: Level 5 – heads of decision-making departments, the Mayor; Level 4 – decision-making departments (Department for Community Services, Department for Borough Council Services, Department of Environmental Protection), Level 3 – other staff;
- In the case of the competence termed as “services to external clients and cooperation with external institutions”, Level 2 was viewed as too pessimistic, particularly with regard to difficulties in identifying client needs. In addition to that, the respondents paid special attention to the profile of local government administration clients as those who are usually angry with the very fact of having to go to the office and have a lot of claims and demands. For this reason, they proposed to supplement this broad competence with behaviours related

to handling difficult clients. Another proposal dealt with the need to more distinctly differentiate behaviours at levels 3 and 4. The proposed ultimate level for this competence was Level 4.

- In the case of the competence termed as “Planning and organisation of work”, the respondents paid attention to budgetary constraints and the resultant difficulty in planning jobs in local government units at part of Level 5.
- In the case of the competence termed as “Teamwork”, ‘ensuring good atmosphere in the team’ was regarded as difficult to quantify. The proposed ultimate level for this competence was Level 4 – staff, and Level 5 – management.
- In the case of the competence termed as “Team management”, the descriptions of behaviours at levels 2 and 5 were regarded as too ambitious. As regards the latter level, the respondents pointed out the difficulty connected with increasing the independence of staff and limited decision-making powers of the management at the level of heads of departments, which renders this level as available for the Management itself.
- In the competence “Problem solving”, ascribing ‘taking responsibility for decisions made’ to Level 3 was regarded as too optimistic.

The respondents also pointed out to the similar behaviours covered by 3 and 4. The proposed ultimate level for this competence is: Level 3 – staff, Level 4 – managers;

- “Stress management” was regarded as one of the key competences in the entire set. The respondents had doubts about placing the behaviour ‘can remain objective towards other people’ at such a low level as Level 2. Another controversial proposition was assigning the behaviour ‘does not succumb to pressure or influence in conflict situations’ at Level 3. The proposed ultimate levels for this competence were: Level 3 - staff, Level 4 – managers;
- The behaviours included in the competence of “Decision making” raised a lot of controversy. First of all, the respondents pointed out that in administration decisions could be made only within one’s powers. In addition, they proposed to move the behaviour ‘Makes decisions while taking into account suggestions, comments and opinions of others’ from Level 4 down to Level 3. The same applied to assessing the risk involved in the decisions made. The proposed level for this competence is: Level 3 – for staff, Level 4 – for managerial positions, such as Chief Officers, Level 5 – for the Management.
- In the case of the competence termed as “Orientation towards professional development”, the remarks voiced by the respondents concerned the provision of topical support at such a low level as Level 3 and the moving of the behaviour “Cannot always define his/her development needs” from Level 3 to Level 2. Other pertinent remarks concerned insufficient financial means for the improving of ‘soft’ competences in the office. The proposed ultimate levels for this competence were: Level 4 – staff, Level 5 – managers.
- In the case of the competence termed as “Change management”, the respondents proposed to change it to: “Dealing with change”, as according to them this better reflected the actual reality of the office (with many decisions imposed from above and a low degree of independence). The proposed ultimate levels for this competence were: Level 4 – staff, Level 5 – managers.

5. Generic competence profiles of local government officers

5.1 The model of describing competences used in the project

Of many existing models of describing competences, we used the approach employed by the renowned expert in this sphere, Grzegorz Filipowicz. As mentioned above, researchers disagree over the definition of the term ‘competence’. An overview of definitions used in the description of competences shows that the following aspects are taken into account:

- Qualifications understood as level of education;
- Qualifications understood as formal qualification to perform a given occupation;

- Knowledge – general and specialist;
- Skills;
- Abilities;
- Behaviours;
- Attitudes;
- Experience;
- Expertise;
- Values;
- Ways of argumentation;
- Motivation;
- Self-perception;
- Adopted social roles
- Intelligence – emotional and cognitive;
- Personality features;
- Temper;
- Psychophysical features.

Based on a pragmatic assumption, Grzegorz Filipowicz proposes to define competences as “knowledge, skills and attitudes which allow for performing professional tasks up to the required standard”. The key elements of such a notion of ‘competence’ can be summarised as follows:

- **Relationship between competences and professional tasks** – the basic feature of such a definition of competences is their relationship with a given professional task or professional activity.
- **Variability of competences** – this refers to the possibility for development and improving specific abilities, e.g. competence management.
- **Measurability of competences** – this refers to the possibility for measuring behaviours used as indicators for particular competences. Competences are always measured against a specific scale – in practice, a five-grade scale is used most frequently; this means that every competence is described at five levels. Below, you will find a description of such a scale:

