Zijada **Rahimić**
Vlasta **Perla**

Guide

for the application of competencies in human resources management in the civil service of Bosnia and Herzegovina

NIRAS

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Foreword

The development of modern human resource management in the civil service, as part of public administration reform, is a long and complex process. Adopting a flexible and proactive approach to human resource management is of the utmost importance for public administration institutions to effectively carry out their strategic goals. In this process, all structures responsible for human resource management are invited to give priority to activities that are of strategic importance to organizations, in order to increase individual and organizational performance.

One of the identified strategically important activities is the introduction of **the competency framework** in the civil service. It represents a significant aspect of the modernization of human resource management aimed at a **higher level of professionalization**, with the aim of **increasing efficiency in providing services** to citizens. Therefore, competencies should be used as a central element of people management in administrative bodies.

In order to further improve the application of the competencies framework in practice, the project team prepared this **Guide for the application of competencies in human resources management in the civil service of Bosnia and Herzegovina**, within the project of technical assistance of the European Union "Strengthening the management of human resources in Bosnia and Herzegovina", which was implemented in the period from January 29, 2020 to January 31, 2022. The guide is designed to make a significant contribution to the practical application of competency frameworks in the segments of human resource management - job analysis, human resource planning, selection and recruitment, performance management, education and career development. We believe that the Guide will contribute to the systematic **development and adjustment of the framework of competencies** in the civil service. The application of the competence framework is a dynamic process, and its development is a continuous endeavour that reflects the adjustment in accordance with the recognized goals and needs of the civil service.

The aim of the Guide is to provide **guidance and support** in the application of the competency framework to all those involved in human resource management processes in the civil service - heads of administrative bodies, heads and employees of human resources units in administrative bodies, direct managers and civil servants and central human resources management institutions. We are convinced that the content of the Guide will be interesting and useful to interested readers, and that practitioners at all administrative levels in Bosnia and Herzegovina will be encouraged to continue to apply and make a future contribution to the development of the competency framework.

Dubravka Prelec

Team leader

Acknowledgment

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Admir Alispahić, Civil Service Agency of the Federation of BiH
Andrea Kadribašić, BiH Civil Service Agency
Azra Kost, BiH Civil Service Agency
Biljana Ivanović, Directorate for the European Integration of BiH
Boro Šarčević, BiH Civil Service Agency
Emina Dervišević-Zvizdić, Public Administration Reform Coordinator's Office in BiH
Ferid Kulovac, Civil Service Agency of the Federation of BiH
Jadranka Mandarić, BiH Civil Service Agency
Lidija Bubaš, Civil Service Agency of the Federation of BiH
Kenan Avdagić, Public Administration Reform Coordinator's Office in BiH
Muamer Hrvat, BiH Civil Service Agency
Nebojša Mičić, BiH Civil Service Agency
Salina Karasalihović, Civil Service Agency of the Federation of BiH
Sanja Glavurda, BiH Police Support Agency
Sanja Jelić-Širić, BiH Civil Service Agency
Sanja Nurkić, BiH Civil Service Agency
Senada Suljagić, High Judicial and Prosecutorial Council of BiH
SuadaAliša, Civil Service Agency of the Federation of BiH
Stanislavka Ilić, BiH Civil Service Agency

Content

Introduction

The competencies of employees in today's dynamic and uncertain business environment are becoming increasingly important for the quality execution of tasks, and ultimately for the effective and efficient operation of public administration. The quality of work and the results achieved in the workplace depend on the knowledge, skills and abilities of the associates. Qualifications of employees, both today and in the future, will no longer be enough to achieve exceptional results, nor to distinguish successful from unsuccessful associates. In other words, qualification does not in itself pressupose the skills necessary for everyday business. Therefore, in addition to the qualifications of employees, competencies are needed for successful exectution of work tasks in modern public administration.

From this point of view, the introduction of competencies in the description of the profile of the executor of work is considered an indispensable activity of human resources management in public administration. All human resource management activities are based on competencies, in terms of assumptions and assessments of (undesirable) employee behaviour. Having in mind the characteristics of competencies and the related difficulties of their assessment, the introduction of competency frameworks and competence management is an extremely complex, demanding and challenging activity.

1.1. Objectives and structure of the Guide

The introduction of the competence framework in the practice of human resource management is accompanied by a series of questions, which are asked by all stakeholders. Thus, senior civil servants ask questions: How to identify competencies that are most important for a specific job? To what extent should competencies be expressed? How many competencies should be covered by a professional job profile? How can I assess the competencies of potential candidates for the vacancy? How to identify the required level of competence application? How to evaluate the behaviour of associates based on competencies, give feedback and recommend a method for training, development and development?

Employees ask themselves similar questions: How can I know what is expected of me in this job? What behaviours are especially important for success? How should I approach the job and the execution of the work task in order to achieve successful or extremely successful results? How do I improve, what should I do? Issues also arise for central human resources units that should provide advisory and professional assistance in establishing human resource management systems, as well as human resources officers in public administration organizations who should provide support to managers in human resources management, or guidelines where answers can be found.

The aim of this Guide is to make it easier to find answers to previous questions and to contribute to the successful implementation of the competency framework in public administration. The starting point for the development of the Guide is the existing framework of competencies in the civil service of Bosnia and Herzegovina, which includes two groups of competencies. The first group of five competencies applies to all civil servants, including managers, and the second group of four competencies is intended only for senior civil servants. More precisely, it is about 9 competencies, made up of a total of 47 sub-competencies.

Figure no. 1. Overview of key competencies within competencies (Source: author's work)

In order to assist senior civil servants, employees, as well as human resources management officers in public administration bodies and central human resources management institutions, the structure of the Guide is set in such a way that the introductory part presents in detail the characteristics and competencies. In the next chapter, for each competence, definitions and explanations from the point of view of science and practice are given, examples of behaviour when the employee has and does not have a specific sub competence, and elaboration of the scale of required (desirable) level of competence, which can be a significant support to managers in redesigning the description of the profile of the executor, conducting the selection process, performance appraisal, improvement and identification of development needs. Comprehensiveness of the processing of competencies is also contributed by statements, examples from practice that reflect reality and help to understand the expected, necessary and desirable behaviour from the angle of a specific competence. For each competence, detailed instructions and suggestions for training and development are given.

Aware of the fact that managers have a particularly important role and responsibility in human resource management and competence management, explanations of competencies with examples of practical behaviour should help objectify decisions, combat the mechanism of intuitive assessment and avoid errors in assessment. Thanks to the instructions from the Guide, with the acquired knowledge and experience, the managing civil servant will be able to explain to their associates, in considerable detail, the desirable and undesirable behaviour.

1.2. The purpose and importance of the competence framework in human resources management

The competency framework is a coherent model for describing effective behaviour in an organization, which consists of competencies, definitions of those competencies, and behavioural indicators. The competency model for public administration defines the key competencies specific that employees must possess or develop in order to achieve the strategic goals of public administration.

The competency framework should provide practical guidelines for everyday behaviour and business in a dynamic and uncertain future. Since the civil service is also influenced by the dynamics of changes in the environment, it is necessary to take into account previous observations when describing competencies.

Although this Guide was prepared based on the competencies contained in the Competence Framework developed for the Civil Service of Bosnia and Herzegovina, the following subsections list, for more complete information and better understanding of complex matters, the most important theoretical concepts of competency framework design and job requirements identification methods.

1.2.1. „Competency architecture"

Organizations use a variety of tools and approaches to design their competency frameworks. However, in practice, the "competence architecture" model is most often used. It is a four-level framework of competencies, which includes:
- basic, generic competencies, which all employees must possess
- competencies of the job family, which are common to the job group
- technical competencies, which include specific skills and knowledge for a specific job within the family of jobs and
- Leadership competencies, which include various managerial and leadership skills and abilities.

In order to make it easier to use, it is recommended to limit the number of key competencies included in the job profile. As a rule, best practices establish a limit on the total number of competencies for any job profile ranging from 12 to 15. For example, an organization may define a rule of up to 12 competencies per profile to develop a competency profile, including five core competencies for all job places and all employees. In addition, it is necessary to determine five to seven priority competencies for each job. Thus, within the public administration reform program, and related to the application of the competence framework in the process of employment in the civil service, it was recommended that a maximum of six priority competencies be included in individual job descriptions. By concentrating on the truly decisive competencies, a job advertisement can be formulated more efficiently, a structured interview can be better prepared and conducted, an orientation program can be designed, and the like.

There are three basic criteria that must be met by competency structures in most organizations:
- must include the competencies that employees must have, both now and in the future,
- must support all envisaged applications (e.g. employment/selection, learning and development, performance management, multi-source feedback, career development, human resource planning) and
- must be easy to use

Several competency architectures are possible. Each organization must identify the architecture that best suits its needs.

1.2.2. Executor profile (job request identification)

Requirements, which are set towards the executors of work, are derived from the tasks that need to be performed at a specific workplace. Specific requirements for a job are determined by the goals or results to be achieved, the type of tasks necessary to achieve the goals, contacts with other people (intensity of interpersonal relationships) necessary to complete tasks, as well as how to perform the task, desirable behaviour in the workplace and similar.

For successful performance of work, it is necessary to know the nature of work, duties and responsibilities, the conditions in which these jobs are performed and the requirements they set for the executor of work in terms of knowledge, skills and abilities. In order to avoid arbitrary performance of work and standardize the performance of certain tasks, it is necessary to systematically collect, organize and interpret all relevant information about the tasks, responsibilities and context of work, psychophysical and other requirements for the executor. So, it is necessary to do a comprehensive analysis of the job, the result of which is reflected in the defined profile of the job and the profile of the executor of the job, both professional and psychological. The professional profile means all the necessary professional knowledge and skills, which a person acquires during his education (both formal and informal, as well as by gaining experience). The psychological profile includes all the necessary intellectual and psychophysical abilities, personality characteristics, interests and motivation for successful performance of a specific job. Here it is quite important to point out the difference between the necessary, necessary or minimally acceptable, on the one hand, and the desirable characteristics of the contractor, on the other hand.

When determining job requirements, it must be ensured that the characteristics of the requirements are relevant to the execution of tasks, up-to-date and future-oriented. Therefore, they should not be based only on a (perhaps outdated) job description, but should include possible changes in the job and work environment. In addition, care should be taken to formulate clearly and precisely, weighted and documented, and to avoid any form of discrimination.

The requirements profile is used when the competencies required for the position are compiled from the requirements overview and when their relationship is weighted, because not all competencies are equally important for the successful completion of the task. In particular, this means that the request profile specifies which of the required characteristics are considered, for example, particularly important, important or simply necessary.

Competencies	3	2	1
Professional development and integrity	●		
Problem solving, initiative and change		●	
Teamwork	●		
Communication		●	
Personal effectiveness and results orientation	●		
Leadership	●		
Planning and organising		●	
Developing people	●		
Strategic direction			●

3 = specially important
2 = important
1= needed
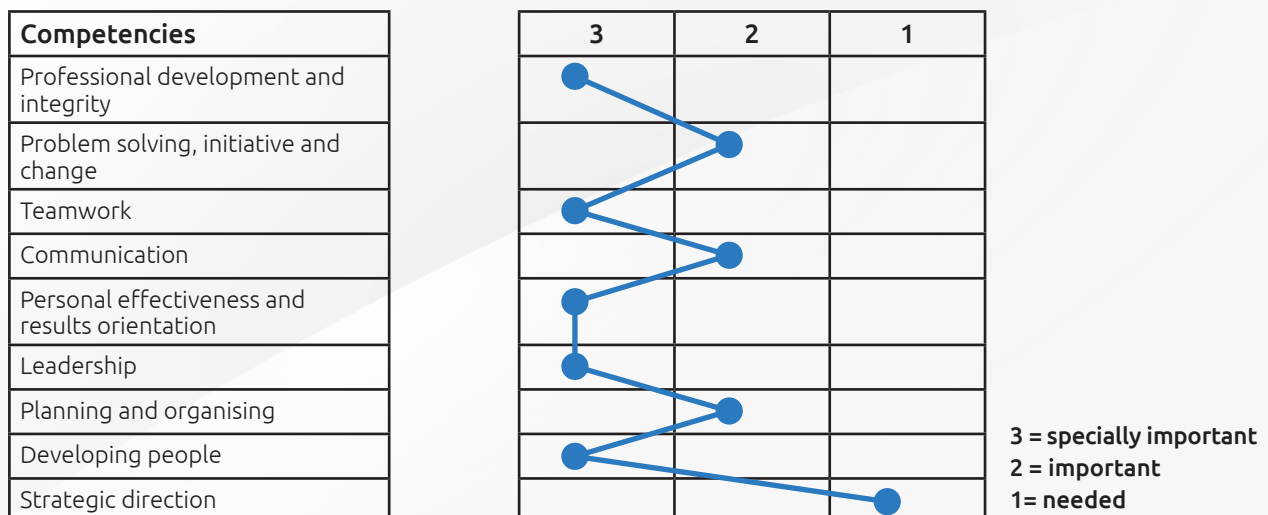
Figure no. 2. Job profile of the head of the organizational unit (Source: author's work)

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The purpose and importance of the competence framework in human resources management

The application profile includes all the essential competencies required to "do the job", so it can be said that the job application profile and the competency profile represent two sides of the same coin. The term requirement derives from tasks and refers to what the job requires, and the term competencies is used to describe the skills and behaviours that a person must adopt or develop in order to successfully complete tasks.

1.2.3. Methods for identifying job requirements and behaviours

Determining the requirements of the job, i.e. the necessary characteristics of the contractor, should be based on the application of standardized procedures and methods by experts and / or persons who know the job well. This is an extremely difficult and challenging task, as it is far more difficult to determine the psychological and psychophysical requirements for doing the job than the tasks, duties and responsibilities of the same. In order to conduct this analysis in practice, various methods and instruments can be used.

Empirical method. The specificities of the empirical method or the so-called method of the known groups are reflected in the analysis of knowledge, skills and abilities of successful associates by which they differ from unsuccessful associates. Various tests are performed to determine the distinctive characteristics of employees. The most common group of people who do the same job is divided into three subgroups: average, below average and above average. The focus of the analysis is on two extreme groups, with the aim of determining the characteristics by which extremely successful associates differ from unsuccessful ones.

Assessment method. Experts, who are well acquainted with the job, use assessment scales to evaluate each trait relevant to doing a particular job. In order to make the assessment as objective as possible, it is recommended to hire a larger number of evaluators - experts. These can be experienced associates, managers, instructors, job analysts, etc. The assessment of the importance of a trait is in fact the average rating of all assessors. The basis for determining the required properties of both the assessment method and the empirical method can be the so-called KSAO list:
- Knowledge
- Skill– competence in performing some psychophysical activity
- Ability– demonstrated competence to do a particular job
- Other characteristics– individual characteristics, behaviour.

It is an instrument used to assess knowledge, skills and abilities based on four parameters:
- how much they are necessary for employees
- how realistic it is to expect employees to own them
- how well they differentiate between average and above-average employees
- how many problems employees who do not have will have

Fleishman's system of analysis of required skills, more precisely defined as a "system of scales of skill requirements", defines abilities as permanent characteristics of individuals that cause differences in job performance. The system is based on a list of 52 abilities (psychomotor, physical, mental and sensory) that most often require relevant dimensions of work. For each ability, a seven-point scale of descriptive assessment has been developed, i.e. it contains descriptions and examples of behaviour of different levels of ability. Experts mark a point on the scale that best represents the required level of that ability in a particular job. In this way, it is possible to get an accurate picture of the skills required by a particular job, which is the basis for many human resource management

activities (quality selection, relocation, career development, etc.). The disadvantage of this analysis is reflected in its limitation solely on abilities, while not observing the necessary knowledge, skills and personality traits to successfully perform the job.

Rodgers' seven-point plan is an easy way to determine job requirements. It is a checklist for determining the individual characteristics of the executor of work, which includes: physical characteristics, knowledge and education, general intelligence, specific abilities, interests, personality and special (personal) circumstances. Although this instrument is widely used in practice, it is pointed out that motivation for work should have been added to this analysis. It is Fraser's job requirements assessment tool that includes motivation, but also the following dimensions: impact on others, qualifications, individual skills and adaptability. As with the previously presented analysis instruments, for the Rodgers and Fraser method, it is necessary to develop evaluation scales and to develop a procedure for evaluating the importance of traits (seven and five, respectively) for executors. It is to be expected that the importance of individual traits will vary from job to job, that is, from organization to organization.

Critical Incident Technique helps identify critical activities and behaviours that contribute to the success of a business. Therefore, it is first necessary to identify typical and important, special and critical to success situations, which the associate will experience and have to solve. In practice, these are most often key tasks, which are frequent or difficult to solve and are considered critical to success at work now or in the future. Starting from the assumption that there are a limited number of critical situations in each job, five to seven really important events are usually listed. The information is collected by employees who know the job well, managers and experts. Based on the obtained inputs, a group of experts makes a list of behavioural descriptions, which present efficient (successful) and inefficient (unsuccessful) behaviours at work.

Descriptions contain all information starting from the cause of certain behaviour, through specific activities of the employee, to the consequences of behaviour and the degree of control of the results of behaviour by the employee. The next step is to specify the competencies needed to perform certain activities. Most often, three competencies are listed for each situation that contribute to success. Competences are then added to the job profile and behavioural indicators and statements that best match the required behaviour in critical situations are listed.

There are multiple possibilities for applying this method. Based on the identified behaviours for successful performance, the method contributes to safer selection of candidates. The method is also suitable for developing criteria for evaluating employee performance, for identifying their training needs, and is used in counselling and career planning. In addition to the above advantages, the presented method has disadvantages. Because it does not engage in routine activities and behaviours at work, it does not provide enough information about the whole job. The shortcoming could be remedied by collecting data that provides standard performance in the workplace. Extending the procedure would provide a better insight into the whole work.

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1.2.4. Competence profile

Competencies are a set of intellectual and practical skills, attitudes and values with which employees can solve tasks and problems independently. They show what an employee can do (ability) and what needs to be done to be successful in their job or in a critical situation. They also make it possible to recognize the difference between average and excellent performance (results) in a particular workplace.

The competence of an individual is reflected in the ability to meet the requirements of the workplace, in motivation and willingness to use their knowledge, attitudes and skills in a way to successfully behave in demanding or critical situations and responsibly solve problems and achieve results. The system of competencies consists of two types of competencies: technical and behavioural. Technical (functional) competencies are the knowledge and skills needed to successfully complete a task. They are usually easy to identify and develop. Behavioural skills, on the other hand, are a set of behaviours that are necessary to properly meet job requirements. This includes attitudes, values, skills, motives and characteristics, therefore all those competencies that are more difficult to identify because they are not recognizable at first glance. They are also harder to develop and often determine top performance.

The Iceberg model provides a good frame of reference for a better understanding of competencies. In the model, competencies are pictorially positioned just below the surface, and they become visible only through effective behaviour, i.e. performance. However, competence in its sense does not have to become visible, noticeable and therefore assessable. It is not displayed, e.g. if a competent person is not motivated to show competence. Only organizations that have competent employees will operate effectively and efficiently, that is, be successful.

The competency profile is actually a set of relevant competencies and indicators of behaviour for a particular job. When creating a competency profile, a competency framework is used, which includes competencies, definitions and descriptions of behaviour. It is possible to organize a focus group, ask more people who consider competencies important for a certain position- job. It is important to have constructive discussions about the chosen skills in order to reach a consensus. The most reliable answers can be expected from successful employees, their immediate supervisors and human resource management officers. It is a quick method, which usually gives a good result. However, it should be borne in mind that it is not based on analysis and not all persons involved have the same impact, which is considered a disadvantage.

Not all competencies are equally important for the successful completion of the task, i.e. the characteristics of the task determine the importance and level of expression of the required competencies. Figure 2 shows the relationship between the difficulty of the task and the level of competencies. Competence is shown on a continuous scale. Since in practice it would not be feasible to describe the corresponding competence for each point on the quantitative scale, it is divided into parts, which are called competence levels. Task difficulty and job requirements are the basis for creating and describing competency levels.
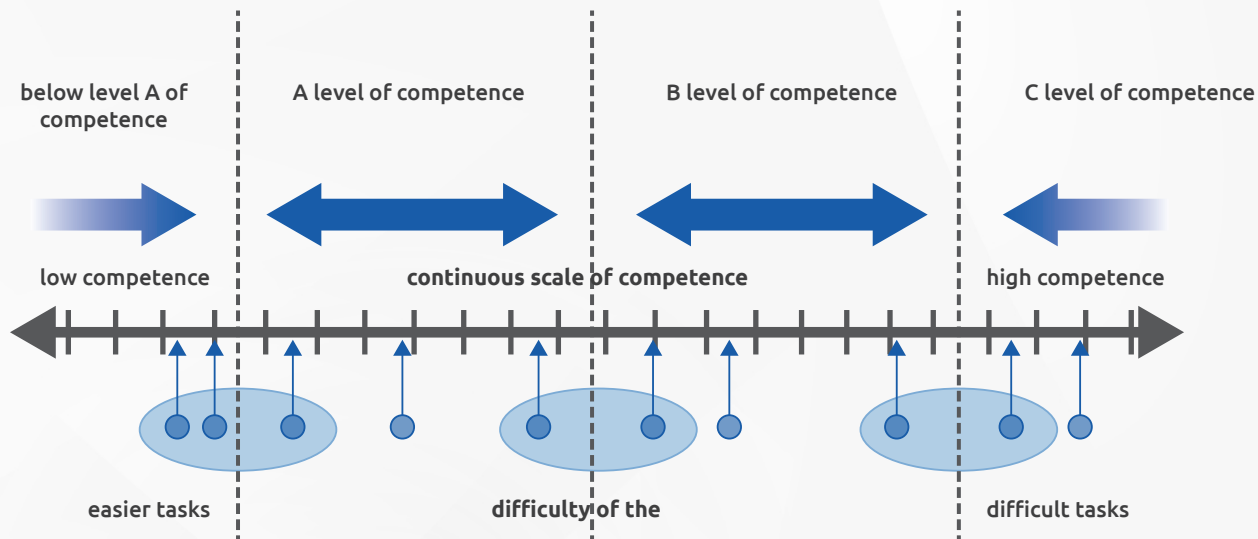
Figure no. 3. Levels of competence and difficulty of the task (Source: adapted from Hartig, J. (2007), p. 87)

The catalogue of competencies contains a clear name, definition and description of each competence, and ideally examples of behaviour, which can be used to assess the existence of competence, the strength of its expression and desirable or effective behaviour. In practice, within competency management, attempts are made to describe effective behaviour in a fairly detailed way. However, the question arises as to whether and to what extent this is possible at all. Teamwork ability is often described as "Contributing to a positive team atmosphere". From the above description, it is not clear what the associate is really doing, whether he is inviting for coffee, socializing or listening carefully to the discussions of colleagues, everything is possible. Therefore, when describing competencies, it is important to keep in mind the basic goal of this activity, which is to clearly show the employee and the immediate supervisor what behaviour is desirable. The behaviour of associates / managers in similar business situations from the past and the resulting success can serve as an indicator of future behaviour.

1.2.5. Competency levels and behavioural indicators

Although a level less model is commonly used in practice, the introduction of functional levels (scales) to demonstrate competencies can be useful. The binary perspective, in which the employee has or does not have competence, almost never satisfies the operational reality. There are always "more experienced" employees, who can perform certain activities "better" than others, and newcomers who have theoretical knowledge but no practical experience. Even more precise observation can be used in practice to identify the so-called:

- connoisseurs, who have theoretical knowledge with little experience and are able to apply theory to solve known, structured problems,
- experts who have extensive experience and can adequately respond to new, unforeseen situations and
- experts, who are able to largely self-organize and intuitively anticipate problems and find new solutions

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In order to better understand these differences, "scaling" of competencies is done in such a way that the levels of competencies correspond to certain behaviours. Thus, the model of competencies becomes much more complex, because clear differences in behaviour must be made at each level. Each competence can be defined at three levels using behavioural indicators that complement each other in terms of content. Precise scaling (through seven intermediate levels) greatly limits the space for interpretations by examiners and thus ensures that estimates are made objectively and fairly (fair), and that they can be compared with each other.

Competencies	Competency assessment on a 7-point scale		
Professional development and integrity			
Problem solving, initiative and change	Low	Low	high
Teamwork			
Communication			
Personal effectiveness and results orientation			
Leadership			
Planning and organising	Understand / Attempt / Participate / Get instructions / Avoid mistakes / React	Apply / Achieve / Cooperate / Act independently / Take responsibility / Get involved	Develop / Surpass / Delight / Move others (inspire, inspire, motivate) / Take a risk / Act proactively
Developing people			
Strategic direction			

Figure no. 4. Competency levels and behavioural indicators (Source: adapted from Meier, M. and Wichert, C. (2010), p. 110.)

Different tasks, positions and positions in the organizational hierarchy set different requirements for job executors (work tasks), which is reflected in different levels of competencies (lower, middle, high). As an example, for the purpose of illustration we can take the example of the ability to initiate change and proactive action. A brief description of the competency would be that employees who have this competency accept and design change processes and are able to work in changed or new circumstances. More precisely observed:
- at a lower level of competence, the person is open to marginal change (level 1) or understands and accepts the need for change (level 2),
- at the intermediate level, identifies and presents changes (level 3), actively takes the necessary changes (level 4) and motivates others to actively contribute to change (level 5),
- at a higher level, the person creates an impulse for change in the whole group (level 6) or creates an organizational climate focused on change (level 7)

In practice, the presentation of competencies at three levels is acceptable and applicable, but it is useful for some human resource management activities to keep in mind the presented intermediate levels. It is also important to emphasize that the same level of analysed competence for initiating change and proactive action will not be required in all positions, jobs. It will be enough for associates in some jobs to understand the importance of change, participate in their implementation, while in management positions it will be necessary to actively undertake change and, if necessary, even motivate others to contribute to change. The behavioural indicators presented in the previous figure, with a concrete presentation of their application in practice, can be of significant help to senior civil servants in describing expected behaviours, as well as to all associates to understand the necessary and desirable behaviours in their workplace.

1.3. Application of competency frameworks

The competence framework can and should be widely applied in the practice of human resource management in public administration. Namely, the introduction of the competence framework contributes to the professionalization, more effective and efficient implementation of all human resources management activities. In addition, a unique methodology is provided to identify job requirements profiles and competency profiles.

The application profile is the basis for professional and legally secure staff selection. It provides not only essential content for a job advertisement, but also for the preparation and implementation of the selection and selection process. The requirements profile is also a "key instrument" for staff development, provides a basis for introducing new employees to the job, for preparing and conducting employee appraisals, for planning training and staff development in accordance with the needs of the organization.

Figure no 5. Requirements profile as a key instrument for human resource management activities (Source: author's work)

Depending on the area of application of the competence framework, it is necessary to design examples of behaviour, which is a special challenge in practice. For example, in a development-oriented model, each competency should be described with several clearly defined behavioural indicators, which help to identify missing or less developed competencies. In a model focused on assessment, each competency needs to be defined by a scale, and behaviour becomes more complex with each level of requirement. However, unilateral application is not rational or justified, e.g. only for performance evaluation, development or only for recruitment and selection of new associates.

Depending on the field of application, the competency model must meet different requirements, starting from a better employment process, through an objective assessment of work performance, to identifying development deficits (weaknesses) and potentials (strengths). Successful competency models can combine different requirements.

Key competences

1.4. Professional development and integrity

„The greatest danger for most of us is not that our aim is too high and we miss it but that it is too low and we achieve it.“
Michelangelo

In the Civil Service Competence Framework of Bosnia and Herzegovina, professional development is linked to integrity in one, competence, which is considered to be applicable to all civil service positions. It is described as the continuous acquisition and application of the necessary knowledge, skills and behaviours to achieve a high level of performance, including the ability to transfer knowledge and experience to others.

The importance of professional development in the civil service is recognized by the legal framework which prescribes the obligation of civil servants to continuously work on their professional development and training, and the right and obligation to participate in various forms of educational activities.

Professional development, i.e. professional development of civil servants, is an integral part of human resources management, and therefore it is necessary to establish practices or systems for monitoring professional development activities, including needs analysis and efficiency at work, and develop a system of "knowledge management which implies the broader" function of planning, organizing and controlling the process of acquiring, storing, distributing and using the acquired knowledge.

