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The New

EPSO
Competency Framework

Old Wine in a New Bottle

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In 2019, the EU institutions decided to establish a working group to review the selection model EPSO has been using since the implementation of the EPSO Development Programme in 2010. The working group's outcome was presented to EPSO's Management Board which mandated a special Task Force to look further into the findings and propose actions for implementation. One of the actions proposed was the overhaul of the competency framework .

In this article, we will analyse the differences between the existing and the new competency framework that is currently on the drawing board at EPSO. We will discuss what this new competency framework will mean in practice, how it will affect the Assessment Centre that will still be part of the selection process, and how it will affect the candidates during their preparation for the Assessment Centre.

From this analysis, our conclusion will be that despite fitting in a new selection model, the new competency framework is, in essence, a reshuffle of the existing one; It is old wine in a new bottle.

Competency Frameworks

A competency framework is a model that broadly describes performance excellence within an organisation. Such a framework usually includes several competencies applied to multiple occupational roles within the organisation.

Each competency defines, in generic terms, excellence in working behaviour; this definition then establishes the benchmark against which staff is assessed. A competency framework is how an organisation communicates which behaviours are required, valued, recognised, and rewarded. It ensures that staff generally have a common understanding of the organisation's values and expected excellent performance behaviours.

Competencies listed in the competency framework enable staff to have a clear understanding of the behaviours to be displayed and the expected levels of performance.

They provide the individual with an indication of the behaviours and actions that will be valued, recognised, and rewarded. A competency framework helps organisations coordinate their general business strategy, vision, and the associated positions.

As a result, recruiters can select and recruit employees more effectively. Competency frameworks are also used in career development, performance management and HR planning.

Competency frameworks are used in many government and private organisations. In the EU, the Commission uses a competency framework in the appraisal exercise of its staff (the so-called CDR). A different competency framework is used for middle- and senior management Assessment Centres.

Other institutions like the European Parliament or the Council have their competency frameworks tailored to the specific needs of these institutions. Moreover, there are many other competency frameworks from European Agencies, the European Central Bank, NATO, and the UN, each adapted to the organisation's particularities.

In the context of EPSO, the purpose of the competency framework is to structure and underpin the assessment centre that is - and will remain - the last step in the selection process.

'Assessment Centre' refers to a process, not a place. It is a combination of exercises designed to help an organisation decide who gets selected for a job - or who gets a promotion.

The candidate is put in a series of fictitious but realistic working environment situations. The assessors meticulously and systematically observe her behaviour based on the expected 'reference behaviour' as laid out in the competency framework.

The Current EPSO Competency Framework

The current EPSO competency framework results from a comprehensive job analysis undertaken in 2009 for all entry grades of EU officials across the institutions. All officials recruited at the entry grades between 2004 and 2007 were interviewed and, in parallel, line managers and senior stakeholders were questioned. The outcome of the job analysis was the development of the competency framework. The emphasis was on identifying those competencies common to all European institutions and, therefore suitable for use in open competitions. As a result, the EU institutions are looking for employees who can demonstrate the following general competencies:

We have listed the general competencies in alphabetical order. That is because - in the selection process - they are all equally important. Leadership competency was put at the end of this list because it is only assessed for Administrator competitions, regardless of whether it is for generalists, specialists, graduates, or more experienced candidates.

The Commission uses the same framework of eight competencies in the new appraisal process introduced in 2012. The other EU institutions and bodies have somewhat different appraisal processes, but the underlying ideas are largely similar.

1. Analysis and Problem Solving
2. Communicating
3. Delivering Quality and Results
4. Learning and Development
5. Prioritising and Organising
6. Resilience
7. Working with Others
8. Leadership (AD only)

Analysis and Problem Solving

Analysis and Problem Solving is at the centre of what most people do at work; any job will bring problems to be solved every day, and you are expected to come with solutions. Employers want people who take personal responsibility to make sure targets are met, see that there might be a better way of doing things, and are prepared to explore and implement change. They want people who don't give up when things go wrong but who will seek a way around the problems.