Level	Characteristics
1.	<i>Lack of internalisation of a given competence. Lack of behaviours proving that a given competence has been acquired and is visible in the person’s activities.</i>
2.	<i>Internalisation of a given competence up to a basic level. It is used irregularly. Active support and supervision from more experienced persons is required.</i>
3.	<i>Internalisation of a given competence up to a good level, which allows for its independent practical application while discharging professional tasks.</i>
4.	<i>Internalisation of a given competence up to a very good level, which allows for very good performance of tasks in a given sphere and sharing one’s own experiences with others.</i>
5.	<i>Internalisation of a given competence up to an excellent level. Ability to creatively use and develop knowledge, skills and attitudes characteristic for a given sphere of activity.</i>

In order to ensure a greater transparency of the competence profile, we used the so-called envelope model which divides the competences into four groups:

- Organisation building

- Professionalism
- Interpersonal relations
- Self-management.

5.2 Generic competence profiles of local government officers

Below you will find a table of generic competences of local government officers which were developed by our team. Owing to their size, the competence profiles are provided in Appendix 2 to the Report.

Table of competences

	Generic competence - definition	Preferred competence level
1. Organisation building		
1.	1. Services to external clients and cooperation with external institutions – ability to render services to external clients, especially difficult clients, and cooperate with external institutions in a way which genuinely addresses their needs, in keeping with the standards of work provision in a given unit.	<ul style="list-style-type: none"> • Officer – level 4 • Manager – level 4
2.	Team management - ability to build a team, motivate staff and delegate tasks and powers.	<ul style="list-style-type: none"> • Officer – level 3 • Senior manager (Management Board) – level 5
3.	Dealing with change - ability to accept new situations and adapt styles of behaviour, including goals, methods and resources, to the changing conditions and situations.	<ul style="list-style-type: none"> • Officer – level 4 • Manager – level 5
2. Professionalism		
4.	Use of laws and regulations - knowledge, interpretation and ability to use in specific situations laws and regulations applicable in the performance of tasks of specific local government units and of regulations governing the functioning of local government administration.	<ul style="list-style-type: none"> • Officer – level $\frac{3}{4}$ (depending on the nature of work: if in section which does not issue administrative decisions – 3; in section issuing decisions – 4) • Manager – level 5
5.	Use of information and communication technologies - ability to use information and communication technologies (ICT) and operate technical equipment.	<ul style="list-style-type: none"> • Officer – level 3 • Manager – level 5
6.	Problem solving - ability to collect and analyse information in order to formulate a pertinent, effective and optimal solution to a given problem, based on collection and analysis of required information and anticipation of long-term effects of a given solution.	<ul style="list-style-type: none"> • Officer – level 4 • Manager – level 5
7.	Decision making - collecting, analysing and processing information in order to choose the right action at	<ul style="list-style-type: none"> • Officer – level 3 • Manager – level 4 • Senior Manager (Management Board) –

	the right time, also in a situation when there is a shortage of information or a pressure of time, also assessing the consequences of decisions made and taking responsibility for them.	level 5
3. Interpersonal relations		
8.	Communication - imparting information in a clear and structured way, listening to others and understanding their needs, ability to make public speeches.	<ul style="list-style-type: none"> • Officer – level 4 • Manager – level 5
9.	Teamwork - ability to perform work in collaboration with co-workers, pursuant to the time schedules and standards adopted in a given organisation.	<ul style="list-style-type: none"> • Officer – level 4 • Manager – level 5
4. Self-management		
10.	Using principles of ethical behaviour - complying with ethical principles and moral standards laid down in the ethical code of local government officers.	<ul style="list-style-type: none"> • Officer – level 4 • Manager – level 4
11.	Planning and organisation of work - ability to organise one's work, plan resources needed to perform tasks, set schedules and priorities and assess the effectiveness of completed tasks with a view to maximising effectiveness or meeting deadlines.	<ul style="list-style-type: none"> • Officer – level 3 • Manager – level 4 • Senior Management – level 5
12.	Stress management - ability to perform effectively despite external pressure and to remain composed in stressful situations.	<ul style="list-style-type: none"> • Officer – level 3 • Manager – level 4
13.	Orientation towards professional development - expanding one's knowledge, gaining new experience and motivating others to improve qualifications with a view to performing more effectively.	<ul style="list-style-type: none"> • Officer – level 4 • Manager – level 5

6. Recommendations

The generic competence profiles can be incorporated into an overall system of human resources development (HRD) in local government administration. As such, they could be used to enhance the following HRD-related processes:

- **Recruitment and selection** - defining competence profiles at the outset helps improve the effectiveness of recruitment processes by a precise formulation of qualification criteria and their later verification.
- **Job description** – competence profiles can provide a valuable supplement to job descriptions owing to the addition of the profiles of desirable competences.
- **Analysis of training needs** - competence profiles may be used to identify the competence gap, i.e. the gap between the desirable level in the development of a given competence and the

actual one; training should be designed in such a way as to improve a given competence up to a level (standard) required at a given position.

