

*eu-skills<sup>4</sup>pa*

european new skills for public administration



Education and Culture DG

Lifelong Learning Programme

**MANAGER'S COMPETENCES IN THE EUROPEAN CONTEXT.  
A PRODUCT OF THE LEONARDO PROJECT: EUSKILLPA (2010-2013)**

1. Ecological governance (FORMEZ)				
KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
To know / understand: <ul style="list-style-type: none"> <li>- Meaning of “<b>governance</b>”</li> <li>- System approach</li> <li>- International and local agreement about <b>sustainable development</b> (i.e. Agenda 21, Kyoto)</li> <li>- <b>Multifactor’s government approach</b></li> <li>- Concept of <b>public good or public interest</b></li> <li>- Basics of <b>environmental economics</b></li> <li>- To understand <b>cause-effect relationship</b> (no ability)</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to elaborate <b>multilateral agreements</b></li> <li>- To develop <b>proposals/project with multiple alternatives</b></li> <li>- To be able to use <b>different professional languages</b></li> <li>- To be capable to have at once a “<b>stereoscopic</b>” vision: global and local, public and private, innovative and respectful of identity</li> </ul>	<ul style="list-style-type: none"> <li>- To ask himself about their own “<b>ecological footprint</b>” projects and our actions.</li> <li>- <b>Empathy</b></li> <li>- Look at the present thinking towards the <b>future</b></li> <li>- Be oriented toward the <b>precautionary principle</b></li> <li>- Autonomous and <b>Independent judge</b></li> </ul>	<ul style="list-style-type: none"> <li>- To be able to do <b>mediation</b></li> <li>- <b>Persuasiveness</b></li> <li>- <b>Communication</b></li> </ul>	Knowledge <ul style="list-style-type: none"> <li>- Seminars</li> </ul> Ability Skills <ul style="list-style-type: none"> <li>- Game simulation</li> </ul> Attitude <ul style="list-style-type: none"> <li>- Case study</li> <li>- Role playing</li> <li>- Working groups</li> </ul>

2. Dealing effectively with performance problems FORMEZ				
KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
To know/understand: <ul style="list-style-type: none"> <li>- the <b>performance concept</b> in the Public Administration (in particular)</li> <li>- the <b>Organizational Performance Cycle</b></li> <li>- the <b>assessment</b> of key factors</li> <li>- <b>mission and strategies</b> of its own administration</li> <li>- How it works, in general, the <b>internal controls</b>: administrative and <b>accounting</b> regularity and operational <b>evaluation</b> and strategic assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to <b>plan</b> or define <b>strategic</b> and <b>operational objectives</b> and <b>link them to resources</b></li> <li>- Be able to define and use a <b>system for measuring</b> and identifying indicators for monitoring</li> <li>- Being able to <b>distinguish the objectives</b> of the organization's performance and those of the staff</li> <li>- To carry out <b>corrective actions</b> to fill the gaps</li> <li>- <b>Recollect information</b> from diverse point of view</li> </ul>	Be used to: <ul style="list-style-type: none"> <li>- <b>self-evaluate</b></li> <li>- understand its <b>own role</b> and know how to act</li> <li>- To <b>innovate</b> in order to improve</li> </ul>	Be used to: <ul style="list-style-type: none"> <li>- <b>evaluate others</b></li> <li>- <b>give always feed back</b></li> </ul>	Knowledge <ul style="list-style-type: none"> <li>- reflective methods</li> <li>- Focus Group</li> </ul> Ability Skills <ul style="list-style-type: none"> <li>- -Stage at “beacon” organizations</li> <li>- simulation</li> <li>- action learning</li> <li>- Case study</li> <li>- CAF (Common Assessment Framework)</li> </ul> Attitude <ul style="list-style-type: none"> <li>- Role playing</li> <li>- Individual and group coaching</li> </ul>

