

**Scale and description of individual competence levels**

Annex No 5

to the guidelines

to the employment policy at PUEB

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| **COMPETENCE** | **COMPETENCE DESCRIPTION** | **INDICATOR** |  | | | | |
| **behaviour – level 1** | **behaviour – level 2** | **behaviour – level 3** | **behaviour – level 4** | **behaviour – level 5** |
| **ANALYSIS AND INTERPRETATION** | knowledge of research methodology, ability to select  and synthesise  data in order to construct cause-and-effect continuity and, consequently, to define the research problem | Knowledge of methodology | They demonstrate no knowledge of research methodology; they are in need support at every stage | They present basic knowledge of methodology; however, their knowledge requires consulting with experience colleagues | They demonstrate knowledge of research methodology; at times they require consulting | They demonstrate knowledge of methodology at level enabling independent research | They advise and share with their knowledge of research methodology; they know and promote modern methods |
| Constructing cause-and-effect continuity | They demonstrate no understanding of cause-and-effect continuity | They make mistake with constructing cause-and-effect continuity | They use help with constructing cause-and-effect continuity | They are able to construct cause-and-effect continuity independently | They are able to construct cause-and-effect continuity independently, also share with their knowledge |
| Defining the research problem | They are not able to define research gap and interpret it | They are able to define research problem; however, they interpret it erroneously | They are able to define research problem; however, they need support in terms of its interpretation | They are able to define research problem and interpret results | They are able to define research problem independently and help others in terms of its interpretation |
| Ability to synthesise data | They are not able to synthesise data | They make errors with independent data synthesis | They ask for consultation when conducting data synthesis | They are able to conduct data synthesis with no errors | They are able to conduct data synthesis independently and share their knowledge with others |
| Ability to select data | They are not able to select data | They make errors when selecting data | They ask for consultation when conducting data selection | They are able to conduct data selection independently | They are able to conduct data selection independently and share their knowledge with others |
| **DEVELOPMENT-DRIVEN**  **ORIENTATION** | undertaking new challenges in terms of development, ability to plan the process of broadening new interdisciplinary competences | Setting and achieving short- and long-term goals | They do not set themselves short- and long-term goals | They set themselves short- and long-term goals; however, they have no prospect of being achieved | They set themselves short- and long-term goals; however, they are not always able to achieve them | Set short- and long-term goals are achieved | They set and achieve most ambitious short- and long-term goals and help others set goals |
| Acquiring new competence | They demonstrate no willingness to acquire new competence | They broaden their competence only under pressure from others | They demonstrate willingness to broaden their knowledge; however, they are no consistent in achieving their goal | They broaden their competence on a regular and consistent basis | They continuously broaden their own competence and help others acquire competence |
| Undertaking additional initiatives | They demonstrate no willingness to undertake additional initiatives | They only undertake additional initiatives in exceptional cases | They undertake additional initiatives without considerable engagement | They undertake additional initiatives with eagerness and engagement | They undertake additional initiatives, sharing their passion and eagerness for action with others |
| Participation in development activity | They never participate in workshops and other development trainings, unless they are obligatory | They unwillingly participate in additional development activity | They participate in development activity; however, they demonstrate little engagement | They willingly participate in development activity | They demonstrate engagement and willing to participate in development activity |
| Interdisciplinarity | They don’t make use of achievements of other sciences; they are limited to their own discipline | They seldom make use of achievements of other sciences; they demonstrate unwillingness to do so | They aim at making use of achievements of other sciences; however, they are not always able to make a good selection | They always make use of achievements of other sciences | They always make use of achievements of other sciences, which leads to production of valuable and high-quality contents |

