

Aleksandra KUZIOR
Silesian University of Technology in Gliwice

DEVELOPMENT OF COMPETENCES KEY TO SUSTAINABLE DEVELOPMENT

Summary. The concept “competences” is more often used both in the scientific literature, legal regulations and in the journalism to determine specific capacities, personal characteristics, skills, experience and knowledge. The article presents an original classification of competences divided into general competences (information and communication, psycho-social, cross-cultural, ecological (sozological), economical, ethical, gender), and specific competences (training, information, linguistic). The author pays particular attention to the education of ethical competences understood as honesty and responsibility in all aspects of human activity, heading to the principles of right and ability to find a common denominator between good of an individual and a community, focusing on subsidiarity, solidarity, respect for the dignity of self and others, respect for fundamental human rights, tolerance and respect for people and the environment.

Keywords: competences, fundamental human rights, tolerance, sustainable development.

ROZWÓJ KOMPETENCJI KLUCZEM DO ZRÓWNOWAŻONEGO ROZWOJU

Streszczenie. Coraz częściej zarówno w literaturze naukowej, regulacjach prawnych, jak i w publicystyce używa się terminu “kompetencje” dla określenia specyficznych zdolności, cech osobowości, umiejętności, doświadczenia i wiedzy. Artykuł prezentuje autorską klasyfikację kompetencji w podziale na kompetencje ogólne [informacyjno-komunikacyjne, psychospołeczne, międzykulturowe, ekologiczne (sozologiczne), ekonomiczne, etyczne, genderowe] oraz kompetencje szczegółowe (zawodowe, np. informatyczne, lingwistyczne). Autorka dużą wagę przywiązuje do kształcenia kompetencji etycznych rozumianych jako: uczciwość i odpowiedzialność we wszystkich aspektach ludzkiej działalności, kierowanie się zasadami dobra i umiejętność znalezienia wspólnego mianownika między dobrem indywidualnym i wspólnotowym, nastawienie na pomocniczość, solidarność, poszanowanie godności własnej i innych, respektowanie podstawowych praw człowieka, tolerancja oraz szacunek do ludzi i środowiska naturalnego.

Słowa kluczowe: kompetencje, fundamentalne prawa człowieka, tolerancja, zrównoważony rozwój.

The concept “competences” is more often used both in the scientific literature, legal regulations and in the journalism to determine specific capacities, personal characteristics, skills, experience and knowledge. A growth of interest in the competence issues was contributed probably by announcement of *European Reference Framework concerning Key competences for lifelong learning*¹. In the document the competences have been defined as: “a combination of knowledge, skills and attitudes appropriate to the context”² and eight key competences³ have been set out, deemed as the competences necessary “for personal fulfilment and development, active citizenship, social inclusion and employment”⁴.

Table 1

Key competences

Pos.	Key competences	Understanding
1.	Communication in the mother tongue	Effective and correct communication in both oral and written form in various day-to-day situations (at home, at school, at work, both in formal and informal social groups, in relations with other people). The ability to express thoughts, feelings, judgments and opinions, to understand and define concepts, as well as to interpret facts. The acquisition of this competence requires relevant vocabulary range, knowledge of grammar (syntax, flexion, word-building) and knowledge of cultural texts as a condition of constructive dialogue with others.
2.	Communication in foreign languages	Effective and correct communication in foreign languages in various situations and communication contexts, functional knowledge of languages, knowledge of cultural local identity and understanding of cultural differences, awareness of necessity and ability to function in multicultural world, intercultural communication.
3.	Mathematical competence and basic competences in science and technology	Mathematical competence is built on mastery of numeracy, logical and spatial thinking and the ability to create models, graphs, formulas and charts, understanding of mathematical terms and concepts as well as the ability to apply them in order to solve a range of problems in everyday life. Competence in science means combining of the ability and knowledge as well as willingness to explain various phenomena of the surrounding natural world with the use of suitable methodology, argument and drawing conclusions. Competence in science and technology covers understanding of the impact of science and technology on the human being and natural world, adoption of the attitude of critical appreciation combined with the ability to manage ethical values at making decisions with regard to the development of science and technology. Competence in technology includes the ability to use and handle technological tools and machines in day-to-day life situations, in local environment, and taking into consideration global issues.

