



Self-evaluation of Competences of Local Government Officers

Transcompetences

Transparency of officials, generic competences and opportunities for developing them

– examples of selected EU Member States

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Leonardo da Vinci project implemented by partners from Italy, Poland, Portugal, Germany and the Netherlands.



Introduction

Presentation of the objectives of the tool

This tool aims to help you to draft a map of your competences and on this basis you will be able to valorize the competences you have and the others you need to develop. This tool mainly focus on assessing generic competences.

Thanks to try to answer as accurate as possible.

Presentation

Part 1

“Questionnaire”: you will have an image with the presentation of some fields of competences and generic competences that are needed in the profession of local government officials. Using this questionnaire, you will have to self-evaluate your degree of mastery of the competences. Please check on your level of every competence – tick appropriate circle in the questionnaire. The lowest level is marked by number 1, the highest level is marked number 5.

Part 2

In order to “illustrate” your competence you have a spider tool, where you put the results from the grid.

Personal data

The private data you will give will be respected and will not be used for another purpose than the one of this process. Your personal data will not be transmitted to any third body.

Name and family name:

Age:

Professional situation:

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A Organisation building B Professionalism C Interpersonal relations D Self-management

1 Services to external clients and cooperation with external institutions 2 Team management 3 Dealing with change

Definition: 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

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
I have difficulties in identifying the needs of external clients.	I can't always correctly identify the needs of external clients.	I can identify the needs of external clients but not always takes them into account.	I can identify the needs of external clients and address them.	I can effectively identify the needs of external clients.
I have problems with maintaining good contacts with external clients.	I can't always ensure maintaining good contacts with external clients.	I maintain good contacts with external clients. I try to use language easily understood by external clients.	I maintain stable good contacts with external clients. I guarantee high service quality.	I guarantee maintaining good contacts with external clients. I offer top service quality and in this respect I am a model for my staff.
I have difficulties with taking common goals into account in rendering services to external clients (i.e. implementing the 'win-win' strategy).	I can't always take common goals into account in rendering services external clients, is more guided by the clients' interests.	I take common goals into account in rendering services to clients.	I make efforts to ensure that common goals are taken into account in rendering services to external clients and complies with applicable regulations and standards.	I develop client service standards and ensure that they are implemented in the unit I manage.
I have difficulties with keeping to deadlines in work performed for external clients.	I perform work for external clients according to schedule but not always effectively.	I perform work for external clients according to schedule but have difficulties with using his/her knowledge to perform the work effectively.	I perform work for external clients according to schedule, using his/her knowledge.	I perform work for external clients effectively and according to schedule, to the best of my knowledge. I develop and foster professional network with customers.

A Organisation building B Professionalism C Interpersonal relations D Self-management

1 Services to external clients and cooperation with external institutions 2 Team management 3 Dealing with change

Definition: ability to build a team, motivate staff, develop their personal competencies according to the organization's strategic vision and delegate tasks and powers

