



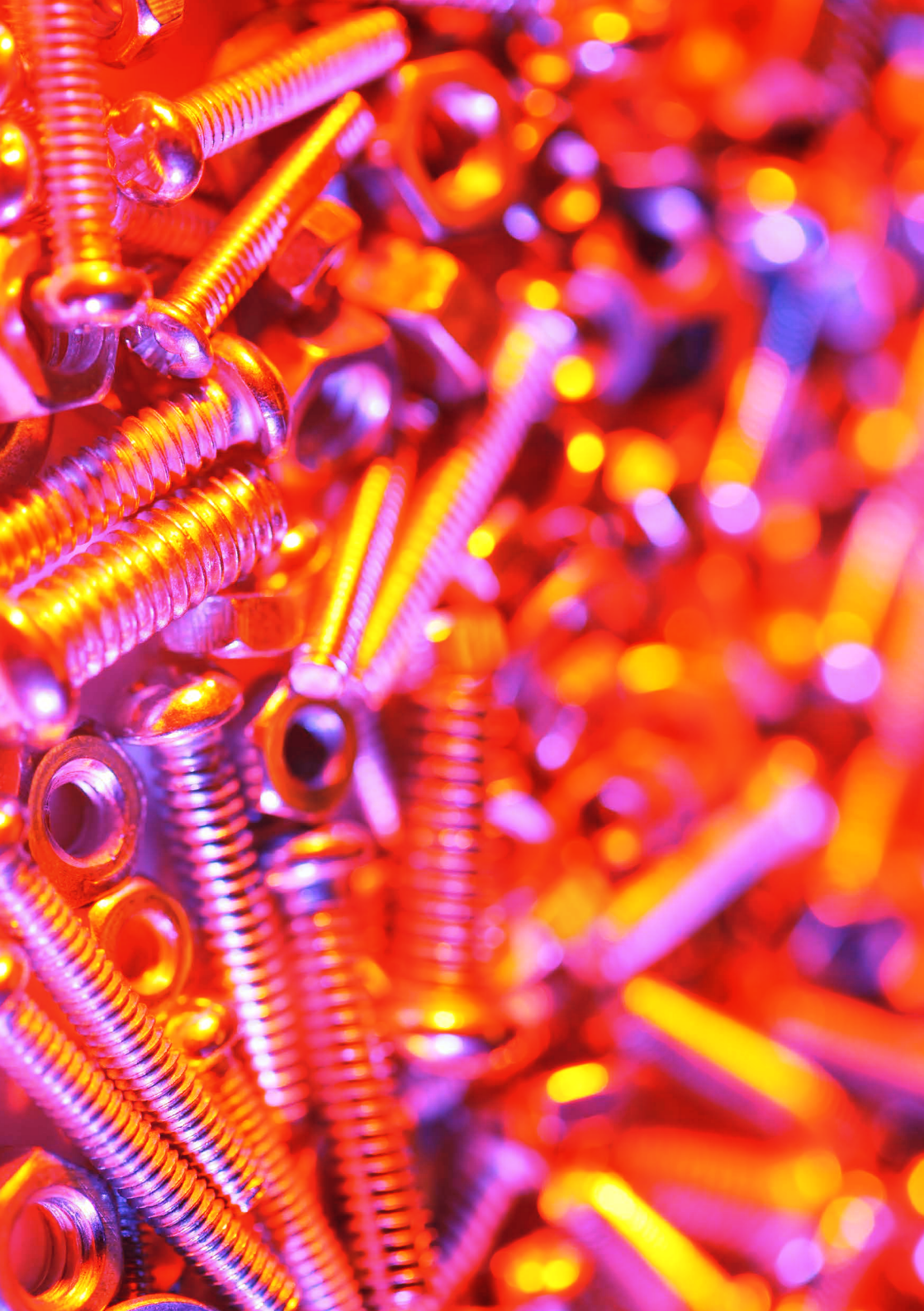
HR would like to express its gratitude to all the actors that were involved in the process of developing the content of the Eurojust Competency Framework.

Prepared by the HR Development team.

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## Foreword

Eurojust, like many other organisations, must deliver timely and high-quality services in a very challenging world, in which resources are limited and issues move quickly. Inevitably, we are challenged to focus on our priorities and ensure we are optimising our efforts.

Increasingly, success is determined not just by ‘what we do’ but also ‘by how we do it’. Therefore, we must be absolutely clear about those attributes, skills and experience that make a difference in Eurojust. For this reason, we have taken the opportunity to develop a framework that will support you in continuing to deliver success in your work.

This guide is intended to be a simple tool that explains competencies and how they will be used in the management of Eurojust’s human resources.

By applying a competency framework, the organisation will:

- ▶ Help staff members clarify what is expected from them and assess their own performance
- ▶ Ensure our performance management and personal development processes are coherent and fair and designed to improve competencies and organisational behaviour
- ▶ Encourage effective communication and working relationships throughout Eurojust
- ▶ Identify common, shared norms and principles of behaviour, embedded in a common culture

This guide is a reference point to further develop your capabilities and familiarise you with the framework.

I would like you to use it to deliver excellence in your job, develop personally, and thereby derive real satisfaction from your employment with Eurojust.

*Klaus Rackwitz*  
Administrative Director



# Competency Guide



# 1. Introduction to Competencies

## 1.1 Competence and competency?

Many definitions can be found for competence and competency, and confusion arises when these words are used interchangeably. To perform effectively in a given job, role or situation within Eurojust, staff members need to demonstrate proficiency in both areas.

Generally, the competency framework defines how a staff member should perform his/her work, or, more simply, how the staff member should behave in the workplace, whereas the job profile defines what the required performance of the job should entail.

Throughout this guide, and within Eurojust, we use the following definitions :

	COMPETENCY	COMPETENCE
Focus	The person	The job
	How	What
Definition	The skills, knowledge, attributes and behaviours observed on how to achieve the assigned job, task, or role.	The output and what must be achieved from the assigned job, task, or role.
	Any attribute that supports performance in a job or role.	The ability to do something successfully or efficiently.
Where to find	Competency framework	Job profile

## 1.2 The benefits of using competencies in Eurojust

Competencies focus on factors that contribute to staff members' and organisations' success. Clearly defined competencies provide a useful tool for everyone.

### Staff members:

- ▶ know what behaviours are expected in their job or role;
- ▶ are recognised for the skills, knowledge and behaviours that are vital to every job or role;
- ▶ can see clearly how to improve in their current job or how to develop further for future career growth; and
- ▶ can identify and adapt their skills and behaviours when moving into a new job or role.

**Managers:**

- ▶ have clear, fair and unbiased statements to use when discussing performance, which also facilitates the setting of appropriate job objectives for their staff;
- ▶ have a common baseline and language to use when giving staff members feedback on their performance;
- ▶ can identify an individual staff member’s learning or development needs, and better structure the staff member’s development and training; and
- ▶ can define career paths, provide support in filling vacant jobs, and help people grow in different jobs.

**Eurojust:**

- ▶ can identify the organisation’s needs, particularly with regard to targeting resources for staff learning and development and career development;
- ▶ can be confident that it will recruit, develop and promote the right people, with the right core skills and qualities needed to meet Eurojust’s goals;
- ▶ can contribute to shaping and sustaining the culture of the organisation; and
- ▶ can provide career opportunities that bring out the best in a staff member’s abilities, behaviours and contributions.

**1.3 How the Eurojust competency framework will be used?**

Competencies are a vital part of people-management processes and help organisations perform better in the way HR management is applied.

Below you will find an overview of how the competency framework will be used/applied within Eurojust.

RECRUITMENT & SELECTION	
<i>Purpose:</i> To provide fair and unbiased criteria for choosing who to employ and make sure everyone is assessed against the same framework	<ul style="list-style-type: none"><li>▶ Managers need to establish the competency levels needed to successfully carry out the role.</li><li>▶ Job profiles need to reflect the level of competency needed for the role, along with any professional or specialist skills and the expected outputs.</li><li>▶ Attract and assess candidates against common standard and organisational aspirations.</li><li>▶ Candidates need to provide examples that demonstrate the core competency at the relevant level.</li></ul>



## PERFORMANCE MANAGEMENT

*Purpose:* To provide fair and unbiased statements to help managers and their staff members discuss and assess performance

- Managers and staff members have a common reference to use throughout the year to track progress, give regular feedback and (self-)assess performance.
- The goal is not only to look at what is done but also how it is done. Feedback becomes more concrete against existing standards.
- Provides structure and scope to the setting of performance objectives against agreed indicators that will support the appraisal assessment.
- Sets out a framework to identify and manage poor performance and establish desirable behaviours.

## LEARNING & DEVELOPMENT

*Purpose:* To help the organisation and staff members identify areas to prioritise their learning and development needs

- Managers can identify, discuss and agree upon learning opportunities with staff members in a focused way.
- Staff members plan more meaningful development plans to meet current organisational and future personal needs.
- Learning and development opportunities are designed around the competencies, and the learning outcome is more visible through manager's observation and self-reflection.
- Staff member's capacity to be skilled in more than one area is increased.

## CAREER DEVELOPMENT

*Purpose:* To provide clear expectations of what skills, knowledge and behaviours are needed at each level and to show staff members how they can develop their career by building on their current skills

- Managers can support staff members' career and personal development by agreeing upon objectives based on higher competency levels or behavioural categories.
- Staff members can plan and see what competencies and professional/technical skills are needed to progress to another role and/or another level or behavioural category.
- Staff members can develop transferable skills and behaviours to remain employable throughout their working lifetime while jobs and careers change.
- The organisation can develop future successors and increased mobility by minimising the costs of recruiting externally and maximising the benefits of keeping knowledge and experience within.



## 2. The Eurojust competency framework

The Eurojust competency framework sets out the behaviours that are required for our staff members. The purpose of the framework is to reflect on the core and leadership needs of Eurojust that are relevant to its challenges and sufficiently resilient to accommodate future changes. They form a common, transparent reference across the organisation within a structured and accessible framework.

The competency framework is aspirational – no staff member is likely to be excellent in all behaviours in the model, but Eurojust wants its staff members to aspire to make the most of their strengths and develop continuously to deliver Eurojust's objectives. The framework intends to provide a greater understanding of what is needed to work successfully within Eurojust and strives to create a common culture.

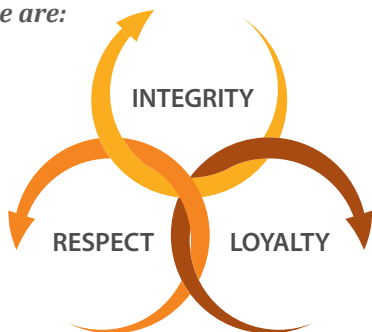


The competencies are supported by agreed common values and principles, which describe what is important to the staff members of the organisation. All these influence the way staff members do their jobs and how they go about achieving Eurojust's vision and mission statement by outlining the organisation's expectations and culture.

### 2.1 Principles and values

For Eurojust to fulfil its mission of serving the common good and the public interest, respect, loyalty and integrity are important. These values are aligned to the main principles of ethics and conduct of the European Commission and European Ombudsman and relate to the Eurojust code of conduct and the Staff Regulations (article 11).

*These are:*



**The Eurojust competency framework reinforces these principles.**

By demonstrating the competencies, staff members will also be displaying these values. As a result, the principles and values are reflected and measured through the competencies.

A detailed overview of the Eurojust principles and values can be found in ***Annex 1***.

## 2.2 Competencies

Eurojust has identified three types of competencies:

### 2.2.1 Technical competencies

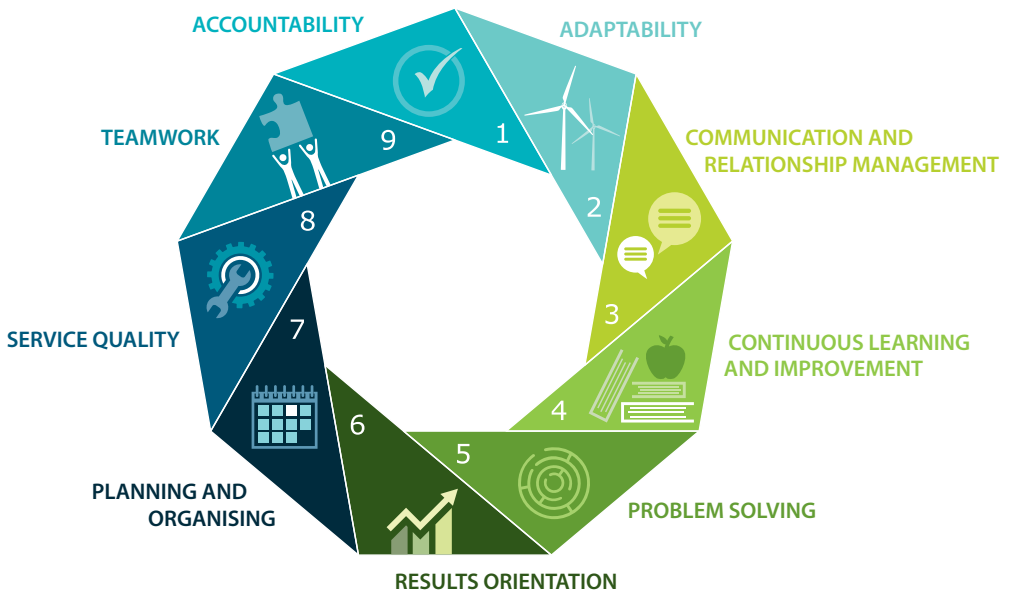
Technical competencies – professional qualifications, specialised experience or depth of know-how/knowledge related to the job. These competencies form the specific job requirements for the job and role.