### 3. Organizational knowledge and understanding of managing processes FH

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- Methods of <b>organizing</b>;</li> <li>- Organization divided into the <b>elements system, structures and responsibilities</b>;</li> <li>- to identify connections between the elements, sectors and resources, both inside and outside;</li> <li>- different <b>tools to investigate</b> strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>- To <b>analyse and to merge tasks</b></li> <li>- To carry out <b>analysis of strengths and weaknesses</b>;</li> <li>- to include and <b>evaluate experiences</b>;</li> <li>- to <b>identify</b> ways for <b>improvements</b> and to work towards optimizing;</li> <li>- to <b>identify processes</b> with added value and the underlying <b>connections</b>;</li> <li>- to <b>track down factors</b> and persons of influences (structure of power);</li> <li>- to <b>foresee and to predict</b> which effects new events or situations will have</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Willingness to purchase special knowledge</b>;</li> <li>- To <b>question</b> structures and responsibilities;</li> <li>- <b>Organizational commitment</b>: to align one's own behaviour with the needs, priorities and goals of the organization to promote organizational aims, to give the priority to the organizational mission before one's own references;</li> <li>- <b>decisive willingness</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Teamwork</b></li> <li>- To <b>emphasize others</b> for reaching the improvements;</li> <li>- <b>Sensitivity</b> for needs and fears;</li> </ul>	<p>TWO LEVELS: low level for beginners and high level for advanced;</p> <ul style="list-style-type: none"> <li>- transmission of knowledge plus training;</li> <li>- case studies,</li> <li>- coaching,</li> <li>- consultation of colleagues</li> <li>- blended learning consisting in different elements</li> <li>- participating in real processes as a final test</li> </ul>

### 4. Quality of work FH

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- The <b>method of Total Quality Management</b>;</li> <li>- <b>Processes</b></li> <li>- <b>Satisfaction</b></li> <li>- <b>Controlling</b>: key figures, reports, balanced scorecard, benchmarking.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to <b>measure quality</b>;</li> <li>- Define evaluation <b>indicators</b></li> <li>- To be able to handle with <b>quality tools</b></li> <li>- <b>Organise</b> data.</li> <li>- Elaborate <b>reports</b></li> <li>- To suggests <b>improvement</b> based on data</li> </ul>	<ul style="list-style-type: none"> <li>- <b>integrity</b>;</li> <li>- <b>empathy</b>;</li> <li>- <b>open-mindedness</b>;</li> <li>- <b>good governance</b>;</li> <li>- <b>service-oriented behaviour</b></li> <li>- <b>conscientiousness</b></li> </ul>	<ul style="list-style-type: none"> <li>- to <b>cooperate</b> with all the people in the organization</li> <li>- To <b>present the data in diverse ways</b>.</li> <li>- To <b>convince and pursued</b> his collaborator to do the best</li> </ul>	<ul style="list-style-type: none"> <li>- seminars;</li> <li>- case studies</li> </ul>

5. Encourage a citizens oriented culture EIPA				
KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- To understand the meaning of a <b>citizen oriented culture</b>.</li> <li>- <b>The possibilities as well as the constrains of different activities within a COC</b></li> </ul>	<ul style="list-style-type: none"> <li>- To involve staff in <b>sharing the COC vision</b></li> <li>- To <b>explain</b> why and how to act in a COC</li> <li>- To <b>identify</b> the stakeholders</li> <li>- To <b>analyse</b> citizens' <b>requests</b> segments/targets</li> <li>- To promote the <b>co-responsibility</b></li> <li>- To <b>read data</b> from C.S.</li> <li>- To set <b>standards</b> to deliver public service</li> <li>- To know how to organise <b>feed back</b> mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>- To <b>express a belief</b> that a citizens oriented administration is the heart of the work carried out by the administration.</li> <li>- To develop a <b>COC vision</b></li> <li>- Being <b>clear and transparent</b> in citizens role concerning their involvement</li> </ul>	<ul style="list-style-type: none"> <li>- Being able to <b>deal with conflicting interests</b></li> <li>- Being able to <b>communicate</b> and in a clear and understandable way orally as well as written</li> </ul>	<ul style="list-style-type: none"> <li>- Training is social skills via simulations</li> <li>- Bench marking</li> <li>- Work conferences with existing teams</li> <li>- Presentations/instructions of experts</li> <li>- Inviting of other administrations with experiences of paying visits to these locations</li> </ul>

6. Giving support to development EIPA				
KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- Understand the principles and nature of the <b>processes of development</b></li> <li>- Know and understand <b>the role of a manager</b> when it comes to supporting development</li> </ul>	<ul style="list-style-type: none"> <li>- Being able to <b>explain clearly</b> the reasons, needs and objectives for development</li> <li>- Being able <b>to cope with different reactions</b> during the process of development</li> <li>- Being able <b>to analyse and identify</b> the kind of <b>support</b> to be given to develop successfully towards the objectives</li> <li>- <b>Taking decisions</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Trustworthy</b></li> <li>- <b>Stand</b> for the chosen way of development</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Good communication</b> skills when it comes to</li> <li>- <b>explaining</b> the message and objectives</li> <li>- <b>negotiating</b></li> <li>- <b>motivating</b></li> <li>- from supporting to <b>convincing</b> to insisting</li> </ul>	<ul style="list-style-type: none"> <li>- Skills training</li> <li>- Peer review</li> <li>- Inter vision</li> <li>- Presentation from people with similar experiences</li> <li>- Case study</li> </ul>