¹ Key competences for lifelong learning. Annex to Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. Journal of Laws of the European Union (2006/962/EC) - <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:pl:PDF>

² Ibidem, p. 4.

³ Compare table no. 1.

⁴ Key competences for lifelong learning. Op. cit.

con. table 1

4.	Digital competence	Digital competence includes the confident use of Information Society Technology (IST) in a variety of personal, social and professional life contexts; searching for, selecting, storing, processing and exchange of information, with a particular focus on specificity of the interactive media. This competence requires knowledge of computer literacy and available applications as well as other IST tools, and also critical assessment of the Internet resources, responsible use of the network being aware of its potential risks.
5.	Learning to learn	The ability to organise one's own gaining knowledge and skills requiring a consistent and persistent approach, motivation and self-confidence, as well as effective management of time and information to gain particular goals.
6.	Social and civic competences	Social competence is understood as the following competences: personal (assertiveness, attitude of collaboration, integrity), interpersonal (the ability to communicate and establish contacts, the ability to solve conflicts) and intercultural (respect for otherness, tolerance, compromise) indispensable to function and be active in social and professional spheres in various and changing reality. Civic competence provides the human being full participation in democratic, political system. Civic competence is based on knowledge of the concepts of democracy, justice, equality, dignity and privacy of others, knowledge and observance of civil rights, functioning of local, European and international institutions, and allows to be involved in public activities and to take attempts to solve social problems. This means a willingness to participate in democratic decision-making through voting and personal engagement and constructive participation in implementation of principles of sustainable development.
7.	Sense of initiative and entrepreneurship	Sense of initiative and entrepreneurship refers to the ability to turn thoughts and ideas into action combined with creativity and innovation as well as the ability to manage in proactive manner, it means to plan, organise, delegate tasks, analyse, communicate in effective manner, inspect/audit, assess and report connected with the ability to recognize occurrence of opportunities as well as risk assessment and risk-taking, and the ability to judge own strengths and weaknesses and open attitude towards changes and permanent disposition for learning.
8.	Cultural awareness and expression	Understanding of importance and values of cultural heritage, awareness of cultural works and identity, appreciation and expression of works of art and development of individual creative skills, open attitude to diversity and sense of tolerance.

Source: Own study based on: Key competences for lifelong learning. Annex to Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. Journal of Laws of the European Union. (2006/962/EC) - <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:pl:PDF>

The specified key competences are recognised in the document in concern as equivalent, equally important and complementary.

Currently, great importance is attached in higher education, as university courses are to prepare the graduates to effective job-hunting on the open market, what is connected with the necessity to possess competences required by employers. The Ministry of Science and Higher Education in financial perspective of EU structural funds for the years 2014-2020 proposes to implement the new government programme focused to shape practical, professional competences, as well as interpersonal, analytical and entrepreneurship competences. The ministerial pilot of "Competencies Development Programme" was commenced under the

Human Capital Operational Programme. In the contest there were selected 48 entities, which will approach the tasks covering “shaping of competences expected by employers from candidates applying to work”⁵. Moreover, the “Competence Development Programme” will lead to “support modern teaching methods, (...) the use of new technologies in higher education and support for modular learning and inter-disciplinary of studies”⁶.

The type of competences defined above, specified as the key ones in not the only one possible recognition of the competences understood in the dictionary sense in context of knowledge, skills and responsibility⁷. Though intentions of the authors of *European Reference Framework*, emphasizing also ethical values, are convergent with the basic dictionary understanding in the Polish language of a concept “competences”, emphasizing the importance of responsibility, not all competences potential and required for sustainable development have been specified and discussed in details there. Therefore, the author of the paper advises the own author’s division bearing in mind the ethical competences, which when acquired determine the proper human being’s position in social and economical space and opportunity for individual multidirectional development and individual contribution into the development of a society as well as for contribution to the multiplication of a public good, what is in line with the assumptions of the sustainable development concept. In numerous publications covering various fields and disciplines science there can be found division of competences with regard to a function and a role into: general and detailed, hard and soft also called functional and behaviour, cognitive and social, key and specific ones, etc.⁸ Taking into account the complexity of the modern world from the technical, social and economical, as well as political point of view, including various aspects of globalisation processes and necessity (or opportunity) to function in specific multicultural conglomerate of tradition, symbols, archetypes and identities⁹, it is proposed to divide competences into general and detailed, where the general competences are understood as skilful, effective and satisfying (for an individual and for the environment) functioning both in global society space and local community (here a space is understood not only in geographical and physical aspect, but in

