Annex No 4 to the guidelines to the employment policy at PUEB



**Competence 1 defined for individual posts**

Table 1. Competence defined for a group of research and teaching posts (assistant, assistant professor, university professor, professor)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **competence** | **description** | **indicator2** | assistant | assistant professor | university professor | professor |
| **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 | 2 | 3 | 5 | 5 |
| Research of cause-and-effect continuity | 3 | 4 | 5 | 5 |
| Defining the research problem | 2 | 3 | 5 | 5 |
| Ability to synthesise data | 2 | 3 | 5 | 5 |
| Ability to select data | 2 | 3 | 5 | 5 |
| **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 | 2 | 3 | 3 | 5 |
| Acquiring new competence | 2 | 3 | 3 | 5 |
| Undertaking additional initiatives | 2 | 3 | 4 | 5 |
| Participation in development activity | 2 | 3 | 4 | 5 |
| Interdisciplinarity | 1 | 2 | 3 | 5 |
| **TEAM WORK** |  | Team building | 2 | 3 | 4 | 5 |
|  | Adjusting to work with various groups of individuals (age, title, nationality), being open to other colleagues | 3 | 4 | 5 | 5 |
| Willingness to solve problems | 2 | 3 | 4 | 5 |
| Ability to admit to mistake | 3 | 4 | 5 | 5 |
| 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 | Ability to assume various roles in team | 3 | 4 | 5 | 5 |
| **DESIGNING  AND CONDUCTING CLASSES** |  | Possessing knowledge of a given subject | 4 | 5 | 5 | 5 |
| ability to design and  to teach with the use of approach that supports student education | Combining theory with practice | 3 | 4 | 5 | 5 |
| Possessing knowledge and pedagogical reflection on the topic of learning/teaching process | 3 | 3 | 4 | 5 |

1 In case of selection procedure, competence may be verified by members of the selection committee in the form of a behavioural interview.

2 Detailed descriptions of behaviours for each level of competence are defined in Annex No 5.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Ability to teach in a way that supports student learning (problem-based approach, using methods, forms and media that engage student learning) | 3 | 4 | 4 | 5 |
| Building positive relations with students | 3 | 4 | 5 | 5 |
| **ADOPTING MEASURES SUPPORTING ACADEMIC TEACHING** | 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) | 2 | 3 | 5 | 5 |
| Winning and participating in educational projects (grants) | 1 | 1 | 2 | 3 |
| Creating innovative methods and teaching tools | 1 | 1 | 1 | 2 |
| Implementing programmes of competence development for academic teachers | 1 | 1 | 1 | 2 |
| Promoting and sharing „good practices” related to education | 2 | 2 | 3 | 4 |
| **DEVELOPMENT TEACHING COMPETENCES** | acquiring and developing competences for teaching at University | Participation in teaching conferences, trainings, courses developing teaching competence | 2 | 3 | 4 | 5 |
| Participation in supporting visits | 2 | 2 | 4 | 4 |
| Producing teaching publications | 1 | 2 | 3 | 4 |
| **COMMUNICATION 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) | 2 | 3 | 4 | 5 |
| Use of foreign publications | 1 | 2 | 4 | 5 |
| Further foreign language education | 2 | 3 | 4 | 5 |
| Participation in conferences conducted in foreign languages | 2 | 3 | 4 | 5 |
| Producing publications in foreign language | 1 | 2 | 4 | 5 |