The technical competencies can be found in the job profile under the sections that describe education, knowledge required and specialised experience.

### 2.2.2 Core competencies

**Core competencies** – these are ‘soft’ skill attributes, the goal of which is to demonstrate how staff members perform their work and the professionalism inherent in their approach.

**Central to the framework are *nine main competency areas*** that offer a guide to the performance needs of every job/role across the organisation.







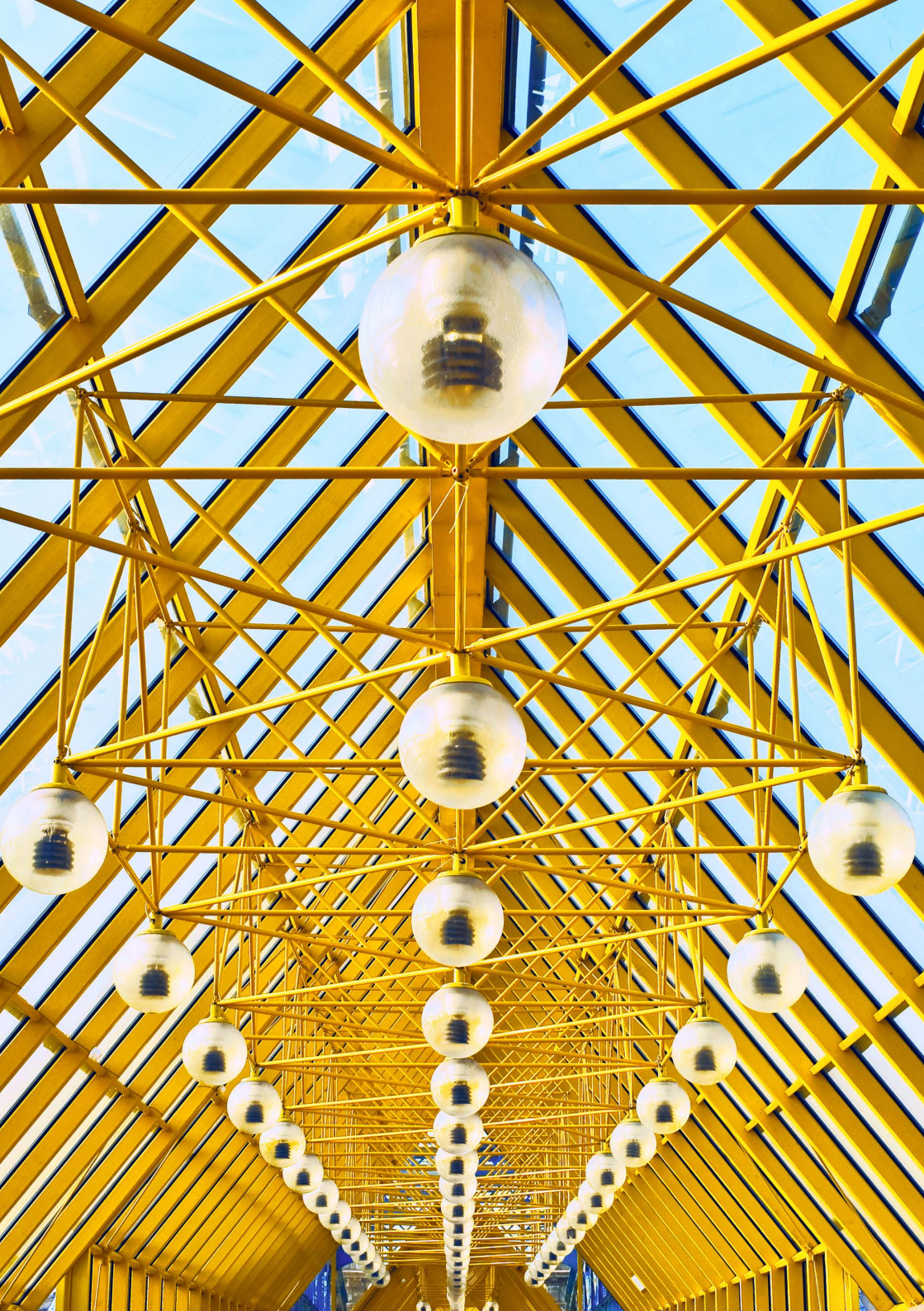
### 2.2.3 Leadership competencies

**Leadership competencies** - planning, organising, controlling and managing attributes that have a major impact on how managers make the best use of the organisation's human, time, financial and logistical resources.

The framework contains *three competency elements deemed essential* for those in management roles in the organisation.

Each of these competencies provide guidance in the performance needs of the jobs and roles that are required to lead others within the organisation.







### 3. The structure of the Eurojust competency framework

The competency framework is designed to be pragmatic and useful in everyday work, comprising the core skills needed at different levels and common to all jobs throughout Eurojust.

#### 3.1. Competency definition

Each competency has a specific definition, describing the competencies the staff members are required to demonstrate in their work.

#### 3.2. Competency levels (core and leadership)

Competencies are defined in four levels: 1, 2, 3 and 4. The competency levels are cumulative, so, for example, those staff members on level 2 are expected to be able to show competence at level 1 as well as at level 2.

Leadership competencies are applicable from level 2 onwards as they apply only to those jobs/roles in the organisation with responsibility for supervision, management and/or leadership of people.

#### 3.3. Behavioural categories

Each competency is defined around three behavioural categories: *Role Model*, *Effective Behaviour*, and *Ineffective Behaviour*.

Eurojust staff members are required to demonstrate 'Effective Behaviour' as this is the minimum standard required. Additional clarification on how the standards will be applied in each of the HR processes will be described separately.

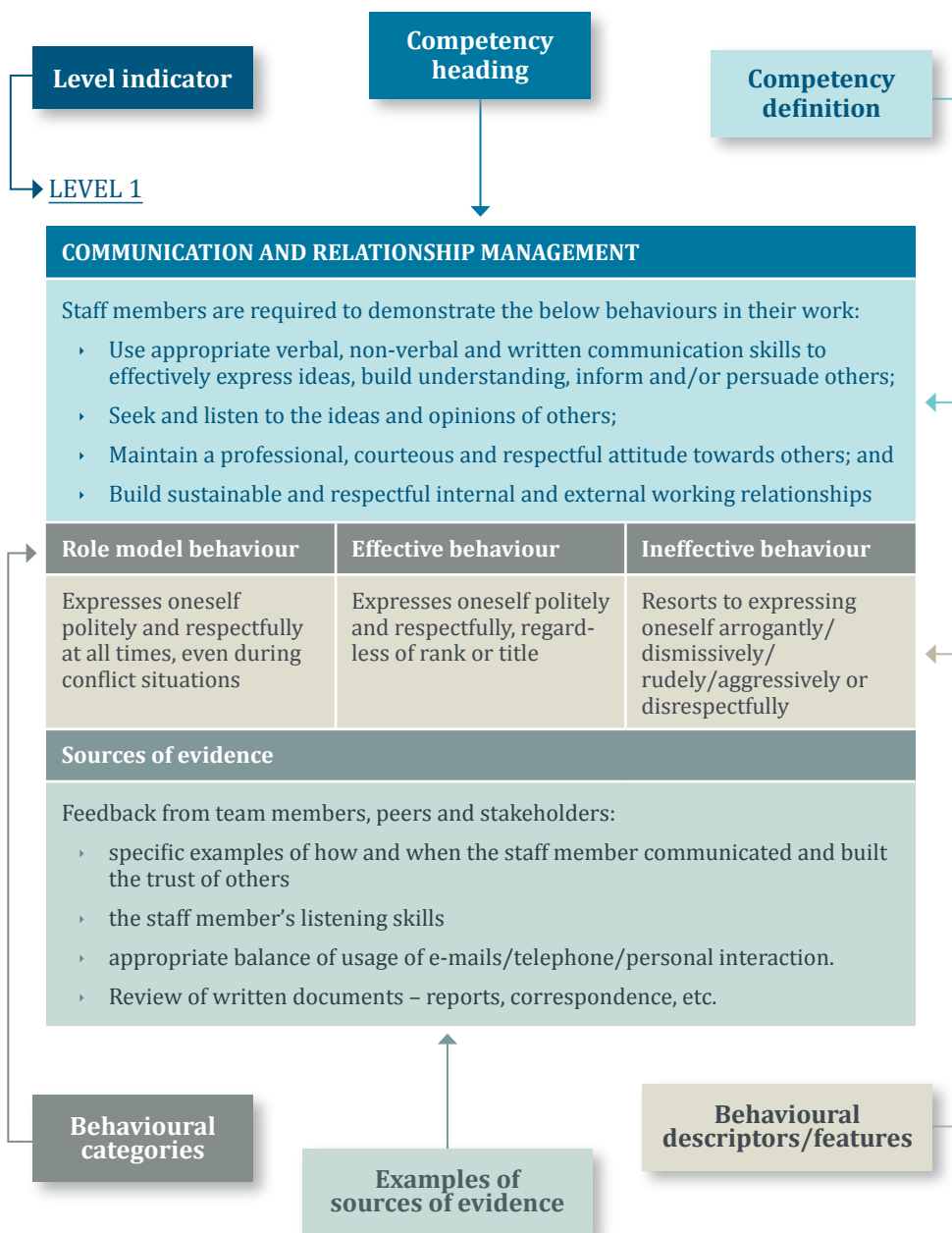
Within each category, a number of behavioural descriptors are provided, which are intended to be illustrative and are neither necessarily all-embracing nor to be applied in a 'tick-box' fashion.

#### 3.4. Sources of evidence

Each competency includes some examples of suitable evidence to show the staff member's ability in that area. This list is indicative; staff members/managers may identify more specific sources of evidence, if needed.

#### 3.5. Example of the competency model

The framework contains a large quantity of information. The following table shows the main features. The Eurojust competency framework can be found in **Annex 1**.





## 4. Applying the competency framework

Applying the competency framework is quite easy. The technical competencies can be found in the job profile. Each job has an assigned competency level. For the majority of jobs, the assigned levels are applied in a straightforward fashion.

Nevertheless, the levels can also be used flexibly to suit the needs of the role, resulting in some jobs requiring a much stronger element of one competency than others. For example, for job 'X', all the core competencies are applied at level 1, but level 2 is required for 'teamwork'.

Generally, the competency levels are cumulative, so, e.g. those staff members whose job requires a competency level 2 are expected to demonstrate competence at both levels 1 and 2.

Please note that the defined competency level in the job profile is the minimum level required for the specific job and not an indication of the ability of the staff member to demonstrate these behaviours. In addition, the framework is not based on what levels the staff members believe their job is but what the organisation believes is the minimum requirement for that job.

The table below provides information on how the competency levels are applied to Eurojust's jobs:

### 4.1 Core competencies

LEVELS	APPLICABLE TO	APPLICABLE JOB ROLES
Level 1	<ul style="list-style-type: none"><li>▸ All staff members</li><li>▸ Staff members who do not have line management responsibilities</li></ul>	All administrative roles
Level 2	<ul style="list-style-type: none"><li>▸ Staff members who are responsible for how other staff members perform</li><li>▸ Staff members who are responsible for coordinating work without necessarily managing people, but may be involved in program and project management</li><li>▸ Staff members who need a high degree of professional/specialist expertise</li></ul>	<ul style="list-style-type: none"><li>▸ Heads of Service</li><li>▸ Heads of Secretariat</li><li>▸ Heads of Sector</li><li>▸ Project managers</li><li>▸ Senior roles</li></ul>



LEVELS	APPLICABLE TO	APPLICABLE JOB ROLES
Level 3	<ul style="list-style-type: none"> <li>▸ Staff members who are responsible for managing managers (two-tier management)</li> <li>▸ Staff members who have wide leadership responsibilities and strategic role</li> <li>▸ Staff members who work in roles that need more longterm focus</li> </ul>	<ul style="list-style-type: none"> <li>▸ Middle management roles (HoU)</li> <li>▸ Senior management roles</li> </ul>

## 4.2 Leadership competencies

LEVELS	APPLICABLE TO	APPLICABLE JOB ROLES
Level 2	<ul style="list-style-type: none"> <li>▸ Staff members who are responsible for the performance of other staff members and have line management responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>▸ Heads of Service</li> <li>▸ Heads of Secretariat</li> <li>▸ Heads of Sector</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>▸ Staff members who are responsible for managing managers (two-tier management)</li> <li>▸ Staff members who have wide leadership responsibilities and strategic role</li> <li>▸ Staff members who work in roles that require a long-term focus</li> </ul>	Middle management roles (HoU)
Level 4	<ul style="list-style-type: none"> <li>▸ Staff members with wide leadership responsibilities and strategic role</li> </ul>	Senior management roles







## 5. Demonstrating competence

Staff members need to demonstrate their competence both in job performance and required behaviours at the level relevant to the job.