This competence covers a total of four sub-competences in the Competence Framework, which are elaborated in detail below. These are:
- continuous acquisition of knowledge and skills necessary for the job
- commitment to personal and professional development
- knowledge sharing
- integrity

1.4.1. Continuous acquisition of knowledge and skills necessary for the job

The purpose of continuously acquiring the knowledge and skills needed to do the job is to eliminate and overcome the shortcomings and make the necessary changes to ensure the possession of the knowledge and skills necessary for the job. Acquisition of knowledge and skills is a process of learning new skills and knowledge on a continuous basis that is realized in several forms. Formal education is conducted in accredited educational institutions according to approved programs with the aim of improving knowledge, skills and competencies for personal and professional needs and through which recognized diplomas and qualifications are obtained. Non-formal education means any form of education that does not lead to the acquisition of new qualifications, i.e. new diplomas or necessarily advancement in the hierarchy of the organization, i.e. organized learning processes aimed at training adults for work and personal development.

Employees are the main value of public organizations. Continuous acquisition of knowledge and skills, i.e. professional development of public administration employees is an unavoidable precondition for efficient implementation of legislative, administrative, institutional and economic reforms, i.e. fulfilment of obligations for membership in the European Union. One of the elements of successful management of successful reform is the development of the potential of public servants in order to develop their skills and abilities for the future.

Organizations must support a continuous learning process, by analysing and meeting the needs of employees, taking into account the anticipation and solution of strategic problems, and the establishment of a broader framework for managing results.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– independently seeks and proposes professional development programs – attends recommended professional development programs in agreement with the superior – responds to the invitation to participate in conferences and seminars with relevant content for the improvement of knowledge and skills – is actively involved in the activities of projects in the implementation of which the organization is involved; – participates in the work of professional networks – regularly follows professional literature	– has no understanding for the concept of continuous acquisition of knowledge and skills and does not link them to the needs of the workplace – does not show interest in training or independently proposes programs for the development of knowledge and skills – reluctant to attend recommended professional development programs – is reluctant to respond to the invitation to participate in conferences and seminars with relevant content for the improvement of knowledge and skills – avoids active involvement in the activities of projects in the implementation of which the organization is involved

Table no. 1.1. Behavioural indicators of the competence to continuously acquire the knowledge and skills necessary for the job (Source: author's work)

Achieving continuity in acquiring the knowledge and skills needed to do the job is certainly not just the responsibility of employees. Whether it is a formal or informal professional development program, it is necessary to develop an organizational environment for lifelong learning within the organization. Employee development needs analysis is also an ongoing process that is the joint responsibility of human resources officers, managers and central human resources institutions, primarily through regular performance monitoring and performance appraisal activities, and other methods for needs analysis and evaluation of training program effectiveness.

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Professional development and integrity

low	medium	high
Attends only professional development programs or activities to acquire knowledge and skills to which he/she is referred by his/her superiors or are otherwise required to perform work tasks or requirements for the title or position.	Proposes professional development programs and activities that are relevant for the acquisition of knowledge and skills for the needs of the workplace, attends professional training programs and participates in other activities for the development of knowledge and skills for which the opportunity and need arises.	Independently researches and finds opportunities for professional development and acquisition of knowledge and skills for the needs of the workplace, proposes available programs and ways of implementing activities in accordance with the needs and possibilities.

Table no. 1.2. Levels of competence for continuous acquisition of knowledge and skills necessary for the job (Source: author's work)

Civil servants are obliged to constantly work on their development and training, have the right and obligation to participate in various forms of educational activities, and the right for support and assistance in development and training in order to advance in their careers, training and other ways. From the statements, which we can hear from the associates, we can conclude whether and to what extent the competence of continuous acquisition of knowledge and skills needed to perform the job is expressed.

Statement	Answer means:
"Training is just a waste of time, they have nothing to teach me."	The statement indicates that the employee has no motivation and / or does not understand the importance of continuous training. Feedback on job performance is a good opportunity to point out the importance of lifelong learning and to point out the link between meeting work goals and developing certain skills. The statement may also indicate that the training the employee attended was not adequate for the needs of the specific job.
"I have too much to do and I don't have time to attend trainings."	The statement may indicate a lack of understanding of the importance of continuous training of the employee, but also the need to check whether it is really an overload of work.
"The boss never sends me to additional trainings, it is the privilege of the chosen ones."	The statement indicates employee dissatisfaction with the way professional development activities are carried out and consequent loss of motivation.
"There is no point in proposing training for the development of knowledge and skills when I know that there are no funds for that."	The statement indicates a lack of employee motivation, which is probably due to the inability to attend previously agreed programs.
"Each training is an opportunity to learn something new and useful."	The statement indicates that this is an employee who recognizes the importance of continuous training, but also understands the objective circumstances of the organization and implementation of specialized training programs.

Table no: 1.3. Statements from practice and their meaning of the competence of continuous acquisition of knowledge and skills necessary for the job (Source: author's work)

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1.4.2. Commitment to personal and professional development

Commitment to personal and professional development means taking responsibility for personal and professional development, showing motivation and commitment to learning and personal development.

In relation to the previously developed competence of continuous acquisition of knowledge and skills necessary for the job for which the possession of competence can be determined by the number or amount of realized activities for the acquisition of knowledge and skills, the focus of commitment to personal and professional development is "learn how to learn".

In other words, it is necessary to develop and apply time management skills in a broader sense, taking responsibility for one's own learning, active listening, learning in collaboration with others and acquiring lifelong learning habits, developing problem-solving and critical thinking skills, processing and assessing assimilated knowledge, and learn how to apply new knowledge and skills in various contexts, in this case to meet existing or future needs of the workplace.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– applies the acquired knowledge and skills to work tasks and improves the competencies needed for the current job – looking for better ways to do routine aspects of work – seeks and uses feedback to improve performance – researches work methods, ideas and information that will improve one's own efficiency and effectiveness at work – finds and maximizes opportunities for growth and development from multiple sources – sees failure as an opportunity to learn from past results, and continues to learn and progress	– does not show or has no desire to take advantage of opportunities to upgrade knowledge and skills – resistant to new challenges, seems uninterested in strengthening skills and knowledge – does not make suggestions for improving one's own efficiency and effectiveness at work – in certain situations does not adequately seek opportunities to build the skills and knowledge needed to do the job – participates in professional development opportunities only if explicitly requested

Table no. 1.4. Behavioural indicators of commitment to personal and professional development (Source: author's work)

The concept of planning or commitment to personal and professional development should be understood in a broader sense than the continuous acquisition of knowledge and skills needed to do the job. In this sense, the perceived lack of commitment may be an indication of a lack of motivation (which can have a variety of causes) or a lack of skills needed to plan development.

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low	medium	high
Passive attitude towards planning his/her personal and professional development, does not take responsibility for his/her own learning, undertakes development activities according to the recommendation and advice of superiors, i.e. the needs of the organization.	Uses feedback on his/her work, takes responsibility for his/her own learning, actively participates in planning activities for his/her personal and professional development.	Independently researches and proposes opportunities for personal and professional development that will improve own efficiency and effectiveness at work.

Table no. 1.5. Competence levels of commitment to personal and professional development (Source: author's work)

It is appropriate to give employees general guidance on expectations, and leave it to them to understand their needs and "own" their development, so that they can identify a format that suits them. The development of a personal and professional development plan is an activity that is closely related to the function of human resource management and in that sense should be designed and implemented. From the statements we can hear from the associates, we can conclude whether and to what extent the competence of commitment to personal and professional development is expressed.

Statement	Answer means:
"I think the concept of personal and professional development in my workplace is completely inapplicable."	A statement can mean a lack of understanding of the concept or a lack of motivation. In any case, if the organization evaluates the development of this competence, it is necessary in the agreement of the human resources department and superiors to develop the activity of preparation and development of individual plans for employee development.
"I don't understand the difference between personal and professional development ... why would my employer be responsible for my personal development?"	A statement can mean a misunderstanding of a concept. As in the previous statement, if the organization plans to carry out activities to develop personal development plans for employees, it is necessary to explain the connection between the development of personal skills and competencies and their correlation with work efficiency.
"I am committed to my development but my employer doesn't notice it."	Such a statement indicates a lack of dialogue with employees.

Table no. 1.6. Statements from practice and their meaning of competence of commitment to personal and professional development (Source: author's work)

1.4.3. Knowledge sharing

Competence to share acquired knowledge and information with others in order to adopt them is related to the development of organizational culture that encourages and promotes learning, collaboration and teamwork.

People share or hide knowledge for a variety of reasons, a phenomenon known as knowledge accumulation or knowledge hiding. Research shows that more cognitively complex jobs - where people need to process large amounts of information and solve complex problems - tend to promote knowledge sharing, as do jobs that offer more autonomy. Also, employees are more likely to hide their knowledge if they think their colleagues rely on them too much. On the other hand, if we rely on the knowledge of our colleagues to do our job, it could increase the likelihood that we will reciprocate by sharing our knowledge with them.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– consistently and actively helps others develop skills and knowledge	– reluctant to share expertise or information with others
– uses informal dialogue with colleagues to teach on relevant topics	– sometimes shares knowledge with others, often only when requested
– gladly accepts or independently takes on the role of mentor or coach in the workplace	– avoids or reluctantly accepts the role of mentor or coach in the workplace
– gladly participates in the activities of internal sharing of knowledge acquired in professional development programs	– avoids or reluctantly accepts to share internally the knowledge gained in professional development programs
– is happy to share relevant information gained from seminars, conferences or professional gatherings he attends	– s reluctant to share relevant information gained from seminars, conferences or professional gatherings he attends

Table no. 1.7. Behavioural indicators of knowledge sharing competence (Source: author's work)

Available technological resources make it easy to share information or documents within the organization. To encourage knowledge sharing, employees need to know what resources are available to them and where to find them, and a communication strategy should guide employees to store information in shared files instead of on their computer's hard drive.

low	medium	high
Shares knowledge and information if requested by a superior or provided by a job description. Takes on the role of mentor or coach if required by regulation or job description.	Shares knowledge within the organization by taking on the role of mentor or coach, participates in activities of internal sharing of knowledge acquired in professional development programs, or seminars, conferences and professional gatherings he/she attends.	Shares knowledge within the organization by taking on the role of mentor or coach, participates in activities of internal sharing of knowledge acquired in professional development programs, or seminars, conferences and professional gatherings he/she attends, uses informal dialogue with colleagues to teach relevant topics.

Table no. 1.8. Levels of competence for knowledge sharing (Source: author's work)

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If an organization insists on sharing knowledge and pressures employees to share what they know, without emphasizing the importance of sharing knowledge to achieve the goals of the unit or organization, they are less likely to share that knowledge, satisfactory results cannot be expected. From the statements, which we can hear from the associates, we can conclude whether and to what extent the competence of sharing the acquired knowledge is expressed (Table 1.9).

Statement	Answer means:
"Why would I have to teach the work to another colleague? Why did they study?"	The statement points to the need for better communication among employees and that employees have the opportunity to discuss in the team what knowledge and information they need in order to perform their work tasks efficiently.
"I invested a lot of my free time, energy and money to share my knowledge with others."	The organization should consider establishing mentoring programs and recognize the role of mentors as an added value to the individual and the organization.
"I would like to share with my colleagues the information I learned at the seminar, but I simply do not have the opportunity to do so."	The statement points to the need for the organization to provide resources, time and space, and to establish the practice of regular internal sharing of knowledge and information.
"I had the opportunity to give an internal presentation to colleagues upon my return from the conference I attended. Shortly afterwards, I heard indirect negative comments: *Who is she to teach us something?*"	The statement means that the organization should develop a culture that encourages and promotes learning, collaboration and teamwork, and values initiatives and activities of internal knowledge sharing.

Table no. 1.9. Statements from practice and their meaning of competence for knowledge sharing (Source: author's work)

1.4.4. Integrity

The integrity of a civil servant and employee implies legality, transparency and responsibility in work and decision-making, while at the same time ethical behaviour which will not diminish his reputation and the reputation of the body in which he is employed. Competence includes gaining trust and respect for consistent behaviour with a high value system, adhering to the Code of Conduct for Civil Servants, and counteracting violations of its rules by other employees. Integrity as a competence can be viewed as a moral category that includes legal regulation.

The rights, obligations and manner of conduct of civil servants and employees are regulated primarily by the Law on Civil Servants and Employees and the Code of Ethics of Civil Servants and Employees, but also by internal rules, primarily the Integrity Plan, which is the result of self-assessment actions as well as other forms of irregularities and unethical and unprofessional behaviour which envisages measures and activities of legal and practical nature in order to prevent and eliminate irregularities caused by all forms of corruption and unethical behaviour.

Following the rules for identifying individual risks for the occurrence of ethically and professionally unacceptable procedures, the following are some illustrative examples of the behaviour of officials when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– uses available information for appropriate purposes, and does not require access to information he does not need to do the job – respects and maintains the confidentiality of confidential / confidential data / information – treats all parties equally, without discrimination – avoids situations and actions that are considered inappropriate or that conflict of interest – in situations that may present a conflict of interest, seek an exception when making decisions, involve an associate or superior in making a decision – refuse gifts or preferential treatment, which could impair independence or objectivity in work	– unauthorized disclosure of confidential information – is inappropriately biased towards the parties – uses the site to obtain services or gain benefits for himself or for third parties – does not inform associates and / or superiors about situations that are considered inappropriate or that conflict of interest – uses the property of the institution for private purposes

Table no. 1.10. Integrity competence behaviour indicators (Source: author's work)

Ethical behaviour, i.e. adherence to the code of conduct, is the obligation of all civil servants and employees, and consequently the competence of integrity should be inherent in every job. Integrity, as a priority competence for individual jobs, can be determined by assessing the current situation and the possibility of ethically and professionally unacceptable procedures and other irregularities in the process of developing an integrity plan. The same principle can be applied in determining the required (desirable) level of competence.

low	medium	high
Understands and adheres to the code of conduct in everyday behaviour and work. Reacts in situations of ethical doubt and addresses close associates and / or superiors.	Independently applies the rules of the code of conduct in everyday behaviour and work, reviews and analyzes from various aspects of the situation of ethical doubts and, if necessary, addresses close associates and / or superiors.	Routinely applies the rules of the code of conduct in everyday behaviour and work, acts proactively and helps others to resolve situations of ethical doubts.

Table no. 1.11. Integrity competency levels (Source: author's work)

From the statements, which we can hear from the associates, we can conclude whether and to what extent the competence of integrity is expressed.

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Statement	Answer means:
"I am not familiar with the internal rules and procedures that provide for measures and activities aimed at preventing and eliminating irregularities caused by all forms of corruption and unethical behaviour, I do not know if they exist and who is responsible for their implementation."	The statement points to the lack of transparency and commitment of the organization in applying and monitoring ethical principles of conduct.
"At regular meetings within the team, we do not discuss topics of strengthening personal and institutional integrity."	The organization is not committed to strengthening personal and institutional integrity.
"I have not attended integrity training, I am doing my job well and I do not consider such education necessary."	The statement may indicate a lack of awareness of the importance, rules and practical application of personal integrity in work and behaviour.

Table no. 1.12. Statements from practice and their meaning of integrity competence (Source: author's work)

1.4.5. Recommendations for the development of competence professional development and integrity

Speaking of professional development, it is unrealistic to expect all employees to engage in continuous learning either during the working day or in their free time. Some employees will be motivated, but most will be focused on work and work tasks. Sometimes it is objectively difficult for employees to separate time from everyday work tasks. Employees should be enabled to find the appropriate form of learning that suits them instead of being offered a limited format of professional development.

This competence includes a total of four sub-competencies, the first three of which are aimed at creating an organizational culture of lifelong learning, and integrity as a sub-competence that emphasizes the importance and promotes ethical behaviour of employees.

A significant component of creating a learning environment is the time and resources that must be available to employees, depending on the needs of the organization, department, or individual employees. In addition, a leader who supports learning and development initiatives will contribute to creating an atmosphere that promotes lifelong learning.

Every organization, in addition to the statutory work plan for a certain period, should also have a plan for continuous professional development at the level of the organization and at the level of individuals. Personal plans for employee development may include the necessary resources or support for individuals, a learning plan or types of learning that can be applied.

Opportunities for professional development include working with more experienced employees, taking on more challenging tasks, assigning mentors, education, conferences, various forms of organized and planned transfer or exchange of knowledge and professional experience within or between organizations.

Encouraging knowledge sharing cannot be viewed in isolation from the development of communication skills. In order for the business to function smoothly and to perform everyday processes and tasks in an efficient manner, in the context of encouraging the sharing of knowledge, it is necessary to establish as efficient and clear communication as possible among all employees.

Otherwise, employees feel separated from each other and unmotivated, among other things, to share the acquired knowledge. In this regard, communication skills training will highlight the importance of creating a culture of open communication. In the context of an open communication strategy, the sharing of acquired knowledge can be improved and facilitated by creating platforms to facilitate knowledge sharing.

Regular meetings should allow employees to share information about how they can help each other, that is, to discuss what they are working on and what they may need help with, which will create an opportunity for more daily knowledge sharing.

Organized mentoring programs will help employees who need a mentor to learn and enable them to have someone they can turn to for advice, and enable mentors to develop mentoring skills and transfer acquired knowledge. A useful initiative to encourage knowledge sharing is to provide adequate space within (or outside) the organization that employees would have at their disposal.

Although the ethical conduct of civil servants is considered their obligation, if there are no clear rules and procedures, legal norms or codes of ethics, or if they exist and their implementation and control is not ensured, the question of how officials work and responsibilities arises, meaning, where is their integrity? In this sense, it is necessary that the institutions have developed relevant regulations / adopted procedures / regulations, and mechanisms to ensure their implementation in practice. It is necessary for all employees to be familiar with the regulations and mechanisms for their application, i.e. to know how to act and who to contact in case of ethical doubt or suspicion of unethical behaviour. In addition, strengthening personal and institutional integrity is achieved through regular joint business consultations (meetings) of associates with superiors on the topic of integrity.

1.5. Problem solving, initiative and change

„There are three types of people in this world: those who make things happen, those who watch things happen, and those who wonder what happened."
Mary Kay Ash, American businesswoman

Competence problem solving, initiative and change means the ability to act proactively and respond positively, creatively and constructively to changes and new demands. This is an extremely important competence of employees in today's dynamic, turbulent and above all uncertain environment, and is considered one of the most popular soft skills. According to the results of many researches, the skill by experts in the field of human resource management is ranked first.

This competency includes a total of six sub competences in the Competence Framework in the Civil Service of Bosnia and Herzegovina. These are:
- initiative,
- innovation of new work solutions,
- creativity,
- problem solving skills,
- ability to resolve difficult or complicated challenges, and
- helping others with change

It is difficult to draw the line between the above sub competences. For example, solving a problem or a complex, difficult challenge requires the ability to take initiative, innovation and creativity, as well as the ability to accept change. However, in order to better understand the importance of having these skills for successful execution of work tasks and achieving the set goals, they will be elaborated in more detail below.

1.5.1. Initiative

The initiative describes a person's ability to act proactively, make decisions independently and take responsibility, i.e. to act proactively in the scope of work. The initiative is shown through the creative and inventive side of the employee's work engagement, and is reflected in the ability to find solutions and give ideas that improve work processes. People with a higher level of initiative are more independent, better able to deal with problems and know exactly what they want to achieve.

Employees with strong competencies of initiative are proactive and committed to achieving the goal without hidden calculation. Proactive people observe work in the long run, try to anticipate possible opportunities and problems in the future and respond to them adequately. They do not wait for everyone to see opportunities, but create opportunities themselves. They are characterized by perseverance and endurance, which is very important because often problems or failures appear after the initiative is launched. Taking the initiative means not being discouraged by failures or problems, but overcoming barriers. Since initiative actually means change, an additional challenge is to get colleagues or superiors to accept and support change.

The initiative can be important for all parts of the work process: to define its beginning and course, to implement and control the implementation process, to insist on defined goals, and finally to develop and achieve new, expanded (more challenging) goals. The initiative can apply to both small and large tasks.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– initiates and encourages new ideas and changes, constantly suggests improvements	– does not like new ways of working, always works in a regular, more routine way
– Identifies what needs to be done and takes action before he / she is asked or the situation requires it.	– expects detailed instructions from the manager on a daily basis on what and how to do (even for routine tasks)
– implements ideas into proposals and actions	– does not perform independently assigned tasks and requires supervision
– sets demanding standards for one's own results, doing more than is usually necessary in a given situation	– rarely or never makes proposals or solutions to improve processes, procedures
– strives to make his initiative attractive, shows perseverance and determination	– lacks persistence, determination or consistency in taking the initiative
– takes responsibility for its actions and proposals	– avoids taking on additional responsibilities due to fears and uncertainties associated with the initiative
– works independently without supervision and encouragement from others	– rarely shows independence and initiative, often even seeking explanations, help and advice related to the job

Table no. 2.1. Indicators of competency behaviour initiative (Source: author's work)

The characteristics of the workplace, as well as the ways of performing work tasks directly affect the level of necessary and desirable skills for taking the initiative. For example, the high level of standardization of the workplace means that there will be no need for highly expressed ability to take the initiative of associates for quality and successful execution of work tasks and achieving set goals.

low	medium	high
Understands the initiatives taken, the decisions made, is involved in their implementation and requires detailed instructions from the immediate supervisor and / or mentor.	Supports the initiative taken, the decision made in a way that acts independently in its implementation, and takes responsibility for its activities.	Acts proactively, proposes solutions, takes initiative and motivates others to accept it and support its implementation.

Table no. 2.2. Levels of competence initiative (Source: author's work)

The ability to take initiative and motivation for change and improvement is a view of work, an approach to the work of employees. From the statements we can hear from the associates we can conclude whether and to what extent the competence of initiative is expressed.

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Statement	Answer means:
"I don't understand how someone can apply for additional tasks. Then the bosses think too little can be done."	Anyone who evaluates a colleague's initiative so negatively has absolutely no initiative.
"I prefer to be trained in a way that I can perform tasks on my own."	This person is characterized by the ability to take the initiative, because he/she wants to work independently.
"Honestly: you decide, we work."	The person acts passively, has no initiative of his own, and just accepts orders.
"Although I like to work independently, regular feedback is extremely important to me."	The person shows the ability to take the initiative, and is aware of the importance of support, encouragement and opinion of others.
"I would love to, but I dare not."	Anyone who is so insecure has no initiative. The organization must put a lot of effort into developing this competency.

Table no. 2.3. Statements from practice and their meaning of competence initiative (Source: author's work)

1.5.2. Innovation of new work solutions

Innovation is the ability to propose and develop new ideas that find solutions to challenges that arise in the work, encouraging new ideas and innovations, and openness to change. It is about the ability to do activities in a new, different way, with the aim of achieving improvements that lead to positive change and increase the value of work.

The importance of innovation is increasingly emphasized in public administration, due to increasing demands for rationalization of operating costs, professionalization of management staff, application of new concepts and methods of management and achieving higher quality public services. Innovation in the public sector is described as a complex process of creating and implementing new ideas within a certain context, i.e. with the aim of increasing the efficiency and effectiveness of business. In addition, innovation in the public sector can be seen as a way to rethink old ideas and practices and find solutions to new problems. It means that innovation is driven by creativity and new thinking. However, innovation is not only a creative process of creating new ideas, but also includes application, which emphasizes the expected benefits of the adopted innovation.

To be innovative, a person must have the ability to take risks, experiment, ask questions, and look at things differently, i.e., be creative. Willingness to innovate refers to the active search and realization of ideas with a high level of personal commitment. Innovation includes identifying unusual methods of solving problems during work and their proper use, developing alternatives and making realistic decisions.

The following table lists the behaviours of employees when they have or do not have the competence for innovation.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– develops better, faster or cheaper ways of doing business – collaborates with others to create innovative solutions – proposes and actively implements positive changes in processes, organizational methods, business relations and networking – experiments with new ideas, methodologies and procedures in order to optimize the process – demonstrates a commitment to seeking opportunities for innovation – proactively seeks opportunities to expand knowledge about innovative solutions and ideas – supports and initiates new things outside the sphere of work, in social interaction with colleagues	– fails to change common patterns of behaviour – prefers a steady, routine way of working and tries to maintain the status quo – shows resistance to innovative solutions in the form of criticism and highlighting only obstacles and dangers – does not review existing processes and procedures, nor suggests possible improvements – does not show initiative or propensity to experiment in order to see all the possibilities and trends – supports new ideas only as much as he deems necessary – often criticizes ideas and suggestions for change initiated by the manager and / or colleagues at work

Table no. 2.4. Behavioural indicators of competence innovation of new work solutions (Source: author's work)

The design and characteristics of the workplace, and especially the degree of required standardization in terms of performing work tasks determine the level of necessary and desirable skills for proposing and developing new ideas, innovations. For example, a high level of job standardization means that work tasks are always performed in a steady, well-defined way, and in that case, associates in such jobs are not expected to be innovative.

low	medium	high
Understands and accepts the need for innovative solutions, but prefers proven activities and ways of working.	Independently and responsibly implements innovative solutions, cooperates with and supports innovation creators.	Develops new ideas, finds solutions to challenges that arise in the work, creates an impetus for change in the organization and inspires your own team (and beyond).

Table no. 2.5. Levels of competence innovation of new work solutions (Source: author's work)

The ability to propose and develop new ideas and motivations for change and improvement are a view of the job, an approach to the work of employees. From the statements, which we can hear from the associates, we can conclude whether and to what extent the competence of innovation is expressed.

Statement	Answer means:
We can often hear questions, statements of the type: – " What if?" or – „What could we have done differently? – We can't do that in any way…" or – „I wonder how we could do that."	In both options, the first question or statement indicates the existence of resistance to ideas, changes and improvements, or more precisely the lack of ability to innovate. A person who asks "What could we do differently or how could we do it" shows the ability to encourage new ideas and find solutions.
"The idea is good, unfortunately it is not applicable in public administration. There are clearly defined, prescribed ways of working from which we cannot deviate. According to the experience so far, it takes a long time to start an initiative for change, so often the enthusiasm disappears or people simply give up their proposal due to less resistance."	This explanation is more indicative of the person's attitude towards change, unwillingness to find a way to apply already tested ideas. In fact, the lack of competence innovation is recognized.
"We are honoured to have such an associate in the team. Thanks to the implementation of his proposal, we receive positive comments and praise from users of our services. The quality as well as the speed of service provision has significantly improved and thus the public perception."	In this case, it is an organizational climate that supports and encourages innovation among associates. Anyone who evaluates the innovativeness of colleagues in this way shows that they appreciate new ideas and probably have the same competence.

Table no. 2.6. Statements from practice and their meaning of competence innovation of new work solutions (Source: author's work)

1.5.3. Creativity

Creativity can be described as the ability to see things in a new light and solve problems in a new and unusual way, or as the ability to find creative ways of looking at the situation and rethinking conventional approaches. It reflects a person's ability to imagine something original and unique, to generate new ideas, alternatives and solutions in a special and different way. The importance of this competence, in general, is emphasized by the fact that the ability to create new ideas, connect ideas and create something new from existing knowledge has contributed to the development of technology and civilization.

The most important feature of creativity is divergent thinking, which refers to the possibility of finding more solutions to a problem. The opposite is the convergent opinion that refers to finding only one, correct answer to the posed problem. In the literature, creativity is divided into creative thinking and creative action (creative thinking and creative doing), and it is stated that it is not just one but several skills that are part of creativity: skills of focusing, imagining, organization, analysis and synthesis, understanding, persuasion, evaluation, adaptation, creation, questioning, communication, connection, argumentation, etc…

Experts study creativity as a skill, which is related to an individual's personality traits and his/her way of thinking. Openness to gaining new experiences is the most important personality trait of creative individuals. It describes people who are curious, who enjoy exploring new ideas and are able to think with a wide range of views.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– sees "old" problems in new ways and has new approaches in solving them	– narrowly observes the problem in the light of its specialization and expertise
– creates new ideas, improves existing ones and develops new systems, which challenge the status quo	– makes proposals more than rarely, due to insecurity in one's own abilities and unwillingness to take risks and responsibilities
– initiates and encourages new ideas and changes, constantly suggests improvements	– criticizes any deviation from the established way of working and change
– develops ideas that provide solutions to all kinds of workplace challenges	– considers his/her way of working and thinking only correct
– takes risks, initiates and supports unconventional ways of working	– tolerance to new ideas is very low
– considers opportunities for creative problem solving while maintaining the parameters of good practice, and proposes unconventional solutions	– develops curiosity only for things whose risk he/she can assess
– shows a penchant for research, curiosity for the new and different	– prefers to collaborate with famous people on familiar topics

Table no. 2.7. Behavioural indicators of competence creativity (Source: author's work)

A high level of creativity is not required for every job. However, a creative approach in analysing problems and finding alternative solutions, as well as in finding different ways and opportunities to implement activities, create processes and procedures in public administration is necessary and desirable.

low	medium	high
Recognizes the importance of creative solutions, is involved in their implementation, but with previously obtained detailed guidelines.	Implements creative solutions, supports unconventional approaches and ways of working, and actively cooperates in the implementation of new solutions with responsibility for its part of the activity.	Generates new ideas, gives original suggestions for solving problems, continuously reviews conventional approaches, and acts proactively and inspiringly on colleagues.