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I can't build a team, do not sufficiently appreciate the involvement of staff and do not use a clear motivation system.</p> <p>I don't know the competences of my staff and can't assign tasks according to their capacities and skills.</p> <p>I delegate simple tasks but do not delegate decision-making powers.</p> <p>I don't provide feedback.</p> <p>I don't take responsibility for failures but blame my staff for them. I fail to notice or ignore signs signalling requests for assistance.</p>	<p>I try to build a team by setting common goals but can't always integrate the team by evoking an atmosphere of cooperation.</p> <p>I don't differentiate motivators depending on the needs of a given employee.</p> <p>I delegate tasks to the staff but leave more difficult tasks for myself. I am overly cautious in giving the staff more independence and more responsibilities.</p> <p>I try to monitor the work of my subordinates but I'm not consistent in this: either exercise too much control or give too much independence.</p> <p>I give feedback to my staff but sometimes in a way that hurts or offends them.</p> <p>In most cases, I take responsibility for the consequences of the team's work.</p> <p>I see the development needs of my staff but I don't always address them or I am not consistent in supporting staff development on a constant basis.</p>	<p>I create inner harmony and a common style of thinking within the team. I can appreciate the input and involvement of staff in the tasks performed and motivate them by adequately chosen praises and rewards.</p> <p>I delegate routine and more demanding tasks to my staff. I increase the scope of their independence and responsibilities.</p> <p>I regularly monitor the work of subordinates and evaluate results of their work. I objectively assess their strengths and weaknesses and provide feedback. I show responsibility for my decisions and the team's actions.</p> <p>I am aware of competence gaps of my subordinates and undertake development activities, in particular in the field of personal competencies. I charge the staff with varied tasks so as to broaden the scope of their competences.</p>	<p>I can create a well-integrated team of persons with various personalities or ages. I make the subordinates feel appreciated. I can effectively adapt the motivation systems to individual employees.</p> <p>I efficiently delegate even difficult tasks based on the competences of my staff. I give them a lot of independence and entrust them with decision-making powers. I encourage them to increase self-reliance and responsibilities.</p> <p>I use a transparent way of controlling and assessing performance of my subordinates based on evaluating the results of their work and confidence. I always provide feedback in an objective and polite way. I help staff in difficult and conflict situations.</p> <p>I well know the strengths and weaknesses of my staff. I systematically agree individual development plans, in particular in the field of personal competencies and consistently put them into practice. I support and inspire my staff to undertake challenges and tasks fostering their professional development.</p>	<p>I create a well-integrated, mission-oriented team. I can creatively engage even the most unwilling members of the team in active cooperation. I use difficult situations to increase integration and involve staff. I develop and implement effective and modern motivation systems. I strengthen the self-esteem of my staff.</p> <p>I efficiently plan delegating tasks so as to fully use the competences of staff and boost work performance. I plan performance of tasks in such a way as to constantly increase independence, responsibilities and effectiveness of staff. I develop a transparent system of delegating powers within the organisation.</p> <p>I create 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. I always provide feedback in a way which motivates employees for more effort and not discourage them. I can remain objective in difficult and conflict situations.</p> <p>I adapt development plans to staff needs. I create tools supporting evaluation and planning staff development, in particular in the field of personal competencies. I inspire and facilitate staff to independently look for development opportunities. I adapt tasks to the development needs of staff by appreciating progress and rewarding development efforts reinforcing their interest in continuous professional improvement.</p>

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1 Services to external clients and cooperation with external institutions

2 Team management

3 Dealing with change

Definition: ability to accept new situations and adapt styles of behaviour, to the changing conditions and situations as well as ability to develop new ideas and to implement them within the organization.

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I fail to see the requirements and possibilities inherent in new situations. I don't show interest in undertaking new tasks.</p> <p>I fail to develop new ideas.</p> <p>I fail to change my manner of behaviour and do not adapt it to the changing requirements.</p> <p>I can't accept changes in the behaviour and actions of other people.</p> <p>I don't analyse my actions in terms of their effectiveness and do not ask other people for feedback on my actions.</p>	<p>I have difficulties in perceiving the requirements and possibilities inherent in new situations. I have problems with undertaking new tasks in an efficient way.</p> <p>I have difficulties in developing new ideas.</p> <p>I have difficulties with making changes in my manner of behaviour and do not adapt it to the changing requirements.</p> <p>I have difficulties with accepting changes in the behaviour and actions of other people.</p> <p>I have problems with analysing my actions in terms of their effectiveness. I seldom ask other people for feedback on my actions.</p>	<p>I perceive the requirements and possibilities inherent in new situations.</p> <p>I can develop some new ideas.</p> <p>I can change my manner of behaviour and adapt it to the changing requirements. I have problems with adjusting resources (financial and material) to the changing requirements.</p> <p>I try to accept changes in the decisions and behaviours of other people.</p> <p>I swiftly analyse my tasks in terms of their effectiveness. I ask other people for feedback on my actions and try to make use of it in practice.</p>	<p>I perceive the requirements and possibilities inherent in new situations. I demonstrate a willingness to undertake new tasks.</p> <p>I develop easily new ideas.</p> <p>I show that I am a creative person who is always change-oriented.</p> <p>I don't have any problems in changing my actions and adapting them to the new requirements. I can ensure resources needed for undertaking actions, arising from the changing requirements.</p> <p>I accept changes in the decisions and behaviours of other people.</p> <p>I efficiently analyse my tasks in terms of their effectiveness. I ask other people for feedback on my actions and try to make use of it in practice.</p>	<p>I clearly perceive the requirements and possibilities inherent in new situations. I demonstrate readiness to undertake new tasks and willingly do so.</p> <p>I develop new ideas and implement them within the organisation.</p> <p>I promote creativity and innovation so that people feel free to suggest ideas.</p> <p>I can flexibly change my mode of action and resources that I use to adapt them to the new requirements. I am effective in getting myself organised and undertaking new actions.</p> <p>I accept changes in the decisions and behaviours of other people.</p> <p>I frequently analyse my tasks in terms of their effectiveness and can draw conclusions as to further actions.</p> <p>I analyse the activities of others and make effective use of ideas proposed by other employees.</p>

A Organisation building **B Professionalism** **C Interpersonal relations** **D Self-management**

4 Use of laws and regulations

5 Use of information and communication technologies

6 Problem solving

7 Decision making

Definition: 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.