- **Testing the effectiveness of training** – by measuring the competence gap at the outset, it is possible to test the level to which a given competence has been acquired following participation in a training programme or a training cycle. The Kirkpartick method can be used to measure effectiveness of training.

- **Assessment of the development potential** - competence profiles can be used as tools to assess the development potential of staff, e.g. through periodic appraisals system or assessment centres. Therefore – if they are used systematically and methodically – can serve as a useful tool for the management to enhance staff management competences.

- **Talent management** - competence profiles can be used as a tool for identifying talents in an organisation and manage talent through enhancing competences defined in the desirable profile for a given position comprised by “talent pool”.

- **Planning career pathways** – competence profiles can be used to develop career pathways by identifying competences which may be required at different career stages.

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Appendix 1. Generic Competence Profiles of Local Government Officers

1. Organisation building

1. Services to external clients and cooperation with external institutions	
Definition: <i>ability to render services to external clients, especially difficult clients, and cooperate with external institutions in a way which genuinely addresses their needs, in keeping with the standards of work provision in a given unit.</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Has difficulties in identifying the needs of external clients. ▪ Has problems with maintaining good contacts with external clients. ▪ Has difficulties with taking common goals into account in rendering services to external clients (i.e. implementing the ‘win-win’ strategy). ▪ Has difficulties with keeping to deadlines in work performed for external clients. 	
Level 2	
<ul style="list-style-type: none"> ▪ Cannot always correctly identify the needs of external clients. ▪ Cannot always ensure maintaining good contacts with external clients. ▪ Cannot always take common goals into account in rendering services external clients, is more guided by the clients’ interests. ▪ Performs work for external clients according to schedule but not always effectively. 	
Level 3	
<ul style="list-style-type: none"> ▪ Can identify the needs of external clients but not always takes them into account. ▪ Maintains good contacts with external clients. Tries to use language easily understood by external clients. ▪ Takes common goals into account in rendering services to clients. ▪ Performs work for external clients according to schedule but has difficulties with using his/her knowledge to perform the work effectively. 	
Level 4	
<ul style="list-style-type: none"> ▪ Can identify the needs of external clients and address them. ▪ Maintains stable good contacts with external clients; guarantees high service quality. ▪ Makes efforts to ensure that common goals are taken into account in rendering services to external clients and complies with applicable regulations and standards. ▪ Performs work for external clients according to schedule, using his/her knowledge. 	
Level 5	
<ul style="list-style-type: none"> ▪ Can effectively identify the needs of external clients. ▪ Guarantees maintaining good contacts with external clients. Offers top service quality and in this respect is a model for his/her staff. ▪ Develops client service standards and ensures that they are implemented in the unit he/she manages. ▪ Performs work for external clients effectively and according to schedule, to the best of his/her knowledge. 	

2. Team management	
Definition: <i>ability to build a team, motivate staff and delegate tasks and powers.</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Cannot build a team, does not sufficiently appreciate the involvement of staff and does not use a clear motivation system. ▪ Does not know the competences of his/her staff and cannot assign tasks according to their capacities and skills. ▪ Delegates simple tasks but does not delegate decision-making powers. ▪ Does not provide feedback. ▪ Does not take responsibility for failures but blames his/her staff for them; fails to notice or ignores signs signalling requests for assistance. 	
Level 2	
<ul style="list-style-type: none"> ▪ Tries to build a team by setting common goals but cannot always integrate the team by evoking an atmosphere of cooperation; does not differentiate motivators depending on the needs of a given employee. ▪ Delegates tasks to the staff but leaves more difficult tasks for himself/herself; is overly cautious in giving the staff more independence and more responsibilities. ▪ Tries to monitor the work of his/her subordinates but is not consistent in this: either exercises too much control or gives too much independence. ▪ Gives feedback to his/her staff but sometimes in a way that hurts or offends them. ▪ In most cases, takes responsibility for the consequences of the team's work. ▪ Sees the development needs of his/her staff but does not always address them or is not consistent in supporting staff development on a constant basis. 	
Level 3	
<ul style="list-style-type: none"> ▪ Creates inner harmony and shapes a common style of thinking within the team; can appreciate the input and involvement of staff in the tasks performed and motivates them by adequately chosen praises and rewards. ▪ Delegates routine and more demanding tasks based on the competences of his/her staff; increases the scope of their independence and responsibilities. ▪ Regularly monitors the work of subordinates and evaluates them on the basis of the results of the tasks performed; objectively assesses their strengths and weaknesses and provides feedback in a way that respects their dignity, knowledge and skills; shows responsibility for his/her decisions and the team's actions. ▪ Is aware of competence shortages of his/her subordinates and undertakes pro-development activities; charges the staff with varied tasks so as to broaden the scope of their competences. 	
Level 4	
<ul style="list-style-type: none"> ▪ Can create a well-integrated team of persons with dissimilar personalities or ages; makes the subordinates feel appreciated, important and needed; can effectively adapt the motivation systems to individual employees. ▪ Efficiently delegates even difficult tasks based on the competences of his/her staff; gives them a lot of independence and entrusts them with decision-making powers; encourages them to increase self-reliance and responsibilities. ▪ Uses a transparent way of controlling and assessing performance of his/her subordinates based on evaluating the results of their work, confidence and mutual assistance and support; always provides feedback in an objective and 	