Managers must be aware of staff members' performance and should encourage staff members to further develop their competence in both work deliverables and required behaviours. Development of competence should be set in order of priority: first for meeting the requirements for the current job, and second to support staff members' career development.

### 5.1. How to measure competence

Managers will need to measure a staff member's competence for a variety of reasons, including:

- ▶ Recruitment of new staff members
- ▶ Performance discussions during probationary period and appraisal
- ▶ Development of staff members
- ▶ Career development and mobility to other jobs within Eurojust

The **following steps** will ensure that the framework is used effectively to measure competence:

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**1 Step ONE**  
The manager defines the particular outputs/deliverables of the job and the necessary job requirements.

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**2 Step TWO**  
The manager then identifies the appropriate 'competency level' for the job.

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**3 Step THREE**  
The level is incorporated in the job profile and forms part of the required demonstrated behaviour.

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**4 Step FOUR**  
HR maintains a comprehensive inventory of all jobs, together with their required competency levels, to ensure consistency when performing horizontal comparison amongst jobs and when evaluating job performance.

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# 5

## Step FIVE

*Recruitment/selection.* The manager discusses and agrees with the selection panel members on the competency features that can be specifically demonstrated and evaluated.

*Probation assessment.* The manager presents to the staff member the most critical competency features required for the job and agrees on specific goals and objectives.

*Performance appraisal.* The manager discusses with the staff member his/her performance against the competency features and deliverables of the job.

*Learning and development.* The manager discusses and agrees upon development needs with the staff member, not only to strengthen technical knowledge but also to improve behavioural competency.

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# 6

## Step SIX

*Recruitment/selection.* The candidate provides evidence on the application form and during the interview/test to show competence against the required features.

*Probation assessment.* The staff member demonstrates competence both in terms of work deliverables and required behaviours.

*Performance appraisal.* The staff member provides evidence that demonstrates competence both in terms of work deliverables and required/expected behaviours.

*Learning and development.* The staff member provides proposals as to how he/she can develop further the desired competencies required for the current job and also for future career development.

## 5.2 What is evidence?

Even though the word ‘evidence’ has a strong legal - and sometimes negative- connotation, in Eurojust the term is used to provide examples or any other proof that helps to demonstrate competence. The examples used should be observable and measurable.

Two types of evidence can be collected – product evidence and process evidence (see table on page 23). Sometimes, these types may overlap and show both what was achieved and how the staff member achieved it.

## 5.3 Presenting and discussing evidence

Providing evidence is vital in measuring competence and is a responsibility shared by staff and management. The manager should explain the behaviour he/

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she observed; the staff member needs to explain the background of his success/failure and provide examples to show competence against the descriptors at the relevant level.

When reflecting on evidence, both managers and staff members should:

- ▶ Look for evidence that show how the staff member completed a task, as well as what the staff member has completed. Reflect on the behaviours and skills the staff member utilised to complete the assigned work and their impact to others.
- ▶ Use facts and information that show observable results (e.g. providing e-mails from clients offering their thanks is not sufficient proof of a staff member’s performance ).
- ▶ Consider the context: what are the challenges and the expectations? Reflect on the actions taken and on the end result.
- ▶ Reflect on the occasions that require a different action or reaction - what triggered the behaviour at the time, what needs to be done differently now, how the manager can assist in that.
- ▶ Do not overlook simple or routine things that can also demonstrate competency.

	<b>PRODUCT EVIDENCE</b> <i>Examples that show what was produced/completed</i>	<b>PROCESS EVIDENCE</b> <i>Examples that show how the work was completed</i>
<b>RECRUITMENT</b>	Achievements in related areas and work deliverables/job outputs	Explore how this was achieved and the level of success of the outcome of the behaviour
	Written tests, work samples, etc.	Self-evaluation, interview
<b>PERFORMANCE MANAGEMENT</b>	Work deliverables/job outputs	Direct observation of managers during day-to-day management
	Completed assignments, projects, etc.	Feedback from a customer or colleague who witnessed the behaviour







## 6. Available support

Each HR process is supported by a user-friendly guide that provides more detailed information on the application of the competency-based process.

	Recruitment/ selection	Probation assessment	Performance appraisal	Learning & development
HR Tools	Recruitment guide	Probation assessment guide	Performance appraisal guide	<ul style="list-style-type: none"><li>▸ Competency development guide</li><li>▸ Various training courses</li><li>▸ Other L&amp;D options</li></ul>

To complement the above tools, a range of additional support is available to Eurojust staff members and managers via the HR Development intranet page and Eurojust Library resources. Both pages are regularly updated; staff members and managers are encouraged to use them often.

Last, for individual guidance, HR Development colleagues can provide specialist advice to both managers and staff.



## 7. Glossary

The following words are used either in this guide or within the competency framework itself:

### **Behaviour**

is showing some capability, skill or characteristic. The behavioural statements outline a set of actions that can be taught, learned and measured.

### **Behavioural descriptors**

are examples of the behaviours that staff members demonstrate when undertaking job-relevant tasks effectively.

### **Competence**

is the ability to do something successfully or efficiently, mainly related to the job outputs/work deliverables.

### **Competency**

is any attribute that supports performance in a job or role. It can relate to skills, knowledge and behaviours involved in how one performs the job.

### **Job profile**

is a document summarising specific key responsibilities and job requirements.

### **Stakeholders/customers**

are the staff members or groups that receive and use, or are directly affected by, our products and services.

### **Deliverables**

are what you need to achieve or produce as the outcome to a project or piece of work.

### **Evidence**

is a collection of relevant testimonials, records, documents, objects or other proof to help show competency of a staff member in a specific task or activity.

### **Objectives**

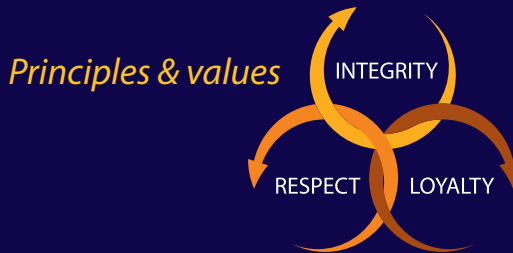
are results or tasks that can clearly be measured and are set within a specific time-scale that relate to your role at work.

### **Transferable skills**

are the abilities, knowledge and skills that can be used in a variety of work situations or roles (e.g. communication skills).

# ANNEX

## Eurojust Competency Framework



### *Core competencies*





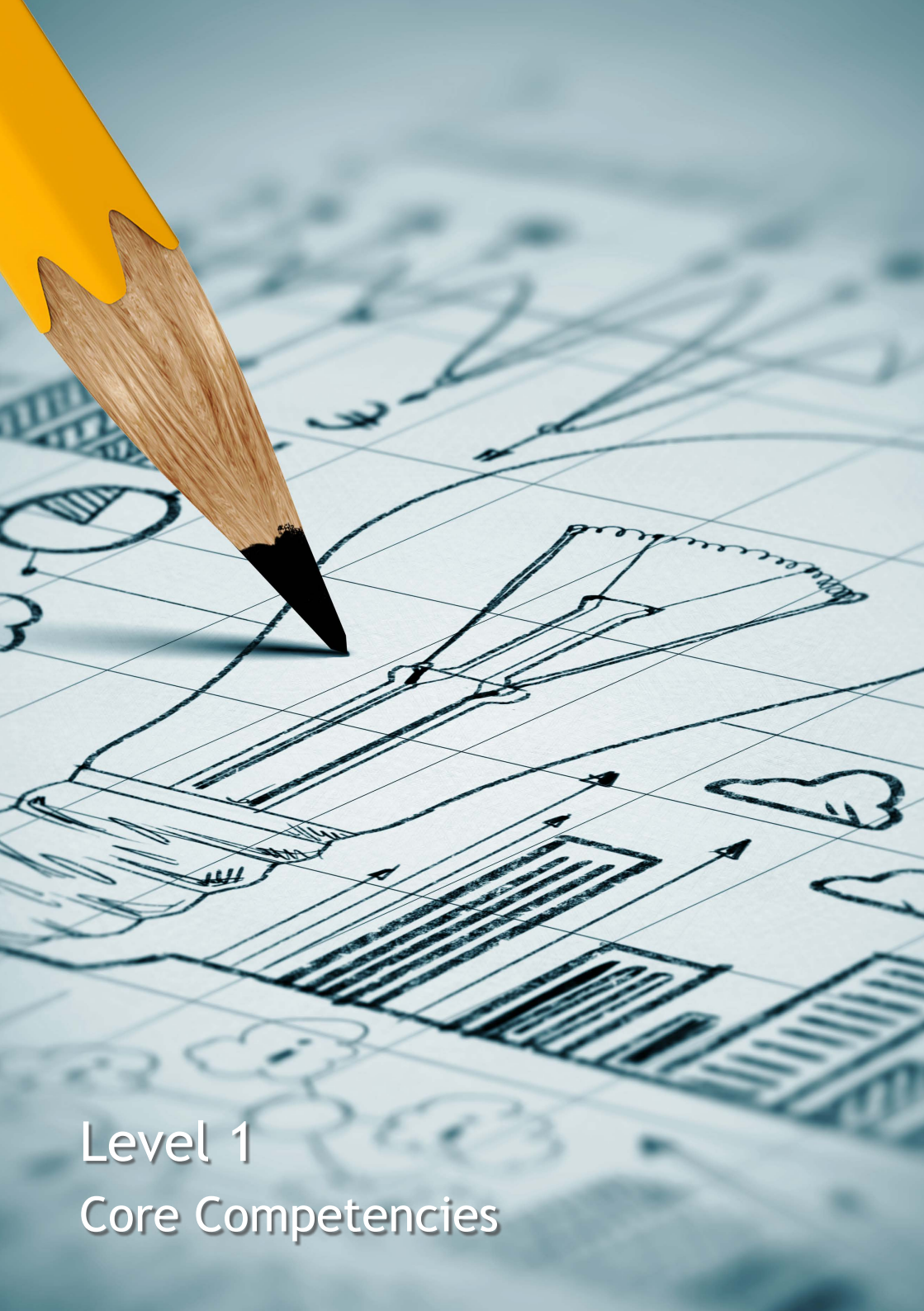


Principles and values

## Principles and values

INTEGRITY	LOYALTY	RESPECT
<ul style="list-style-type: none"> <li>▸ Behave in an honest, ethical and fair manner at all times.</li> <li>▸ Uphold principles through the consistent application of appropriate decision-making processes.</li> <li>▸ Demonstrate Eurojust's values in daily activities and business interaction both internally and externally.</li> <li>▸ Act in the interests of the organisation without consideration of personal gain.</li> <li>▸ Act transparently and honestly and avoid any activity that creates a conflict of interest.</li> <li>▸ Take prompt action in cases of unprofessional or unethical behaviour.</li> <li>▸ Stand by decisions and support others' decisions even if they are unpopular.</li> <li>▸ Know when and how to use confidential information.</li> <li>▸ Do not abuse power or authority.</li> </ul>	<ul style="list-style-type: none"> <li>▸ Demonstrate conviction for the Eurojust vision and mission in practical terms.</li> <li>▸ Support Eurojusts' vision and mission publicly and re-confirm its importance to the European ambition in the area of freedom, security and justice.</li> <li>▸ Contribute positively to the reputation of Eurojust through exemplary professionalism.</li> <li>▸ Provide appropriate advice and guidance to leaders and exhibit confidence in the direction they provide.</li> <li>▸ Support and encourage equitable and meaningful decisions that are taken for the good of the organisation.</li> <li>▸ Respect the resources of Eurojust and use them efficiently.</li> <li>▸ Raise issues when things are going seriously wrong and take responsibility for corrective action that protects the organisation's interests.</li> <li>▸ Inspire in others a sense of belonging and loyalty to Eurojust.</li> </ul>	<ul style="list-style-type: none"> <li>▸ Treat people with dignity and respect.</li> <li>▸ Treat all people equally and fairly.</li> <li>▸ React positively to the cultural diversity within the organisation.</li> <li>▸ Work effectively with people from different backgrounds and with different perspectives.</li> <li>▸ Contribute to a positive work climate and be polite in all interactions.</li> <li>▸ Show patience, tolerance and understanding with colleagues, even during high-conflict situations.</li> <li>▸ Be aware of own biases and reflect on own behaviour to avoid stereotypical responses.</li> <li>▸ Recognise the efforts and achievements of colleagues and offer praise and support.</li> <li>▸ Take responsibility when appropriate and discourage a culture of blame.</li> </ul>





