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THE COMPETENCY MODEL OF PUBLIC DIPLOMACY IN THE SYSTEM OF UKRAINIAN PUBLIC ADMINISTRATION

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It is necessary to make clear what competence and competency mean in the discussion of the professionalization of evaluators. The concept of competence can be traced as a body of knowledge, skills, experience and attitudes / values [1, p. 9]. In contrast, competency is a more concrete concept to include particular knowledge, a single skill or ability, and attitudes. It speaks to the quality of being adequately or well qualified, physically and intellectually [2, p. 18]. Actually, the competency is a guideline developed by a Human Resource department that sets out the specific skills, knowledge and behavioral requirements that enable an employee to perform their job successfully. Competency models define what performance success should look like within the organization for each individual job. The model is applied to recruitment practices, talent management, training and performance assessment [3]. We're mentioned to the necessity of providing competence model in Ukrainian system of public administration, because the competency model provides specific behaviors that an employee must do on the job in order to be successful.

By the way, the Competency model of Public diplomacy ought to be contain in the Strategy of Public Diplomacy, but it's absent in our public system. So as the Strategy not got ready yet, we construct our Competency model of Public diplomacy: there are 3 competency group and 22 competencies as well and of course guidelines for definitions.

Competency model of Public diplomacy			
Competency group	No	Competency	Guidelines for definition
1	2	3	4
Leadership competence	1	Strategic approach / Managing vision and purpose	*Understands the consequences of decisions for the entire organization; *Pay attention to opportunities and threats, understands them and consider them; *Harmonises objectives with organisational priorities; *Considers the wider context; *Plans future opportunities and is able to use the opportunities; *Communicates a compelling and inspired vision and sense of core purpose; *Talks beyond today; *Talks about possibilities; *Makes the vision shareable by everyone; *Can inspire and motivate entire units
	2	Performance management / Getting results	*Sets clear priorities, goals and expectations; *Sets clear indicators for achieving goals; *Organises and coordinates activities, ensuring that objectives are achieved; *Provides timely, constructive, and balanced feedback | *Develops a clear strategic direction; *Priorities and sequencing of activities that create value; *Manages staff in ways that improve their ability to succeed on the job
	3	Leading employees / Building effective teams	*Provides support and inspires employees to do the best; *Recognizes the qualities of employees; *Encourages employees to take actions;*Adapts leadership style to the employees | *Creates strong morale and spirit in a team; *Fosters open dialogue; *Lets people finish and be responsible for their work; *Creates a feeling of belonging in the team
	4	Build relationships / Stakeholder management	*Build relationships and contact networks inside and outside the organization; *Maintains relationship with peers at different levels of the hierarchy; *Seeks and leverages opportunities to enhance outcomes through partnerships; *Encourages employees to participate in collaborative initiatives |*Actively listens to understand the impact of issues and perspectives of stakeholders; *Implements and communicates strategies that enhance collaboration; *Seeing stakeholder engagement as an important and an integral part of everything we do
	5	Change management / Adaptive leadership	*Effectively copes with change; *Can decide and act without having the total picture; *Can comfortably handle risk and uncertainty | *Shows courage and resilience to challenge convention; *Creates an environment that supports bold thinking, experimentation and intelligent risk taking; *Uses setbacks as a valuable source of insight and learning

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Continuation of Table 1

	6	Leading by example	*Inspire and engender trust; *Inspire employees by setting an example and conveying the vision and values of the organization; *Works alongside with team, helps build trust while expanding own skills and knowledge; *Walks the talk; *Admits mistakes
	7	Emotional intelligence	*Showing self-awareness; *Seeking feedback; *Taking accountability; *Learning and developing; *Living the values
Interpersonal competence	1	Effective communication / Impact and influence	*Expresses him/herself clearly and comprehensively both in writing and orally; *Is able to listen and adapt; *Influences others' support for ideas, proposals and solutions through ethical means; *Getting others to take action to advance work objectives
	2	Cooperation (or Partnership)	*Co-operates with others to develop ideas and turn them into action; *Gives advice, shares knowledge to others and supports them in their daily work; *Creates and improves team spirit; *Builds a trusting relationship
	3	Conflict management	*Is able to resolve conflicts: calm emotions, find out the causes of conflict, find solutions
	4	Taking initiative	*Initiates processes that create value; *Seizes more opportunities than others; *Consistently demonstrates energy, enthusiasm, and maximum effort in completing responsibilities
	5	Reliability	*Acts and works independently to achieve goals, sticks to intentions and carry out planned tasks; *Accepts personal responsibility for own actions, including errors; *Complies with established policies and procedures
	6	Receptivity	*Shows desire to develop and improve; *Is not afraid to try and make mistakes; *Is open to innovation and adoption of good practice; *Notices opportunities in time; *Is open minded and eager to learn new things; *Proactively seeks for new experiences
	7	Integrity	*Does the right thing in the right way; *Adheres to values strongly; *Shows respect to others, their ideas and their views, accepts rules