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| **TEAM WORK** | ability to build long-lasting team relations, being open to work with various groups of individuals, readiness to cooperate also with new individuals, ability to  reach compromise | Team building | They take no action in terms of team building | They take no action in terms of team building unless they are compulsory, forced by given circumstances | They make effort towards team building but demonstrate considerable difficulty in that matter | They build long-lasting team relationships | They build long-lasting relationships in a team; they maintain them and try to connect other employees – they initiate contacts |
| Adjusting to work with various groups of individuals (age, title, nationality), being open to other colleagues | They demonstrate no ability to work in a diverse environment; they are unable to co-operate | They undertake to work with diverse group of individuals; they are unable to hide their resentment | They undertake to work with diverse group of individuals; however, they at times resort to stereotypes and refrain from longer contacts | They undertake to work with diverse group of people | They undertake to work with diverse group of people and promote this work model among others |
| Willingness to solve problems | They never demonstrate willingness to solve problems together with students and colleagues | On the whole, they demonstrate eagerness to solve problems only in case of critical situations | They are eager to solve problems with colleagues and students; however, at times they happen to refuse | They are eager to solve problems with colleagues and students | They are eager to solve problems with colleagues and students; they introduce initiatives and set example to others |
| Ability to admit to mistake | They are unwilling to admit to a mistake, even if their fault is beyond question | They need undisputable and clear evidence to take blame | They understand when they’ve made a mistake; however, they are not able to admit it | They able to admin to mistakes and apologise | They always admit to mistake, apologise and accurately explain circumstances |
| Ability to assume various roles in team | They are unable to change the role that they have assumed in a team | They are ready to assume different role in a team; however, they demonstrate issues with adapting | They demonstrate attempt at assuming other roles in a team only when it is required by circumstances | They assume various roles in a team for the purpose of achieving a team goal | They are able to assume any role in a team, fulfilling requirements set in front of them for the purpose of achieving a team goal |
| **DESIGNING  AND CONDUCTING CLASSES** | ability to design and  to teach according to an approach that supports student learning | Possessing knowledge of a given subject | They demonstrate no competence to conduct classes | They demonstrate low level of knowledge of a given subject | They demonstrate an adequate level of the knowledge of a given subject | They demonstrate a good level of knowledge of a given subject | They demonstrate a very good level of knowledge of a given subject |
| Combining theory with practice | They only make use of the theory from publications | They refer to examples from publications or practice | They present examples related to research results | They include students in the process of experience, encourage them to look for their own practical examples | Practical context is central; theory is used to explain practical phenomena |
| Possessing knowledge and pedagogical reflection on the topic of learning/teaching process | They demonstrate no teaching knowledge. They never resort to reflection on the teaching process | They demonstrate a low level of teaching knowledge. They mainly base on their intuition and own experience. They rarely resort to reflection on the teaching process | They demonstrate an average level of teaching knowledge. They demonstrate ability to use it to explain selected phenomena related to teaching. At times, they resort to reflection on the teaching process | They demonstrate a high level of teaching knowledge. They demonstrate ability to use it to a great number of phenomena related to teaching. They often resort to reflection on the teaching process | They demonstrate a high level of teaching knowledge. They demonstrate ability to use it in teaching practice. They very often resort to reflection on the teaching process. They share their knowledge with other teachers. They make their good practice public. |
| Ability to teach in a way that supports student learning (problem-based approach, using methods, forms and media that engage student learning) | They conduct classes using transfer method, centre on transfer of content, use no media aids | They conduct classes using transfer method, rarely use elements engaging cognitive activity of students; at times use media aids. | They conduct classes combining transfer method with engaging cognitive activity of students; use diverse media aids. | They conduct classes based on problem-centre approach; they engage cognitive activity of students; use diverse media aids. | They fully use problem-centred approach in conducting classes, engage cognitive activity of students and relate to their experience, make use of various media aids. They share their solutions with others and make them public |
| Building positive relations with students | They demonstrate no interest in establishing contact with students | They engage in formal relations with students; they demonstrate difficulty in interactive communication, use of feedback and motivating | They aim at building open relations with students, stimulate interactive communication, however they not always succeed in it | They build open, positive relations with students; they demonstrate an ease of interactive communication; they aim at delivering feedback and attempt to motivate | They fully demonstrate their subjective treatment of students; they stimulate interactive communication, deliver feedback, motivate students to study |
| **CO-OPERATION WITH BUSINESS** | knowledge of basic market mechanisms and awareness of the functioning of a company/enterprise; ability to implement scientific solutions in business, and to establish contacts with business | understanding company mechanisms | They demonstrate no understanding of economy mechanisms and company functioning | They possess incomplete knowledge on company functioning | They possess knowledge on company functioning | They possess complex knowledge on company functioning | They manage business in practice |
| Establishing contact with business | They refrain from establishing contacts with business | They avoid establishing contacts with business | They aim at establishing contacts with business | They regularly establish contacts with business | They maintain regular contacts with business |
| ability to establish links between business and science | They demonstrate no recognition of the link between science and business | They demonstrate recognition of links between science and business but are unable to translate it into practice | They demonstrate recognition of links between science and business but need support to translate it into practice | They possess ability to independently link business and science | They independently create links and help other in establishing links between business and science |
| Implementation of scientific solutions in business | They demonstrate inability to implement science into business solutions | They require support in terms of implementation of science into business solutions | They implement science into business solutions, however they require re-modelling | They demonstrate independence in implementation of science into business solutions | They independently implement science into business solutions and support other in their work |
| **ADOPTING MEASURES SUPPORTING DEVELOPMENT OF ACADEMIC TEACHING**  **(new)** | adopting measures  supporting development of academic teaching and, as a result, contributing to enhancing the quality of education at University | ability to compose syllabuses, create modules and curricula (directional,  specialisations, interdisciplinary) | They demonstrate inability to compose syllabuses, modules and curricula | They demonstrate knowledge of rules for composing syllabuses, and attempt to compose them with support from others | They independently compose syllabuses for new courses | They independently compose syllabuses for new courses, attempt to compose new modules and programmes with support from others | They independently compose syllabuses and modules for new courses (for various faculties and interdisciplinary specialisations), support others in this process |
| Winning and participation in educational projects (grants) | They never apply for grants and engage in their execution | They participate in educational projects (with completion of at least one such project) | They participate in educational projects (with completion of at least two such projects) | They participate in educational projects (with completion of at least three such projects, including one international) or win educational grants and manage them (with completion of at least one such project) | They win educational projects and manage them (with completion of at least two such projects, including one international) |
| Creating innovative methods and teaching tools | They never create innovative teaching tools | They participate in teams creating innovative teaching tools | They independently create innovative teaching tools | They manage a team working on innovative teaching tools | They independently create or manage a team working on innovative educational tools. They share ‘good practice’ with others |