Table no. 2.8. Levels of competence creativity (Source: author's work)

Although some individuals are naturally more creative and gifted in this ability, scientific evidence does not support the thesis that people are simply creative or not creative. Whether and to what extent the ability to be creative is expressed can be assessed from the behaviour and statements of employees presented in the following table, regardless of the position in the organizational hierarchy (associate or managerial position).

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Statement	Answer means:
– "We've never done that, we're fine without it." – "It won't work here, it doesn't sound practical." – "This is against the policy of our organization."	A person who thinks this way is not creative.
"I don't feel happy in my workplace. The fact is that I have a regular salary and a secure job. But that is not all. I work the same way day in and day out and I don't have the ability to change anything in the way I work. Especially new technologies allow us not to do "everything on foot" as before. After all, they would be more productive."	It is difficult to be creative in the field of action, where there are clear rules and norms or they are very inflexible. There are occupations that have more limited space for creative expression and if you cross boundaries you can probably expect punishment, not reward.
"Recently at the seminar I had the opportunity to get acquainted with the theory of queues. While I have a feeling that we are all somehow running away from computing, I came up with the idea of how we can apply queuing theory to a human resource plan, more specifically to organize the work of employees working with clients. I will present that at first working meeting."	Some people are much more often exposed to new knowledge and experiences which are then the source of their creativity. Creative individuals are ready to stand out in the crowd.

Table no. 2.9. Statements from practice and their meaning of competence creativity (Source: author's work)

1.5.4. Problem solving skills

The ability to solve problems is one of the greatest qualities of associates and every employer will be at the top of the list of desirable traits of employees. The employer wants an employee who knows how to solve the problem, i.e. proposes a solution to the problem, who brings new ideas, and has the ability to think critically and strategically. And not just an employer - we all like to be surrounded by people we can rely on, who will offer us a solution when we find ourselves in seemingly harmless situations.

Problem-solving skills in everyday work mean immediately recognizing difficulties, reacting to them quickly, through thoughtful and systematic examination of problems and challenges, and finding an appropriate solution before further damage can arise. An important part of problem-solving skills is also the courage and sense of responsibility to take action, implement a solution. Problems should and can be seen as opportunities for achievement. Problems "force" us to change the status quo and achieve results that lead us to excellence.

Unfortunately, many people make the mistake of hiding from the problem and waiting for the problem to resolve itself. Delaying problems is a frequent form of behaviour that leads to the problem becoming bigger, and to the emergence of new problems as a result of not solving. Any delay in identifying and eliminating problems is an improvisation that leads to results that are always less than the potential, needs and desires. The fact is that every problem has a solution, and the solvability of the problem depends on the choice of strategy (approach to the problem, way of thinking and behaving).

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– Proactively approaches anticipation, prevention and problem solving	– has difficulty distinguishing between critical and non-critical issues, confuses symptoms with the causes of problems
– analyzes information and uses it to identify symptoms and causes of problems, as well as risks and consequences	– never or very rarely comprehensively analyzes a problem, proposes a solution without taking into account the risks and consequences
– takes the initiative and responsibility to seek solutions to problems	– does not know how to recognize the best option,
– sees the problem as a challenge and always suggests more alternative solutions	– blames others for problems, seeks excuses instead of looking for solutions to problems
– knows and applies a comprehensive problem-solving process	– does not show initiative to solve problems, only waits for instructions for action
– demonstrates creativity and initiative in solving complex problems	– loses focus in solving larger problems
– encourages and empowers colleagues to find solutions to problems on their own and as part of a team	– needs help in analysing the problem, evaluating alternative solutions and setting priorities

Table no. 2.10. Problem-solving skills behavioural indicators (Source: author's work)

Collaborators demonstrate their ability by recognizing problems using logic, intuition, data, conducting appropriate analyzes, searching, and involving others (as needed) in order to reach solutions or make decisions. To successfully solve the problem, it is important to follow a certain order of steps, and apply proven methods and techniques.

low	medium	high
Understands problems, gets involved in solving them, instructions are needed to avoid mistakes in implementing problem solving.	Independently applies proposed solutions to problems and takes responsibility for their implementation (application).	Develops and proposes solutions to problems, acts proactively, inspires and moves others to action and to make their own proposals and not just implement ready-made solutions.

Table no. 2.11. Problem-solving skills levels (Source: author's work)

When a problem arises, people behave in different ways. Some panic, others look for someone who will solve the problem, and others stay calm and think about how to solve the problem. From the statements, which we can hear from the associates, we can conclude whether and to what extent the competence of problem solving is expressed.

Statement	Answer means:
A typical boss sentence: I don't want problems, I want solutions!	Problem-solving skills are not a race in which the fastest time wins. Problem solving should be approached by looking at long-term effects, while reacting too quickly can contribute to omissions and mistakes.
"I really understand what the problem is. The fact is that there are objections to our work, i.e. that we do not adhere to the set deadlines. Instead of so much criticism, you could tell us what we should do, what you expect from us."	It is not enough to just understand the problem, it is necessary to take more initiative instead of waiting for instructions. On the other hand, the manager should refrain from accusations, and take the initiative to seek a solution.
"Last week I did my best to do a great job, I even worked overtime. I am discouraged because only 2% of the error is mentioned in your comment. What about that 98% of a job well done? It's not very encouraging when you're only served negative reviews. Do you understand what I mean? "	In this case, a different view of the situation may be a problem. Does 2% of the error really reflect the magnitude of the problem from an organization's perspective? Otherwise, the failure of a task can be presented as a problem, but in many cases it is just the tip of the iceberg.
In order to present as many alternative solutions to the problem as possible, each of us should ask ourselves the question "Why" 5 times before the meeting and try to answer the same from the angle of a specific problem. So we can suggest the best solution to the problem, not just talk about the current situation.	Meetings will be really productive if discussions and dialogue on open issues are encouraged. It is necessary to know the process of solving the problem, to try to get to the root of the problem, and not just work on the symptoms. Applying the 5 why method can be helpful.

Table no. 2.12. Statements from practice and their meaning of problem-solving skills (Source: author's work)

1.5.5. Ability to resolve difficult or complicated challenges

The challenge is a difficult task that is perceived as very demanding. It is usually perceived as an extraordinary and interesting activity (task), and therefore has a special charm. Basically, it always involves the possibility of failure, as it requires slightly more knowledge, skills, abilities and experience compared to the existing ones (available). This contributes to people's development, acquisition of additional skills, motivation, self-affirmation and self-confidence.

Challenges should not be seen as problems and insurmountable barriers, but as opportunities that encourage creativity and contribute to personality development. It is especially inspiring to watch successful people behave when faced with difficult tasks and failure. They are determined and committed to their goals, they see obstacles as an opportunity to find a creative solution, and they perceive failure as a useful experience and believe that they can be more successful in the future.

The ability to solve difficult and complex challenges is a set of abilities, which are based on cognitive and non-cognitive personality characteristics. A person who learns earlier to manage his behaviour in difficult circumstances and to accurately assess the consequences of his action, will be able to successfully solve difficult situations more often. With each difficult task solved, confidence in one's own abilities and courage grows, so that one does not give up in the face of new, greater challenges. Awareness of this ability is a fundamentally important component of healthy self-confidence.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– solves difficult, complicated tasks and problems in an assertive and constructive way – exchanges ideas with others, strives to gain new knowledge and experiences and develop one's own personality – focus on the goal, not the potential difficulties – develops ideas that provide solutions to all kinds of workplace challenges – proactive approach to difficult work and problem solving – accepts new challenges and integrates changes into everyday work – sees failure as a learning process, as an opportunity for improvement	– recognizes opportunities and problems only at a late stage, when its already visible to everyone – does not show initiative or courage to step out of his/her own comfort zone – his/her behaviour in complex situations leaves the impression of an inconsistent and unpredictable person – the level of resistance to stress and surprises is extremely low, it is difficult to cope with changed circumstances – views any task that goes beyond normal, daily activities as an obstacle and danger, which he/she tries to avoid at all costs

Table no. 2.13. Behavioural indicators of ability to resolve difficult or complicated challenges (Source: author's work)

Although the difficulty of a task is determined by the perception of the observer (while for one person the same task may seem too difficult, for another it is on average difficult or even simple), it is important to create a scale showing the ability of associates to solve difficult and complex challenges.

low	medium	high
Tries to solve complex, difficult challenges while showing insecurity and even unpredictable behaviour. Prefers to apply familiar ways of working and strategies for solving difficult challenges.	Occasionally gives suggestions for solving difficult challenges, takes responsibility for their implementation. Shows readiness for continuous learning, and from that point of view observes failure.	Creates and proposes solutions to complex and difficult challenges, motivates and supports associates to give their opinion and get involved in the implementation of the proposed solution.

Table no. 2.14. Levels of ability to solve difficult and complex challenges (Source: author's work)

Whether an associate views a particular task or an unknown, difficult situation as and opportunity or as an insurmountable barrier can be deduced from the statements and brief cases described in the following table.

Statement	Answer means:
"I'm not sure I'll be able to do this part of the project task successfully, since everything is new to me: the task, the team, the work methodology … This is not for me anyway."	Staying in the comfort zone, fear of failure contributes to increasing insecurity in one's own abilities.
"Whether the result is positive or negative, losing to a better opponent is more fun than winning against a weaker one."	This person is characterized by a desire for continuous proof and self-affirmation. Such an approach strengthens the ability to solve difficult, complex challenges.
"As a manager, I want to publicly praise one associate. Namely, in extraordinary circumstances when we all felt insecure, a little lost, he acted proactively, made proposals for the organization of work in compliance with all measures, provided a donation of protective equipment, while spreading positive energy, enthusiasm for teamwork and cooperation."	In this case, the manager recognizes the ability of associates to respond to complex challenges, i.e. extraordinary circumstances.

Table no. 2.15. Statements from practice and their meaning of ability to resolve difficult or complicated challenges (Source: author's work)

1.5.6. Helping others with change

Organizational changes bring major or minor changes in structure, business processes, interpersonal relationships and processes, as well as in organizational culture. People are afraid of change whether they are managers or employees, because change is associated with insecurity, uncertainty and stress. Fear is one of the obstacles to implementing change effectively. Under the influence of fear, risks are avoided, initiative is suppressed and open and honest communication is avoided. Simply put, it seeks to maintain the status quo, changes are not supported and there is covert or overt resistance to change.

The implementation of changes will be successful only if they are accepted and supported by a large number of employees in the organization (organizational unit). Helping others to accept change is a person's ability to explain the importance and effects of change to members of the organization, explain the need for change, state what is expected of them during change, and thus contribute to a better understanding of change and willingness to participate. Aid activities should be aligned with the behaviour of those who do not accept change or resist. Those who offer unconscious and covert resistance should be educated, and those who consciously resist should be included in discussions that will reveal the causes and sources of their resistance. Ultimately, the aim is to achieve openness to change, which is reflected in a person's ability to understand change as learning situations and to act accordingly. The challenge for the organization is to find the right people who can create an atmosphere of readiness for change.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– helps others understand the changes and why those changes were introduced – motivates and encourages employees to actively participate in the processes of operational change – assists individuals and groups in managing anxiety associated with significant change – recognizes and encourages the potential of others for change – implements or supports various change management activities (e.g. communication, training, team development) – encourages associates to find new solutions together and apply them in their work – always sees opportunities in change and passes that view on to his colleagues	– does not show understanding for the resistance of others to change – always finds an excuse, just not to help colleagues in unforeseen, new situations – transfers his own stress due to fear of uncertainty to the people around him – ignores the impact of change on the organizational climate – his behaviour seeks to convince colleagues that changes are risky, unnecessary, expensive and unjustified

Table no. 2.16. Competence behaviour indicators helping others with change (Source: author's work)

The level of necessary abilities to help others accept change is mostly influenced by the characteristics of the workplace and the specifics of the business environment. The fact is that changes of greater or lesser intensity are present everywhere, including in the civil service. Therefore, all civil servants are expected to be able not only to accept and implement change, but also to help others (their colleagues) understand the need for change and participate in it.

low	medium	high
Understands and accepts the need for change, but helping others to accept change is often lacking. The explanation is the lack of time, other priorities at work and the like.	Provides assistance to colleagues in accepting change to the extent that they consider it their task or career springboard. He considers his own behaviour and attitude towards change as a kind of help.	Selflessly helps and always finds time to explain the positive effects of change to others. It has an inspiring effect, so that even people with a negative attitude towards change eventually accept and support it.

Table no. 2.17. Levels of competence helping others with change (Source: author's work)

The ability to initiate change and help others accept change and improvement is a view of work, an approach to the work of employees. From the statements we can hear from the associates we can conclude whether and to what extent this competence is expressed.

Statement	Answer means:
"There is no need to spend energy and time on those activities that will not benefit anyone. They are just an expense."	The person acts actively against the change, convincing others not to accept it.
"We need to implement this software, it will be easier for all of us."	By emphasizing the positive effects, we can help others to accept change.
"I will be happy to help you learn to work in this program. It provides so many possibilities, while saving time. You can do it, it's really not hard."	In this case, the person not only emphasizes the positive effects of change but also shows a willingness to help and encourage a colleague at work.

Table no. 2.18. Statements from practice and their meaning of competence to help others accept change (Source: author's work)

1.5.7. Recommendations for the development of competence problem solving, initiative and change

Problem solving, initiative and change is not an innate ability, so it can be improved over time. This competence covers a total of six sub-competences, which are interrelated and it is a special challenge to make a clear distinction between them. However, the specifics of each competence determine to a significant extent the ways of their improvement, in addition to the usual, standard methods such as:

- experiential learning
- formal trainings and education
- case studies and simulations
- learning with others and with the support of others (managers and colleagues at work)

In addition to the above, an individual can demonstrate and at the same time improve the ability to take the initiative by proposing projects, presenting ideas and new opportunities outside of everyday tasks and volunteering. It is also necessary to train specific skills important with personal initiative, i.e. to learn to manage one's emotions well, to strengthen self-confidence and to apply an assertive style of communication and behaviour. A significant role is also played by the manager, who is expected to develop a good climate that supports and encourages initiative, and encourages employees to take the initiative.

The ability of innovative thinking, creating and proposing new ideas, projects within the workplace and in the immediate business environment can be improved by civil servants by undertaking various activities and with the significant support of immediate managers. In addition to perseverance, determination and curiosity, as personality traits an individual should strengthen the research and entrepreneurial spirit, participate in innovation challenges, *brainstorming discussions* and case studies. They also need to improve their communication skills and presentation and persuasion skills in order to "sell" the idea to others and gain support for its development.

The process of solving insufficiently structured, open problems, which can be approached in many ways, especially contributes to the development of creativity. To find as many solutions as possible, ask "what if" and "why not" questions in brainstorming discussions. It is important to work on controlling

emotions and strengthening creative self-confidence, as a way of thinking that encourages people to take risks based on belief in their own ability to create something new and unique.

Solving the problem is not easy, as unforeseen circumstances occur. It is important not to give up, because in addition to the satisfaction associated with a successful solution to the problem for the future, the experience gained is especially useful. Through continuous learning, applying a combination of methods and approaches, people will be able to successfully (and as a team) solve complex problems.

In order to develop the ability to solve difficult and complex challenges, as well as for each "soft skill", it is necessary to do self-analysis, i.e. to determine one's own deficits and strengths. The analysis of the current situation is the starting point for defining the goals and steps of development (improvement) of the so-called soft skills. Thus, in order to successfully solve difficult and complex challenges, it is necessary, among other things, to possess abilities of:
- analytical thinking,
- viewing problems from different angles,
- teamwork,
- communication with different personality types,
- synthesis,
- creativity, and
- readiness and ability to take responsibility for the business result of the chosen solution

It is obvious that by applying different methods and techniques in order to develop the ability to solve difficult and complex challenges, synergistic effects are achieved.

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Helping others to accept change depends primarily on a person's communication skills and abilities, as well as their ability to persuade. Timely, open communication, characterized by dialogue and listening, contributes to initiating the initiative and accepting change by other people in the organization. Within the development program, the greatest importance is attached to the knowledge of the emotional aspect of change and work on overcoming both personal and other people's fears.

1.6. Teamwork

"Getting together is the beginning, staying together is progress, working together is success."
Henry Ford

Competence teamwork means the ability of a person (individual) to work in teams and groups, to cooperate with team members and contribute to achieving common goals. Increasingly complex business conditions and increasingly complex tasks of today have contributed to the topicality of teamwork. Experience confirms that this form of work leads to higher productivity, better use of resources, better decisions, greater innovation, etc. In addition, teamwork is considered the best tool to support comprehensive change needed to achieve top success in the organization. However, misplaced teams can be even expensive and can be a hindrance to an organization's overall activities.

Although in practice they are often used as synonyms, there is still an important difference between the term group and team. Unlike the group, the team members are fully committed to a common goal, are mutually responsible to each other, and have mutual respect and trust. A particularly important feature of the team is its culture, which is based on good interpersonal relationships, as well as a sense of belonging or "WE feel". Team members form a culture in which they will be willing to compromise, cooperate and cooperate in achieving their common goal.

This competence includes a total of five sub-competences or sub-competences in the Civil Service Competence Framework, which are elaborated in detail below. These are:
- building constructive working relationships,
- facilitating teamwork,
- helping others to resolve conflicts,
- respecting different viewpoints and orientations, and
- ability to cooperate with other teams

1.6.1. Building constructive working relationships

Building constructive working relationships with colleagues represents the ability to successfully cooperate with others, i.e. the ability to establish and maintain constructive interpersonal relationships based on cooperation, acceptance and respect for others. Describes a person's willingness and ability to work productively and goal-oriented with teammates. Effective and efficient cooperation in a team is a challenge, as it is a group of different individuals related to professional knowledge, skills and abilities, as well as personality types. A successful team needs "different players", i.e. it should be complementary because where two people have the same knowledge, skills and the same way of thinking, then one is redundant. It is precisely because of these differences that conflicts in teamwork can arise, which are considered desirable due to the need for different opinions. Through mutual respect and learning from each other in the team, conflicts become constructive and as such they mean progress and creativity in teamwork. In this case, the team develops synergy, i.e. team members achieve much more together than if they worked individually.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– adapts his/her style of work and way of thinking to the activities of the team in order to achieve the planned common goals – accepts and respects the opinion of colleagues in the team and contributes to building team spirit – openly and honestly expresses his/her opinions and views – reviews the existing way of working and proposes new ideas or solutions within its responsibility – accepts and gives constructive criticism without raising tensions in the team – the opinion and behaviour of others is influenced by the strength of arguments – demonstrates a willingness to change his/her mind when confronted with well-founded arguments	– ignores and / or is critical of the opinions of teammates – constantly compares him/herself with others, tries to define his/her area of control which causes a certain tension and group tensions – does not show interest in cooperation, prefers an individual approach to work – draws conclusions prematurely without listening to the ideas and suggestions of other team members – often uses "raised tone" as an argument or leaves a team meeting – unable to give or accept constructive criticism – does not respect the opinions and views of teammates

Table no. 3.1. Behavioural indicators of the competence building constructive working relationships (Source: author's work)

Rarely there are jobs where a certain level of ability to build constructive working relationships with colleagues is not required to successfully perform work tasks. Complex work tasks, accompanied by frequent changes and surprises, require high abilities to build constructive working relationships with colleagues, while highly structured tasks require sufficient understanding and respect for different opinions and attitudes of colleagues at work.

low	medium	high
Tries to cooperate with colleagues in the team, since the nature of the job requires teamwork. Accepts the opinion of the majority. Does not seek or suggest more efficient ways to do business, as he/she is reluctant to accept criticism.	Accepts cooperation with colleagues in the team and takes responsibility for own part of the work, which he/she performs independently. Shows satisfaction with his/her role in the team, he/she tries to keep it. Occasionally suggests solutions, listens carefully to others and participates in constructive conversations.	Inspires members by applying complementary knowledge and skills in order to perform complex tasks. Respects different opinions and with his/her behaviour contributes to building a climate of mutual respect and trust, and strengthening team spirit.

Table no. 3.2. Levels of competence building constructive working relationships (Source: author's work)

The ability to build constructive working relationships can be recognized from the daily statements of civil servants, the way they interact when participating in meetings and / or during the execution of various work tasks and activities.

Statement	Answer means:
"We have learned to communicate openly and appropriately. That was missing at the beginning and now we notice a difference. Mutual respect in the team development process has grown over time. It was a great feeling."	Building a successful team is a complex process, especially bearing in mind that the team needs "different players", i.e. it should be complementary, composed of different personality types. Therefore, significant attention should be paid to team development.
"Although I often disagree with the opinions of my teammates, I do not express my opinion. I don't want to expose myself and have an opponent for my idea tomorrow. Otherwise, the atmosphere of resentment in the team is noticeable."	This person is not a good team player. Maintaining good interpersonal relationships at all costs will not contribute to the creativity and success of the team. It is a short-term orientation, which has no perspective.
"Every Tuesday morning at 8.15, we had a team meeting. After one of the team members presented his idea, a sharp and relentless discussion ensued. The basic rule was that everyone has the right and duty to attack the idea as harshly and brutally as possible. Each member of the team, both the youngest and the oldest, had the right to "shoot from all cannons", "trample" on the idea or proposal. She tried to overthrow the ideas with arguments. In the end, we came to the conclusion that these discussions are extremely useful and that it is the best way to test the idea."	A team will be successful if it is composed of people who possess different knowledge and skills, who respect and appreciate each other. There is a constructive conflict between team members, which results in creative solutions. Open communication, listening and respecting other people's opinions is necessary if we want to avoid mistakes and wrong decisions.

Table no. 3.3. Statements from practice and their meaning of the competence building constructive working relationships (Source: author's work)

1.6.2. Facilitating teamwork

The ability to encourage teamwork is reflected in initiating and supporting cooperation and commitment to work within teams in order to achieve goals and results. In fact, it is a combination of several different abilities and positive characteristics in the behaviour of an individual (team member), which is characterized by greater commitment and dedication to work, enthusiasm in achieving team goals, suppression of ego in favour of the whole and a sense of collective responsibility. Such behaviour of employees and attitude towards work contributes to achieving synergetic effects in public administration.

The question is how to motivate employees to be more committed to working within civil service teams? It is useful and important for the team to define and consistently apply its own "rules of the game", which encourage the development of "constructive" group norms and principles of teamwork. This strengthens mutual trust, alleviates conflicts, improves communication and interaction, mutual support and respect in the team, and improves general cooperation. An important incentive for teamwork is the delegation of authority and responsibility to team members. By assigning more responsible and complex work, more autonomy in work to the associate, it is simultaneously indicated that he is a valued member of the team, with recognized and acknowledged potentials, which is an additional incentive for teamwork.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– encourages cooperation as the dominant form of interaction and directs attention to a common task – understands teamwork as the foundation of successful business, understands and accepts team goals – contributes to team ideas during brainstorming sessions with original ideas – proactively supports team members, contributes to a good working atmosphere, mutual trust and respect in the team – takes responsibility for its own results, does not seek an excuse in case of error and accepts joint responsibility for the decisions made – encourages all team members to identify the necessary changes to achieve better results – initiates proposals, actions, meetings, communication and does not wait for "things to happen"	– considers teamwork as an imposed way of working, where someone always "pulls" more – keeps important information to him/herself, does not share it or helps teammates to develop skills and competencies – lack of initiative and constructive proposals does not contribute to achieving the goals and success of the team – contributes to the dissatisfaction of team members and conflicts with his/her behaviour and attitudes – often uses the willingness of others to help and "adorns" him/herself with other people's feathers – does not consider him/herself responsible for omissions in work, shifts the responsibility to others – overestimates its role and contribution to team success

Table no. 3.4. Competence behaviour indicators facilitating teamwork (Source: author's work)

The specificity of the set goals and the characteristics of the work tasks directly affect the level of necessary and desirable abilities to encourage teamwork. For example, some goals can only be achieved by hiring more associates who have different, complementary knowledge, skills and abilities, while the successful execution of simple, routine tasks is not exclusively related or requires a team approach.

low	medium	high
Only with orders from higher levels is he/she involved in the work of the team, although he/she understands the effects and contribution of teamwork to the success of the organization. He/she spends a lot of time comparing his/her own and the contribution of individual members to the success of the team.	He/she is involved in the implementation of constructive solutions of team members, and responsibly approaches the implementation of assigned tasks. He/she occasionally shows initiative and constructive suggestions for improving work, as well as team relations.	Encourages teamwork, proposes and initiates changes with the aim of more successful teamwork, and motivates and encourages colleagues to present original ideas and present constructive criticism. His/her behaviour contributes to building and strengthening team spirit.

Table no. 3.5. Levels of competence facilitating teamwork (Source: author's work)

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Teamwork

From the statements presented in the following table, which we often hear in business practice, we can conclude whether and to what extent the ability to encourage cooperation and commitment to work within teams in order to achieve goals and results is expressed.

Statement	Answer means:
"Tries to keep all the strings in his hands, he does not listen to what his colleagues are saying and at all costs he tries to impose his opinion, which he considers to be the only correct one. We often hear: *my idea was the best ... we will do it, because I say so ...*"	The person is not a team player, does not consider or take into account the opinions and suggestions of other team members. This behaviour does not encourage teamwork. Intensive training and teambuilding is recommended.
"I can help my young associates much better if I ask them for their views beforehand. That's why I always ask more than I say. If I listen carefully and try to understand the whole situation, I can give much better recommendations."	Supporting leadership style and expressed communication skills of managers have a positive impact on the development of team members, their greater commitment to work and interpersonal relationships.
"Good morning dear colleagues. This is the first time I have led this workshop in our team and therefore I am a little nervous. If I make a mistake, I hope for your support and I ask you to tell me immediately if something does not go according to your expectations. I suggest that everyone presents their opinion and suggestions. Thank you for making this workshop easier for me. I think we have achieved a good result."	In the team we see clear and transparent communication, mutual respect and trust. The suggestions and opinions of all team members are encouraged and respected.

Table no. 3.6. Statements from practice and their meaning of competence facilitating teamwork (Source: author's work)

1.6.3. Helping others to resolve conflicts

The ability to resolve conflict situations is reflected in helping others to resolve complex or sensitive disagreements or conflicts, and to prevent them from escalating. Disagreements, conflicts or fights, e.g. over goals, resource allocation, status, values, perception, etc., can occur at the interpersonal or organizational level. It is important to emphasize that conflicts are not fundamentally negative, i.e. that they can have positive effects. A positive, functional conflict is one that enables change, problem solving for the benefit of all involved, i.e. achieving a win-win situation and supporting the goals of the organization. The conflict that prevents an organization from achieving its goals is a destructive, dysfunctional conflict. For this reason, conflicts should be resolved, not ignored.