## 7. Management of groups for innovation and improvement ForSer

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- <b>Innovative</b> leadership concept</li> <li>- Target group expectations (difference between “<b>warm</b>” and “<b>cold</b>” innovation)</li> <li>- <b>Team management</b></li> <li>- <b>Team dynamics</b></li> <li>- Team <b>decision making</b></li> <li>- Management of <b>risks</b> coming from the team</li> <li>- <b>Decision making process</b></li> <li>- Techniques and methodologies of applied <b>creativity</b></li> <li>- Techniques of: <b>problem setting</b> project management</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- lead and <b>conduct group</b> processes, in particular <b>creativity</b> sessions</li> <li>- <b>involve staff</b> in these sessions</li> <li>- <b>analyse</b> target group <b>expectations</b></li> <li>- translate expectation into relevant change <b>opportunities</b></li> <li>- promote the <b>visual representation</b> of a problem/expectation</li> <li>- promote and lead the ideas <b>production process</b></li> <li>- <b>break</b> through existing barriers of <b>inertia</b></li> <li>- <b>coach the team in transforming</b> the idea in a project</li> <li>- chase <b>harmony by diversity</b> (<i>meet the others’ approaches, opinions, thinks, ways of being and bring them as a way to improve yourself because different</i>)</li> <li>- develop and manage teams limit risks</li> </ul>	<ul style="list-style-type: none"> <li>- Be <b>positive</b></li> <li>- <b>Trust</b> in problem-solving and idea generation capacity of <b>own staff</b></li> <li>- Enthusiastic and <b>optimistic</b></li> <li>- Show leadership lead by <b>example</b></li> <li>- Think in terms of <b>possibilities</b></li> <li>- <b>Open minded</b> and non-judgmental</li> <li>- Not afraid to show emotion</li> <li>- <b>Curious</b> in particular about what’s new</li> <li>- Be clear and <b>honest</b></li> <li>- <b>Tenacious</b></li> <li>- Believe in your employees</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate and convince</li> <li>- Recognise and reward fun and the positive attitude in others</li> <li>- Open to others, care and serve others.</li> <li>- Inspire</li> <li>- Give positive feedback (able to increase in output energy, reinforces the input energy)</li> </ul>	<ul style="list-style-type: none"> <li>- Live on the job with a coach, as if you had a football team to lead.</li> <li>- Learning by doing Leading Enterprising space Team development</li> <li>- Problem based learning</li> <li>- Creative workshops</li> <li>- Learning in situation (role playing or/and project work)</li> </ul>

**8. Manage by using the accountability tools (social budgeting, environmental budgeting, gender budgeting,...) ForSer**

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- Basics of <b>organisation analysis</b></li> <li>- Guide lines and standards of gender-social-environmental <b>budgeting</b> (Eu, state and local)</li> <li>- Basics of <b>accountancy</b></li> <li>- Basics of <b>social science</b>:</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Adopt innovative approaches for accountability the activity done.</li> <li>- involve staff and the main social actors (stakeholders) in the accountability process</li> <li>- manage the accountability process (collect data and information/qualitative data about the activity/work, analyse and process data in terms of actions produced to citizens and staff, identify indicators and index, report about the activity done)</li> <li>- identify stakeholders</li> <li>- communicate the results to stakeholders by transforming data in comprehensible/easy information for them</li> <li>- use the results joint to the traditional accountability results for the management of the organisation and the decision of the allocation of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Open mind</li> <li>- Be clear and honest</li> <li>- Tenacious</li> <li>- Multi-perspectives oriented</li> <li>- Be acknowledge of and assume responsibility for actions</li> <li>- Give account on own actions</li> <li>- Lead by example/been example</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate (in particular to listen to)</li> <li>- Cooperate</li> <li>- Involve actors of the civil society</li> <li>- Facilitate and moderate multi-actors</li> </ul>	<ul style="list-style-type: none"> <li>- Training/coaching on the job</li> <li>- Working tables</li> <li>- Analysis of cases</li> <li>- Training visits</li> </ul>

