

eu-skills⁴pa

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

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

3. Organizational knowledge and understanding of managing processes FH

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

4. Quality of work FH

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

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

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

7. Management of groups for innovation and improvement ForSer

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

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

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

10. Managing diversity ForHom

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

11. Ability to explain and convince: leadership IGAP

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<ul style="list-style-type: none"> - Leadership concept. Rules of a good leadership attitude - Efficiency, Planning. - The principles about: communication (interpersonal and organizational communication); motivation; effective delegation; human nature; - How people usually understand/see changes: to know principles about change management; - How to be effective and efficient; - To know the processes/procedures of the organization; - Be aware about the impact of the elements in communication (verbal and non verbal communication) - The several life stages of a working group; - The delegation 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) - the basis of the human motivation principles 	<ul style="list-style-type: none"> -To take control of the group -how to establish “rapport”, both verbal and non verbal; -To involve staff in the organization objectives and as a team; - how to dissolve barriers and emotional constraints; -To give the example; -how to promote and implement changes; - To know to predict and be in contexts of change; - To build on strengths. -to distinguish the crucial from the accessory; - To take effective and timely decisions; - to have flexibility to address the diversity of situations; - to react to confrontations quickly and efficiently while maintaining the emotional balance - to recognize conflicts and their escalation over time to address them more effectively - to negotiate over what he/she wants and move on to a win/win outcome - to recognize tactical approaches used when interacting with others that may lead to conflicts and take appropriate steps to avoid a conflict developing; 	<ul style="list-style-type: none"> -To have empathy; -To be personally committed with outcomes; - To be focused; - Have self confidence; -Have self control; - Have self motivation; - To be an example (a model); - To be positive; - To have emotional stability; -To be congruent; -- To have situational sensitivity; - to have situational management capacity; - to have flexibility of style; - -Be. Visionary - Creative - Flexible - Inspiring - Innovative - Brave - Imaginative - Experimental - Independent person inspiring leaders, take risks, are dynamic and creative, know how to deal with the change, they are visionaries - 	<ul style="list-style-type: none"> - Communicate in an assertive way; - To be objective and clear; - To be enthusiastic; - Be charismatic; - To have emotional intelligence; - To be trustful; - To be a good listener; -To be able to “walk the talk”. - to know how to set goals; to know how to analyze risks, draw contingency plans to prepare for a crisis and manage it as it -To be able to explain and convince others; 	<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"> - Communication - Feedback - two-way relationship - Effectiveness of the communication. - Active listening - how to provide constructive feedback - Tools already developed (vg sandwich feedback; DESC); - How to deal (and solve), with the participation of citizens, problems/issues; - The procedures and processes of the services in the organization; 	<p>To be aware of the impact:</p> <ul style="list-style-type: none"> - of the actions, behaviour and attitudes on colleagues; - of external environment on people conscious and unconscious mechanisms; - that changes produces generally in people; - -To know how to analyze citizen’s requests/needs segments/targets; - To be able to explain why and how can a better quality public service be produced, consistently; - To know how to establish verbal and non verbal “rapport”; - To use assertiveness to maximize the effectiveness of the communications with others without getting too emotional or making others angry - to become aware of how their messages are being received 	<ul style="list-style-type: none"> - To have empathy; - To have self confidence; - To have mental flexibility - To have emotional intelligence; - To have emotional stability; - o have self control; - To be congruent; - o know the emotional impact of verbal and non verbal communication; - To know what behaviours generates proper behaviour. - to understand your team’s aspirations and set goals in a way to get them more committed and motivated to achieve these goals 	<ul style="list-style-type: none"> - Be able to communicate in an objective and respectful way; - Be objective and clear about what it wants to say (don't forget that the objective is to improve the communication). - Be direct when addressing subjects (bluntly and without aggressiveness). - Be specific about the positive or negative results of certain behaviour (not be vague). - Be descriptive rather than evaluative (present the facts without making inferences about the feelings, attitudes, personality or motives of his interlocutor); 	<ul style="list-style-type: none"> - 1 – EXPOSITIVE Techniques: theoretical approach of some themes (sandwich and DESC, for instance), supported by some handouts, exercises, PPT’s, bibliography. - 2 – INTERROGATIVE Techniques: brainstorming and debates during the discussion and study of the themes. - 3 – ACTIVE Techniques: study cases, role-plays, individual and group exercises.

13. Understanding transparency in relation to the work IAAP

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

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

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

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

16. Ethical approach UNAVE

KNOWLEDGE	ABILITY SKILL	ATTITUDE (PERSONAL)	SOCIAL SKILLS	TRAINING METHOD
<p>1.- GOVERNANCE</p> <ul style="list-style-type: none"> - Local Governance: a new paradigm. The role of institutions and their relations with Civil Society. - Definition of governance (Marsh e Furlong, 2002) (1) - Definition of local governance. (Stoker, 2004) (2) - What is the work of the Leader and their presence in everyday life and in protecting the quality of life? <p>2.-ETHICAL LEADERSHIP</p> <ul style="list-style-type: none"> - Ethical Leadership in the context of Local Governance. - Leadership for the common good. - The role of political leaders, 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) - The ethical principles and values, especially those related to professional responsibilities of the Leaders, and their ethical and deontological framework. - Implications of the principles and values on the Leaders' attitudes and behaviours, in particular with regard to the trust and in order to investigate possible infringements - Centrality of ethics as a fundamental process. - Ethics Letter - Ten Ethical Principles of Public Administration - To preventing the practice of illicit acts. <p>3.- CIVIC PARTICIPATION</p> <ul style="list-style-type: none"> - The Social Capital as determinant key and, at the same time, as a result of a model of the local governance. - The increased of civic participation vs political and economic inequality.(Schönwälder,1997) - The citizen's involvement in the decision making processes.(Fung e Wright, 2001) 	<p>- to use the new responsibility, transparency and accountability</p> <p>It should also be able to:</p> <p>Practice ethical leadership respecting three principles: Freedom, individual and social responsibility and subsidiary and the common good.</p> <p>Ensure quality governance, through ethics, to the achievement of the common good.</p> <p>Base their ethical leadership more active participation than in the passive freedom.</p> <p>Create trust between citizens through appropriate political Leadership.</p> <p>Have a leadership capable of promoting equal opportunities and support to those who really need it.</p> <p>Practice 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>Practice the fulfillment free of the duty, the rigor and the discipline.</p> <p>Promote 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"> - Respect the views/ opinions of the others. - Respect the principles of neutrality and impartiality - Internalize the values of public service. - Recognize that ethics in public service is today pre-requisite and foundation of public confidence, becoming a fundamental milestone for good governance 	<ul style="list-style-type: none"> - Lead by example - Facilitate and moderate actions - Cooperative skills - Presentation skills - Team work skills - skills to facilitate meetings 	<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>Practice technical and political leadership stringent serious, competent, responsible and independent.</p> <p>Promote 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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