In order to help others in resolving conflict situations, it is necessary to recognize conflicting interests, learn about the causes and different opinions of conflicting parties, and not try to reach an agreement quickly at any cost just to establish harmony in interpersonal relationships. The parties to the conflict should show a willingness to resolve by leading a constructive dialogue, which will contribute to mutual understanding and a mutually acceptable solution. Respect for the interlocutor, thoughtful action and constructive behaviour are mentioned as the basic preconditions for successful conflict resolution. An important component of the ability to resolve conflicts is the ability to persuade, i.e. the ability to clearly and reasonably express their views and convey feelings to third parties that they have reached a solution to their own views, opinions.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– encourages collaborators to work together as a team to find solutions and reach consensus	– withdraws as soon as conflict arises, avoids conflict situations
– stimulates colleagues in the team to think independently and observe problems from different angles	– often stands for the views and interests of one conflicting party
– when resolving conflict situations, the focus is on finding a solution, not on the "culprit"	– does not show willingness to compromise, does not take a step towards the other side in the conflict
– when he/she recognizes a mistake, he/she criticizes in a constructive and objective way	– superficially approaches the search for the cause or source of the conflict, primarily trying to "cover up" the situation
– impartially examines the interests of the conflicting parties, removes resistance and blockades by convincing action	– it is difficult to cope with tense interpersonal relationships and stress
– resolves conflicts by increasing the personal responsibility of the conflicting parties and open communication	
– expresses his / her opinion without provoking conflicts, and resolves conflict situations with arguments	

Table no.3.7. Behavioural indicators of competence helping others to resolve conflicts (Source: author's work)

Whether a conflict will have a positive or negative effect on the achievement of the goals of a department or organization depends on the ability to resolve conflict situations. The fact is that conflict is inevitable and there is no ideal way to resolve conflict. Depending on the situation, a lower, medium or high level of competence will be required to assist in conflict resolution.

low	medium	high
Understands the interests and expectations of the conflicting parties in the conflict, tries to contribute to open communication and rapprochement of their views. However, arguments and / or perseverance are often lacking because he/she has difficulties in dealing with stress and tension.	He/she is involved in constructive discussions with the aim of identifying the causes of the problem and finding the best solution. On that occasion, he/she tries to point out as objectively as possible the mistakes and omissions of all persons involved in the conflict.	He/she acts proactively in resolving conflict situations, inspires and supports team members as conflicting parties to communicate openly, analyzes the problem from different angles and proposes a better (win-win) solution. Takes on the role of mediator in conflict situations, encourages and leads discussions with arguments and persuasiveness.

Table no. 3.8. Levels of competence helping others to resolve conflicts (Source: author's work)

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Teamwork

Reactions and comments on the behaviour of the employee (team member) in conflict situations reflect the attitude and opinion of a particular person towards conflicts, and his/her competence to assist conflicting parties in finding a mutually acceptable solution.

Statement	Answer means:
"Why are you so angry and seem dissatisfied? Can you explain to us the reasons for your dissatisfaction?"	By behaving in this way, the person tries to understand the actions of the team members, so that they can mediate impartially between the conflicting parties.
"We have identified quite different attitudes and opinions, let's see now what we have in common. Where are there no deviations? What do you think about the views of others, how acceptable and useful are they for achieving the team's goals?"	In this case, the goals of the team are above the goals of the individuals. By encouraging open conversation, the symptoms of possible conflicts can be identified, and preventive actions can be taken by respecting different views and opinions.
"We do not deal with conflicts in the team, we do not have time for such things. We can barely finish the tasks assigned to us. In the end, however, everything somehow settles down."	Ignoring and avoiding conflicts can only have short-term value. In the long run, the conflict will "break out", that is, escalate.
"Whoever is not for me is against me."	Rejecting neutrality, believing that an impartial attitude is not possible will not lead to a solution to the problem, but will affect the deterioration of interpersonal relations by creating a camp in the team.

Table no. 3.9. Statements from practice and their meaning of competence helping others to resolve conflicts (Source: author's work)

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1.6.4. Respecting different viewpoints, and orientations

The characteristics of the modern way of life contribute to the fact that we encounter more and more differences in both business and private environments. In the past, differences were not so broad, but related to the race, gender, age, lifestyle and disability of employees. These differences are immediately visible, and some of them are determined by the very birth of a person. Today, the inclusive model of diversity encompasses all the ways in which people differ and that can be acquired or changed over a lifetime. The inclusive model encompasses differences related to: race, gender, age, lifestyle, competencies, income, parenting, languages, business style, military experience, positions, nationality, and personality, physical and mental abilities. Managers have a significant role in accepting diversity. The task of every manager should be to create a work environment in which different points of view are respected and differences are accepted, where all employees feel accepted and as members of a team in which their talents come to the fore.

When we talk exclusively about teamwork, it is important to emphasize that team success rests on diversity. The team should be complementary, i.e. composed of "different players", different types of personalities who think differently but respect and respect each other. Only with such an approach is it possible to build an atmosphere of learning from each other, knowledge transfer and achieving defined goals. The results of the research also confirm that success, either in a team or in general in business and private life, is based on the ability to respect, respect different points of view and accept diversity.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– promotes community principles and respects policies of diversity and non-discrimination – demonstrates behaviour that includes fairness, respect, inclusiveness, empathy, integrity, and ethical behaviour – nurtures a climate and culture in which every person is accepted and has the opportunity to develop – practices behaviours that promote diversity, in accordance with laws, regulations, organizational policies and community principles – through daily activities develops a relationship of cooperation and trust with different people and promotes equality within the team	– avoids interacting with people who are different – considers to be superior as a member of a group or culture over others – does not show understanding or willingness to cooperate with different people – reluctantly includes or accepts new people in the team – does not show interest in different views and opinions – does not show inclusiveness; does not recognize the value of differences

Table no. 3.10. Behavioural indicators of competence respecting different viewpoints, and orientations (Source: author's work)

No job or work task can be observed in complete isolation, outside the framework of the work environment. Various types and intensities of cooperation are necessary, indispensable, which directly affects the level of necessary (desirable) competencies for respecting different points of view and accepting differences.

low	medium	high
Understands and respects differences in the work environment and beyond. Tries to understand different ways of thinking and approaches to work.	Cooperates with different types of personalities and respects their opinions and attitudes. Often re-examines his/her views and shows a willingness to learn from others. Respects the policy of diversity and non-discrimination.	Encourages and promotes diversity, emphasizing the positive effects of the same. Proactively works on building and strengthening inclusive organizational culture, breaking myths and stereotypes about members of different groups.

Table no. 3.11. Levels of competence respecting different viewpoints, and orientations (Source: author's work)

What level of ability to respect different points of view and accept diversity is possessed by individuals and / or groups (working teams) can be identified from the views, opinions, conversations, behaviour and decisions made, especially in the field of human resource management.

Statement	Answer means:
"What did they think when they put a woman in this position? It is unlikely that she will survive, and even less that she will be a successful leader."	It is a stereotype of gender - women in leadership positions.
"This style of communication suits only people who come from that environment. Nothing else could be expected, except an arrogant performance."	In this case, it is a matter of prejudice against too many people who come from other backgrounds.
"He is still inexperienced, "there are no games in his legs"; he is progressing too fast. How can he be my manager when I'm twice as old?"	We can conclude that there is a lack of trust in the abilities of young associates, as well as the wrong criteria for advancement. Age is not important, but competencies.
"Interesting thinking. Congratulations and thank you very much. So far, we have not taken this factor into consideration. It will certainly contribute to a better definition of the team's goals."	It is about respecting and encouraging different opinions and expressing views. Such an approach lays the foundations for employee satisfaction and successful business.

Table no. 3.12. Statements from practice and their meaning of the competence respecting different viewpoints, and orientations (Source: author's work)

1.6.5. Ability to cooperate with other teams

Teamwork in public administration often goes beyond the organizational unit, whether they are collaborating with different teams or the team is made up of associates from different organizational units. The success of this type of cooperation depends on the ability of engaged associates to build and maintain constructive and productive relationships with other teams and their members.

Working in a team with people of different skills, abilities and different personalities is always a challenge. However, an additional challenge is to work with groups of employees from other organizational units, as in this case it is more difficult to achieve people's willingness to share opinions, ideas and knowledge, as well as understanding and accepting different behaviours and approaches to work. The most common problem of cooperation in and between the so-called inter-functional teams is the existence of different priorities and standards of performance. In addition, there are hidden dangers, so-called organizational silos. This term describes the isolation that occurs when employees, groups of employees, or entire departments within an organization do not want or do not have adequate resources to share information or knowledge with each other. Silo teams prefer their own goals and work in isolation from the rest of the organization, so that instead of expected results and contributions to the organization's success, they create problems for all stakeholders (employees, managers, service users and business partners).

Behaviour if competence is possessed	Behaviour if competence is not possessed
– encourages and supports cooperation with other teams in order to achieve the set goals – effectively coordinates activities with associates from other organizational units – contributes to the communication and harmonization of different priorities and performance standards – unreservedly exchanges information, knowledge and experience with employees outside its organizational unit – tries to find compromises that are pragmatic and feasible – expresses his / her opinion without provoking conflicts, and resolves conflict situations with arguments, – by the power of arguments influences the opinion and behaviour of others, at the same time respects and respects the opinions of others	– with attitudes and comments he/she makes teamwork and cooperation with groups of employees from other organizational units more difficult – sees team engagement only as a stepping stone in his/her career, overestimating his/her contribution to the team success – speaks the language of his/her team, is reluctant to communicate with employees from other organizational units – does not take into account the opinions and views of team members who come from other organizational units, – often criticizes the justification of cooperation between different teams, emphasizing the higher costs and time required to coordinate activities, lead discussions and / or make decisions

Table no. 3.13. Behavioural indicators of ability to cooperate with other teams (Source: author's work)

The characteristics of the workplace, as well as the organizational unit to which someone belongs, directly affect the level of required and desirable teamwork skills with groups of employees from other organizational units (inside and outside the civil service). Some activities are impossible to carry out at all without the active participation of employees from different organizational units. In this case, associates must be able to establish and maintain constructive and productive relationships with other teams and their members.

low	medium	high
He/she tries to cooperate with colleagues from other organizational units, since the set goals and initiated projects require this type of teamwork. He/she approaches the business with a line of least resistance, tries not to "wave", and rarely expresses his/her own opinion or suggestions.	Accepts cooperation with colleagues from other organizational units, independently and responsibly performs his/her part of the work. Shows satisfaction with his/her role in the team, he/she tries to keep it. He/she occasionally suggests solutions, listens carefully to others and participates in constructive conversations.	Inspires members by applying complementary knowledge and skills in order to perform complex tasks. Encourages clear definition of priorities and transparent standards of work performance. Respects and honours the opinions of others, continuously learns and selflessly shares his/her own knowledge and experiences.

Table no. 3.14. Levels of ability to cooperate with other teams (Source: author's work)

To what extent an associate is able to establish and successfully maintain cooperation with employees from other organizational units, whether he/she is happy to cooperate or considers it an imposed obligation, we can conclude from the statements shown in the following table.

Statement	Answer means:
"My boss told me that I was proposed as a member of the project team to represent our service. She also said that I will find out the details from the project manager at the first meeting of the project team. Days passed, weeks before the first meeting, which was more informative. The project manager emphasized that it is a privilege to participate and that we have enough time (6 months) for implementation. He addressed some of the participants by name, while I did not even get a chance to introduce myself or find out what was expected of me. It took me a long time to find out my role in that team."	In this case, we see a lack of planning and organization of teamwork. Obviously, team membership was granted, yet the project team leader had to treat all members in the same way. Preferring some people will certainly not contribute to good relations in the team. There is no need to comment on the organization of work, operationalization of activities - just emphasize that the project leader needs training in project management.
"Only we complete tasks on time and meet deadlines. Those from other organizational units are always late and at the last moment with more remarks and urgency under extreme stress we manage to complete the task. In joint meetings we point out this problem, we always get a promise that it will not happen again. However, it is repeated ..."	Dissatisfaction is noticeable, emphasizing "we" and "they" in the team. The cause of dissatisfaction is the different treatment of team members according to the assigned tasks and set deadlines. Obviously, work needs to be done to harmonize priorities. As the communication so far has not yielded results, it is necessary to more transparently define the responsibilities of all team members and sanctions for non-compliance with commitments.
"It has been an honour to work with such people. As we met in the hallways, I had no idea what types of people we were talking about. Special credit should be given to the team leader, who coordinated the activities without prejudices, encouraged us to express our opinions and constructive discussions. It used to be pretty noisy, it also seemed like we were arguing. That's how we came up with the best solutions. We simply learned from each other."	Good interpersonal relationships, an atmosphere of mutual respect and trust contribute to the satisfaction of team members, creativity and success in the end. Significant credit goes to the team leader.

Table no. 3.15. Statements from practice and their meaning of the ability to cooperate with other teams (Source: author's work)

1.6.6. Recommendations for the development of the competence teamwork

Teamwork ability means a combination of several different abilities and positive characteristics in the behaviour of an individual (team member). One team player:
- listens and actively participates in discussions
- represents his/her own opinion but also deviates from his/her own opinion
- assesses and appreciates the abilities of others, as well as own abilities
- solves problems
- maintains an agreement and identifies with the task
- resolves conflicts constructively

Good teamwork is a skill that can be learned. Accepting new ways of behaving in a team requires time and regular training assuming that team members receive feedback on their current team abilities. This feedback on team behaviour can take the form of a personal interview or a team meeting.

In addition, one should review and determine one's own teamwork skills, assess strengths and weaknesses, preferences for certain behaviours, and whether such behaviours are beneficial to the team. It would be useful to compare your own assessment with seeing colleagues, team members. This comparison of your own image of yourself and how others see you helps in reliable positioning in the team.

Otherwise, teamwork itself provides an opportunity to actively improve teamwork skills. Flexibility in taking on different roles in the team is recommended. So, the development of competencies for successful teamwork is possible through:
- experiential learning (teamwork)
- learning with others
- formal training and education
- case study and simulation, and especially
- team building

Team building contributes to increasing the cohesion of the team by organized socializing outside the business premises. Staying in a new, unusual and / or fun environment can have extremely positive effects on team work. Moving away from the usual work environment and working hours allows the development of new ways of working that arise from the exchange of opinions and experiences outside the business environment.

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1.7. Communication

„The way we communicate with others and with ourselves ultimately determines the quality of our lives."
Tony Robbins, American writer, speaker, and philanthropist

Communication from the organizational aspect ensures the functioning of the organization, and thus the realization of its mission. Competence is described as the ability to communicate effectively, orally and in writing, with managers, colleagues, parties and citizens, as well as clear, accurate and timely communication of information to relevant individuals and groups.

Communication in the organization represents the total flow of all information, from all, to all and on all important issues by applying all the laws of communication depending on the area of activity of the organization, and refers to work, mutual coordination, mutual relations and the like. The basic function of communication within the organization is to preserve community and build a stimulating work environment in which employees will be willing to cooperate and work in groups and teams, all in order to achieve organizational goals. Without quality communication, there is no successful organization. The central responsibility in the process of developing and maintaining the communication system lies with the management of the organization.

This competence covers a total of six sub-competences or sub-competences in the Competence Framework, which are elaborated in detail below. These are:
- tactfulness
- clear conveying of ideas, facts and instructions
- active listening
- encouraging feedback from othersk
- adaptive communication style
- effective participation at meetings

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1.7.1. Tactfulness

Isaac Newton once said, "Tact is the art of making a point without making an enemy." Another saying of Winston Churchill describes well the skill of tact: "Tact is the ability to tell someone to go to hell in such a way that they look forward to the trip".

Tact is described as patience, good judgment in communication and polite behaviour in all forms of interaction. In other words, being tactful means having the ability to convey your message clearly, being sensitive to those around you, and presenting your ideas in a way that will not make them offensive.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– maintains an objective, neutral attitude, shows respect for the needs and perspectives of the interlocutor	– reacts impulsively, does not show interest in the needs and perspectives of the interlocutor
– clarifies the issues, interests and goals of the interlocutors, helps them see things from each other's perspective	– does not use arguments in communication for his opinion and views,
– seeks to constructively resolve conflicts and disagreements, focuses on the situation, problems or behaviour, not on people	– uses raised tone and anger in communication
– resolves unpleasant interpersonal situations in a positive way, opens sensitive issues in ways that enable rational and open discussion	– interrupts interlocutors by not allowing them to present their questions, views or explanations
– deliberately intervenes in conflicts to improve communication, reduce tensions and solve problems, seeks to find common ground and maintain good relations	– criticizes interlocutors and not their behaviour or activity

Table no. 4.1. Tactfulness competence behaviour indicators (Source: author's work)

Tactfulness is a communication skill that encompasses some of the sub-competencies listed within the communication competence. Tact also includes the skill of active listening, the skill of giving feedback and the skill of adapting the communication style to the environment.

low	medium	high
Understands the concept and importance of tact and polite behaviour in interaction. Tries to communicate tactfully in situations that are dictated by the nature of the job and the code of conduct.	Applies tactful and polite behaviour in everyday business interactions on his/her own initiative.	Easily, routinely judges the context of communication and behaves tactfully and politely in all everyday business interactions.

Table no. 4.2. Levels of the competence tactfulness (Source: author's work)

It is difficult to single out any of the communication sub-competencies as a priority for the needs of the workplace. From the statements, which we can hear from the associates, we can conclude whether and to what extent the competence of tact is expressed.

Statement	Answer means:
"I'm really not interested in gossiping about our colleague, I'd rather not talk about it in the office."	The statement is a good example of how to politely divert a conversation from a topic.

"Thank you for thinking of me; unfortunately, I am still finishing the other two projects you have assigned to me and I really won't be able to take on the extra work. I will be happy to help with a similar project in the future."	The statement is a good example of how to politely decline an invitation or offer of an additional job or engagement.
"You don't understand what this is about!"	The statement is not a good example of tact. In situations of disagreement with the other person's opinion, it is more appropriate to pause, let the other person complete the thought, and say that you understand the subject of the conversation in a different way.

Table no. 4.3. Statements from practice and their meaning of the competence tact (Source: author's work)

1.7.2. Clear conveying of ideas, facts and instructions

An idea, no matter how big, becomes useless if it is not transmitted so that others understand and comprehend it. Ideas, facts and instructions should be conveyed in a clear way and in a language that will be best understood by the person being addressed. The most common source of conflict within an organization is poor or unclear communication.

There is no universal solution to the business communication model. However, in order to apply an appropriate communication model for the purpose of clearly conveying ideas, facts and instructions, it is necessary to think about what communication is intended to achieve, what information others need to know and when they need to know it.

Any communication that is primarily factual should be communicated in writing for two reasons; a written record of the facts helps to ensure that they are not lost when it comes time to make decisions and in addition the oral transmission of facts to large groups is extremely inefficient. Furthermore, in today's business overloaded with information, the message needs to be made as simple and easy to understand as possible.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– communicates ideas, facts and instructions in a timely manner – communication is clear in structure and grammatically correct – maintains an open and honest dialogue with associates – effectively distinguishes between "need to know" and "good to know"	– reports and other documents are poorly written - unclear, oversimplified or grammatically incorrect – does not share information in a timely manner, creating problems for colleagues and clients – avoids contact with associates and clients – strives to "retain" information, has difficulty distinguishing between important and unimportant data a nd information

– distinguishes important from irrelevant data and information	– reduces communication to a minimum, refrains from exchanging thoughts and ideas

Table no. 4.4. Behavioural indicators of the competence to clearly convey ideas, facts and instructions (Source: author's work)

Communication with high emotional content should be delivered in person or by phone. For example, good news that will encourage everyone will be more effective and create more positive energy if transmitted personally. Similarly, bad news or criticism will be better received if it is transmitted in person; the use of email can in this case create the impression that the sender of the message does not care.

low	medium	high
Conveys ideas, facts and instructions in a timely and substantive and grammatically correct manner, with supervision and reminders of the manner and appropriate language that the persons addressed will best understand.	Transmits ideas, facts and instructions in a timely and substantive and grammatically correct manner, independently distinguishes important from irrelevant data and information, and communicates in a language that will be best understood by the person being addressed.	In all forms of interaction, conveys ideas, facts and instructions in a timely and content-wise and grammatically correct way, distinguishes important from irrelevant data and information, routinely communicates in a language that the people he/she addresses will best understand.

Table no. 4.5. Levels of competence to clearly convey ideas, facts and instructions (Source: author's work)

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Clear transmission of ideas, facts and instructions is a competence that is difficult to distinguish in importance from other communication skills. When determining this competence as a priority, one should take into account whether it is necessary to single out this, in relation to the overall communication competence, in order to perform the job efficiently. From the statements, which we can hear from the associates, we can conclude whether and to what extent the competence of clear transmission of ideas, facts and instructions is expressed.

Statement	Answer means:
"There were a lot of foreign words and abbreviations in the presentation that I didn't understand at all."	The use of technically specific terms or terminology needs to be adapted to the level of understanding of the recipient.
"It would have been much clearer and more understandable if he had presented this information to us in a chart, this way I did not understand what it was about and I could not remember anything."	To explain complicated concepts, it is useful to use visual communication methods such as images, diagrams, photographs, graphics, charts to help the recipient understand what the sender is trying to convey.
"I expected to receive instructions this morning at the meeting, I am preparing a presentation and I am not at all sure when the meeting will take place and what the agenda will be."	Information and instructions should be shared in a timely manner so as not to create problems for colleagues and clients;
"I think that the e-mail was too extensive and unclear, I did not understand at all that it was an urgent task."	Instruction should be simple in order for communication to be effective.

Table no. 4.6. Statements from practice and their meaning of the competence to clearly convey ideas, facts and instructions (Source: author's work)

1.7.3. Active listening

Active listening is a key element of successful communication. By actively listening, the interlocutors pay attention, understand and learn from what others are saying. One Latin proverb says that the reason we have two ears and only one mouth is that we could listen more and talk less.

The skill of listening is much more than the ability to hear, because it includes understanding the message, the situation and other people. The fact that there is no communication without active listening is often overlooked. The success of communication depends more on the quality of listening than on the amount of information presented. Active listening essentially sends a message of appreciation and respect that is achieved by encouraging and deepening conversations with sub-questions, tolerating silence, appreciating context.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– demonstrates respect for the interlocutor by encouraging the continuation of the conversation – does not interrupt the interlocutor – sends verbal and non-verbal signs that indicate that the interlocutor is being listened to – asks interlocutors questions to clarify what the interlocutor is talking about – confirms the content being discussed, so as not to misunderstand	– listens only to the part of the information, only what particularly interests him/her – focuses on topics he/she does not want to hear; When those are on the turn, they "turn off" and do not listen – can't wait for the opportunity to say something and interrupt – seems distracted or uninterested, answers are often vague or inaccurate – listens to the interlocutor to attack him/her whenever it seems that his/her words could be called into question7

Table no. 4.7. Behavioural indicators of the competence active listening (Source: author's work)

The developed skill of active listening allows the other person to feel comfortable, to have confidence in the listener and, therefore, to more easily express what he/she really wanted to say. The basis of active listening is the active attitude of the listener and sub-questioning what the interlocutor says, paraphrasing and reflecting on what was heard, seen and experienced, and summarising.

low	medium	high
Understands the importance of active listening for the success of communication, in situations where the emphasis is on the basic principles of active listening: looks the interlocutor in the eye, introduces nonverbal signs such as nodding or body language, does not interrupt the interlocutor, thinks about what he/she hears and asks questions.	In everyday communication, applies the principles of active listening: looks the interlocutor in the eye, introduces non-verbal signs such as nodding the head or body language, does not interrupt the interlocutor, thinks about what he/she hears and asks questions.	Routinely applies the principles of active listening in all interactions. Looks the interlocutor in the eye, introduces non-verbal signs such as nodding the head or body language, does not interrupt the interlocutor, thinks about what he/she hears and asks questions, and paraphrases what was said to confirm that he/she listened and understood the interlocutor.

Table no. 4.8. Levels of active listening competence (Source: author's work)

The messages of active listening are: "I hear your problem", "I understand how you feel", "I will help you think about the problem and find a solution". Active listening competence will be especially important in services that work in direct contact with clients. The statements of the associates below indicate the conclusion whether and to what extent the competence of active listening is expressed.

Statement	Answer means:
"I'm listening to you, I'm listening to you …"	The listener shows reactions as if he/she is focused on the conversation and not actually listening.
"She says she is okay … As if I need to know how she feels!"	The listener receives only the verbal part of the message and ignores the other part or listens selectively.
"Yes..Yes … yes, but you didn't answer my question!"	The listener is focused only on topics that interest him.
"I was just waiting for you to mention it! Now I'll tell you what I think about it…. "	The listener listens to attack the interlocutor
"I've listened, but I don't want to talk about it now … I'm interested in something else."	The listener is focused only on those topics he/she wants to hear, and when they appear in the conversation he/she suppresses or rejects them.

Table no. 4.9. Statements from practice and their meaning of active listening competence (Source: author's work)

1.7.4. Encouraging feedback from others

Feedback is necessary for successful communication to the sender of the message in order to make sure that the message is well conveyed and understood. Feedback checks whether and what kind of reaction, activity or change was caused by the transmitted information. Business communication must be two-way, so that only with feedback is the message considered complete. This sub-competence includes encouraging others to give feedback and giving feedback to others.

In an organizational business environment, feedback is a tool to effectively manage and monitor both business processes and team members. In the activities of monitoring and evaluating work performance, feedback is considered a significant support for the development of skills and knowledge, i.e. personal and professional development of employees.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– gives feedback immediately after noticing a certain behaviour and not after a certain time – feedback is focused on specific behaviours, in specific circumstances and at specific times – creates an atmosphere in which the interlocutor is ready to receive and give feedback (relaxed atmosphere without frequent interruptions) – feedback is focused on behaviour and what can be changed and not on the person – proposes possible solutions to a certain situation, but also asks the interlocutor to present his / her view of the solution of the situation	– feedback is focused on personality traits and not on specific behaviour – feedback is given late; – feedback is focused on improvements in activities in which the recipient of feedback has no control – gives too much feedback on inappropriate behaviour or performance at the same time – gives and asks for negative feedback in front of others (instead of alone with the recipient of feedback)

Table no. 4.10. Behavioural indicators of competence to encourage feedback from others (Source: author's work)

Encouraging employees to provide feedback can be successfully implemented in an informal way by applying management styles such as open door policy or by walking around (regular direct communication between managers and employees). The usual formal form in which management encourages giving feedback is the employee satisfaction survey, which provides insight into their attitudes and problems, gives a sense of participation in decision-making and has a positive effect on work ethic.

low	medium	high
Gives and encourages others to give feedback in situations where it is prescribed or otherwise requested.	Applies the principles of giving and receiving feedback, gives and encourages others to give feedback in situations of inappropriate behaviour or performance.	Proactively acts by continuously giving and encouraging feedback by applying the principles of giving and receiving feedback.

Table no. 4.11. Levels of competence to encourage feedback from others (Source: author's work)

In order for feedback to encourage employees to put more effort into achieving results and developing certain competencies, it must provide a concrete explanation of what has been done well and what behaviour has contributed to achieving results. An employee who has been given a specific explanation of what has been done well and what needs to be worked on further will know what its benefits are and where improvements are needed.

Statement	Answer means:
"Thank you for putting in the extra effort during this hard time at work. I understand that it is not easy to stay up late, but the team really appreciates it. Your positive attitude has helped us all still feel motivated."	The statement is a good example of feedback that is timely, specific, and behaviour-oriented.
"By coming to each meeting with well-researched and well-thought-out ideas, you helped us progress in the process. Thank you for that and I look forward to the next meeting."	This statement is also a good example of giving concrete, well-argued and timely feedback.
"We missed an important deadline due to your laziness."	The statement is an example of inappropriate negative feedback that is focused on the trait rather than the behaviour, is not concrete or argumentative, and does not contain suggestions for improving the situation.
"I noticed you were late with reports in the last two months. I know that you are very busy, but if you do not submit the necessary information by the set deadline, all other colleagues in the team will be late. Can I help you make sure you don't fall behind?"	The statement is an example of appropriate negative feedback that is behaviour-oriented, well-argued and concrete, and encourages feedback on a possible solution to the situation.

Table no. 4.12. Statements from practice and their meaning of competence to encourage feedback from others (Source: author's work)

1.7.5. Adapting the communication style

Quality business communication is mostly seen in the ability to convey information in the best possible way so that our interlocutors understand us. Competence means adjusting the approach and style of communication to the needs and priorities of the interlocutor.

The way the message is conveyed has a significant impact on the final effect of the message. The choice of business communication style depends on the content, nature and purpose of the message, the recipient (proximity / distance), the time available and the personal communication style. For example, a clear and concise spoken message delivered in a meeting will have a far greater effect than a message written in a vague style.

