

**Scale and description of behaviours for specific levels of competencies**

Appendix No 5

To the Guidelines for the policy of employment of academic teachers at PUEB

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| **COMPETENCY** | **DESCRIPTION** | **DETERMINANT** |  |
| **Behaviour level 1** | **Behaviour level 2** | **Behaviour level 3** | **Behaviour levellevel 4** | **Behaviour level 5** |
| **ANALSIS AND INTERPRETATION** | Knowledge of research methodology, ability to select and synthesize data with a view to building cause-and-effect chains, and, in consequence, defining the research problem  | Knowledge of research methodology | Is not familiar with the basics of research methodology. Needs help at each stage. | Knows the rudiments of methodology, but needs support from experienced colleagues | Knows research methodology, occasionally needs support | Is familiar with research methodology to the extent allowing for conducting research independently | Offers guidance and shares their knowledge of research methodology, knows and promotes innovative methods |
| Building cause-and-effect chains | Does not recognise cause-and-effect relations | Makes errors in building cause-and-effect chains | Needs help in building cause-and-effect chains | Can independently build cause-and-effect chains | Independently builds cause-and-effect chains; also shares their knowledge  |
| Defining the research problem | Is not capable of defining a research gap and cannot interpret it without assistance | Can see the research problem, but makes mistakes in its interpretation | Can see a research problem, but needs help in its interpretation | Can see a research problem without help and can interpret the results | Independently defines a research problem and helps others in its interpretation |
| Ability to synthetise data | Does not have the ability to synthetise data | Makes errors while synthetising data | Needs assistance in synthetising data | Can independently synthetise data without making errors | Synthetises data independently and shares their knowledge with others |
| Ability to select data | Does not have the ability to select data | Makes errors while selecting data | Needs assistance in selecting data | Can independently select data | Selects data independently and shares their knowledge with others |
| **DEVELOPMENT ORIENTATION** | Undertaking new developmental challenges, ability to acquire new interdisciplinary competencies  | Setting and achieving short- and long-term objectives | Does not set short- and long-term goals | Sets short- and long-term objectives, but with no chance of implementation | Sets short- and long-term objectives, but not always manages to achieve them | Their short- and long-term objectives are implemented | Sets and achieves even the most ambitious short- and long-term objectives, helps others achieve their goals |
| Acquiring new competencies | Is not willing to acquire new skills | Improves their competencies only under pressure from other people | Is willing to expand their knowledge, but is not consistent in achieving this goal | Regularly and consistently improves their competencies | Constantly expands their own competencies, helps others acquire new competencies |
| Undertaking additional initiatives | Reluctantly undertakes additional initiatives | Only occasionally undertakes additional initiatives | Undertakes additional initiatives, but without special commitment | Willingly and with commitment undertakes additional initiatives | Willingly and with commitment undertakes new initiatives, inspires others with their passion and readiness to act |
| Participation in developmental activities | Does not take part in training courses and other developmental activities, unless they are obligatory | Reluctantly participates in additional developmental activities | Participates in developmental activities, though without special commitment | Willingly participates in developmental activities | Actively and with commitment takes part in developmental activities |
| Interdisciplinarity | Does not use the output of other sciences, limiting themselves to their own field | Occasionally and reluctantly draws on the achievements of other disciplines | Tries to draw on the output of other disciplines, but not always makes a good choice | Always uses the achievements of other fields of science | Always uses the achievements of other disciplines for creating valuable content |

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| **TEAMWORK** | Ability to build long-lasting relations in a team, openness to work with various groups of people, willingness to cooperate with new people, ability to reach compromises | Building relationships in a team | Does not take any actions aimed at building relations in a team | Builds only necessary relations, under the pressure of the circumstances. | Tries to build relations in a team, but with difficulties. | Builds long-lasting relations in a team. | Builds long-lasting relations in a team, retains them and tries to connect other colleagues – initiates contacts. |
| Adaptation to working with diverse groups of people (age, title, nationality), openness to cooperation with colleagues | Cannot work in a diverse environment, does not cooperate. | Undertakes cooperation with diverse groups of people, but with visible reluctance. | Undertakes cooperation with others, but seldom does not give in to stereotypes, does not retain contacts for a long time. | Willingly undertakes cooperation with various groups of people. | Willingly undertakes cooperation with various groups of people and encourages others to behave in this way. |
