

## MAJÍ UČITELÉ POTŘEBNÉ KOMPETENCE?<sup>1</sup>

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**Abstrakt:** Cílem tohoto článku v žádném případě není znevažování kompetencí českých učitelů, jak by se někteří čtenáři mohli na základě nadpisu mylně domnívat, ale prezentace výsledků expertního šetření mezi 30 zkušenými vzdělavateli zaměřeného na popis požadavků, které vyplývají z podstaty a obsahu povolání učitele. Generický kompetenční model českých učitelů, prezentovaný v tomto článku, popisuje kompetence a jejich úroveň nezbytné pro vysoce kvalitní pracovní výkon. Tento nástroj řízení lidských zdrojů umožňuje srovnání jedince s definovaným kompetenčním modelem a následné ohodnocení jeho současného potenciálu k pracovnímu výkonu v oblasti vzdělávání. V praxi se tam může používat zejména při najímání nových učitelů nebo identifikaci vzdělávacích potřeb učitelů zaměstnaných.

**Klíčová slova:** kompetenční model, kompetence, učitel

## ARE TEACHERS COMPETENT TO TEACH?

**Abstract:** The aim of this paper is not to disparage the competence of Czech teachers, as some readers might assume from the basis of the title, but to present the results of an expert survey of 30 highly qualified educators who shared their opinions on requirements based on the nature and content of their occupation. The generic competency model of Czech teachers presented in the paper describes the competencies and the levels of competencies that are required for high-quality work performance from teachers. This tool of human resource management enables a comparison of an individual with the competency model and a subsequent assessment of his/her current potential for high-quality work performance in this field. It can be used mainly for the hiring of new teachers or identifying further educational needs of already hired ones.

**Key words:** competency model, competencies, teacher

Human capital, accumulated through education, on-the-job training, information acquisition, investments in health, personal virtues etc. (Becker,

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1993; Schultz, 1961), represents human potential. The potential predetermines an individual for concrete group of economic activities. This predetermination is given by match of the human capital of an individual with requirements flowing from the nature and content of different activities. Only the individual who meets these specific requirements is able to act adequately (Belz, Siegrist, 2001) and is competent to perform the work or task at least on satisfactory level. The competency, regardless the competency to perform work or task is discussed, grows from individual's characteristics, attitudes, knowledge and skills (e.g. Kessler, 2006; Kessler, Strasbourg, 2005; Cripe, Mansfield, 2002; The European, 2008). It should be emphasized that all individuals dispose of a whole range of competencies across various fields of human activities.

### Box 1: Definition of competencies

Competencies are defined as a set of individual characteristics, attitudes, knowledge and skills leading to superior performance of work or task (e.g. Kessler, 2006; Kessler, Strasbourg, 2005; Cripe, Mansfield, 2002; The European, 2008).

For clear understanding of competencies the definitions of their components are stated below:

Characteristic, according to general understanding of this term, is a typical or noticeable quality of individual (Cambridge Dictionaries Online).

Attitude is a stable, long-lasting, learned predisposition to respond to certain things in a certain way; they are formed on the basis of beliefs (cognitive aspect), feelings (affective aspect) and intentions (conative aspect) (Statt, 1998, p. 10).

Knowledge is the set of information peculiar to an individual, group of individuals or culture (Reber, Reber, 2001, p. 380), which can be acquired by learning or experience. The knowledge can be divided into declarative knowledge (knowing facts), procedural knowledge (knowing how to do something) and knowledge of concrete persons, things and places, which are derived from sensation (Matsumoto, 2009, p. 274).

Skill is the ability to perform complex and well-managed models of behaviour, which lead to the reaching of certain purpose or aim (Reber, Reber, 2001, p. 683). Skills can be both cognitive, involving the use of logical, intuitive and creative thinking, and practical, involving manual dexterity and the use of methods, materials, tools and instruments (The European, 2008, p. 13).

Information on demand for individual competencies applicable across whole labour market or inside specific segments of labour market at present (e.g. Gottvald et al., 2008; Gavenda, 2006; Havlena, 2004; Karásek et al., 2004) and in the future (Balcar, 2011; Předvídání, 2009; Future, 2010a; Future, 2010b) can be found in rich empirical literature, whereas complex description of competencies required for work performance in various occupations can be found mainly in on-line HR systems (e.g. Integrated System of Type Positions; O\*Net).

The question is what competencies, i.e. characteristics, attitudes, knowledge and skills are necessary for high-quality job performance in the case of teachers. This question can be at least partly answered by Integrated System of Type Positions, on-line describing hard competencies for different types of teachers defined on the basis of their work tasks, and Spencer and Spencer (1993) describing soft competencies necessary for “helping and human service workers”, where teachers are incorporated. The competency model for “helping and human service workers”, which is described in appendix in details, can be briefly summarized by the following quotation: *“Although none of the personal effectiveness competencies (Self-Control, Self-Confidence, Flexibility, Organizational Commitment, and assorted unique personal maturity competencies such as Accurate Self-Assessment, and Occupational Preference) by itself was most important, the Personal Effectiveness cluster contains about a quarter of the behavioral indicators for human services professionals overall. In contrast, in other generic models, the Personal Effectiveness cluster represents around an eighth or less of the model and is one of the smallest cluster, rather than the largest cluster. This emphasis makes some sense in that these people are using themselves, their responses, attitudes, beliefs as an integral tool in their work. The importance of the managerial competencies of Developing Others, Teamwork and Directiveness was intriguing, since none of the jobs included in this sample involved formal managerial responsibilities (studies of nurse supervisors were excluded, for instance). In a sense, teachers, nurses, and counselors do “manage” their students or patients. No managerial indicators were found in the physician’s model. The Achievement and Action cluster is observed less frequently for human service professionals than for many other types of work.”* (Spencer, Spencer, 1993, pp. 185–186)

These sources offer only raw and methodologically inconsistent description of competencies necessary for work performance of teachers. This fact led to the creation of a new competency model of teachers in the Czech Republic, which was originally created for teachers working with the most demeaning target groups, i.e. with unemployed people, early school leavers or other people disadvantaged on the labour market or in the society,

and so it can be assumed to be relevant for teachers generally. Since the competency model, based on methodology used in practice by recruitment agency Specialist Service, was designed as generic one, it can be adjusted according to needs of any educational facility and implemented into its HR processes (especially hiring and identifying of educational needs). The detailed description of this competency model is an aim of this paper.

