

# Professional Framework for Management Functions in Public Administrations





EINES PER ALS RECURSOS HUMANS

# Professional Framework for Management Functions in Public Administrations



Generalitat de Catalunya  
**Escola d'Administració Pública  
de Catalunya**



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# 1. ACKNOWLEDGEMENTS

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## **From the Secretariat of Public Administration and Civil Service:**

- Olinda Anía Lafuente. Expert in policies for the modernisation and reform of the Public Administration.

**A panel of experts was also set up to represent diverse authorities. These experts actively participated in the drafting and review of the Professional Framework presented in this publication:**

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Professionals of standing from academia have also collaborated on the project. Besides sitting on the panel of experts, these individuals have also validated the methodology and results:

- Xavier M. Triadó Ivern. Director of the Institute of Educational Studies, University of Barcelona.
- Francesc Imbernón Muñoz. Professor of Educational Organisation and Teaching, University of Barcelona.

Lastly, the consulting firm Xarxa Consultors accompanied us in this project, coordinating and supervising its content.

We would like to express our gratitude to each and every one of these individuals for their time, effort and interest. It is thanks to their dedication and expertise that we have this publication on the Professional Framework for Management Functions in Public Administrations in our hands now.



## 2. PRESENTATION

As of March 2016, the Public Administration School of Catalonia (EAPC) will embark on a new phase that poses the following strategic challenges: to implement a prestigious model for the academic, administrative and humanistic training of staff of the Catalan public authorities; to adapt its catalogue of services and resources to the social demands and policies of the twenty-first century and, lastly, to reinforce its international networks with comparable academic institutions in order to position itself among the international benchmarks in training and research in the public sector. This series of challenges is framed by two of the aims set out in the Governance Plan of the 11th Term: namely, to develop a more efficient administration serving individuals and business and to design and develop a new educational model for meeting the needs of our 21st-century society.

To achieve this, the new structure of the EAPC is divided into three separate areas covering training in senior management and research, lifelong professional training and external projection, all focusing on a model of excellence. Against this backdrop, the Deputy Directorate-General of Research and Senior Management Training has been set up, tasked with the following functions: defining senior management profiles in accordance with professional competences and the technical competences of team management; designing training pathways; establishing models for the identification, detection and assessment of managerial talent and providing technical support to the implementation of professional public management.

One of the future challenges for the School is the management of knowledge and training in public office, considered essential to produce effective and efficient public authorities that promote progress and the well-being of society. The structuring of professional public management is one of the measures for tackling this challenge, alongside innovation and the improved quality of the training of these public servants with the creation of a new catalogue of training products, services and publications.

This publication is the product of a period of reflection on the training of management staff in the Catalan public authorities. It is based on the work carried out in drafting the Bill on the structuring of the professional public management system of the Government of Catalonia and its public sector, approved by

the latter Government on 21 July 2015, and it is framed by the Reform Programme of the Public Administration of the Government of Catalonia, pillar 4, on Professional Public Management, developed by the Secretariat for Public Administration and Civil Service. This Bill was introduced for the purpose of professionalizing management positions, through the relevant implementing regulations, with the introduction of criteria of suitability and professional competence for access and the assessment of results.

With this in mind, the EAPC has started work on the development of the Professional Framework for Management Functions in Public Administrations, outlining their functions and competences based on the functions and principles of action set out in the aforementioned Bill. This document refers to management staff in a broad sense that encompasses all persons who carry out managerial tasks and, hence, includes senior officials.

We have consulted the *Diccionari de competències per a l'exercici del comandament de l'Administració de la Generalitat de Catalunya*, for the levels of Head of Section, Head of Unit and Deputy Director, which was published by the EAPC in 2009.

This publication is the first phase of a larger project to design a comprehensive, competence-based training programme to develop the management function of the Catalan Public Administration. In this initial phase, we have sought to build the Professional Framework for Management Functions around the definition of the framework of functions and competences of the profile of public management staff. In a second phase, a training plan will be drawn up for these managers, structured into modules and teaching units and with indications of the competences to develop and the relevant performance and assessment criteria. The third phase will involve the gradual roll-out of the training plan, beginning with the design and programming of a pilot module to test teaching methods and content and to assess competences.

Along these lines, the Institute for the Evaluation of Public Policy (Institut d'Avaluació de Polítiques Públiques) has conducted a study of development needs by means of a survey on a representative group of public executives to determine current priorities. The result of this study should put us in a position for selecting the pilot module to carry out in the third phase of the project.