"Communication (communicare lat. - to make general) is, simply put, the exchange of information, ideas and feelings by verbal and nonverbal means, adapted to the social nature of the situation, i.e. the situational context." According to this definition, communication includes facial expressions that express mood, style of dress that provides information about the socio-economic status of the individual or his perception of the appropriateness of the clothing combination for a particular occasion, body posture that speaks of self-confidence and willingness to communicate, etc. The definition also refers to the conclusion that the same information will not be transmitted to all persons in the same way (some persons may not be transmitted at all), and its transmission depends on the situation.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– reads the body language of others and adjusts tone and style accordingly – effectively adapts communication to the needs of the target audience – adapts communication to the individual needs of the interlocutor – adapts the style and content of communication to explain complex or technical concepts – applies a formal style of communication in official interactions	– has difficulty adapting communication to the needs of others; communicates "too much", "too little" or "too late" – writes and speaks clearly; however often disorganized and / or inappropriate to the public – communication does not hold the audience's attention – does not adapt the style and content of communication to explain complex or technical concepts – applies an informal style of communication in official interactions

Table no. 4.13. Behavioural indicators of competence adaptive communication style (Source: author's work)

Adapting communication style to the environment is another communication competence that is difficult to distinguish in importance from other communication skills. When determining this competence as a priority, one should take into account whether it is necessary to single out this, in relation to the overall communication competence, in order to perform the job efficiently.

low	medium	high
Knows the basic differences in communication styles, with difficulties adapts the style and content of communication to the needs and priorities of the interlocutor.	Knows the basic differences in communication styles and skilfully adapts the style and content of communication to the needs and priorities of the interlocutor.	In all forms of interaction, routinely adapts the style and content of communication to the needs and priorities of the interlocutors he/she addresses.

Table no. 4.14. Levels of competence adaptive communication style (Source: author's work)

From the statements, which we can hear from the associates, we can conclude whether and to what extent the competence to adapt the communication style to the environment is expressed.

Statement	Answer means:
"I feel as if I have been brought before a finished act; I think they should have asked me for my opinion."	When it comes to adopting new rules and procedures, or conveying complex information, a meeting with employees is a more appropriate way for interlocutors to understand the rules and be held accountable.

"I didn't feel comfortable during the meeting, we haven't known each other long enough to be able to talk in such an informal tone."	Vocabulary needs to be aligned with the audience, and formal and informal situations recognized correctly. A formal communication style is appropriate at work or in a professional environment.
"It was not correct to call me that in front of others."	It is appropriate to solve problems with subordinates in private, and avoid being called out in front of other employees, because this can cause anger and resistance, and the problem will not be solved.

Table no. 4.15. Statements from practice and their meaning of competence adaptive communication style (Source: author's work)

1.7.6. Effective participation at meetings

In the business environment and in the work of any organization, meetings are necessary to solve certain problems, see potential opportunities, make agreements and make the right decisions. By adopting and applying techniques of efficient and structured participation in meetings, their success and satisfaction of participants can be ensured.

A business meeting is one of the most common forms of exchanging information, gathering proposals and planning future actions. The skill of preparing and leading meetings is essential in the business world. Competence means holding and / or participating in meetings and group discussions in an efficient and structured way.

In the context of effective participation in meetings, the role and duties of the meeting leader are unavoidable, as well as tasks and activities of effective meeting preparation, which are included in examples of behaviour and formulations of required (desirable) levels of competence below, applying basic principles of productive meetings.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– prepares for meetings and group discussions by identifying key issues and preparing adequate materials and arguments – in the role of the meeting leader directs the conversation towards the goal of the meeting, actively listens and asks questions, gives each participant the opportunity to speak and express opinion – adheres to the set topic, agenda and scheduled meeting time	– interrupts other participants and prevents them from expressing their opinion – seems careless – does not adhere to the set topic and agenda during the discussion; – is late for the agreed date of the meeting – comes to the meeting unprepared, the facts he/she is looking for are not always accurate or relevant

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– as the facilitator of the meeting, makes sure that the discussions do not turn into a conflict between the participants – takes notes	– does not adhere to the agreed timeframes for presenting or sharing information, opinions and replies

Table no. 4.16. Behavioural indicators of competency of effective participation at meetings (Source: author's work)

The organization of any productive meeting should begin with an answer to the question of whether the meeting is really needed (or information can be conveyed and an agreement reached or a decision made by another model of communication) and who is needed for the meeting to be successful. During the organization, the duration of the meeting should be determined, in relation to the purpose, topic and content, number and structure of the planned participants and care should be taken to adhere to the planned time frame.

low	medium	high
In agreement with the superior, prepares the agenda and the list of meeting participants. Comes to the meeting prepared, adheres to the set topic, agenda and scheduled time.	Independently prepares the agenda in relation to the purpose of the meeting and the list of participants. Comes to the meeting prepared, adheres to the set topic, agenda and scheduled time.	Independently determines the need, purpose and frequency of meetings, agenda and list of participants, comes to the meeting prepared, adheres to the set topics, agenda and scheduled time, if necessary, leads the meeting.

Table no. 4.17. Levels of competence for effective participation at meetings (Source: author's work)

From the statements of associates we can conclude whether and to what extent the competence of effective participation in meetings is expressed.

Statement	Answer means:
"I don't know why we spent three hours in the meeting and it's not clear to me what we concluded."	Productive meetings in addition to a clearly structured agenda and goal should result in clear actions, identifying next steps and individual responsibilities for their implementation.
"I don't think there was a need for a meeting, it would have been easier if the information had been sent to us by e-mail."	Meetings should not be held solely for the purpose of exchanging information that can be transmitted through digital communication channels. Meetings should be collaborative and aim to discuss topics of interest, find solutions and agree on next steps.
"I received an invitation to a meeting two days ago and I am expected to come up with a report for which I do not have all the information."	Effective participation in meetings is directly related to timely information about the time of the meeting and the expected contribution to the meeting. Meeting participants who are expected to actively contribute or prepare certain materials should be informed before the formal invitation to the meeting.

Table no. 4.18. Statements from practice and their meaning of competence to participate effectively at meetings (Source: author's work)

1.7.7. Recommendations for the development of the competence communication

All six sub-competencies covered by the communication competence are skills that can be developed and improved according to the specific needs of the workplace. It should be said that all communication competencies are complementary and the development of one skill will depend on or improve the development of the other. These skills are learned and adopted through specialized training with practical exercises and are perfected in everyday interaction.

Tact, as well as other sub-competencies described within the communication competence, is a communication skill that can be acquired and continuously improved by applying the basic characteristics of interaction that show patience, good judgment in communication and polite behaviour. These include taking into account the views of the interlocutor, respecting cultural differences, discretion in situations where necessary, showing empathy, active listening and showing respect.

Practicing tact means learning to think before you say something, politely redirect negative comments, when giving negative feedback start with a positive comment, before giving negative feedback, choose words and times carefully, politely decline inappropriate calls, do not reveal too much personal information to people you do not know well and make sure body language reflects spoken words.

Active listening is not a simple skill, it requires practice and sometimes a change of attitude. For active listening, it is important that the listener makes a decision that he wants to listen, that he looks the person in the eye, not to talk too much, not to interrupt the interlocutor while speaking, to learn to be silent and listen. Active listening techniques include asking questions, directing conversations, clarifying vague or generalized statements, recognizing unspoken thoughts or emotions.

The usual way to develop the skill of giving and receiving feedback is interactive training aimed at the practical application of techniques by applying the basic principles of giving and receiving feedback: intention, atmosphere, listening, timeliness, concreteness, behaviour, content, key areas, change, appreciation and harmonization.

To effectively adapt the communication style to the environment, it is necessary to know the basic differences in communication styles, which are obstacles to effective communication, strategies for overcoming communication barriers, the impact of cultural values and organizational culture, and ways to adapt to different communication styles.

Effective participation in meetings is a communication skill that combines all other communication competencies: tact, clear transmission of ideas, facts and instructions, active listening, encouraging others to give feedback and adapting the communication style to the environment. Thus, the acquisition of other communication skills will contribute to more effective participation in meetings. Leadership skills and effective participation in meetings are acquired and practiced in specialized interactive trainings, and improved in practice. Trainings that are specifically intended for the development of this competence, inevitably include other communication skills.

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1.8. Personal effectiveness and results orientation

„Focus on being productive instead of busy.“
Tim Ferriss, American entrepreneur

The competence of personal effectiveness and result orientation implies consistent achievement of high-level results, achievement of results and continuous improvement of the quality of services to citizens, parties and other administrative bodies. In order to identify goals and determine the processes and resources required to achieve the desired result, both at the organizational and individual level, and ensure their monitoring, for the assessment and development of this competence is of great importance the introduction of quality management system.

This competence covers a total of seven sub-competences or sub-competences in the Competence Framework, which are elaborated in detail below. These are:
- focus on results and desired outcomes
- building and maintaining client and citizen satisfaction
- paying attention to detail
- efficient management of time and resources
- effective decision making
- analytical thinking
- ability to work unde pressure

1.8.1. Focus on results and desired outcomes

Results orientation is a characteristic or behaviour of a person who works continuously, independently and decisively to achieve a defined goal. Focus on results refers to the efforts of an individual (employee) to master the task, achieve excellence, overcome obstacles, perform activities better than others and feel pride in achieving results. Seeking solutions to problems, challenges and obstacles, the individual determines priorities among the means and resources in order to achieve the best possible results. In order to achieve the set goals and be a successful individual, you need to effectively plan and allocate all the necessary and available resources, not only material, financial, human, but also time.

Competence is described as a focus on results and desired outcomes and the best ways to achieve them and achieve satisfactory results on time and with minimal supervision.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– sets challenging goals and works hard to achieve them	– does not take ownership and often blames others for not committing
– encourages him/herself and others to achieve the expected results	– sets goals that are either too easy or too difficult or does not set goals at all
– invests extra time and effort in crisis situations	– makes little effort to solve problems or overcome obstacles

– takes an "additional step" to ensure that the goal is met	– loses focus or gives up before finding a solution to a problem
– checks the results to make sure the solutions were effective	– does not evaluate the effectiveness of problem solving
– takes the initiative to contact users or research the effectiveness of t solution	

Table no. 5.1. Behavioural indicators focus on results and desired outcomes (Source: author's work)

This competence is a combination of related competencies, including commitment to personal and professional development, taking initiative and problem-solving ability, encouraging others to provide feedback, and managing time and resources efficiently and effectively. This should be taken into account when selecting this competence as a priority.

low	medium	high
Achieves satisfactory results on time with supervision.	Sets demanding goals and with minimal supervision and works on time to achieve them, finds effective solutions to problems and delays.	Sets demanding goals and works unsupervised to achieve them, takes the initiative to find effective solutions to problems, and finds solutions to the desired level of results achieved.

Table no. 5.2. Levels of competence focus on results and desired outcomes (Source: author's work)

The difference between associates who achieve high or low results is based on their motives, tasks they choose, efforts, perseverance in the implementation of tasks and behaviours. From the statements we can hear from associates we can conclude whether and to what extent results and expected outcomes.

Statement	Answer means:
"I tried as hard as I could, in the end the result is not up to me alone."	The statement indicates a tendency to achieve results, i.e. there is motivation, but not necessarily a developed way of thinking focused on high results.
"I do too many tasks at the same time and it is difficult to expect to achieve the expected result in everything."	Although "multitasking" or performing several tasks at the same time has become a necessity nowadays, it is necessary to master the skills of task prioritization and efficient time management to achieve the expected results.
"It can happen to anyone to make mistakes, I am not less successful because of that."	The statement indicates that a person has a tendency to succeed, but not necessarily skills important for achieving high results.

Table no. 5.3. Statements from practice and their meaning of competence to focus on results and desired outcomes (Source: author's work)

1.8.2. Building and maintaining client and citizen satisfaction

The treatment of clients of civil servants is prescribed by a code of conduct. It implies professional, impartial and polite behaviour, while respecting the principle of equality. Professionalism means doing the job in the best possible way with conscientiousness and accuracy in work and actions. Impartiality means non-discriminatory treatment on any grounds in accordance with the law and other acts. Decency means acting in accordance with moral principles, and a way of communication that does not violate the morals and ethics of the service.

Competence is described by achieving and maintaining the level of satisfaction of parties and citizens with the services provided by meeting and exceeding their expectations. In the development of this sub-competence, the parties include all users of civil service services: other administrative bodies, legal entities and citizens.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– focuses on the needs of the clients and not on their own	– looks at the service from his/her own perspective, not the clients
– exceeds the expectations of basic services and helps customers to achieve complete solutions	– does not take into account or focus on the needs of clients
– provides services when and where they are needed, seeks solutions when the requested service cannot be deliver until the customer is satisfied	– is disrespectful and rude to clients, has a reputation in the department as a person who is difficult to work with
– understands and applies a team approach to providing quality customer service	– customers complain about poor service and unfulfilled obligations
– recognizes negative user reactions and develops better alternatives	– takes a defensive stance with difficult clients, blames deficiencies or errors on the systems does not want to develop new service delivery practices; thinks the service is fine as it is

Table no. 5.4. Behavioural indicators of competence building and maintaining client and citizen satisfaction (Source: author's work)

Although it is indisputable that customer satisfaction is an indispensable indicator for gaining trust in the work of the civil service as a whole, this sub-competence is likely to be a priority in services that work in direct contact with clients.

low	medium	high
Communicates politely and kindly with the clients in a way that leaves a favourable impression on the civil service. Focuses on customer needs, actively seeks information from customers to understand their needs and expectations.	Clearly explains to the clients what can be done, ensuring professionalism and expertise. Promotes compliance with relevant regulations and procedures in dealing with parties. Identifies common problems or weaknesses in procedures that affect customer satisfaction with the service provided.	Ensures that all organizational segments in the delivery service understand the needs of users and the impact of poor service and communication on the reputation of the service. Encourages the development of an organizational culture that promotes adherence to relevant regulations and procedures in dealing with clients.

Table no. 5.5. Levels of competence building and maintaining client and citizen satisfaction (Source: author's work)

From the statements we can hear from the associates, we can conclude whether and to what extent the competence to ensure the satisfaction of citizens with the services provided is expressed.

Statement	Answer means:
"That is not in my jurisdiction."	The statement is an indicator that the employee is not focused on the needs of the client, and does not instruct the client to meet their needs. Such a statement can also be an indicator that the employee does not understand the importance of their workplace in achieving customer satisfaction with the services provided.
"The colleague in charge of your case is on sick leave, I have no information when he will return to work."	The statement indicates that there is no need to revise the procedures within the service that will improve the organization of work, i.e. the focus on customer satisfaction.
"People can never be satisfied, they don't even know what they want."	The employee is not focused on the needs of clients, does not understand their needs and expectations.

Table no. 5.6. Statements from practice and their meaning of competence building and maintaining client and citizen satisfaction (Source: author's work)

1.8.3. Paying attention to detail

This competence is described as paying attention to detail, achieving results with a high degree of precision. A person who is detail-oriented is thorough, accurate, organized and productive, trying to understand the causes and consequences of a particular situation or procedure.

It should be noted that the skill of paying attention to detail cannot be viewed in isolation from compatible skills. In other words, a detail-oriented person is likely to possess the competence of analytical thinking, active listening, encouraging feedback, managing priorities and resources, and planning.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– performs tasks carefully and thoroughly, with little or no mistakes – checks what has been done to ensure accuracy and completeness – compares completed work with notes – compares the work done against expectations in order to find inconsistencies and eliminate errors – takes into account details that are easy to ignore or dismiss as insignificant	– performs tasks superficially and hastily – does not have the habit of reviewing the grammatical or numerical correctness of what has been done – does not take into account all relevant data, facts when preparing analyzes, reports or solutions – makes mistakes at work in the absence of notes – neglects agreed conclusions, work organization and deadlines in the performance of work

Table no. 5.7. Behavioural indicators of attention to detail (Source: author's work)

In practice, this skill is identified as a priority in those jobs where a high degree of precision is expected or when performing tasks or procedures where failure to pay attention to details could directly cause harmful consequences.

low	medium	high
Tries to do tasks, with little or no mistakes; supervision is needed.	Performs tasks with little or no errors, taking into account details that are easy to ignore or dismiss as insignificant, and checks what has been done to ensure accuracy and completeness;	Performs tasks with little or no errors, taking into account details that are easy to ignore or dismiss as insignificant. Compares what has been done with notes or compared to what is expected in order to find inconsistencies and eliminate errors and ensure accuracy and completeness.

Table no. 5.8. Levels of competence to pay attention to details (Source: author's work)

From the statements, which we can hear from the associates, we can conclude whether and to what extent the competence to pay attention to details is expressed.

Statement	Answer means:
"The colleague again sent an invitation to the meeting without the attached agenda and working materials."	The statement indicates a lack of attention to detail, i.e. all elements of the task, which leaves the impression of unprofessionalism of associates and services.
"I expect my associate to at least correct spelling mistakes, if I return the work to finishing, we will lose extra time, and I have to correct the mistakes myself."	The practice of reviewing and re-reading one's own spelling and grammar work will save time on task completion and improve one's own and others' efficiency.

"Yesterday the boss gathered us and handed us the items we have to finish but I don't remember the deadline anymore."	Keeping notes of one's duties is a useful practice whether it is an important meeting or a regular short working meeting

Table no. 5.9. Statements from practice and their meaning of competence to pay attention to details (Source: author's work)

1.8.4. Efficient management of time and resources

Time and resource management could be most simply explained as the decision-making process by which available resources are allocated over time to optimize the achievement of organizational goals. Managing resources means providing resources, engaging the necessary human resources, installing the necessary infrastructure and establishing an optimal working environment. Competence means improving productivity by managing time, priorities and resources in achieving goals and purposeful use of budget funds.

Responsibilities and authorities for managing human, financial and material resources in the organization should be clearly defined. In the context of this competence, it is the ability to manage one's own time and resources for which the executor is responsible at the workplace, i.e. which he has at his disposal.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– prioritizes tasks according to importance and deadline	– is unable to integrate multiple activities and resources into a cohesive project
– adequately allocates available resources	– fails to identify resource mobilization to achieve program goals
– differs crucial from what is only urgent	– neglects small problems until they become significant, jeopardizing deadlines and resource efficiency
– adjusts priorities as situations change	
– directs time and effort to key tasks, groups related tasks to be more efficient, easily switches between tasks and continues where it left off	– has difficulty identifying and aligning resources to achieve desired results
– monitors resource consumption and early identifies inconsistencies in planned resources and progress towards goals	– has difficulty solving more than one task or project at once, disorganization often results in poor quality work

Table no. 5.10. Behavioural indicators of competence efficient management of time and resources (Source: author's work)

The importance of competence is reflected in the fact that the success of the organization depends on the rational use of the most important resources, where the focus of management is rational decision-making, i.e. choosing between available resources, i.e. matching needs and opportunities.

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low	medium	high
It is difficult to identify the necessary human, material and financial resources to achieve the goals, which can result in inefficient spending of budget funds or failure to meet goals due to inadequately allocated resources.	Identifies the necessary human, material and financial resources to achieve the goals, adequately allocates available resources and monitors their consumption.	Identifies the necessary human, material and financial resources to achieve the goals, adequately allocates available resources, monitors their consumption, timely identifies inconsistencies in planned resources and progress in achieving goals and undertakes the necessary reallocations of resources.

Table no. 5.11. Levels of competence for efficient management of time and resources (Source: author's work)

From the statements below we can conclude whether and to what extent the ability to improve productivity by managing time, priorities and resources in achieving goals and purposeful use of budget funds is expressed.

Statement	Answer means:
"We could not predict that a colleague would be on long-term sick leave, we do not have the possibility of hiring a replacement and his job needs to be done."	Although unforeseen circumstances such as long-term absence often occur in practice, such situations should be readily responded to by temporarily redistributing work in accordance with the workload and the necessary knowledge and skills of other associates.
"Computers are already old and unreliable, no funds are planned for the purchase of new ones, and maintenance costs are higher than the funds planned in the budget."	Without the necessary infrastructure, it is not realistic to expect the achievement of organizational goals.
"The new offices were not completed within the agreed deadline, we will have to extend the lease, and no funds have been provided for that."	The statement means that problems (in meeting deadlines) were ignored until they became significant and jeopardized business continuity.

Table no. 5.12. Statements from practice and their meaning of efficient management of time and resources (Source: author's work)

1.8.5. Effective decision making

At all levels in organizations, decisions are made on a daily basis that affect the success of the organization. A good decision, as a result of decision-making, is characterized by unambiguity, precision, clarity and feasibility, and above all timeliness.

Decisions can vary according to importance, decision-makers, and levels of decision-making. Strategic, tactical and operational decisions differ in terms of importance. With regard to the subjects of decision-making, there are different decisions of managers (management decisions) and executive decisions (employees). Given the level of decision-making, decisions are made at the highest management level (strategic), middle management level (tactical) and lower management level (operational).

The definition of competence in the Competence Framework is: Makes timely decisions based on facts, goals, limitations and risks.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– collects parameters and data from others when making decisions – takes into account lessons learned from experience, different needs and the impact of the decision on others – finds solutions acceptable to different groups with conflicting interests and needs – weighs the pros and cons of each option before making a decision; – makes the necessary decisions even when information is limited or unclear – knows when more information is needed and when enough has been gathered to reach a conclusion – substantiates the decision with arguments	– the decisions he/she makes have minimal or no impact in terms of improving the quality of products and services and are not in line with the department's objectives – has difficulty articulating reasoning for decisions – often delays or leaves decision-making to others – decisions focus on immediate, short-term issues, losing sight of the department's long-term goals and initiatives – decisions are sometimes unclear; seeks to delay decisions on more complex issues

Table no. 5.13. Behavioural indicators of effective decision making competence (Source: author's work)

Effective decision making consists of five steps, the first of which is identifying the problem, determining what the decision is intended to achieve, choosing possible options based on what is right and not acceptable, implementing the decision into action and taking care of who needs it, be involved in the decision, what steps need to be taken, who will take the necessary steps and what action must be taken so that those who need to act can do so at all. The final step is feedback, which is a continuous check on whether the decision has been implemented as expected.

low	medium	high
Understands the steps in the decision making process; makes timely decisions based on facts within the scope of the work it performs.	Makes timely decisions, based on facts and information from multiple sources, within time limits, in line with the goals of the organizational unit.	Independently makes timely decisions for him/herself and team members, based on facts and information from multiple sources, within time constraints, aligned with the goals of the organizational unit. Adequately communicates and explains the decision to those to whom it applies and evaluates the consequences of the decision.

Table no. 5.14. Levels of competence in effective decision making (Source: author's work)

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The goal of the decision making process is under the given conditions and available alternatives, to solve the set task in an optimal way according to the set goal. Achieving the above requires critical thinking (for example, about actually solving problems and discovering contradictions) and creativity (finding new alternatives for new approaches to the solution). From the statements we can hear from the associates, we can conclude whether and to what extent the competence for effective decision-making is expressed.

Statement	Answer means:
"The decision on temporary financing has not been made yet, the payment of salaries has been jeopardized."	Timeliness is a basic characteristic of an effective decision.
"I think the boss made the right decision; he knew that it concerned all employees and he asked for our opinion."	Making a decision taking into account different needs and the impact of the decision on others is an important indicator of an effective decision made.
"The director used the opportunity to make a decision within his competencies that will enable us to implement the work plan and program."	The statement points out the importance of making a decision, even in conditions of limitations and risks, for the realization of goals.

Table no. 5.15. Statements from practice and their meaning of effective decision making (Source: author's work)

1.8.6. Analytical thinking

Analytical thinking is a process of thinking that includes careful analysis of facts, events, phenomena, and the ability to build logical chains, and separate the important from the unimportant in a large amount of information.

Analytical skills are, according to many experts, key skills of the future. The ability to critically look at the situation, look at problems from another angle, and generate new, practical and logical solutions are skills that are of great value when facing new challenges and frequent changes that dynamic business environments bring.

Competence is described as the application of analytical thinking, breaking down the situation into smaller elements, trying to gradually determine the implications of the situation and the systematic organization of parts of the problem, comparing different aspects and cause-and-effect relationships.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– distinguishes between crucial and irrelevant information	– fails to separate important from irrelevant information
– collects information from various sources in drawing conclusions	– does not find cause-and-effect relationships in information and data

– identifies critical links and patterns in information and data	– does not recognize the causes and consequences of actions and events
– recognizes the causes and consequences of actions and events	– fails to identify relevant sources of information for drawing conclusions
– draws sound conclusions based on a combination of analysis and experience	– draws conclusions intuitively ignoring relevant facts

Table no. 5.16. Behavioural indicators of analytical thinking competence (Source: author's work)

Analytical skills include the possession of related competencies, including problem solving, reporting, communication and creativity.

low	medium	high
Distinguishes between critical and irrelevant information, and gathers information from various sources in drawing conclusions.	Identifies critical connections and patterns in information and data, analyzes verbal and numerical data well, recognizes the causes and consequences of actions and events, predicts and thinks in advance about the next steps.	Deals independently with tasks that require the interpretation of complex and often vague sets of information. When making conclusions, seeks a wide range of sources of information, helps others to find solutions, interpret and use information.

Table no. 5.17. Levels of competence of analytical thinking (Source: author's work)

From the statements we can hear from the associates, we can conclude whether and to what extent the competence of analytical thinking is expressed.

Statement	Answer means:
"I have noticed that I am more productive when I have to follow a detailed procedure. It helps me to make my work accurate and high quality. I have found that we work better and more efficiently for ourselves and our team when we have detailed procedures that we have adapted based on new technologies and I am committed to the fact that they are necessary for the quality of my work. "	The statement points to an analytical mind-set that recognizes the importance of procedures for work efficiency and has the ability to develop the detailed procedures needed for the job.
"I am trying to quickly understand the background of the problem. I'm going through the steps to determine if there was an error somewhere that caused the problem. After that, I will try different ways to test the solution to the problem or come back to see if there is another step I missed."	The statement describes an analytical way of thinking in the problem-solving process by deviating from the usual process.

"I have a task to develop better processes in the workplace. My first step is to look at our database and see if there are other processes we have used before. One process involves entering information into a database and an excel spreadsheet. I found that the information was not always updated in both places, but also that the data from the database could be downloaded to a spreadsheet. Now all the information is entered only in the database. "	The statement is an example of the ability to think logically in the process of solving problems in the workplace.

Table no. 5.18. Statements from practice and their meaning of analytical thinking competence (Source: author's work)

1.8.7. Ability to work under pressure

This competence is described as maintaining composure in stressful or unwanted situations. In other words, it is about resilience to stress, i.e. the ability to work quickly and reliably, even under pressure or time constraints, while achieving a quality result and maintaining a professional relationship with colleagues and clients.

Stressful situations at work usually occur when there is an imbalance between the demands of the job and the ability of associates to respond to those demands. Depending on the workplace, some of the most common causes of stress are poor working conditions, time pressure, too many tasks, unclear work role, lack of advancement, broken relationships with colleagues and inability to reconcile work and private life.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– avoids confrontational approaches	– reacts automatically without taking into account written procedures and protocols
– keeps communication positive	– does not show interest in the other party's arguments
– actively listens, seeks feedback and shows empathy	– communication is negative, shows no empathy
– explains to interlocutors the consequences of non-compliance with regulations, standards or policies	– loses motivation and focus on the solution
– maintains motivation and focus on solution and result	– loses patience and rudely interrupts communication

Table no. 5.19. Behavioural indicators of the ability to work under pressure (Source: author's work)

Maintaining composure in stressful situations is nowadays a desirable skill in all work environments, however it is important to note that long-term exposure to stress, especially in high-risk occupations have long-term effects on mental health, which is why developing stress management skills is an important step in preventing burnout.

low	medium	high
In stressful situations, he/she tries to stay calm, maintain positive communication and avoid confrontation.	Maintains composure in stressful situations, maintains positive communication, shows empathy and maintains focus on resolving stressful situations and results.	In stressful situations, maintains composure, maintains positive communication, seeks feedback and shows empathy. Maintains motivation and focus on the result and helps him/herself and others to overcome a stressful situation.

Table no. 5.20. Levels of the ability to work under pressure (Source: author's work)

It is important to develop the skills of assertiveness, i.e. taking care of oneself without hurting the other person, i.e. being able to clearly communicate needs and desires, and have an understanding for other people's feedback, because most stress comes from interacting with other people. From the statements of associates we can conclude whether and to what extent the competence to maintain composure in stressful situations is expressed.

Statement	Answer means:
"It's hard to deal with clients, they think they're always right, I had to react like this."	The statement points to the need to refer the associate to adequate education where he/she could improve his/her assertive communication skills.
"I can't work in these circumstances, they keep interrupting me and I can't focus on the work I'm doing."	The statement points to the need to suggest to the associate the improvement of stress and time management skills, but also raises the question of possible work organization and workload.
"I just can't talk to a colleague, I understand he has a lot of work to do but we all have work to do on time."	In similar situations, it is necessary to point out the existence of social support in the work environment that will help associates to more easily overcome stressful situations caused by business obligations or the balance of business and private.