⁵ <http://www.ncbir.pl/fundusze-europejskie/program-operacyjny-kapital-ludzki/aktualnosci/art,2785,konkurs-zamkniety-nr-1pokl4-1-12014.html>; ranking list of the projects co-financed in closed contest no. 1/POKL/4.1.1/2014 available on the webside <http://www.ncbir.pl/fundusze-europejskie/program-operacyjny-kapital-ludzki/aktualnosci/art,2931,informacja-o-wynikach-oceny-merytorycznej-w-konkursie-nr-1pokl4-1-12014.html>

⁶ <http://www.ncbir.pl/fundusze-europejskie/program-operacyjny-kapital-ludzki/aktualnosci/art,2785,konkurs-zamkniety-nr-1pokl4-1-12014.html>;

⁷ Kopaliński W.: Słownik wyrazów obcych i zwrotów obcojęzycznych. Wiedza Powszechna, Warszawa 1991.

⁸ Compare inter alia with Armstrong M.: Zarządzanie zasobami ludzkimi. Oficyna Ekonomiczna, Cracow 2005; J. Kubicka-Daab, Budowa modeli kompetencji, in: Najlepsze praktyki zarządzania kapitałem ludzkim, edited by A. Ludwicyński, Polish Foundation for Management Promotion (Polska Fundacja Promocji Kadr), Warszawa 2002; Nowoczesne metody zarządzania zasobami ludzkimi, edited by T. Rostkowski, Difin Publishing House, Warszawa 2004; and others.

⁹ Compare with Kuzior A.: Dekonstrukcia subjektu vo svete simulakier, (in:) Realita a ficcia, edited by Karul R., Porubjak M, SFZ pri SAV, Bratislava 2009, p. 246-251; A. Kuzior, Dialog międzykulturowy a koncepcja zrównoważonego rozwoju, in: Histicke a susasne podoby myslenia a komunikacie, edited by R. St’ahel, Z. Plasienkova, Iris Publishing House, Bratislava 2008, p. 236-241.

social, interactive and communication one, as well), which should be at least mastered in the basic degree by every human being. The detailed competences are understood as necessary to fulfil particular social roles, e.g. professional ones or supporting or supplementing the general competences. Therefore, the following division of competences is proposed (compare table 2).

Table 2

Division of competences

General competences	Detailed competences
<input checked="" type="checkbox"/> Information and communication <input checked="" type="checkbox"/> Psychosocial (psychological and social) <input checked="" type="checkbox"/> Intercultural <input checked="" type="checkbox"/> Ecological (environmental) <input checked="" type="checkbox"/> Economical <input checked="" type="checkbox"/> Ethical <input checked="" type="checkbox"/> Gender	<input checked="" type="checkbox"/> Professional, e.g.: <input checked="" type="checkbox"/> Managerial <input checked="" type="checkbox"/> Pedagogical <input checked="" type="checkbox"/> Medical <input checked="" type="checkbox"/> Digital <input checked="" type="checkbox"/> Linguistic

Source: Own study.

1. Information and communication competences.

Information competence – skilful searching and use of information, selective use of the Internet and other sources.

Communication competence – skilful and correct transmitting and receiving of communication messages (linguistic competences) – verbal (including elements of non-verbal communication) and written communication.