This work must be considered the essential reference publication for the deployment of the professional public management system, both in terms of access and subsequent development, monitoring and assessment.



### **3. PROFESSIONAL FRAMEWORK FOR MANAGEMENT FUNCTIONS IN PUBLIC ADMINISTRATIONS**

Professional public management is key to any reform of the Public Administration and must necessarily incorporate the principles of transparency, publicity, competition, concurrency and suitability with regard to the appointment of executive staff.

In a professional public management system, proof of certain competences is required to gain access to such positions and these must be maintained and improved while in office. And it is not merely a catalyst for change and organizational innovation. For the general public, it also ensures the maintenance and improvement of public services and their continuity beyond the political and electoral cycle. Moreover, the regular assessment of professional public management staff requires an assessment of the functioning of the services under their responsibility.

The definition of the Professional Framework for management functions is a fundamental step towards achieving this professional public management. The clear definition of professional functions (what the professional does) and cross-disciplinary competences (how he or she should do it) will allow the definition of the most appropriate training for professional development.

Learning to be competent means that the professional exercises and develops different capabilities and aptitudes for tackling the problematic situations that he or she faces, whether in training or in the organizational setting. Mastery of functional content (technical and procedural) must go hand in hand with proficiency in cross-disciplinary competences (professional ways of doing and acting, and relations with others).

With the definition of this Professional Framework for Management Functions and with the future design of the applicable training plan, we hope to make a qualitative leap in the catalogue of training available to the public management staff of Catalonia and to give them access to tools for developing competences that will lead to improved public management, always to the benefit of the public and society at large.

## Aims

The definition of this Professional Framework for Management Functions seeks to:

- Establish the level of professionalism required of a professional public management in a modern, efficient, effective Administration that is closer to its citizens.
- Define the Professional Framework of professional management functions so that it becomes the point of reference for the design of the initial and continuous training developed by the EAPC for the management staff of the various public authorities and agencies of Catalonia.
- Act as a basis for the definition of training aims.
- Contribute to the management of this profile in the diverse public authorities and agencies and act as a professional reference for managing the assessment of professional competence and decision-making in selection, filling, promotion and career processes.

## Methodology

The definition of this Framework was carried out in the following stages:

- **Formation of the project team and panel of experts**

Firstly, the project team was set up to monitor it throughout the phases and to participate in the drafting of this Professional Framework together with the panel of experts from the various Catalan public authorities and university bodies.

The two university experts validated the methodologies and results and determined their suitability for the design of the training to be given in later stages.

- **Technical proposal**

With the aid of the *Diccionari de competències dels càrrecs de comandament de la Generalitat de Catalunya* (2009), a proposal of cross-disciplinary competences was drafted, adapted to the level of responsibility of senior management roles. This was taken as the starting point for the working sessions. To guide the

discussion, an analysis was conducted of the management functions outlined in the Bill on the structuring of the professional public management system of Catalonia and its public sector.

- **Working sessions with the project team**

In total, 10 focus group sessions were held with the project team and panel of experts to produce and approve the various contents shaping the Professional Framework of the civil service. On the one hand, an analysis was conducted of the professional and general scope while, on the other, a functional analysis was carried out and cross-disciplinary competences were defined.

The functional analysis made it possible to identify and define the key functions and their associated professional performances. This content replaces the technical competence of the *Diccionari de competències dels càrrecs de comandament de la Generalitat de Catalunya*.

For the identification and definition of cross-disciplinary competences, the panel of experts, taking as a starting point the defined functions and competences in the cited dictionary, conducted an analysis of the level of professionalism required for this group and determined these competences. As a result, the descriptions of certain competences differ from those found in the dictionary. In addition, the level of proficiency has been increased to adapt it to the responsibility of senior management staff.

- **Intersessional work**

Between sessions, the members of the project team and the consultants shared proposals with a view to improving the text. They also structured and integrated these proposals to facilitate the discussion at subsequent face-to-face sessions.

- **Validation**

Following the completion of the proposed Professional Framework, its results were validated internally with a sample of public managers from diverse public authorities who answered two validation surveys, one for the functional analysis and another for cross-disciplinary competences. Following this validation, some minor editorial corrections were made to the proposed Professional Framework.

For the external validation, as stated above, all project phases involved the participation of two university experts who had access to all the documents produced in this project and who participated simultaneously or alternatively in all the sessions of the panel of experts. Throughout the project phases, they monitored both the methodologies used and the results obtained and issued a quality certificate for both the process and the resulting product.



