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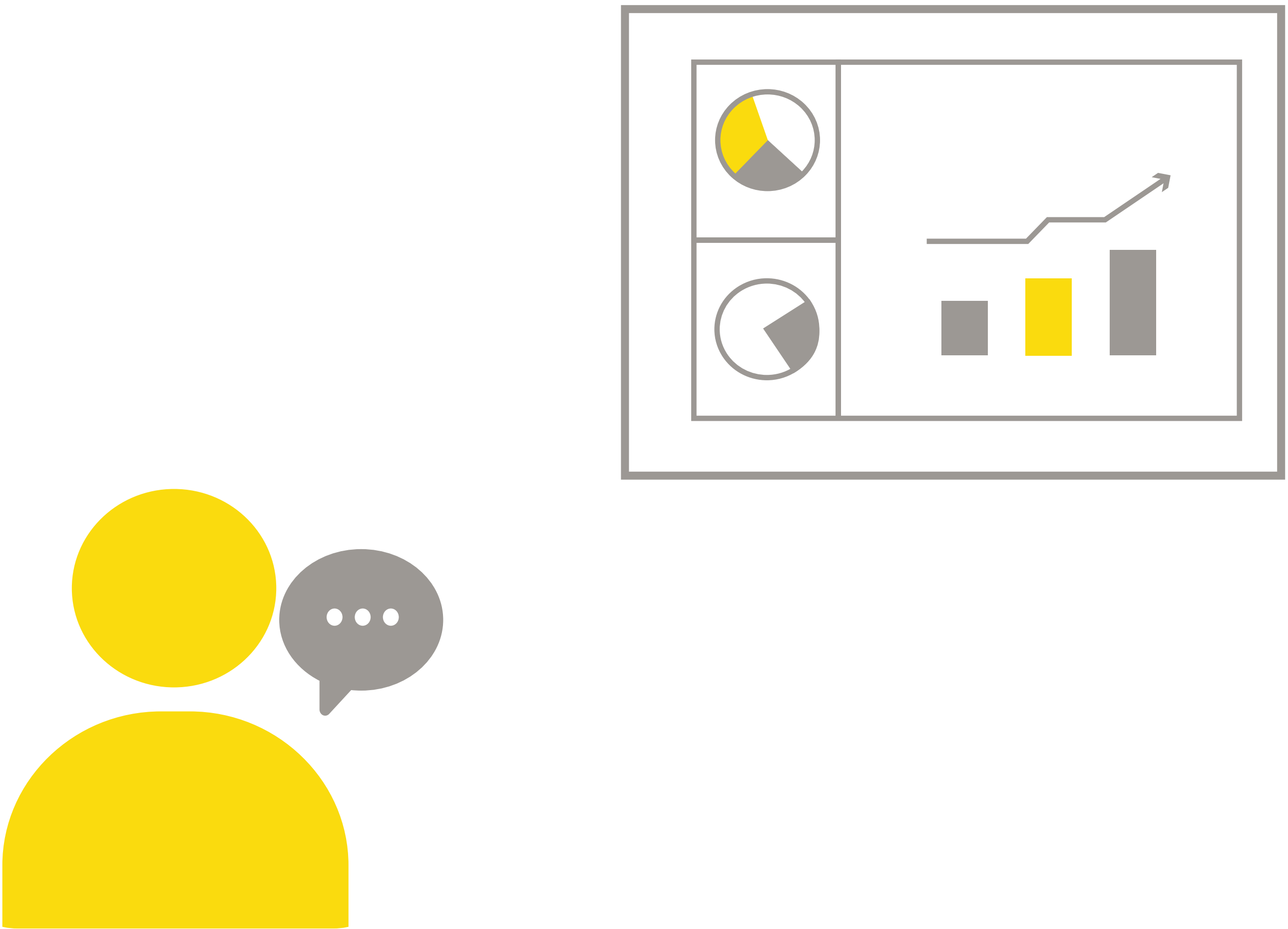
Association4U

Асоціація для України й для тебе

GFA CONSULTING GROUP

Trainers Manual



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Contents

Introduction

Dear readers,

You are reading the Trainer`s Manual (TM). The TM is one of the outcomes of the EU funded Project "Support for the implementation of the EU-Ukraine Association Agreement" (A4U). The A4U project aims to contribute to the implementation of the AA/DCFTA agreement between the EU and Ukraine.

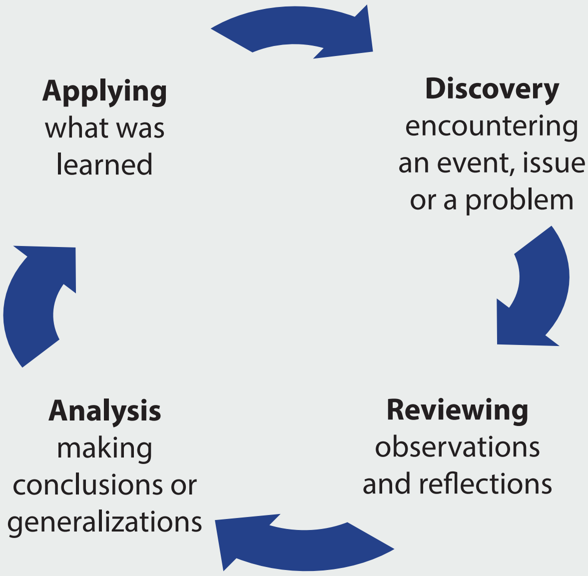
The TM provides you with detailed, quality-based processes and steps required to design, deliver and evaluate competence based training and capacity building efforts for the Ukrainian Public Administration in the field of EUI and AA/DCFTA. The TM is complementary to the A4U Training Organisation Guidelines, that focuses on logistics and management of training delivery.

The TM is probably one of the first attempts to systematize competence-based training development and it should be treated as a handbook for training professionals. It is aimed at A4U senior training fellows, but it would also be useful to others responsible for competence-based training. The A4U training team is aware that the TM may have some flaws and the team welcomes suggestions for improvement. The TM is meant as a 'living' document, that needs to be revised and upgraded in line with the developments in the field, rather than as a document that defines concepts as written in stone.

I hope and trust that the TM will prove to be a useful tool, and I hope that the TM will encourage discussions in ministries, academia and organizations related to civil service about the need to steadily improve training and development for the Ukrainian public administration as to contribute to successful implementation of EUI and AA/DCFTA in Ukraine.

Dr. Janos Zakonyi,
Team Leader of the Association4U Project

I. Background information for the development of training targeted at civil servants



1.1. Adult learning

While developing training for professionals, it is critical to remember that training methods have to be tailored to the age of a training target audience.

Main features:

- Adults draw on their own experience, rather than rely on a lecturer as a guide/mentor.
- Adults use learning to solve their problems, rather than simply absorb information.
- Adult learning is effort-intensive and is best facilitated through hands-on exercises.

1.2. Adult learning training requirements

Based on the information on adult learning, the following preconditions have to be met to ensure the best quality and effectiveness of a training. **A training has to be**:

- Relevant: materials have to address the issues trainees experience at their jobs, and be implementable in their work environment.
- Engaging: adult learning is the most effective when it is focused on the hands-on activities and exercises.
- Based on realistic material: it has to be understandable, relevant and relatable to trainees' work.
- COMPETENCY-centered: competency is a primary factor that affects the quality of the trainee's performance.
- Feedback-oriented: feedback guides trainees in the learning cycle. **It has to be**:

  a. aspect-specific and explanatory (addressing a particular aspect of a trainee's performance in detail);

  b. guiding and timely (prompt recommendations on how to handle similar situations in the future)

Useful Recommendations

- Purposeful entertainment is a great way to engage an audience: do not hesitate to use videos, pictures, and other media, which is relevant to the purpose of a training.

- Materials have to be formulated in such a way that will make the most sense to trainees (including a possibility to use plain language and professional jargon, etc.).

- Try to avoid purely theoretical debates and abstract situations (most likely, trainees will not be interested in ideal-case and far-fetched scenarios).

- Allow time for Q&A sessions and encourage participants to challenge and discuss material offered within the training.

- Adults cannot be forced to learn something. Training should not impose knowledge onto participants, but rather convince them of the value of lessons:

- Familiarize an audience with the conceptual basis of training; justify the importance of information right away: for adults, learning is a conscious choice so you have to motivate them .

- Make material practice-oriented and include interactive learning session to start the cycle “reflection-action-reflection-action” in an audience, stimulating their memory and keeping them engaged.