## Methodology

The paper provides detailed description of competency model of Czech teachers. Although the competency models was tailored for teachers working with highly demanding target groups, i.e. with unemployed people, early school leavers or other people disadvantaged on the labour market or in the society, it can be assumed that it is relevant also for other teachers as well, mainly in secondary, post-secondary and tertiary education. The relevancy of the model for all teachers can be explained by the fact that unemployed people, early school leavers and other people disadvantaged on the labour market or in the society belong often among unsuccessful “clients” of educational system, where competent teachers represent the first and the most effective barrier of their failure. (The stated shows relevancy of the model partly also for teachers working in primary education, where attitudes toward education are created.) In conformity with stated the term “competency model of teachers” is used for the rest of the paper.

The Czech competency model of teachers was created on the basis of the expert survey, i.e. on opinions of 30 skilled educators from both private and public sectors working with stated target groups more than 5 years. The methodology for competency model designing used by recruitment agency Specialist Service, s. r. o.<sup>2</sup>, which flows from both theoretical foundation of competency models further developed by many projects in this area (e.g. Competencies for Labour Market<sup>3</sup>, Creation of a common competency model of employment services in the Czech Republic<sup>4</sup>) and long-term practical experience of the recruitment agency from the Czech labour market, was applied for this purpose, although it was modified for the form of questionnaire survey.

The competency model provides information on minimal level of competencies required for high-quality work performance of three categories of teachers:

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<sup>2</sup>See <http://www.specialist.cz/en>.

<sup>3</sup>See <http://www.mamenato.cz>.

<sup>4</sup>See <http://www.isvav.cz/projectDetail.do?rowId=HR183\%2F09>.

Table 1  
*Required levels of competencies*

Scale	Name of level	Description
Level 0	Ignorance	no knowledge and no skills
Level 1	Insufficient level	missing many basic knowledge and skills needed for performance
Level 2	Minimal (basic) level	basic knowledge and skills are disposable, but there is a lot of areas for improvement and development
Level 3	Sufficient (standard) level	standard performance, there are still areas for improvement, development of strengths and minimizing of weaknesses
Level 4	Optimal (above standard) level	superior performance, good knowledge and developed skills, there are only "small" areas for some improvement
Level 5	Excelency	Excellent level of competency without any demand for further development

Source: Specialist Service, s. r. o.

- new teacher, i.e. teacher who has just started this job;
- average teacher, i.e. teacher with work experience longer than 3 years;
- skilled teacher, i.e. very experienced and skilled teacher.

Experts had to evaluate minimal requirements on level of 25 competencies, in the concrete 8 hard ones and 17 soft ones, for each category of teachers. The 6 degrees scale used for the evaluation of predefined competencies is specified in the Table 1.

Experts, who were acquainted with the description (content) of each competency, evaluated their minimal levels in accordance with above stated 6 degrees scale. The identified levels of individual competencies were additionally enriched with their description, i.e. specification of sub-competencies corresponding to a given level of discussed competency. Consequently, the competency model of teachers provides the information on required levels of individual competencies and describes what teachers should be able to manage. In the case of hard competencies, specification of requirements on identified levels was based on responses of experts in the questionnaire survey. Requirements on different levels of soft competencies were specified on the basis of experience of recruitment agency Specialist Service, s. r. o. and outputs of above mentioned projects. As a result the description of

soft competencies' levels corresponds to steady understanding of these levels among HR managers.

The description of competencies (or more precisely knowledge and skills) required for high-quality work performance of teachers is followed by the characterization of personality, which the experts perceive as favourable in the case of teachers. Since the opinion of "the other side", i.e. clients of educational system, is at least as important as the opinion of experts, interviews with 5 respondents, who finished only compulsory school attendance and so represent the most problematic group in the Czech school system, were held. The aim of these interviews was to obtain the description of "ideal teacher", i.e. personality of teacher perceived as favourable by the less successful clients of educational system. Selection of respondents for the interviews was led by the intention to create heterogeneous group containing representatives of all important groups at the labour market, i.e. representatives of both genders, employed and unemployed persons, ethnic minority and different age.<sup>5</sup>

## Czech competency model of teachers

The Czech competency model of teachers, as was stated above, describes competencies required for their high-quality work performance. This tool of human resource management enables a comparison of an individual with the competency model, i.e. profile of high-quality teacher, and assessing his/her current potential for the quality work performance in this field. The comparison can serve for hiring new teachers or identifying further educational needs of already hired ones.

Although the competency model represents complex entity, it will be (for the purpose of its description) artificially divided into competencies associated with a range of technical, job-specific abilities, i.e. hard ones, and not job-specific competencies related to individual ability to operate effectively in the workplace either alone or with others, i.e. soft ones (Garg, Lather, Vikas, 2008).

The description of full competency model of teachers consists of detailed specification of requirements on 8 hard competencies (see Table 2) and 17 soft competencies (see Table 3) for 3 different categories of teachers. Since a reader could be clogged with that amount of information, a visualization of competency model was created, although it contains only hard competencies (except level of educational attainment according to ISCED classification)

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<sup>5</sup>The structure of the interviewed respondents was as follow: male, 30 years, Czech, employed; male, 17 years, Romani, unemployed; female, 50 years, Czech, unemployed; female, 18 years, Czech, unemployed; female, 17 years, Czech, unemployed.

and 10 the most important soft competencies as they were identified by experts<sup>6</sup>.

The visualization of the competency model of teachers, in the Figure 1, shows differences in required minimal levels of various hard competencies and soft competencies among new teachers, average teachers and skilled teachers as well as a development of individual competencies during a teacher's career. Unfortunately, the figure provides only information on the levels of individual competencies, but it does not provide description of these levels. For the detailed specification of levels see Tables 3 and 4, which represent full competency model of teachers. It should be also pointed out that the scale used in the Figure 1 differs for foreign language competency and other competencies. For definition of both scales see note under the figure.

