

Competency Framework

The Why of the ACER competency framework

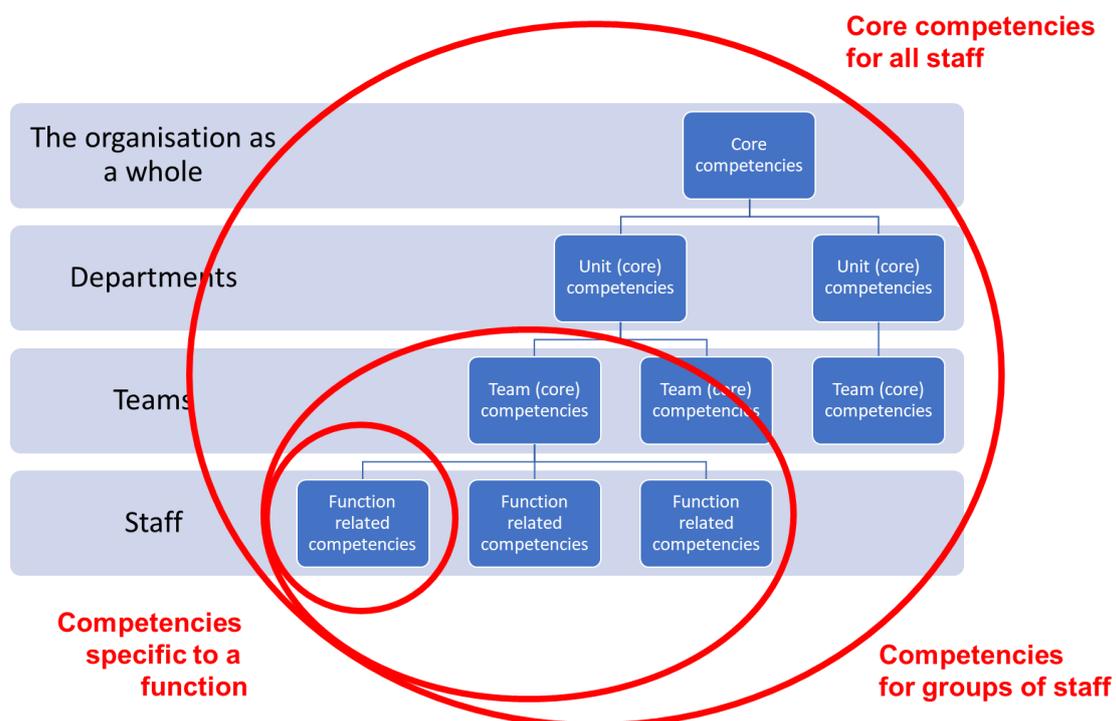
A competency framework describes which behaviours are required to fulfil the goals and live up to the values of the organisation. Behaviours that will be recognised, assessed and rewarded as to the level of contribution of individual staff and teams towards the goals of the organisation. Especially in organisations with staff from different (work) cultural and professional backgrounds, a shared understanding of behaviours productive towards the common goal, is a pre-requisite to success. Also, the competency framework supports the concentration of limited resources on the priorities of the organisation. More specifically, ACER wants to attract staff that fits their specific needs. To be effective in recruitment, it's vital that competency requirements are incorporated in ACER's vacancy notices and appraisal standards.

What does it mean for me?

The framework is used for recruitment, performance management and development discussions and for decisions about progression. Your business objectives set out "what" you need to achieve over the year and the competency framework sets out "how" you need to work to achieve those objectives.

What is a competency framework

Competencies generally fall into two categories. First, the core competencies that apply to every staff member in the organisation. Second are the functional competencies defined by the responsibilities and tasks of specific functions. Some of the competencies are generic for a collection of functions, like analytical thinking, some are specific for a certain function, like procurement. In other words, a team's or organisation's competencies are the result of the combined competencies of its staff.



Functional competencies are divided over two categories: knowledge and skill competencies and behavioural and interpersonal competencies. Examples are respectively:

- Knowledge of Office 365
- Skill in development of websites in WordPress
- Intercultural sensitivity or
- Communication skill

Competencies are described in observable behaviours, allowing measurement and assessment. Observable behaviours could be:

- Keeps continuously informed of developments in the field
- Makes sure to regularly apply their knowledge to a project
- Actively listens and pro-actively shares information