<p>polite way; helps staff in difficult and conflict situations.</p> <ul style="list-style-type: none"> ▪ Well knows the strengths and weaknesses of his/her staff; systematically agrees individual development plans and consistently puts them into practice; supports and inspires his/her staff to undertake challenges and tasks fostering their professional development. 	
Level 5	
<ul style="list-style-type: none"> ▪ Creates a well-integrated, mission-oriented team; can creatively engage even the most unwilling members of the team in active cooperation; uses difficult situations to increase integration and involve staff; develops and implements effective and modern motivation systems; strengthens the self-esteem of his/her staff. ▪ Efficiently plans delegating tasks so as to fully use the competences of staff and boost work performance; plans performance of tasks in such a way as to constantly increase independence, responsibilities and effectiveness of staff; develops a transparent system of delegating powers within the organisation. ▪ Creates effective systems for monitoring and controlling activities performed and for appraising staff, which are aimed to improve the performance of the organisation and the involvement of staff without offending their dignity; always provides feedback in a way which motivates employees for more effort and not discourages them; can remain objective in difficult and conflict situations. ▪ Adapts development plans to staff needs; creates tools supporting evaluation and planning staff development; inspires and facilitates staff to independently look for development opportunities; adapts tasks to the development needs of staff; by appreciating progress and rewarding development efforts, he/she reinforces their interest in continuous professional improvement. 	

2. Dealing with change	
Definition: <i>ability to accept new situations and adapt styles of behaviour, including goals, methods and resources, to the changing conditions and situations.</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Fails to see the requirements and possibilities inherent in new situations. Does not show interest in undertaking new tasks. ▪ Fails to change his/her manner of behaviour and does not adapt it to the changing requirements. ▪ Cannot accept changes in the behaviour and actions of other people. ▪ Does not analyse his/her actions in terms of their effectiveness and does not ask other people for feedback on his/her actions. 	
Level 2	
<ul style="list-style-type: none"> ▪ Has difficulties in perceiving the requirements and possibilities inherent in new situations. Has problems with undertaking new tasks in an efficient way. ▪ Has difficulties with making changes in his/her manner of behaviour and does not adapt it to the changing requirements. ▪ Has difficulties with accepting changes in the behaviour and actions of other people. ▪ Has problems with analysing his/her actions in terms of their effectiveness. Seldom asks other people for feedback on his/her actions. 	
Level 3	
<ul style="list-style-type: none"> ▪ Does perceive the requirements and possibilities inherent in new situations. ▪ Can change his/her manner of behaviour and adapt it to the changing requirements. Has problems with adjusting resources (financial and material) to the changing requirements. ▪ Tries to accept changes in the decisions and behaviours of other people. ▪ Swiftly analyses his/her tasks in terms of their effectiveness. Asks other people for feedback on his/her actions and tries to make use of it in practice. 	
Level 4	
<ul style="list-style-type: none"> ▪ Does perceive the requirements and possibilities inherent in new situations. Demonstrates a willingness to undertake new tasks. ▪ Does not have any problems in changing his/her actions and adapting them to the new requirements. Can ensure resources needed for undertaking actions, arising from the changing requirements. ▪ Accepts changes in the decisions and behaviours of other people. ▪ Efficiently analyses his/her tasks in terms of their effectiveness. Asks other people for feedback on his/her actions and tries to make use of it in practice. 	
Level 5	
<ul style="list-style-type: none"> ▪ Clearly perceives the requirements and possibilities inherent in new situations. Demonstrates readiness to undertake new tasks and willingly does so. ▪ Can flexibly change his/her mode of action and resources that he/she uses to adapt them to the new requirements. Is effective in getting himself/herself organised and undertaking new actions. ▪ Accepts changes in the decisions and behaviours of other people. ▪ Frequently analyses his/her tasks in terms of their effectiveness and can draw conclusions as to further actions. Analyses the activities of others and makes effective use of ideas proposed by other employees. 	