Table no. 5.21. Statements from practice and their meaning of the ability to work under pressure (Source: author's work)

1.8.8. Recommendations for the development of competence personal effectiveness and results orientation

Since the intensity of the focus on results is determined by the level of motivation of the individual (employee), it is important to distinguish the tendency towards results (motive) from success as ability (to be successful). A large number of people have a tendency to succeed, but they are not successful because they do not have developed qualities and skills important for achieving high results. The motive of achievement is a necessary but not a sufficient precondition for a person's success. In order for the tendency towards results to become a success factor, it is necessary to develop a way of thinking focused on high standards in work and work results, as well as skills such as:
- goal setting
- efficient planning of time and activities
- emotional maturity, i.e. perseverance and the like

Building and maintaining client and citizen satisfaction with the services provided can be improved by developing an organizational culture that promotes adherence to relevant standards, regulations and procedures in dealing with clients. A good way to develop an employee's focus on the needs and expectations of clients is mentoring and coaching.

If, due to the needs of the job, it is necessary to pay attention to details, although it is indisputable that it is desirable to be detailed in performing each job, it is important to create habits that will contribute to the development of this skill in practice. It is a useful practice to review your work before forwarding it, re-read it or check for grammatical or arithmetical errors, check structure and context.

The ability to make decisions is a skill that is perfected with time and experience. Decision making is a process and it takes time and effort to make a decision and various activities such as:
- problem identification
- collecting and verifying relevant information
- identifying alternatives
- anticipating the consequences of the decision
- decision making
- informing those affected by the decision
- implementation of the selected alternative
- evaluating the consequences of the decision

Practical exercises to develop decision-making skills include:
- stages in the decision-making process
- routine vs. innovative decision making
- types of decisions according to their importance
- critical path analysis method
- decision trees
- PMI method
- SWOT analysis

Analytical thinking is a skill that can be developed through exercise using work methods that include interactive practical exercises, among other things:
- perception and analytical thinking
- the importance of a different perspective
- emotions and analytical thinking - the importance of self-regulation
- the connection between analytical thinking and communication
- importance of arguments
- analytical vs. creative thinking

How to maintain composure in stressful situations is a skill that is commonly mastered by education and interactive workshops on the topic of stress management, which include the concept of self-control. Tools and techniques that put emotions in the function of achieving business and personal goals include:
- monitoring personal emotional reactions
- taking steps to avoid unwanted emotional responses
- establishing control over one's own behaviour, instead of reacting automatically

1.9. Leadership

„Don't tell people how to do things, tell them what to do and let them surprise you with their results.“

George S. Patton Jr.

Competence leadership means the ability of a senior civil servant to motivate others to achieve high results in working towards the goals of the team and the organization. Using knowledge, skills, abilities, talent, power and other motivators, leaders influence individuals or groups to work willingly, responsibly, confidently and enthusiastically to achieve common goals. This means that a leader is a person who has the power to influence and inspire other people within a group or organization. To be successful, a leader needs capable and confident associates. Therefore, it strives to continuously develop human potential, motivate and encourage greater commitment and commitment to work, and contribute to building an organizational climate and culture based on mutual trust and respect.

This competence includes a total of six sub-competences or sub-skills in the Competence Framework in the Civil Service of Bosnia and Herzegovina, which are elaborated in detail below. These are:
- translating strategic goals to everyday work
- creating a positive work environment,
- goal setting,
- effective delegation,
- staff motivation and
- leading by example

1.9.1. Translating strategic goals to everyday work

The ability to translate strategic goals into everyday work tasks is reflected in connecting vision, values, goals and strategy with everyday tasks. How successful a senior civil servant will be in communicating the organization's vision, goals and strategy to his associates depends primarily on his operational planning skills, but also on his communication skills and abilities, that is, the ability to express the message in clearly understandable language and motivate associates to successfully perform work tasks and achieve set goals.

Operational planning, as short-term planning, includes defining policies, procedures and standards for achieving goals. It is a process of preparation, monitoring and evaluation of annual plans for each organizational unit, but also the organization as a whole, which are aimed at achieving strategic plans of the organization. This means that operational planning, i.e. planning of daily activities, is "derived" from strategic planning and contributes to the achievement of operational goals. It is aimed at performing routine tasks such as quantity and quality of work, performing daily tasks, helping employees solve specific problems, counselling and the like.

The following table lists the behaviours of senior civil servants when they possess or do not possess the specified competence.

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Behaviour if competence is possessed	Behaviour if competence is not possessed
– develops clear goals that are in line with defined strategies and values – shows initiative and takes actions necessary to achieve goals – identifies priority activities and tasks, adjusts priorities as needed – anticipates risks and possible surprises when planning – understands the role and intention of the institution in achieving strategic priorities and the impact of these priorities on own field of work – develops clear plans and goals for his/her own area of responsibility, thus supporting the achievement of organizational priorities – explains organizational priorities, strategies, plans and goals in his/her own field of work to the associates	– planning inertial approaches, creating more template plans and procedures – neglects strategic goals when defining operational, annual plans – loses focus in management and acts inefficiently – does not take responsibility for his/her actions and tries to transfer responsibility to others – ignores changes and intervenes too late – hesitates to make decisions, and prolongs decision-making on more complex issues – There are difficulties in articulating the rationale for decisions, which are sometimes unclear

Table no. 6.1. Behavioural indicators of the competence translating strategic goals to everyday work (Source: author's work)

There is no managerial position that does not require a certain ability to connect vision, goals and strategy with everyday affairs. However, the presentation of the scale and the explanation of the low level of the mentioned competence can be a starting point for undertaking specific training activities for managers, depending on the position in the organizational hierarchy.

low	medium	high
Understands the strategic goals of the institution and tries to concretize them. However, by routine planning fails to connect vision, goals, and strategy with day-to-day operations. Behaviour is dominated by the effort to avoid making mistakes.	Considers the development of action plans to be his/her responsibility and obligation. Collaborates with managers at higher levels in the organization, in order to better connect day-to-day operations with strategy and goals.	Demonstrates enthusiasm and high commitment to the development of operational plans based on defined strategic objectives and takes responsibility for their implementation. Clear and inspiring presentation of vision and goals, motivates and supports associates in performing tasks. Acts proactively and takes all necessary measures and activities to achieve its goals.

Table no. 6.2. Levels of the competence translating strategic goals to everyday work (Source: author's work)

The extent to which a senior civil servant is able to relate vision, values and strategic goals to the day-to-day operations of his / her organizational unit can be assessed from his / her attitude towards this managerial function, as well as from statements of immediate associates and / or senior managers in the organizational hierarchy.

Statement	Answer means:
The strategic interest of one local community was to retain and attract university-educated people. The Department of Physical Planning prepared a project for the construction of apartments for this category, with a selling price that was twice cheaper than the market price and with the provision of an appropriate credit line for the purchase of apartments.	In this case, we see the concretization of the strategic goal through the presented project (plan).
According to one survey, 80% of institutions confirmed that they have an annual work plan, and 85% that they have annual work reports. But only 56% of annual plans and 62% of annual reports contain indicators. Also, research has shown that operational planning is often cut off from strategic, given that only 37% of respondents confirmed that they linked annual work plans entirely with the strategic plan.	The results of the research point to the conclusion that the plans are only of a formal and descriptive nature, in order to fulfil the prescribed obligations. Their execution is not monitored in an appropriate way, and the lack of connection with the strategic plan is of particular concern.
"For many years now, we needed to propose a work plan for the next year. Honestly, we just rewrite them, because we noticed that no one reads them, but only unites and presents them as an action plan of our organizational unit. We tried to talk to the boss, to share his vision of our organization in the future. It was only after that meeting that nothing was clear or true: everything is actually the same, there is no change or progress. "	This person's comment, as an associate, indicates the minor abilities of his / her manager, more precisely the lack of ability to plan and connect strategy and goals with operational plans and daily tasks.

Table no. 6.3. Statements from practice and their meaning of the ability to translate strategic goals into everyday work (Source: author's work)

1.9.2. Creating positive work environment

Creating a positive work environment is the ability of a senior civil servant to create such a business environment in which employees are motivated to invest maximum effort to achieve goals. A positive work environment brings various benefits, such as: increased commitment and motivation to work, satisfaction and loyalty to the organization, and achieving the set goals, both at the individual and group level. On the other hand, research results indicate that a negative work environment significantly reduces employee productivity, by up to 60%.

What does a motivating work environment look like? A number of factors need to be considered, starting with job security and safety, stress exposure, availability of all necessary resources, clear division of work responsibilities, work atmosphere, relationships with colleagues, organizational climate and culture, and leadership style. In addition to the above, psychological aspects are also important, i.e. the perspective of observing each employee, personal expectations and individual aspirations. In any case, a motivating work environment is not everything - but without it, everything is nothing. A bad environment demotivates even the best employees, even to the extent that it limits the motivating effect of well-designed work tasks.

The following table lists the behaviours of senior civil servants when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– makes sure that all equipment and working environment is in accordance with applicable laws, regulations and guidelines – distributes tasks, workloads and resources evenly and understandably – talks to co-workers about their ideas of a good, healthy work environment – organizes socializing and celebration of a job well done, emphasizes the merits of individuals and teams – advocates an open door policy, encourages associates to openly express opinions, views and interests – shows interest for what associates have to say, recognizes their business concerns and perspectives	– ignores employees' remarks about outdated equipment and poorly maintained workspace – often changes priorities and sets short deadlines, which puts his/her co-workers in a stressful situation – does not allocate resources, tasks and burdens evenly or transparently, criteria are not clear to associates – does not give feedback to associates about their work, opportunities for their improvement and development – prefers an autocratic style of leadership, with pronounced control and looking for mistakes in work – does not show interest in the expectations and preferences of associates in terms of work environment, criticizes their informal gatherings

Table no. 6.4. Behavioural indicators of competence creating positive work environment (Source: author's work)

The importance and motivating effect of the work environment was recognized almost 100 years ago, during the research of factors that affect employee productivity. Recent research confirms the positive effect of the work environment not only on productivity, but also on work engagement, commitment to work, employee motivation and their loyalty to the organization. Therefore, it is important to assess the necessary or desirable level of ability to create a positive work environment for a specific management position with the effort to improve and develop the analysed competence.

low	medium	high
Tries to build a positive work environment, but in a way that responds to the requests of his/her associates or to the need arising from a certain situation. Respects the basic standards and regulations of the workplace.	Actively participates in building a positive work environment, with a special focus on talking to associates to identify their needs and expectations. He/she supports their fulfilment according to their current capabilities.	Initiates the application of modern approaches in building a motivating work environment. Expresses concern for the health of associates, supports and promotes work-life balance, less exposure to stress and equal treatment for all. In addition to regular, he/she often organizes spontaneous meetings and gatherings (formal and informal).

Table no. 6.5. Levels of competence creating positive work environment (Source: author's work)

The ability to create a positive working environment for senior civil servants can be recognized from everyday activities, behaviour, attitudes towards associates, as well as from the statements of associates, immediate superiors and other business partners.

Statement	Answer means:
"A secure job and a regular salary are certainly especially important nowadays for everyone, including me. However, good interpersonal relationships make me especially happy in this organization. We can all count on understanding and help in case of illness or some unforeseen, complex life situations. It is important that the work is done well and on time, we agree on the redistribution, our boss supports it. She even initiated socializing on the last working day of the month, sending birthday greetings and thanking for a job well done. We are all looking forward to that."	It is a positive, high-quality work environment. Much credit goes to the Boss, who contributed to certain initiatives to get to know people better and understand each other.
"How satisfied are you with your position in our organization?" How do you feel in the workplace, are the tasks challenging, do they meet your expectations? What changes would you like us to make? What do you think should be done immediately to make us all happy to come to work? ... Thank you for taking the time to talk to me about this issue. "	Every manager who acts in this way is aware of the importance of a good, positive work environment and strives to improve it together with his associates.
"I don't understand why you're complaining. You do not work in wind, rain or outdoors. You have a secure job, until retirement. I do not understand so much of your dissatisfaction, the alleged exposure to stress because you had to perform a task that is not in the description of your job. Certainly, you had other obligations during that period. You have received the deadline, I expect a report on what has been done."	Lack of understanding, closeness to a different way of working and thinking, looking at the situation from only one angle can only worsen the work climate and interpersonal relationships. The ability to build a positive work environment is not in sight.

Table no. 6.6. Statements from practice and their meaning of competence creating positive work environment (Source: author's work)

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1.9.3. Goal setting skills

Objectives describe what organizations, functions, departments, teams, and individuals are expected to achieve. Individual goals should be closely related to the goals of the department and the team, those with the strategy, which is based on the mission, vision and values of the organization. Every successful manager understands his role and importance in defining, monitoring implementation and achieving goals. Clear, precise, specific goals need to be set, challenging but achievable and time-bound (SMART principle). Finally, an action plan should be made, i.e. steps should be taken to achieve the goal. Setting smaller sub - goals monitors progress and keeps the focus on the final result (goal).

Goal-setting skills in public administration imply the ability of senior civil servants to set clear, purposeful, demanding, but at the same time achievable group goals and expectations. By involving associates in the goal-setting process, it is possible to achieve a greater degree of commitment and commitment to the work, i.e. their greater engagement. The results of numerous researches confirm that employees work more productively if they accept the goals of the organization and experience them as their goals, and not as work tasks. This is achieved by applying the so-called Management by Objectives (MBO) system in which each work goal is the subject of joint, team decision-making of employees and their managers. Obviously, a goal management system uses goals not only as a means of organization and control but also as a means of motivating employees.

The following table lists the behaviours of senior civil servants when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– ensures that employees have clear goals and responsibilities, encourages their suggestions and opinions	– defines goals that are often unclear and incomprehensible to associates, therefore difficult to accept
– provides support and assistance to associates in achieving goals (e.g. by providing funds, removing obstacles)	– sets unrealistic goals, which are extremely difficult, almost impossible to achieve
– works with employees to set and communicate specific and measurable performance standards	– does not monitor the achievement of goals, only expects a final report from the employee
– assists employees in setting priorities with respect to their goals	– gives feedback on work performance and achieved goals only at the insistence of associates
– continuously monitors the progress and work performance of employees, through formal and informal methods	– does not attach importance to improving and developing the skills of associates, in order to accomplish the tasks in the best possible way
– provides timely feedback on performance (positive and corrective)	– does not show a willingness to provide help and support in the work of his/her team of people
– publicly praises achievements, rewards when possible, while criticizing "in private"	– does not take, even tries to avoid responsibility for below-average results, "skilfully finds the culprits"

Table no. 6.7. Goal setting behavioural indicators (Source: author's work)

The set goals are the starting point for all other activities, both in business and private life. Viewed from the point of view of a senior civil servant, for the success of the organization or organizational unit they head, it is extremely important to have the skills to define clear, purposeful, ambitious and achievable goals. It is a skill that can be learned and improved from low, through intermediate to high level.

low	medium	high
He/she knows the goal-setting techniques, but due to lack of experience, goals are often not clear or challenging enough. Help is needed, knowledge of big and small pictures in order to harmonize different goals. He/she rarely gives feedback.	Conducts analysis independently and sets clear, challenging, measurable and achievable goals. He/she then communicates the goals to his/her associates, proposes individual work goals, and tries to motivate them to achieve them. Gives feedback within the stipulated time frames.	Extremely skilfully and inspiringly involves associates in the process of setting goals for the organizational unit. He/she then encourages the associates to propose their work goals and provides them with assistance. Continuously monitors the results of the work and gives feedback, without waiting for precisely defined dates for the interview.

Table no. 6.8. Levels of the competence goal setting (Source: author's work)

From the statements, which we can hear from the manager or the associate, we can conclude whether and to what extent the possession of goal-setting skills is expressed.

Statement	Answer means:
"I ask each member of the team to express their opinion on the goals of our organizational unit, to propose goals within their workplace and creative solutions for more efficient execution of their work. In addition, each employee should state a realistic deadline for achieving the goals. We adopt goals and deadlines by consensus."	In this case, the definition of goals is taken seriously, the opinion of associates is encouraged and respected. The MBO is recognized.
"How and by what will we assess whether we are close to the goal or not, at the end of the period?"	The question posed indicates the lack of performance indicators, indicators for monitoring and measuring the success of the realization of goals, and the vagueness in setting goals.
"Every year, our manager organizes a conversation about work performance, achieved goals and competencies. This interview is such a formality, as only grades are communicated without any explanation, additional information, opinions or suggestions for improving the work. Then, we were briefly informed about the goals for the next year without any special discussions or additional information. Unfortunately, I can't recognize that we are applying the knowledge that is transferred to us in the trainings on SMART goals and feedback."	The situation described by the associates leads to the conclusion that giving feedback, as well as setting goals, is not given importance. These activities are considered pure formality and obligation, simply put, they are an end for themselves.

Table no. 6.9. Statements from practice and their meaning of goal-setting skills (Source: author's work)

1.9.4. Effective delegation

Effective delegation is the ability of a leader (manager) to manage employees in a way that delegates and entrusts them with certain tasks and helps them in their successful performance. Delegation is considered a central managerial competence, and is reflected in the ability to delegate to its employees certain tasks, powers and responsibilities for their performance. This process, equally popular in both the private and public sectors, represents the highest level of employee participation and integration in decision-making on business and development issues, sharing responsibilities and management together with the organization's management. Old-fashioned people say, "If you want a job to be done well, you have to do it yourself." In modern thinking, it is correct to say: "If you want a job to be done well, you need to delegate it to someone in an appropriate way so that they can do it in the best possible way".

Delegation of work is based on mutual trust and respect between managers and employees. The goal is to find the best solutions and corrective actions through joint efforts that will lead to performance improvement, organizational and personal development. Delegation is a skill that enables a senior civil servant to better organize his/her work, manage his/her time better and motivate his/her associates. Properly implemented delegation also develops the knowledge / skills of staff, who are given delegated tasks and creates a learning atmosphere in the organization.

The following table lists the behaviours of senior civil servants when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– analyzes and evaluates the abilities of employees to whom he/she wants to transfer jobs	– keeps all the work to him/herself, because he/she considers him/herself to be the best and the one to perform the tasks the fastest
– transfers tasks, responsibilities and authorities to associates, thus confirming that their abilities have been recognized and acknowledged	– complains about too much work, but has difficulty outsourcing
– talks to associates about the nature of the delegated task, expected results, execution time and responsibility for execution	– fears that by delegating their own affairs they will lose some of their power and all that power brings
– gives feedback and advice, but also responds with constructive criticism when needed	– delegates a task that he/she does not understand enough, does not have the ability to verbally convey the task
– praises the efforts of its employees, shows them how much they value their achievements, skills and talents	– delegates the task to a person with insufficient knowledge and experience
– encourages employees to monitor their own performance	– due to overload of obligations, does not have time to talk to employees, who are not clear about their responsibilities and duties

Table no. 6.10. Behavioural indicators of effective delegation competence (Source: author's work)

Although the focus of our observation is exclusively the ability of the managing civil servant to delegate and entrust certain tasks to associates, it is still important to emphasize that the delegation is influenced by other factors. Among other things, the importance of the task for the organization should be taken into account, as well as the knowledge, experience and ability of associates to meet the requirements of a specific task.

low	medium	high
Tries to delegate certain jobs, but there is a fear of losing control and reputation. He/she explains minor delegation by wasting time and fear of quality degradation.	Entrusts less complex tasks and work tasks to associates and provides assistance with the aim of their successful performance. Occasionally gives feedback in the form of performance appraisals and work behaviour.	Motivates and encourages associates to take on more complex tasks and responsibilities. Continuously monitors and supports their work, as well as efforts to acquire new and improve existing knowledge and skills.

Table no. 6.11. Levels of the competence effective delegation (Source: author's work)

The statements shown in the following table indicate whether managers are able to delegate and whether they delegate more complex and responsible tasks to their associates and delegate to them the authority to perform them independently.

Statement	Answer means:
"I am aware that my people think differently, act differently and have different ideas. I accept that the tasks will be performed in their own way, not in the form in which I would perform them myself."	The manager should assume that delegated tasks are generally not performed in the form in which they would be performed by them.
"Do you take work home? Do you stay at work after work? Do you work weekends to make up for lost time? Do the goals go beyond your individual abilities and capabilities?"	If the answer to the questions is yes (yes) then it is time to delegate.
Quite a number of employees hear sentences of this kind from their bosses who are actually overwhelmed. – "I'll do it faster." – "I can finish it today before the end of working hours, it's not that hard." – "This is more complicated than many people think. So I have to find time to finish it."	Instead of working on improving their delegation skills, it sometimes easier for managers to do a number of jobs and tasks. Overloading them seems less risky than delegating tasks to others.
"What if my associates do not perform this task correctly, correctly and according to established standards? I consider it too risky for the image of our institution to delegate this task. What if I became less important or even redundant at work?"	Loss of control is often perceived by managers as a loss of authority and power. Right in the background of this statement, the excuse for not delegating may be the desire to retain control. Another statement indicates a lack of self-confidence, but also an organizational climate.
"I wonder and honestly, I'm a little scared if my co-workers do the assigned task better than me."	The success of managers is reflected in the results of their associates, so this is an unfounded fear.

Table no. 6.12. Statements from practice and their meaning of the competence effective delegation (Source: author's work)

1.9.5. Staff motivation

Motivation at work is a process that determines the direction, intensity and perseverance of employees in activities related to work tasks. It can be viewed from the point of view of an individual, an employee and from the point of view of a manager. Thus, motivation can be defined as the readiness of an individual to take action in order to satisfy some of his needs. On the other hand, viewed from the manager's point of view, motivation is a management process that affects the behaviour of employees, their attitude towards work, work tasks and the goals of the organization as a whole.

Motivation of employees is extremely important for the effectiveness and efficiency of processes in the organization, especially in today's business environment, which is characterized by the dynamics and uncertainty of change, as well as increasing demands in the workplace. Therefore, almost all organizations or managers are looking for opportunities to motivate their associates. To say that managers motivate their co-workers is to say that they do things they hope will meet the demands of employees and encourage them to behave in a desirable way. For senior civil servants, this means that in addition to the classic management functions, they must regularly give positive and critical feedback to their associates in order to improve their performance, and find opportunities to apply other motivational techniques and strategies.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– recognizes and publicly praises employees for their results and achievements	– believes that a secure job and a regular salary is more than enough of a motivator
– always gives constructive suggestions for improving the work, after making remarks, criticizes	– rarely praises employees for excellent results, believes that such work is implied
– encourages associates to improve existing and acquire new knowledge and skills, and to apply them in their work	– justifies the lack of motivation with insufficient funds
– finds creative ways to improve and reward employees' work	– criticizes the associate without arguments and suggestions for improving the work
– demonstrates confidence in the ability of associates by delegating challenging tasks, powers and responsibilities to them	– does not show confidence in the abilities of associates, nor does it encourage their improvement
– recognizes and acknowledges successes, and uses them as motivators for future challenging tasks and projects	– does not inform associates clearly and transparently about success criteria and expectations at work
– seeks to apply different motivational techniques, taking into account the needs and personality types of its associates	– rarely makes an effort and shows enthusiasm in seeking additional opportunities to reward his/her associates

Table no. 6.13. Staff motivation competence behaviour indicators (Source: author's work)

The ability to motivate helps to encourage others or yourself to be more engaged and committed to work. In this context, strong communication skills, enthusiasm, persuasiveness and teamwork skills are needed. The scale presented in the following table can be used to assess the level of motivation of employees in senior civil servants.

low	medium	high
Extremely rarely gives constructive feedback his/ her your co-workers, outside the mandatory feedback period. He/she does not consider motivation a priority management activity, and emphasizes that the work must be done correctly and on time.	Applies common motivation strategies (tangible and intangible), and after each job done praises and / or constructive criticism if necessary. He/she considers motivation to be an extremely important activity for leadership success.	Works proactively in finding opportunities to motivate his/ her associates. Continuously monitors their work and gives immediate feedback, either in the form of praise or constructive criticism. Considers motivation his/her priority activity.

Table no. 6.14. Competency levels of the competence staff motivation (Source: author's work)

Managers who understand the motives for initiating employees to certain behaviours (e.g. initiating a business idea, changing an unwanted or continuing a desired behaviour, etc.) are significantly more successful in motivating employees. From the statements presented in the following table we can conclude whether and to what extent the competence of employee motivation is expressed.

Statement	Answer means:
"A fair and transparent reward system, as well as correct, objective feedback on my work and behaviour at work makes me happy."	The person knows exactly what he/she wants from the organization, i.e. the immediate manager.
"I would like to emphasize my satisfaction with your work in the past period. You learned extremely quickly and managed to meet the demands of the workplace and above expectations. However, I consider the ability to work in a team to be modest and I suggest that you work on improving it in the coming period."	The feedback given in this way will be motivating. The behaviour of the manager during the feedback is at a high level of professionalism.
"My task is not to think about your expectations in this business. You need to take care of your career, i.e. the possibilities of its development."	A manager cannot have such a statement, he/ she should support associates in their career development.
"Listen, you are not responsible for this situation either. I consider your inertia to be crucial for this situation. One cannot behave and treat work in such a way."	Constructive criticism is necessary and desirable. In this case, only the culprit for the current situation is sought. There are no solutions to the problems or proposals for change.

Table no. 6.15. Statements from practice and their meaning of the competence staff motivation (Source: author's work)

1.9.6. Leading by example

The ability to lead by personal example is extremely important for motivating employees, initiating changes, achieving set goals, building a positive work environment, simply put, to achieve results without the use of power and authority. It is about the ability of the manager to be an excellent example to others with his/her behaviour, work and leadership style of associates and to lead by his/her own example. Associates accept decisions, are convinced of their correctness based on the information they receive from the manager and behave as the manager wants. They do not consider goals and tasks imposed, nor do they feel compelled to do any work. Employees are intrinsically motivated and inspired to change their behaviour and their willingness to work and learn. In this case, we are talking about the so-called informal authority of the manager which can be based on expertise, experience, information, achievements, etc., as opposed to formal authority, which arises from the position in the organizational hierarchy.

It is the transformational leadership style that describes the ability and behaviour of managers to convincingly perceive their role as role models and thus gain trust, respect, appreciation and loyalty. Transformational leaders meet high ethical and moral standards, put the interest of the organization above their personal interest, and are reliable in their words and deeds. They take care of their daily behaviour and speech, as they are aware of the fact that employees closely monitor what and how their managers do.

The following table lists the behaviours of senior civil servants when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– gains respect and appreciation of employees, colleagues and other interest groups through personal integrity	– acts by inertia, without his/her own attitude and leaves things to chance (relies more on luck)
– has a well-established value system, keeps his/her word, admits his/her own mistakes and learns from them	– does not encourage development, nor does he/she show empathy towards the members of his/her organization / team
– critically reviews existing ways of working, and suggests changes and improvements	– does not show initiative, does not initiate changes but waits for others to do something
– encourages creative thinking and innovation among its associates, does not passively accept the status quo	– prefers a centralized way of decision-making, decisions are often vague and unrealistically set
– communicates openly, honestly and transparently, and ensures that there are fair rules in dealing with each other	– avoids taking on additional responsibilities and new tasks
– formulates clear goals and expectations, strengthens self-confidence in the achievement of goals	– shows insecurity towards new ways of working, and avoids the application of new knowledge
– creates a climate of responsibility and makes it clear how everyone can contribute to the success of the organization / team	– values only his/her own ideas and opinions, does not show confidence in different attitudes and thoughts

Table no. 6.16. Indicators of behaviour of the competence leading by example (Source: author's work)

Regardless of the position in the organizational hierarchy, each leader (manager) should strive to be a role model to his associates. The low level of competence indicates that the manager uses the authority, i.e. the formal right based on the position in order to move people to action (table). It is known that the effects of such initiation of associates are far smaller in relation to the influence of role models and leading by personal example.

low	medium	high
Tries to influence the behaviour of his/her associates with his/her own behaviour. Unfortunately, he/she more often uses his/her own formal authority, especially when it comes to changes, new projects or initiatives that require additional effort and energy of all employees.	Strives to establish a more direct relationship with his/her associates, to be more of a mentor to them at all times and to support their development in the function of the set goals of the organization. Motivates a significant number of his/her associates to greater engagement by noticeable commitment at work. However, in more challenging situations, uses more authority than influence.	With his/her behaviour, achievements and value system, he/she is an excellent role model not only for his/her associates, but also for the organization as a whole and business partners. Preferred leadership style inspires all associates, motivates them to achieve above-average results. By putting the interests of the organization above the personal interest, they gain respect and esteem from people who do not share the same opinion.