# Level 1

## Core Competencies

## 1. ACCOUNTABILITY – Level 1

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Take personal responsibility for one's actions, products and decisions.
- ▶ Assume responsibility for the quality and timeliness of work, achieving objectives and results with only the appropriate level of oversight.
- ▶ Familiarise with and observe the organisational rules, procedures, codes and standards
- ▶ Demonstrate integrity and a commitment to accomplish work in a professional and ethical manner

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Accepts full ownership and responsibility for one's work and actions and visibly demonstrates that positively to others	Accepts full ownership of and responsibility for one's work and actions	Does not take personal ownership for one's work and actions, creates confusion and/or blames others when issues arise
B. Strives to raise work standards and their achievement	Achieves designated quality standards and recognises and responds when this is not the case	Fails to achieve designated quality standards; pays little attention to quality – 'this will do' attitude
C. Operates effectively and optimally within given boundaries of the rules and procedures	Familiarises oneself and complies with the relevant rules and procedures	Does not comply or familiarise oneself with important rules & procedures
D. Applies the principles of internal control standards systematically in daily work	Familiarises oneself with the internal control standards and generally applies as relevant in one's work	Does not familiarise oneself with the internal control standards and frequently fails to apply as relevant in one's work
E. Observes and promotes the rules and codes with respect to behaviour, ethics and integrity and alerts others in case of deviation or violation	Observes the rules and codes with regard to behaviour, ethics and integrity	Does not observe the rules and codes of behaviour, ethics and integrity; routinely disregarding, deviating and/or violating principles

### Examples of sources of evidence

- ▶ Feedback from peers and stakeholders supporting the individual's readiness to take accountability.
- ▶ Review of a sample of completed work assignments against agreed quality standards.
- ▶ Citing of situations where the individual has highlighted deviations from agreed internal control standards or institutional rules and codes and has taken action to resolve the situation.
- ▶ Refusing responsibility for actions and behaviours.



## 2. ADAPTABILITY – Level 1

Staff members are required to demonstrate the below behaviours in their work:

- › Adapt to changing business needs, conditions and work responsibilities
- › Respond positively to change and recover quickly from setbacks, embracing and using new practices or values to accomplish goals and solve problems
- › Prepared to alter approach, goals and methods to achieve solutions and results in dynamic situations

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Constructively suggests innovations and creative approaches to simplify regular work and encourages others to do the same	Reviews working practices and comes up with innovative ideas to simplify or improve how things are done	Fails to review existing work processes and accepts the status quo, remaining attached to outdated or inefficient practices
B. Learns enthusiastically and appreciates new procedures, seeks to exploit new technologies and encourages colleagues to do the same	Learns new procedures enthusiastically and seeks to exploit new technologies	Unwilling or resistant to consider new procedures and obstructs others when they attempt to modernise
C. Helps others 'open up' and give it a try	Responds with 'why not' instead of 'not possible because'	Complains about changes and disagrees inappropriately or too vocally
D. Is creative and constructive in highlighting the opportunities change can bring, proposing refinements to existing methodologies, implementing change and making it stick	Cooperates with, and is open to, the possibilities of change and considers ways to implement and adapt to change in own work role	Resists change as a first reaction and fails to listen to ideas or plans for adopting new methods or adapting own behaviour

### Examples of sources of evidence

- › Feedback from team members, peers and stakeholders, project leaders, trainers:
  - specific examples of how and when the individual reviews working practices on a regular basis
  - individual's positive attitude to change issues
- › Positive contribution evidenced during team meetings – 'what could we do better?' discussions.
- › Specific review of change situations where the individual has shown an aptitude for adapting to new ideas, approaches or technologies.

### 3. COMMUNICATION & RELATIONSHIP MANAGEMENT – Level 1

Staff members are required to demonstrate the below behaviours in their work:

- Use appropriate verbal, non-verbal and written communication skills to effectively express ideas to build understanding, inform and/or persuade others
- Seek and listen to the ideas and opinions of others
- Maintain a professional, courteous and respectful attitude toward others
- Build sustainable and respectful working relationships internally and externally

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Expresses oneself politely and respectfully at all times, even during conflict situations	Expresses oneself politely and respectfully, regardless of rank or title	Resorts to expressing oneself arrogantly/dismissively/ rudely/aggressively or disrespectfully
B. Displays awareness and sensitivity in all communications with colleagues in a multicultural environment	Shows sensitivity in communication with colleagues in a multicultural environment	Insensitive in a multicultural environment e.g. referring to cultural, racial, religious or gender stereotypes
C. Demonstrates openness and proactively shares pertinent information with relevant stakeholders	Shares information with relevant stakeholders	Seldom shares information with relevant stakeholders; may even have a tendency to withhold or exclude others from information
D. Communicates positively to variety of stakeholders and builds the trust of others, even during challenging periods	Communicates positively and helps and builds the trust of others in most situations	Closed/confrontational or negative in communication.  Does not build trust of others, uses personal perceptions to diminish the work of colleagues
E. Communicates clearly, concisely and engagingly to convey message in a well-structured way, both verbally and in writing	Provides clear and concise information to convey the message in a structured way, both verbally and in writing	Conveys muddled and imprecise information.  Tends to talk/write at great length and/or digress from key issues or questions
F. Written communications do not require correction or review	Written communications require only occasional/minor corrections	Written communications require significant structural review and corrections

Role model behaviour	Effective behaviour	Ineffective behaviour
G. Summarises complex points and presents them clearly and persuasively to external and internal stakeholders when necessary	Makes appropriate choice of communication tools and methods to reach audience.  Shows the ability to adapt style for most audiences and situations	Over relies on e-mail to communicate  Tends to avoid personal contact and/or copies other colleagues/superiors unnecessarily in e-mail  Makes little effort to adapt style for different audiences
H. Actively encourages others to contribute and is keen to hear their viewpoint	Listens to and responds appropriately to others; allows all to have a say	Does not listen to others; interrupts or dismisses ideas of others without reason or sensitivity

#### Examples of sources of evidence

- › Feedback from team members, peers and stakeholders:
  - specific examples of how and when the individual communicated and built the trust of others
  - the individual's listening skills
  - appropriate balance of usage of e-mails/telephone/personal interaction
- › Review of written documents – reports, correspondence, etc.

#### 4. CONTINUOUS LEARNING & IMPROVEMENT – Level 1

Staff members are required to demonstrate the below behaviours in their work:

- › Demonstrate eagerness and a willingness/capacity to learn and deliver improved results
- › Strive to strengthen the knowledge and talents of yourself and the organisation
- › Request and use feedback to improve performance
- › Take responsibility for own and others' development

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Proactively and regularly discusses key areas for improvement and related learning initiatives with line manager	Takes prompt and effective action on key areas for improvement suggested by managers, mentors or coaches	Does not respond to key areas for improvement suggested by managers, mentors or coaches and does not exhibit recognition of the need to develop own skills
B. Uses feedback to self-reflect and identify development areas	Is receptive to constructive feedback and takes responsibility for own development	Closed and defensive to constructive feedback Does not seek feedback or review from others on personal development
C. Shares with others negative experiences and what has been learned from mistakes	Regards mistakes and negative experiences as a learning opportunity	Does not learn from mistakes and/or negative experiences
D. Proactively shares best practice with others and contributes to the learning of colleagues	Develops, applies and evaluates newly acquired skills, knowledge and work methods and keeps abreast of developments in the area of expertise	Fails to develop and apply new skills and knowledge that would enhance work performance and shows no motivation to do so
E. Proactively seeks a variety of opportunities for development including appropriate and challenging assignments outside of the job description	Open to on-the-job opportunities for development and appropriate assignments outside of the job description	Sees development initiatives as a burden and is not open to anything outside the job description

#### Examples of sources of evidence

- › Feedback from team members, peers and stakeholders:
  - specific examples of how and when the individual developed learning from constructive criticism
  - the individual's positive commitment to personal development
  - the new skills that have been acquired by the individual and the best practice adopted
- › Participate in training activities/events and commitment to attend these
- › Apply skills learned and take action for personal development



## 5. PROBLEM SOLVING – Level 1

Staff members are required to demonstrate the below behaviours in their work:

- › Resolve difficult or complicated challenges by framing and breaking down problems or situations into component parts
- › Generate a range of practical solutions and courses of action considering the associated benefits, costs and risks
- › Take focused actions and evaluate results

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Able to classify and prioritise problems for which there is no precedent	Ability to identify a problem and assess possible course of action and solve it as appropriate	Not comfortable when having to classify or prioritise problems Fails to take corrective action
B. Anticipates, analyses and addresses problems, takes action based on relevant facts and information to remedy/ prevent problems	Able and willing to identify and describe the problem and gather all relevant facts	Fails to recognise problems, recognises problems too late and/or allows problems to foster
C. Looks beyond the obvious and can see hidden problems	Uses logic and common sense to resolve difficult problems	Lacks confidence when difficult problems occur Seeks help too readily or deals only with symptoms, not the cure
D. Displays a positive attitude and remains calm even when stakeholders are exerting pressure – looks for a resolution	Displays a positive attitude, remains calm – looks for a resolution	Displays a defensive attitude, over-reacts, panics, attempts to defer responsibility or covers up problems
E. Proactively follows problems through to their resolution and takes/ advises remedial action to avoid recurrence	Actively follows problems through to their resolution	Does not follow problems through to their resolution
F. Escalates problems to supervisors as appropriate, summarising status and course of action	Involves supervisors in a timely manner where problems cannot be resolved or clients continue to exert pressure	Escalates problems prematurely to supervisors and/or fails to escalate problems in a timely manner

## Examples of sources of evidence

Feedback from team members, peers and stakeholders on:

- › specific examples of how and when the individual gathered facts, logically analysed problems and set a course for resolving them
- › individual's ability to elevate problems at the appropriate time – not too early, not too late
- › individual's ability to remain calm and collected in pursuit of the resolution of a tricky challenge

## 6. RESULTS ORIENTATION – Level 1

Staff members are required to demonstrate the below behaviours in their work:

- Focus on results and desired outcomes and how best to achieve them
- Get the job done
- Set high goals and working in a dedicated manner to achieve them. Push self and others to reach milestones
- Respond to setbacks with renewed and increased efforts and show innovation and persistence in the face of difficulty

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Focuses on end results and persists with challenges until they are overcome, changing methods when necessary	Focuses on end results and acts to deliver the correct quality, on time and on budget	Shows a lack of focus on results by setting low, incomplete or superficial expectations and avoids or misses critical deadlines  Gives up when things do not go well
B. Strives to achieve stretching goals and targets and has a reputation for often exceeding them	Achieves agreed goals and targets and monitors personal achievement	Fails to achieve agreed goals and targets and does not accept or recognise the consequences of under achievement
C. Willingly puts in extra time and effort in crisis situations and goes the 'extra mile' to ensure the goal is met	Exhibits flexibility in rearranging priorities and work schedules to ensure work goals and targets are met	Rigidly interprets working routines and does not adjust way of working to accommodate changes in circumstance or need - waits for others to adjust to them

### Examples of sources of evidence

- Everyday working conversation and language includes regular references to relevant targets and results.
- Feedback from peers and stakeholders supporting the individual's focus on results.
- Preparation of priority lists – 'to do' lists and scheduled output charts.
- Review of completed work assignments against agreed outputs.
- Review of completed high-pressure work or projects - individual's contribution and commitment.