Communicating

Communication is essential to an organisation's success. Research has shown that effective communication leads to an improvement in overall performance. Good communication also increases job satisfaction; employees feel empowered if bosses or managers are listening to employees and respond. Because of this, communication is key to personal success.

In today's multimedia world, there are more ways than ever before to communicate: email, text messaging, voicemails, blogs, tweets, videoconferences, and social media. Nevertheless, one thing has not changed: there are effective and ineffective ways to express yourself. All professionals need to know how to communicate if they want their message to come across.

Delivering Quality and Results

Delivering Quality and Results means doing your work, solving problems, coming up with solutions or producing output and delivering on your promises – to everyone, including yourself. Meeting expectations involves taking personal responsibility and initiative within a set environment and following the rules and procedures.

Meeting expectations is also working to your full potential, beyond your strict job description, going the 'extra mile', and surprising your bosses and customers with better than anticipated results. Delivering quality results is about meeting expectations, being a true professional, not some sub-standard amateur that happens to have the technical skills that fit the job description.

Learning and Development

Learning and developing doesn't end when you finish school. Learning and developing is one of the most essential parts of our lives and work. Yet, despite having attended many years of education, many of us have no idea how to approach our pursuit of knowledge and develop our skills for personal or professional reasons.

Learning and developing brings about changes in how we act, think, and feel about ourselves, other people, and the world around us. These changes may be permanent or temporary, depending on our perception of the importance and relevance of the knowledge gained.

Prioritising and Organising

Some activities are more important than others on the work floor, and some are more urgent than others. There will be no fixed portions of your time during a working day. Your supervisor will only give you so much information about by when he expects you to deliver your work – if he does.

Prioritising and organising is the behaviour of taking conscious control over the amount of time you spend on specific activities. It is about goal setting, effective scheduling, prioritising, choosing what to do and what not to do, delegating tasks, analysing, reviewing your spent time, organising your workspace, keeping your concentration and focus on your work, and motivating yourself. You manage your time to increase your effectiveness, your efficiency, your productivity, and in the end, to meet the expectations of people around you.

Resilience

Being resilient is adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. Resilience – the ability to effectively cope with losing, failing, and not getting what you want – is an essential quality for anyone to cultivate to achieve success and well-being. To live and work is to risk failure, and resilience helps people bounce back from the unavoidable adversities and obstructions that risk involves.

Resilience is sometimes confused with perseverance, but there is a difference. In short, perseverance keeps you going when you are convinced that you are on the right track, but you are not getting enough traction to get to your destination. Being resilient enables you to build a new track, fix the locomotive and start again when the wheels come off.

Another related idea is grit. Grit is a personal characteristic based on a person's passion for a particular long-term objective and a powerful motivation to achieve that objective. This insistence of effort promotes overcoming obstacles or challenges and serves as a driving force in achievement realisation.

Working with Others

Working in teams is the ability to interact effectively, cooperate, work together, and manage conflicts with other people to complete tasks and achieve shared goals. This includes working with just one other individual or working in small or large groups of people - fellow workers, managers, stakeholders, and contractors.

Effectively working with others involves understanding and working within the group's culture, rules, and values; joint planning and decision-making, negotiating and compromising, expressing one's opinions and ideas, respecting those of others, including people of divergent backgrounds, and being flexible in terms of roles including knowing when to take a leadership role and knowing when to look for a team approach.

Leadership

Managing involves supervising a group of people or a set of entities to achieve a goal. Leading refers to influencing, motivating, and enabling others to contribute toward organisational success. Leaders are those that others look to for direction, inspiration, advice, and keep others going when the going gets tough. Influence and inspiration distinguish leaders from managers, not power and control.

Competency Framework

It is to be said that these competencies are NOT self-subsistent dimensions of our behaviour; there are important 'overlaps'. For example, if oral or spoken communication is deficient, one cannot be a good team player (working with others) or an inspiring leader (leadership). Likewise, if prioritising and organising is a problem that will affect delivering quality and results, or resilience. These eight competencies form a coherent and comprehensive set of expected behaviour for all staff working for the EU administration, but the way this behaviour has been partitioned into competencies is somewhat arbitrary. In 2014, EPSO organised a stakeholder's survey, the results of which were unequivocal: all eight competencies are (equally) important and there is no need for additional ones .