## 4. STRUCTURE OF THE PROFESSIONAL FRAMEWORK FOR MANAGEMENT FUNCTIONS

For the definition of the Professional Framework for management functions, the following contents were explored:

**Analysis of the professional and general scope:** refers to the scope of action within the Public Administration, the levels of responsibility into which it is structured and the definition of the general scope of public management staff.

**Functional analysis:** process identifying the functions to be performed by managers in order to achieve the aims for which they are responsible. The analysis adopts a top-down approach to break down functions, describing them in sufficient detail to allow their use as professional standards applicable to diverse organizational contexts and to ensure their utility in the design of training.

**Key functions:** each of the divisions of the general scope in a unitary and complete professional sense, which should be taken as the starting point for the design of training and the assessment of professional skills. We have determined the new key functions making up the public management position, with the criterion of including them all even if not fully performed in all positions.

**Professional performances:** the elements of the key function expressing the skill mobilized within the professional environment using internal and external resources to achieve the expected results. For each key function, the relevant professional performances have been determined.

### **Cross-disciplinary competences and associated behaviours:**

**Cross-disciplinary competences:** the competences required to round off the level of professionalism of public management staff beyond the technical and organizational competence described in the key functions. These are cross-disciplinary and more attitudinal and emotional in nature. Nineteen cross-disciplinary competences have been established, grouped into the following four areas: personal, functional, relational and ethical.

**Associated behaviours:** evidence of behaviours displayed in the position that indicate how a person acts based on the competence defined.

The detailed results of this study are set out below.

## 4.1. Professional scope

The professional scope defines the series of positions taken into account as management functions for the purposes of this Professional Framework.

To define management functions, we took as a reference the scope of the Bill on the structuring of the professional public management system of Catalonia and its public sector, introduced by the Secretariat of Public Administration and Civil Service in the framework of the Public Administration Reform Plan. Hence, the following positions are considered to fall within the scope of the Framework for management functions:

- **In the Public Administration of the Government of Catalonia:**
  - Services management
  - General management
  
- **In the public sector agencies of the Public Administration of the Government of Catalonia:**
  - Positions of senior executive or managerial responsibility
  - Management positions determined in the by-laws of the organization
  - Positions on the governing body classed by the entity as executive
  
- **In public universities and local government administration, the positions determined by the institutions and entities.**

## 4.2. General scope

We have worked with the panel of experts to define the general scope of public management, i.e. the fundamental purpose of the management profile: their mission.

To define, plan and ensure correct performance of the relevant strategies and actions within the scope or entity of their responsibility, in accordance with government action and political priorities, promoting institutional quality and public values while upholding the established legal framework, criteria of effectiveness, efficiency, transparency and ethics in public management and the principles of professionalism, impartiality and integrity in the exercise of their responsibilities.

## 4.3. Functional analysis

### FUNCTIONS

- |           |  |
|-----------|--|
| <b>F1</b> | Participate in the definition of public policies within their area, ensuring that these match the true context and are feasible in practice.                     |
| <b>F2</b> | Participate in governance within their area of responsibility and promote relevant national and international relations.   |
| <b>F3</b> | Develop the strategic planning to adopt and set the operating aims.  |
| <b>F4</b> | Promote performance of the actions necessary to achieve the aims, monitor these and undertake actions for improvement when required.                             |
| <b>F5</b> | Manage material, technological and economic resources according to criteria of effectiveness, efficiency and social, financial and environmental sustainability. |
| <b>F6</b> | Lead, direct, coordinate and develop the professional teams of their area.   |
| <b>F7</b> | Evaluate the efficiency of processes, professional performance and results for reporting and agile decision-making.  |
| <b>F8</b> | Ensure clear, accurate and transparent public communication.   |
| <b>F9</b> | Drive innovation policies within the scope of their activity.  |

FUNCTIONS	Professional performance
<p><b>F.1</b> Participate in the definition of public policies within their area, ensuring that these match the true context and are feasible in practice.</p>	<p><b>PP.1</b> Analyse the context and main challenges within their area, taking into account public policy in national and international settings.</p> <p><b>PP.2</b> Define and prioritize lines of action and the model of intervention in consensus with the persons responsible for the governing bodies within their area.</p> <p><b>PP.3</b> Assess and incorporate the contributions of the various agents involved in the definition of the public policies that they manage.</p> <p><b>PP.4</b> Draw up a status diagnosis to establish priority areas of action, potential risks and actions for risk mitigation.</p> <p><b>PP.5</b> Draw up a map of agents involved or to get involved in the definition of public policies.</p> <p><b>PP.6</b> Promote the assessment of the impact of public policies in their area.</p>
<p><b>F.2</b> Participate in governance within their area of responsibility and promote relevant national and international relations.</p>	<p><b>PP.1</b> Create and maintain national and international networks with partners in their area to exchange experiences and create synergies to help achieve aims.</p> <p><b>PP.2</b> Be aware of the capabilities and resources of their organization, their partners and their environment.</p>