## 7. PLANNING & ORGANISING – Level 1

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Set goals and targets for yourself and/or others and organise the time and resources necessary to deliver work
- ▶ Deliver own workload in an organised and time-efficient manner
- ▶ Prioritise the delivery of work, adjust work or project priorities to take account of changing circumstances
- ▶ Set detailed project plans or plans for an area or service and monitor delivery of work against a plan

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Carries out several assignments in parallel and delivers according to the agreed requirements	Develops clear goals and targets for work and output delivery.	Fails to plan effectively and organise and prioritise own work to meet deadlines
B. Is in control of work activities and assignments and proactively updates the hierarchy	Knows status of own work at all times	Is lost among various activities and does not know the exact status of own work
C. Sets priorities, anticipates problems and reduces risk of non-delivery	Sets priorities with an appropriate sense of what is most important and plans with an appropriate and realistic sense of the time demands involved	Sets unrealistic timelines (either too tight or too loose). Finds it difficult to prioritise effectively
D. Develops planning and monitoring processes using appropriate tools Finds creative solutions to achieve own objectives when resources available are not optimal and/or the given deadlines are tight	Uses planning and monitoring tools to organise work and keep track of information (e.g. to-do lists, task lists, follow-up systems, calendar appointments)	Is reactive in handling the tasks received, requires thorough and repeated follow up by hierarchy to deliver and be reminded of deadlines
E. Provides work-in-progress status updates proactively and informs others when completed	Reviews progress of own work to ensure tasks delivered on time	Allows irrelevant issues and distractions to interfere with work completion



Role model behaviour	Effective behaviour	Ineffective behaviour
F. Is able to prioritise or seek clarification if necessary	Coordinates with stakeholders when problems or conflicts occur that might affect the timely completion of work	Fails to report delays or problems in a timely manner

#### Examples of sources of evidence

- › Feedback from team members, peers and stakeholders:
  - specific examples of the individual's ability to target work outputs and be very aware of current status
  - the individual's planning skills and realistic approach to managing deadlines and expectations
  - appropriate advice given regarding potential delays outside of the individual's control
- › Review of written documents – planning tools, schedules, calendars, etc.

## 8. SERVICE QUALITY – Level 1

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Identify and deliver high levels of service and strive to improve quality at all times
- ▶ Recognise the diversity of internal and external stakeholders' needs and adapt ways of working to ensure high value for customers
- ▶ Produce quality service that meets or exceeds Eurojust standards

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Actively looks for ways to improve service to stakeholders/customers, seeking to 'delight' rather than simply satisfy users	Consistently exhibits a 'can do' attitude when dealing with stakeholders/customers	Demonstrates a negative 'cannot do' attitude Stakeholders/customers receive the minimum level of service
B. Gives stakeholders/customers positive reinforcement on the importance of their requirements and expectations	Clarifies the needs and expectations of a range of internal and external stakeholders and customers	Makes assumptions about stakeholder needs and expectations
C. Sets up regular feedback processes with stakeholders/customers and analyses these constructively	Seeks relevant feedback from stakeholders/customers on whether service expectations have been met	Does not regularly check with customers and stakeholders whether own outputs are consistently meeting their needs
D. Anticipates possible areas of complaint and difficulty  Proactive in eliminating areas which might give rise to complaint	Deals quickly and effectively with complaints and/or demanding customers	Demanding customers or complaints are handled defensively or slowly  Views complainants in a negative manner
E. Notices opportunities to improve quality and takes action to do so	Shows concern for quality, accuracy and completeness of work activities	Waits for others to improve quality of work activities

### Examples of sources of evidence

- ▶ Feedback from team members, peers and stakeholders:
  - examples of how and when the individual exhibited a 'can do' approach to dealing with a stakeholder request
  - individual's skills in assessing stakeholder needs and checking whether they have been met
- ▶ Review of statistics, written documents and verbal feedback – *has the individual consistently responded quickly and effectively to complaints or criticisms from stakeholders?*

## 9. TEAMWORK – Level 1

Staff members are required to demonstrate the below behaviours in their work:

- › Cooperate and work collaboratively with others, act as part of a team and accomplish solutions in line with team objectives
- › Work to be a good team player and positively contribute to team activities while taking full responsibility for own role and objectives
- › Work cooperatively with others to accomplish Eurojust's objectives

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Remains positive and encouraging to others during challenging periods	Works enthusiastically and positively in a team environment	Does not willingly and actively participate in team processes
B. Suggests new ideas to others to improve the way the team goes about its work	Contributes fully and effectively to team-based discussions and decisions	Speaks own viewpoint first without listening to others
C. Anticipates the needs of others and offers help to colleagues without being asked	Balances team and individual objectives effectively. Will assist other team colleagues regardless of work pressure	Shows irritation at receiving requests for support from colleagues
D. Contributes to sorting out diverting opinions in the team, thus preventing any risk of the team falling apart	Listens actively to ideas and opinions of others. Shares suggestions, ideas, proposals and solutions	Does not seek opinions from colleagues or rarely consults others. Does not share information or knowledge
E. Promotes the benefit of teamwork, acts as catalyst to make things happen	Demonstrates a positive attitude towards work and colleagues	Expresses negative attitudes towards work, colleagues

### Examples of sources of evidence

Feedback from team members, peers and stakeholders:

- › specific examples of how and when the individual contributed to team discussions and built the trust of others
- › individual's listening skills and commitment to sharing ideas and suggestions
- › attitude towards colleagues and commitment to the team



# Level 2 Core Competencies



## 1. ACCOUNTABILITY – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- Take personal responsibility for one's actions, products and decisions.
- Assume responsibility for the quality and timeliness of work, achieving objectives and results with only the appropriate level of oversight.
- Familiarise with and observe the organisational rules, procedures, codes and standards
- Demonstrate integrity and a commitment to accomplish work in a professional and ethical manner

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Encourages full ownership and responsibility for the work and actions of the team, exhibiting that positively to others within and outside of work domain	Encourages full ownership and responsibility for the work and actions of the team	Does not address a lack of ownership for work and actions within the team, creates confusion and/or blames others inside and outside of the work domain when issues arise
B. Proactively fosters the achievement of high quality work and standards within the team	Encourages high quality work standards and addresses these matters within the team	Pays little attention to quality standards and fails to address these matters within the team
C. Explains the importance of relevant rules and procedures and encourages Unit staff to observe them but also to operate optimally and effectively within the boundaries of these provisions	Discusses with, and encourages Unit staff to observe relevant rules and procedures in their work	Fails to encourage or set an example for team members; inconsistently adheres to rules and procedures and makes little effort to address these issues within the Unit

### Examples of sources of evidence

- Feedback from team members, peers and stakeholders on specific examples of how and when the individual encouraged ownership taking among team members.
- Presentation or review of systems and processes for ensuring adherence to relevant rules and procedures.
- Specific review of situations where the individual addressed an 'off-track' quality standard.

## 2. ADAPTABILITY – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- › Adapt to changing business needs, conditions and work responsibilities
- › Respond positively to change and recover quickly from setbacks, embracing and using new practices or values to accomplish goals and solve problems
- › Prepared to alter approach, goals and methods to achieve solutions and results in dynamic situations

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Encourages team members to challenge the work they do on an ongoing basis and understand how it adds value to the organisation and its stakeholders	Ensures regular processes are in place for reviewing working practices and suggesting new and innovative ideas to simplify or improve the way things are done	Fails to review the way the team goes about its work, sticks to traditional and established work routines and does not encourage team members to think about the value of what they deliver
B. Helps colleagues and stakeholders understand the need for new approaches and change and the potential benefits to all from adapting	Promotes well thought-through change and seeks the views and engagement of team members	Communicates the need for adaptation and change in a 'must do' manner and fails to explain the vision or potential inherent in the new approach
C. Helps colleagues understand the challenges of their ideas/proposals and guides them through implementation	Puts aside pre-conceptions and considers ideas and proposals on own merits	Dismisses ideas from team members and is narrow minded
D. Applies new approaches first and then shares outcomes with others and identifies, resolves or escalates to management the positive and negative effects that new approaches may have on own role/team	Sets an example of being an 'early adapter' to new approaches and shares the positives and negatives with team members in a supportive and factual manner	Is slow to adapt or asks the team to deliver on change before committing to it themselves

### Examples of sources of evidence

Feedback from team members, peers and stakeholders:

- › specific examples of how and when the individual encouraged a positive attitude to change among team members
- › whether the individual can be thought of as a positive 'early adapter' – specific change issues or projects

### 3. COMMUNICATION & RELATIONSHIP MANAGEMENT – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- › Use appropriate verbal, non-verbal and written communication skills to effectively express ideas to build understanding, inform and/or persuade others
- › Seek and listen to the ideas and opinions of others
- › Maintain a professional, courteous and respectful attitude toward others
- › Build sustainable and respectful working relationships internally and externally

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Positively deals with objections from colleagues or external stakeholders and thinks outside the box to persuade them of a new viewpoint	Makes valuable contributions to meetings and pinpoints main issues and options	Contributions to meetings are very limited/rarely constructive or focused
B. Proactively raises and addresses issues that may impact and/or jeopardise the team's or Unit's reputation	Demonstrates good diplomacy skills and contributes positively to the reputation of the team and the Unit	'Takes sides' among team members, uses mistakes or personal perceptions to diminish others
C. Fosters good working relationships within the team and defuses potential conflicts before they become disruptive	Creates productive working relationships and addresses conflicts if they arise	Has difficulty maintaining productive relationships; tendency to trigger conflicts
D. Wins audiences over with well thought-through arguments  Anticipates negative reactions and queries and is able to respond successfully to them	Provides persuasive arguments and clarification even when the audience is resistant to the message and generally is successful in persuasion	Exhibits a confrontational style when the audience is resistant and is usually unable to present persuasive arguments
E. Persuades and encourages others by applying a range of different communication styles to suit different people	Shows and encourages mutual respect through choice of language and style	Communicates by issuing orders but offers no explanation or rationale when needed  Communicates critically without giving constructive feedback

## Examples of sources of evidence

- › Feedback from team members, peers and stakeholders:
  - specific examples of positive contributions to meetings and group sessions
  - the individual's listening and diplomacy skills
  - appropriate balance between e-mail/telephone/personal interaction
  - appropriate approaches to managing conflict. Review of evidence surrounding specific situations
- › Review of written documents – instructions and guidance to team members, technical reports, correspondence and so forth



#### 4. CONTINUOUS LEARNING & IMPROVEMENT – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- › Demonstrate eagerness and a willingness/capacity to learn and deliver improved results
- › Strive to strengthen the knowledge and talents of yourself and the organisation
- › Request and use feedback to improve performance
- › Take responsibility for own and others' development

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Uses self-reflection to increase self-awareness and improve knowledge and skills	Uses feedback and self-reflection to identify development needs and improve self-awareness	Does not self-reflect to identify development needs and makes excuses for refusing to improve
B. Leads by example and encourages others to take ownership of their own learning within and outside the team	Assesses team skills and competencies and discusses ideas and proposals for development relevant to individuals or the team	Fails to support development proposals and shows little commitment to explore opportunities to help team members develop
C. Seeks assignments and opportunities to help team members develop and grow	Encourages the team to learn from each other within and outside the team	Does not encourage team members to learn from each other
D. Aligns individual personal development plans with the team development plans and promotes knowledge sharing among team members	Conducts regular personal development reviews with staff and ensures each individual has a realistic plan  Mentors and coaches team members and peers appropriately and positively	Does not demand the development of a meaningful and clear personal development plan for each team member  Does not coach members or help them grow

#### Examples of sources of evidence (for *Continuous Learning & Improvement* )

Feedback from team members, peers and stakeholders:

- › specific examples of how the individual has identified personal development priorities
- › the individual's approach to the development of skills within the team and in others
- › appropriate approaches to coaching or mentoring others

## 5. PROBLEM SOLVING – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- › Resolve difficult or complicated challenges by framing and breaking down problems or situations into component parts
- › Generate a range of practical solutions and courses of action considering the associated benefits, costs and risks
- › Take focused actions and evaluate results

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Uses a variety of analytical and lateral techniques appropriate to the context to analyse and resolve the problem	Follows a structured, systematic approach to analyse and resolve known problems	Uses few or inappropriate methods to analyse and resolve the problem
B. Actively helps staff to resolve problems through questioning and encouraging creativity and monitoring progress	Addresses inappropriate escalation of minor matters  Offers innovative ideas, help and support to others	Regularly allows the escalation of minor matters  Takes charge without encouraging staff to find solution first  Fails to entrust team members to resolve problems
C. Evaluates action taken to help team learn so that similar problems can be dealt with more effectively  Can resolve challenges and has a Plan B and creative options available for problems for which there is no precedent	Proposes solutions to challenging problems and helps resolve problems in simple way  Maintains professional composure in dealing with problems.	Avoids the resolution of problems and does not help team address upcoming issues  Does not think of alternatives nor maintains professional composure to problems
D. Considers fully the remedies in terms of risks, costs and benefits and possible consequences and ramifications	Shows a general consideration of the remedies in terms of risks, costs and benefits	Unable/unwilling to consider consequences or ramifications of remedies

### Examples of sources of evidence

Feedback from team members, peers and stakeholders on:

- › specific examples of positive solutions to problems and creative/innovative approaches
- › individual's ability to encourage others to elevate problems at the appropriate time
- › individual's ability to balance risk, cost and benefit when resolving issues

## 6. RESULTS ORIENTATION – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- › Focus on results and desired outcomes and how best to achieve them
- › Get the job done
- › Set high goals and working in a dedicated manner to achieve them. Push self and others to reach milestones
- › Respond to setbacks with renewed and increased efforts and show innovation and persistence in the face of difficulty

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Involves the team in the development of work goals and ensures these optimise the team's capability and are clearly linked to Eurojust's work plans	Sets realistic and clear work goals and agrees these with team	Sets expectations that are unrealistically high or too low for self and/or team
B. Implements precise and detailed reporting and monitoring of team outputs to secure consistently high performance	Monitors individual, team and own performance against agreed targets and goals	Fails to review or discuss team and individual performance and does not stress the need for consistently high performance to the team
C. Anticipates workload pressures and offers proactive and creative support to minimise negative effect on quality	Plans for workload pressure points and critical paths and fully briefs team members on priorities to be maintained	Fails to anticipate workload deadlines and often misses personal and team work deadlines Projects tend to 'wither on the vine'
D. Provides creative and proactive support to colleagues when setbacks and challenges appear	Takes corrective action and deals quickly with setbacks to ensure quality is maintained	Accepts setbacks from others without challenging or addressing it

### Examples of sources of evidence

- › Feedback from team members, peers and stakeholders - priority setting and workload pressure management.
- › Presentation or review of systems and processes for monitoring individual, team and personal performance.
- › Specific review of situations where the individual addressed an 'off-track' business performance issue.