- Shape the discourse in a proactive way: trainees have to understand that as civil servants, they are the agents of change in the society.

1.3. Trainings for civil servants

Table A presents the OECD vision of civil service, which can be considered one of the possible ways to set objectives for training, tailored for civil servants

Table A, OECD 2017

	Professional	Strategic	Innovative
Needs civil servants who are:	Qualified Independent Values driven Ethical	Outcomes driven Evidence based Future oriented Proactive Networked	Iterative Data literate Citizen centered Curious Storytellers Insurgent

In a civil service which is:	Merit based Capable of integrating a servant into HR system and boost her/his potential	Agile Attractive to skilled job seekers Planned and managed to ensure the right skills and competencies are effectively allocated to areas of current and emerging need	Open and collaborative cultures, leadership and management Engaged Autonomous Mobile Diverse Learning oriented
Led by Senior Civil Servants who are:	Trusted policy advisors and effective transactional managers	Transformational leaders (motivating their staff, high standards oriented), change managers	Collaborative leaders and adaptive managers

Training for civil servants should be aimed at competency-development.

Competency is “the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context” (OECD, 2005).

Based on table 1, a trainer can choose competencies, which can be developed in a particular module. For example:

- Result-orientation (a module can motivate trainees to achieve specific goals by a certain deadline; e.g. develop a roadmap for an approximation of a specific law with the EU norms).
- Independent thinking (a module can focus on techniques, which help eliminate bias or resist lobbying).

It is crucial to link job-specific skills and competencies (citizen-oriented legal drafting) with transferable skills and competencies (future orientation, flexibility, etc.).

However, competencies development is a multi-component task requiring aspect-based approach, namely the development of knowledge, skills, attitude, and competency. Further guidance on aspect-based training can be found below:

1. **Knowledge training**: transfer of information in order to inform the trainees, build awareness or understanding.

a. Break the material into smaller blocks of related information to make it more accessible.

b.Employ visual aids (pictures, process maps, etc.) to clarify what you are saying, and to prevent the trainees from getting lost in the information.

c. Make the new information more relevant by providing context and showing how this new information fits into the work of the trainees.

d. Distribute blocks of required knowledge over different training sessions and alternate/combine knowledge blocks with other training tasks (skills and/or competency training).

2. **Skills training**: knowledge and action components needed to understand, practice and use a skill.

a. Make sure trainees understand why and how they should be using the skill.

b. Incorporate practical exercises to practice the skill.

c. Allow time for periodic repetition and rehearsal of the skill.

3. **Attitude training**: developing a behavioral change.

a. Introduce a knowledge component, which addresses, what the attitude is, why it is important and how it is connected to other aspects of work.

b. Try to convince the audience that it is good or positive to have this attitude, and reinforce this belief by appealing to civil service duty etc. (role-playing, simulations, case studies, witness accounts are useful).

c. Focus the behavioral training on showing and practicing the type of behaviors and actions required for this attitude; also explain the audience what behavior will be harmful in this scenario (demonstrations, simulations, action learning are useful here).

4. **Competency training**: integrating and honing the necessary knowledge, skills and attitude elements for a particular job task.

a. Use different combinations of knowledge, skills and attitude components.

b. Construct a realistic training, where trainees are told and shown how to complete the task before practicing it or, for a more advanced group, trainees are presented with a problem, issue or situation and they have to solve it themselves with the trainer or expert providing feedback.

c. Use real processes, real documents, real methodologies, real issues and complications where possible.

1.4. Key competencies of civil servants to be developed by training

While developing training the type of the audience for which it is held should be taken into account. Competencies can be different for managers and non-managers, which should be reflected in the practical tasks.

This section provides an overview of the competencies, which can be pertinent to the field of civil service. Tables B and C address the overview of the key managerial and non-managerial competencies. This division into two groups serves the purpose of prioritizing some competencies over the others for a specific position.

For example, it is evident that a senior civil servant should have an excellent environmental orientation, but at this career stage, the priority will be given to the development of decision-making or strategic planning competencies.

Table B	
1. Planning and organization	5. Strategic planning
2. Communication	6. Strategic goals implementation
3. Decision-making	7. Change Management
4. Leadership	

Table C	
8. Self-organization	14. Organizational orientation
9. Communication	15. Result Orientation
10. User Orientation	16. Teamwork
11. Professional development orientation	17. Creativity
12. Adaptability	18. Analyzing
13. Environmental orientation	19. Initiative

Tables B and C provide the general overview of some of the competencies, relevant for managerial and non-managerial positions. This list is by no means exhaustive; however, it is important to understand at least this limited range of competencies.

This information will be useful in tailoring the training for a particular competency. E.g., adaptability is crucial for the process of Ukraine's legal approximation to the EU norms. A trainer can draw ideas from the offered information and on that premise tailor the training for developing particular competencies.

For example, a trainer can decide to use a simulation exercise, where participants will have to accommodate changes to a project: e.g., unexpected budget cut, stakeholders withdrawing support, etc. A detailed description of competencies in the order provided for in tables B and C can be found below.

Please pay attention that, although information on communication competency is mentioned in both tables it is explained in full only once (number 2) in order to avoid repetition.

Planning and organization

planning activities, time and other resources needed

Development tips

During the training instruct trainees to plan a task/an event.

Propose someone to take the leading position in the group; rotate this position among the trainees to let all of them practice organizational skills.

When trainees are working on a particular task instruct them to draw up an action plan and check off/cross off items as soon as something has been completed.

Train time-management skills of trainees: warn them of possible changes or additional tasks, the trainees should allow for room to maneuver in the unforeseen events.

During the training emphasize the necessity of team effort and delegating tasks; point out the features of delegating – the need in moderate control (too much control can be demotivating), understanding that the delegated task can be performed not that fast or be of a lower quality.

Make sure you provide trainees with feedback, use the **techniques**:

«Frame»,
«Poll/Survey»,
«Brainstorming on a board»,
«Paired up reconsideration»,
«Wisdom of the other»,
«Typology»,
«Double-check» (section 4.1).

Communication

effective information sharing to ensure mutual understanding

Development tips

Tips for development of oral expression

Demonstrate trainees the means of effective communication: adapting the style and pace of your speech to your conversational partner, using body language, appropriate sight techniques (for example, looking in the eye-nose triangle), "mirroring" the gestures of the other person.

Emphasize the need to prepare well for discussions. Discuss the structure of presentation, conciseness, and pace of speech. Explain the trainees that the mindset of a counterpart may play an important role and, thus, there is a need to investigate your counterpart before the important negotiations.

Discuss multiculturalism with the trainees, advise them on how to communicate with people of different origins. Ask trainees about the situations they have already encountered, as it may also be a good exercise in oral expression.

Distribute between trainees pieces of paper with simple topics. written on them. Students take out the topic, prepare for 30 seconds, and then speak for one minute. Then ask the audience to give feedback on the speeches.

Ask the audience if everything is clear. If necessary, give examples to better explain certain details. Think of other, more fitting ways of expressing ideas (comparisons, case studies, etc.).

Use the **techniques:**

«Wisdom of the other»,

«Reaction to a Lecture»,

«Impromptu Speech» (section 4.1.).

Tips for development of written expression

Suggest additional readings (books/ publications) on topic of the training or related fields.

Ask the trainees to draft a short report on training within a few minutes. Suggest a few writing styles – news report, official letter (thank-you letter, complaint), post, tweet. You may also suggest completing the same assignment, but in another language.

Recommend books or online-courses for developing professional skills.

Use the **techniques**:
«Important Questions»,
«Online-Chat (Fast)»
(section 4.1.).

Tips for development of persuasiveness

Provide an example of a policy, which may possibly spur a public uproar or trigger debate in the society. Ask the trainees to come up with arguments and counterarguments.

Debate one of the training questions. Analyze arguments of the parties and identify strong and weak points. Suggest the parties take the opposite side and come up with the new "pro" and "con" arguments.

Divide the audience in groups for performing an assignment, then ask them to scrutinize their influence on made conclusions and adopted decisions.

Use the **techniques:**
«Class in Reverse»,
«Reaction to a Lecture»,
«Bumpersticker»
(section 4.1.).

Tips for development of presentation skills

Show the audience an example of an effective speaker (e.g., from TedTalks).

Suggest software tools for visualizing data; provide practical guidelines for preparing presentations (fonts, colours, etc).

Suggest additional readings on presentation techniques, exercises for public speaking.