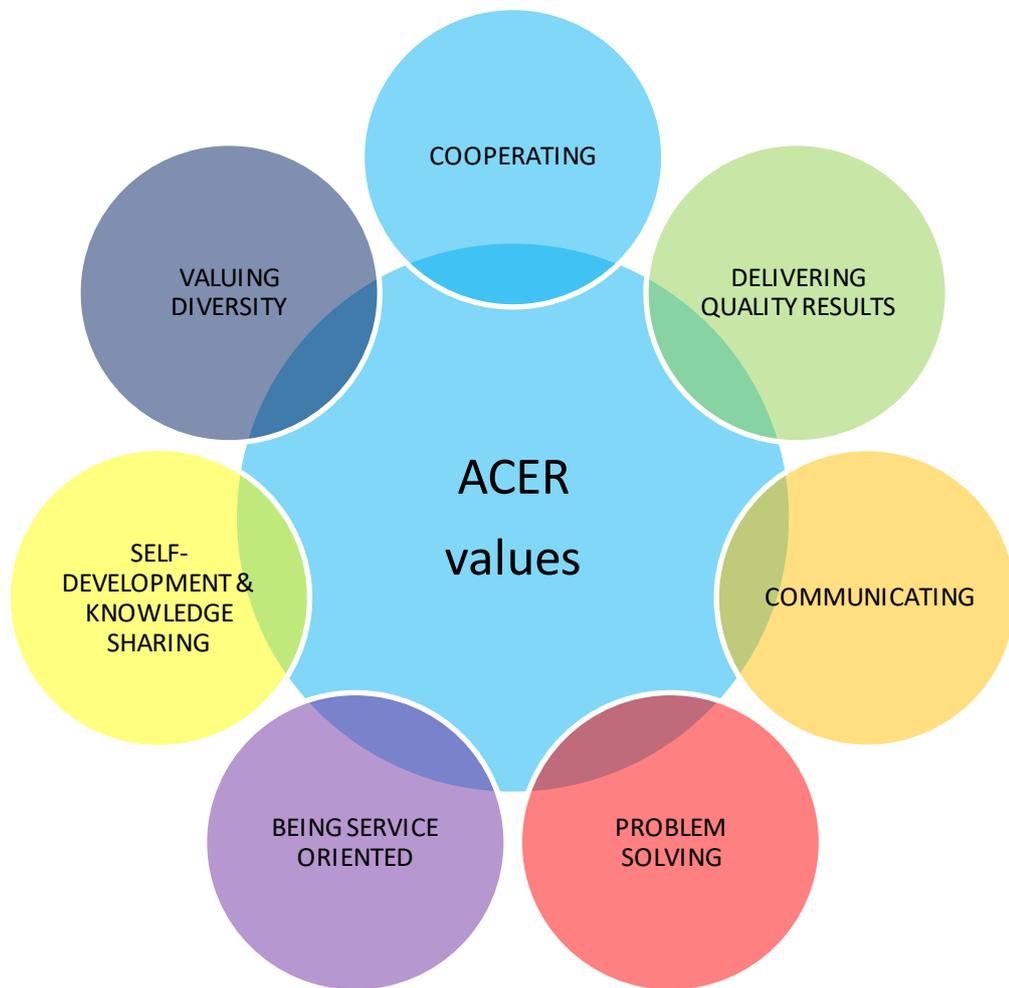
For the ACER Competency Framework, per competency three to four behaviours have been described that relate directly to the definitions.

ACER Competency Framework levels

The behaviours are described on four levels:

- Level 1: Managers (Head of Departments + Director)
- Level 2: Team Leaders
- Level 3: Administrators + Contract Staff (FGIV)
- Level 4: Assistants + Contract Staff (FGIII).

Core Competencies





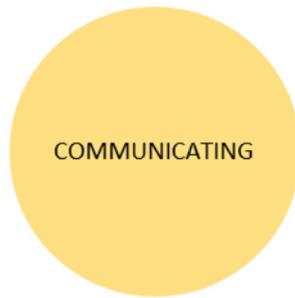
1. Is about constructively and effectively cooperating and working collaboratively within the immediate team, across the organisation as well as with external stakeholders in order to accomplish common goals and objectives and to bring out the best.
2. For this, staff show empathy and act in a helpful, transparent, diplomatic and respectful way.
3. Staff negotiate successfully, resolve conflicts and are resistant to lobbying.

| Behaviours | | | | |
|-------------------|---|--|--|---|
| | Level 1: Manager | Level 2: Team leaders | Level 3: Administrators + Contract staff FG IV | Level 4: Assistants + Contract staff FG III |
| 1a | Create a collaborative environment across ACER; | Support an environment of co-operation and sharing of information, ideas and resources; | Create a productive network of relationships with colleagues, partners and stakeholders; | Work with others to achieve work goals; |
| 1b | Promote collaboration with external stakeholders and institutions; | Collaborate with internal and external stakeholders towards common goals; | Work closely with colleagues, partners and stakeholders to deliver on shared work goals; | Build internal support networks; |
| 2 | Encourage open exchange of ideas by setting a positive example; | Take action to promote further transparency and respect in their domain of work; | Act transparently and respectfully, being aware of the complexity and nuances of work environment; | Behave in a transparent manner in performing the task assigned. |
| 3 | Successfully persuade and influence partners and other stakeholders to gain commitment to decisions and direction in the best interest of ACER. | Develop consensus on ideas and recommendations affecting own team, other teams and ACER. | Persuade and influence by building support for ideas and initiatives in the interest of ACER through the effective presentation of facts and evidence. | Express ideas and suggestions in a clear manner and successfully persuade and influence others. |