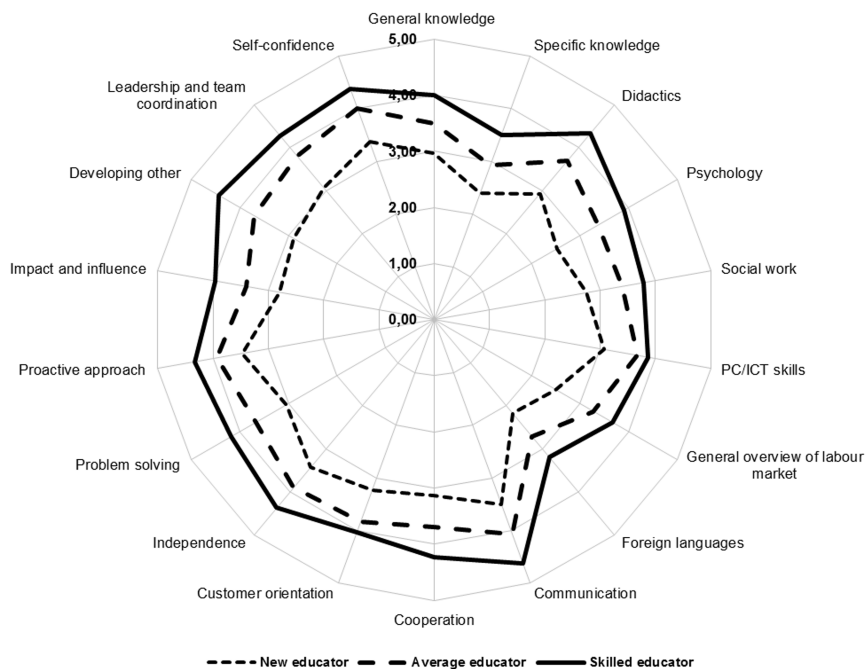
A requirement on minimal educational attainment level, stated by experts the most often, differs according to the category of teachers. Secondary education represents the minimal requirement for new teachers, post-secondary education for average teachers and tertiary education for skilled teachers; it corresponds with requirements on general knowledge and specific knowledge stated in Table 2. Growing demand on formal education, as well as on other competencies, shows necessity of continuing personal development of teachers during their work life. Regarding other hard competencies, the above standard level of didactics and PC/ICT skills and the standard level of social work, psychology and knowledge of local/national labour market are required in average<sup>7</sup>. Since requirements on didactics and PC/ICT skills were identified as the highest, it can be stated that more than 3/4 of experts consider competencies in preparation of lessons, interaction between student and educator and classic methods of education as crucial ones in the case of didactics and competencies in using MS Word, e-mail and internet, presentation technique, MS PowerPoint and MS Excel as crucial ones in the case of PC/ICT skills. The knowledge and practical use of foreign language should reach B2 level of Common European Framework of Reference for Languages, i.e. teachers should be "independent speakers". For more detailed information on hard competencies of teachers see Table 2.

Requirements on minimal level of soft competencies were significantly more demanding in comparison with hard competencies. In the average,

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<sup>6</sup>Experts identified 10 the most important soft competencies for work performance of teachers. They are the following (sorted in descending order): Communication, Developing other, Leadership and team coordination, Customer orientation, Impact and Influence, Proactive approach, Cooperation, Self-confidence, Independence, Problem solving.

<sup>7</sup>Average level of requirements on hard competencies, counted as a mean of levels for new teachers, average teachers and skilled teachers, were following: Didactics (3.65), PC/ICT skills (3.54), Social work (3.32), Psychology (3.27), General overview of labour market (3.15).



*Note 1:* The scale used for competency levels is following: Level 0 – Ignorance, no knowledge and no skills, Level 1 – Insufficient level, missing many basic knowledge and skills needed for performance, Level 2 – Minimal (basic) level, basic knowledge and skills are disposable, but there is a lot of areas for improvement and development, Level 3 – Sufficient (standard) level, standard performance, but there are still areas for improvement, development of strengths and minimizing of weaknesses, Level 4 – Optimal (above standard) level, superior performance, good knowledge and developed skills, there are still “small” areas for some improvement, Level 5 – Excellent level of competency, without any demand for further development.

The scale used for foreign languages levels is based on Common European Framework of Reference for Languages (CEFR): Level 0 – A1 of CEFR, Level 1 – A2 of CEFR, Level 2 – B1 of CEFR, Level 3 – B2 of CEFR, Level 4 – C1 of CEFR, Level 5 – C2 of CEFR.

*Note 2:* Soft competencies contained in the figure were identified as the most important by experts. It should be noted that it does not mean that requirements on their levels are the highest in comparison with other competencies. For information on competencies with highest identified requirements see text below or Table 4.

Source: Balcar et al. (2010, modified by author)

Figure 1. Competency model of Czech teachers (short version)



nearly all soft competencies (in the concrete 15 from 17 ones) are required at the above standard level and only 2 of them at the standard level<sup>8</sup>. In the case of communication, lifelong learning, finding and managing information and efficiency there is a demand on level of their handling particularly high, because the above standard level is required even from new teachers. Information on required level of each soft competency, including its detailed description, can be found in table 3.

As was stated above, the competency model can be used not only for hiring new employees, but also for identifying educational needs of already hired employees by comparing the model with current level of individual's hard and soft competencies. Individual's level of soft competencies can be evaluated e.g. by "the complete test of competencies" at web site <http://kompetence.rza.cz/www/index.php?id=11> (or by tests focused on individual competencies at this web site), which use the same description of levels as the competency model of teachers. This test enables to evaluate current level of first 13 soft competencies stated in Table 3, i.e. competencies for communication, cooperation, entrepreneurship, flexibility, customer orientation, efficiency, independence, problem solving, planning and organising one's work, lifelong learning, proactive approach, finding and managing information, stress resiliency.

## Personality of teachers

The experts were asked to describe the personality and work of an ideal (optimal) teacher working with unemployed people, early school leavers and other people disadvantaged on the labour market or in the society; an open question was used for this purpose. The following description based on the summarization of their opinions is relevant also for teachers working in secondary, post-secondary and tertiary education as was argued above.