Divide the trainees into groups for completing an assignment and then ask them to report their results to the audience.

Use the **techniques:**
«Lecture with pauses»,
«Rankings»,
«Video clips»,
«Reaction to a Lecture»,
«Impromptu Speech»,
«Anonymous Feedback» (section 4.1.).

Decision-making

making decisions by taking action, or taking up a position by expressing an opinion

Development tips

Prepare am example of ambitious and important reforms. Analyze the context of adopting such decisions and discuss grounds for changes. Analyze its adverse effects and positive results.

Discuss with the audience aspects of decision-making in civil service: the necessity to make decisions timely and reasonably, as well as accept responsibility for them. Emphasize that it is improbable to adopt a decision that will be acceptable for everyone. Ask trainees about their experience.

Prepare an example of a poorly made decision. Analyze what went wrong. Think about how you could have adopted a better decision at that time and based on then available information.

Stir a discussion with the audience on an important societal cause. Ask the trainees to explain why they have adopted either of the positions; prepare possible options of resolving the problem.

Run a role-play, where each participant in a group has its own individual assignment. Upon completion of the game, analyze who was able to accomplish the desired result, as well as what arguments and techniques effected the adoption of final decision.

Use the **techniques:**

«Lecturer-storyteller»,
«Brainstorming on a Board»,
«Video clips»,
«Typology»,
«Fieldwork Report», etc. (section 4.1.).

Leadership

motivating people to perform well, helping others, ready to take charge of a situation when necessary; enabling full potential in others and ensuring that they have the opportunity for growth

Development tips

Observe the participants and encourage them to take account of the following aspects during the meetings:

- Is everyone able to give his/her opinion?
- Are all the agenda items being discussed?
- Are all the team members given sufficient opportunity to give their opinion?
- Is anything said about the results achieved? Are compliments given when appropriate? Are enough agreements reached to be able to solve problems?

Emphasize to the audience the possibility of informal leadership and share with them techniques of preventing conflicts, when several such people occupy leadership position.

Provide an example of a competent leadership (use TED Talk, video or simple story), as well as poor one. Discuss with the audience nuances of leadership within the confines of civil service, in particular publicity, stress, criticism, etc.

Suggest resources/readings/films, that might be helpful for leadership skills development.

Allow several participants lead the performance of a certain task. It might be worth delegating it to the participants that are not particularly engaged during the training. Carefully examine their management style, ask other participants to provide their feedback. Ask the participants, who were assigned with leading positions, to share their impressions and what difficulties they encountered in the process.

Use the **techniques:**

«Class in reverse»,
«Rotation near the Boards»,
«Simulation situation»,
«Fish Tank» (section 4.1.).

Strategic planning

setting forth long-term objectives and communication thereof

Development tips

As a practical exercise, examine the strategy of a particular country and analyze what specific actions may assist in achieving the desired results, prioritize the respective tasks.

Analyze the anticipated social and political changes in the market and in the sector from the point of view of the consequences for a particular organization.

Emphasize the need to observe the development of events in the market and in the professional area. Consider the dynamics of past events and current trends that dominate the field. Predict their impact on the specific events.

Present the audience an exemplary report of the company, marking tendencies and trends in the market and transforming them into specific plans for the organization.

Demonstrate the long-term analysis of the implementation of a particular reform; analyze the main influencing factors and risks, as well as ways to solve potential problems.

Discuss the unforeseen circumstances that may have a significant impact on developments in the market and the sector.

Conduct a brainstorming session in which you review the key events in the market and in the sector and analyze their influence on your organization.

Use the **techniques:**

«Poll/Survey»,
«Brainstorming on the Board»,
«Class in Reverse»,
«Rotation near the Boards»,
«Simulation Situation»,
«Real World»,
«Typology»,
«Structuring», etc. (section 4.1.).

Strategic goals implementation

transformation of long-term goals into specific tasks, ensuring coordination and implementation of these goals

Development tips

Ask the participants if they know about the strategic goals of their organization. Ask the audience to transform these goals into operational steps, as well as indicate whether they correspond to reality. Analyze what barriers the organization may encounter and how to overcome them.

Make specific goals and steps SMART - Specific, Measurable, Acceptable, Realistic, Timely.

Use specific examples of strategic goals and steps to achieve them (for example, the goal – to reduce environmental pressure; actions – to switch to alternative energy sources, to provide state support to programs promoting energy efficiency, the creation of garbage recycling plants, etc.).

Emphasize to the audience the resources needed to achieve certain goals: stakeholders` support, budget, human resources, organizational flexibility, etc.

Recommend the audience software to successfully visualize the strategy and specific steps of its implementation; stress on the importance of demonstrating intermediate results and their visualization.

Use the **techniques:**
«Brainstorming on the Board»,
«One-Minute Survey»,
«Impromptu Speech»,
«Online-Chat (Fast)»,
«Experts' Publications», etc.
(section 4.1.).

Change management

introducing reforms and support for their implementation, constant facilitation and/or fast speeding the implementation of such reforms

Development tips

Suggest the audience to perform a task. In the process of its performance, change its conditions or provide additional information that has an impact on the result (for example, limit the range of tools or scale of work). At the end, analyze how the team has coped with the task and how the change has affected the result.

Discuss a successful reform in a particular country/area. Analyze how it was carried out, how the transitional period was managed, which interim bodies were created, how stakeholders were engaged, etc.

Advise participants to work in accordance with SMART concept, i.e., to set Specific, Measurable, Acceptable, Realistic, Timely goals.

Emphasize the importance of communication in the reform process. Give examples of information campaigns aimed to provide information support during the reform process.

Make sure you provide trainees with feedback, use the **techniques**:

«Lecturer-Storyteller»,
«Lecture with Pauses»,
«Take a Guess»,
«Brainstorming on a Board»,
«Rotation near the Boards»,
«Simulation Situation»,
«Important Questions» , etc. (section 4.1.).

Self-organization

collection and classification of received information systematically, plans' development, identification of priorities and effective use of time (working with clear

Development tips

During the training demonstrate an example of self-organization – start and finish the sessions on time, discuss the objectives and aims of the course, results of the work of the participants, etc.

Ask participants about their planning skills: how they are organizing their work in the department, how well the culture of time management has been developed, how it can be improved, etc.

Recommend literature and other useful resources in the field of time management, planning, and personal effectiveness. Explain the concept of SMART criteria - Specific, Measurable, Acceptable, Realistic, Timely actions.

Use the **techniques**:
«Simulation Situation»,
«Class in Reverse»,
«Fish Tank» (section 4.1.).

Communication

See number 2 above

Customer orientation*

recognizing and understanding customers'* needs, as well as providing services of the appropriate quality

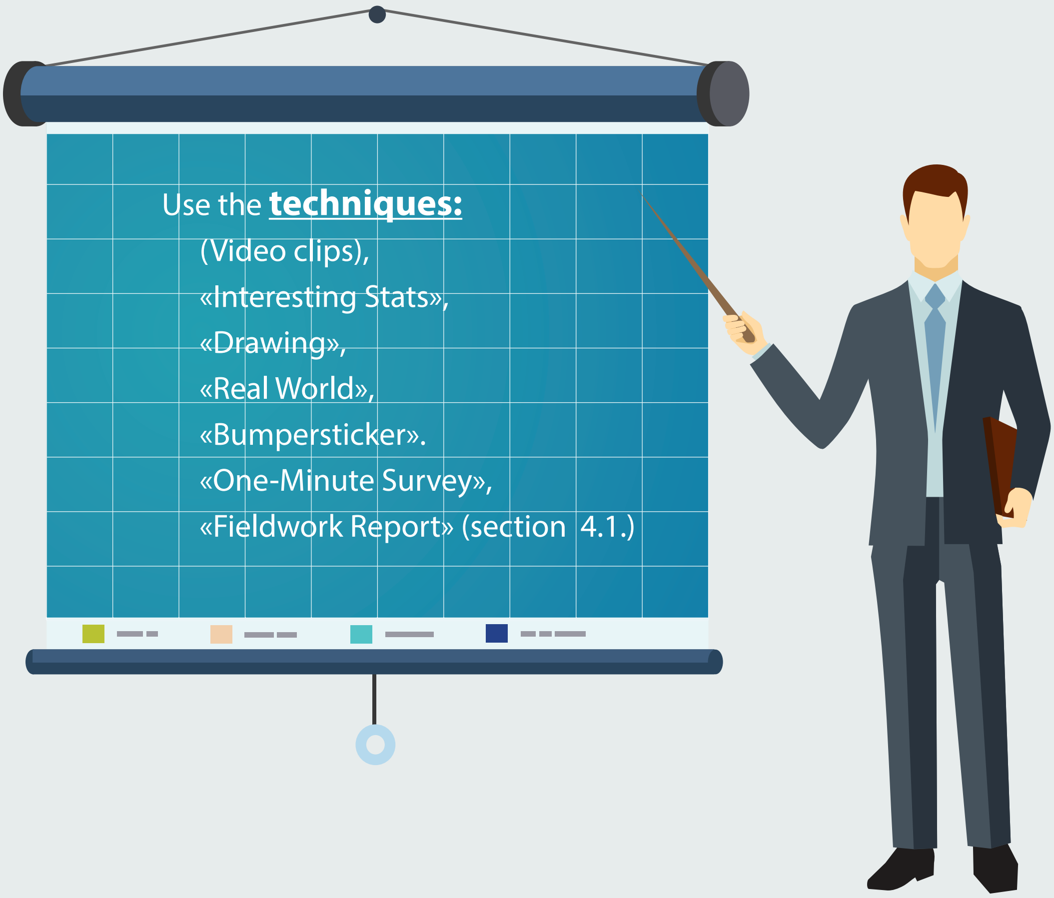
** Customer = Citizens, business, civil society, and internal clients of state bodies.*