Anchors and Indicators

General competencies are further divided into 'behavioural anchors' and 'Indicators.' Behavioural anchors are specific, easy-to-apply examples of behaviours that demonstrate the competency. There are several positive and negative indicators with every anchor, or specific behaviour associated. Indicators – or observable behaviour – can be associated with multiple anchors, as is shown in the figure below. A behavioural anchor is used to define the level someone has reached on a particular competency from 1 to 10. It is very similar to an indicator, but indicators tend to be simple 'positive' and 'negative' poles, whereas the anchors define all points in between. For instance, 'team working' would be a behavioural anchor for the 'working with others' competency, which is further translated into positive indicators such as 'listens to others' or 'waits for another to finish speaking before voicing their own contribution.' This behaviour is also considered part of the 'communicating' and even 'leadership' competencies.
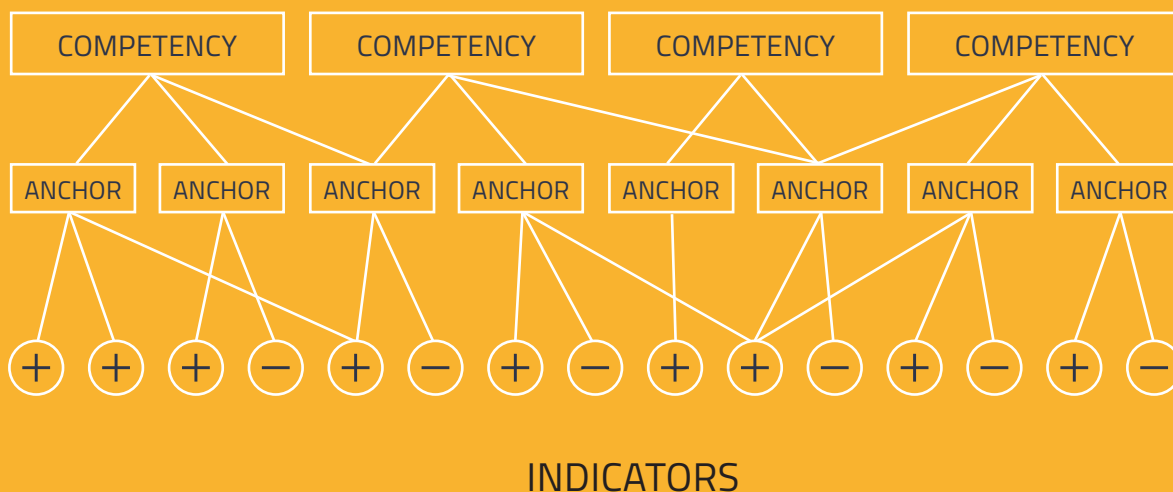
This is a further illustration that competencies are interrelated or overlapping. Certain anchors or indicators are the hallmark of a given competency but can have a clear relation with some other competencies as well.

You can find the "official" list of anchors currently used by EPSO[3] in Annex 1. My comparative analysis of the new competency framework will be based on this official list, and my interpretation/understanding of the terms used in both frameworks.

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[3] https://epso.europa.eu/documents/anchors-related-general-competencies_en

Methodology

For this analysis, we have considered every anchor from the "old" framework and tried to find the relevant "new" competency for which the description best matched. For most anchors this was a trivial exercise but in some cases an interpretation of the terminology was necessary based on my own experience.

The resulting Excel sheet was then rearranged to reflect the (alphabetical) order of the "new" competencies, showing in this way how the "new" competencies could be seen in terms of the "old" anchors. In the following paragraphs, we will further discuss the details of this comparison.

Analysis of the new competency framework

Communication

Communicate clearly both orally and in writing, adapting the message and medium to the audience. Demonstrate drafting skills, the ability to build solid arguments and structure them effectively, and persuasion, negotiation, facilitation and listening skills.