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I know partly the legal basis applicable for tasks he/she performs.</p> <p>I occasionally follow changes in law applicable to his/her sphere of activity.</p> <p>I perform his/her tasks in a routine manner, based on customs and routines used by his/her colleagues and I don't relate specific situations to applicable regulations.</p> <p>I have difficulties with establishing the factual status of a given event and evaluation of its legal consequences.</p>	<p>I have difficulties with using laws and regulations governing the case in hand, yet without any references to a broader context.</p> <p>I irregularly update his/her knowledge of law.</p> <p>I assimilate instructions and regulations only within a limited scope in his/her narrow specialisation.</p> <p>I demonstrate willingness to learn about the practice of applying law in the office, I understand regulations and try to apply them, even though not always properly – and therefore need support from more experienced staff.</p>	<p>I show capacity to interpret regulations in order to find the meaning of legal norm interpretation of law referring to a specific situation. I also have some knowledge about related regulations connected with the work he/she performs.</p> <p>I regularly update his/her knowledge of law.</p> <p>I show a considerable degree of independence in using routine regulations, only occasionally need support from superiors in relation to new matters; I offer support and assistance to other staff.</p>	<p>I 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.</p> <p>I have problems with understanding laws and regulations governing the functioning of higher-order administration.</p> <p>I show activity and involvement in applying interpretations of law in the daily work of the office, especially in matters of crucial importance for the office.</p>	<p>I have excellent technical knowledge and certainty as to the correctness of decisions made by him/her on the basis of existing regulatory environment and interpretation.</p> <p>I perform the role of an arbiter – resolve interpretation disputes, relating them to applicable regulations.</p> <p>I demonstrate a high degree of responsibility for decisions he/she makes.</p>

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4 Use of laws and regulations

5 Use of information and communication technologies

6 Problem solving

7 Decision making

Definition: ability to use information and communication technologies (ICT) and operate technical equipment.

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I don't independently use ICTs which are used at a given position.</p> <hr/> <p>I don't independently operate technical equipment and don't know how to operate it safely.</p> <hr/> <p>I don't know all important rules of safely using the technical equipment that he/she operates.</p>	<p>I use independently some (basic) ICTs which are used at a given position under his/colleagues' supervision.</p> <hr/> <p>I operate basic technical equipment under his/colleagues' supervision.</p> <hr/> <p>I know the rules of safely using the technical equipment that he/she operates.</p>	<p>I use independently all ICTs which are mandatory for a given position.</p> <hr/> <p>I operate independently all technical equipment.</p> <hr/> <p>I know the rules of safely using the technical equipment that he/she operates and share this knowledge with others.</p>	<p>I use all ICTs available in a given institution.</p> <hr/> <p>I share his/her ICT knowledge with other staff.</p>	<p>I effectively introduce new ICTs.</p> <hr/> <p>I effectively promote a wide use of ICTs in teams reporting to him/her.</p>

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4 Use of laws and regulations

5 Use of information and communication technologies

6 Problem solving

7 Decision making

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.

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I have difficulties in obtaining information relating to the problems in hand.</p> <p>I have difficulties in anticipating problems.</p> <p>I have difficulties in formulating solutions to specific problems.</p> <p>I have difficulties in anticipating the consequences of a solved problem.</p>	<p>I try to obtain information relating to the problems in hand.</p> <p>I analyse information obtained and draws conclusions with difficulty.</p> <p>I can't always formulate proposals of solutions to specific problems.</p> <p>I have difficulties with assessing the consequences of proposed problem solutions.</p>	<p>I obtain information relating to the problems in hand.</p> <p>I analyse information needed to solve a given problem.</p> <p>I can formulate proposals of solutions to specific problems. I formulate and submit alternative solutions to his/her superiors.</p> <p>I assess the consequences of proposed solutions to problems. I can anticipate the consequences of solutions applied.</p>	<p>I obtain information from various sources about possibilities of potential problems.</p> <p>I analyse obtained information and formulates conclusions at different levels of generality.</p> <p>I can formulate optimal solutions to specific problems. I make rational decisions related to the choice of proposed solutions.</p> <p>I can properly assess the consequences of proposed solutions to problems. I can anticipate consequences of solutions applied. I don't take responsibility for decisions he/she makes.</p>	<p>I actively seek solutions to potential problems.</p> <p>I effectively analyse information obtained and formulate constructive conclusions needed to solve the problems.</p> <p>I formulate optimal and most pertinent solutions to specific problems. I implement optimal solutions as a result of solving specific problems.</p> <p>I effectively assess the consequences of proposed solutions to problems and anticipates their consequences. I take responsibility for decisions he/she makes.</p>

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4 Use of laws and regulations

5 Use of information and communication technologies

6 Problem solving

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.