Development tips

Discuss the civil servants code of ethics and general standards of conduct. Ask the audience what obstacles they anticipate to encounter while implementing such standards and think about ways to resolve them.

Run a role-playing game that aims to establish communication between different groups (government agencies) to accomplish a specific task.

Analyze the interests of different groups (citizens, business, government) within a specific case and identify the best ways of communication and negotiation strategies.



Professional development orientation

continuous knowledge improvement,
decisive actions in the new situations,
putting new experience to the effective use

Development tips

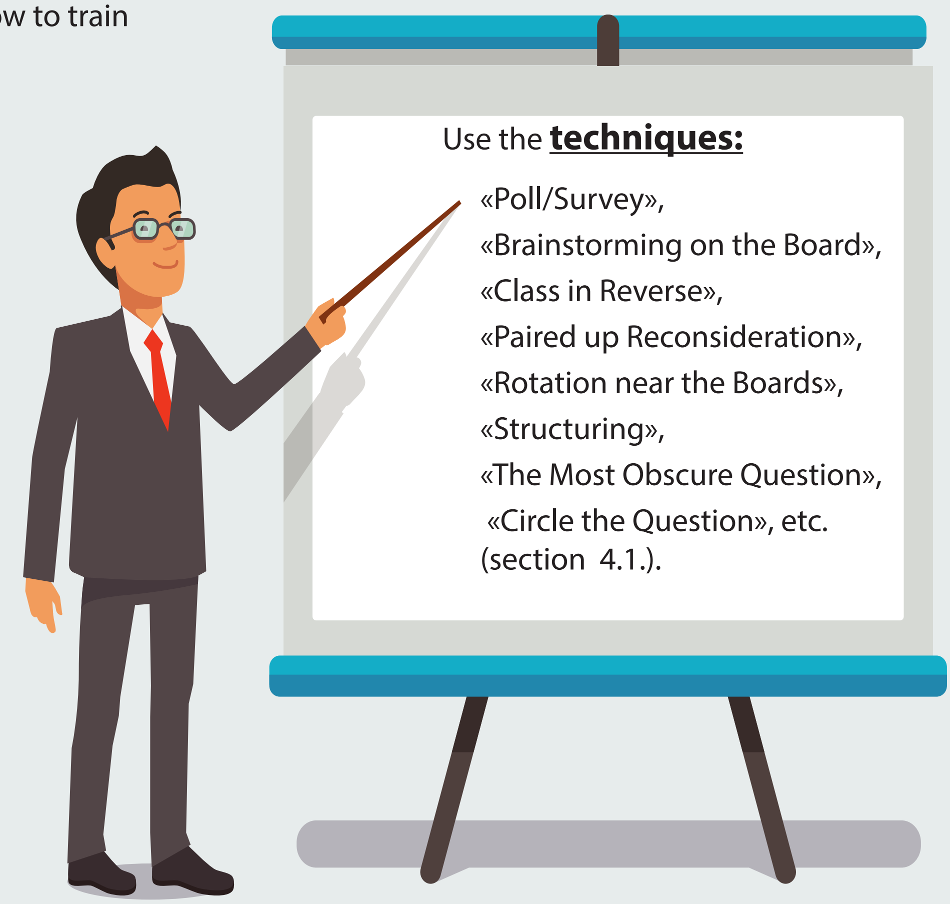
Ask the audience to realistically describe their strengths and weaknesses as a professional. Suggest personal development techniques and think in which circumstances they can do it.

Try to find out how participants are handling their responsibilities. In the course of accomplishing tasks, ask the participants to exchange feedback about each other's work, as well as give tips.

Ask participants to evaluate how seriously they are perceiving feedback and comments from others about their work, and how quickly such experience is integrated into work.

Analyze market trends and changes in the professional area; think of knowledge, skills and competences that are now in demand to complete the tasks. What knowledge, skills and competences will be in demand in this area in a few years? How to train them?

Think of courses/training resources that can help in developing the skills you need.



Adaptability

effective reaction to changing circumstances

Development tips

Ask participants to share their experience of adaptation to work, changes in the team, as well as new requirements within the civil service reform.

Discuss with the trainees resource and budget planning and how to create a "buffer" for the case of unforeseen circumstances.

Discuss how the political, social and economic situation affects work of civil servants. Identify with the audience which indicators within the civil service should be monitored to respond to changes in a timely manner.

Find out which difficulties the participants encounter in the new situations. Simulate a situation where participants have to adapt to new circumstances or events. Shuffle the groups, change managers, task requirements, language of instruction and task execution. Keep track of how participants defend their interests and goals in the changing environment. Discuss it with the audience.

Use the **techniques**:

«Poll/Survey»,
«Video Clips»,
«Wisdom of the Other»,
«Rotation near the Boards»,
«Simulation Situation»,
«Typology»,
«Fish Tank»,
«One-Minute Survey», etc. (section 4.1.).

Environmental orientation

a high level of awareness of social, political and work-related events, as well as the use of this knowledge for the benefit of the organization

Development tips

In the process of performing the task, ask the participants to evaluate the external risks and threats to the project (budget constraints, external pressure, lobby, competition). Conduct a discussion on how to track such events and how to minimize their impact.

Advise the audience on the information sources which can be used to learn about events in one's professional field, give tips on networking, and arrange a separate session where professionals can get to know each other and discuss each other's work.

Ask participants to find relevant examples that can illustrate the theoretical foundations and processes being studied.

Provide participants with a case that will require an analysis of the recent data (statistics, content analysis, court materials). Advise participants on the resources and tools that can facilitate the collection of such data.

Use the **techniques:**

«Poll/Survey»,
«Lecturer-Storyteller»,
«Take a Guess»,
«Brainstorming on a Board»,
«Reaction to the Lecture»,
«Structuring»,
«Typology»,
«One-Minute Survey»,
«The Most Obscure Question»,
«Online Test»,
«Fieldwork Report», etc. (section 4.1.).

Organizational orientation

being aware of the impact that actions and decisions may have on the organization as a whole

Development tips

Discuss the impact of the reforms on the organization where the training participants work. Offer participants statistics that will demonstrate the benefits of such reforms.

Suggest the participants a case for the reform of a particular organization. Provide the participants with the information in portions – firstly, the context and main purpose of the reform, and analyze together what negative and positive effects the audience anticipates from such actions; then partly provide information on the effect of the reform, highlight side effects and analyze the results in detail.

Run a simulation, where participants will need to lobby their interests to foster certain decision-making.

Use the **techniques:**

- «Lecture with Pauses»,
- «Take a Guess»,
- «Video Clips»,
- «Class in Reverse»,
- «Paired-up Reconsideration»,
- «Simulation Situation»,
- «Drawing»,
- «One-Minute Survey»,
- «Online Chat (Fast)»,
- «Fieldwork Report», etc. (section 4.1.).

Result Orientation

focusing on achieving goals,
as well as quantitative and
qualitative results

Development tips

In the process of performing a practical task, ask participants to discuss in advance the criteria for evaluating work and set specific goals for each stage. Define the timeframe for all goals.