2. Professionalism

4. Use of laws and regulations	
Definition: <i>knowledge, interpretation and ability to use in specific situations laws and regulations applicable in the performance of tasks of specific local government units and of regulations governing the functioning of local government administration.</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Knows partly the legal basis applicable for tasks he/she performs. ▪ Occasionally follows changes in law applicable to his/her sphere of activity. ▪ Performs his/her tasks in a routine manner, based on customs and routines used by his/her colleagues and does not relate specific situations to applicable regulations. ▪ Has difficulties with establishing the factual status of a given event and evaluation of its legal consequences. 	
Level 2	
<ul style="list-style-type: none"> ▪ Has difficulties with using laws and regulations governing the case in hand, yet without any references to a broader context. ▪ Irregularly updates his/her knowledge of law. ▪ Assimilates instructions and regulations only within a limited scope in his/her narrow specialisation. ▪ Demonstrates willingness to learn about the practice of applying law in the office, understands regulations and tries to apply them, even though not always properly – and therefore needs support from more experienced staff. 	
Level 3	
<ul style="list-style-type: none"> ▪ Shows capacity to interpret regulations in order to find the meaning of legal norm – interpretation of law referring to a specific situation; also has some knowledge about related regulations connected with the work he/she performs. ▪ Regularly updates his/her knowledge of law. ▪ Shows a considerable degree of independence in using routine regulations, only occasionally needs support from superiors in relation to new matters; offers support and assistance to other staff. 	
Level 4	
<ul style="list-style-type: none"> ▪ Can properly interpret and assess the factual status of a given situation at law and relate it the legal norm formulated following interpretation of law. ▪ Has no problems with understanding laws and regulations governing the functioning of higher-order administration. ▪ Shows activity and involvement in applying interpretations of law in the daily work of the office, especially in matters of crucial importance for the office. 	
Level 5	
<ul style="list-style-type: none"> ▪ Has excellent technical knowledge and certainty as to the correctness of decisions made by him/her on the basis of existing regulatory environment and interpretation. ▪ Performs the role of an arbiter – resolves interpretation disputes, relating them to applicable regulations. ▪ Demonstrates a high degree of responsibility for decisions he/she makes. 	

5. Use of information and communication technologies	
Definition: <i>ability to use information and communication technologies (ICT) and operate technical equipment.</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Does not independently use ICTs which are used at a given position. ▪ Does not independently operate technical equipment and does not know how to operate it safely. ▪ Does not know all important rules of safely using the technical equipment that he/she operates. 	
Level 2	
<ul style="list-style-type: none"> ▪ Uses independently some (basic) ICTs which are used at a given position under his/colleagues' supervision. ▪ Operates basic technical equipment under his/colleagues' supervision. ▪ Knows the rules of safely using the technical equipment that he/she operates. 	
Level 3	
<ul style="list-style-type: none"> ▪ Uses independently all ICTs which are mandatory for a given position. ▪ Operates independently all technical equipment. ▪ Knows the rules of safely using the technical equipment that he/she operates and shares this knowledge with others. 	
Level 4	
<ul style="list-style-type: none"> ▪ Uses all ICTs available in a given institution. ▪ Shares his/her ICT knowledge with other staff. 	
Level 5	
<ul style="list-style-type: none"> ▪ Effectively introduces new ICTs. ▪ Effectively promotes a wide use of ICTs in teams reporting to him/her. 	

6. Problem solving

Definition: *ability to collect and analyse information in order to formulate a pertinent, effective and optimal solution to a given problem, based on collection and analysis of required information and anticipation of long-term effects of a given solution.*

Level 1

- Has difficulties in obtaining information relating to the problems in hand.
- Has difficulties in anticipating problems.
- Has difficulties in formulating solutions to specific problems.
- Has difficulties in anticipating the consequences of a solved problem.

Level 2

- Tries to obtain information relating to the problems in hand.
- Analyses information obtained and draws conclusions with difficulty.
- Cannot always formulate proposals of solutions to specific problems.
- Has difficulties with assessing the consequences of proposed problem solutions.

Level 3

- Obtains information relating to the problems in hand.
- Analyses information needed to solve a given problem.
- Can formulate proposals of solutions to specific problems. Formulates and submits alternative solutions to his/her superiors.
- Assesses the consequences of proposed solutions to problems. Can anticipate the consequences of solutions applied.

Level 4

- Obtains information from various sources about possibilities of potential problems.
- Analyses obtained information and formulates conclusions at different levels of generality.
- Can formulate optimal solutions to specific problems. Makes rational decisions related to the choice of proposed solutions.
- Can properly assesses the consequences of proposed solutions to problems. Can anticipate consequences of solutions applied. Does take responsibility for decisions he/she makes.