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I act undecidedly and postpone making decisions.</p> <hr/> <p>I have difficulties with making decisions and make them being guided by emotions and personal considerations.</p> <hr/> <p>I can't make decisions independently based on applicable regulations.</p> <hr/> <p>I can't present my own opinion and comment on the decisions I make.</p>	<p>I make decisions without checking information earlier.</p> <hr/> <p>I make decisions rashly, without an earlier comprehensive analysis of available information.</p> <hr/> <p>I don't take important information into account when making decisions.</p> <hr/> <p>I have difficulties with presenting a justification for the decision made and benefits derived from it.</p>	<p>I make decisions while taking into account suggestions, comments and opinions of others.</p> <hr/> <p>I make decisions based on an earlier analysis of the collected information.</p> <hr/> <p>I make decisions at the right time based on the collected material and in keeping with applicable regulations, but have problems with assessing the risk involved in the decisions I make.</p> <hr/> <p>I can justify decisions I make.</p>	<p>I make good decisions based on the obtained and available information.</p> <hr/> <p>I make good decisions based on a comprehensive analysis of relevant information but don't take into account possible risks.</p> <hr/> <p>I can independently make good decisions, try to include the possibility of a potential risk involved in the decisions I make.</p> <hr/> <p>I can justify decisions. I make and point out arguments in favour of my decisions independently. I take responsibility for decisions made by myself or the team.</p>	<p>I make the right decisions based on the operation of the law.</p> <hr/> <p>I make informed and good decisions at the right time. I can take into account the possibility of potential risks.</p> <hr/> <p>I make decisions independently, objectively and impartially. I don't succumb to pressure when making decisions and demonstrate integrity.</p> <hr/> <p>I can justify decisions I make and balance the benefits and potential risks involved in the decisions made. I take responsibility for decisions made by myself or the team.</p>

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8 Communication 9 Team work

Definition: *imparting information in a clear and structured way, listening to others and understanding their needs, ability to make public speeches.*

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I have difficulties with clear and lucid expressing myself orally and in writing. I convey information in a chaotic way.</p> <p>I don't adapt the style of utterance to the addressee. I am frequently impolite or aggressive verbally.</p> <p>I am unable to listen to my interlocutors and can only persuade them to accept my argumentation.</p> <p>I can't make public speeches and avoid such occasions.</p>	<p>I speak and write on a given topic relatively well, according to the prepared format or instructions from my superior.</p> <p>I focus on the content rather than on the form. I try to impart as much specific and relevant information as possible.</p> <p>I am able to listen to my interlocutors and their point of view, but sometimes interrupt others.</p> <p>I can make a short speech on a clearly defined topic but need assistance from my superior or colleagues in preparing it. I avoid participating in discussions.</p>	<p>I can independently prepare oral and written utterances using an earlier prepared pattern, I can deliver oral and written utterances in non-typical situations, seldom require assistance or consultation from superiors.</p> <p>I try to adapt the style of my utterance to its addressee.</p> <p>I am able to listen to my interlocutors, make sure if I have been correctly understood by the addressee, I am open to suggestions and comments from others, appreciate the value of two-way communication.</p> <p>I can independently prepare and make public speeches on a topic I know well, can take part in a public discussion.</p>	<p>I independently prepare oral and written utterances on any topic, speak and write clearly using extensive vocabulary, prepare patterns of letters/speeches to be used by other staff.</p> <p>I can adapt the style, form and level of my utterance to its addressee.</p> <p>I easily enter into discussions and propose new solutions.</p> <p>I am a good public speaker, I can run a meeting and take an active part in a discussion, showing respect to other debaters.</p>	<p>I am able to prepare all types of oral and written utterances on any topic, can make a longer speech without any preparation, and communicate in a clear and understandable way.</p> <p>I am able to recognise the interlocutor's needs, know 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 seek consensus.</p> <p>I strive to understand and have good communication with the interlocutor, agree communication strategy for the team/division/organisation and create an information flow system.</p> <p>I am a good public speaker on different topics, I run large meetings/events, initiate and moderate discussions.</p>

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8 Communication 9 Team work

Definition: ability to perform work in collaboration with co-workers, pursuant to the time schedules and standards adopted in a given organisation.