Try to stimulate critical thinking in the audience by offering participants to do an assessment of a specific product, and discuss ways to improve the material and optimize the resources that were used.

Ask the audience about work standards in their organizations and procedures in general. Find out how the work of employees is supervised.

Demonstrate the participants examples of remarks and comments to encourage feedback from their colleagues.

Use the **techniques:**

- «Frame»,
- «Interesting Stats»,
- «Video Clips»,
- «Class in Reverse»,
- «Paired-up Reconsideration»,
- «Rotation near the Boards»,
- «Simulation Situation»,
- «Real World»,
- «Bumpersticker»,
- «Impromptu Speech»,
- «Anonymous Feedback»,
- «Important Questions», etc.

(section 4.1.).

Teamwork

works together with
others in order to achieve
common goals

Development tips

Before the practical tasks, talk informally with the audience. Run icebreakers so that participants can learn more about each other and then ask them to form groups. Participants will better interact with each other after a brief acquaintance.

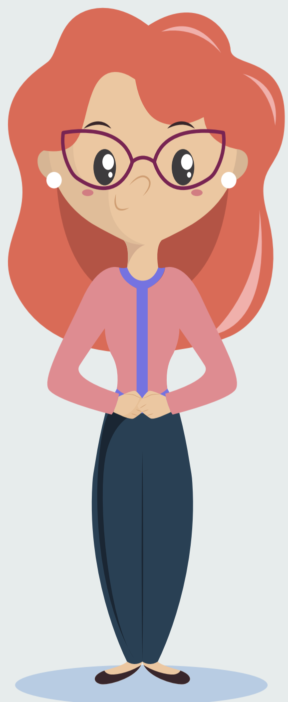
Conduct a practical task where people will work in groups (preferably, long enough). After the assignment is accomplished, ask the participants to communicate with each other and comment on the behavior during the task, highlight the strengths and weaknesses of each. Group the main issues of the participants and recommend the resources and methods, which can improve their skills and competences.

During the session practice the technique "Management By Walking Around". Communicate with the participants, comment on their work. At the end of the session, explain your style of management and give advice to participants on its successful implementation.

Ask the participants to think about the team, which they are a part of and try to describe it using some adjectives. Then ask to write/talk about the group using the selected words. Use this to analyze the strengths and weaknesses of the team.

Use the **techniques:**

«Paired-up Reconsideration»,
«Wisdom of the Other»,
«Reaction to Lecture»,
«Simulation Situation»,
«Bumpersticker»,
«Impromptu Speech»,
«Anonymous Feedback»,
«The Most Obscure Question»,
«Discussion Boards»,
etc. (section 4.1.).



Creativity

coming up with original and relevant ideas and decisions pertaining to the issues that arise in the process of work, as well as the development of new methods to replace the old

Development tips

Discuss with the audience techniques that allow you to go beyond the usual procedures: data visualization, the "four-eyes" principle, the search for alternatives, etc.

Ask the participants to take a piece of paper and draw 30 rings on it. Set the time (1-3 minutes) and ask them to transform them into objects (sun, globe, etc.). Compare the results, then you can hold another round - this time the participants will have more ideas.

Suggest to the participants resources to read about innovative developments and studies. Create a group in social network and share the content you find with each other.

Present a challenge to the audience (for example, reduce the use of plastics in Ukraine). Look for various solutions - the easiest, the most profitable, the most

Use the **techniques:**

«Video Clips»,
«Brainstorming on the Board»,
«Class in Reverse»,
«Paired-up Reconsideration»,
«Simulation Situation»,
«Double-Check»,
«Drawing»,
«Bumpersticker»,
«Impromptu Speech»,
«Online Chat (Fast),
«Discussion Boards», etc.

Analyzing

searching and systematization of the relevant information in the process of research; searching for rational ways to solve problems

Development tips

Explain the audience the SMART principles – Specific, Measurable, Acceptable, Realistic, Timely actions.

Make an overview of the methods of analysis, techniques for making informed decisions, and suggest to the audience reliable sources of information and ways to verify them.

Perform a practical exercise where the audience has to work with different types of information and data volumes. Compare the results of the groups and analyze the strengths and weaknesses of the analysis.

Pay attention to the presentation of the results of the analysis - data visualization, actualization of the context, understandability for both professionals and laypersons.

Try to give the audience an insightful analytical product, which has to be improved (unfinished draft law, unfinished project, biased assessment, etc.), and ask them to identify the weaknesses and finalize the document.

Use the **techniques:**

«Lecture with Pauses», «Lecturer-Storyteller», «Brainstorming on the Board», «Double-Check», «Reaction to a Lecture», «Simulation Situation», «Structuring», «Typology», «Circle the Question», «Important Questions», «Fieldwork Report», etc. (section 4.1.).

Initiative

performing tasks independently, working to improve the process, initiating and supporting changes within one's scope of work while taking the responsibility for it

Development tips

Conduct with the participants a brainstorming session on how they propose and implement initiatives. Try to discuss both positive and negative experiences with regard to that.

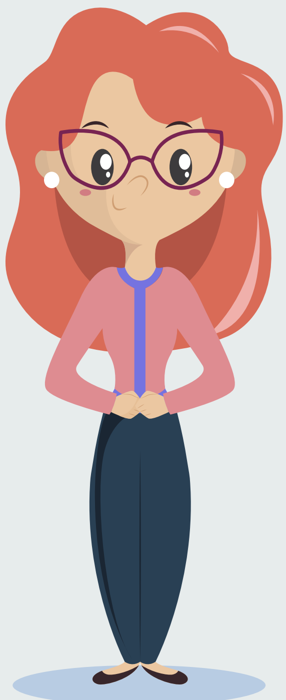
Ask the participants to tell how many initiatives they have recently proposed and how many of them they still doubt.

Develop a plan for implementation of a complex initiative (for example, the creation of a unified electronic system for submitting citizens' petitions to the deputies). Analyze what steps should be taken to implement this initiative. Make an analysis of stakeholders, required laws (for example, on personal data protection), etc. Outline the positive and negative effects of implementing such an initiative.

Consider a case where the initiative went wrong. Analyze the reasons and think with the audience how it would have been possible to make a better decision at that time and based on then available information.

Use the **techniques:**

«Poll/Survey»,
«Brainstorming on a Board»,
«Wisdom of the Other»,
«Rotation near the Boards»,
«Simulation Situation»,
«Structuring»,
«Important Questions»,
«Fieldwork Report», etc.
(section 4.1.).



II. Content development

2.1. Choosing a type of training and its correlation with organizational objectives

To develop a training, first you need to consider the audience, the purpose of the training, and how it will be delivered (for example, once a week during a month). The training has to be tailored to the needs of the trainees in terms of the content.

While developing a training, it is important to tailor it to the organizational goals of the agency, increasing its relevance for the attendees:

- The participants will be more likely to use offered information;
- The management of the organization is more likely to be receptive of new approaches, implemented by the recipients of the training, if they resonate with the organizational goals.

  What purpose does the training serve for the organization?
- Staff induction: training for newly hired staff to acquaint them with the organization, its processes, procedures and systems.
- This often concerns organization-specific skills and knowledge not provided in formal or vocational education.
- Manpower planning: training to ensure that the organization has the needed human resources with required skills to achieve its objectives now and in the future.
- Expanding the pool of staff in the organization that have a particular skill or competency.
- Deepening/strengthening the skills or competencies of staff assigned to certain tasks.
- Organizational change & development: training of staff to support new organizational goals and tasks and/or new methods or approaches to conduct tasks.

?

Questions to help correlate (strategic) organizational objectives to the training:

What purpose does the training serve for the organization?
What does the training need to achieve for the organization?
What are the learning objectives for the participants of the training?

Useful tips

Although it is great to tailor each training to the specific case/audience, the trainer has also to be strategic with his/her resources (e.g. develop a general module on a specific topic, and only adjust case studies to a specific audience).

In terms of training mode, it can be organized as in-class sessions, blended learning or distance learning. The organization requesting a training will have the most influence over the expected output.

2.2. TNA (training needs assessment)

The training needs assessment (TNA) is a commonly used approach to determine the required training to support organizational objectives. It aims to determine a gap, which exists between the current and needed competency level of the target audience of the training.

For examples of gaps at different levels of the agency see Table 2 (the list is non-exhaustive).