Written communication is structured and precise	Communication
Language, vocabulary, style and register are appropriate	Communication
Adapts the style and language of the message to the intended reader	Communication
Structures written communication according to the required format	Communication
Oral communication is clear and precise	Communication
Influences and persuades others using a combination of facts and strong arguments	Communication
'Sells' their ideas in a convincing way, gets acceptance of their points of view	Communication

Critical thinking, analysing & creative problem-solving

Manage complex information with a holistic systems thinking perspective.
Show awareness of ramifications of issues beyond own area of responsibility and consider the wider picture and other points of view. Grasp what is essential and structure thoughts clearly.
Develop creative and innovative solutions taking stakeholders' needs and positions into account.

Proposes solutions based on critical evaluation	Analysis and Problem Solving
Develops creative solutions taking into account implicit information	Analysis and Problem Solving
Identifies different options and anticipates their potential implications	Analysis and Problem Solving
Understands the context and situation	Analysis and Problem Solving
Understands the main problems faced	Analysis and Problem Solving
Differentiates the essential from what is less crucial	Analysis and Problem Solving
Puts forwards the most appropriate solution(s)	Analysis and Problem Solving
Actively listens and tailors their answers to the questions asked	Communication
Ensures the message is to the point and precise	Communication
Simplifies complex subject-matters	Communication
Tackles the substance of the issues and pays attention to relevant detail in order	Delivering Quality and Results
Manages to organise properly the available information	Prioritising and Organising
Manages to differentiate between the various aspects presented in the documentation	Prioritising and Organising
Is flexible in taking into account new elements and circumstances	Prioritising and Organising
Deals well with complexity, makes appropriate links and synthesises the most important points	Analysis and Problem Solving
Carries out preparatory analytical work and shows an intention to analyse the situation further	Analysis and Problem Solving
Distinguishes between objective and subjective information	Analysis and Problem Solving
Decision-making and getting results	Analysis and Problem Solving

Decision-making and getting results

Take decisions in a fluid environment, with conflicting or incomplete information. Choose between imperfect solutions, strike the right balance between quality and speed depending on the situation. Transform challenges into action and practical solutions, and achieve tangible results.

Proposes recommendations that are detailed to ensure a high standard of quality	Delivering Quality and Results
Works quickly and efficiently to ensure appropriate output within the time available	Prioritising and Organising
Responds appropriately to all the different issues	Prioritising and Organising
Gathers information from different sources and makes appropriate links	Analysis and Problem Solving
Promptly handles requests	Delivering Quality and Results
Deals with the practical issues thoroughly	Delivering Quality and Results
Develops concrete recommendations	Delivering Quality and Results
Ensures that the team remains focused on the task and desired results	Leadership

Information management
(digital and data literacy)

Find, filter, evaluate, utilise, create, and communicate content using information technologies and the internet. Read, understand, and utilise data in different ways, and demonstrate numeracy skills. Translate knowledge, skills and competencies through digital tools and quickly adapt to new IT and professional realities.

Uses appropriate presentation techniques (visual aids, attitude, use of voice and gesture, etc.)	Communication
Actively develops and applies new skills and improves knowledge and competencies	Learning and Development
Identifies the relevant aspects from a mass of information	Analysis and Problem Solving
Correctly understands the available information	Analysis and Problem Solving
Gathers information from different sources and subjects it to critical evaluation	Analysis and Problem Solving
Uses techniques to organise themselves efficiently, e.g. checklists	Prioritising and Organising

Intrapreneurship

Demonstrate initiative, creativity, enthusiasm, innovation, ability to think ahead and leadership traits. Represent the service positively to the outside world, teach and coach others, set an example and inspire others with own actions.