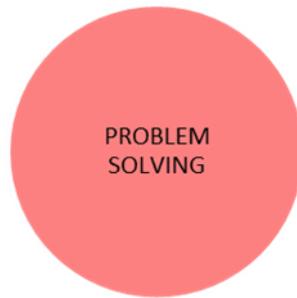
1. Is about driving results and desired outcomes and finding innovative ways to achieve them effectively, efficiently and sustainably.
2. Staff are motivated to consistently meet or exceed the needs, requirements and expectations of internal and external stakeholders on quality, quantity and timeliness.
3. To best do so, staff act fact-based and rigorous, they are thorough and give attention to detail, and they use their time optimally within the priorities. They identify best practices and renew processes, products and services and they understand the big picture.

| Behaviours | | | | |
|-------------------|---|--|--|---|
| | Level 1: Manager | Level 2: Team leaders | Level 3: Administrators + Contract staff FG IV | Level 4: Assistants + Contract staff FG III |
| 1 | Bring stakeholder needs and views into ACER, set new standards for quality solutions with stakeholders; | Define stakeholder needs and quality standards, define new ways and processes to achieve those; | Understand stakeholder needs and requirements to ensure the delivery of quality results; | Focus on results to be achieved in the team's programme; |
| 2 | Work closely with key stakeholders to co-create solutions and deliver value-adding outcomes; | Plan and execute activities in the context of quality and risk management and identify opportunities for process, product and service improvement, renewal and innovation; | Identify ways to enhance the quality of results; | Offer suggestions and seek feedback to ensure and enhance quality of delivery; |
| 3 | Create an environment focused on delivering quality results. | Manage and guide others to deliver to agreed timelines and standards. | Ensure product and service quality and delivery meet stakeholder requirements. | Apply relevant processes and procedures to meet quality standards and timescales. |



1. Is about effectively communicating internally, with external stakeholders, and with the general public with a view to the short and the long-term perspective.
2. For effective communication staff listen, pay attention to details, analyse and extract essential information, and present it in a creative, clear, concise and impactful way. Staff actively ask for and provide constructive feedback.
3. It is also about developing external relationships that inspire trust and respect and building and maintaining a network to facilitate and ensure best communication results.

| Behaviours | | | | |
|-------------------|--|---|--|--|
| | Level 1: Manager | Level 2: Team leaders | Level 3: Administrators + Contract staff FG IV | Level 4: Assistants + Contract staff FG III |
| 1 | Create opportunities to share information with ACER's stakeholders; | Ensure clear and timely communication to facilitate the delivery of work across ACER; | Involve with others when required and so increase their social capital; | Share useful information with others as appropriate; |
| 2 | Communicate ACER messages externally with credibility and conviction; | Manage the communication of complex or challenging information; | Translate complex and technical information into key, simple messages for different audiences; | Communicate relevant information clearly and concisely; |
| 3 | Communicate (orally) in an effective way, promoting ACER's vision and mission, motivating and engaging people. | Influence and gain commitment from colleagues and stakeholders to the team goals. | Engage with colleagues and stakeholders to create a shared understanding of different needs. | Involve and negotiate with others when required. |



1. Is about tackling problems in a logical, step-by-step way, identifying the critical facts in order to develop options and practical solutions, and so arrive at well-reasoned, sustainable solutions.
2. Staff aim to anticipate problems and find ways to address these in advance.
3. Staff are resourceful in finding innovative ways to overcome obstacles or solve problems. They find ways to deal with unforeseen or challenging situations using the resources that they have available. This includes using existing information to devise new ways of working and the ability to tackle unforeseen challenges using existing (limited) resources.