Table 2

Organizational level	Group staff level	Individual staff level
1. Lack of functions 2. Poor processes & procedures 3. Processes & procedures reform 4. Inappropriate structure 5. Lack of equipment 6. Inadequate staffing	7. Insufficient numbers of staff 8. Insufficiently trained staff 9. Misallocation of staff 10. Poor leadership/management 11. Poor performance management 12. Political inference	13. Lack of skills 14. Lack of knowledge 15. Lack of experience 16. Lack of motivation 17. Resistance to change

2.3. Conducting a basic TNA

Compose a mixed team to conduct TNA (it requires experts from the targeted agency and the content experts, which will be responsible for developing the training). Tailor the processes to the time and resource available, as well as to the scope of the training program and the required level of detail.

The action plan for the basic TNA is provided in Table 3.

Phase 1. Desired outcomes	
Checklist	1. Determine the organizational performance target (what is the needed outcome?) 2. Identify the organizational development requirements (what is required to be in place organizationally to meet the target?) 3. Determine the group staffing requirements (what is required regarding the staff that should be in place to meet the organizational development target?)

Outputs	- New or updated job descriptions for the positions and what their content is. - Approximate required staffing numbers for particular job positions. - Identification of competencies, skills, knowledge and attitude requirements to support new or updated job descriptions, staff recruitment, organizational structure changes & process and procedures changes. - Respective changes in organizational HR system.
Phase 2. Assessment of the current situation	
Checklist	1. Select the key comparison variables for further assessment (what are we going to measure for the gap assessment?) 2. Develop the approach for measuring the current situation regarding the key comparison variables (how are we going to measure current capacity?) 3. Implement the measurement approach and record the results (perform the measuring) .
Outputs	- List of key comparison variables to be used for the gap assessment. - Measurement approach & testing tools. - Measurements of the comparison variables.
Phase 3. Gap assessment	
Checklist	1. Compare the current and required capacity using the comparison variables (where are the gaps) 2. Assess on which comparison variables there is a gap and to what extent (to what extent in quantity and quality do gaps exist?) 3. Analyze and rank the exposed gaps in terms of impact/priority (what gaps have the greatest negative impact on achieving the organizational performance targets).
Outputs	- Gap assessment report, including gap scope assessment and gap priority ranking.
Phase 4. "Bridging"	
Checklist	1. Generate different training and non-training options with proposed approaches for bridging each gap (different solutions to bridge the gaps) 2. Present pros and cons for all options to facilitate decision-making (selecting bridging solutions) 3. Prepare more detailed overviews of required training for all or selected options for use in training development or procurement (briefing the training course developers)
Outputs	- Bridging options paper. - Training prescription overview.

III. Writing a training plan

3.1. Defining and formulating learning objectives

Specific

What is that the training participants need to learn?

Measure

How do we define if participants indeed learned this?

Achieve

Can this be accomplished within the training time available and with the knowledge and experience level of the participants?

Relevant

Is the training relevant to the goal of the training and also to the Ukrainian government context and the (future) work of the participants?

Time

Has the training defined a specific time (overall duration and post-training timeframe), when the results should be implemented?

Learning objectives are derived from the overall training objectives. The learning objectives specify what specific knowledge, skills, attitudes or competencies have to be learned by the trainees. Just like any other objectives, the training objectives should be SMART.

Learning objectives are dependent on the available time for the particular training course. Within a given period of time, ambitious goals might not be achievable. Learning objectives are therefore adjusted to the available time, meaning that sometimes initial goals might have to be dropped or moved to another training course/

Useful tips

- It is better to be cautious in determining the scope of the learning objectives, as overloading a training course will have a direct and negative impact on the actual learning by the trainees.
- Left-over time in the course schedule is better used for additional exercises, discussions or feedback rather than cramming in additional new content for the trainees to absorb.

On systematizing the prepared materials:

- When developing a training course, it is important to keep track of the learning objectives (skills, knowledge, competencies, etc.) of the material to be able to efficiently organize it and use it in the future.
- Label trainings and sessions or write down somewhere what knowledge, skills, attitude or competency training is performed.
- Indicate the difficulty level of each training aspect (e.g. elementary, advanced, expert).
- Assess and write down, what prerequisites (e.g., prior work experience) are required from the participants to successfully participate in a training.

3.2. Training course schedule

This aspect has to define the frequency and duration of the training sessions, as well as the number of hours required to achieve particular learning objectives. Sometimes this number is assigned by the organization, but sometimes the trainer has to make the decision him/herself.

- Determine the training schedule based on the availability of the participants, their absorption capacity, while factoring in other logistical issues.
- High-intensity (high frequency and/or long duration) and low-intensity (low frequency with short or long duration) training schedules each have their own advantages and disadvantages.
- Training course schedule is a key variable in deciding how to organize the content of the training course.

3.3. Determining training course content

This phase is meant to determine the types of content and activities that should be included in the training, as well as to distribute them over the total number of sessions and draft a training course plan. Information on the sources for creating course content, and their advantages and disadvantages, is presented as follows:

Content sources

Textbooks

- Training is created on the basis of the acquired textbook.
- One must pay special attention to the relevance of the textbook: they often provide only general information and do not focus on reality-oriented government-specific procedures.
- Publications with a sufficient practical value and high level of analysis come across rarely, therefore, one should not rely on them.
- Textooks are usually focused on knowledge, not skills and competences, so the trainer should focus on ways that can compensate for existing deficiencies through additional materials, practical tasks, etc.

Adaptation of the existing training

- The training is created on the basis of already existing materials. If necessary, ome changes may be introduced to it.
- This is a fast and useful option if different groups of participants have to take part in the training on more or less similar topics.
- The main task in this case is to make sure that changes to the previous materials do not disrupt the internal logic, and the structure remains clear even when adding new content. It is also necessary to ensure that the training with the introduced changes is perceived holistically.

From scratch

- Training materials are either developed from scratch, or are based on information that is collected and adapted from various sources.
- This method of creating content is the most convenient to prepare up-to-date information for participants to the training, and to make sure that the training is consistent with its purpose and is interesting for the trainees.
- Surely, the creation of materials from scratch requires high level of knowledge on the topic, professionalism, and experience. Also, a considerable amount of time is to be devoted to this.
- Also, it is necessary to make sure that the trainer has a sufficient level of presentation skills in order to conduct the training (the arguments must be logical, information and exercises should be used accurately and not excessively, the training should have a proper agenda, the trainer should be able to engage the audience, etc.).

Tips for content creation

- Analyze training/learning objectives and break it down into smaller learning elements.
- Prepare a training materials outline (story board) with provisional headings for the sections, sub sections, slide headers, etc.
- Brainstorm and analyze to come up with ideas for each section or slide of your training material.
    - a. Identify possible models or processes that can act as a framework.
    - b. Think of how you do this task and what steps you take and what you consider when doing your work.
    - c. Look through books or on the Internet for more ideas.
    - d. Talk to your colleagues for their ideas.
    - e. Talk to the trainees to see what issues they struggle with in their work.
- Populate the pages/slides etc. with the ideas.
- Flesh out sections or slides with your content; don't forget to reference the sources.
- Ensure the right sequence of the material and the logical linkage between pages/sections/slides; (see section 3.4).
- Perform a quality check on your work to see if everything is as clear and logical as you intended and that it can deliver the training objectives.
- Plan activities and exercises to stimulate memory of the trainees. Activities can include discussions, exercises, presentations, role-playing, cases, etc.
- Determine the prerequisites for the participation in the module, assign background reading if needed.

3.4. Content sequencing

Table 4 outlines main techniques, which can be used to sequence and present information in a manner, which will be the most useful and coherent.

Table 4

	Layering	Weaving	Modular approach
What is it?	First introducing easy or fundamental concepts before explaining more complicated aspects. This facilitates learning by the trainees, building up the level of their expertise and avoiding feelings of confusion, inadequacy or disinterest.	Sequencing different types of training content throughout the training sessions of a training course.	Breaking up the training material into smaller, relatively self-contained blocks of training, which can be rearrange to suit particular training needs.
How do I do it?	a. Develop a strategic view of the training and ensure that the flow of ideas is smooth and uninterrupted. b. Plan sufficient time to allow the competency levels of the trainees to rise before introducing complicated subjects.	a. Employ different combinations of knowledge, skills and attitude training in different sessions. b. Decide for each knowledge, skill and attitude item, when and how will you address them in order to meet training objectives.	a. Develop modules, where each one will train a particular set of knowledge, skill or competency. b. Make sure it is possible to remove or add modules without breaking the flow of thoughts and the internal logic of arguments.