A teacher should know a target group he/she works with very well, i.e. its problems, background, culture, challenges the students face etc. This knowledge enables him/her to communicate with students and solve problems, including managing behaviour of "rebels", effectively. The good knowledge of the labour market and all possibilities which it offers is also

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<sup>8</sup>Average level of requirements on soft competencies, counted as a mean of levels for new teachers, average teachers and skilled teachers, were following: Communication (4.07), Lifelong learning (4.01), Finding and managing information (3.99), Efficiency (3.93), Self-confidence (3.91), Proactive approach (3.91), Independence (3.90), Planning and organising one's work (3.83), Flexibility (3.79), Stress resiliency (3.76), Leadership and team coordination (3.71), Customer orientation (3.70), Cooperation (3.69), Developing other (3.68), Problem solving (3.62), Entrepreneurship (3.42), Impact and influence (3.39).

Table 2

*Competency model of teacher – hard competencies*

Hard competencies	Category of teacher	Level of competency (exact value)	Detail description of competency
<b>Minimal level of educational attainment (modus)</b>	New teacher	Secondary education (16/27 respondents)	Not relevant
	Average teacher	Post-secondary educ. (13/27 respondents)	
	Skilled teacher	Tertiary education (15/27 respondents)	
<b>General knowledge</b> Knowledge usable in nearly all fields of human activity (mother tongue, mathematic, foreign language, physics, geography etc.)	New teacher	Level 3 (2.97)	Not relevant
	Average teacher	Level 4 (3.50)	
	Skilled teacher	Level 4 (4.00)	
<b>Specific knowledge</b> Knowledge usable only in certain fields of human activity (mechanical technology, cooking technology, engineering etc.)	New teacher	Level 2 (2.40)	Not relevant
	Average teacher	Level 3 (2.93)	
	Skilled teacher	Level 4 (3.50)	
<b>Didactics</b> How to teach students and adults, how to use various visual aids, teaching materials, teaching devices, teaching styles and techniques etc.	New teacher	Level 3 (2.93)	Preparation of lessons, i.e. content, organization etc. (90.0%), Interaction between student and educator (83.3%), Classic methods of education (80.0%), Educational materials and aids (73.3%), Alternative methods of education (70.0%), Special didactics and special pedagogy (33.3%)
	Average teacher	Level 4 (3.70)	
	Skilled teacher	Level 4 (4.33)	
<b>Psychology</b> Behaviour, personalities, learning disorders, ADHD/ADD syndromes, theory of social interaction etc.	New teacher	Level 3 (2.53)	Theoretical approaches to motivation (76.7%), Personality psychology (76.7%), Social psychology (76.7%), Psychohygiene, i.e. burn-out effect, depressions, stress etc. (63.3%), Learning disorders and ADHD/ADD syndromes (36.7%), General psychology (23.3%), Developmental psychology (23.3%), Knowledge of autogenous training and other relaxation activities (13.3%)
	Average teacher	Level 3 (3.37)	
	Skilled teacher	Level 4 (3.90)	
<b>Social work</b> Methods of work with risk groups as drug-users or homeless people, assistance for handicapped people, social deviations etc.	New teacher	Level 3 (2.76)	Methods of work with risk groups (80.0%), Social deviations and social pathology (60.0%), National minority and problems of coexistence with majority (60.0%), Social policy (40.0%)
	Average teacher	Level 3 (3.41)	
	Skilled teacher	Level 4 (3.79)	

Table 2 (cont.)

*Competency model of teacher – hard competencies*

<b>Hard competencies</b>	<b>Category of teacher</b>	<b>Level of competency (exact value)</b>	<b>Detail description of competency</b>
<b>PC/ICT skills</b> MS OFFICE, Internet, Outlook, Skype, ICQ, preparation of teaching materials, e-learning etc.	New teacher	Level 3 (3.07)	Word processor, e.g. Word (100.0%), E-mail and internet (90.0%), Presentation technique, e.g. data projector, PowerPoint (83.3%), Spreadsheet processor, e.g. Excel (76.7%),
	Average teacher	Level 4 (3.67)	Communication software, e.g. Skype, ICQ, etc. (36.7%), Basic knowledge of e-learning platform (23.3%), Audio and video processing (16.7%), Graphic software, e.g. Photoshop (13.3%)
	Skilled teacher	Level 4 (3.87)	
<b>General overview of local/national labour market</b> Knowledge in salaries, Labour Code, employers' requirements, labour opportunities and threats etc.	New teacher	Level 3 (2.50)	Job hunting techniques (80.0%), Labour Code (70.0%), Knowledge of regional labour market, e.g. demanded professions, skills, wage levels etc. (66.7%), Techniques of career counselling (46.7%)
	Average teacher	Level 3 (3.27)	
	Skilled teacher	Level 4 (3.67)	
<b>Foreign languages</b> Knowledge and practical use of English	New teacher	B1 (2.17)	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
	Average teacher	B2 (2.71)	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	Skilled teacher	B2 (3.20)	

*Note 1:* Grey numbers in the column "Level of competency" represents average value of expert responses on the required level of individual competencies necessary for high-quality work performance of teachers. The black text represents the result, i.e. matching of the average value (after rounding) with the concrete level according to above defined scale.

*Note 2:* Percentage values stated in the column "Detail description of competency" represents the share of experts, who agree that the concrete competency (e.g. Preparation of lessons) is necessary for teachers.

*Note 3:* Conclusions concerning requirements on minimal level of educational attainment are not built on the mean of experts' responses, but on the modus, i.e. the most frequent answer.

Table 2 (cont.)

*Competency model of teacher – hard competencies*

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*Note 4:* The scale used for competency levels is following: Level 0 – Ignorance, no knowledge and no skills, Level 1 – Insufficient level, missing many basic knowledge and skills needed for performance, Level 2 – Minimal (basic) level, basic knowledge and skills are disposable, but there is a lot of areas for improvement and development, Level 3 – Sufficient (standard) level, standard performance, but there are still areas for improvement, development of strengths and minimizing of weaknesses, Level 4 – Optimal (above standard) level, superior performance, good knowledge and developed skills, there are still “small” areas for some improvement, Level 5 – Excellent level of competency, without any demand for further development.