| Behaviours | | | | |
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| | Level 1: Manager | Level 2: Team leaders | Level 3: Administrators + Contract staff FG IV | Level 4: Assistants + Contract staff FG III |
| 1 | Engage in the solving of complex issues across ACER and beyond; | Direct and guide others to overcome challenges and problems and to develop sustainable solutions; | Assess issues and diagnose complex problems, and implement corrective measures; | Identify and raise issues and concerns; |
| 2 | Anticipate and resolve organisational issues and problems; | Analyse performance issues, anticipates problems and collaborate with others across ACER and beyond to develop preventive measures; | Anticipate problems and take preventive measures to ensure the delivery on work goals; | Seek to anticipate likely issues and problems in a positive, helpful manner; |
| 3 | Put in place strategic and holistic solutions. | Empower others to deal with problems creatively and independently. | Utilise available expertise to generate and evaluate solutions, and serve as a resource for resolving complex situations. | Probe for greater understanding of problems or issues and explore different solutions to resolve problems. |



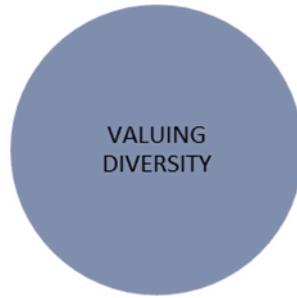
1. Is about being aware of offering EU public service to stakeholders, it is about understanding the accountability to citizens. They take responsibility for their work and promptly accept full ownership and responsibility when issues arise. While being service oriented, staff uphold all organisational rules and regulations to the letter and spirit.
2. Staff engage their external and internal stakeholders and manage their expectations. In doing so, staff make effective use of the resources provided.
3. They deliver services and evaluate those, with a view to provide increasing added value.

| Behaviours | | | | |
|-------------------|---|---|---|---|
| | Level 1: Manager | Level 2: Team leaders | Level 3: Administrators + Contract staff FG IV | Level 4: Assistants + Contract staff FG III |
| 1a | Ensure all products, services and behaviours of staff are in compliance with EU and ACER's regulations, rules and values; | Role model flexibility in the operations within the framework of EU and ACER's rules and procedures and values; | Be flexible in the operations within the framework of EU and internal rules and procedures; | Complies with ACER's internal rules and procedures; |
| 1b | Promote a stakeholder oriented culture that focuses on achieving results; | Hold themselves and others accountable for high quality and timely results; | Seek to understand stakeholder needs and ensure that the stakeholder's requirements are met and needs are fulfilled; | Provide solutions in response to client needs in their area of work and report back in a timely and efficient manner; |
| 2 | Proactively seek new opportunities for ACER to add value to stakeholders, in line with ACER's remit and priorities; | Anticipate client needs and investigate how these may be met in an effective and efficient manner; | Listen to others, interpret messages while asking questions to clarify if necessary, and attend fully to their needs; | Try to identify upcoming client needs; |
| 3 | Initiate and organize the systematic review and improvement of products and services. with a view to increase value. | Systematically review and improve products and services with a view to increase value. | Take initiative on the improvement of the products and services. | Flag processes and procedures which could be improved. |



1. Is about being intellectually curious, continuously reflecting on the job, and learning from one's own experience and that of others.
2. Through analytical thinking, staff turn relevant gathered information into meaningful knowledge. Staff also take a step back and consider matters in a broader perspective.
3. Staff absorb new ideas and openly share their knowledge, as such they contribute to the general knowledge base.

| Behaviours | | | | |
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| | Level 1: Manager | Level 2: Team leaders | Level 3: Administrators + Contract staff FG IV | Level 4: Assistants + Contract staff FG III |
| 1a | Provide advice and guidance on the future development requirements of ACER; | Provide direction, support and guidance to the team on current and future development requirements; | Identify competencies and skills required for own work area and potential gaps; | Share knowledge and skills to support team effectiveness; |
| 1b | Be a role model for continuous learning; | 1b Provide coaching and feedback to help others and the team achieve optimal performance; | Seek and share feedback with others, share expertise; | Seek out feedback to enhance own performance; |
| 2 | Take an analytical approach to building strategies across ACER or the department, and translate into strategic programmatic plans; | 2 Gather and analyse information, identify critical relationships and patterns among data and translate those into learning; | Analyse information to identify cause and effect relationships and correlations and draw a rational conclusion; | Gather and analyse information, identifying critical relationships and patterns, and propose solutions; |
| 3 | a. Provide structures and support to make knowledge available to all; b. Promote the sharing and preservation of knowledge across ACER | 3 Actively seek learning opportunities and share specialized knowledge, skills and learning from experience across different situations and contexts effectively. | Actively seek learning opportunities and share knowledge and information with others. | Actively seek opportunities to learn; learn from others, adopt and share best practices. |



1. is about being ambassadors of the European Union values of fostering equality and valuing diversity. Staff show respect for people from different backgrounds.
2. They are committed to diversity and equality such as equality of gender, sexual orientation, racial and ethnical origin, age, disability, culture, religion and political belief.
3. Staff appreciate differences and learn from diversity. They understand multi-cultural frameworks and the dynamics of cross-cultural relations and opportunities.