New civilization realities, first of all, the rapid development of ICT technology have forced acquisition of new competences in terms of gaining, selecting and collecting information. The information has become one of the most important modern civilization values affecting acquiring the other values (power, money, knowledge). However, there in the information chaos “lack of information found and processed, understandable and interpreted in confident manner appears”¹⁰ too often. It means that information and communication competences of the Polish society compared to the developed Western countries are poorly formed, inter alia because of infrastructural, technical as well as linguistic barriers. The increase of competences in this regard is one of the key challenges for learning at every educational level, since it is

¹⁰ Jaskuła S., Korporowicz L.: Kultura informacyjna w zarządzaniu międzykulturowym. Ujęcie transgresyjne, in: Kompetencje informacyjno-komunikacyjne i międzykulturowe w gospodarce. Od adaptacji do innowacji, edited by I. Sobieraj, Scholar, Warszawa 2012, p. 43.

not way to function effectively in the modern world not having (at least in minimal scope) the relevant competences.

2. Psychosocial competences are a combination of personal characteristics and behaviours in social environment. Here there can be included: self-awareness, self-control, assertiveness, resistance to stress, empathy, planning and organisation of own and others' time (or management of the time and self-management in the time), creativity, entrepreneurship, auto-motivation and the ability to motivate others, interpersonal competences (ability to establish quickly interpersonal contacts, cooperation and ability to communicate), and others¹¹.

3. Social competences such as: assertiveness, empathy, cooperation, ability to communicate and establish contacts result to a large extent from inborn, personal (psychical) abilities, and only secondarily their formation is influenced by family and social environment, as well as by primarily socialization processes and education, and that is why in the proposed classification they have been included under a single umbrella as the psychosocial competences.

4. Ecological competences or wider environmental means shaping on the basis on ecological awareness or permanent attitudes towards natural environment, resulting in predispositions to protective, preventive and repair activities consisting in ability to detect mutual influences of antroposphere and biosphere, to counteract negative results of anthropopressure, natural environmental protection, etc. (they can be understood in individual [e.g. waste segregation], or collective aspect [e.g. common action of local community for the benefit of environmental protection], or institutional/ organisational [e.g. implementation of ecological innovations at enterprises]).

5. Economical competences in basic individual aspect means knowledge and ability to detect economical dependences purposed to get along on the economic and labour market, to recognise the need to apply the principles of generational and inter-generational justice and to consider the principles of sustainable development.

6. Ethical competence – fairness and responsibility in all aspects of human activity, consideration of good rules and ability to find common denominator between individual and community good, orientation to subsidiarity, solidarity, respect for own and others dignity, respect of basic human rights, tolerance and respect for people and natural environment.

7. Intercultural competences presenting positive tolerance understood as openness to differences, intent to get know and understand „different things”; knowledge of culture of other nations or ethnic groups and see cultural diversity not as a threat but as a chance for

¹¹ Szerzej patrz m.in. Golleman D.: *Inteligencja emocjonalna*, „Media Rodzina”, Poznań 2007; *Inteligencja emocjonalna: fakty, mity, kontrowersje*, red. Śmieja M., Orzechowski J., PWN, Warszawa 2008; Weisbach Ch., DachsU.: *Inteligencja emocjonalna: uczucia, intuicja, sukces*, „bis”, Warszawa 2000; Ochyra I., *Kompetencje psychospołeczne pełnomocnika i menedżera*, Wiedza i Praktyka, Warszawa 2012; Smółka P.: *Kompetencje społeczne: metody pomiaru i doskonalenia umiejętności interpersonalnych*, Wolters Kluwer, Kraków 2008, Chrost M.: *Kompetencje emocjonalne i społeczne młodzieży*, Akademia Ignatianum, WAM Publishing House, Kraków 2012.

wider development of people and societies, including at the same time determination of tolerance limits towards people and culture breaching the basic human rights, moreover knowledge of foreign languages and communicative use of them.