*Note 5:* The scale used for foreign languages levels is based on Common European Framework of Reference for Languages (CEFR): Level 0 – A1 of CEFR, Level 1 – A2 of CEFR, Level 2 – B1 of CEFR, Level 3 – B2 of CEFR, Level 4 – C1 of CEFR, Level 5 – C2 of CEFR.

*Note 6:* The number of respondents was 30. The only exception is “Minimal level of educational attainment”, where the number of respondents was 27.

*Source:* Balcar et al. (2010), Specialist Service, s. r. o., modified by author

very helpful, because the main aim of teacher’s work is to prepare students for performance of concrete profession. A teacher should be able to recognize educational needs of his/her students with regard to the situation on the labour market and set the education according to these needs and abilities of students. His/her primary tasks consist in facilitating and animating of personal development through learning and motivating students to the highest possible performance; it should be fulfilled via advices, vocational guidance and exciting learning environment. All described activities lead to the direct acquisition of knowledge, skills and attitudes by students.

Except both perfect general and vocational knowledge and rich professional and life experience a teacher have to manage many soft competencies, which are helpful during fulfilling his/her tasks described above. Probably the most important is a positive relation to other people. Heterogeneous and sometimes “problematic” students require really high level of empathy, tolerance and patience, which significantly help to understand or even predict changes in students’ moods and reactions to the education and also help to stay calm when some unpleasant and stressing situation appears. The stated also indicates the usefulness of stress resilience in the case of teachers.

A teacher needs to manage communication skills perfectly for solving critical situations as well as everyday cooperation with students, because these skills guarantee effective mutual communication between teacher and students. The effective communication, sometimes straighten by personal charisma or authority, is closely connected with motivation of students to overcome their worries and develop their personalities. This process has to be supported by teacher’s optimism and believe in students’ success. A teacher has to be also flexible, open-minded and creative, which enable him/her to adapt to different situations occurring during interactions with students,

Table 3

*Competency model of teacher – soft competencies*

<b>Soft competencies</b>	<b>Category of teacher</b>	<b>Level of competency (exact value)</b>	<b>Detail description of competency</b>
<b>Communication</b> Ability to express oneself clearly and comprehensibly to others, to communicate with different kinds of people, to accept other people's arguments and working with them, to understand what others are communicating both verbally and non-verbally, to listen, to adjust one's presentation to the recipient, to choose appropriate vocabulary and language, to reign in one's own unconstructive behaviour and its signs (desisting from personal attacks and/or attempts at manipulation).	New teacher	Level 4 (3.50)	He listens to others; capable of opening the communication; can create constructive conflict; provides an environment conducive to communication by all participants; welcomes and works with other people's opinions; capable of presenting to a group; requests feedback
	Average teacher	Level 4 (4.07)	He practices active listening; uses conversation to teach people how to learn from it; capable of addressing big audience; is able to persuade others; can elicit real opinion from other people; works off feedback; communicates with other cultures
	Skilled teacher	Level 5 (4.63)	
<b>Cooperation</b> Readiness and ability to participate actively and conscientiously in group work. It is the opposite both of unhealthy competition and the tendency to work on one's own, to keep focused on the common goal, to take on group roles and positions.	New teacher	Level 3 (3.13)	He cooperates actively, willingly takes part, shows positive attitude, shares & offers information freely, is appreciative of the work of others, gears his efforts towards the common goal
	Average teacher	Level 4 (3.70)	He actively influences the atmosphere in the group & its needs, is capable of taking responsibility for the group's results & contributes heavily to reaching the group's goals
	Skilled teacher	Level 4 (4.23)	
<b>Entrepreneurship</b> Ability to think of and create things so as to achieve beneficial results, to perceive and critically assess business opportunities, to realise ideas, to be flexible and creative.	New teacher	Level 3 (2.87)	He comes up with creative and miscellaneous work/business ideas, is aware of risks and independently solves the easier ones. He initiates changes and is active during their realisation.
	Average teacher	Level 4 (3.53)	He comes up with creative, miscellaneous, well worked-out and highly contributive work/business ideas, preventively seeks, analyses and solves risks, initiates changes and is able to persuade others to realise them.
	Skilled teacher	Level 4 (3.86)	

Table 3 (cont.)

*Competency model of teacher – soft competencies*

<b>Soft competencies</b>	<b>Category of teacher</b>	<b>Level of competency (exact value)</b>	<b>Detail description of competency</b>
<b>Flexibility</b> Effectiveness and flexibility in thinking, behaviour and everyday tasks and situations are handled both at work and in personal lives. Willingness to change one's working style and procedures according to actual needs, an openness towards new ideas and solutions, creative approach.	New teacher	Level 3 (3.23)	He can accept new ideas and is open to new methods and procedures, is capable of overcoming usual stereotypes, switches attention quickly. However, he does not do so proactively. If he thinks there is need, he can absorb new ideas and adopt new means. He can adapt to new working environment and duties.
	Average teacher	Level 4 (3.90)	He welcomes new ideas and concepts and gladly adopts new methods. He is always ready to learn, he seeks such opportunities, prefers dynamic environment and is not afraid to take an unknown path. He provides own ideas, develops those of others, and is capable to react fast in unforeseen circumstances, to improvise.
	Skilled teacher	Level 4 (4.23)	He continuously educates himself and develops as a person.
<b>Customer orientation</b> Ability and willingness to meet customers' wishes.	New teacher	Level 3 (3.27)	He is capable of identifying and meeting customers' needs, realises that he is responsible for customer satisfaction, tries to get feedback, is capable of communication with the customer beyond the formal framework, knows his product/company/customers, is loyal
	Average teacher	Level 4 (3.83)	He has empathy for customers' needs, anticipates their needs and expectations, acts and communicates as a professional, strives to satisfy the customer on long-term basis and gain his trust, can negotiate effectively,
	Skilled teacher	Level 4 (4.03)	manages to handle conflict situations, carries personal responsibility
<b>Efficiency</b> Ability to be task- and/or result-orientated, to work hard and persevere, readiness to improve and learn, to deal with tasks quickly and in a timely manner, reliability and self-control.	New teacher	Level 4 (3.63)	His performance is constant and highly reliable; he provides a personal example at work. He is geared both towards performance and result (contribution), feedback is both given and accepted positively.
	Average teacher	Level 4 (4.00)	His personal, team and/or company goals are in harmony; he promotes performance. He is capable of self-management and self-motivation incl. self-development.
	Skilled teacher	Level 4 (4.17)	

Table 3 (cont.)