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I can't respond to the needs voiced by co-workers in relation to the tasks planned for implementation.</p> <p>I rarely get involved in teamwork with other staff.</p> <p>I don't encourage co-workers to implement joint tasks within the team.</p> <p>I don't attach importance to good atmosphere in teamwork.</p>	<p>I have difficulties in recognising the needs of my co-workers related to the performance of current tasks.</p> <p>I find it difficult to adapt to the requirements related to teamwork.</p> <p>I have difficulties with implementing tasks, be a part of a team and jointly attaining goals.</p>	<p>I can assist co-workers in situations when they express various needs and requests related to the implemented tasks.</p> <p>I willingly take part in teamwork aimed to jointly fulfilling tasks.</p> <p>I encourage co-workers to jointly implement tasks as a team, while observing the adopted assumptions.</p> <p>I cooperate within the team, make sure that transparent cooperation rules are observed.</p>	<p>I undertake joint professional tasks with co-workers based on the needs that they voice.</p> <p>I take an active part in teamwork which involves jointly fulfilling tasks.</p> <p>I can support co-workers in implementing tasks and attaining joint objectives.</p> <p>I cooperate within the team in executing various tasks.</p>	<p>I am able to independently recognise the needs of co-workers related to the implemented tasks.</p> <p>I am able to initiate and take an active part in teamwork which involves jointly fulfilling tasks and attaining joint objectives.</p> <p>I assist co-workers in implementing tasks, while observing the adopted assumptions.</p> <p>I create conditions for cooperation and expresses a positive attitude vis-à-vis co-workers.</p> <p>I ensure that my own strategy fits in with the strategies of my colleagues.</p>

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10 Using principles of the European ethical behaviour 11 Planning and organisation of work 12 Stress management 13 Orientation towards professional development

Definition: complying with ethical principles and moral standards laid down in the European ethical code of local government officers.

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I occasionally comply with the European ethical principles of local government officers such as:</p> <ul style="list-style-type: none"> – act in accordance with the law – respect principles of public interest – decent representation of the office – openness and transparency of procedures – political neutrality – confidentiality of information and preservation of state secrets – equal treatment regardless of nationality, gender, racial or ethnic origin, religion or beliefs, disability, age or sexual orientation. <p>I must be controlled on a regular basis.</p>	<p>I generally comply with the European ethical principles of local government officers such as:</p> <ul style="list-style-type: none"> – act in accordance with the law – respect principles of public interest – decent representation of the office – openness and transparency of procedures – political neutrality – confidentiality of information and preservation of state secrets – equal treatment regardless of nationality, gender, racial or ethnic origin, religion or beliefs, disability, age or sexual orientation. <p>I must be occasionally controlled.</p>	<p>I comply with the European ethical principles of local government officers such as:</p> <ul style="list-style-type: none"> – act in accordance with the law – respect principles of public interest – decent representation of the office – openness and transparency of procedures – political neutrality – confidentiality of information and preservation of state secrets – equal treatment regardless of nationality, gender, racial or ethnic origin, religion or beliefs, disability, age or sexual orientation. <p>I do not have to be controlled.</p>	<p>I always comply with the European ethical principles of local government officers such as:</p> <ul style="list-style-type: none"> – act in accordance with the law – respect principles of public interest – decent representation of the office – openness and transparency of procedures – political neutrality – confidentiality of information and preservation of state secrets – equal treatment regardless of nationality, gender, racial or ethnic origin, religion or beliefs, disability, age or sexual orientation. <p>I motivate other staff to observe the European ethical principles of local government officers.</p>	<p>I supervise compliance with the European ethical principles of local government officers such as:</p> <ul style="list-style-type: none"> – act in accordance with the law – respect principles of public interest – decent representation of the office – openness and transparency of procedures – political neutrality – confidentiality of information and preservation of state secrets – equal treatment regardless of nationality, gender, racial or ethnic origin, religion or beliefs, disability, age or sexual orientation <p>I act as a role model for the European ethical principles of local government officers.</p>

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10 Using principles of the European ethical behaviour 11 Planning and organisation of work 12 Stress management 13 Orientation towards professional development

Definition: 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.