8. Gender competence is understood as ability to recognise gender-based discrimination on the grounds of sex, knowledge about causes and negative effects of discrimination practices, permanent disposition and willingness to take actions to promote equality and ability to apply anti-discrimination instruments and practices. Detailed competences are to a certain extent developed, improved, extend general competences that occur in combination with narrowly defined specialist competences, e.g. digital, medical, chemical, within which we can distinguish ever higher specialisations. For instance, information and communication competences classed as general competences requiring inter alia basic computer and interfaces literacy and use of the software (the use of the programming languages, such as: Java, JavaScript, C++, Pascal, etc.) or completion, development and maintenance of computer hardware (processor, motherboard, memory and peripherals) fall within the digital competence. A general user may not have so specialized competences to use ICT technologies to search information and to communicate, however IT specialist or IT developer should have such information and communication competences. Acquisition of detailed, specialist, professional competences offers relative stability in employment (relative is justified because the employer market selects the best ones, so it is also important, to what extent particular competences are mastered and what motivates their permanent improvement – it is evaluated at recruitment and selection stage and at periodical evaluation, as well). In addition to the specialist competences, general competences, e.g. social, soft skills are also demanded by an employer). Thus, acquisition of general competences plays a dual role: at the same time it places in the social reality and in the professional reality. Moreover, it also enables, reasonably well, to function both in real and virtual reality, and the virtual reality is here not limited merely to the game world or web-based community, but it is also construed in functional categories supporting actions in the real world (e.g. e-banks, online shopping, e-education, e-library, e-administration, etc.). Different aspects of general competences merge, and taken together they make a foundation to function in the modern, dynamically developed world. It should be also emphasized that they are transferable competences, it means useable in many areas of human activity. On the basis so shaped competences, foundations for sustainable development of communities can be created, in other words, development of general (information and communication, psychosocial, ecological, or more broadly, environmental, economical, ethical, intercultural, gender) competences and detailed (professional, linguistic) ones defined in this way is the key for sustainable development, and ethical competences are deemed as the basic ones.

However, among the described competences special attention has been recently directed to shape social (soft) competences. It is connected with these competences deficit among higher education graduates entering the labour market. Employers emphasize strongly the

need for social competences nearly at every workplace¹², and higher education reform in Poland gave special attention to combination of knowledge and skills in order to shape social competences during the course of academic education¹³. However, the National Qualifications Framework¹⁴ (NQF) do not provide for separate education of ethical competences, though ethical aspect appears in the definition of social competences included in NQF, understood as “Demonstrated (in work, education and personal development) ability to apply acquired knowledge and skills in accordance with an internalized value system. Social competences are defined basing on categories of responsibility and autonomy”¹⁵. However in academic education in non-philosophical fields a number of hours devoted to subjects which include ethical values are as a rule low and usually between 20 and 30 hours during the entire course of education. It is definitely too few to equip a student with ethical competences allowing appropriately respond to occurring problems and to clarify ethical dilemmas.¹⁶ It is also true that philosophy (including practical philosophy – the ethics) in non-philosophical fields is not too popular both among students and specialists of other scientific disciplines. It is believed that it covers considerations separated from life and deemed as idle talk needed by anybody. Lecturers about the ethics are responded with a pity grimace on faces of students who consider that the application of such standards and principles in the modern world is impossible, and fairness, truthfulness, responsibility is the luxury, so rarely allowed by the modern world, but corruption, irresponsible and very often reckless behaviours can be common. Paradoxally, however, the philosophy and ethics is closed to the life than economics or engineering, as they concern with the most important matters: the essence of existence,

¹² The studies appear to support the demand for employees who possess social competences as well as sepicialistic and practical depending on a branch, and at the same time, they indicate the deficit of them. Compare *Kompetencje Polaków a potrzeby polskiej gospodarki. Raport podsumowujący IV edycję badań BKL z 2013 r.* (Competences of the Poles and the needs of the Polish economy. Summary report of IV edition of BKL studies), edited by J. Górniak, The Polish Agency for Enterprise Development, Warsaw 2014, p. 12-13 / 47-76; *Diagnoza zapotrzebowania na kwalifikacje i kompetencje absolwentów szkół wyższych Mazowsza wchodzących na rynek pracy. Raport z badania.* (Diagnosis of the demand for qualifications and competences of Mazovia higher education graduates entering the labour market. Report from studies.) Warsaw University of Technology. Office for Development, Warsaw 2012.