Level 5

- Actively seeks solutions to potential problems.
- Effectively analyses information obtained and formulates constructive conclusions needed to solve the problems.
- Formulates optimal and most pertinent solutions to specific problems. Implements optimal solutions as a result of solving specific problems.
- Effectively assesses the consequences of proposed solutions to problems and anticipates their consequences. Takes responsibility for decisions he/she makes.

7. Decision making

Definition: *collecting, analysing and processing information in order to choose the right action at the right time, also in a situation when there is a shortage of information or a pressure of time, also assessing the consequences of decisions made and taking responsibility for them.*

Level 1

- Acts undecidedly and postpones making decisions.
- Has difficulties with making decisions and makes them being guided by emotions and personal considerations.
- Cannot make decisions independently based on applicable regulations.
- Cannot present his/her own opinion and comment on the decisions he/she makes.

Level 2

- Makes decisions without checking information earlier.
- Makes decisions rashly, without an earlier comprehensive analysis of available information.
- Does not take important information into account when making decisions.
- Has difficulties with presenting a justification for the decision made and benefits derived from it.

Level 3

- Makes decisions while taking into account suggestions, comments and opinions of others.
- Makes decisions based on an earlier analysis of the collected information.
- Makes decisions at the right time based on the collected material and in keeping with applicable regulations, but has problems with assessing the risk involved in the decisions he/she makes.
- Can justify decisions he/she makes.

Level 4

- Makes good decisions based on the obtained and available information.
- Makes good decisions based on a comprehensive analysis of relevant information but does not take into account possible risks.
- Can independently make good decisions, tries to include the possibility of a potential risk involved in the decisions he/she makes.
- Can justify decisions he/she makes and point out arguments in favour of the decisions he/she makes independently. Takes responsibility for decisions made by him/her or the team.

Level 5

- Makes the right decisions based on the operation of the law.
- Makes informed and good decisions at the right time. Can take into account the possibility of potential risks.
- Makes decisions independently, objectively and impartially. Does not succumb to pressure when making decisions and demonstrates integrity.
- Can justify decisions he/she makes and balance the benefits and potential risks involved in the decisions made. Takes responsibility for decisions made by him/her or the team.

3. Interpersonal relations

8. Communication	
Definition: <i>imparting information in a clear and structured way, listening to others and understanding their needs, ability to make public speeches</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Has difficulties with clear and lucid expressing himself/herself orally and in writing; conveys information in a chaotic way. ▪ Does not adapt the style of utterance to the addressee; is frequently impolite or aggressive verbally. ▪ Unable to listen to his/her interlocutors and can only persuade them to accept his/her argumentation. ▪ Cannot make public speeches and avoids such occasions. 	
Level 2	
<ul style="list-style-type: none"> ▪ Speaks and writes on a given topic relatively well, according to the prepared format or instructions from his/her superior. ▪ Focuses on the content rather than on the form; tries to impart as much specific and relevant information as possible. ▪ Able to listen to his/her interlocutor and their point of view, but sometimes interrupts others. ▪ Can make a short speech on a clearly defined topic but needs assistance from his/her superior or colleagues in preparing it; avoids participating in discussions. 	
Level 3	
<ul style="list-style-type: none"> ▪ Can independently prepare oral and written utterances using an earlier prepared pattern, can deliver oral and written utterances in non-typical situations, seldom requires assistance or consultation from superiors. ▪ Tries to adapt the style of his/her utterance to its addressee. ▪ Able to listen to his/her interlocutors, makes sure if he/she has been correctly understood by the addressee, is open to suggestions and comments from others, appreciates the value of two-way communication. ▪ Can independently prepare and make public speeches on a topic he/she knows well, can take part in a public discussion. 	
Level 4	
<ul style="list-style-type: none"> ▪ Independently prepares oral and written utterances on any topic, speaks and writes clearly using extensive vocabulary, prepares patterns of letters/speeches to be used by other staff. ▪ Can adapt the style, form and level of his/her utterance to its addressee. ▪ Easily enters into discussions and proposes new solutions. ▪ A good public speaker, he/she can run a meeting and take an active part in a discussion, showing respect to other debaters. 	
Level 5	
<ul style="list-style-type: none"> ▪ Prepares all types of oral and written utterances on any topic, can make a longer speech without any preparation, and communicates in a clear and understandable way. ▪ Able to recognise the interlocutor's needs, knows how to make even very complicated matters clear for the listener, how to steer the conversation in conflict situations in a composed and balanced way, and seeks consensus. ▪ Strives to understand and have good communication with the interlocutor, agrees communication strategy for the team/division/organisation and creates 	