| Behaviours | | | | |
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| | Level 1: Manager | Level 2: Team leaders | Level 3: Administrators + Contract staff FG IV | Level 4: Assistants + Contract staff FG III |
| 1 | Act as a role model for self-reflected and culturally competent behaviour towards a diverse workforce, implement inclusive policies and procedures | Encourage others to show respect for diversity and promote respect and sensitivity towards differences; | Value other's dignity and worth and draw on diverse ideas, experiences and talents; | Welcome and work effectively, respectfully and inclusively with people from different backgrounds; |
| 2 | Recruit people from different backgrounds to create a diverse workforce and create a team of managers with diverse backgrounds to ensure differences are valued across ACER; | Provide a positive and nurturing environment where staff members feel safe in acknowledging their differences and diverse perspectives and where others see value in them. They challenge and address bias and mediate cultural conflict. | Treat all people equally and show sensitivity towards differences, resolve misunderstandings, tensions or conflicts enlarged by cultural differences; | Work constructively with people from diverse backgrounds, demonstrate respect for and understanding of different points of view; |
| 3 | Foster a learning culture that enables people to become more competent in their cross-cultural interactions. | Staff have the knowledge and skills to manage a diverse team and complex group dynamics. | Seek and utilise feedback from diverse sources, flex style when faced with myriad dimensions of culture in order to be effective across cultural contexts. | Question own assumptions and avoid stereotypes, reflect positively on experiences of diversity and adjust own point of view and behaviours as appropriate. |

Specific competencies

| Specific competency | | Definition specific competency | Level 1: Manager | Level 2: Team leaders | Level 3: Administrators + Contract staff FG IV | Level 4: Assistants + Contract staff FG III |
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| Having knowledge and skill in regulations and procedures | 1 | Is about understanding EU policies and processes, having knowledge of the tasks and main documents of the Agency. | Ensure EU policies and processes and the tasks and main documents of ACER are known to all; | Ensure EU policies and processes and the tasks and main documents of ACER are known to all; | Understand EU policies and processes, have knowledge of the tasks and main documents of the Agency. | Have knowledge of the tasks and main documents of the Agency. |
| | 2 | Staff apply the regulation appropriately, they show flexibility within ACER's remit and the legal framework. | Ensure consistent application of ACER's regulations and rules across ACER and towards their letter and intent. | Ensure compliance with ACER's regulations, rules and policies. | Act in compliance with ACER's regulations, rules and policies. | Compliance with ACER's regulations, rules and policies. |
| Managing projects | 1 | Is about managing efficiently the day-to-day planning, organisation and control of the resources to complete specific project goals, applying the appropriate levels of programme and project management methodologies. | Supply the methodology and create the circumstances for choosing, initiating, planning and executing the programmes and projects necessary to fulfil ACER's mission, vision and strategy. Close the learning cycle on department and ACER level. | Supply the resources necessary to plan, prepare and execute projects, manage the balance between the needs of projects and the going concern, close the learning cycle on team level. | Define, plan, prepare, manage and execute projects, close and evaluate. | Contribute to the planning, preparation and execution of projects, participate in evaluation. |

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| Assessing risks | 1 | Is about making sure to be aware of risks, assesses these and developing mitigating measures to keep risks at an acceptable level, matching ACER's risk appetite. | Analyse stakeholder needs, concerns and issues, trends and scenario's, decide the acceptable level of risk and develop mitigating measures, implement those and evaluate their effectiveness. | Analyse internal processes, develop mitigating measures and implement their effectiveness. | Analyse projects for their risks, develop mitigating measures, implement those in the project plans and evaluate their effectiveness. | Be aware of risks, deal with them effectively applying mitigating measures and common sense, report the occurrence for evaluation. |
| Leading and managing | 1 | 1 is about building commitment and engagement of staff members on a continuous basis by creating a shared purpose; managers define clear roles, responsibilities and priorities, they promote high performance, trust, respect and fair treatment of staff. They provide opportunities for staff to develop. | Serve as a role model to staff. Demonstrate leadership, inspire others and provide clear direction to achieve ACER's remit and priorities. Motivate and empower staff, and recognise individual and team contributions to ACER's success. | Serve as a role model when leading and supervising others. Provide their team with clear direction, promote a dynamic working climate, a culture of learning and development, and empower others. | Demonstrate initiative and role model behaviour. Be proactive and work toward supporting an achievement oriented culture and performance excellence. | Display appropriate behaviour and contribute to creating a positive team spirit. |
| | 2 | Managers contribute to the formulation and implementation of the organizational strategic goals and priorities; they manage organizational complexity and dynamics and multiple stakeholder relationships. | <p>a. Provide leadership across ACER for strategic decisions, set programme goals and clarify strategic priorities;</p> <p>b. Translate the vision and mission of ACER into operational strategies;</p> | Contribute to key organisational decisions; Ensure team members are acquainted with the mission, vision and strategy of ACER and the operational strategies of their department; ensure their team is empowered and enabled to deliver; maintain an overview of their team's activities and their contribution to ACER's strategic goals, | Welcome new strategies and proposes new and innovative ideas to fulfil these strategies, actively contribute to implementing ACER's strategies; | Understand and support the vision and mission of ACER and the department; Show commitment for and help to implement agreed new practices; |