### 9. Managing objectives. Getting commitment ForHom

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<p>To know / understand:</p> <ul style="list-style-type: none"> <li>- policies and priorities approved by the governing bodies/local territories/politicians</li> <li>- analysis, diagnosis and prospective tools and methods</li> <li>- programming, monitoring and evaluating public policy tools and methods</li> <li>- management by project and objectives</li> <li>- concept of performance, effectiveness, efficiency and quality</li> <li>- change management methods</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- define achievable objectives of public policies and transform them into practical objectives for the community, organisation and team/individual</li> <li>- define and implement plans and programmes leading to the achievement of desired outcomes</li> <li>- monitor the activities of the organization and mobilise the team</li> <li>- elaborate and maintain indicators and balanced score cards</li> <li>- measure the results, appreciate the performance, report/communicate (internally and externally)</li> </ul>	<ul style="list-style-type: none"> <li>- to commit to citizen</li> <li>- to fulfil concrete tasks and deliver concrete results</li> <li>- be accountable for the results</li> <li>- leadership</li> </ul>	<ul style="list-style-type: none"> <li>- interpersonal communication and mediation skills</li> <li>- group/meeting facilitation skills</li> </ul>	<ul style="list-style-type: none"> <li>- seminars</li> <li>- case studies</li> <li>- Creative workshops</li> <li>- role playing and project work</li> <li>- practical and computerised work</li> </ul>

### 10. Managing diversity ForHom

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<p>To know / understand:</p> <ul style="list-style-type: none"> <li>- notion of cultural diversity and social heterogeneity</li> <li>- social and cultural impacts on the management</li> <li>- intercultural management situations and problems to be solved</li> <li>- risks and opportunities for the Organization</li> <li>- face-to-face multicultural and virtual teams</li> <li>- team efficiency</li> <li>- intercultural communication</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- analyse cultural differences</li> <li>- analyse and overcome the different views on performances</li> <li>- overcome language barriers</li> <li>- facilitate multicultural meetings and teamwork</li> <li>- manage and resolve conflicts and criticism</li> <li>- share and communicate the common values of the organisation</li> </ul>	<ul style="list-style-type: none"> <li>- Open-mind</li> <li>- Leadership</li> </ul>	<ul style="list-style-type: none"> <li>- interpersonal communication and mediation skills</li> <li>- group/meeting facilitation skills</li> <li>- teambuilding</li> </ul>	<ul style="list-style-type: none"> <li>- seminars</li> <li>- case studies</li> <li>- Creative workshops</li> <li>- role playing and project work</li> <li>- practical and computerised work</li> </ul>

### 11. Ability to explain and convince: leadership IGAP

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- <b>Leadership</b> concept. Rules of a good leadership attitude</li> <li>- Efficiency, Planning.</li> <li>- The <b>principles about: communication</b> (interpersonal and organizational communication); motivation; effective delegation; human nature;</li> <li>- How people usually understand/see changes: to know <b>principles about change management</b>;</li> <li>- How to be <b>effective and efficient</b>;</li> <li>- To know the <b>processes/procedures</b> of the organization;</li> <li>-Be aware about the impact of the <b>elements in communication</b> (verbal and non verbal communication)</li> <li>-The several <b>life stages of a working group</b>;</li> <li>- The <b>delegation</b> principles (delegate at the right level to the right people while formulating your request in a way that motivates people and get the most from them)</li> <li>- the basis of <b>the human motivation principles</b></li> </ul>	<ul style="list-style-type: none"> <li>-To take <b>control of the group</b></li> <li>-how to establish “<b>rapport</b>”, both verbal and non verbal;</li> <li>-To <b>involve staff</b> in the organization objectives and as a team;</li> <li>- how to <b>dissolve barriers</b> and emotional constraints;</li> <li>-To give the <b>example</b>;</li> <li>-how to promote and <b>implement changes</b>;</li> <li>- To know to <b>predict</b> and be in contexts of change;</li> <li>- To build on <b>strengths</b>.</li> <li>-to <b>distinguish</b> the crucial from the accessory;</li> <li>- To take effective and timely decisions;</li> <li>- to have <b>flexibility</b> to address the diversity of situations;</li> <li>- to <b>react to confrontations</b> quickly and efficiently while maintaining the emotional balance</li> <li>- to <b>recognize conflicts</b> and their escalation over time to address them more effectively</li> <li>- to <b>negotiate</b> over what he/she wants and move on to a win/win outcome</li> <li>- to <b>recognize tactical approaches</b> used when interacting with others that may lead to conflicts and take appropriate steps to avoid a conflict developing;</li> </ul>	<ul style="list-style-type: none"> <li>-To have empathy;</li> <li>-To be personally committed with outcomes;</li> <li>- To be focused;</li> <li>- Have self confidence;</li> <li>-Have self control;</li> <li>- Have self motivation;</li> <li>- To be an example (a model);</li> <li>- To be positive;</li> <li>- To have emotional stability;</li> <li>-To be congruent;</li> <li>-- To have situational sensitivity;</li> <li>- to have situational management capacity;</li> <li>- to have flexibility of style; -</li> <li>-Be. Visionary - Creative</li> <li>- Flexible - Inspiring - Innovative - Brave - Imaginative - Experimental - Independent person</li> <li>inspiring leaders, take risks, are dynamic and creative, know how to deal with the change, they are visionaries -</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate in an assertive way; - To be objective and clear;</li> <li>- To be enthusiastic; - Be charismatic;</li> <li>- To have emotional intelligence;</li> <li>- To be trustful;</li> <li>- To be a good listener;</li> <li>-To be able to “walk the talk”.</li> <li>- to know how to set goals;</li> <li>to know how to analyze risks, draw contingency plans to prepare for a crisis and manage it as it</li> <li>-To be able to explain and convince others;</li> </ul>	<p>1 – EXPOSITIVE Techniques: theoretical approach of some themes (principles, for instance), supported by some handouts, exercises, PPT’s, bibliography.</p> <p>2 – INTERROGATIVE Techniques: brainstorming and debates during the discussion and study</p> <p>3 – ACTIVE Techniques: pre-assessment questionnaires to promote self awareness about personal development areas, to achieve some results that are going to be worked during training (for instance, DiSC); case studies; role-playing; work groups; individual questionnaires about social and personal skills.</p>