<p>an information flow system.</p> <ul style="list-style-type: none"><li data-bbox="236 230 1278 302">▪ A good public speaker on different topics, he/she runs large meetings/events, initiates and moderates discussions.	
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9. Teamwork	
Definition: <i>ability to perform work in collaboration with co-workers, pursuant to the time schedules and standards adopted in a given organisation.</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Cannot respond to the needs voiced by co-workers in relation to the tasks planned for implementation. ▪ Rarely gets engaged in teamwork with other staff. ▪ Does not encourage co-workers to implement joint tasks within the team. ▪ Does not attach importance to good atmosphere in teamwork. 	
Level 2	
<ul style="list-style-type: none"> ▪ Has difficulties in recognising the needs of his/her co-workers related to the performance of current tasks. ▪ Finds it difficult to adapt to the requirements related to teamwork. ▪ Has difficulties with implementing tasks as a team and jointly attaining goals. 	
Level 3	
<ul style="list-style-type: none"> ▪ Can assist co-workers in situations when they express various needs and requests related to the implemented tasks. ▪ Willingly takes part in teamwork aimed to jointly fulfilling tasks. ▪ Encourages co-workers to jointly implement tasks as a team, while observing the adopted assumptions. ▪ Cooperates within the team, makes sure that transparent cooperation rules are observed. 	
Level 4	
<ul style="list-style-type: none"> ▪ Undertakes joint professional tasks with co-workers based on the needs that they voice. ▪ Takes an active part in teamwork which involves jointly fulfilling tasks. ▪ Can support co-workers in implementing tasks and attaining joint objectives. ▪ Cooperates within the team in executing various tasks. 	
Level 5	
<ul style="list-style-type: none"> ▪ Able to independently recognise the needs of co-workers related to the implemented tasks. ▪ Able to initiate and take an active part in teamwork which involves jointly fulfilling tasks and attaining joint objectives. ▪ Assists co-workers in implementing tasks, while observing the adopted assumptions. ▪ Creates conditions for cooperation and expresses a positive attitude vis-à-vis co-workers. 	

4. Self-management

10. Using principles of ethical behaviour	
Definition: <i>complying with ethical principles and moral standards laid down in the ethical code of local government officers</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Occasionally complies with the ethical principles of local government officers, must be controlled on a regular basis. 	
Level 2	
<ul style="list-style-type: none"> ▪ Generally complies with the ethical principles of local government officers, must be occasionally controlled. 	
Level 3	
<ul style="list-style-type: none"> ▪ Complies with the ethical principles of local government officers, does not have to be controlled. ▪ Complies with procedures and keeps professional secrets. 	
Level 4	
<ul style="list-style-type: none"> ▪ Always complies with the ethical principles of local government officers, motivates other staff to observe the ethical principles of local government officers. ▪ Complies with procedures and keeps professional secrets at all times. 	
Level 5	
<ul style="list-style-type: none"> ▪ Supervises compliance with the ethical standards and principles of local government officers, makes the necessary changes in this regard. ▪ Cares for a good public image of the organisation and through his/her behaviour helps to build an impeccable image of the organisation. 	

11. Planning and organisation of work	
Definition: <i>ability to organise one's work, plan resources needed to perform tasks, set schedules and priorities and assess the effectiveness of completed tasks with a view to maximising effectiveness or meeting deadlines.</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Does not care for the organisation of his/her work. ▪ Needs to have the resources required to perform a task planned by his/her supervisor. ▪ Cannot plan his/her work within the time given, acts chaotically and not systematically, frequently performs several tasks simultaneously which negatively affects their quality, frequently fails to meet deadlines. ▪ Does not monitor and cannot evaluate the results or effectiveness of his/her work. 	
Level 2	
<ul style="list-style-type: none"> ▪ Organises his/her work pursuant to the instructions of the superior and under his/her guidance. ▪ Plans the resources required to perform specific tasks with the assistance from his/her supervisor or co-worker, also those related to organising activities arising from the responsibilities of the unit. ▪ Tries to assess the time and level of difficulty of individual tasks, needs assistance from his/her superiors in setting the priorities and the order of tasks to be performed, occasionally fails to meet deadlines. ▪ Can assess the effectiveness of performing only simple tasks, with the assistance from his/her supervisor. 	
Level 3	
<ul style="list-style-type: none"> ▪ Independently organises his/her work. ▪ Independently plans the financial and material resources needed to perform relatively straightforward tasks, also those related to organising activities arising from the responsibilities of the unit. ▪ Can assess the time and level of difficulty of the tasks assigned, sets priorities and plans the order in which tasks will be dealt with in order to effectively use his/her working time, completes all tasks on time. ▪ Assesses the effectiveness of performing tasks and keeps the superiors informed about the progress of work, with a view to the proper organisation of the whole activity. 	
Level 4	
<ul style="list-style-type: none"> ▪ Properly organises his/her work. ▪ Can divide a bigger task into stages, properly organises his/her working times and hierarchises individual tasks according to their priority, plans the order of activities and tries to fulfil such plans, is systematic. ▪ Can set the goals for activities and monitor the progress of their implementation, assess their effectiveness and initiate remedial action. 	
Level 5	
<ul style="list-style-type: none"> ▪ Plans and organises work within his/her unit. ▪ Plans complex tasks and monitors their implementation as well as the effectiveness of using resources (financial and material). ▪ Selects the means for specific tasks, flexibly uses resources, can adapt to new conditions and prepare adequate development plans, taking into account the available financial and material resources. 	