FUNCTIONS	Professional performance
	<p><b>PP.3</b> Coordinate actions with other entities or social actors to meet the needs of society.</p> <p><b>PP.4</b> Represent the organization at the national and international levels.</p>
<p><b>F.3</b> Develop the strategic planning to adopt and set the operating aims.</p>	<p><b>PP.1</b> Analyse the social and organizational context with a view to determining needs and lines of action in accordance with public policies.</p> <p><b>PP.2</b> Define the mission, vision, values and strategic aims of their area of competence.</p> <p><b>PP.3</b> Determine the operating objectives, projects, programmes or actions needed to achieve the strategic aims.</p> <p><b>PP.4</b> Define modalities for monitoring actions and results.</p> <p><b>PP.5</b> Pre-empt potentially conflictive or particularly complex situations in order to bring in actions to minimize their impact on the achievement of aims.</p>
<p><b>F.4</b> Promote performance of the actions necessary to achieve the aims, monitor these and undertake actions for improvement when required.</p>	<p><b>PP.1</b> Draw up plans of action setting out responsibilities, deadlines for performance and indicators of monitoring and control in the event of unforeseen contingencies.</p>

FUNCTIONS	Professional performance
	<p><b>PP.2</b> Design and implement a balanced scorecard for their organizational unit based on the established strategic aims.</p> <p><b>PP.3</b> Conduct systematic monitoring of the achievement of aims through meetings, interviews and reports.</p> <p><b>PP.4</b> Implement appropriate corrective actions on time in the event of deviations from the initial planning.</p> <p><b>PP.5</b> Conduct a review of working processes and methods, the organizational model, and the responsibilities in their area.</p>
<p><b>F.5</b> Manage material, technological and economic resources according to criteria of effectiveness, efficiency and social, financial and environmental sustainability.</p>	<p><b>PP.1</b> Structure the allocation of material, technological and economic resources in line with the strategic and operational aims of their area.</p> <p><b>PP.2</b> Select the most appropriate model of services management for each activity or sector.</p> <p><b>PP.3</b> Draft and argue the case for an operating budget to finance the scheduled activities and monitor and control expenditure and the efficient and sustainable use of resources.</p> <p><b>PP.4</b> Encourage a culture of saving, efficiency and optimization of resources in their organization.</p>

FUNCTIONS	Professional performance
	<p><b>PP.5</b> Analyse the cost/benefit of the key elements of management impacting on the achievement of results within their area of responsibility.</p>
<p><b>F.6</b> Lead, direct, coordinate and develop the professional teams of their area.</p>	<p><b>PP.1</b> Share the vision, mission and values of their organization with their partners and teams.</p> <p><b>PP.2</b> Set up effective channels and systems of internal communication.</p> <p><b>PP.3</b> Set up and direct regular spaces for participation with team members in order to adapt the strategic aims to the specific context and conduct systematic monitoring of the plan of action to achieve them.</p> <p><b>PP.4</b> Organize and distribute responsibilities and tasks according to the competences of the persons and teams that they lead, and encourage collaborative work and knowledge management.</p> <p><b>PP.5</b> Evaluate and encourage the development of the professional competences of their team members and manage internal talent.</p> <p><b>PP.6</b> Involve their team by pinpointing and leveraging learning opportunities that arise in their field, along with the available resources for formal development .</p>

FUNCTIONS	Professional performance
	<p><b>PP.7</b> Manage difficulties and conflicts in the team that could jeopardize the aims.</p> <p><b>PP.8</b> Establish and manage measures for the recognition of effort, commitment and results by individuals and teams.</p>
<p><b>F.7</b> Evaluate the efficiency of processes, professional performance and results for reporting and agile decision-making.</p>	<p><b>PP.1</b> Ensure that the diverse modalities of assessment are incorporated into the entire management process.</p> <p><b>PP.2</b> Set appropriate indicators for the measurement of results, the suitability of the processes and the achievement of quality standards.</p> <p><b>PP.3</b> Control and monitor aims and projects, placing particular emphasis on those posing greater difficulty and/or risk.</p> <p><b>PP.4</b> Monitor the planned assessment systems.</p> <p><b>PP.5</b> Submit reports on the results of the various assessment systems to the governing bodies for decision-making and reporting purposes.</p> <p><b>PP.6</b> Use the results of the various assessment systems for internal analysis and the continuous improvement of processes.</p>