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| | 3 | Managers make sound decisions in line with the organizational strategy and deliver the expected department/team results. For this, they use and analyse information from a variety of relevant sources to identify and evaluate options to arrive at well-reasoned decisions and recommendations. When required, they take quick and informed decisions despite limited information and tight deadlines or other pressures. | Take into account ACER's strategy and the wider impact of decisions on stakeholders, consult relevant colleagues, partners and stakeholders when making key decisions, ensure that the decisions that are taken promote ACER's strategic goals and are in compliance with ACER's regulations and rules; | Take account of the impact and consequences of decisions across ACER, consult with the director and/or colleagues and stakeholders when making complex decisions, provide guidance to others on handling complex decisions, in compliance with ACER's regulations and rules; | Make clear decisions to respond to changing organisational priorities, consult with team leader and/or colleagues and take decisions in compliance with ACER's regulations and rules. Make decisions reflecting best practice and professional theories and standards; | Consult with team leader and/or colleagues and take decisions in compliance with ACER's regulations and rules. |
| | 4 | Managers lead and manage change. | Set the agenda for change and foresee the impact of change on ACER. Creates an open climate fostering creativity, innovation and acceptance. | Facilitate and lead change management initiatives and monitor their implementation. | Contribute creative ideas and propose changes to process and methods, to overcome identified bottlenecks, challenges and issues. As project manager, understand the principles of change management. | Demonstrate openness to new situations. Contribute with ideas and innovative approaches to enhance work processes and procedures. |

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| Planning and Organising | 1 | is about being able to effectively plan and organise your workload. Staff prioritise, work on several projects simultaneously, plan, coordinate their resources and budgets and use those effectively to ensure deadlines are met and objectives are achieved. | Set clearly defined objectives in line with ACER's priorities, works towards organisation-wide efficiencies. | Set clearly defined objectives for the team, in line with the Department's objectives. Identify and organise deployment of resources, monitor team's performance in meeting the assigned deadlines and milestones. | Set clearly defined objectives for themselves. Plan and organise their work in support of achieving the team's priorities. Take into account potential changes and propose contingency plans. | Plan and organise their work in support of achieving the team's priorities. Monitor the progress of tasks and activities and keep their supervisor informed of progress. |
| Managing Human Resources | 1 | 1 is about demonstrating interest and attention to individuals' challenges, concerns and problems. It is about active listening, understanding other people's perspective and needs. | Promote that people are ACER's main asset and ensure a safe and constructive environment for staff to work in; | Invest efforts to understand people's needs and motivation, makes others feel comfortable by responding in ways that convey interest in what they have to say; | Switch and adapt their perspective when dealing with others to better respond to their needs; | Actively interact with others by following up on their issues, through questioning, seeking clarification, paraphrasing to confirm and show understanding; |
| | 2 | Staff recognise and deal with personal and sensitive information of a personal nature with the highest degree of confidentiality. | a. Raise awareness of the value of discretion and promote a relevant culture within ACER; b. Ensure all staff safeguard personal and sensitive information in written and oral communication; | a. Be a role model for discretion, effectively deal with personal and sensitive information in written and oral communication; b. Ensure team staff safeguard personal and sensitive information in written and oral communication; | Ensure personal and sensitive information is preserved in written and oral communication, within ACER and in dealings with third parties; | Interact with people effectively safeguarding sensitive and personal information; |
| | 3 | Staff have a responsive, positive attitude to offer support and enable others to find the best solutions within given circumstances. | Promote the importance of good working relationships and trust, share the bigger picture to support fuller | Enable others by providing constructive support, help to fully understand the situation, the consequences of actions and the existing limitations. | Advise and support others to find solutions to problems or issues themselves, taking | Understand and be able to explain the core of the problem, considering |