Special competencies	1	Judgement / Problem solving	*Is able to identify the essential information, evaluates situation and goes for evidence-driven decisions; *Forms conclusions and takes decisions with integrity, in the best long-term interests of the organization and key stakeholders; *Understands complexity and rigorously balance risks and rewards; *Is able to work with uncertain information / *Is able to deal with problems independently and solve them; *Assesses possible alternative solutions while troubleshooting; *Is able to break problems down to constituent components, identify the interrelations and come up with substantiated solutions; *Trace problems and issues here-and-now
	2	Creativity / Curiosity	*Develops creative and purposeful ideas to create value, including better solutions to existing and new challenges; *Combines knowledge and resources to achieve valuable effects, *Is able to reframe the problems and issues / *Explores and experiments with innovative approaches, *Proactively seeks for new ideas and different practices; *Is inquisitive and enthusiastic about new initiatives; *Asks others to «peer review» his/her approach and identify alternative options based on their practice; *Learns continuously; *Challenges the status quo
	3	Dealing with ambiguity / Political savvy	*Can act in ways that seem contradictory; *Is very flexible and adaptable when facing tough calls; *Can combine seeming opposites like being compassionately tough, stand up for self without trampling others, set strong but flexible standards; *Can act differently depending upon the situation; *Is seen as balanced despite the conflicting demands of the situation / *Can manoeuvre through complex political situations effectively and quietly; *Anticipates where the main obstacles are and plans his/her approach accordingly; *Understands public policies and decisions as a necessary and works to adjust to that reality; *Is focused on gathering information from others
	4	Being well organised / Operational excellence	*Plans his/her own activities and time frames, defines priorities, and acts promptly; *Structures work by setting priorities and systematically performing a variety of different tasks / *Organizes work to achieve maximum efficiency and productivity; *Maintains a professional presence and quality delivery; *Strives to achieve accuracy and consistency in all tasks

Continuation of Table 1

	5	Achiever mindset (or Result orientation)	*Is action oriented and full of energy for the things he/she sees as challenging; *Focuses on results and desired outcomes; *Is able to get things done in a timely manner; *Shows commitment and steadfastly pushes self and others for results; *Proactively takes initiative and follows through to accomplish objectives
	6	Customer focus	*Is dedicated to meet the expectations and requirements of internal and external customers; *Looks after customers in a transparent, honest and objective manner; *Finds out the needs of customers and their feedback, uses it for improvements; *Establishes and maintains effective and professional relationships with customers, gains their trust and respect
	7	Value for society creation	*Understands the purpose of civil service; *Understands the mandate of the organization and the needs of society; *Develops new opportunities that contribute to the creation of value for society; *Engages target groups in decision making and takes their needs as the starting point
	8	Creativity / Curiosity	*Develops creative and purposeful ideas to create value, including better solutions to existing and new challenges; *Combines knowledge and resources to achieve valuable effects, *Is able to reframe the problems and issues / *Explores and experiments with innovative approaches, *Proactively seeks for new ideas and different practices; *Is inquisitive and enthusiastic about new initiatives; *Asks others to «peer review» his/her approach and identify alternative options based on their practice; *Learns continuously; *Challenges the status quo

We can make a decision, that competence is an abstract construction when the competency is the ability to use a set of relevant knowledge, skills, and abilities to successfully perform «critical work functions» or tasks in a defined work setting. As for the perspective of future research we are going to make a short list competence due to the actual positions of Public Diplomacy in the in the system of Ukrainian Public Administration.

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ЩОДО СУТНІСНИХ СКЛАДОВИХ ПРЕДСТАВНИЦЬКОГО ЛІДЕРСТВА

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У європейській традиції публічного управління десятиліттями існує сучасна практика офіційного визнання посадової особи лідером. Причому зрозуміло, що не йдеться ні про автоматичне ототожнення поняття «посадова особа» з поняттям «лідер», ні про банальний перелік лідерських якостей. Мова йде про офіційне визнання сутності сучасного представницького лідерства як професійного служіння громадянам.

Такий підхід сприяв успішному запровадженню лідерства в органах представницької влади в країнах-членах Ради Європи. А це зобов'язало кожну посадову особу не лише до постійного особистісного лідерського самовдосконалення, а й щоденної лідерської самореалізації у форматі: «Керівник = Особистість = Лідер команди співробітників = Лідер територіальної громади». Такий сутнісний формат надає сучасному посадовцю-професіоналу простір для максимальної власної ефективної й результативної самореалізації як відповідального лідера на усіх рівнях: особистісному, командному, інституційному, громадівському [1].