*Competency model of teacher – soft competencies*

<b>Soft competencies</b>	<b>Category of teacher</b>	<b>Level of competency (exact value)</b>	<b>Detail description of competency</b>
<b>Independence</b> Ability to work systematically and independently, self-reflection, self-management (internal discipline).	New teacher	Level 3 (3.43)	On his own, he can be relied on performing all the given tasks; he asks for help only when needed. He manages himself while doing routine tasks; above that, he needs support. Sometimes he overestimates his abilities. He obtains information independently. He is capable of expressing his views even when they differ from the group's ones and may lead to a conflict.
	Average teacher	Level 4 (3.90)	He can break down a precisely defined task to specific steps. While performing a task, he manages himself, and judges and applies his abilities well. He plans and can focus. He makes decisions fast and according to circumstances. If it is necessary, he does not hesitate to seek help, and can obtain all the information and other necessary resources. He does not shy away from responsibility and accepts a certain measure of personal risk.
	Skilled teacher	Level 4 (4.37)	
<b>Problem solving</b> Ability to recognise, correctly label and classify a problem, and put it into context, to choose the correct approach and implement it.	New teacher	Level 3 (3.03)	He approaches problem solving actively and independently. He is capable of uncovering and defining the substance of more difficult problems. He is able to structure the problem, solve it systematically, and prevent it from recurring. On most occasions he is capable of combining analytical and creative thinking. If need be, he can engage in team problem solving.
	Average teacher	Level 4 (3.66)	He is capable of defining causes and effects. He is capable of combining analytical and creative thinking. He can establish whether the problem calls for individual approach, or team approach involving cooperation. He promotes motivational atmosphere for problem solving.
	Skilled teacher	Level 4 (4.17)	He can set priorities. He is capable of contributing to standard formulations that prevent recurrence of problems.

Table 3 (cont.)

*Competency model of teacher – soft competencies*

<b>Soft competencies</b>	<b>Category of teacher</b>	<b>Level of competency (exact value)</b>	<b>Detail description of competency</b>
<b>Planning and organising one's work</b> Ability to structure work (tasks, processes) and define the means and resources that need to be secured or activities those need to be performed to achieve a goal.	New teacher	Level 3 (3.20)	He plans both short- and long-term in accordance with the circumstances. He continuously performs well. He can recognise what is pressing and important, and make decisions and act accordingly. He creates alternatives to the plan and in standard situations makes choices and decisions. He plans for the necessary resources and time requirements. He assesses plan implementation, goals and activities leading to them, and reacts. He properly organises his own activity, and is capable of organising that of others.
	Average teacher	Level 4 (3.87)	He plans both short- and long-term in accordance with the plans and needs of others. He strives to improve his performance all the time. He makes decisions based on priorities, puts the important before the pressing. He creates alternatives so that they add to reaching the goal. He handles risk. He plans for the necessary resources and their efficient use over time. He assesses plan implementation, goals and activities leading to them, and acts accordingly. He properly organises his own activity, and is capable of properly organising that of others.
	Skilled teacher	Level 4 (4.43)	
<b>Lifelong learning</b> Ability and willingness to invest time and energy in one's own development, to openly accept new experience.	New teacher	Level 4 (3.70)	He defines his future educational needs; he actively learns throughout his life and is capable of practically using the acquired knowledge (may be from different fields to his own). He knows how to motivate himself to learning. He actively seeks and accepts new information, and can apply it. He may be a source of information for others. He knows his weaknesses, and can effectively compensate for them with his central strengths. He automatically analyses his successes and failures, and creates an action plan for further learning.
	Average teacher	Level 4 (3.93)	
	Skilled teacher	Level 4 (4.40)	



Table 3 (cont.)

*Competency model of teacher – soft competencies*

<b>Soft competencies</b>	<b>Category of teacher</b>	<b>Level of competency (exact value)</b>	<b>Detail description of competency</b>
<b>Proactive approach</b> Natural interest in the world around, the ability to proactively seek opportunities, participate in various activities and influence what is happening around, ability to personally engage above the expected level (own initiative).	New teacher	Level 3 (3.47)	He is interested in what is happening, seeks solutions, new activities, methods and alternatives. If sufficiently motivated, he does more than is expected. Capable of overcoming obstacles and persevering despite difficulties and/or failure. He responds to possibilities and opportunities.
	Average teacher	Level 4 (3.93)	He is proactive, very much interested in what is happening, actively seeks solutions, new activities, methods and alternatives. Is decisive and acts in situations when others are helpless. He does more than is expected of him, anticipates obstacles and takes pre-emptive measures. He seeks new possibilities and opportunities, likes to try and learn new things.
	Skilled teacher	Level 4 (4.33)	
<b>Finding and managing information</b> Ability to gather, consider and handle various data sources and information, ability to work with PC and internet.	New teacher	Level 4 (3.57)	He purposefully seeks information to verify sources, information and trends. He seeks and processes information for others too. He can see new opportunities in information. He makes use of non-traditional information sources, does enhancing credibility. He processes information as trends (charts), records and organises the acquired information in novel ways. Can make progressive use of technologies to best effect and is not afraid to apply latest technologies.
	Average teacher	Level 4 (4.00)	
	Skilled teacher	Level 4 (4.40)	
<b>Stress resiliency</b> Ability and readiness of an individual to behave well and act appropriately under stress or in non-standard working conditions.	New teacher	Level 3 (3.23)	In stressful situations he reacts calmly, his performance is adequate even when he is subject to long-term pressure. He considers failure as a part of life, and can resist it well. He is capable of freely asking for help. He knows that a certain measure of stress can help boost performance. If there are obstacles, he analyses the situation, searches for and chooses a solution; he overcomes obstacles. He accepts change and accommodates it. He is alert even when doing routine tasks requiring constant concentration. He does not lose control over his emotions even in difficult situations. Due to adequate self-confidence he can come to terms with pressure well.
	Average teacher	Level 4 (3.90)	His performance is very good even in stressful situations; he is persistent. He sees failure as a challenge to do the same thing better next time. Change comes to him as natural, and he welcomes it. Having overcome obstacles, he analyses the situation, looking for alternatives and opting for the most suitable solution. He does not give up lightly. He can do routine tasks for a long time; he is disciplined due to his strong will. He holds emotions in check but makes his feelings known openly. He knows how much he can take and trusts his abilities.
	Skilled teacher	Level 4 (4.14)	

Table 3 (cont.)