| Willingness to solve problems | Is never willing to solve problems in cooperation with students and colleagues. | Is usually ready to solve problems in a team, but only in critical situations. | Is ready to solve problems with students and colleagues, but occasionally refuses to do so. | Is ready to solve problems with students and colleagues. | Is ready to solve problems with students and colleagues, shows initiative and is a role model for others. |
| Ability to admit to one’s mistakes | Does not admit to mistakes even if their guilt has been proven. | Needs indisputable and explicit proof to admit to a mistake. | Knows when they have made a mistake, but not always can admit it. | Admits to a mistake and apologises for it. | Always admits to a mistake, apologises for it, and clarifies the situation. |
| Ability to adopt various roles in a team. | Cannot change the once adopted role in a team. | Is willing to adopt a different role, but with difficulties. | Adopts different roles in a team, but only under the pressure of the circumstances. | Adopts different roles in a team, so that the team can achieve its objective. | Can adopt any role in a team, fully meeting its requirements, so that the team can achieve its objective. |
| **DESIGNING AND TEACHING CLASSES** | Ability to design and teach classes in a way supportive to the student’s learning process. | Having the subject knowledge. | Does not have subject knowledge for teaching classes. | Has a fairly low level of subject knowledge. | Has a sufficient level of subject knowledge. | Has a good level of subject knowledge | Has a very high level of subject knowledge |
| Combining theoretical knowledge with practice. | Only relies on theory from textbooks. | Refers to textbook examples or those taken from practice. | Gives examples from research findings | Involves students in the experience process, encourages them to seek examples from practice. | The practical context is central for them; theory is used for explaining practical phenomena |
| Having pedagogical knowledge and reflection on the process of learning - teaching. | Does not have pedagogical knowledge, or a reflection on the teaching process. | Has a low level of pedagogical knowledge. Relies mostly on intuition and personal experience. Rarely reflects on the teaching process. | Has a medium level of pedagogical knowledge and can use it for explaining some situations from the teaching practice. Sometimes takes a deeper reflection on the teaching practice. | Has a rather high level of pedagogical knowledge and can use it for explaining a majority of situations from the teaching practice. Frequently reflects on the teaching process. | Has a very high level of pedagogical knowledge and can use it for explaining teaching practice. Very often reflects on the teaching process, shares their knowledge with other teachers, and promotes good practices. |
| Ability to teach classes in a way conducive to a student’s learning (problem approach, using methods, forms and media that engage students) | Teaches classes in a one-sided manner, focusing on providing content, does not use multimedia. | Teaches classes in a one-sided manner, rarely introduces elements stimulating the cognitive activity of students, occasionally uses multimedia. | Teaches classes combining the one-sided manner with an approach engaging students’ activity, uses a variety of teaching media. | Teaches classes based on the problem-solving approach, stimulates the cognitive activity of students, uses a variety of media. | Fully uses the problem-solving approach in class, cognitively engages students and refers to their experience, using various media. Shares original solutions and promotes them. |
| Building good relationships with students. | Does not build relationships with students. | Builds formal relationships with students, has problems with interactive communication, giving feedback and motivating. | Tries to build open relations with students, stimulates interactive communication, though not always successfully. | Builds open, positive relations with students, has no problems communicating interactively, tries to offer feedback, undertakes the effort of motivating students. | Reveals a fully subjective approach to students, stimulates interactive communication, offers feedback, motivates students to learn. |
| **COOPERATION WITH PRACTICE** | Knowledge of basic market mechanisms; awareness of the functioning of a company; ability to implement scientific solutions in business; making contacts with the business environment  | Awareness of the mechanisms of the functioning of a company. | Does not have a knowledge of market mechanisms and the functioning of companies. | Has an incomplete knowledge of the functioning of companies. | Has a knowledge of the functioning of companies. | Has a comprehensive knowledge of the functioning of companies. | Manages a company in practice. |
| Initiating contacts with the business environment | Does not initiate contacts with the business environment | Avoids contacts with the business environment. | Tries to initiate contacts with the business environment | Regularly maintains contacts with the business environment | Put a lot of weight on initiating and maintaining business contacts. |
| Ability to combine business with science | Does not see links between science and business | Recognises links between science and business, but cannot use them in practice | Recognises links between science and business, but need support in applying them in practice. | Has the ability to independently combine science with business. | Has the ability to independently combine science with business and helps others in recognising links between business and science. |