¹³ *Słownik kluczowych pojęć związanych z krajowym systemem kwalifikacji* (Dictionary of key concepts connected with the national qualifications system) The Educational Research Institute Warsaw 2011, p. 36. The quoted definition is coherent to Recommendation of the European Parliament and of the Council of 23rd April 2008.

¹⁴ National Qualifications Framework – a description of qualifications /skills acquired during the course of academic education on the basis of effects of education in aspect of knowledge, skills and social competences. NQF have been governed inter alia by the following legal regulations: Regulation of 18th March 2011 concerning amendment of the Act – Law on higher education, the Act on the scientific degrees and scientific titles, and the degrees and titles related to art study as well as amendment of other acts; Minister of Science and Higher Education regulation of 2nd November 2011 concerning the National Qualifications Framework for higher education; Minister of Science and Higher Education regulation of 4th November 2011 concerning model educational results.

¹⁵ Dictionary of key concepts connected with the national qualifications system, the Educational Research Institute, Warszawa 2011, p. 36. The mentioned definition is coherent to the Recommendation of the European Parliament and of the Council of 23rd April 2008.

¹⁶ Compare with Kuzior A.: About the philosophy teaching necessity, in: *Siulaikinio specialisto kompetencijos: teorijos ir praktikos derme*, Volume I, edited by G. Adomaviciene and others, Kowno 2007, p. 177-183.

freedom, happiness, suffering, responsibility, justice and other ethical values, setting out the sense of human existence. They have given rise to interpretation of the world and human beings. They allow exposing humanity. Therefore, teaching ethical competences should be the priority for education at every level and become the base of education for sustainable development¹⁷.

Bibliography

1. Armstrong M.: Zarządzanie zasobami ludzkimi. Oficyna Ekonomiczna, Kraków 2005.
2. Chrost M.: Kompetencje emocjonalne i społeczne młodzieży. Akademia Ignatianum, WAM Publishing House, Kraków 2012.
3. Diagnoza zapotrzebowania na kwalifikacje i kompetencje absolwentów szkół wyższych Mazowsza wchodzących na rynek pracy. Report from studies. Warsaw University of Technology. Office for Development, Warszawa 2012.
4. Golleman D.: Inteligencja emocjonalna. "Media Rodzina", Poznań 2007.
5. Górniak J. (edited by): Kompetencje Polaków a potrzeby polskiej gospodarki. Raport podsumowujący IV edycję badań BKL z 2013 r. The Polish Agency for Enterprise Development, Warszawa 2014.
6. Jaskuła S., Korporowicz L.: Kultura informacyjna w zarządzaniu międzykulturowym. Ujście transgresyjne, in: Sobieraj I.: Kompetencje informacyjno-komunikacyjne i międzykulturowe w gospodarce. Od adaptacji do innowacji. Scholar, Warszawa 2012, p. 37-92.
7. Key competences for lifelong learning. Annex to Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. Journal of Laws of the European Union (2006/962/EC) - <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:pl:PDF>
8. Kopaliński W.: Słownik wyrazów obcych i zwrotów obcojęzycznych. Wiedza Powszechna, Warszawa 1991.
9. Kubicka-Daab J.: Budowa modeli kompetencji, w: red. Ludwicyński A.: Najlepsze praktyki zarządzania kapitałem ludzkim. Polish Foundation for Management Promotion, Warszawa 2002.
10. Kuzior A.: About the philosophy teaching necessity, in: Adomaviciene G. and others. Siulaikinio specialisto kompetencijos: teorijos ir praktikos derme, volume I, Kowno 2007, p. 177-183.

¹⁷ More information about education for sustainable development see Kuzior A.: Dekada Edukacji dla Zrównoważonego Rozwoju, Scientific Papers of Silesian University of Technology "Organization and Management" no. 72/2014, p. 87-100.