Table 2. Competence defined for a group of research posts (assistant, assistant professor, university professor, professor)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **competence** | **Description** | **indicator** | assistant | assistant professor | university professor | professor |
| **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 | 2 | 3 | 5 | 5 |
| Research of cause-and-effect continuity | 3 | 4 | 5 | 5 |
| Defining the research problem | 2 | 3 | 5 | 5 |
| Ability to synthesise data | 2 | 3 | 5 | 5 |
| Ability to select data | 2 | 3 | 5 | 5 |
| **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 | 3 | 3 | 4 | 5 |
| Acquiring new competence | 3 | 3 | 4 | 5 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Undertaking additional initiatives | 3 | 3 | 5 | 5 |
| Participation in development activity | 3 | 3 | 5 | 5 |
| Interdisciplinarity | 2 | 2 | 4 | 5 |
| **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 make compromises | Team building | 2 | 3 | 4 | 5 |
| Adjusting to work with various groups of individuals (age, title, nationality), being open to other colleagues | 3 | 4 | 5 | 5 |
| Willingness to solve problems | 2 | 3 | 4 | 5 |
| Ability to admit to mistake | 3 | 4 | 5 | 5 |
| Ability to assume various roles in team | 3 | 4 | 5 | 5 |
| **COMMUNICATING IN FOREIGN LANGUAGES** | 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) | 2 | 3 | 4 | 5 |
| Use of foreign publications | 1 | 2 | 4 | 5 |
| Further foreign language education | 2 | 3 | 4 | 5 |
| Participation in conferences conducted in foreign languages | 2 | 3 | 4 | 5 |
| Producing publications in foreign language | 1 | 2 | 4 | 5 |
| **KNOWLEDGE OF THE SUBJECT** | knowledge of information acquired in the process of interpretation and analysis of perceived stimuli, interdisciplinary knowledge, ability to think critically, ability to update one's knowledge | Ability to evaluate one's own capabilities (accepting tasks) | 2 | 3 | 4 | 5 |
| Multidimensionality of knowledge | 3 | 4 | 5 | 5 |
| Critical thinking | 3 | 4 | 5 | 5 |
| Recognising links with another field of science | 2 | 3 | 4 | 5 |
| Updating knowledge of the subject | 2 | 3 | 4 | 5 |
| **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 | 2 | 3 | 4 | 5 |
| Establishing contact with business | 3 | 4 | 4 | 5 |
| ability to establish links between business and science | 2 | 3 | 4 | 5 |
| Implementation of scientific solutions in business | 2 | 3 | 4 | 5 |
| **TUTOR AND MENTOR SUPPORT** | ability to provide personalised education aimed at realising the scientific potential of colleagues and students, stimulating their scientific development, motivating, counselling, sharing knowledge and skills in  conducting research, publishing and winning research projects | Ability to share knowledge and other scientific competence | 2 | 3 | 4 | 5 |
| Facilitation skills in learning process | 2 | 3 | 4 | 5 |
| Ability to build positive and subjective relationships with  colleagues and students | 2 | 3 | 4 | 5 |
| Motivating for growth | 2 | 3 | 4 | 5 |
| Unlocking scientific potential | 2 | 3 | 4 | 5 |

Table 3a. Competence defined for a group of research posts (teacher, instructor, lecturer, senior lecturer)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **competence** | **Description** | **indicator** | teacher | instructor | lecturer | senior lecturer |
| **DEVELOPMENT-DRIVEN**  **ORIENTATION** | undertaking new challenges in terms of development, ability to to plan the process of broadening new interdisciplinary competences | Setting and achieving short- and long-term goals | 3 | 3 | 4 | 4 |
| Acquiring new competence | 3 | 3 | 4 | 4 |
| Undertaking additional initiatives | 3 | 3 | 4 | 4 |
| Participation in development activity | 3 | 3 | 4 | 4 |
| Interdisciplinarity | 2 | 2 | 3 | 4 |
| **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 make compromises | Team building | 3 | 3 | 4 | 5 |
| Adjusting to work with various groups of individuals (age, title, nationality), being open to other colleagues | 3 | 3 | 4 | 5 |
| Willingness to solve problems | 2 | 2 | 3 | 4 |
| Ability to admit to mistake | 3 | 3 | 4 | 5 |
| Ability to assume various roles in team | 3 | 3 | 4 | 5 |
| **DESIGNING  AND CONDUCTING CLASSES** | ability to design and  to teach with the use of approach that supports student education | Possessing knowledge of a given subject | 3 | 3 | 4 | 5 |
| Combining theory with practice | 2 | 2 | 2 | 4 |
| Possessing knowledge and pedagogical reflection on the topic of learning/teaching process | 3 | 3 | 4 | 5 |
| Ability to teach in a way that supports student learning (problem-based approach, using methods, forms and media that engage student learning) | 3 | 3 | 3 | 4 |
| Building positive relations with students | 3 | 3 | 4 | 5 |
| **ADOPTING MEASURES SUPPORTING ACADEMIC TEACHING** | adopting measures  supporting development of academic teaching and, as a result, contributing to enhancing the quality of education at the University | ability to compose syllabuses, create modules and curricula (directional,  specialisations, interdisciplinary) | 2 | 2 | 3 | 3 |
| Winning and participation in educational projects (grants) | 1 | 1 | 2 | 3 |
| Creating innovative methods and teaching tools | 2 | 2 | 2 | 3 |
| Implementing programmes of competence development for academic teachers | 1 | 1 | 1 | 3 |
| Promoting and sharing „good practices” related to education | 2 | 2 | 2 | 3 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ENHANCING COMPETENCE FOR TEACHING** | acquiring and developing competences for teaching at University | Participation in teaching conferences, trainings, courses developing teaching competences | 3 | 3 | 4 | 4 |
| Participation in supporting visits | 2 | 2 | 3 | 4 |
| Producing teaching publications3 | 1 | 1 | 2 | 3 |
| **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 | 2 | 2 | 3 | 4 |
| Establishing contact with business | 2 | 2 | 3 | 4 |
| ability to establish links between business and science | 2 | 2 | 3 | 4 |
| Implementation of scientific solutions in business | 2 | 2 | 3 | 4 |
| **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) | 2 | 3 | 4 | 5 |
| Use of foreign publications | 1 | 2 | 4 | 5 |
| Further foreign language education | 2 | 3 | 4 | 5 |
| Participation in conferences conducted in foreign languages | 2 | 3 | 4 | 5 |
| Producing publications in foreign language | 1 | 2 | 4 | 5 |