Proposes creative and practical solutions to the problems encountered	Analysis and Problem Solving
Demonstrates critical thinking and reflection in proposing solutions	Analysis and Problem Solving
Delivers a confident and engaging presentation	Communication
Takes the initiative in overcoming obstacles in order to work out qualitative results	Delivering Quality and Results
Proactive – does more than just the job description, finds ways to work better	Delivering Quality and Results
Stimulates team members to achieve results	Leadership
Takes a clear lead in steering projects towards results	Leadership
Demonstrates enthusiasm and commitment to motivate their team	Leadership
Understands and works constructively with the hierarchy	Resilience
Diplomatically conveys messages	Working with Others
Strives for an outcome where all parties feel comfortable	Working with Others
Takes account of the expectations of their interlocutors	Communication

Learning as a skill

Develop strategies for learning, identify own learning needs and strive for continuous improvement. Take ownership of and reflect on own learning. Show readiness to change strategy in the face of new information, to learn from failure and apply lessons-learned purposefully. Give, receive and respond to feedback.

Shows the intention to develop new or improve skills or competencies _____ Learning and Development

Actively helps, mentors or coaches team members and encourages their professional development _____ Leadership

Asks for advice and assistance and learns from it _____ Learning and Development

Asks questions to improve their own understanding of the scenario _____ Learning and Development

Identifies when s(he) has to ask for advice and assistance from stakeholders and colleagues _____ Learning and Development

Takes into account information coming from the other person _____ Learning and Development

Reviews own perspective when additional input is provided or when their position is questioned _____ Delivering Quality and Results

Adjusts their approach and output to the demands of the task to reach results _____ Prioritising and Organising

Sees the bigger picture and understands and appreciates the organisation's broader/strategic goals _____ Learning and Development

Self-management

Organise own work, set goals, manage time effectively, and demonstrate self-motivation and a sense of responsibility. Demonstrate resilience in the face of stress and setbacks. Respond to and implement change with a positive attitude, and remain effective under a changing/fluctuating work-load. Demonstrate flexibility and adaptability.

Manages to strike a healthy balance between work and private life _____ Resilience

Handles questions confidently _____ Communication

Remains fully effective when working under stress e.g. high levels of work and/or tight deadlines _____ Resilience

Easily recovers from failures and setbacks; develops strategies to cope with failure _____ Resilience

Takes responsibility for failures and setbacks and recovers from them _____ Resilience

Remains calm, composed and in control _____ Resilience

Is self-assured _____ Resilience

Copes effectively with difficult questions and resistance _____ Resilience

Continues to perform well in stressful situations _____ Resilience

Deals with obstacles or constraints effectively and finds ways around them _____ Delivering Quality and Results

Is proactive and anticipates issues which may have an impact on the quality of the overall result _____ Delivering Quality and Results

Provides results which move the process forward _____ Delivering Quality and Results

Anticipates issues which may have an impact on the quality of the overall result _____ Delivering Quality and Results

Takes personal responsibility for dealing promptly with problems and requests _____ Delivering Quality and Results

Works quickly – delivers quality work in a timely fashion _____ Delivering Quality and Results

Takes initiative for delivering work to a high standard of quality within set procedures _____ Delivering Quality and Results

Proactively looks for ways to reach a result _____ Delivering Quality and Results

Prioritises the most critical aspects of the task and deals with them effectively _____ Prioritising and Organising

Manages to organise their work in a structured way _____ Prioritising and Organising

Rapidly changes tasks as priorities change, rather than sticking to routines, multi-tasks effectively _____ Prioritising and Organising

Optimises available time to meet deadlines _____ Prioritising and Organising

Takes urgent and important priorities into account _____ Prioritising and Organising

Organises own workload efficiently; takes workload into account when planning _____ Prioritising and Organising

Deals with multiple tasks in a structured and efficient way _____ Prioritising and Organising

Sets clear priorities for the future _____ Prioritising and Organising

Efficiently deals with the time constraints of the situation, gets a maximum out of it _____ Resilience

Reacts in a constructive and positive way with regard to the complexity of the situation _____ Resilience

Adjusts to peaks and troughs in workload _____ Resilience

Adapts to new ways of working and organisational change _____ Resilience

Working with others

Collaborate across structures and take responsibility for the results of the organisation as a whole. Share (rather than hoard) knowledge, show service-mindedness. Deal constructively with conflict. Demonstrate ease in working in a multi-cultural, multilingual environment, support for diversity, and respectful and inclusive behaviour towards others.