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| **COMPETENCE** | **COMPETENCE DESCRIPTION** | **INDICATOR** |  | | | | |
| **behaviour – level 2** | **behaviour – level 2** | **behaviour – level 3** | **behaviour – level 4** | **behaviour – level 5** |
|  |  | Implementing programmes of competence development for academic teachers | They never initiate programmes of competence development for academic teachers | They co-operate to organize development projects/training for academic teachers | They manage organizing development projects/training for academic teachers | They compose their own original development and training programmes for academic teachers | They realise their own original development and training programmes for academic teachers |
| Promoting and sharing ‘good practices’ related to education | They never share with ‘good practices” related to education | They present results of their teaching work at domestic seminars and conferences | They present results of their teaching work at international seminars and conferences | They present results of their teaching work at the invitation other institutions and organisations (domestic and international) | They organise seminars and conferences where teachers can share ‘good practices’ (seminars, conferences) |
| **ENHANCING COMPETENCE FOR TEACHING** | acquiring and developing competences for teaching at University | Participation in teaching conferences, trainings, courses developing teaching competence | They never participate in events developing teaching competence | They participate in trainings allowing acquiring basic competence for teaching or demonstrate passive participation in teaching conferences/seminars | They participate in trainings that allow acquiring basic competence for teaching and demonstrate passive participation in teaching conferences/seminars | They participate in specialist trainings mastering competence for teaching and demonstrate active participation in teaching conferences/seminars | They participate in specialist trainings mastering competence for teaching acquiring meaningful certificates/qualifications. They participate in international teaching conferences/seminars. |
| Participation in supporting visits | They never participate in supporting visits | They participate in supporting visits as observers or observees. They reflect upon educational practice of their own and others | They participate in supporting visits as observers or observees. They reflect upon educational practice of their own and others | They participate in supporting visits as observers or observees. They reflect upon educational practice of their own and others. At times, they support other teachers | They participate in supporting visits as observers or observees. They reflect upon educational practice of their own and others. They systematically support other teachers, becoming their mentor/counsellor to this field |
| Producing teaching publications | They never produce teaching publications | They are an author of an article, scripts or a coursebook chapter (with at least 1 such publication) | They are an author of an article, scripts or a coursebook chapter (with at least 3 such publication) | They are an editor or an author of an article, scripts or a coursebook chapter (with at least 1 such publication) or is an author of articles or chapters of a coursebook (with at least 3 such publications) | They are an editor or an author of an article, scripts or a coursebook chapter (with at least 2 such publication) or an author of articles or chapters of a coursebook (with at least 4 such publications) |
| **COMMUNICATING IN FOREIGN LANGUAGE** | ability to use foreign language in a way relevant to the situation and purpose, which enables the sender to convey the intended message  in a way that is meaningful and adequate to the recipient | Use of foreign language (communication) | They never communicate in foreign language  They never use foreign publications  They never develop their language skills  They never participate in conferences conducted in foreign languages | They communicate only with the use of basic phrases and know foreign language at a basic level | They are communicative; however, their language skills are not entirely correct | They can fluently communicate in foreign language | They unrestrainedly communicate in foreign language; they know specialist vocabulary relating to a particular line of business |
| Use of foreign publications | They use foreign publication with the help of experienced translator | They use foreign publication; however, they happen to consult with translator | They use foreign publications easily and independently | They independently use foreign publications written in many languages; they often use publication written in language in which they teach (other than Polish) |