## 12. Feedback IGAP

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- Communication</li> <li>- Feedback</li> <li>- two-way relationship</li> <li>- Effectiveness of the communication.</li> <li>- Active listening</li> <li>- how to provide constructive feedback</li> <li>- Tools already developed (vg sandwich feedback; DESC);</li> <li>- How to deal (and solve), with the participation of citizens, problems/issues;</li> <li>- The procedures and processes of the services in the organization;</li> </ul>	<p>To be aware of the impact:</p> <ul style="list-style-type: none"> <li>- of the actions, behaviour and attitudes on colleagues;</li> <li>- of external environment on people conscious and unconscious mechanisms;</li> <li>- that changes produces generally in people;</li> <li>- -To know how to analyze citizen’s requests/needs segments/targets;</li> <li>- To be able to explain why and how can a better quality public service be produced, consistently;</li> <li>- To know how to establish verbal and non verbal “rapport”;</li> <li>- To use assertiveness to maximize the effectiveness of the communications with others without getting too emotional or making others angry</li> <li>- to become aware of how their messages are being received</li> </ul>	<ul style="list-style-type: none"> <li>- To have empathy;</li> <li>- To have self confidence;</li> <li>- To have mental flexibility</li> <li>- To have emotional intelligence;</li> <li>- To have emotional stability;</li> <li>- o have self control;</li> <li>- To be congruent;</li> <li>- o know the emotional impact of verbal and non verbal communication;</li> <li>- To know what behaviours generates proper behaviour.</li> <li>- to understand your team’s aspirations and set goals in a way to get them more committed and motivated to achieve these goals</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to communicate in an objective and respectful way;</li> <li>- Be objective and clear about what it wants to say (don't forget that the objective is to improve the communication).</li> <li>- Be direct when addressing subjects (bluntly and without aggressiveness).</li> <li>- Be specific about the positive or negative results of certain behaviour (not be vague).</li> <li>- Be descriptive rather than evaluative (present the facts without making inferences about the feelings, attitudes, personality or motives of his interlocutor);</li> </ul>	<ul style="list-style-type: none"> <li>- 1 – EXPOSITIVE Techniques: theoretical approach of some themes (sandwich and DESC, for instance), supported by some handouts, exercises, PPT’s, bibliography.</li> <li>- 2 – INTERROGATIVE Techniques: brainstorming and debates during the discussion and study of the themes.</li> <li>- 3 – ACTIVE Techniques: study cases, role-plays, individual and group exercises.</li> </ul>