Sees how their role contributes to the objectives of their team/department; _____ Learning and Development
does not focus only on their own role

Takes into account the wider organisational/institutional context of the exercise _____ Learning and Development

Develops a common approach when handling the situation _____ Learning and Development

Collaborates with people in other teams, departments or institutions/organisations _____ Working with Others

Is friendly and approachable _____ Working with Others

Shows empathy - understands issues from the point of view of others _____ Working with Others

Works cooperatively with others in their team; reaches consensus _____ Working with Others

Develops relationships; reaches out and engages with people _____ Working with Others

Develops positive working relationships with people from other cultures _____ Working with Others

Coordinates and supervises the work of a group; allocates work, delegates and monitors progress _____ Leadership

Openly shares their ideas and opinions _____ Working with Others

As a preliminary conclusion, we think the new competency framework is nothing else than a reshuffle of the existing one, bringing with it a modernised, more business-like terminology:

- Digital and data literacy - to the degree that this is a "general competency" (or a "soft skill") this is mainly a specific case of learning and development, with a flavour of analysis and problem solving and prioritizing and organizing. Back in 2010, digital technology and the Internet had an important impact on office work so one cannot say that this need wasn't there yet. The most important difference between 2010 and now is the omnipresence of data overload and mis- or disinformation, which has increased the need for analysis and problem solving.

- Self-management - to a certain extent, one could say that self-management is "the mother of all general competencies" as we are the only one in control of our own behaviour. That is also why we find no less than four other "old" competencies in the list.

- Intrapreneurship - in the "old" framework there was an issue with the leadership competency, especially for those people with no formal managerial experience (AD5). Also, in the "old" framework, there was no leadership competency for AST and AST-SC competitions, forgoing in this way some relevant behavioural aspects of these candidates in the AC. This flaw has now been addressed.

Impact on the Assessment Centre

Because, as we have demonstrated, the same anchors (and indicators) can be used there is no need to create different - or additional - ones, so the impact on the structure and the content of the (competency based) interviews and other exercises like Case Study or Oral Presentation will be minimal.

However, in the reviewed selection process, EPSO also intends to have the general competencies being assessed through just one test, instead of two. This could of course increase the workload when designing these tests. Since the tests are custom-made per competition/assessment centre this may influence the timeline.

There will be little or no impact for the candidates, since the underpinning principles of the AC remain unchanged and the same behaviour will be observed/assessed, albeit in a different order/structure.

Conclusions

The new competency framework does not represent a significant change in the selection process or the assessment centre. It is, at best, a modernization of the jargon. The impact on the candidates will be minimal.