*Competency model of teacher – soft competencies*

<b>Soft competencies</b>	<b>Category of teacher</b>	<b>Level of competency (exact value)</b>	<b>Detail description of competency</b>
<b>Impact and influence</b> An intention to persuade, convince, influence or impress others, in order to get them to support the speaker's agenda, or to desire to have a specific impact or effect on others.	New teacher	Level 3 (2.80)	He understands possible impacts of his actions and words and work with them knowingly, he adjusts his presentations or discussions to needs of listeners and anticipates the impacts of his actions, presentations and performances. He uses also unusual measures and actions because of their specific effects. His presentations in mother tongue are with minimum of inadequacies in verbal and non-verbal communication, he is able to present for strange people or bigger group.
	Average teacher	Level 3 (3.40)	He plans and prepares his presentation according to public with the aim to influence and convince them. He anticipates reactions of the others and takes them into account during the preparation of presentations. He creates coalitions, third parties or counsellors for influencing others, provides or does not provide information purposefully to increase his influence. His verbal and non-verbal communication is perfect; he can hold interest of public. He is able to present also in foreign language after the preparation. Stage-fright has no effect on his ability to convince the others, he uses different forms and methods of influencing and persuading.
	Skilled teacher	Level 4 (3.97)	He reassures others after their failure or bad success. He supports development of the others by positive or mixed feedback. He also expresses positive expectations concerning future performance of the others. He can give also negative feedback, whereas he uses behavioural rather than personal descriptions. He breaks difficult tasks into smaller (and easier) ones, gives individualized suggestions for personal development or uses other strategies and methods.
<b>Developing other</b> An intention to teach or to foster the development of other people. It has also been called assuring students' growth and development, coaching others, realistic positive regard, providing support.	New teacher	Level 3 (2.90)	He identifies educational, training and development needs and creates suitable programs and materials to meet them. He is able to design appropriate and helpful tasks, formal training or even creates significantly new approaches to teaching traditional subjects to support individuals' learning and development of their skills and confidence. He supports finding answers to problems and looking for solution by people, not simply giving answers.
	Average teacher	Level 4 (3.70)	He reassures others after their failure or bad success. He supports development of the others by positive or mixed feedback. He also expresses positive expectations concerning future performance of the others. He can give also negative feedback, whereas he uses behavioural rather than personal descriptions. He breaks difficult tasks into smaller (and easier) ones, gives individualized suggestions for personal development or uses other strategies and methods.
	Skilled teacher	Level 4 (4.43)	He identifies educational, training and development needs and creates suitable programs and materials to meet them. He is able to design appropriate and helpful tasks, formal training or even creates significantly new approaches to teaching traditional subjects to support individuals' learning and development of their skills and confidence. He supports finding answers to problems and looking for solution by people, not simply giving answers.

Table 3 (cont.)

*Competency model of teacher – soft competencies*

<b>Soft competencies</b>	<b>Category of teacher</b>	<b>Level of competency (exact value)</b>	<b>Detail description of competency</b>
<b>Leadership and team coordination</b> An intension to take a role of leader of team or other group. It implies a desire to lead others. It is shown from a position of formal authority (but not always). It can also be called: taking command, being in charge, group motivation, building a sense of group purpose, ability to influence team, etc.	New teacher	Level 3 (3.07)	He wants to be responsible for team performance and results, defines common aims and leads the others. His meetings are effective; he verifies understanding of instructions and understanding of changes by others. He controls realization of tasks and aims. He uses formal authority and power in the right way. He increases team efficiency, creates team spirit and lays stress on team aims; he also protects team and reputation of whole organization. He ensures sources and information for the team and makes sure that team's needs are satisfied. He supports the others, gives them feedback for their further development and performance (effectiveness) improvement, and supports their education.
	Average teacher	Level 4 (3.80)	He takes responsibility for team performance, even in the case of failure, analyses successful and unsuccessful performance and suggests appropriate measures. He supports understanding and identifying of team members with team's strategy, mission, programme and aim, he organizes strategic meetings. He is representative, he behaves as a leader, i.e. he faces out difficulties and complicate situations, the others can rely on him, he is trustworthy and reliable leader. He engages members of the team in meetings, trains them and prepares them necessary study materials. He gives team members scope for their activities and taking responsibility for partial tasks, he delegates power. He also evaluates competencies of team members and defines options and opportunities for their further development (acquiring).
	Skilled teacher	Level 4 (4.27)	

Table 3 (cont.)

*Competency model of teacher – soft competencies*

Soft competencies	Category of teacher	Level of competency (exact value)	Detail description of competency
<b>Self-confidence</b> Person's belief in his/her own capability to accomplish a task. This includes the person's confidence in dealing with increasingly challenging circumstances, in reaching decisions or forming opinions, and in handling failures constructively.	New teacher	Level 3 (3.37)	He believes in his abilities, seems himself as an expert, prime mover, originator and catalyst; he compares himself or his abilities with others favourably. He also believes in his own judgement. He learns from his mistakes through analysis of actions and behaviour leading to failure and makes measures to improve future performance.
	Average teacher	Level 4 (4.00)	He is able to advocate his position and opinion clearly in conflicts and his actions support his verbal expression of self-confidence. He is also pleased or excited in the case of challenging tasks. He learns from his mistakes through analysis of actions and behaviour leading to failure and makes measures to improve future performance.
	Skilled teacher	Level 4 (4.37)	He is able to advocate his position and opinion clearly in conflicts and his actions support his verbal expression of self-confidence. He is also pleased or excited in the case of challenging tasks. He learns from his mistakes through analysis of actions and behaviour leading to failure and makes measures to improve future performance.