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I don't care for the organisation of my work.</p> <p>I need to have the resources required to perform a task planned by my supervisor.</p> <p>I can't plan my work within the time given, act chaotically and not systematically, frequently perform several tasks simultaneously which negatively affects their quality, frequently fail to meet deadlines.</p> <p>I don't monitor and cannot evaluate the results or effectiveness of my work.</p>	<p>I organise my work pursuant to the instructions of the superior and under his/her guidance.</p> <p>I plan the resources required to perform specific tasks with the assistance from my supervisor or co-worker, also those related to organising activities arising from the responsibilities of the unit.</p> <p>I try to assess the time and level of difficulty of individual tasks, need assistance from my superiors in setting the priorities and the order of tasks to be performed, occasionally fail to meet deadlines.</p> <p>I can assess the effectiveness of performing only simple tasks, with the assistance from my supervisor.</p>	<p>I independently organise my work.</p> <p>I independently plan the financial and material resources needed to perform relatively straightforward tasks, also those related to organising activities arising from the responsibilities of the unit.</p> <p>I can assess the time and level of difficulty of the tasks assigned, set priorities and plan the order in which tasks will be dealt with in order to effectively use my working time, complete all tasks on time.</p> <p>I assess the effectiveness of performing tasks and keep the superiors informed about the progress of work, with a view to the proper organisation of the whole activity.</p>	<p>I properly organise my work.</p> <p>I can divide a bigger task into stages, properly organise my working time and prioritize individual tasks according to their activities plan and try to fulfill such plans. I am systematic.</p> <p>I can set the goals for activities and monitor the progress of their implementation, assess their effectiveness and initiate remedial action.</p>	<p>I plan and organise work within my unit.</p> <p>I plan complex tasks and monitor their implementation as well as the effectiveness of using resources (financial and material).</p> <p>I select the means for specific tasks, flexibly use resources, can adapt to new conditions and prepare adequate development plans, taking into account the available financial and material resources.</p> <p>I assess the effectiveness of complex activities and creatively use conclusions from the assessment in order to improve the organisation's performance. I assess the effectiveness of using financial and material resources.</p>

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10 Using principles of the European ethical behaviour **11 Planning and organisation of work** **12 Stress management** **13 Orientation towards professional development**

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

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I have difficulties with expressing my emotions.</p> <p>I have difficulties with separating opinions from facts.</p> <p>I have difficulties with remaining objective towards other people.</p> <p>I have difficulties with performing tasks in problem situations.</p>	<p>I express my emotions without caring for the opinions of others.</p> <p>I can discriminate opinions from facts, have difficulties with argumentation at the level of facts.</p> <p>I can remain objective towards other people without showing my emotions.</p> <p>I can perform only simple tasks in problem situations.</p>	<p>I try to express my emotions without hurting others.</p> <p>I can separate (but not always) opinions from facts, and competently responds to arguments.</p> <p>I have problems with not succumbing to pressure or influence in difficult situations.</p> <p>I try to continue with performing tasks when obstacles arise.</p>	<p>I can adequately identify my emotions and emotions of others.</p> <p>I can always separate opinions from facts, behave in a composed way, without showing emotional excitation.</p> <p>I don't succumb to pressure or influence in conflict situations.</p> <p>I can stay focused on the topical aspects of the task in hand in problem situations.</p>	<p>I see the emotions I can identify as sources of information on needs and required modifications.</p> <p>I separate opinions from facts and know how to argue using facts. I always show respect for the opinions expressed by others.</p> <p>I refer to laws and applicable standards in conflict situations.</p> <p>I accept emotions expressed by others and focus on solving the problems in hand in conflict situations.</p>