Table no. 6.17. Levels of competence leading by example (Source: author's work)

From the statements that we can hear in the immediate business environment, as well as from business partners, we can conclude whether and to what extent the competence of leading by personal example is expressed.

Statement	Answer means:
At one seminar, one participant told me: "I keep wondering why I took this position. It's too risky and stressful for me. All eyes are on me, how I will behave, how I will react in various situations. I work more than 60 hours a week, almost without a break and weekends. In the end, I have dissatisfied workers, who question my every idea, proposal and initiative for change. It is not clear to me what else they want, when they have a regular salary and a secure job. How should I treat them, how should I behave? "	This person should not be a manager, because he reconsiders his own decisions too much, he obviously burns out at work, without empathy towards his associates. In fact, he doesn't even know how to behave in a managerial position.
"He uses the car mostly for private purposes, and this furniture in the office is almost new, why are the budget funds wasted like that?"	Inappropriate behaviour, which is noticed not only by associates but also by the public in general.
"The key reason I am not thinking about leaving this organization, even though a higher salary would mean a lot to my household budget, is the positive work environment, value system and daily behaviour of my immediate supervisor. I know that I can always, in every situation, express my opinion, without fear for my job, career or our future relationships."	In this case, the transactional leadership style can be recognized. By his behaviour, the manager contributes to the satisfaction, motivation and loyalty of his associates.

Table no. 6.18. Statements from practice and their meaning of the competence leading by example (Source: author's work)

1.9.7. Recommendations for the development of the competence leadership

A successful manager is not born, but becomes one through process of education and experiential learning. A successful senior civil servant should also have a high level of leadership skills, i.e. in the first place he/she should know how to motivate associates and build mutual respect and trust. In addition, the skills of strategic thinking, concretization of strategic goals in everyday work tasks, goal setting, delegation, as well as change management, communication, persuasion and influence are important. These skills can be learned just like any other.

Experiential learning is considered a key way to develop leadership skills, but is only effective when well integrated with other learning and development methods. The question is, which combination of methods is best for developing leadership skills? A particularly influential model in recent decades is the "70 - 20 - 10" model, where numbers represent the share of use, i.e. the application of the most effective methods of learning and developing leadership skills, namely:

- 70% of learning comes from concrete experience of working on challenging tasks
- 20% is based on learning from working with others (colleagues, superiors, mentor, coach)
- 10% of learning should be based on formal education and training.

This model is the result of research conducted by the Centre for Creative Leadership in the 1980s. Recent research, conducted by the consulting company DDI, shows, among other things, how much time managers actually spend learning. According to their results, the share of time spent in concrete and challenging work tasks, learning with the support of others and through formal training is 55 - 25 - 20. The same research states that managers want a more individualized approach to development than they have, more opportunities for coaching with coaching with a coach who is outside the organization, longer-term development projects, and that development content is available on request and mobile. Desired development opportunities also apply to learning through work with others, through specific challenging tasks as well as formal training and education.

For an individualized approach to the development of leadership skills, it is recommended to use available technologies, e.g.:

- learning through games,
- simulations,
- case studies, etc...

Formal training can be completely individualized (adjusted speed of progress, tracking and immediate feedback, comparison with others), available on request and from anywhere, anytime. It is very useful when formal training and education are an important part of the development mix because it lays the foundation for continued development through experiential learning in concrete and challenging work tasks, with available learning support in working with others. Successful development programs contain a component of:

- formal training and education,
- social learning (from others), and
- "learning by doing"

The right ratio of different learning and development opportunities depends on the specific needs of the "student" and the organization. In fact, the ratio will be different depending on the type of organization, the nature of the job and the business role, the specific working conditions and the level of initial knowledge.

1.10. Planning and organizing

„A goal without a plan is just a wish.“
Antoine de Saint-Exupéry, a French writer

Planning is the first step in a series of related management functions, because it determines the direction of future business activities for all aspects of business, i.e. the process of setting goals and designing activities to achieve these goals. Planning is one of the most difficult and demanding management activities that should not be neglected, especially not for reasons of preoccupation and lack of time due to daily activities. Competence in planning and organizing is described as the ability to plan, organize, coordinate, and monitor activities and work tasks for oneself and team members. In addition to the planning process, in order to ensure the fulfilment of the set planning goals, the skill of good organization, coordination and monitoring of activities and work tasks is necessary.

This competence covers a total of five sub-competences in the Competence Framework, which are elaborated in detail below. These are:
- effective planning
- team planning
- holding members to account for their work results
- risk management
- ensuring meeting of deadlines

1.10.1. Effective planning

Planning is one of the most important activities of management, which includes the selection of alternative courses of action and defining the activities and resources needed to achieve the set goals. Good planning can increase the likelihood of achieving set goals and avoid or minimize certain risks and adverse events that may affect their implementation. Planning is a fundamental activity for all other management functions.

Planning competence is described as planning the use of available resources in the best possible way by making quality plans of organizational units that are understandable to employees and contain the necessary resources and skills.

This competence implies operational planning, i.e. the development of operational goals and plans at the level of organizational units and individual executors.

The table below provides examples of employee behaviour when or not in possession of the specified competency.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– includes employees in the activities of planning the goals of the organizational unit	– does not have a clear picture of the goals of the organizational unit or organization
– objectively looks at current circumstances	– plans often lack substance and specificity

– plans and goals are a reflection of current and projected future circumstances	– does not follow a methodical way of setting goals or planning the completion of a task;
– plans measurable goals	– is unable to integrate multiple activities and resources into a cohesive and feasible project;
– determines the holders of goals and deadlines for their implementation	– does not coordinate planning activities, plans independently, without the involvement of employees;
– accurately assesses human and material resources and the time required to carry out activities	– tends to "copy" previous plans for projections of future activities

Table no. 7.1. Behavioural indicators of the competence effective planning (Source: author's work)

The competence of effective planning is elaborated in this guide in a way that approximates the basic determinants of competence when determining priority competencies according to the specific needs of jobs. The planning process in the civil service is described in more detail and elaborated with relevant methodologies, guidelines and regulations at individual administrative levels.

low	medium	high
Understands the purpose and process of planning; according to the received instructions, determines measurable goals, and determines the holders of goals and deadlines for their execution.	Plans measurable goals that reflect current and projected future circumstances, determines the holders of goals and deadlines for their implementation,	Plans measurable goals that reflect current and projected future systematic collection of information, involves employees in planning activities, identifying goal holders and deadlines for their implementation, thus increasing their motivation to achieve goals.

Table no. 7.2. Levels of the competence of effective planning (Source: author's work)

From the statements we can hear from the associates we can conclude whether and to what extent the competence of effective planning is expressed.

Statement	Answer means:
"Everyday business activities do not leave me enough time or resources to plan."	Organizational management structures must not neglect planning; planning should be a regular activity of the manager.
"The future and the changes it brings cannot be predicted at all."	Of course, planning is a risky prediction of the future, but for this reason it is considered the whole of all information processes aimed at the systematic collection and processing of management information, including the relationships between these processes.

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"In the absence of time and resources, I prefer to copy previous plans and results for projections of future activities."	The statement indicates the lack of consideration of all necessary facts and factors in terms of the "bigger picture", the possible lack of knowledge and experience on how to plan and implement the planned.

Table no.7.3. Statements from practice and their meaning of the competence of effective planning (Source: author's work)

1.10.2. Team planning

Planning the work of a group of employees implies agreeing on individual work tasks that achieve the plans and goals of the administrative body. This competence is the elaboration of the operational planning competence, i.e. the specified operational goals and plans at the level of organizational units and individual executors are concretized into work tasks for groups of employees.

By agreeing on the work tasks of individual executors in a group or team, progress is monitored and the focus on the final result (goal) is maintained. When agreeing on individual work tasks, the same principle is applicable as when determining work goals that work tasks are the subject of joint team decision-making of employees and their manager, which achieves a greater degree of commitment and commitment to work, or better motivation.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– leads the group by communicating direction and desired outcomes, and helps participants understand their tasks, roles and contribute to the process – involves all members of the group in the discussion, while ensuring that members are not overburdened or discouraged in contributing – enables group members to own the process, highlights group successes and advocates for group decisions – sets clear, meaningful, challenging and achievable group goals and expectations that are aligned with the goals of the organization – develops a schedule for group members with clear, specific individual tasks and deadlines	– is not included in the agreement on the concretization of work tasks in the realization of set work goals – leaves it to the members of the group (team) to organize and agree on their own – does not take into account the opinion of the members of the group (team) in the agreement of work tasks – does not take into account the workload of individual jobs when agreeing on the work tasks of group members (team) – the work tasks assigned to the team members are not in line with the job descriptions

Table no. 7.4. Behavioural indicators of the competence team planning (Source: author's work)

In order to agree on individual work tasks that achieve the plans and goals of the administrative body, it is necessary that the manager has the competence of efficient and effective time and resource management, which was developed in one of the previous chapters.

low	medium	high
Determines individual work tasks without involving group members into the agreement, without taking into account individual job descriptions and the workload of each job.	Arranges individual work assignments by involving all group members into the discussion, ensuring that members are not overburdened or discouraged in contributing, taking into account individual job descriptions and the workload of each post.	Arranges individual work tasks by involving all group members into the discussion, ensuring that members are not overburdened or discouraged in contributing, takes care of individual job descriptions and workloads of each workplace, and helps group members understand their tasks, roles, and contributions.

Table no. 7.5. Levels of the competence team planning (Source: author's work)

We can say that efficient negotiation of individual work tasks implies the competence of setting goals, which in public administration means the ability of senior civil servants to set clear, purposeful, demanding, but at the same time achievable group goals and expectations. In addition to the skill of setting goals, effective delegation is necessary for successful planning of the work of a group of employees. From the statements, which we can hear from the manager or associate, we can conclude whether and to what extent the possession of the skills of planning the work of a group of employees is expressed.

Statement	Answer means:
"Every Monday we have group meetings with the boss and together we arrange weekly assignments. The support of colleagues and the boss in the division of tasks means a lot to me because they respect the challenges I face in my work."	The statement points to the positive effects of the participatory principle in agreeing on individual work tasks, which achieves a higher degree of commitment and dedication to work, i.e. better motivation.
"I appreciate the mutual agreement on the division of tasks; in this way I am aware of what colleagues are doing and the problems they encounter in their work."	Involving all members of the group in an agreement on the division of labour tasks encourages teamwork.
"The boss is not interested in how I will complete the task assigned to me, he is only interested in the task being done on time. I would turn to one of my colleagues for help, but I don't know how much work they have and who could help me."	The statement indicates the lack of skills in planning the work of a group of employees, i.e. negative effects on work commitment, motivation and teamwork.

Table no. 7.6. Statements from practice and their meaning of the competence team planning (Source: author's work)

1.10.3. Holding members to account for their work results

Planning is related to the function of employee control; it is said that these are the "two Siamese twins" of management because any attempt to control without a plan is completely meaningless. Supervising the work of employees is actually monitoring their performance, and such monitoring also controls employees. Performance monitoring is a continuous process of evaluating and directing behaviour and results during work, where it is important to link organizational goals and results with employee goals and performance. The definition is described as monitoring employee performance and holding accountable for achieving agreed results.

Formal-legal result of performance monitoring is the procedure of performance evaluation of employees which evaluates the realization of work tasks and achieved results in accordance with the job description and established goals and assessment of abilities (competencies) on the fulfilment of work tasks and achieved goals.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– objectively determines and communicates work goals and expectations according to job requirements, knowledge and competencies of employees – continuously monitors the work of employees – continuously provides feedback to employees on work – deliberately delegates tasks in accordance with established goals – effectively connects work tasks in order to achieve individual and departmental performance goals	– work goals are unclear or unrealistic – focuses more on failures in achieving the desired results, does not take responsibility for poor performance of employees – inappropriately assigns tasks – does not take into account the organizational and work goals of the department – has unrealistic expectations and perceptions of employees' skills and knowledge

Table no. 7.7. Behavioural indicators of the competence holding members to account for their work results (Source: author's work)

There are several methods for measuring the performance of employees in organizations, and the most commonly used methods are:
- evaluating the work of employees with information gathered by a large number of people inside and outside the organization (360 degree method)
- evaluation of individual performance with predetermined performance criteria (Assessment methods)
- monitoring the behaviour of employees that must be in order to be successful in their workplace (Behavioural approach)
- evaluating the work of employees based on the achieved results (Results - based approach)

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low	medium	high
Supervises and documents the work of subordinate employees, evaluates work performance and conducts interviews on work performance in the evaluation process.	Continuously monitors and supervises the work of subordinate employees, provides regular feedback on work, regularly conducts the process of performance appraisal.	Continuously monitors and supervises the work of subordinate employees, provides regular feedback on work, effectively connects work tasks to achieve individual work and development goals with the goals of the organizational unit, and regularly conducts performance appraisal.

Table no. 7.8. Levels of competence of holding members to account for their work results (Source: author's work)

From the statements of associates, we can conclude whether and to what extent the competence of supervising the work and results of employees is expressed in managers.

Statement	Answer means:
"I was positively surprised when the boss praised me in front of my colleagues for a well-prepared report, the feedback is important for my motivation and commitment to work."	The statement indicates the possession of skills through the provision of feedback to employees about work, i.e. the impact of feedback on motivation and commitment to work.
"I'm never sure if I'm doing my job well, I get the impression that no one cares."	Izjava predstavlja suprotnost u odnosu na prethodnu; odnosno utjecaj izostanka povratne informacije o radu na posvećenost i motiviranost.
"The head delegated to me the task to present for the conference the experiences of our organization in introducing a quality management system. The presentation was very well received, I am glad that I got the opportunity to apply the skills I acquired through education."	The statement reflects a good example of delegating work tasks resulting from continuous monitoring of employee work.

Table no. 7.9. Statements from the practice and their meaning of the competence holding members to account for their work results (Source: author's work)

1.10.4. Risk management

Risk is the possibility of events that may adversely affect the achievement of goals, i.e. they are a threat to the achievement of goals, programs or the provision of services to citizens. Unused opportunities or chances to improve business are also considered a risk. Risk management is a legal obligation and a necessary element of good governance. Risk management is the process of identifying, assessing and monitoring risks taking into account the objectives of the governing body.

Necessary risk management activities are undertaken by applying financial management and control in order to reduce risk or the extent of uncertainty, which could be a threat to achieving the set goals. The risk management process is an integral part of the business process planning and management process.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– seeks and uses a second opinion on critical actions, deadlines, order, scope, methodology, expected outcomes and priorities, considers potential challenges and opportunities and adjusts plans based on input data – continuously monitors the application of established procedures and protocols, teaches others and acts proactively in risk reduction – plans and takes measures to reduce the likelihood and / or effect of risks, determines measures, deadlines and persons responsible for their implementation – applies elements of internal control in order to bring the risk under control and continue to perform activities without compromising the achievement of the goal – avoids risk by partially or completely modifying the activity or process that is exposed to risk	– risk is not assessed on quality analyzes of possible causes and consequences of risk, risk factors and risk indicators – does not recognize details or indicators that indicate or warn that certain situations are risky; – does not collect and review information from different data sources for risk assessment; – ignores or delays the adoption of measures to address or mitigate risk – does not propose amendments to operational rules and procedures to strengthen control activities

Table no. 7.10. Behaviour indicators of the competence of risk management (Source: author's work)

The risk management competence is elaborated in this guide in a way that approximates the basic determinants of competence when determining priority competencies according to the specific needs of jobs. Risk management is described in more detail and elaborated in the guidelines for risk management.

low	medium	high
Understands the purpose and process of risk management; according to the received instructions, assesses the risks within the organizational unit he / she manages, and determines measures for their reduction or avoidance.	Understands the purpose and process of risk management and applies the basic stages of risk management to operational risks - risk identification, assessment, risk management and risk monitoring and reporting.	Understands the purpose and process of risk management and applies the basic stages of risk management to strategic risks - risk identification, assessment, risk management and risk monitoring and reporting.

Table no. 7.11. Risk management competence levels (Source: author's work)

The benefits of effective risk management can be: better decision making, increased efficiency, better anticipation and optimization of available resources, strengthening trust in the organization's leadership and developing a positive organizational culture. The ability to manage risk is described by assessing risk and establishing realistic risk management plans. Illustrative statements indicate the importance and objectives of risk management.

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Planning and organizing

Statement	Answer means:
Risks should be the topic of every meeting!	The goal of risk management is to be more proactive and less reactive, i.e. not to deal with problems that arise, but to focus on how to prevent them.
Let's not "forget" some risks…	A risk identification process is essential in any planning process.
Neglect of risk is one of the biggest causes of bad decisions!	The statement indicates that it is necessary to conduct a risk assessment when drafting strategic plans, financial plans, annual work plans in order to improve business processes and when introducing new business processes.

Table no. 7.12. Statements from the practise and their meaning of risk management competence (Source: author's work)

1.10.5. Ensuring meeting of deadlines

Deadlines can be set by the immediate supervisor, sometimes determined by a social norm or "force of law". There are almost no activities without a deadline. Thus, meeting deadlines depends primarily on individuals in top management positions, and ensuring meeting deadlines is important to build trust that serves as a guarantee of successful and quality interpersonal relationships, without which any progress of the individual, organization and society as a whole is hampered.

In order to create a society in which respecting deadlines and other people's time is considered the norm, it is necessary for organizations to respect the deadlines they have, and before that, every individual must do the same. The competence to ensure compliance with deadlines is described as the timely taking of measures in situations that may affect compliance with established deadlines.

The table below lists the behaviours of executives when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– is fully informed about when the work which should be completed	– does not take into account deadlines for achieving goals for himself or team members
– prioritizes tasks according to urgency	– leaves tasks for the last minute
– does not leave tasks to the last minute; everything is well planned in advance, so that when it comes to work on the task, everything runs smoothly and on schedule	– delegates tasks to associates at the last minute
– plans enough time for tasks to be performed to high standards and without haste; where possible, plan time for possible unforeseen delays and overruns	– does not plan enough time for tasks to be performed to high standards

− is fully committed to the task, communicates that he/she is working according to an important deadline and ensures that he/she is not disturbed;	− does not plan time for possible unforeseen delays and overruns

Table no. 7.13. Behavioural indicators of ensuring meeting of deadlines (Source: author's work)

Effective and efficient time and resource management skills are essential to ensure that deadlines are met. So, it is a skill that can be improved through the development of complementary skills.

low	medium	high
Does not have a clear picture of deadlines for completing tasks for him/herself and the team members, performs tasks on time but has difficulty prioritizing and executing them at the last minute, does not plan time for possible unforeseen delays and overruns.	Has all the information about deadlines for tasks and team members, prioritizes tasks according to urgency, and plans enough time for tasks to be performed to high standards and without haste.	Has all the information on deadlines for tasks and team members, prioritizes tasks according to urgency, plans enough time for tasks to be performed to high standards and without haste, plans time for possible unforeseen delays and overruns.

Table no. 7.14. Levels of competence to ensure compliance with the deadlines (Source: author's work)

From the statements that can be heard from the manager or associate, we can conclude whether and to what extent the possession of the competence of ensuring compliance with deadlines is expressed.

Statement	Answer means:
"Yesterday, short before the end of the working hours, my boss gave me a task to prepare a report and submit it to him today by 10 am, I have no choice but to stay and work overtime."	The statement points to a lack of time and resource management skills, which in this case can have consequences for interpersonal relationships within the team.
"Again, I underestimated the time it would take me to complete the document, I didn't care about the time it would take me to gather all the information from the associates."	This statement also points to poor time management due to poor assessment at all stages of task execution.
"I asked my associates not to bother me because I am working on completing an important report and that I am only available if it is urgent."	A statement is an example of how to ensure working conditions to complete a task on time

Table no. 7.15. Statements from practice and their meaning of competence ensuring meeting of deadlines (Source: author's work)

1.10.6. Recommendations for development of the competence planning and organizing

All five competencies of planning and organizing presuppose the possession of certain knowledge and technical skills prescribed by relevant methodologies or guidelines for application in planning activities for administrative bodies. Adequate application of knowledge and skills of planning and organizing implies the possession of complementary competencies, which are developed in this group of competencies, but also in other competencies in the Competence Framework.

Phases and activities in the planning process are usually the subject of training with a focus on the application of specific methodologies or regulations in the field of planning, and contain examples of best practices.

The skill of effective planning, which includes planning the necessary resources and skills, as a competence of senior civil servants, cannot be developed separately from the knowledge and skills of human resources management, one of the basic functions of which is planning.

Given the importance for personal development of employees and the fulfilment of organizational goals, the skills of continuous monitoring and evaluation of work performance are developed in specialized trainings where techniques and tools in the development of this competence are learned and practiced. Common topics of training in the field of employee performance monitoring are:

- setting work goals
- responsibility for monitoring and implementing objectives
- performance monitoring process
- model of monitoring organizational performance
- performance appraisal methods - examples of forms
- the most common grading problems and how to avoid them
- measures to improve performance
- performance talk

Risk management is a complex competence that includes knowledge of the various areas that represent areas in which they may occur, and the ability to manage risk.

The usual way to acquire and develop the necessary knowledge and skills is education focused on the application of specific methodologies or guidelines with examples of best practices.

1.11. Developing people

„Anyone who stops learning is old, whether at twenty or eighty."
Henry Ford

Once acquired in school, knowledge, as well as procedures and methods that the employee has mastered while working in public administration, are not a sufficient guarantee of success of associates at work for a long period of time. Successful public administration needs qualified associates who respond to and overcome changing technical and organizational challenges. Therefore, it is necessary to organize various education programs, i.e. training and development of all employees.

Immediate managers have a special, extremely important role in employee development. They should encourage and promote the learning and development of each associate, contribute to the development of employees in order to improve work results and reach their potential. The attitude of managers for staff development and their actions is crucial for the successful implementation of what is learned in everyday practice. In this regard, managers are expected to support their associates in improving existing and acquiring new knowledge and skills, and in applying and sharing acquired knowledge in the immediate work environment.

This competency includes three sub-competencies in the Competence Framework in the Civil Service of Bosnia and Herzegovina, which are elaborated in detail below. These are:
- identification of team members' training needs,
- talent management and
- coaching

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1.11.1. Identification of team members' training needs

In today's dynamic and rather uncertain business environment, education is seen as one of the most important forms of employee management and development. It includes all measures for acquiring additional knowledge and skills, which enable the associate to meet the requirements of the current and future job. Both in theory and in practice, different terms are used in terms of acquiring additional knowledge and skills, which are quite difficult to distinguish. These are the concepts of learning, training, education and development. The basis for differentiating concepts can be preparing employees to respond to the demands of current or future, potential jobs and challenges. In the context of this sub-competence, training or coaching of employees means all measures and activities undertaken by the organization in order to improve the knowledge, skills and abilities of employees to successfully perform current, ongoing tasks and activities.

Undertaking staff training activities is preceded by an analysis of the necessary knowledge, skills and abilities to perform work tasks and achieve the goals of the workplace and the organization as a whole on the one hand, and an analysis of current abilities and potentials of associates, on the other. The success of this activity, viewed from the perspective of an individual associate and from the perspective of the organization depends on the ability of the manager to identify training needs of employees and to take measures to meet these needs using different training methods.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Developing people

Behaviour if competence is possessed	Behaviour if competence is not possessed
– monitors and analyzes the achievements and behaviour of employees in performing work tasks and suggests ways to improve	– strives to maintain a steady way of working and thinking, considers training a waste of time and cost
– identifies the necessary knowledge and skills to achieve the set goals of the organizational unit and the institution as a whole	– often acts critically towards the suggestions of associates for the application of new knowledge in the performance of daily activities
– takes care of adjusting the qualifications of associates to the changed requirements of the job	– does not encourage associates in additional training or transfer of experience
– continuously communicates with co-workers, recognizes their needs and expectations in the workplace	– does not take into account the training of associates or their expectations and needs
– supports and encourages associates for additional training, coaching and education	– there is no planned approach to the development of associates, nor to the organization of training and development
– publicly emphasizes the contribution of mentors to the introduction of new employees and thanks them	– rarely (almost never) links changes in the way tasks are performed with additional training and development initiatives

Table no. 8.1. Behavioural indicators of the competence identification of team members' training needs (Source: author's work)

The fact is that knowledge is becoming obsolete and that the development of information and communication technologies affects the way most work tasks are performed. From this point of view, managers in public administration should monitor changes, in order to determine the training needs of their associates, having in mind the defined goals of the individual and the organization.

low	medium	high
Understands the importance of identifying training needs, but needs significant assistance to define them. Mostly inertly accepts the offered training and development programs, using them as a motivational technique without taking into account the specifics of the workplace.	Applies basic methods to determine employee training needs, is involved in defining training methods and takes responsibility for their implementation.	Acts proactively, initiates continuous education and training of employees, which at certain moments exceeds the current needs for successful execution of existing activities and tasks. Motivates associates to acquire and share knowledge and skills with their colleagues at work, in order to respond to the challenges of the future.

Table no. 8.2. Levels of the competence identification of team members' training needs (Source: author's work)

The ability to determine the training needs of employees and the ability to take action, i.e. support the application of different methods and ways of training a manager are directly related to the way of performing the tasks of associates, the level of achieving goals and overall results of the organization. From the statements we can hear from senior civil servants or their associates, we can conclude whether and to what extent the competence to determine the training needs of employees is expressed.

Statement	Answer means:
"It was never clear to us why any of the employees attended this particular training."	The manager does not approach the analytical assessment of training and development needs.
"After each training, the manager asked us to present what we had learned at the working meeting and suggest possibilities for application in our business environment."	By behaving in this way, the manager encourages the transfer of knowledge and supports continuous learning, striving to achieve the highest possible "return of investment".
"I regularly communicate with my associates, in order to identify on the "spot" what knowledge, skills and abilities are needed to successfully complete the work task. In addition, I make available to them all available tools for learning in the workplace."	The person recognizes the importance of direct contact of managers with their associates, insight into their work and needs, and creating a framework for improving existing and acquiring new skills and abilities in the course of work.
"I am not sure that my manager knows what we are doing in the service and what problems / challenges we face every day."	This manager does not seek or is able to assess the actual training needs of employees.

Table no. 8.3. Statements from practice and their meaning of competence identification of team members' training needs (Source: author's work)

1.11.2. Talent management

Employee development includes the constant acquisition of new knowledge and skills, but also new work experience, i.e. the application of knowledge and skills to solve more complex jobs outside the workplace. The goal of this activity, unlike training, is to prepare associates to successfully respond to the demands of more complex and challenging jobs in the future. In addition, potential development is related to career development and achieving individual goals of employees.

Enabling continuous development is an important factor in attracting and retaining talent in any organization. Given the growing "war for talent", accompanied by uncertainty about finding the "right man at the right time", senior civil servants should possess and improve their skills to recognize the talents and potential of their associates, as well as the ability to draw up training plans to achieve their full potential.

Managers should encourage the improvement and development of each associate. The attitude of managers on staff development is based on continuous monitoring of the performance and potential of associates, determining their abilities and talents, and assessing the reality of their individual goals and their compliance with the goals and needs of the organization.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– objectively assesses the performance and potential of its associates	– is subjective in assessing the potential of his/her associates
– gives feedback on results and achievements, publicly praises excellence in work	– criticism is more common than praise for the work and behaviour of associates
– assigns employees challenging tasks in which their skills can be further developed	– feedback on achievements and potentials is scarce and sparse

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– plans the career development of associates and enables the acquisition of the necessary knowledge and skills	– delegates mostly routine tasks, thus not expressing confidence in the abilities of his/her associates
– delegates powers and responsibilities to associates, supports their independence in work	– considers his / her own proposals and solutions the best, does not accept, ignores and / or criticizes everyone else
– gives recommendations to talented associates for the internal mobility program	– encourages the development of only some employees, while ignoring the expectations and goals of the majority
– Encourages the organization's "learning" climate	– rarely meets with employees, shows no interest in monitoring their progress in acquiring new knowledge, skills and abilities

Table no. 8.4. Behavioural indicators of the competence talent management (Source: author's work)

Commitment and dedication to work, and employee loyalty to the organization are significantly influenced by leadership style, everyday behaviour of managers and their ability to recognize the talent and support the development of employee potential. There are certainly differences in the required level of possession of this competence among managers, depending on the specifics of the institution in public administration.

low	medium	high
Tries to identify the potential of employees, but is often guided by his/her own ideas and expectations at work. Responds to the requests of associates regarding the development of their careers, and tries to provide support for them. At the same time, seeks advice as he/she seeks to avoid misjudgement.	Is involved in the process of recognizing the potential and development of employees. Implements standard measures of education and development of associates and provides support. He/she openly communicates and collaborates with talented employees in planning their career development.	Continuously monitors and encourages the development of the potential of the associates. Acts motivating and inspiring during the proposal of measures and activities of education and development of employees, in order to meet the requirements of complex, challenging jobs in the future. Is proactive in proposing their improvement.