*Note 1: Grey numbers in the column "Level of competency" represents average value of expert responses on the required level of individual competencies necessary for high-quality work performance of teachers. The black text represents the result, i.e. matching of the average value (after rounding) with the concrete level according to above defined scale.*

*Note 2: The scale used for competency levels is following: Level 0 – Ignorance, no knowledge and no skills, Level 1 – Insufficient level, missing many basic knowledge and skills needed for performance, Level 2 – Minimal (basic) level, basic knowledge and skills are disposable, but there is a lot of areas for improvement and development, Level 3 – Sufficient (standard) level, standard performance, but there are still areas for improvement, development of strengths and minimizing of weaknesses, Level 4 – Optimal (above standard) level, superior performance, good knowledge and developed skills, there are still "small" areas for some improvement, Level 5 – Excellent level of competency, without any demand for further development.*

*Source: Balcar et al. (2010), Specialist Service, s. r. o., modified by authors*

adapt teaching style according to specifics of concrete students, be opened to changes and come with new ideas and solutions. The self-confidence and mainly confidence in his/her educational activities are also very important, because teacher's motivation is necessary condition for staying persistent in reaching his/her educational aims.

The above stated short description of personality and work of an ideal (optimal) teacher do not cover all their aspects, but the most important ones from the point of view of experts. Of course, it could be possible to continue in enumerating of necessary or useful skills and personal features mentioned by expert as cooperation, sense of humour, client approach, consistency, finding and managing information, assertivity, self-reflection etc., but the creation of complete list of these skills and features was not the aim of this description.

The experts' opinion should be replenished with the view of "the other side". Interviews with 5 early school leavers, i.e. individuals who finished only compulsory school attendance and so represent the most problematic group in the Czech educational system, were held for this purpose. They described an ideal (optimal) teacher on the basis of their personal experience, i.e. respondents described real teachers who they met with and were perceived as perfect ones. Although different descriptions could be expected, respondents characterized an ideal teacher very similarly.

A teacher should respect each student as a person with individual needs and abilities and so his/her approach to students should be individualized. The respect, which has to be on both sides, should be mirrored by the equal and friendly relationship between teacher and students instead of the relation of superiority and inferiority. The equal and friendly relationship is also connected with leaving the image of "omniscient God" and the acceptance of the role of person, whose main aim is to help to understand. These characteristics together with strong empathy and the ability to encourage all students in their effort, consisting of waking up interest and strengthening of self-confidence of students, represent the personality of ideal teacher, which has to be accompanied by deep knowledge of his/her field of professional interest. Only professional teachers can hold students' interest, explain subject properly and help students to understand. In that case a teacher can be also consistent and demanding.

## Conclusions

The competency model of Czech teachers, presented in this paper, describes individual competencies and their levels required for high-quality work performance of teachers. This tool of human resource management enables a comparison of an individual with the competency model, i.e. profile of high-quality teacher, and assessing his/her current potential for the quality work performance in this field. The comparison can serve for hiring new teachers or identifying further educational needs of already hired ones.

Although the competency models was tailored for teachers working with highly demanding target groups, i.e. with unemployed people, early school leavers or other people disadvantaged on the labour market or in the society, it can be assumed that it is relevant also for other teachers as well, mainly in secondary, post-secondary and tertiary education. The relevancy of the model for all teachers can be explained by the fact that unemployed people, early school leavers and other people disadvantaged on the labour market or in the society belong often among unsuccessful "clients" of educational

system, where competent teachers represent the first and the most effective barrier of their failure.

The competency model of Czech teachers was created on the basis of the expert survey, i.e. on opinions of 30 skilled educators from both private and public sectors working with stated target groups more than 5 years. They described requirements on hard and soft competencies for three categories of teachers: new ones, average ones and skilled ones.

A requirement on minimal educational attainment level, stated by experts the most often, grows with the category of teacher. Growing demand on formal education, as well as on other competencies, shows necessity of continuing personal development of teachers during their work life. Regarding other hard competencies, the above standard level of didactics and PC/ICT skills and the standard level of social work, psychology and knowledge of local/national labour market are required in average. It can be added that more than of experts consider competencies in preparation of lessons, interaction between student and educator and classic methods of education as crucial ones in the case of didactics and competencies in using MS Word, e-mail and internet, presentation technique, MS PowerPoint and MS Excel as crucial ones in the case of PC/ICT skills. The knowledge and practical use of foreign language should reach B2 level of Common European Framework of Reference for Languages, i.e. teachers should be “independent speakers”.

Requirements on minimal level of soft competencies were significantly more demanding in comparison with hard competencies. In the average, 15 soft competencies are required at the above standard level and only 2 of them at the standard level. In the case of communication, lifelong learning, finding and managing information and efficiency there is a demand on level of their handling particularly high, because the above standard level is required even from new teachers. (A reader can compare the competency model described in this paper with opinion of future teachers, i.e. students of pedagogical study programmes, on competencies necessary for their future job, which is presented in Danielová, Hlad'o, 2010.)

Experts had also an opportunity to describe personality and work of an ideal (optimal) teacher. Since the main aim of teacher's work is to prepare students for performance of concrete profession they mentioned primarily knowledge of the target group and labour market needs, which are closely connected with an identification of educational needs and abilities of students, facilitation of personal development and motivation of students. Regarding soft competencies they emphasized mainly positive relation to other people, empathy, tolerance and patience, optimism and believe in students' success and communication skills. The opinion of experts was

replenished with the view of “the other side” represented by 5 early school leavers, i.e. individuals who finished only compulsory school attendance and so represent the most problematic group in the Czech educational system. The mutual respect between teacher and students, the respect of teachers for individual needs of students and the will to help to understand were identified as the most important principles followed by ideal teachers.

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