| Implementation of scientific solutions in business. | Does not see a possibility of implementing scientific solutions in business. | Needs support in implementing scientific solutions in business. | Implements scientific solutions in business, but their solutions need adjustment. | Is independent in implementing scientific solutions in business. | Is independent in implementing scientific solutions in business and support others in their activities. |
| **UNDERTAKING ACTIVITIES AIMED AT THE DEVELOPMENT OF ACADEMIC TEACHING****new** | Undertaking activities aimed at the development of academic teaching and, as a result, contribution to improving the quality of education at the University | Ability to write curricula, create modules and syllabi (for fields of study, specialties and interdisciplinary) | Does not create syllabi, modules, or curricula. | Knows the rules for creating syllabi and undertakes the effort of writing them with the help from others. | Independently creates syllabi for new subjects. | Independently creates syllabi for new subjects and takes the effort to create modules and syllabi with the support from others. | Independently creates curricula, modules and curricula (for fields of study, specialties and interdisciplinary), supports others in this process. |
| Obtaining and participating in educational projects (grants) | Does not apply for grants, or participate in their implementation. | Takes part in the implementation of educational projects (has participated in at least one such project). | Takes part in the implementation of educational projects (has participated in at least two such projects). | Takes part in the implementation of educational projects (has participated in at least three such projects, including one international), or obtains educational projects and leads them (has obtained and led at least one such project). | Obtains educational projects and leads them (has obtained and led at least two such project, including one international). |
| Creating innovative educational methods and tools.  | Does not create innovative educational solutions | Participates in teams creating innovative educational solutions. | Independently creates innovative educational solutions.  | Leads a team working on innovative educational solutions. | Independently creates or leads a team creating innovative educational solutions. Shares ‘good practice’ with other teachers. Publishes the results of their work.  |

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| **Behaviour level 1** | **Behaviour leve 2** | **Behaviour level 3** | **Behaviour level 4** | **Behaviour level 5** |
|  |  | Implementing competency development programmes for academic teachers | Does not initiate competency development programmes for academic teachers  | Contributes to the organisation of developmental/training projects for academic teachers | Manages the organisation of developmental/training projects for academic teachers  | Creates original developmental/training programmes for academic teachers. | Implements original developmental/training programmes for academic teachers. |
| Promoting and sharing teaching ‘good practices’ | Does not share teaching ‘good practices’ | Presents the results of their educational work in seminars and conferences of national range. | Presents the results of their educational work in international seminars and conferences. | Presents the results of their educational work at the invitation of other domestic and international institutions and organisations. | Organises seminars and conferences where academic teachers have an opportunity to share their ‘good practices’. |
| **DEVELOPMENT OF TEACHING COMPETENCIES** | Acquiring and improving competencies for academic teaching | Participation in educational conferences, training sessions, and training courses, developing the teaching competencies | Does not take part in events developing their teaching competencies | Takes part in training courses providing basic teaching competencies, or at least passively participates in teaching conferences/seminars | Takes part in training courses providing basic teaching competencies, or at least passively participates in teaching conferences/seminars  | Takes part in specialist training courses improving teaching competencies and actively participates in teaching seminars/conferences. | Takes part in specialist training courses improving teaching competencies, obtaining significant certificates, licences. Participates in international teaching conferences/seminars. |
| Takes part in class observations, supporting the teaching process | Does not take part in class observations | Takes part in class observations, as an observer or an observee. Reflects about their own and other teachers’ educational practice. | Takes part in class observations, as an observer or an observee. Reflects on their own and other teachers’ educational practice. | Takes part in class observations, as an observer or an observee. Reflects on their own and other teachers’ educational practice. Occasionally offers support to other teachers. | Takes part in class observations, as an observer or an observee. Reflects on their own and other teachers’ educational practice. Regularly offers support to other teachers, becomes their mentor in teaching. |
| Writing educational publications | Does not write educational publications. | Is the author of an article, a script, or a chapter in a textbook (has done at least one publication of this sort). | Is the author of articles, scripts, or chapters in textbooks (has done at least 3 publications of this sort). | Is the author or an editor of textbooks and scripts (with at least one publication of this sort), or an author of articles or chapters in a textbook (with at least 3 such publications). | Is the author or an editor of textbooks and scripts (with at least two publications of this sort), or an author of articles or chapters in a textbook (with at least 4 such publications). |