Table no. 8.5. Levels of competence talent management (Source: author's work)

Comments of associates, attitudes towards work, colleagues and ideas of managers can serve as an indicator of their satisfaction with the job, position in the organization and career prospects, and they are influenced by the ability of managers to recognize their potentials and support further development.

Statement	Answer means:
"No matter how hard I try, learn, others will be proposed for improvement."	This statement indicates that the manager does not systematically or objectively approach assessing the potential and proposing the development of associates.

"It is important to "stir up things", to agree with all the ideas and suggestions of the boss. Then success will not be lacking."	The climate in the organization is far from the climate of a "learning" organization. It is characterized by non-resentment, no creative proposals or an atmosphere of constructive conflict based on mutual respect.
"During the annual job performance interview, my manager, after praising my work, results and commitment at work, suggested specialist training with the aim of strengthening leadership skills. He explained that the position of the head of one service will be filled in two years, due to retirement."	In this case, the manager has strong abilities to recognize and develop the potential of employees. This behaviour has a motivating effect and contributes to greater commitment to work and loyalty to the organization.
"I try so hard to present at the higher levels of the institution the potentials of the employees in my service. The situation is such that no relocations or improvements are planned in the near future, which has a demotivating effect on associates. Some have even stated in an informal conversation that they would be ready to leave if they receive an attractive offer. However, they have not yet actively started looking for another job."	This manager does not find understanding, no matter how much he tries to support his employees. In the end, not only are the employees frustrated and dissatisfied, but also the manager himself. In this case, the process of developing the potential and career of employees should be systematically defined - simply put, talent management

Table no. 8.6. Statements from practice and their meaning of competence talent management (Source: author's work)

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1.11.3. Coaching

Coaching is considered one of the most important skills of managers today, and is reflected in the ability to personally guide employees to improve their work performance. In addition to the term coaching, the terms training or instructing are used in practice, which means providing assistance to employees to develop and use their own skills and abilities in order to achieve a defined goal. It is a creative way of encouraging the process of thinking of employees, which inspires them to maximize their personal and professional development. These characteristics of coaching contribute to a clear distinction in relation to the concept of mentoring, which means the process of transferring experience and expertise to employees who are less professional or experienced.

Simply put, coaching is a management tool that can, like all (good) sports coaches, work on achieving results and developing their "players". The goal of coaching is to support associates to find their own solution, not to present ready-made solutions. This way of working with employees contributes to their more adequate development, increasing independence and commitment to work, openness to change, taking responsibility and sharing challenges, and high results and success of the organization. In addition, the relationship between associates and managers is based on mutual trust and respect, so that coaching contributes to building an organizational climate and culture.

The following table lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– provides support and encourages creative thinking of its associates	– behaves strongly "lecturing", as if giving lessons, sermons
– helps associates identify their own shortcomings, weaknesses and find ways to reduce them	– imposes his/her way of thinking and working, because he/she considers it the best and the only right way
– encourages employees to be proactive, self-organized and socially committed	– acts arrogantly and knows everything, shares advice and convinces others of his/her own views
– successfully demonstrates self-confidence, leadership skills and empathy in dealing with people	– has limited listening skills, constantly interrupts the interlocutor and needs to comment, impose his/her own opinion
– accepts people with all flaws and virtues, recognizes their interests and talents	– leadership style is focused exclusively on processes and results, not people and the development of their abilities
– helps associates come to a solution by questioning rather than advising and / or persuading	
– in communication he/she listens far more than he/she speaks (80/20%), most of the time his/her associates speak	

Table no. 8.7. Behaviour indicators of the competence coaching (Source: author's work)

It is believed that in the last two decades, more precisely since 2000, coaching has played the role of a basic transformation of the managerial style that contributes to increasing the effectiveness and efficiency of business. Therefore, it is important to identify the actual level of coaching skills (coaching, instruction) of managers, and get acquainted with the specifics of the required / desirable level of skills that are presented in the following table.

low	medium	high
Tries to give advice and guidance to his/her associates, understands their problems and expectations. However, he/she often gives guidelines and instructions on how to do something instead of encouraging creative thinking and independence of associates in the way of carrying out a certain activity.	Demonstrates cooperation, encourages employees to think and seek solutions independently. Listens carefully to the suggestions of his/her associates, trying to develop an atmosphere of constructive dialogue. Proposes and supports the improvement and development of certain competencies.	Insists on proactive thinking and independent action of associates. By actively listening and asking questions, contributes to self-examination and further development of employees' skills and abilities. Recognizes the hidden potentials of associates and encourages their use and empowerment.

Table no. 8.8. Levels of the competence coaching (Source: author's work)

Given the importance of coaching for employee satisfaction, greater engagement and commitment to work, senior civil servants should review their own coaching skills. The statements shown in the following table, as well as their interpretations, can be helpful to managers in finding answers about desirable behaviours and coaching skills.

Statement	Answer means:
"In my opinion, you should do it differently."	The opinion of the coach is not required. Instead, a serious trainer will encourage thinking through questions and feedback.
"I have exactly the right method for you."	Anyone who tries to impose standard methods on you without getting to know you well will not contribute to your personal development.
"I will remain exactly as I am."	Self-satisfaction is good, but anyone who believes he is already perfect has unrealistic expectations of coaching. Coaching poses new challenges and exits the comfort zone.
How are you going to do that? What will be the first step in carrying out the proposed activity? Which competencies are especially important for the successful implementation of the plan? How will you measure achievements, results?	The goal of coaching is not to present ready-made solutions. A good trainer monitors and supports the process of finding a solution, enables the associate to find their own individual path and develop appropriate strategies.

Table no. 8.9. Statements from practice and their meaning of the competence coaching (Source: author's work)

1.11.4. Recommendations for the development of the competence developing people

Managers need to continuously improve their employee development skills. Successfully identifying employee training needs, identifying and developing employee potential, and coaching requires extensive specialist knowledge, broad social experience, and the assertiveness of counsellors. For example, to determine the needs for training and development of staff, it is necessary to create a catalogue of requirements based on the analysis of the set goals of the organization / institution, then conduct an analysis of job requirements and analysis of employee competencies, and finally identify deficits in knowledge, skills and abilities. In addition to analytical skills and abilities, the skills of observation, interviewing and giving feedback, as well as communication (verbal and non-verbal) are also important.

It is obvious that the ability to encourage development of employees is a combination of several different skills and abilities, which are not acquired by birth and need to be continuously improved. The development of this competence is possible by applying the following methods and techniques:
- formal trainings and educations,
- workshops,
- case studies and simulations,
- business games,
- experiential and informal learning, and
- coaching

By improving the knowledge and competencies of managers, especially in the field of coaching and employee development, it is possible to build a stimulating work environment for learning, accelerate personal and professional development of associates, maximize their potential and achieve better business results in public administration.

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1.12. Strategic direction

„However beautiful the strategy, you should occasionally look at the results."
Winston Churchill

The strategic planning competency is defined as determining the strategic direction of an organization in response to the needs of government and citizens, and ensuring its implementation. Strategic direction or strategic thinking is part of the discipline of strategic management, or the process of shaping business strategy, or continuous, interactive process that aims to maintain the organization as a whole in constant balance with its own environment.

The process of shaping business strategy, i.e. the process of strategic management is based on the so-called strategic thinking, which assumes that the management- with the top manager as the bearer of the strategic management process- has the ability of conceptual-visionary thinking and implementation of a certain, streamlined "order of steps" of analytical nature, to shed light on all important aspects of strategic decision making.

This competence covers a total of five sub-competences in the Competence Framework, which are elaborated in detail below. These are:
- strategic planning
- monitoring of strategic plans
- strategic resource management
- taking responsibility for meeting strategic objectives
- building an effective senior management team

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1.12.1. Strategic planning

Strategic planning is an analytical process by which business strategy is "translated" into the form of an understandable strategic plan document. The key first step in the strategic planning process is to design a process for developing a strategic plan in the organization. The next activity of developing a strategic plan is to assemble a planning team by applying the principle of participation, i.e. involving the actors who will be responsible for the implementation of the action plan. The next steps include reviewing the mission statement (mandate, responsibilities) of the organization, analysing the situation, identifying strategic issues and strategic objectives, developing strategic programs or strategies, creating measures or indicators for each of the strategic programs and information on how the strategic programs will be implemented.

The key task in ensuring the implementation of the strategic plan is to cascade down the tasks 'hierarchy of planning' by developing shorter-term operational plans or work plans for the organization and its organizational units, teams and individuals, related to the mission and strategic goals.

The table below lists the illustrative behaviours of employees when they possess or do not possess the stated competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– knows the applicable methodologies for strategy development – knows techniques for development and implementation of strategic plans – familiar with trends at the international, national and local levels that may affect the strategy – monitors and evaluates social, fiscal and political trends that affect the strategy – evaluates proposed plans and time frames in relation to the organization's mission and values – synthesizes information from numerous sources – uses the analysis of actors in the strategic process, determines who exactly are the actors in the strategic process for the organization, both external and internal, and how they should be involved in the strategic planning process – establishes effective cooperation with all stakeholders in the development of strategies and strategic plans	– does not include adequate actors for the development of the strategic plan – does not know the methodology and techniques for making strategic plans – does not evaluate proposed plans and time frames in relation to the organization's mission and values – does not identify actors in the strategic analysis process, nor how to involve them in the strategic planning process – does not adequately assess social, fiscal and political trends that may affect the strategy

Table no. 9.1. Behavioural indicators of the competence strategic planning (Source: author's work)

Strategic planning is described as the development of strategic plans that ensure the success of the organization in future work. In the development of this competence, examples of behaviour and the required levels of this competence, it can be seen that it requires the possession of certain knowledge and more complementary skills such as time and resource management, goal setting, communication, analytical thinking and others.

low	medium	high
Participates in the work of the team for the development of the strategic plan in the organization by order, contributes to information from own competence in the development of the strategy and strategic plan.	Participates in the work of the team for the development of strategic plans in the organization, knows the applicable methodologies and techniques for the development and implementation of strategy and development of strategic plans. Prepares operational plans within its competencies, which are related to the achievement of the mission and strategic goals.	Takes the initiative to design a process for developing a strategic plan in the organization, assembles a planning team involving actors that will be responsible for the implementation of the action plan, applies all steps in implementing the methodology and techniques for strategy and strategic plan.

Table no. 9.2. Levels of the competence strategic planning (Source: author's work)

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Strategic direction

The statements in the table below indicate whether and to what extent the possession of strategic planning skills is expressed.

Statement	Answer means:
"Strategic planning is just another requirement for us."	The statement points out that strategic planning is seen as a requirement imposed by ministries of planning, or international organizations, where administrative bodies deal with strategic planning mainly to meet the requirements, and only secondarily because they want it for self-improvement.
"I'm afraid this strategy will end up in someone's drawer."	The statement indicates non-compliance with the principle of participation in strategy development, which includes the involvement of actors who will be responsible for the implementation of the action plan, and the lack of monitoring the implementation of plans according to established measures (indicators) and responsibilities for their implementation.
"I didn't know we had a human resource management strategy in the organization."	This statement also indicates the non-involvement of actors in the development of the strategic plan, and the lack of communication within the organization

Table no. 9.3. Statements from practice and their meaning of the competence strategic planning (Source: author's work)

1.12.2. Monitoring of strategic plans

Monitoring is the continuous assessment of implementation plans, in relation to the agreed output (direct) results and the schedule of implementation of activities, and the use of planned resources required for implementation. Continuous impact assessment (results) is a crucial part of the ongoing performance management cycle. Monitoring enables ascending information in the management hierarchy and contributes to the acceptance of accountability and transparency. Monitoring systems can be simple or complex depending on the capacity of the organization. For example, monitoring can be done through relatively simple reports, using very simple data and statistical analysis, or it can go through more refined analysis of data from management information systems, if such exist.

The objectives of the strategic plan monitoring and evaluation system include:
- determining the degree of achievement of the goals of the strategic plan,
- analysis of the adequacy of the strategies selected to achieve the objectives of the strategic plan,
- creating a basis for drafting the next strategic plan and annual work plan.

It is recommended that the system of monitoring and evaluation of these aspects of the strategic plan be based on internationally accepted standards. The Organization for Economic Co-operation and Development (OECD) defines five key criteria: relevance, efficiency, effectiveness, success, sustainability.

The table below lists the behaviours of executives when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– ensures that the objectives, purpose and success criteria of the program are clearly defined – regularly monitors and evaluates progress and success in relation to established indicators – monitors the progress in relation to the participants responsible for the implementation according to the action plans – assesses and addresses shortcomings and challenges – ensures compliance with deadlines and informs stakeholders about the status of the plan or program	– does not want or does not know how to develop or monitor plan monitoring indicators – does not monitor progress in implementation by applying established performance monitoring indicators – does not monitor the progress in relation to the participants responsible for the implementation according to the action plans – monitors progress formally, does not address shortcomings and challenges – fails to inform stakeholders about the status of the plan or program

Table no. 9.4. Behavioural indicators of the competence for monitoring of strategic plans (Source: author's work)

Monitoring the implementation of strategic plans, as stated in the previous chapter, is the most important step in the strategic planning process. Therefore, the competence of monitoring the implementation of strategic plans cannot be viewed separately from other competencies of strategic planning, but precisely because of the importance of monitoring, it is singled out as a separate competence that can be determined as a priority according to job specifics.

low	medium	high
Monitors the implementation of strategic plans for which he/she is responsible.	Provides systematic and continuous monitoring of strategic plans for determining the degree of realization of strategic planinng goals.	Provides systematic and continuous monitoring of strategic plans for determining the degree of realization of strategic plans goals. Uses monitoring results and analysis of the strategy adequacy as a foundation for the next strategic plan and annual work plan.

Table no. 9.5. Levels of the competence for monitoring of strategic plans (Source: author's work)

The statements, shown in the following table, indicate whether managers have the skills to monitor strategic plans.

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Statement	Answer means:
"We have invested a lot of time in the development of strategic and action plans, but the monitoring of implementation is not mentioned."	The lack of monitoring of strategic planning and non-implementation of sanctions for (non) fulfilment of responsibilities set by the action plans leads to reduced efficiency of the goals set by the strategy.
"We regularly monitored the implementation and wrote progress reports, and because of that we had rdata ready for the preparation of the strategy for the next period."	The statement means fulfilling one of the goals of monitoring to create the basis for the development of the next strategic plan and annual work plan.
"Based on the results of monitoring the implementation of the strategic plan, we realized that corrections of measures are needed for the next period."	This statement also indicates the result of the monitoring, which enables the analysis of the adequacy of the strategies selected to achieve the goals of the strategic plan

Table no. 9.6. Statements from practice and their meaning of competence monitoring of strategic plans (Source: author's work)

1.12.3. Strategic resource management

Managing the resources needed to achieve strategic plans is described as providing the resources needed to achieve strategic goals. This competence presupposes the skill of strategic planning, i.e. determining the necessary resources to achieve strategic plans in the phase of developing strategic programs or strategies and information on how the strategic programs will be implemented.

In this context, managing the resources needed to achieve strategic plans is no different from managing the resources to achieve any organizational goal, except that providing and managing resources to achieve strategic plans is the responsibility of executives. Therefore, it is a matter of decision-making skills that allocate available human, material and financial resources in a certain period of time to achieve strategic plans or fulfil strategic goals, where the focus of management is rational decision-making, i.e. the choice between available resources, i.e. harmonization of needs and possibilities.

A resource survey can be conducted to determine the quantity and quality of resources available to the organization (s) that will participate in the implementation of the new strategy. Key areas to be assessed include:
- availability and sources of funding
- skills: organizational, leadership, technical expertise
- availability of physical resources, e.g. buildings, offices, etc.
- IT capacity
- human resources

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Ponašanje ukoliko posjeduje kompetenciju	Ponašanje ukoliko ne posjeduje kompetenciju
– examines available resources to determine the quantity and quality of resources available to the organization – adequately allocates available resources according to the priorities set out in the strategic plans; – based on monitoring the implementation of strategic plans, adjusts priorities and adequately reallocates resources – ensures that adequate resources are available to support strategic objectives – monitors resource consumption and early identifies inconsistencies in planned resources and progress in the implementation of strategic plans	– fails to identify the resources necessary in the implementation of strategic plans – fails to mobilize the necessary resources in the implementation of strategic plans – does not monitor resource consumption, does not identify inconsistencies – neglects small problems until they become significant, jeopardizing deadlines and resource efficiency – has difficulty identifying and aligning resources to achieve desired results

Table no. 9.7. Behavioural indicators of strategic resource management (Source: author's work)

Managing the resources needed to achieve strategic plans can be explained as a decision-making process by which available resources are allocated to achieve strategic goals. Thus, we can conclude that the possession of this competence is associated with complementary competencies, among which decision-making is certainly effective.

low	medium	high
With difficulty identifies the necessary human, material and financial resources for the implementation of strategic plans, which may result in inefficient spending of budget funds or failure to meet targets due to inadequately allocated resources.	Identifies the necessary human, material and financial resources for the implementation of strategic plans, adequately allocates available resources and monitors their utilization.	Identifies the necessary human, material and financial resources for the implementation of strategic plans, adequately allocates available resources, monitors their utilization, timely identifies inconsistencies in planned resources and progress in implementation and undertakes the necessary reallocations of resources.

Table no. 9.8. Levels of the competence strategic resource management (Source: author's work)

The statements, shown in the following table, indicate whether managers have the competence to provide the necessary resources to achieve strategic goals.

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Statement	Answer means:
Monitoring the implementation of strategic plans has determined the need for reallocation of resources.	The statement indicates that on the basis of continuous monitoring of the implementation of strategic plans, priorities are adjusted and resources are adequately reallocated. Adequate redistribution of resources largely depends on the overall visibility of resources.
The human and material resources at our disposal are limited and this situation will not be able to change quickly. Therefore, it is necessary that strategic moves are made so as not to jeopardize this quality basis and that the best possible results are achieved with the invested funds and efforts. The strategy is therefore based on the following principles: decision-making based on data analysis; system efficiency and improved financing; gradual and logical sequence of changes; systematic monitoring and evaluation of the results of implemented measures.	The statement contained in the strategy is an example of respecting the limitations of available resources and determining the adequate strategic direction.
There is no point in including ambitious strategic goals and programs for which there is no hope of obtaining sufficient funding, either from domestic budget allocations or donor assistance.	The strategic planning process needs to be carefully aligned with the budgeting process. In order to ensure that strategic objectives meet the criteria of 'feasibility' and 'realism', a key segment is whether there is sufficient financial resources to implement them.

Table no. 9.9. Statements from practice and their meaning of strategic resource management (Source: author's work)

1.12.4. Taking responsibility for meeting strategic objectives

Identifying individual responsibilities to ensure the achievement of strategic goals is one of the key activities of strategic planning, involving actors who will be responsible for the implementation of the action plan? A structured strategic plan is key to the success of the planning process, and establishing accountability at each level is key to the success of the plan. Generally speaking, taking responsibility means acknowledging the role assigned to us in a particular business or private context.

In the strategy phase, it is necessary to develop a way to manage the strategy process that will define the different roles and responsibilities of those involved in the strategic planning process and help ensure the realization of principles such as clear leadership and ownership and a sense of common purpose.

The leading people in the organization should approve the methodology and the agreed way of management before moving on to the next step of the strategy development process. This is crucial if it is to ensure that they feel the whole process is their own, and to provide clear support in coordinating and leading and at the same time help stimulate the remaining staff in the organization to commit to contributing to the strategic planning process. A large number of people may be involved in the implementation of a program, but wherever possible, the main responsibility should be assigned to the main official or unit. The person or unit to whom primary responsibility for a

particular activity will be assigned will also be responsible for ensuring coordination with other staff, units or institutions, as appropriate, as well as for reporting on progress in implementation.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– proposes a way to manage the strategy development process that will define the different roles and responsibilities of those involved in the strategic planning process – provides support in coordinating and leading the strategy development process – helps stimulate the remaining staff in the organization to commit to contributing and supporting the strategic planning and execution process – ensures coordination with other staff, units or institutions, as needed – ensure coordination for reporting on progress in implementation – fulfils the obligations assumed by the strategic plans	– is not involved in the process of coordinating and leading the strategy development process – does not ensure coordination with other staff, units or institutions – does not take responsibility for coordinating implementation progress reporting – does not fulfil the obligations assumed by the strategic plans – does not take responsibility for non-fulfilment of assumed obligations of employees he manages

Table no. 9.10. Behavioural indicators of competence taking responisibility for meeting strategic objectives (Source: author's work)

A useful tool that can be used when deciding how to manage a process is the so-called. 'RACI' analysis. In English, 'RACI' is an acronym that can be used to identify who is 'Responsible' and 'Accountable', as well as who needs to be consulted or informed about a particular activity.

low	medium	high
Support and reminders of the role and responsibility in leading the strategy development process are needed. By order, monitors and reports on progress, undertakes obligations in the implementation of measures determined by the strategic plan for itself and subordinates.	Ensures coordination for reporting on the progress of implementation, undertakes obligations in the implementation of measures set out in the strategic plan for itself and subordinates.	Provides support in coordinating and leading the strategy development process, stimulates the staff he/she manages to contribute to the strategic planning process. Ensures coordination with other staff, units or institutions, as needed. Ensures coordination for reporting on the progress of implementation, undertakes obligations in the implementation of measures set out in the strategic plan for him/herself and subordinates.

Table no. 9.11. Levels of the competence taking responsibility for meeting strategic objectives (Source: author's work)

The statements, shown in the following table, indicate whether managers have the competence to take responsibility for ensuring the achievement of strategic goals.

Statement	Answer means:
"The operational plan applies to the entire organization, why isn't it communicated to all of us internally?"	The statement points to the importance of descending and internal communication down the planning pyramid; organizational units (sectors, teams, individuals).
"What adjustments could we test to help you achieve your goals?"	The statement suggests supporting employees to take ownership of the solution in terms of achieving the individual goals of operational plans. As with work goals, shared commitment and responsibility need to be ensured.
"If I don't consider myself responsible, I will have problems with associates"	The statement points to the need for an open discussion on the implementation of operational plans, thinking about the role of managers in the failures of associates that may result from irregular monitoring or non-involvement in early detection of problems.

Table no. 9.12. Statements from practice and their meaning of the competence taking responsibility for meeting strategic objectives (Source: author's work)

1.12.5. Building an effective senior management team

This competence represents the building of an effective management team that unites the organization in its work. To ensure the long-term success of the organization, candidates for management positions must undergo a thorough evaluation and selection process. In order for the assessment process to result in the selection of candidates who best meet the requirements of the job, it is necessary to determine the necessary work experience, knowledge, skills and necessary competencies.

Building a management team is a strategic process. Building an effective management team does not end with their appointment. In addition to clear expectations formulated by the set strategic goals, it is necessary to regularly evaluate management skills and provide the necessary support in their development, whether it is mentoring, coaching or adequate education.

To ensure the unification of organizations in their work, management teams must function as cohesive, cooperative units. Each member of the management team performs certain tasks, supports and complements others in the group and fulfils certain roles that need to be defined.

The table below lists the behaviours of employees when they possess or do not possess the specified competence.

Behaviour if competence is possessed	Behaviour if competence is not possessed
– sets requirements for professional profiles of management team members based on expertise, relevant experience and competencies – communicates with each member of the management team expectations and responsibilities – sets clear, measurable goals for each member of the management team and monitors their implementation – regularly evaluates the management skills of the members of the management team – provides guidance and provides adequate support in developing expected leadership skills; – agrees with each member of the management team on individual plans for personal and professional development	– does not build a management team based on expertise, relevant experience and competencies – does not communicate expectations and responsibilities to members of the management team – does not attach importance to the leadership skills of the management team – does not assess / evaluate management skills of management team members – does not support the development of leadership skills of management team members

Table no. 9.13. Behaviour indicators of the competence of building an effective senior management team (Source: author's work)

Management theories distinguish several models for building effective management teams, one of which in practice is the widely applicable PAEI model, which describes four different roles that are necessary for the success of a management team. PAEI is an acronym for:

(P) *Producer* - "Producers" are fast and diligent collaborators, experienced in meeting certain deadlines and requirements, ambitious, who will put pressure on members of their team to meet their individual goals.
(A) *Administrator* - "Administrators" focus on how results have been achieved, whether all team members follow processes and systems that support organizational function.
(E) *Entrepreneur* - "Entrepreneurs" are visionaries, key to the development of organizational strategy, have a greater vision of new opportunities and threats to the organization and therefore important in the process of addressing unexpected or planned changes.
(I) *Integrator* - "Integrators" have the most important role in creating relationships between individuals of different skills and personality types, ensuring that all team members are goal-oriented, focusing more on the process than the end result.

low	medium	high
Builds the management team intuitively, does not attach importance to the development of managerial competencies, and does not communicate individual expectations, responsibilities and goals.	Builds management team on clearly communicated expectations, responsibilities and measurable goals, sets requirements for managerial competencies and supports their development.	Builds the management team on clearly communicated expectations, responsibilities and measurable goals, determines the requirements for managerial competencies. Assess the expected managerial competencies of management team members, provide support for their development and take on the role of mentor.

Table no. 9.14. Levels of competence to build an effective senior management team (Source: author's work)

Building an effective management team refers to the ability of individuals to form or build an effective management team by applying certain principles and models. From the statements we can hear from the associates we can conclude whether and to what extent the competence to build an effective management team is expressed.

Statement	Answer means:
"I'm not sure if I'm doing everything right, I don't know what is expected of me."	For the success of the management team, it is necessary that each of its members is aware of the expectations, responsibilities and clear individual goals.
"I realize that I lack some managerial competencies, but I don't know how to develop them."	For the development of members of the management team, it is of great importance to formulate individual plans for personal and professional development.
"I have known the members of my management team for years, they are all long-term civil servants and experts in their field."	In addition to knowledge and experience, the development of adequate managerial competencies is necessary for the success of managers.

Table no. 9.15. Statements from practice and their meaning of the competence to build an effective senior management team (Source: author's work)

1.12.6. Recommendations for the development of strategic direction competencies

Strategic direction is a complex competence and is not without reason elaborated through a total of five sub-competences, each of which is a competence related to key stages in the strategic planning process. As previously stated for the competence of planning and organization, the competence of strategic direction requires the possession of specific knowledge and technical skills in the application of methodological guidelines of strategic planning, and complementary competencies in their successful practical application.

The development of the strategic planning competence implies the development of a number of other competencies, the most important of which are listed below. These are elaborated in separate chapters of this Guide, including recommendations for their development.

Good strategic planning skills imply:
- taking initiative, creativity and problem-solving ability
- encouraging teamwork and the ability to work in teams with groups of employees from other organizational units (inside and outside the civil service)
- communication skills, especially tact, clear transmission of ideas, facts and instructions, and active listening
- efficient and effective time and resource management, effective decision making and analytical thinking
- goal setting skills and effective delegation

Conclusion

This Guide has been prepared in response to the expressed needs of key project institutions, in order to further improve the application of the competency framework in the practical application in human resource management processes in the civil service.

In preparing the Guide, the project team used the *Civil Service Competence Framework in Bosnia and Herzegovina*, which was developed within the previous EU technical assistance project *"Modernization of the Human Resources Management System in the Civil Service"* (2014-2016), which identified relevant competencies for the work of civil service structures in BiH.

Taking into account previous experiences in the application of the competency framework in the civil service of Bosnia and Herzegovina in the assessment of candidates in the oral part of the professional exam, the project team prepared a *Manual for the use of competency framework in the employment process in the civil service in Bosnia and Herzegovina*.

Following the dynamic changes in the needs of the civil service, and current and future efforts of all administrative levels in Bosnia and Herzegovina to regulate the application of competencies in human resource management, we are aware of the need for continuous changes and adjustments of the Competence Framework for public administration.

We hope that the Guide will point out, to all interested readers involved in human resource management processes in the civil service, the practical benefits of applying competencies, provide useful guidance and encouragement in the application of competencies in all segments of human resource management.

Strategic direction

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