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| | | | understanding of the situation. | | into account perspectives of all parties involved. | perspectives of all parties involved. |
| Having technical expertise | 1 | Is about demonstrating depth of knowledge and skill in a technical area. Staff effectively apply technical knowledge to execute their tasks and solve a range of problems. They develop technical solutions to new or highly complex problems that cannot be solved using existing methods or approaches. | Demonstrate vision and identify emerging issues relevant to ACER's mandate by taking strategic decisions or providing strategic advice on scientific/technical matters; | Provide guidance and advice in their area of expertise on the application of professional and scientific methods, procedures and approaches; | Provide advice in their area of expertise on the development and application of professional and scientific methods, procedures and approaches, ensure that work adheres to accepted technical standards and scientific methods; | Reliably applies knowledge of basic technical and scientific methods and concepts; |
| | 2 | They keep informed about cutting-edge technology in their technical area and they are sought out as experts to provide advice or solutions. | Demonstrate vision, expertise and resourcefulness in developing strategies, seizing good opportunities, mastering challenges and risks, and addressing issues relevant to ACER's remit. | Identify trends and opportunities and define risk mitigation strategies in line with the department's programmatic needs and priorities, provide authoritative advice to management in their area of expertise. | Keep abreast of the latest developments in the field of their expertise, act as a technical/scientific resource and support the development of new colleagues. | Acquires and applies new skills to remain up to date in their area of expertise. |
| Being knowledgeable of the Energy market | 1a | Is about having in-depth up-to-date knowledge of the functioning and the integration of the EU energy market. | Develop and maintain an in-depth insight in the dynamics and issues of the EU energy market and anticipate their impact; | Develop and maintain an in-depth insight into the dynamics and issues and their impact within their specific context; | Based on own information and information received, anticipate dynamics and issues | Keep up to date with the dynamics and issues relevant for the work of the team or department. |

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| | | | | | with a view to keep their own activity relevant and targeted; | |
| | 1b | | Share information across ACER/the department. | Share information within the department, team and with relevant colleagues. | Share information within the team and with relevant colleagues. | |
| Managing data | 1 | 1 is about finding relevant information sources and gathering relevant data. | 1 Provide analytical means and resources; | 1 Take multiple perspectives into account and evaluate feasibility, effectiveness and cost; | 1 Develop systematic study design and collection of data; | 1 Systematically gather data; |
| | 2 | 2 Staff analyse and interpret complex bulky information in an efficient and effective manner identifying correlations, patterns, causal effects and issues. | 2 Review and analyse ACER's/the departments programme according to emerging trends; | 2 Conduct analysis and identify key issues, opportunities, risks and challenges; | 2 Analyse and interpret complex bulky information in an efficient and effective manner identifying correlations, patterns, causal effects and issues; | 2 Identify reliability of or inconsistencies between various sources and data; |
| | 3 | 3 Staff determine the potential impact from the analysis and add meaning. | 3 Translate analytical vision into programmes by positioning ACER/the department to best be able to respond to emerging issues and trends. | 3 Use the findings to decide on a course of action to leverage the teams resources effectively. | 3 Anticipate present and future developments, evaluate potential consequences of different courses of action and recommend the preferred action. | 3 Determine priorities for action in consultation with the supervisor. |

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| | 4 | 4 Staff take due care in the handling and storing of data and information so as to minimize the risk of data loss or breach of confidentiality. | <p>4a Raise awareness of the importance of protecting of data and information and promote a relevant culture within ACER;</p> <p>4b Ensure all staff safeguard sensitive data and information.</p> | <p>4a Be a role model for effectively dealing with sensitive data and information;</p> <p>4b Ensure team safeguards sensitive data and information.</p> | 4 Ensure sensitive data and information are preserved, within ACER and in dealings with third parties. | 4 Process, handle and secure data and information in accordance with regulations. |
| Being knowledgeable of EU law | 1 | Is about having knowledge of the systems and methods used in legal analysis as required by ACER. | Ensure ACER policies, systems and methods used in legal analysis are up to date, effective and known to all relevant staff; | <p>Ensure ACER policies, systems and methods used in legal analysis are known to the team members;</p> <p>b. Develop conceptual frameworks that guide analysis;</p> | <p>Understand ACER policies, systems and methods used in legal analysis;</p> <p>b. Acquaint and update continually about changes in the law and precedents, advise and provide opinion on how to adapt policies, systems and methods;</p> | Understand ACER policies, systems and methods used in legal analysis to the extent relevant for the function; |