## 7. PLANNING & ORGANISING – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Set goals and targets for yourself and/or others and organise the time and resources necessary to deliver work
- ▶ Deliver own workload in an organised and time-efficient manner
- ▶ Prioritise the delivery of work, adjust work or project priorities to take account of changing circumstances
- ▶ Set detailed project plans or plans for an area or service and monitor delivery of work against a plan

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Coordinates with others in response to multiple competing demands to ensure work of the team is completed in a timely manner	Estimates resources and timescales to meet team's agreed work plans and commitments	Sets unrealistic deadlines and targets for the team, does not correctly estimate the resources needed (under or overestimates)
B. Liaises with stakeholders and readily re-adjusts priorities to respond to pressing and changing demands on the team	Coordinates team activities to optimise performance  Regularly reviews progress of team's work to ensure tasks delivered on time and in line with budget	Fails to coordinate team activities and pays little attention to performance management
C. Negotiates adjustments in timelines and/or scope of work as appropriate Consults with the hierarchy to determine team priorities as appropriate	Maintains a high level of energy, creativity and commitment to juggle multiple tasks and priorities, and uses available resources to get more done with less, all without losing focus	Unclear about current progress against work deadlines and budget. Does not arrange work flows and priorities in a logical order. Unable to guide the team to focus on priorities

### Examples of sources of evidence

Feedback from team members, peers and stakeholders:

- ▶ specific examples of the individual's ability to realistically assign resources to work demands and monitor the achievement of required outputs
- ▶ the individual's planning skills and realistic approach to managing multiple tasks, deadlines and expectations

## 8. SERVICE QUALITY – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- › Identify and deliver high levels of service and strive to improve quality at all times
- › Recognise the diversity of internal and external stakeholders' needs and adapt ways of working to ensure high value for customers
- › Produce quality service that meets or exceeds Eurojust standards

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Emphasises to team the importance of service quality as a measure of success  Quality is continuously measured and reviewed	Explains clearly to team the needs and expectations of a range of internal and external stakeholders and customers	Does not emphasise service quality in team gatherings and communications  Allows standards to drift or find their own level
B. Working with the team to create meaningful action plans based on feedback from customers/stakeholders that increases and sustains service levels	Establishes and maintains processes for securing relevant feedback from stakeholders/customers on whether service expectations have been met	Ignores feedback about service quality from stakeholders/customers
C. Leads by example in service delivery  Actively encourages others and praises high-quality service	Personally delivers a consistently high standard of service and expects the same of others	Provides levels of service that lack consistency

### Examples of sources of evidence (for Service Quality)

- › Feedback from team members, peers and stakeholders on individual's skills in developing and applying processes/systems for assessing stakeholder needs and measuring whether they have been met.
- › Review of statistics, written documents and verbal feedback – *has the individual consistently encouraged/motivated the team to respond quickly and effectively to complaints or criticisms from stakeholders?*



## 9. TEAMWORK – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Cooperate and work collaboratively with others, act as part of a team and accomplish solutions in line with team objectives
- ▶ Work to be a good team player and positively contribute to team activities while taking full responsibility for own role and objectives
- ▶ Work cooperatively with others to accomplish Eurojust's objectives

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Identifies potential risk areas with the team. Listens to team suggestions to minimise errors and encourages individuals to take ownership	Looks into reasons for things that don't go according to plan and doesn't apportion blame. Takes appropriate action to prevent re-occurrences	Blames team colleagues when things go wrong without undertaking a team-based review
B. Quickly tackles negative conflict and contravention of team values	Manages the dynamics of the team and leads it out of conflict and complacency	Allows the team to find its own way and resolve internal issues
C. Actively explores with team members how their individual team role can be maximised to increase motivation and efficiency	Recognises different individual styles and influences team members to impact positively on its success	Pays little attention to the strengths, weaknesses and key skills of team members
D. Consistently shares and gives credit for team successes. Team defines its own goals	Defines team goals and encourages team members to commit to these collectively. Shares the credit for team successes	Does not ask for, or take into account, views of team members when making decisions. Makes no attempt to define or promote team goals
D. Acts as an inspiration to others, both within and outside the team, in terms of team working	Comfortable undertaking a prescribed role in a team, such as chair or spokesperson	Takes the leader role but does not 'role model' team leader traits

### Examples of sources of evidence

Feedback from team members, peers and stakeholders:

- ▶ specific examples of how and when the individual encouraged the team to commit collectively and collaboratively
- ▶ individual's listening skills and tolerance in avoiding apportionment of blame
- ▶ individual's ability to challenge complacency when necessary



Level 2

Leadership Competencies

## 10. LEADING & EMPOWERING – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- Provide supervision, guidance, direction, support and confidence to help people consistently perform at their best
- Motivate and develop others so they can achieve sustained high performance, even during periods of challenge or change

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Communicates empathetically and is always respectful of others' feelings, even when delivering negative or difficult feedback	Treats others with courtesy, sensitivity and respect-acts fairly and honestly	Deals with others in a passive or aggressive fashion. Does not take people's emotions or difficulties into account. Only gives half the story
B. Ensures staff are clear about tasks and are progressing appropriately with workload, and real-locates work to overcome bottlenecks if necessary	Allocates tasks clearly and fairly among subordinates according to their level of skill or experience	Does not regularly check for clarity of understanding and distributes tasks unrealistically or unfairly
C. Maintains open and constructive dialogue with others about strengths and weaknesses and sets practical goals for enhancing individual and team performance	Assesses and recognizes strengths and weaknesses in self and team and focuses effort to increase productivity in areas needing the most improvement	Shows an inability to focus on critical performance areas and is defensive about own or team's strengths and weaknesses
D. Deals with pressure positively and in a consistent and rational manner that gives confidence to others	Deals effectively with pressure and remains optimistic, even on bad days. Recovers quickly from setbacks	Reacts negatively and irrationally to pressure or bad news and 'exports' that negativity to team members or others around them

### Examples of sources of evidence

- Feedback from surveys, team members, peers and stakeholders on:
  - specific examples of how and when the individual guides and empowers team members
  - the individual's abilities to be empathetic and respectful, and help team increase productivity
- The individual's abilities to maintain calm under pressure, pass positive messages to team and maintains teams' spirit positive

## 11. RISK TAKING & DECISION MAKING – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- › Generate and evaluate alternatives before making a decision or taking action, consider the risks associated with each option and select the option that has the best balance of risk and reward.
- › Encourage input from others where appropriate and stand by decisions unless information or circumstances make it necessary to revisit those decisions.
- › Evaluate the effectiveness of decisions after they have been made.

Role model behaviour	Effective behaviour	Ineffective behaviour
<p>A. Proactively identifies and prioritizes key issues involved in a situation and takes action to facilitate the decision-making process for team or group.</p> <p>Involves hierarchy in the correct way to strengthen or speed up the decision-making process</p>	<p>Within own area of accountability, considers options, consequences and risks to make an effective decision.</p> <p>Determines whether action is needed to elevate or advance the decision-making process</p>	<p>Misconstrues or cannot recognise key issues and shows no appreciation of the possible risks and challenges presented by a situation</p>
<p>B. Gives people confidence about the potential outcomes and risks associated with decisions and transparently deals with queries and anxieties if necessary by referring upwards</p>	<p>Seeks clarity about, and explains to people the risks and potential consequences of, decisions that may affect them</p>	<p>Presents risks and threats incoherently and causes confusion, nervousness or a lack of confidence in the decisions that can be taken to address the situation</p>

### Examples of sources of evidence

Feedback from surveys, team members, peers and stakeholders on:

- › specific examples of how and when the individual takes decision and assesses risks
- › the individual's ability to assess risks and take decisions

## 12. VISION & STRATEGIC THINKING – Level 2

Staff members are required to demonstrate the below behaviours in their work:

- › Promote and take action to reinforce alignment of individuals and groups with the organisation's vision, mission and values.
- › Communicate the big picture at appropriate and regular opportunities.
- › Express and explains vision to others and influence others to translate vision into action.
- › Come up with alternative viable strategies or business models that deliver stakeholder value.

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Challenges key strategic messages constructively and tests clarity of understanding with hierarchy and peers	Listens effectively to strategic messages and information from the hierarchy. Clarifies information as needed	Misses or misconstrues key strategic messages or does not pass them on consistently, regularly or coherently
B. Presents consistent, coherent and engaging messages about targets, objectives and priorities and checks regularly for understanding	Makes clear and convincing verbal presentations of work targets, standards and objectives	Confuses people or changes targets and objectives without explanation or rationale. Does not convince others about the importance of Eurojust's work
C. Explains to people at an individual level where business priorities lie and how their job affects success	Coaches and orientates individuals towards key business goals and required organisational performance	Does not support people in understanding why their work is important or takes other's work for granted and does not stress the importance of long-term organisational goals and ambitions
D. Gives regular opportunities to colleagues and team members to question and explore Eurojust's vision, values and mission	Helps others access, achieve clarity and engage with the purpose of Eurojust and the environment in which it operates	Does not take opportunities to talk about vision, values or mission or portrays these as unimportant in the scheme of things

### Examples of sources of evidence

- › Feedback from team members, peers and stakeholders on:
  - specific examples of how and when the individual ensures the vision is communicated
  - the individual's ability to translate vision into actions and vice versa
- › Input on strategic documents and other organisational plans





Level 3/4

Core Competencies

## 1. ACCOUNTABILITY – Level 3/4

Staff members are required to demonstrate the below behaviours in their work:

- Take personal responsibility for one's actions, products and decisions.
- Assume responsibility for the quality and timeliness of work, achieving objectives and results with only the appropriate level of oversight.
- Familiarise with and observe the organisational rules, procedures, codes and standards
- Demonstrate integrity and a commitment to accomplish work in a professional and ethical manner

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Accepts full ownership and responsibility for the work and actions of the team and addresses disparities within the Unit	Accepts full ownership and responsibility for work and actions of teams of the Unit	Does not take ownership for the work and actions of teams within the Unit
B. Takes responsibility for examining situations fairly and constructively and holding team members to account internally for their actions	Backs up actions of Unit staff in public, while ensuring team members are held accountable internally for their actions where applicable	Creates confusion and defers responsibility/ blaming others when things go wrong
C. Sets and fosters common performance and quality standards for all teams within the Unit  Reviews standards regularly, taking remedial	Encourages consistent performance and quality standards and expectations among all teams within the Unit	Pays little attention to performance and quality standards within the Unit  Allows inconsistency in standards across teams and individuals
D. Proactively addresses the importance of the organisation's rules, procedures and codes and addresses compliance issues within the Unit  Encourages teams to operate optimally and effectively within the boundaries of these provisions	Stresses the importance and relevance of the organisation's rules, procedures and codes within the Unit  Reviews and addresses compliance issues within the Unit	Fails to foster or review compliance with the organisation's rules, regulations and codes across the Unit

### Examples of sources of evidence

Feedback from team members, peers and stakeholders:

- Feedback from team members, peers and stakeholders on specific examples of how and when the individual encouraged ownership taking among team members.
- Presentation or review of systems and processes for ensuring adherence to relevant rules and procedures.
- Specific review of situations where the individual addressed an 'off-track' quality standard.