### 13. Understanding transparency in relation to the work IAAP

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- Key concepts:                             <ul style="list-style-type: none"> <li>• <b>transparency</b></li> <li>• <b>Citizenship</b></li> <li>• <b>opening</b></li> <li>• <b>participation</b></li> <li>• <b>responsibility</b></li> <li>• <b>efficacy and consistency</b></li> </ul> </li> <li>- <b>Open Government</b></li> <li>- <b>Initiatives, regulatory and trends</b> regarding open government transparency.</li> <li>- <b>Transparency Law Public Policy</b> Management:</li> <li>- <b>Public Policy Management: programs and projects</b></li> <li>- <b>Communication</b> strategies, especially through the use of new technologies</li> <li>- <b>Knowledge management:</b> how to profit the people's experiences in the organization to develop.</li> </ul>	<ul style="list-style-type: none"> <li>- Establish <b>permanent mechanisms of communication</b> with the public and other public/ private agencies</li> <li>- Give <b>appropriate response</b> to requests for information from other institutions or citizens as independent or associated subjects</li> <li>- Be able <b>to establish collaborative networks</b> with users of information</li> <li>- Use <b>of online tools and social networks;</b></li> <li>- Manage <b>basic statistics</b> that allow clear information to the public and mapping tools to make the data visible</li> <li>- Know <b>detect those needs</b></li> <li>- Perform <b>proactive</b> transparency based on the needs of citizens</li> <li>- <b>Train your employees</b> to incorporate transparency in the service.</li> <li>- <b>Develop indicators</b> to monitor the transparency in your organization.</li> </ul>	<ul style="list-style-type: none"> <li>- Ethical principles and actions of Transparency,</li> <li>- Access to Information and Good Governance</li> <li>- Proactive.</li> <li>- Consistency</li> <li>- Service Spirit</li> <li>- Sensitive to other's needs</li> <li>- Respect with the discrepancy regarding the service.</li> <li>- Open to change</li> <li>- Integrity</li> <li>- Opening</li> <li>- Honesty</li> <li>- Sincerity</li> <li>- Open leadership</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to listen</li> <li>- Sensitivity</li> <li>- Empathy</li> <li>- Oral, graphic and written communication,</li> <li>- Communication: personal, group and online social networks</li> </ul>	<ol style="list-style-type: none"> <li>1.- <b>Reflection on how to work the issue in your organization and yourself.</b> This reflection should be done Individual first and then in groups so as to allow a diagnosis of entry.</li> <li>2.- A second pedagogical moment has <b>to allow the participant to develop their own definition of the key concepts</b> of the topic: from what they already know as individual, after in groups and finally, <b>complete with definitions of experts.</b> It should know examples and experiences of how they administration do, this can serve as models.</li> <li>3.- It necessary to develop a way to allow <b>supervised their projects on how to carry out the theme in their own reality individually.</b> They should have the opportunity to be supervised by another person from the group and/or by the teacher training.</li> <li>4.- It has to be a <b>final analysis of the key ideas</b> that all administration should consider: either make a <b>Decalogue</b>, write a message to all the people on your service telling it to do or any other activity that the manager permit <b>start designing a</b> change in their practice usual.</li> <li>5.-<b>Follow up</b> to see what it does <b>after three months</b> on the subject: What new mechanisms have been carried out? What have you built? What has been changed?</li> </ol>

**14. Understand effective methods for citizen participation (participated budget)  
IAAP**

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> <li>- Role of Citizenship in Public Services</li> <li>- What is <b>involved/ Taking part</b></li> <li>- Steps/phases to <b>promote</b> participation.</li> <li>- <b>Participation strategies.</b></li> <li>- In what can and should be involved citizens in our mission / task / unit policy / service               <ul style="list-style-type: none"> <li>• <b>Citizen Involvement Policy</b></li> <li>• <b>Open Government</b></li> <li>• <b>Social Networking</b></li> </ul> </li> <li>- Knowing <b>initiatives</b>, regulatory standards and trends regarding open government participation.</li> <li>- <b>Participatory Project Management</b></li> <li>- <b>Coordination</b> of equipment</li> <li>- <b>E-participation initiatives</b></li> </ul>	<ul style="list-style-type: none"> <li>- Recognize who are <b>your users</b> and establish communication channels and networks that best suit your features.</li> <li>- <b>Manage strategies and tools</b> to understand and analyze citizens' needs</li> <li>- Establish <b>permanent mechanisms of communication</b> with affected groups.</li> <li>- Implement permanent mechanisms that allow stakeholders can: <b>Give</b> their <b>opinion/Review</b> (before, during and after the project); <b>Collaborate</b> in the design of programs that affect them; <b>cooperate</b> in the dissemination; collaborate in the <b>implementation</b> of actions: to feel <b>co-responsible</b>; collaborate in the <b>assessment</b>.</li> <li>- Be able to <b>exercise decision-making</b> by negotiation and agreement on all issues that need.</li> <li>- Implement strategies <b>to manage and share knowledge with the public.</b></li> <li>- Exercise <b>participatory leadership</b> in their area of responsibility: with his team, with the groups affected by the policy / management, etc.</li> <li>- Identify areas in which society <b>debate</b> on the issues of our responsibility. Participating in these spaces</li> <li>- Create and promote further participation <b>open spaces clear</b></li> </ul>	<ul style="list-style-type: none"> <li>- Participative Leadership</li> <li>- Delegation</li> <li>- Empowerment</li> <li>- Open to shared decisions.</li> <li>- Being close to the people.</li> <li>- Flexibility</li> <li>- Innovation</li> <li>- Wanting to share</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in social networks on governance</li> <li>- Communication: personal, group and online social networks.</li> <li>- Empathy</li> <li>- Ability to listen</li> <li>- Sensitivity</li> <li>- Oral, graphic and written communication.</li> <li>- Respect for the ideas of others.</li> <li>- Cooperation</li> </ul>	<ol style="list-style-type: none"> <li>1.- <b>Reflection on how to work the issue in your organization and yourself.</b> This reflection should be done Individual first and then in groups so as to allow a diagnosis of entry.</li> <li>2.- A second pedagogical moment has <b>to allow the participant to develop their own definition of the key concepts</b> of the topic: from what they already know as individual, after in groups and finally, <b>complete with definitions of experts.</b> It should know examples and experiences of how they administration do, this can serve as models.</li> <li>3.- It necessary to develop a way to allow <b>supervised their projects on how to carry out the theme in their own reality individually.</b> They should have the opportunity to be supervised by another person from the group and/or by the teacher training.</li> <li>4.- It has to be a <b>final analysis of the key ideas</b> that all administration should consider: either make a <b>Decalogue</b>, write a message to all the people on your service telling it to do or any other activity that the manager permit <b>start designing a</b> change in their practice usual.</li> <li>5.-<b>Follow up</b> to see what it does <b>after three months</b> on the subject: What new mechanisms have been carried out? What have you built? What has been changed?</li> </ol>