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| | 2 | Staff read, interpret, draw accurate conclusions, advise and advocate based on both legal and factual information. | Exercise sound judgment and promote legal awareness within the organisation. | <p>a. Provide analytical and concise assessment of legal documents, factual information and the advice of their staff, and plan implementation as appropriate.</p> <p>b. Ensure all documents and records are drafted and maintained in accordance with ACER's legal policies.</p> | <p>a. Access relevant factual, regulatory and case study sources to inform legal issues; accurately conduct and document the analysis of legal issues;</p> <p>b. Evaluate and present legal issues from the perspective of EU regulatory compliance and ACER's remit; break down legal issues into understandable concepts; communicate complex legal matters to non-legal colleagues and stakeholders in a clear and concise way.</p> | <p>a. Conduct appropriate legal research; has good knowledge of online and other legal related resources;</p> <p>b. Be apt in compiling information from a variety of sources to reach a conclusion;</p> <p>c. Draft clear and understandable legal documents at request supporting ACER's primary process.</p> |
| Having financial expertise | 1 | Is about understanding and interpreting the financial rules and | Design and implement the processes and procedures in compliance with the financial rules and regulations and audit recommendations; | Ensure that the financial processes they are responsible for are executed in compliance with the financial rules and regulations; | Is well aware of the budgetary process, including the steps, procedures, reporting; | Is well aware of the budgetary process, including the steps, procedures, reporting; |

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| | 2 | Ensuring the sound management of the financial cycle and related processes towards achieving strategic objectives and in full compliance with the financial regulations. | Translate ACER's strategic goals into clear working plans, change the overall strategy, goal or programmes as external and internal conditions alter; | Develop short and long term plans that anticipate future trends and identify shortfalls; | Assess time and resources needed for projects or activities, plan how to deal with workload fluctuation over time; | Processes the transactions (commitments, payments) in line with the requirements of the financial cycle and budget planning. |
| | 2b | | Take responsibility and ensure the proper execution of the budget plan in order to achieve ACER's objectives. | Take responsibility and ensure the proper execution of the budget plan in order to achieve the departments objectives. | Monitor and propose amendments to the budget expenditures in the context of evolving needs. | |
| Having procurement expertise | 1 | Is about understanding and interpreting the financial, procurement and internal control rules and | Design and implement the processes and procedures in compliance with the financial, procurement and internal control rules and regulations and audit recommendations; | a. Ensure that the financial, procurement and internal control rules and regulations and audit recommendations; b. Systematically review and propose updates for procurement and contract related procedures and guidelines to ensure internal stakeholders have access to accurate and relevant information; | Is well aware of the budgetary process, including the steps, procedures, reporting; | Is well aware of the budgetary process, including the steps, procedures, reporting; |
| | 2 | Ensuring the sound management of the financial and procurement cycles and related processes towards achieving strategic objectives and in full compliance with the financial, procurement and | Translate ACER's strategic goals into clear working plans, change the overall strategy, goal or programmes as external and internal conditions alter; | Develop short and long term plans that anticipate future trends and identify shortfalls; | Assess time and resources needed for projects or activities, plan how to deal with workload fluctuation over time; | Performs standard operational tasks (verification and administration of procurement and contract documentation from proposal till closure |

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| | | internal control rules and regulations. | | | | stage) in compliance with the financial, procurement and internal control rules and regulations; |
| | 2b | | Take responsibility and ensure the proper execution of the procurement plan in order to achieve ACER's objectives. | Ensure the proper execution of the procurement plan in order to achieve ACER's objectives. | <p>b. Ensure best choice and correct implementation of procurement and contracting rules and procedures;</p> <p>c. Monitor procurement activities against the plan and adapt to unexpected changes when necessary to assure qualitative and timely completion of the procurement task.</p> | Ensures timely follow up of contract amendments and deviations. |
| Having ICT expertise | 1 | Is about understanding existing and emerging technologies and applying and implementing technology for the improvement of business processes through innovation. | Use comprehensive knowledge of specialty area(s) to assume responsibility for a large complex system; | Take initiative to manage change, ensuring alignment between organisational structure and objectives by shaping, planning and delivering innovative solutions; | Use knowledge of new technology to estimate and advise concerning the impact of new services; | Find appropriate ways to use and implement new ideas, approaches and knowledge in the ICT area to more effectively address the |

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| | | | | | | challenges of the work or unit; |
| 2 | Staff have good knowledge of ACER's work and are proactive in identifying needs in terms of technologies and processes. | Drive agreement across business and IT service delivery for prioritization and expectations setting and realization; | Analyse historical, current and future business activity to forecast demand and identify opportunities and risks in demand patterns; | Formalise functional business requirements and expected outcomes into service requirements; | Continuously seek opportunities to improve existing processes; | |
| 3 | They are able to 'think outside the box', they go beyond the conventional, and are willing to try out different solutions according to available resources. | Engage and enthuse stakeholders in new ideas and models. | Proactively explore synergies with other colleagues or Institutions regarding the adoption of new technology or improvement of ICT solutions. | Have a naturally creative mind; think outside the box, can take a futuristic perspective in respect of longer-term trends; are seen as an expert in this area and are sought out. | Are inspired by digital technologies; demonstrates interest in learning more about how digital technologies can be applied in different situations. | |