3.5. Types of exercises to be used in a training

1. **Demonstration** (knowledge and skill training; good way to clarify theoretical instruction).
2. **Role-playing** (skill, knowledge and attitude training; safe environment to try alternative solutions, however, may require prior training).
3. **Case study** (skill, knowledge and competency training; can be used as a demonstration, comparison and evaluation tool).
4. **Action learning** (competency and attitude training; however, working on a real case introduces time and resource constraints on a trainee, and thus can be not suitable for beginners).
5. **Others** (action idea lists, brainstorming, situation response, full-group discussion, small group discussion, peer-led group, read and discuss group, panel discussion, mind-mapping, next steps, observation, peer consultation, problem-solving activity, project, questionnaire, self-assessment, skill practice, T-charts, etc.).

IV. Conducting a training

4.1. Training techniques

In the process of preparing an adult training, it is important not only to develop or prepare a high quality and relevant material, but also to present it in an engaging fashion. For adults learning is a conscious choice, and it is important to encourage the audience to actively participate. It can be done with the help of interesting teaching methods - in fact, entertaining, but for the specific purpose: to demonstrate to the participants of the training that the material of the training can grasped quite easily.

Often in conditions where trainees are not familiar with each other, the audience can behave reserved and inert. In order to avoid such issues, the so-called "ice-breakers" are used - special exercises, which are aimed at familiarizing the participants with each other and removing the tension. Here are some of the possible options»

Interview

— rainees are divided into pairs and receive the task to learn about one trait of the partner, which is not obvious at first sight. Then they present their partner to the general public.

Name game

— the trainees are divided into groups of 8-10 people, form a circle and each present themselves adding the alliterative action: "I am - jumping Jake". It is best if they also perform the action while presenting themselves. They go in circle, repeating all the names and performing all the actions, each adding their name until the last person in the circle names all the names and performs all the actions.

Human Bingo

— trainees get introduced in the beginning of the class, performing "hunting", topics for which are distributed in advance: "find someone who does not like carrots, who has a German car, someone who has read a book about submarines, etc."

Two truths and a lie

— walk around the room and ask each trainee to tell you two things about themselves that are true and one thing that is false. The audience should guess which statement is false.

But even in an audience where people know each other well, it's important to present the educational material in an engaging manner.

Some tips to facilitate the teaching process:

Start classes with the "hook" - announce the topic of the session in an intriguing way (for example, the statement "today we'll learn how to win the election" will fit the session, where the electoral cycle and the government's tasks at each stage are discussed).

In adult learning, the teacher is not perceived as a god; find a balance when you are just a bit above the level of competence of trainees.

Announce the next meeting and motivate the participants to come again ("tomorrow we will find out why Macedonia is not friends with Greece and how it affects EU policies in the region").

Demonstrate examples (both examples of people who have already completed similar training and cases where such knowledge would have been very useful).

Below are the techniques that can be used during the training. Of course, the list is not exhaustive; it can be used purposefully or as an inspiration for further research.

Lecture

Frame — briefly describe the already reviewed material as well as provide a plan for a specific session. At the end of the class, emphasize the results.

Lecture with Pauses — once in a while take a short break for 2-3 minutes to discuss the material with the participants, ask if the audience may have any questions.

Poll/Survey — ask audience a question using an informal raising of hands (Who has given a bribe during the last month?).

Interesting Stats — illustrate your concepts using clear arrays of statistical data.

Lecturer-Storyteller — tell a real story from your own experience that can explain the studied concept or prove the relevance of the information being taught.

Take a Guess — introduce a new topic by asking questions, answers to which are interesting to everyone, but only few knows. Provide the time for trainees to guess, and then give the correct answer.

Video Clips — show short scenes from popular films to illustrate a topic, start a conversation, etc.

Brainstorming on a Board — students are discussing concepts and notions related to the presented topic, and the lecturer writes them on the board and arranges into groups, if possible.

Class in Reverse — give trainees material for studying at home, while in class discuss and analyze it, answers trainees' questions, perform practical exercises.

Tasks for Trainees

Drawing	— trainees illustrate an abstract concept or idea. The juxtaposition of those drawings will elucidate and contribute to fixing of false perceptions.
Real World	— invite trainees to discuss in class, which application the topic or concept has in the real world.
Structuring	— trainees write keywords on a scratch paper, and then organize them in a flowchart.
Bumpersticker	— ask trainees to write a phrase that would fit on a bumpersticker, which illustrates a certain concept from a lecture. This can be used to summarize the entire course in one sentence.
Типологія	— suggest a variety of examples and ask trainees to determine the TYPE of problem (as opposed to its solution).
Rankings	— trainees rate the course material noting if it was clear, useful, and interesting.
Repeating the Learned	— ask trainees to write an important question on the topic, using no more than 1 minute, then collect all the questions. Shuffle them, redistribute and ask trainees to answer the question s/he received.
Fish Tank	— give a group of trainees a task, while others have to observe and analyze its performance.
Impromptu Speech	— trainees write key words on pieces of paper, put them in a hat, and then in turn take out the pieces and discuss the topic for 30 seconds.
Anonymous Feedback	— for trainees' presentations or group projects encourage trainees to observe and give honest feedback to the speeches of their colleagues. Ask them to tear a page into quarters and write comments for each speaker. You can ask for specific types of comments (for example, ask for two positive comments and two comments with constructive criticism). Then ask the trainees to compile a separate bunch of comments for trainee A, and in the other pile - for trainee B and so on.

Work in Pairs and Groups

Paired up Reconsideration

— after discussion in pairs ask trainees to find a new partner and to convey them the thoughts of the previous one.

Wisdom of the Other

— trainees share their own results with a partner after completing their individual tasks. Ask trainees who are interested in the results of their partner's work to share them.

Simulation Situation

— the audience has to model a long-term situation (for example, reform of a ministry).

Reaction to a Lecture

— after the lecture divide the audience into four groups: those who have to ask two questions related to the material; those providing examples how to apply the material in real life; those who should disagree with some points of the lecture; those who should agree with certain points. Then briefly discuss them.

Double-Check

— to help trainees in the assignment, invite the other person to check the results against three factors - positive aspects, issues, and what requires special attention when creating the final version.

Rotate near the Boards

— divide the trainees into groups and allocate them to the boards, arranged around the room. For each board/paper choose a topic or a question on. After answering the question, each group goes to the next board and writes its own answer following that of the previous group and so on.

Relevance of the Material and Nuances

Important Questions

— at the beginning of the training give a piece of paper and ask each trainee to write one or two questions and expectations from the course. Pieces of paper are being rotated within the room and every trainee adds a tick if agrees that this question is very important. This way you can learn what is the most interesting for audience.

Circle the Question

— prepare in advance handouts with several dozens of possible questions (specify them) from trainees about your topic for this day and ask trainees to round those to which they do not know the answer, and then return the list.

The Most Obscure Question

— is the same as One-Minute Survey, but it's about the "most obscure" aspects; best to use at the end of the class.

One-Minute Survey

— trainees have 1 minute to give a written answer to one specific question.

Online-Engagement of the Participants

Online Chat (Fast)

— ask a question and then let trainees communicate in sync environment for the next 10 minutes on this topic. This will allow to quickly review the interests of the audience, and also will allow people, who speak up less, to express themselves.

Online Test

— use Kahoot service to create a test before training. Participants will enter the "test room" using smartphones, the questions will be displayed through the projector, and the participants will respond using smartphones. Program will automatically determine leaders by the number of correct answers and speed.

Discussion Boards

— create a Facebook group (private/on request) and use the wall as the class discussion board.

Fieldwork Report

— trainees indicate if they are witnessing events/places related to the course of study.

Experts' Publications

— distribute publications of experts, important news and initiate discussion.