	<p><b>(community)</b></p> <ul style="list-style-type: none"><li>- Develop <b>indicators</b> to monitor the transparency in your organization.</li><li>- Use of <b>e-participation tools of e-participation</b></li></ul>			
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## 15. Managing the process of change UNAVE

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<p><b>Strategic planning and Change Processes</b></p> <ul style="list-style-type: none"> <li>- Critical roles in the change process/project (sponsors, agents, targets, advocates)</li> <li>- Management of risks</li> <li>- Project management</li> <li>- Decision making techniques</li> <li>- Techniques and methods applied to change management and implementation of the process of change</li> <li>- Manage the amount of resources</li> </ul> <p><b>SPONSOR:</b></p> <ul style="list-style-type: none"> <li>- Relationships between target, agent, and sponsor.</li> <li>- The “black holes” of the change on the organization (gaps between sponsors and targets)</li> <li>- Management of cascading sponsorship (initiating and sustaining sponsors)</li> <li>- Built a network of sustaining sponsor</li> </ul> <p><b>TEAM DYNAMICS:</b></p> <ul style="list-style-type: none"> <li>- To set goals,</li> <li>- Understand organizational culture Team management</li> <li>- Broad and narrow the range of those to be affected by the change</li> <li>- Manage conflicts and solve problems</li> <li>- Monitoring procedures</li> <li>- Manage time</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Respect</b>, value and credibility skills</li> <li>- Initiative and creativity skills</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>- To define and implement plan</li> <li>- <b>Think analytically</b> and see the “big picture”</li> <li>- Built and <b>communicate the vision</b> Create and communicate vision.</li> <li>- <b>Motivate people to change</b></li> <li>- Create partnerships</li> <li>- <b>Lead a reunion</b>/meting</li> <li>- Create solutions</li> <li>- <b>Play critical the roles</b> in the project of change Implement interpersonal relationships</li> <li>- <b>Eliminate gaps</b> between sponsors and targets</li> <li>- Create <b>cascading sponsorship</b></li> <li>- Built <b>network</b></li> <li>- Apply his personal and organizational powers</li> <li>- Implement a <b>system of rewards and punishments</b></li> <li>- Conduct a <b>monitoring process</b></li> <li>- Create and <b>promote synergies</b></li> <li>- <b>Manage resistances, time and stress</b></li> <li>- <b>Manage conflicts and solve problems</b></li> <li>- Be <b>proactive</b></li> <li>- Use <b>formal and informal power</b> to break resistances.</li> </ul>	<ul style="list-style-type: none"> <li>- Want to be a leader</li> <li>- Self confidence skills</li> <li>- Manifest commitment to change/</li> <li>- Willingness to be involved in a project</li> <li>- Availability</li> <li>- Conflict resolver</li> <li>- Self confidence</li> <li>- Pro activity</li> <li>- Influence player</li> <li>- Believe in the success of his team /organization</li> <li>- Tenacious</li> <li>- Optimistic</li> <li>- Focus on results</li> <li>- Autonomous</li> <li>- Tolerance to ambiguity skills</li> <li>- Willingness to become competent in new skills</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate assertively and convince</li> <li>- Involve actors of change: sponsors agents, targets and advocates</li> <li>- Lead by example</li> <li>- Facilitate and moderate actions</li> <li>- Cooperative skills</li> <li>- Recognize good and bad performances (feedback)</li> <li>- Presentation skills</li> <li>- Team work skills</li> </ul>	<ul style="list-style-type: none"> <li>- Training is application-oriented based on: case studies,</li> <li>- Problem based learning</li> <li>- Coaching</li> <li>- Study of cases of success (Benchmarking)</li> <li>- Seminars</li> <li>- Peer teaching</li> <li>- Self-instructional training</li> <li>- And experiential learning:</li> <li>- Role plays and simulations</li> <li>- Behaviour modelling</li> <li>- Learning games</li> </ul>