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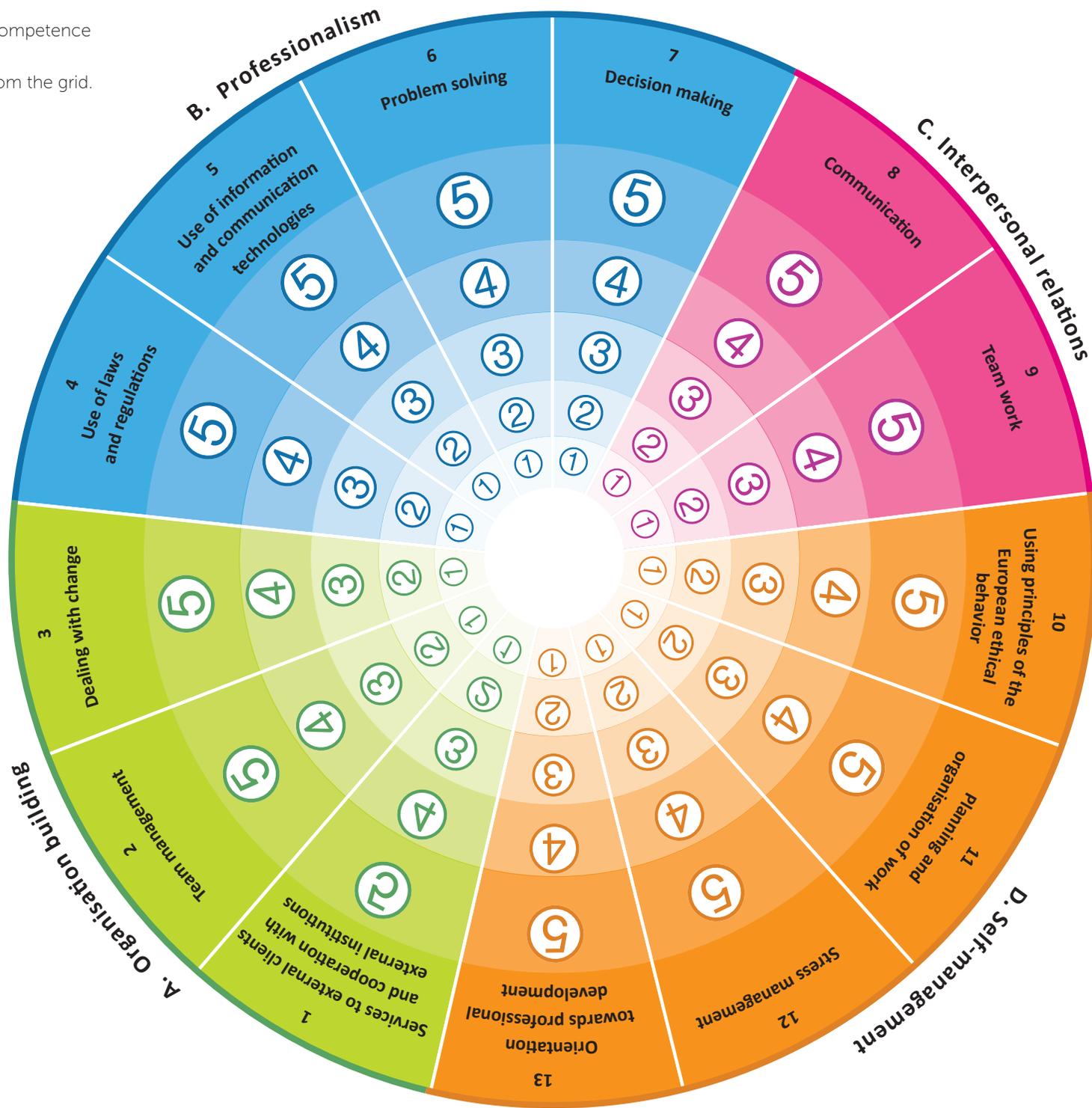
10 Using principles of the European ethical behaviour 11 Planning and organisation of work 12 Stress management 13 Orientation towards professional development

Definition: expanding one's knowledge, ensuring knowledge management within the team, gaining new experience and motivating others to improve qualifications with a view to performing more effectively.

Tick below the appropriate circle, the lowest level is marked by number 1, the highest level is marked number 5

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>I can't identify my strengths and weaknesses.</p> <p>I don't see the need to update my knowledge on a regular basis.</p> <p>I don't attach importance to having up-to-date knowledge relating to my professional tasks.</p> <p>I don't learn from the experiences of others.</p> <p>I don't continuously follow the defined targets and achieve them.</p>	<p>I have difficulties with identifying my strengths and weaknesses.</p> <p>I don't demonstrate any need to improve my knowledge.</p> <p>I have difficulties with updating professional knowledge needed to properly perform professional tasks.</p> <p>I have difficulties in learning from the experiences of other people. I don't offer substantive support to other staff.</p> <p>I have difficulties in continuously follow the defined targets.</p>	<p>I can identify my strengths and weaknesses and recognise my development needs.</p> <p>I irregularly update my professional knowledge, usually on the occasion of organised training programmes.</p> <p>I care for updating professional knowledge and skills. I also update my knowledge of regulations when it is necessary for performing daily professional tasks.</p> <p>I learn from the experiences of other people. I offer substantive support to other staff whenever possible.</p> <p>I can continuously follow the defined targets.</p>	<p>I try to update my professional knowledge on a daily basis.</p> <p>I care for updating professional knowledge related to the performance of professional tasks. I also try to update my knowledge of regulations which are needed for performing daily professional tasks.</p> <p>I know how to learn from the experiences of others and offer substantive support to other staff. I help create possibilities for professional development & lifelong learning.</p> <p>I know how to continuously follow the defined targets and help others to do so.</p>	<p>I develop and implement professional staff development strategies.</p> <p>I update proactively my professional knowledge and develop the necessary skills, serving as a model for my staff.</p> <p>I update professional knowledge needed for the performance of professional tasks. I know current regulations related to professional tasks.</p> <p>I know how to learn from the experiences of others. I share my knowledge and professional experience with a view to performing tasks effectively. I encourage others and creates possibilities for professional development & lifelong learning based on the recognised development needs.</p> <p>I ensure implementation and control of knowledge within the team and its transfer from one team member to another.</p> <p>I assure every team member access to the information they need.</p> <p>I act as a role model for others in acting following defined targets.</p> <p>I give credit to the team as a whole when they reached defined targets.</p>