Table 3b. Competence defined for a group of teaching posts (assistant, assistant professor, university professor, professor)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **competence** | **Description** | **indicator** | assistant | assistant professor | university professor | professor |
|  |  |  | 3 | 4 | 5 | 5 |
|  |  | Setting and achieving short- and long-term goals |  |  |  |  |
| Acquiring new competence | 3 | 4 | 5 | 5 |
|  |  |
| **DEVELOPMENT-DRIVEN**  **ORIENTATION** |  | Undertaking additional initiatives | 3 | 4 | 5 | 5 |
|  |  |  |  |  |  |
| undertaking new challenges in terms of development, ability to plan broadening new interdisciplinary competences | Participation in development activity | 3 | 4 | 5 | 5 |
|  |  | Interdisciplinarity | 2 | 4 | 5 | 5 |
|  |  | Team building | 2 | 3 | 4 | 5 |
|  |  | Adjusting to work with various groups of individuals (age, title, nationality), being open to other colleagues. |  |  |  |  |
|  | 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  make compromises | Adjusting to work with various groups of individuals (age, title, nationality), being open to other colleagues | 3 | 4 | 5 | 5 |
| **TEAM WORK** |  |  |  |  |  |
|  | Willingness to solve problems | 2 | 3 | 4 | 5 |
|  |  |  |  |  |  |
|  |  | Ability to admit to mistake | 3 | 4 | 5 | 5 |
|  |  | Ability to assume various roles in team | 3 | 4 | 5 | 5 |

3 No application to the employees of Department of Foreign Languages and Department of Sport and Physical Education

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DESIGNING  AND CONDUCTING CLASSES** | ability to design and  to teach with the use of approach that supports student education | Possessing knowledge of a given subject | 4 | 5 | 5 | 5 |
| Combining theory with practice | 3 | 4 | 5 | 5 |
| Possessing knowledge and pedagogical reflection on the topic of learning/teaching process | 3 | 3 | 5 | 5 |
| Ability to teach in a way that supports student learning (problem-based approach, using methods, forms and media that engage student learning) | 3 | 4 | 5 | 5 |
| Building positive relations with students | 3 | 4 | 5 | 5 |
| **ADOPTING MEASURES SUPPORTING ACADEMIC TEACHING** | adopting measures  supporting development of academic teaching and, as a result, contributing to enhancing the quality of education University | ability to compose syllabuses, create modules and curricula (directional,  specialisations, interdisciplinary) | 2 | 3 | 5 | 5 |
| Winning and participation in educational projects (grants) | 1 | 2 | 5 | 5 |
| Creating innovative methods and teaching tools | 1 | 2 | 5 | 5 |
| Implementing programmes of competence development for academic teachers | 1 | 2 | 5 | 5 |
| Promoting and sharing „good practices” related to education | 2 | 2 | 5 | 5 |
| **DEVELOPMENT TEACHING COMPETENCE** | acquiring and developing competences for teaching at University | Participation in teaching conferences, trainings, courses developing teaching competences | 3 | 3 | 5 | 5 |
| Participation in supporting visits | 3 | 3 | 5 | 5 |
| Producing teaching publications | 2 | 2 | 5 | 5 |
| **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 | 2 | 3 | 4 | 5 |
| Establishing contact with business | 2 | 3 | 4 | 5 |
| ability to establish links between business and science | 2 | 3 | 4 | 5 |
| Implementation of scientific solutions in business | 2 | 3 | 4 | 5 |
| **COMMUNICATION 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) | 2 | 3 | 4 | 5 |
| Use of foreign publications | 1 | 2 | 4 | 5 |
| Further foreign language education | 2 | 3 | 4 | 5 |
| Participation in conferences conducted in foreign languages | 2 | 3 | 4 | 5 |
| Producing publications in foreign language | 1 | 2 | 4 | 5 |