<ul style="list-style-type: none">▪ Assesses the effectiveness of complex activities and creatively uses conclusions from the assessment in order to improve the organisation's performance; assesses the effectiveness of using financial and material resources.	
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12. Stress management

Definition: *ability to perform effectively despite external pressure and to remain composed in stressful situations.*

Level 1	
<ul style="list-style-type: none"> ▪ Has difficulties with expressing his/her emotions. ▪ Has difficulties with discriminating opinions from facts. ▪ Has difficulties with remaining objective towards other people. ▪ Has difficulties with performing tasks in problem situations. 	
Level 2	
<ul style="list-style-type: none"> ▪ Expresses his/her emotions without caring for the opinions of others. ▪ Can discriminate opinions from facts, has difficulties with argumentation at the level of facts. ▪ Can remain objective towards other people without showing his/her emotions. ▪ Can perform only simple tasks in problem situations. 	
Level 3	
<ul style="list-style-type: none"> ▪ Tries to express his/her emotions without hurting others. ▪ Can discriminate (but not always) opinions from facts, and competently responds to arguments. ▪ Has problems with not succumbing to pressure or influence in difficult situations. ▪ Tries to continue with performing tasks when obstacles arise. 	
Level 4	
<ul style="list-style-type: none"> ▪ Can adequately identify his/her emotions and emotions of others. ▪ Can always discriminate opinions from facts, behaves in a composed way, without showing emotional excitation. ▪ Does not succumb to pressure or influence in conflict situations. ▪ Can stay focused on the topical aspects of the task in hand in problem situations. 	
Level 5	
<ul style="list-style-type: none"> ▪ Sees the emotions he/she can identify as sources of information on needs and required modifications. ▪ Discriminates opinions from facts and knows how to argue using facts. Always shows respect for the opinions expressed by others. ▪ Refers to laws and applicable standards in conflict situations. ▪ Accepts emotions expressed by others and focuses on solving the problems in hand in conflict situations. 	

13. Orientation towards professional development	
Definition: <i>expanding one's knowledge, gaining new experience and motivating others to improve qualifications with a view to performing more effectively.</i>	
Level 1	
<ul style="list-style-type: none"> ▪ Cannot identify his/her strengths and weaknesses. ▪ Does not see the need to update his/her knowledge on a regular basis. ▪ Does not attach importance to having up-to-date knowledge relating to his/her professional tasks. ▪ Does not learn from the experiences of others. 	
Level 2	
<ul style="list-style-type: none"> ▪ Has difficulties with identifying his/her strengths and weaknesses. ▪ Does not demonstrate any need to improve his/her knowledge. ▪ Has difficulties with updating professional knowledge needed to properly perform professional tasks. ▪ Has difficulties in learning from the experiences of other people; does not offer substantive support to other staff. 	
Level 3	
<ul style="list-style-type: none"> ▪ Can identify his/her strengths and weaknesses and recognise his/her development needs. ▪ Irregularly updates his/her professional knowledge, usually on the occasion of organised training programmes. ▪ Cares for updating professional knowledge and skills. Also updates his/her knowledge of regulations when it is necessary for performing daily professional tasks. ▪ Learns from the experiences of other people; offers substantive support to other staff whenever possible. 	
Level 4	
<ul style="list-style-type: none"> ▪ Knows his/her strengths and weaknesses and can identify them. ▪ Tries to update his/her professional knowledge on a daily basis. ▪ Cares for updating professional knowledge related to the performance of professional tasks. Also tries to update his/her knowledge of regulations which are needed for performing daily professional tasks. ▪ Knows how to learn from the experiences of others and offers substantive support to other staff. Helps create possibilities for professional development. 	
Level 5	
<ul style="list-style-type: none"> ▪ Develops and implements professional staff development strategies. ▪ Updates proactively his/her professional knowledge and develops the necessary skills, serving as a model for his/her staff. ▪ Updates professional knowledge needed for the performance of professional tasks. Knows current regulations related to professional tasks. ▪ Knows how to learn from the experiences of others. Shares his/her knowledge and professional experience with a view to performing tasks effectively. Encourages others and creates possibilities for professional development based on the recognised development needs. 	