## 2. ADAPTABILITY – Level 3/4

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Adapt to changing business needs, conditions and work responsibilities
- ▶ Respond positively to change and recover quickly from setbacks, embracing and using new practices or values to accomplish goals and solve problems
- ▶ Prepared to alter approach, goals and methods to achieve solutions and results in dynamic situations

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Communicates and implements change positively with colleagues and stakeholders to help them understand new developments and why they have been introduced	Communicates and implements change in a structured way, having considered the possible effects it may have on others	Communicates and implements change in a thoughtless and unstructured way, having not considered the possible effects it may have on others
B. Engages Unit members in exploring new and creative ways to improve Unit systems and procedures and secures their 'buy-in' through involvement in developing better approaches	Finds new and creative ways to improve Unit systems and procedures so as to deliver better results with streamlined resources	Avoids consideration of new or different approaches, accepts only the established way of doing things and discourages innovative thinking by dismissing ideas from Unit members
C. Involves the Unit in regular reviews of stakeholder perceptions and engages people in identifying ways of enhancing the value the Unit delivers	Assesses and challenges external perceptions of the Unit within the organisation and adapts to build a positive stakeholder impression of the Unit's work	Does not seek external perceptions of the Unit's value and does not engage the Unit in seeking ways to deliver more positive impressions of the importance of its work
D. Encourages an attitude of openness to change within the Unit and sets meaningful objectives to encourage staff to accept new responsibilities	Sets an example of openness to change and a willingness to consider the ideas of others inside and outside the Unit	Does not set a positive example of change to others within and external to the Unit and refuses to consider others' ideas

### Examples of sources of evidence

- ▶ Feedback from team members, peers and stakeholders:
  - specific examples of how and when the individual encouraged a positive attitude to change among team members
  - whether the individual can be thought of as a positive 'early adapter' – specific change issues or projects
- ▶ Examples of how the individual sought out the perceptions of stakeholders about the value of the Unit's work.

### 3. COMMUNICATION & RELATIONSHIP MANAGEMENT – Level 3/4

Staff members are required to demonstrate the below behaviours in their work:

- Use appropriate verbal, non-verbal and written communication skills to effectively express ideas to build understanding, inform and/or persuade others
- Seek and listen to the ideas and opinions of others
- Maintain a professional, courteous and respectful attitude toward others
- Build sustainable and respectful working relationships internally and externally

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Proactively develops communication strategies/plans for the Unit, ensures their implementation and evaluates their effectiveness	Develops communication strategies for the Unit and ensures their implementation	Unable or unwilling to develop communication strategies for the Unit
B. Sensitises, educates and creates awareness in team members of the need to leverage relationships within the Unit and organisation	Fosters a positive and open working climate across the Unit and organisation	Working climate is 'closed', relevant information is not shared
C. Collaborates innovatively with internal and external stakeholders to optimise relationship strengths in the long term	Builds positive relationships with diverse groups across levels, functions and organisations	Gives more focus to external/senior rather than internal stakeholders
D. Proactively discusses and addresses communication issues and conflicts within the team and outside the Unit	Effectively addresses conflicts and communication issues within the team and outside the Unit	Fails to address communication issues within or outside the Unit and allows conflicts to fester
E. Advises peers and team members on how to handle issues and protect relationships with others	Encourages peers and team members to communicate and maintain relationships in a positive manner	Team members are allowed to communicate with each other as they see fit, with little or no intervention from Head of Unit

#### Examples of sources of evidence

- Feedback from team members, peers and stakeholders:
  - specific examples of positive contributions to meetings and group sessions
  - the individual's ability to develop more effective communication skills in others
  - appropriate balance between e-mail/telephone/personal interaction
- Review of written documents – organisational vision and priority statements, instructions and guidance to team members, technical reports, correspondence, etc.

#### 4. CONTINUOUS LEARNING & IMPROVEMENT – Level 3/4

Staff members are required to demonstrate the below behaviours in their work:

- › Demonstrate eagerness and a willingness/capacity to learn and deliver improved results
- › Strive to strengthen the knowledge and talents of yourself and the organisation
- › Request and use feedback to improve performance
- › Take responsibility for own and others' development

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Creates and sustains a learning environment through setting an example of continuous learning and consistently encourages others to develop	Stresses the importance of knowledge sharing and skills development to team and provides mentoring or coaching to team members and peers when appropriate	Does not highlight the need for continuous learning and fails to mentor or coach team members
B. Utilises personal development reviews to explore creative and self-driven options (e.g. job assignments) for enhanced learning and knowledge sharing	Stresses personal development as a critical feature of the Unit's strategy and ensures processes are in place for assessing and addressing individual needs	Does not follow up on the Unit's development needs and does not exhibit recognition of the need to develop own skills
C. Builds a culture which values development, feedback and self-reflection  Champions knowledge sharing within and outside the unit and stresses the value of learning within the organisation	Encourages feedback and self-reflection as a means of identifying development needs  Encourages knowledge sharing at all levels of the Unit	Hijacks any development assignment and uses feedback and mistakes to 'punish' instead of developing  Has a narrow minded approach towards development
D. Fully engages in the development process and ensures all managers regularly meet with staff to build and review progress against development plans	Ensures personal development review plans match the Unit's strategy	Sets uninspiring development objectives that do not grow staff capability or enhance the Unit's performance

#### Examples of sources of evidence

- › Feedback from team members, peers and stakeholders on:
  - examples of positive encouragement for personal skills development, coaching and mentoring
  - the individual's ability to encourage knowledge sharing
- › Review of defined processes for personal development assessment and skills strategy.



## 5. PROBLEM SOLVING – Level 3/4

Staff members are required to demonstrate the below behaviours in their work:

- Resolve difficult or complicated challenges by framing and breaking down problems or situations into component parts
- Generate a range of practical solutions and courses of action considering the associated benefits, costs and risks
- Take focused actions and evaluate results

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Empowers staff to deal with problems creatively and not be frightened of making mistakes in the process	Encourages staff to deal with problems and to escalate issues when appropriate	Has a narrow-minded scope and/or allows problems to fester
B. Encourages team to develop reasonable, simple solutions to overcomplicated/complex problems  Anticipates problems, thinks laterally and has contingency plans and a range of innovative solutions in place	Provides reasonable, simple solutions to overcomplicated/complex problems  Thinks of the effect on the Unit/organisation	Complex problems may be avoided or delegated to team members  Reacts to all problems the same way despite differences in complexity
C. Proactively aligns remedial action at Unit/organisational level to match organisational needs, evaluates effect and adjusts action plan	Prevents and anticipates problems at Unit/ organisational level	Sees problems only at Unit level and does not participate in identifying common organisational solutions
D. Acts as a champion of collaborative thinking in dealing with problems	Seeks advice from others and is keen to learn from others' experience	Does not warn or seek advice from others when faced with a problem

### Examples of sources of evidence

- Feedback from team members, peers and stakeholders on:
  - examples of how the individual simplifies complex challenges for others to comprehend
  - individual's ability to anticipate problems in advance and prepare for eventualities.

## 6. RESULTS ORIENTATION – Level 3/4

Staff members are required to demonstrate the below behaviours in their work:

- › Focus on results and desired outcomes and how best to achieve them
- › Get the job done
- › Set high goals and working in a dedicated manner to achieve them. Push self and others to reach milestones
- › Respond to setbacks with renewed and increased efforts and show innovation and persistence in the face of difficulty

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Encourages Unit to seek creative ways to improve performance and the efficiency of monitoring/control systems	Monitors Unit outputs closely and regularly communicates results and performance of people, processes and systems	Loses focus on Unit outputs and/or micro-manages and gets lost in detail about specific outputs
B. Recognises and promotes examples of hard work, tenacity and success at individual and Unit level	Promotes values of effort, accountability and tenacity throughout the team	Fails to recognise hard work and effort expended in the team and drives for results with no concern for people, team and values
C. Communicates to Unit about stakeholders' priorities and acts quickly and positively to redress issues	Determines and clarifies with team the best way to achieve results and outcomes using the resources available	Fails to assess and address resource challenges and output difficulties and delegates tasks inappropriately
D. Encourages Unit to seek creative ways to improve performance and the efficiency of monitoring/control systems	Monitors Unit outputs closely and regularly communicates results and performance of people, processes and systems	Loses focus on Unit outputs and/or micro-manages and gets lost in detail about specific outputs

### Examples of sources of evidence

- › Feedback from senior management, team members, peers and stakeholders.
- › Presentation or review of systems and processes for monitoring individual, team and personal performance.
- › Specific review of how the individual addressed an 'off-track' business performance issue.
- › Specific review of how the individual engaged the team in understanding the importance of consistent delivery

## 7. PLANNING & ORGANISING – Level 3/4

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Set goals and targets for yourself and/or others and organise the time and resources necessary to deliver work
- ▶ Deliver own workload in an organised and time-efficient manner
- ▶ Prioritise the delivery of work, adjust work or project priorities to take account of changing circumstances
- ▶ Set detailed project plans or plans for an area or service and monitor delivery of work against a plan

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Develops contingency plans to address areas of uncertainty	Ensures work plans for the Unit are aligned to Eurojust strategy and priorities	Fails to identify and communicate critical tasks and performance indicators for the Unit
B. Constantly improves systems, processes and KPIs to assess and appraise Unit progress and the meeting of objectives	Puts systems, processes and KPIs in place to assess and appraise Unit progress and the meeting of objectives	Fails to set up systems, processes and KPIs to assess and appraise Unit progress and the meeting of objectives
C. Leads others in strategic planning processes and sets long term and short term goals	Coordinates with other functions and stakeholders in response to multiple, competing demands to ensure work is completed in a timely manner	Planning process is haphazard, with objectives and goals changing frequently in response to stakeholders' changing demands
D. Willingly adjusts unit plans and priorities to take account of changes in circumstances and monitor their delivery	Sets clear and measurable goals, plans and priorities for Unit and ensure they are met  Implements or utilises strategic plans on an ongoing basis	Is slow establishing priorities in a new or changed situation  Refuses to adjust plans and priorities when circumstances change
E. Anticipates risks and challenges in resource management and puts in place plans to address shortcomings	Makes good use of resources and ensures proper management of resources to deliver unit objectives	Fails to anticipate resource challenges and delivers nasty surprises to stakeholders  Makes poor use of resources with little consideration of priority areas

### Examples of sources of evidence

Feedback from team members, peers and stakeholders:

- ▶ specific examples of the individual's ability to establish and apply appropriate systems and processes for monitoring and guiding the achievement of clearly defined targets and objectives
- ▶ the individual's planning skills and realistic approach to assigning/reallocating resources

## 8. SERVICE QUALITY – Level 3/4

Staff members are required to demonstrate the below behaviours in their work:

- Identify and deliver high levels of service and strive to improve quality at all times
- Recognise the diversity of internal and external stakeholders' needs and adapt ways of working to ensure high value for customers
- Produce quality service that meets or exceeds Eurojust standards

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Ensures that supportive coaching and development on service quality is made available to all individuals within the Unit	Establishes service quality as a clear and necessary value within the Unit	Does not emphasise service quality as a key priority for the Unit
B. Highlights examples of high quality service and develops creative ways for the Unit to recognise them	Cascades clearly the needs and expectations of a range of internal and external stakeholders and customers	Does not appraise Unit members on service quality issues
C. Establishes processes for regularly appraising service quality standards to ensure stakeholder/customer expectations are met	Deals quickly, innovatively, positively and effectively with any quality service problems within the Unit and minimises any likelihood of repetition	Does not collate or analyse hard data on the Unit's service quality
D. Identifies and strives to address limitations and issues that could have a negative effect on service quality	Ensures appropriate dialogue is maintained with customers/stakeholders at all levels and at all times	Does not regularly initiate service quality dialogue with customers/stakeholders

### Examples of sources of evidence

- Feedback from team members, peers and stakeholders:
  - individual's skills in promoting service quality and stakeholder satisfaction as a strategic priority
  - how clearly and how often are stakeholder needs and opinions cascaded throughout the organisation?
- Review of statistics, written documents and verbal feedback – has the individual:
  - encouraged/motivated the team to set quality standards and monitor quality shortcomings
  - consistently responded quickly and effectively to complaints or criticisms from stakeholders

## 9. TEAMWORK – Level 3/4

Staff members are required to demonstrate the below behaviours in their work:

- Cooperate and work collaboratively with others, act as part of a team and accomplish solutions in line with team objectives
- Work to be a good team player and positively contribute to team activities while taking full responsibility for own role and objectives
- Work cooperatively with others to accomplish Eurojust's objectives