## 16. Ethical approach UNAVE

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<p><b>1.- GOVERNANCE</b></p> <ul style="list-style-type: none"> <li>- <b>Local Governance:</b> a new paradigm. The role of institutions and their relations with Civil Society.</li> <li>- Definition of <b>governance</b> (Marsh e Furlong, 2002) (1)</li> <li>- Definition of <b>local governance.</b> (Stoker, 2004) (2)</li> <li>- What is the <b>work of the Leader</b> and their presence in everyday life and in protecting the quality of life?</li> </ul> <p><b>2.-ETHICAL LEARDERSHIP</b></p> <ul style="list-style-type: none"> <li>- <b>Ethical Leadership</b> in the context of Local Governance.</li> <li>- <b>Leadership for the common good.</b></li> <li>- The role of <b>political leaders</b>, based on an understanding of a state demanding that gives good examples, which serve as reference entity worthy of public trust and also more independent face interest groups. (Moreira, 2002)</li> <li>- The <b>ethical principles and values</b>, especially those related to professional responsibilities of the Leaders, and their ethical and deontological framework.</li> <li>- Implications of the <b>principles and values on the Leaders' attitudes and behaviours</b>, in particular with regard to the trust and in order to investigate possible infringements</li> <li>- Centrality of <b>ethics as a fundamental process.</b></li> <li>- <b>Ethics Letter</b> - Ten Ethical Principles of Public Administration</li> <li>- To <b>preventing the practice of illicit acts.</b></li> </ul> <p><b>3.- CIVIC PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>- The <b>Social Capital</b> as determinant key and, at the same time, as a result of a model of the local governance.</li> <li>- The increased of <b>civic participation vs political and economic inequality.</b>(Schönwälder,1997)</li> <li>- The <b>citizen's involvement</b> in the decision making processes.(Fung e Wright, 2001)</li> </ul>	<p>- to use the new responsibility, transparency and accountability</p> <p>It should also be able to:</p> <p><b>Practice</b> ethical leadership respecting three principles: Freedom, individual and social responsibility and subsidiary and the common good.</p> <p><b>Ensure</b> quality governance, through ethics, to the achievement of the common good.</p> <p><b>Base</b> their ethical leadership more active participation than in the passive freedom.</p> <p><b>Create</b> trust between citizens through appropriate political Leadership.</p> <p><b>Have</b> a leadership capable of promoting equal opportunities and support to those who really need it.</p> <p><b>Practice</b> leadership that approaches a decentralized power model where there is a greater correspondence between income expenses and greater control of the relationship between costs and benefits.</p> <p><b>Practice</b> the fulfillment free of the duty, the rigor and the discipline.</p> <p><b>Promote</b> the concept of local governance in the network, to increase the possibilities of accountability with new forms of responsibility and monitoring of the</p>	<p>- impartiality, legality and integrity</p> <p>To be willing to:</p> <ul style="list-style-type: none"> <li>- Respect the views/ opinions of the others.</li> <li>- Respect the principles of neutrality and impartiality</li> <li>- Internalize the values of public service.</li> <li>- Recognize that ethics in public service is today pre-requisite and foundation of public confidence, becoming a fundamental milestone for good governance</li> </ul>	<ul style="list-style-type: none"> <li>- Lead by example</li> <li>- Facilitate and moderate actions</li> <li>- Cooperative skills</li> <li>- Presentation skills</li> <li>- Team work skills</li> <li>- skills to facilitate meetings</li> </ul>	<p>Role-plays</p> <p>Case studies</p> <p>-Discussion of practical cases that involve ethics.</p> <p>-Study and discussion of Ethics Letter</p> <p>Ten Ethical Principles of the PA</p>

	<p>political activity.</p> <p><b>Practice</b> technical and political leadership stringent serious, competent, responsible and independent.</p> <p><b>Promote</b> the paradigm change - bidirectionality of the capital raised by a strong and active Civil Society, and for a free and open Market.</p>			
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