V. Evaluation during a training

5.1. Evaluation of trainees

Evaluation can be used differently during the training. While planning the training, one has to answer the following questions:

1. What is the purpose of the evaluation?
a. To push the participants to actually learn and understand the lessons; b. To assess how well the participants have mastered the training material and achieved the learning objectives; c. To assess the suitability of participants for job opportunities; d. To test new approaches introduced during training in the wider organization (action learning); e. To appraise the actual level of competency and capacity available in the organization; f. Mixed /other purposes
2. What needs to be evaluated?
a. What exact skills, knowledge, behavior, experiences etc. need to be evaluated; b. Does the training material content, exercises and assignments actually build up these skills, knowledge, competencies etc.?
3. How to evaluate?
a. What methods? (exams, presentations, cases, action learning, research paper, observation, peer review, comparisons, etc.) b. Performance measurement framework (model answers, comprehensiveness of reasoning, tallying of behavior, expert assessment, client satisfaction, achieved results, etc.) c. Who evaluates? (trainers, peers, management, experts, clients)
4. Planning the evaluation
a. Determining the frequency and exact timing of the evaluation moments; b. Determining which evaluation methods to be used at which evaluation moment; c. Ensuring sufficient time for evaluation to occur for both the trainees and the evaluators; d. Scheduling the provision of feedback after evaluation to the participants in order to encourage learning.

5.2. Training course impact assessment

A good quality training typically does the following:

- accommodates the learning needs of the participants;
- delivers relevant and engaging training;
- generates discussions and questions in the audience;
- makes a difference outside the classroom.

To assess the training impact, the trainer has to systematically collect feedback from participants. This assessment should be composed in the way that participants give as much real and structured information as possible.

Kirkpatrick model is a well-known standard for the evaluation of training and education programs. This approach divides the feedback into four categories, which can act as a basis for the questionnaire and/or verbal feedback session.

Level 1: Reaction

The degree to which participants find the training favorable, engaging and relevant to their jobs.

Level 2: Learning

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.

Level 3: Behavior

The degree to which participants apply what they learned during training when they are back on the job.

Level 4: Results

The degree to which targeted outcomes occur as a result of the training and the support and accountability package.

Some tips for questionnaires:

- Do not ask abstract questions. For example:

  Question: "rate the training from 1 to 5".

  This will not give you much insight in the experience of the participants: someone will downgrade you for the bad premises, someone will give you extra credit to encourage you.

- Create a form that will ask relevant and specific questions about the training. These detailed questions will give you a better understanding of the training impact, and give an insight on how close it is to the real job situation of the participants.

  Question: "Are the analytical techniques introduced in the training implementable in your job?"

  Suggested **answer** options: "Yes", "No", "Yes, but the organization is not flexible enough".

  Question: "Has the material been clear?"

  Suggested **answer** options: "Yes", "Partly, because I do not have enough background", "Partly, because of the language issues", "No" + indicate the reason why.

The information, obtained from the detailed questions will give you an insight on how relevant the training is, and if it is useful for the work performance of the participants. You will have an ability to assess, whether the training needs more practice-oriented exercises or tools, which will be implementable even in the constrained and conservative working environment.

Annex 1

Competency
Planning and organization
Behavior indicators

- Creates priorities by classifying issues into matters of major and lesser importance, accomplishes the tasks in the order of priorities.
- Formulates measurable objectives for oneself and the others, realistically estimates the time, people and resources needed to achieve goals, factors in occurrence of unexpected events and is ready to adapt the plans accordingly.
- Delegates assignments that correspond to the staff's level of competence with account of other circumstances, provides clear and accurate information when delegating the tasks, monitors the progress on the delegated tasks performance.

Competency
Communication
Behavior indicators

- Promotes two-way communication by way of asking for feedback, listening to, and creating give-and-take conversation (*Oral expression*).
- Correct use of language, writing clear and concise texts; structuring one's written messages; formulating complex matters in a clear and precise manner; employing adequate vocabulary with account of the objectives and the target group (*Written expression*).
- Presents well-reasoned arguments to persuade others of a point of view (*Persuasiveness*).
- Presents ideas and information clearly, taking the target group and its interests into account (*Presentation skills*)
- Acknowledges occurrence of conflicts and supports the parties involved in resolving it; maintains awareness of broad, longer-term objectives and works to ensure that all the parties to the conflict share this awareness while seeking solutions (*Conflict management*).
- Argues without causing provocations, but if faced with a conflict handles it constructively; reacts to opposing views and criticism in a non-defensive manner; expresses one's own opinion without criticizing one of the others; seeks common ground between conflicting parties (*Conflict prevention and resolution*).

Competency
Decision-making
Behavior indicators

- Able to make decisions without unnecessary delay and under time pressure; knows when there is enough information to make a sound decision and takes account of what is feasible and attainable.
- Dares to make decisions that have unfavorable consequences for others; acts firmly in unclear or uncertain situations, even if the consequences are still partly not to be foreseen.
- Takes responsibility for own actions and decisions.

Competency
Leadership
Behavior indicators

- Inspires and encourages staff, ensures that employees cooperate and have a team spirit, enables their professional growth and personal development.
- Ensures that group members understand their individual and collective duties.
- Fairly assesses employees' performance against organization's objectives and specific job requirements; handles underperformance effectively.

Competency
Strategic planning
Behavior indicators
• Discovers development opportunities and possibilities for the department/organization. • Has a clear vision for the future of organization, organizational goals, and organizational environment. • Transforms organizational strategies into a substantial plan and aligns it with routine work of employees. • Communicates the priorities at all levels of the organization.

Competency
Strategic goals implementation
Behavior indicators
• Transforms long-term policy goals into operational activities and tasks. • Indicates the way goals can be achieved. • Takes responsibility for ensuring that strategic objectives are achieved. • Works with strategic partners to achieve organizational objectives.

Competency
Change management
Behavior indicators
• Clearly and convincingly informs employees of the need to launch reforms; gives advice on working in a transitional period. • Identifies the individuals and groups on which the success of the reforms' implementation is dependent and engages them in the work. • Plays a leading role in the transition period, serves as a role model to emulate.

Competency
Professional development orientation
Behavior indicators
• Wants to expand and deepen knowledge and experience, integrates new skills into the working methods. • Understands one's own strengths and weaknesses, regularly evaluates one's own working methods and looks for ways to improve or modify them. • Works on one's own weaknesses, changing one's own behavior, attitude or methods. • Learning on past mistakes, paying attention to the remarks made during the appraisal.

Competency
Adaptability
Behavior indicators
• Easily toggles between performing various tasks. • Adapts his/her approach to different people and tasks. • Quickly masters a culture in a new organization. • Receptive to new and different ideas or opinions of others .

Competency

Environmental orientation

Behavior indicators

- Inquires news related to the current job/position.
- Keeps track of the current developments and news in various areas (professional area, economy, social sphere, etc.).
- Handles cultural differences according to the business practice.

Competency

Organizational orientation

Behavior indicators

- Takes into account the interests of others, as well as the sentiments present in the organization.
- Checks whether there is a sufficient support for the proposed initiatives.
- Exchanges and shares information within an organization.
- Modifies one's own approach if the culture prevalent within the organizational unit requires it.
- Recognizes one's own limitations and knows one's own role in the organization.

Competency

Result orientation

Behavior indicators

- Ensures that the tasks are clearly divided between the members of the team, the deadlines for their implementation are well defined, and the work procedures are agreed.
- Transforms the goal into specific measurable or visible results.
- When dissatisfied with the work of a team member, s/he directly addresses the person concerned.
- Makes effective use of time and other available resources.

Competency

Teamwork

Behavior indicators

- Shares information and experience with other team members, introduces ideas, suggestions and makes efforts to achieve results with the team.
- Helps members of the team, when they need it, tries to bring about and discuss conflicting moments and seeks ways to solve them.
- Adapts to the team and its goals, recognizes the authorship of others, actively and constructively reacts to the ideas of others and to criticism.
- Team Leader: brings together people with different views and traits of character, acts as an adviser and mentor of the team members, recognizes and uses the strengths of team members.

Competency

Creativity

Behavior indicators

- Combines own ideas with those of others to create new solutions.
- Suggest ideas that are substantially different from those that were previously proposed by others.
- Considers new ways to use existing tools and methods.
- Breaks through the existing conceptual frameworks.

Competency

Analyzing

Behavior indicators

- Studies and interprets a wide range of data, considers several possible explanations or alternatives before making suggestions or decisions, checks one's own work for errors.
- Investigates new concepts and approaches, makes conclusions aimed at achieving the result.
- Recognizes the potential problems, opportunities and needs of the organization, recognizes one's own mistakes and knows about one's own limitations.
- Analyzes and performs tasks in accordance with the agreed procedures and guidelines.

Competency

Initiative

Behavior indicators

- Expresses new ideas or takes an independent position, assumes responsibility for one's own actions and decisions.
- Works independently, without much guidance and support.
- Continuously suggests improvements to the existing processes.
- Asks questions to clarify what is expected of him/her in new or obscure situations.

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