In order to "illustrate" your competence you have a spider tool, where you put the results from the grid.



ABOUT

The **Transcompetences** project, is a Leonardo da Vinci Project, funded by the European Union under **Life Long Learning Programme**.

Aim of the project is to propose a solution which, when applied in the Europass Portfolio, will contribute the improvement of transparency and comparability of competences achieved by EU citizens, especially those working in or seeking a job in public administration.

The Partnership developed a unified method (in the form of a grid) for describing acquired competences and their level, including social and organisational ones.

Under the project Partners prepared also common descriptions of competences and skills to be acquired by participants during training courses offered by institutions. The descriptions include information on the level of competences which may be achieved by the end of training course.

More information about the project and its results you can find on the website:

www. stowarzyszenie-transfer.pl

PARTNERSHIP

POLAND

Stowarzyszenie Rozwoju Edukacji Ustawicznej "Transfer" (Association for the development of continuing education) – project coordinator

Transfer is a non-profit organisation established in 1997 by a group of VET and CVET experts with the aim to contribute to the development of knowledge society by promoting lifelong learning, in particular through activities improving the quality and attractiveness of VET.

To get in touch with Transfer you can write to Matgorzata Rejnik:

s.transfer@stowarzyszenie-transfer.pl

Stowarzyszenie ds. Badań Pracy i Organizacji Przedsiębiorstw REFA (The REFA Wielkopolska Association)

The REFA is a partner to REFA Bundesverband e.V – the biggest in Europe, globally acting German non-profit organisation, dealing with production management processes. REFA Wielkopolska is a leader on the Polish market in the sector of adults education in organisation of work.

To get in touch with REFA you can write to Beata Nowaczyk: **beata.nowaczyk@refa.poznan.pl**

THE NETHERLANDS

Business Development Friesland

Business Development Friesland (BDF) is a non profit foundation acting in many national and EU projects closely cooperating with Friesland Province and City of Leeuwarden

In collaboration between Leeuwarden Development (OBL) and the Municipality of Leeuwarden Business Development Friesland (BDF) was set up an incubator for helping set up new companies. The idea behind the incubator is to support the start-up initiatives of young people.

To get in touch with BDF you can write to Frank Hiddink: **info@bdfriesland.nl**

GERMANY

August Horch Academie GmbH

August Horch Academie GmbH is an independent training consultancy which delivers management training to industry as well as to training organisations and public authorities. Besides the training unit the company works as project developer, coordinator and evaluator within a large number of EU and national programmes.

To get in touch with AHA you can write to Carsten Krauss:

krauss@august-horch-akademie.de

ITALY

Inforcoop – Istituto Nazionale di Formazione della Lega delle Cooperative a Mutue

Inforcoop is the national institute of the National Cooperative League (Legacoop). It's active since 1982 and is a second level non profit co-operative whose members are regional training agencies. Legacoop associates about 20 regional training agencies, social co-operatives, a number of research and consultancy companies specially focused on Social Economy, as well as co-operatives and other enterprises, all of which adhere to the Legacoop system. Legacoop associated more than 2 500 cooperatives that offer a very wide range of services and benefits. To get in touch with Inforcoop you can write to Francesco de Rosa: **f.derosa@inforcoop.it**

PORTUGAL

Associação Nacional para Acção Familiar (ANJAF)

ANJAF is a non-profit association with aim to carry out activities contributing to socio-professional integration and socio-cultural development namely for exclusion groups such as unemployed, young people looking for jobs, the ethnic and cultural minorities, poverty groups and families with social problems.

To get in touch with ANJAF you can write to Sofia Silva: **s.silva@anjaf.pt**