ANNEX 1

Competencies	Anchors	Group
Analysis and Problem Solving	Proposes creative and practical solutions to the problems encountered	AD
Analysis and Problem Solving	Gathers information from different sources and makes appropriate links	AST/AST-SC
Analysis and Problem Solving	Proposes solutions based on critical evaluation	AST/AST-SC
Analysis and Problem Solving	Develops creative solutions taking into account implicit information	AST/AST-SC
Analysis and Problem Solving	Identifies the relevant aspects from a mass of information	AD, AST/AST-SC
Analysis and Problem Solving	Correctly understands the available information	AD, AST/AST-SC
Analysis and Problem Solving	Gathers information from different sources and subjects it to critical evaluation	AD, AST/AST-SC
Analysis and Problem Solving	Identifies different options and anticipates their potential implications	AD, AST/AST-SC
Analysis and Problem Solving	Deals well with complexity, makes appropriate links and synthesises the most important points	AD, AST/AST-SC
Analysis and Problem Solving	Understands the context and situation	AD, AST/AST-SC
Analysis and Problem Solving	Understands the main problems faced	AD, AST/AST-SC
Analysis and Problem Solving	Differentiates the essential from what is less crucial	AD, AST/AST-SC
Analysis and Problem Solving	Puts forwards the most appropriate solution(s)	AD, AST/AST-SC
Analysis and Problem Solving	Demonstrates critical thinking and reflection in proposing solutions	AD, AST/AST-SC
Analysis and Problem Solving	Carries out preparatory analytical work and shows an intention to analyse the situation further	AD, AST/AST-SC
Analysis and Problem Solving	Distinguishes between objective and subjective information	AD, AST/AST-SC
Communication	Influences and persuades others using a combination of facts and strong arguments	AD
Communication	Written communication is structured and precise	AD
Communication	Language, vocabulary, style and register are appropriate	AD
Communication	Delivers a confident and engaging presentation	AD
Communication	Uses appropriate presentation techniques (visual aids, attitude, use of voice and gesture, etc)	AD
Communication	Actively listens and tailors their answers to the questions asked	AD
Communication	Ensures the message is to the point and precise	AST/AST-SC
Communication	Adapts the style and language of the message to the intended reader	AST/AST-SC
Communication	Structures written communication according to the required format	AST/AST-SC
Communication	Handles questions confidently	AD, AST/AST-SC
Communication	Oral communication is clear and precise	AD, AST/AST-SC
Communication	Simplifies complex subject-matters	AD, AST/AST-SC
Communication	'Sells' their ideas in a convincing way, gets acceptance of their points of view	AD, AST/AST-SC
Communication	Takes account of the expectations of their interlocutors	AD, AST/AST-SC

ANNEX 1

Competencies	Anchors	Group
Delivering Quality and Results	Deals with obstacles or constraints effectively and finds ways around them	AD
Delivering Quality and Results	Is proactive and anticipates issues which may have an impact on the quality of the overall result	AD
Delivering Quality and Results	Tackles the substance of the issues and pays attention to relevant detail in order to deliver high standards of quality	AD
Delivering Quality and Results	Provides results which move the process forward	AD
Delivering Quality and Results	Reviews own perspective when additional input is provided or when their position is questioned	AD
Delivering Quality and Results	Deals with the practical issues thoroughly	AST/AST-SC
Delivering Quality and Results	Develops concrete recommendations	AST/AST-SC
Delivering Quality and Results	Proposes recommendations that are detailed to ensure a high standard of quality	AST/AST-SC
Delivering Quality and Results	Anticipates issues which may have an impact on the quality of the overall result	AST/AST-SC
Delivering Quality and Results	Takes personal responsibility for dealing promptly with problems and requests	AD, AST/AST-SC
Delivering Quality and Results	Takes the initiative in overcoming obstacles in order to work out qualitative results	AD, AST/AST-SC
Delivering Quality and Results	Proactive – does more than just the job description, finds ways to work better	AD, AST/AST-SC
Delivering Quality and Results	Works quickly – delivers quality work in a timely fashion	AD, AST/AST-SC
Delivering Quality and Results	Takes initiative for delivering work to a high standard of quality within set procedures	AD, AST/AST-SC
Delivering Quality and Results	Promptly handles requests	AD, AST/AST-SC
Delivering Quality and Results	Proactively looks for ways to reach a result	AD, AST/AST-SC
Learning and Development	Actively develops and applies new skills and improves knowledge and competencies	AD, AST/AST-SC
Learning and Development	Asks for advice and assistance and learns from it	AD, AST/AST-SC
Learning and Development	Sees how their role contributes to the objectives of their team/department; does not focus only on their own role	AD, AST/AST-SC
Learning and Development	Sees the bigger picture and understands and appreciates the organisation's broader/strategic goals	AD, AST/AST-SC
Learning and Development	Asks questions to improve their own understanding of the scenario	AD, AST/AST-SC
Learning and Development	Identifies when s(he) has to ask for advice and assistance from stakeholders and colleagues	AD, AST/AST-SC
Learning and Development	Shows the intention to develop new or improve skills or competencies	AD, AST/AST-SC
Learning and Development	Takes into account the wider organisational/institutional context of the exercise	AD, AST/AST-SC
Learning and Development	Takes into account information coming from the other person	AD, AST/AST-SC
Learning and Development	Develops a common approach when handling the situation	AD, AST/AST-SC