| **COMMUNICATION IN FOREIGN LANGUAGES** | Ability to use a foreign language in a way adequate to the situation and the purpose of communication, so that the message is precise and clear for the recipient. | Using a foreign language (communication) | Does not communicate in a foreign language | Communicates by means of the basic expressions. Their language skills are rudimentary. | Is communicative, but their language is not accurate. | Can fluently communicate in a foreign language. | Can fluently communicate in a foreign language, knows specialist vocabulary of their field. |
| Reading literature in a foreign language | Does not read literature in a foreign language | Reads foreign-language literature with the assistance of an experienced translator. | Reads foreign-language literature occasionally with the assistance of an experienced translator. | Independently reads foreign-language literature. | Independently reads foreign-language literature in many languages, or uses a foreign-language literature and teaches in a foreign language. |
| Improving one’s knowledge of a foreign language | Does not improve their knowledge of a foreign language | Improves their language skills on their own. | Participates in language courses. | Participates in language courses, but also improves their language skills on their own. | Learns a foreign language on a daily basis, reviews and deepens elements learnt earlier, or undertakes life-long learning of a foreign language. |
| Participation in foreign-language conferences | Does not participate in foreign-language conferences | Participates in foreign-language conferences only under pressure. | Very rarely participates in foreign-language conferences voluntarily. | Show initiative in seeking foreign-language events and participates in them. | Organises foreign-language scientific conferences and actively participates in them, or initiates other activities, promoting communication in the language in which they teach, other than Polish. |
| Publishing in a foreign language | Does not publish in any foreign language | Writes an outline of a publication in a foreign language, and completes it with the help of a more competent person. | Writes an outline of a publication in a foreign language, does not need help in completing it. | Includes a detailed discourse in publications in a foreign language. | Writes publications based on foreign-language sources and translations from other languages, or takes part in translating/writing publications in a language other than Polish. |
| **SUBJECT KNOWLEDGE** | Knowledge acquired in the process of interpretation and analysis of received stimuli; interdisciplinary knowledge, ability to think critically, updating one’s knowledge | Ability to self-evaluate one’s capabilities (accepting tasks) | Overestimates their abilities and accepts too many tasks | Usually accepts too many tasks, despite knowing that they are impossible to carry out. | In general, knows their own abilities, but occasionally accepts too many obligations. | Knows their capabilities and accepts as many tasks as they are able to accomplish. | Even with very challenging tasks can assess their own abilities, sharing their knowledge with others. |
| Multi-dimensionality of knowledge | Does not make any references to other disciplines of science. | Occasionally refers to other fields of science, in the form of a digression. | Sometimes refers to knowledge from other disciplines, but does not always properly apply it. | Has a knowledge from various disciplines and uses it frequently. | Has a knowledge from various disciplines and uses it for interdisciplinary research. |
| Critical thinking | Cannot critically refer to any issue. | Their critical thinking needs to be focused by a more experienced colleague. | Can critically assess an issue, but their analysis is often incomplete. | Can critically assess an issue and their analysis is complete and accurate. | Can critically assess issues, not only from their own discipline, encourages and inspires others to think critically. |
| Perceiving links with other fields of science | Does not see the links of the researched issue with other fields of science. | Occasionally notes links with other disciplines of science, but refrains from an in-depth analysis of these links. | Frequently connects their own field with other disciplines and describes these links at a basic level. | Frequently connects their own field with other disciplines, conducts in-depth analysis of these connections. | Shows the coherence of science in various research areas, describing the same or similar issues. |
| Updating one’s subject knowledge | Does not update their knowledge. | Updates their knowledge, but with a delay and to a limited degree. | Tries to keep their subject knowledge from their own field updated. | Updates their subject knowledge. | On a regular basis keeps track of new developments in their own research field and other areas of their interest; expands their knowledge also beyond their own interest area. |
| Ability to share one’s knowledge and scientific competencies. | Does not have the ability to share their knowledge and scientific competencies. | Has a poor ability to share knowledge and scientific competencies, but has a potential in this area. | Has a sufficient ability to share knowledge and scientific competencies. | Has a strong good ability to share knowledge and scientific competencies. | Has a very strong ability to share knowledge and scientific competencies. |