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Takes actions to develop a collaborative culture within the team	Promotes cooperation and addresses non-collaborative behaviours	Works independently and does not encourage others in the unit to work collaboratively
B. Personally provides examples of collaborative behaviour and highlights them in others	Discourages unproductive conflict within the team	Does not address harmful competition between team members
C. Encourages team members to voice constructive opinions and ideas, creating opportunities for this to take place	Seeks input from team members and listens actively to gain feedback	Rarely consults colleagues outside immediate circle and pays little attention to views expressed by others
D. Defines and regularly promotes team goals in an innovative and inspiring manner	Defines team targets, objectives and tests for clarity of understanding among team members	Makes infrequent attempts to define or promote unit goals, for example, only during annual appraisals
E. Ensures all staff take personal responsibility for successes/failures and evaluates the causal features for future learning	Encourages the team to recognise and celebrate successes	Takes credit for the unit but blames others when things go wrong. Allows a blame culture to develop

### Examples of sources of evidence

- Feedback from team members, peers and stakeholders:
  - specific examples of how and when the individual encouraged the team to commit collectively and collaboratively
  - individual's listening skills and tendency to support collaborative attitudes and work approaches
  - individual's ability to challenge complacency when necessary





# Level 3 Leadership Competencies

## 10. LEADING & EMPOWERING – Level 3

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Provide supervision, guidance, direction, support and confidence to help people consistently perform at their best
- ▶ Motivate and develop others so they can achieve sustained high performance, even during periods of challenge or change

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Acts quickly to address individual and team performance issues.  Establishes a coaching culture within the team and regularly finds time to discuss long-term personal development priorities with all team members	Recognise performance issues and provides coaching and advice on specific tasks to develop capability and performance	Is slow to recognise or respond to performance issues.  Does not discuss performance and personal development issues on a regular or meaningful basis
B. Checks regularly with staff that they have everything they need to accomplish goals, removes organisational obstacles and gives authority to act in line with the staff member's capability and confidence	Empowers employees by giving them the authority to get things accomplished in the most efficient and timely manner	Sets unfair objectives that the team member cannot achieve or 'dumps' objectives that are outside the team member's capability or skill set
C. Flexes leadership style to best suit the individual and situation without prejudicing personal authenticity and retaining the respect of all concerned	Manages a multi-cultural work force with sensitivity and adapts leadership style to a variety of work situations	Lacks understanding of cultural differences and preferences and offers a 'one size fits all' approach to all leadership challenges and situations
D. Acts as a reference point for ethical leadership across the whole organisation through consistently exhibiting high standards of ethics in all leadership situations	Behaves in an honest, fair, and ethical manner at all times, showing consistency in words and actions	Is unfair and inconsistent in approach and attitude to leadership and lacks transparency when dealing with difficult messages or when trying to resolve problems

### Examples of sources of evidence

- ▶ Feedback from surveys, team members, peers and stakeholders on:
  - specific examples of how and when the individual guides and empowers team members
  - the individual's abilities to be empathetic and respectful and help team increase productivity
- ▶ the individual's abilities to act as role leader in the organisation

## 11. RISK TAKING & DECISION MAKING – Level 3

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Generate and evaluate alternatives before making a decision or taking action, consider the risks associated with each option and select the option that has the best balance of risk and reward
- ▶ Encourage input from others where appropriate and stand by decisions unless information or circumstances make it necessary to revisit those decisions
- ▶ Evaluate the effectiveness of decisions after they have been made

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Engages people in identifying risks without causing panic and encourages a calm and rational response from the team that engenders creative and realistic options for addressing the main challenges	Involves people appropriately in decisions that may affect them and shares with them the risks and potential consequences	Presents risks and threats incoherently and causes confusion, nervousness or a lack of confidence in the decision-making process. Does not support others in their presentation of risk-based situations and critical decisions
B. Implements decisions in line with original intention and does not get swayed by unexpected events or negative reaction.  Continues to show conviction in the decision-making process and encourages confidence in others about the course of action	Sticks to a decision even when faced with resistance or opposition (e.g., stays confident in the decision, does not give in or waiver)	Exhibits a lack of faith in decisions taken and is quick to change mind or course in the face of criticism or negativity
C. Promotes well-thought through decisions that have people's buy-in and which they believe are the best options. When things change or do not go well, confidently presents a 'Plan B' and implements quickly and assertively	Makes decisions, sets priorities, and chooses goals based on risks and rewards responding with back-up plans if a decision goes amiss	Procrastinates over key decisions or selects inappropriate goals which do not accommodate the reality of the risk inherent in the situation. Has no back-up plan

### Examples of sources of evidence

- ▶ Feedback from surveys, team members, peers and stakeholders on:
  - specific examples of how and when the individual takes decision and assesses risks
  - the individual's ability to assess risks and take decisions in line with organisational challenges and goals

## 12. VISION & STRATEGIC THINKING – Level 3

Staff members are required to demonstrate the below behaviours in their work:

- › Promote and take action to reinforce alignment of individuals and groups with the organisation's vision, mission and values
- › Communicate the big picture at appropriate and regular opportunities
- › Express and explains vision to others and influence others to translate vision into action
- › Come up with alternative viable strategies or business models that deliver stakeholder value

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Builds team members and subordinates into the process of clarifying business unit plans for supporting Eurojust strategy	Determines and defines how best the business unit contributes to the organisational vision, mission and goals by developing a meaningful strategic plan	Does not explain how the business unit supports Eurojust's strategy.  Does not develop or communicate a realistic plan
B. Gives consistent and repeated visibility to business plans to ensure people remain clear and focused on their contents and committed to their achievement	Translates strategy into readily understandable business plans, objectives and tactics	Develops business plans that are unrealistic, confusing or incoherent and which do not have buy-in from colleagues
C. Builds team members and subordinates into the process of measuring and reviewing business unit performance against agreed plans and seeks constructive feedback on reasons for success or failure	Regularly reviews the strategic plan for a team or business unit and puts it in context for the people of that Unit through seeking their views and inputs	Does not regularly measure or review business unit performance and/or misses opportunities to engage team members and subordinates in the process. Ignores or discourages constructive feedback on reasons for success or failure
D. Encourages colleagues and team members to appreciate those external factors affecting Eurojust and takes time to update people on new information and potential implications	Identifies and provides updates on developments in Eurojust's external context and helps others appreciate the potential effect on the organisation's strategic position	Does not focus on those external factors affecting Eurojust and misses opportunities to communicate or update people on new information and potential implications
E. Delivers regular and positive messages about the importance of Eurojust's work and vision and how it affects the modern world	Delivers a compelling definition of the long-term purpose of Eurojust and the environment in which it operates	Does not take opportunities to emphasise Eurojust's strategic ambitions or mission to colleagues or does so in a manner that is not persuasive or engaging

### Examples of sources of evidence

- › Feedback from surveys, team members, peers and stakeholders on:
  - specific examples of how and when the individual takes decision and assesses risks
  - the individual's ability to assess risks and take decisions in line with organisational challenges and goals





Level 4

Leadership Competencies



## 10. LEADING & EMPOWERING – Level 4

Staff members are required to demonstrate the below behaviours in their work:

- › Provide supervision, guidance, direction, support and confidence to help people consistently perform at their best
- › Motivate and develop others so they can achieve sustained high performance, even during periods of challenge or change

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Places a strong emphasis on people leadership as a critical factor for success in Eurojust. Sets expectations of subordinate leaders and assesses their people-management performance	Ensures that subordinate leaders emphasise the importance of work planning procedures and deadlines and that they set an example to others in terms of adherence to agreed processes	Does not stress the importance of people leadership to others and misses opportunities to promote role models or to set a good example
B. Highlights Eurojust's future leadership and human resource needs and encourages those with capability to develop skills and talent effectively and quickly	Develops and engages leadership capability and human resources in line with organisational goals, budget considerations, and output needs	Under estimates the importance of growing future leaders and of developing human resources generally.  Does not encourage others to develop people management and leadership capabilities
C. Promotes awareness of the ethical framework within the European Institutions and encourages team members to discuss ethical dilemmas  Provides team members and colleagues with a clear ethical standard against which they can reference their own behaviour	Behaves in an honest, fair, and ethical manner at all times, shows consistency in words and actions and sets an example of high ethical standards and integrity based decision making	Leads inconsistently or in an unprincipled manner and does not promote a culture of high ethical standards and integrity based decision making
D. Regularly addresses climate factors/issues with a variety of creative initiatives that involve the team members and for which they take responsibility and enjoy the success	Develops clear plans and strategies for building a positive organisational climate and measures that climate on a regular basis  Takes action to develop or modify climate factors to suit Eurojust's needs	Refuses to accept leadership responsibility for the atmosphere in a business unit or across an organisation  Does not assess or respect organisational climate and does not set plans for positively addressing factors that create negative climate

## Examples of sources of evidence

- › Feedback from surveys, team members, peers and stakeholders on:
  - specific examples of how and when the individual guides and empowers team members
  - the individual's abilities to be empathetic and respectful and help team increase productivity
- › the individual's abilities to act as role leader in the organisation

## 11. RISK TAKING & DECISION MAKING – Level 4

Staff members are required to demonstrate the below behaviours in their work:

- › Generate and evaluate alternatives before making a decision or taking action, consider the risks associated with each option and select the option that has the best balance of risk and reward
- › Encourage input from others where appropriate and stand by decisions unless information or circumstances make it necessary to revisit those decisions.
- › Evaluate the effectiveness of decisions after they have been made

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Makes strategic and operational plans central to all critical decision making and explains to others the importance of these decisions in a way that brings commitment and understanding	Analyses and articulates the operational goals and strategic plans of Eurojust and uses this to guide decision making.  Thinks several steps ahead to anticipate risks and likely outcomes and decide on the best course of action	Does not explain the need for, or content of, strategic and operational plans in way that people understand or feel committed towards.  Gets caught out by unexpected events through not thinking ahead
B. Involves team members and stakeholders in decision-making process, even when contrasting views and needs exist.  When tensions are high, delivers sound decisions confidently and professionally	Encourages lively debate and diverse opinions to generate a range of options.  Makes sound decisions when faced with differing stakeholder perspectives or ambiguous information, based on Eurojust's organisational needs, values and objectives	Does not seek to involve others in the decision-making process and does not welcome advice or guidance from stakeholders or team members.  Cannot effectively manage contrasting stakeholder requirements
C. Consistently challenges current thinking and action in a constructive and creative manner.  Presents new options and opportunities in a practical and positive way	Uncovers potential opportunities for Eurojust by challenging conventional thinking and assumptions	Accepts the status quo in terms of everything the organisation does and focuses on.  Provides no alternatives to the way things are approached or dealt with

### Examples of sources of evidence

- › Feedback from surveys, team members, peers and stakeholders on:
  - specific examples of how and when the individual takes decision and assesses risks
  - the individual's ability to assess risks and take decisions in line with organisational challenges and goals
  - the individual's ability to bring commitment and understanding to organisational decisions

## 12. VISION & STRATEGIC THINKING – Level 4

Staff members are required to demonstrate the below behaviours in their work:

- ▶ Promote and take action to reinforce alignment of individuals and groups with the organisation's vision, mission and values
- ▶ Communicate the big picture at appropriate and regular opportunities
- ▶ Express and explains vision to others and influence others to translate vision into action.
- ▶ Come up with alternative viable strategies or business models that deliver stakeholder value

Role model behaviour	Effective behaviour	Ineffective behaviour
A. Leads review activities or projects at senior management level and regularly reviews the strategic focus for business units within area of control	Constructively contributes towards and reviews Eurojust's strategic plan and seeks coherence with the strategic direction of all business units within area of control.  Communicates and emphasises that coherence at every opportunity	Plays a passive role in discussions/debates regarding Eurojust strategy and does not review the strategic focus of business units within area of control on a regular basis
B. Recognises changing business conditions quickly and brings them to the attention of senior colleagues.  Offers creative and flexible options for addressing new business challenges or opportunities	Positively contributes to the modification of Eurojust's vision and mission based on changing business conditions	Is slow to identify changing business conditions and reacts slowly or misses the chance to bring them to the attention of senior colleagues.  Offers limited or unworkable options for addressing new business challenges or opportunities
C. Takes every opportunity to let team members 'think outside the box' and to step back from day-to-day operational pressures on a balanced basis	Uses knowledge of Eurojust context and political trends to encourage and convince others to develop and champion long-term strategies.  Encourages strategic thinking in colleagues and team members	Does not share knowledge of Eurojust context and shows no inclination to encourage strategic thinking in others

### Examples of sources of evidence

- ▶ Feedback from team members, peers and stakeholders on:
  - specific examples of how and when the individual ensures that the vision is communicated and maintained
  - the individual's ability to translate vision into actions and vice versa
  - the individual's ability to develop strategies that bring business value and fit the changing business environment and challenges



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