ANNEX 1

Competencies	Anchors	Group
Prioritising and Organising	Prioritises the most critical aspects of the task and deals with them effectively	AD, AST/AST-SC
Prioritising and Organising	Works quickly and efficiently to ensure appropriate output within the time available	AD, AST/AST-SC
Prioritising and Organising	Responds appropriately to all the different issues	AD, AST/AST-SC
Prioritising and Organising	Manages to organise their work in a structured way	AD, AST/AST-SC
Prioritising and Organising	Adjusts their approach and output to the demands of the task to reach results	AD, AST/AST-SC
Prioritising and Organising	Uses techniques to organise themselves efficiently, e.g. checklists	AD, AST/AST-SC
Prioritising and Organising	Optimises available time to meet deadlines	AD, AST/AST-SC
Prioritising and Organising	Manages to organise properly the available information	AD, AST/AST-SC
Prioritising and Organising	Manages to differentiate between the various aspects presented in the documentation	AD, AST/AST-SC
Prioritising and Organising	Is flexible in taking into account new elements and circumstances	AD, AST/AST-SC
Prioritising and Organising	Takes urgent and important priorities into account	AD, AST/AST-SC
Prioritising and Organising	Organises own workload efficiently; takes workload into account when planning	AD, AST/AST-SC
Prioritising and Organising	Deals with multiple tasks in a structured and efficient way	AD, AST/AST-SC
Prioritising and Organising	Sets clear priorities for the future	AD, AST/AST-SC
Resilience	Remains fully effective when working under stress e.g. high levels of work and/or tight deadlines	AD, AST/AST-SC
Resilience	Adjusts to peaks and troughs in workload	AD
Resilience	Easily recovers from failures and setbacks; develops strategies to cope with failure	AD
Resilience	Understands and works constructively with the hierarchy	AD, AST/AST-SC
Resilience	Adapts to new ways of working and organisational change	AD, AST/AST-SC
Resilience	Manages to strike a healthy balance between work and private life	AST/AST-SC
Resilience	Takes responsibility for failures and setbacks and recovers from them	AST/AST-SC
Resilience	Remains calm, composed and in control	AD, AST/AST-SC
Resilience	Is self-assured	AD, AST/AST-SC
Resilience	Copes effectively with difficult questions and resistance	AD, AST/AST-SC
Resilience	Continues to perform well in stressful situations	AD, AST/AST-SC
Resilience	Efficiently deals with the time constraints of the situation, gets a maximum out of it	AD, AST/AST-SC
Resilience	Reacts in a constructive and positive way with regard to the complexity of the situation	AD, AST/AST-SC

ANNEX 1

Competencies	Anchors	Group
Working with Others	Works cooperatively with others in their team; reaches consensus	AD, AST/AST-SC
Working with Others	Develops relationships; reaches out and engages with people	AD, AST/AST-SC
Working with Others	Develops positive working relationships with people from other cultures	AD, AST/AST-SC
Working with Others	Collaborates with people in other teams, departments or institutions/organisations	AD, AST/AST-SC
Working with Others	Is friendly and approachable	AD, AST/AST-SC
Working with Others	Diplomatically conveys messages	AD, AST/AST-SC
Working with Others	Openly shares their ideas and opinions	AD, AST/AST-SC
Working with Others	Shows empathy - understands issues from the point of view of others	AD, AST/AST-SC
Working with Others	Strives for an outcome where all parties feel comfortable	AD, AST/AST-SC
Leadership	Stimulates team members to achieve results	AD
Leadership	Coordinates and supervises the work of a group; allocates work, delegates and monitors progress	AD
Leadership	Actively helps, mentors or coaches team members and encourages their professional development	AD
Leadership	Takes a clear lead in steering projects towards results	AD
Leadership	Demonstrates enthusiasm and commitment to motivate their team	AD
Leadership	Ensures that the team remains focused on the task and desired results	AD

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