11. Kuzior A.: Człowiek jako racjonalny podmiot działań w świetle założeń koncepcji zrównoważonego rozwoju. „Problemy Ekorozwoju. Studia filozoficzno-socjologiczne”, no. 2/2006, 2006, p. 67-72.
12. Kuzior A.: Dekonstrukcia subjektu vo svete simulakier, w: Karul R., Porubjak M.: Realita a fikcia, SFZ pri SAV, Bratislava 2009, p. 246-251.
13. Kuzior A.: Dekada Edukacji dla Zrównoważonego Rozwoju. Scientific Papers of Silesian University of Technology “Organization and Management” no. 72/2014, p. 87-100.
14. Kuzior A.: Dialog międzykulturowy a koncepcja zrównoważonego rozwoju, in: St’ahel, R., Plasienkova, Z., Histiricke a susasne podoby myslenia a komunikacie, editor Iris Publishing House, Bratislava 2008, p. 236-241.F
15. Ochyra I.: Kompetencje psychospoleczne pelnomocnika i menedzera. Wiedza i Praktyka, Warszawa 2012.
16. Rostkowski T. and others: Nowoczesne metody zarzadzania zasobami ludzkimi. Difin Publishing House, Warszawa 2004.
17. Ordinance of Minister of Science and Higher Education of 4th November 2011 on the standard educational results.
18. Słownik kluczowych pojęć związanych z krajowym systemem kwalifikacji (Dictionary of key concepts connected with the national qualifications system) 2011. The Educational Research Institute, Warsaw 2011.
http://www.polsl.pl/Informacje/ProcesBolonski/Documents/slownik_krk.pdf
19. Smółka P.: Kompetencje społeczne: metody pomiaru i doskonalenia umiejętności interpersonalnych. Wolters Kluwer, Kraków 2008.
20. Śmieja M., Orzechowski J. (editor): Inteligencja emocjonalna: fakty, mity, kontrowersje. PWN, Warszawa 2008.
21. Regulation of 18th March 2011 concerning amendment of the Act – Law on higher education, the Act on the scientific degrees and scientific titles, and the degrees and titles related to art study as well as amendment of other acts; Minister of Science and Higher Education regulation of 2nd November 2011 concerning the National Qualifications Framework for higher education.
22. Weisbach Ch., Dachs U.: Inteligencja emocjonalna: uczucia, intuicja, sukces, „bis”, Warszawa 2000.

Omówienie

Coraz częściej zarówno w literaturze naukowej, regulacjach prawnych, jak i w publicystyce używa się terminu “kompetencje” dla określenia specyficznych zdolności, cech osobowości, umiejętności, doświadczenia i wiedzy. Unia Europejska w *Europejskich*

Ramach Odniesienia dotyczących *Kompetencji kluczowych w uczeniu się przez całe życie* wyszczególniła 6 rodzajów kompetencji kluczowych (1. Porozumiewanie się w języku ojczystym; 2. Porozumiewanie się w językach obcych; 3. Kompetencje matematyczne i podstawowe kompetencje naukowo-techniczne; 4. Kompetencje informatyczne; 5. Umiejętność uczenia się; 6. Kompetencje społeczne i obywatelskie;), uznając je za niezbędne dla sprawnego funkcjonowania we współczesnej cywilizacji. Zdaniem autorki artykułu u podstaw zdefiniowanych przez UE kompetencji powinny się znaleźć kompetencje o fundamentalnym znaczeniu dla pokojowego współistnienia ludzi i zrównoważonego rozwoju, mianowicie kompetencje etyczne. Artykuł prezentuje autorską klasyfikację kompetencji w podziale na kompetencje ogólne [informacyjno-komunikacyjne, psychospołeczne, międzykulturowe, ekologiczne (sozologiczne), ekonomiczne, etyczne, genderowe] oraz kompetencje szczegółowe (zawodowe, np. informatyczne, lingwistyczne). Jak wspomniano, autorka dużą wagę przywiązuje do kształcenia kompetencji etycznych rozumianych jako: uczciwość i odpowiedzialność we wszystkich aspektach ludzkiej działalności, kierowanie się zasadami dobra i umiejętność znalezienia wspólnego mianownika między dobrem indywidualnym i wspólnotowym, nastawienie na pomocniczość, solidarność, poszanowanie godności własnej i innych, respektowanie podstawowych praw człowieka, tolerancja oraz szacunek do ludzi i środowiska naturalnego.