| Further foreign language education | They develop their language skills using self-education method | They participate in language courses | They participate in language courses and, additionally, use self-education methods | They learn foreign language on daily basis, consolidate assimilated structures and delve into them with others, or undertakes ongoing learning in language other than Polish |
| Participation in conferences conducted in foreign languages | They participate in conferences conducted in foreign languages, only when obliged | They rarely participate in conferences conducted in foreign language on their own initiative | They research foreign-language events and participates in them on their own initiative | They organise and actively participate in science conferences conducted in foreign language or organize other forms of activity promoting communication in language in which they teach (other than Polish) |
| Producing publications in foreign language | They never produce publications in foreign language | They produce an outline of publication in a foreign language which can only be completed with the help of a person more competent with regard to the subject | They produce an outline of publication in foreign language with no need from help of a person more competent with regard to the subject | In their publications, they conduct detailed analysis in foreign language | They produce publications on the basis of knowledge from sources in foreign language and translations from foreign languages (other than Polish), or participate in translations of/works on new publications |
| **KNOWLEDGE OF THE SUBJECT** | knowledge of information acquired in the process of interpretation and analysis of perceived stimuli, interdisciplinary knowledge, ability to think critically, updating one's knowledge | Ability to evaluate one's own capabilities (accepting responsibilities) | They overestimate their capabilities and accept too many responsibilities | They usually accept too many responsibilities despite being aware their not being able to perform them | They are aware of their capabilities; however, they happen to accept too many responsibilities | They are aware of their capabilities and accept a number of responsibilities corresponding to their skill | Even in case of extremely difficult tasks, they are able to determine their capabilities by transferring their knowledge to others |
| Multidimensionality of knowledge | They never relate to knowledge from other research fields | They sporadically relate to knowledge from other research fields by way of loose connection (digression) | At times, they relate to knowledge from other research fields; however, it happens not to be applied accurately | They possess knowledge from numerous fields, which they use on regular basis | They possess knowledge from numerous fields, which they use to conduct interdisciplinary research |
| Critical thinking | They are unable to relate to any issue in a critical way | Their critical thinking requires direction from an experienced colleague | They are able to critically relate to a given issue; however, at times, their analysis is incomplete | They are able to critically relate to a given issue; their analysis is complete and valid | They are able to critically relate to a given issue, related to issues other than within their academic field; they encourage and inspire critical thinking |
| Recognising associations with another field of science | They are unable to recognise associations between a given subject and other research fields | They rarely recognize associations with other research fields; however, they never elaborate on the structures of these associations | They often associate their research field with other domains and describe them on a basic level | They often associate their research field with other research fields, which they have already penetrated and explored | They demonstrate cohesion of science in various research fields, which relate to the same or similar issues |
| Updating knowledge of the subject | They never stay up-to-date with their knowledge of the subject | They update their knowledge of the subject with a delay and to a limited degree | They attempt to update their knowledge of the subject only within the field of their expertise | They update their knowledge of the subject | They follow and explore changes in their own research field and fields related to their interest, and broaden their knowledge beyond the scope of their interests |
| Ability to share knowledge and other scientific competence | They demonstrate no skills to share knowledge and other scientific competence | They demonstrate considerably weak skill to share knowledge and other scientific competence; however, they demonstrate potential within this scope | They demonstrate enough skill to share knowledge and other scientific competence | They demonstrate good skill to share knowledge and other scientific competence | They demonstrate very good skill to share knowledge and other scientific competence |