FUNCTIONS	Professional performance
<p><b>F.8</b> Ensure clear, accurate and transparent public communication.</p>	<p><b>PP.1</b> Ensure the fulfilment of their legal obligation of active publicity within their area of responsibility.</p> <p><b>PP.2</b> Ensure the fulfilment of their obligations arising from the exercise of the right of access to public information.</p> <p><b>PP.3</b> Promote open and transparent communication and formalize the procedures to make this effective.</p> <p><b>PP.4</b> Ensure that a communication plan is in place and determine its aims, agents, frequency and channels and systems of communication.</p> <p><b>PP.5</b> Ensure effective implementation of the communication plan.</p> <p><b>PP.6</b> Represent the organization at the national and international levels.</p> <p><b>PP.7</b> Respond clearly and coherently to questions raised with them.</p>
<p><b>F.9</b> Drive innovation policies within the scope of their activity.</p>	<p><b>PP.1</b> Keep abreast of new scenarios and trends, and propose guidelines or actions for change that will bring about future improvements.</p> <p><b>PP.2</b> Promote the use of working methodologies to improve the achievement of aims.</p>

FUNCTIONS	Professional performance
	<p><b>PP.3</b> Create and promote work teams and spaces for participation and discussion in order to contribute and develop creative and innovative solutions to existing problems.</p> <p><b>PP.4</b> Foster creativity and innovation among the individuals working at the organization, identify and promote talent, and establish best practices to this end.</p> <p><b>PP.5</b> Understand change, be quick and agile in their response and use the correct resources to respond to challenges and opportunities, considering that proper management will provide the time required to guide and control situations of change.</p>

## 4.4 Cross-disciplinary competences and associated behaviours

CROSS-DISCIPLINARY COMPETENCES	
PERSONAL	
<b>Professional development</b>	Keep abreast of knowledge relating to the content of their functions and search for better ways to ensure greater effectiveness and quality of service.
<b>Strategic vision</b>	Identify future opportunities and trends in their environment, taking decisions that will allow them to anticipate and better prepare their area of responsibility for such scenarios.
<b>Analytical skills</b>	Analyse situations objectively, examine their causes and search for possible alternative solutions in order to select the one best suited to the circumstances, the possibilities of implementation, the consequences and the associated risks.
<b>Decision-making</b>	Choose from different options after weighing up the alternatives, their effects and risks. Act accordingly and take responsibility for the decision.
RELATIONAL	
<b>Leadership</b>	Project a stimulating vision, firm purpose and clear direction, both internally and externally, with a view to incentivizing the achievement of common aims through decisive action, engagement and the commitment of the organization.
<b>People management</b>	Ensure that individuals contribute to achieving results in the organization: setting aims, distributing tasks and responsibilities, giving guidelines for implementation, monitoring performance and creating a positive working environment.
<b>Personal development</b>	Identify the development potential and needs of the members of their team and implement policies to stimulate the growth of team members, both personally and careerwise (training, support, opportunities and experiences).
<b>Negotiation</b>	Be capable of listening, analysing and reconciling different points of view, taking into account political priorities and the general interest in addition to the needs and arguments of other people or institutions to reach a satisfactory agreement for all concerned under the best possible conditions.

<b>CROSS-DISCIPLINARY COMPETENCES</b>	
<b>Internal communication</b>	Transmit structured messages inside the organisation using language suited to the situation and contact person, and adopting the most appropriate channel that will ensure the effectiveness of the message, with the aim of informing and engaging individuals.
<b>External communication</b>	Transmit structured messages outside the organization or area using language suited to the situation and contact person, and adopting the most appropriate channel for the message's effectiveness, for the purpose of effective transparency and the public right to information.
<b>Team work and networking</b>	Work and collaborate with a group of people to achieve a common goal and build professional relationships of trust in the Public Administration and other settings.

<b>FUNCTIONAL</b>	
<b>Planning and organization</b>	Determine goals and priorities effectively within their area of action by establishing the projects and actions of their team, setting deadlines, allocating the necessary resources, establishing performance criteria and the achievement of aims.
<b>Results orientation</b>	Make decisions leading to the efficient achievement of the organization's aims and meet the expectations of the public or internal clients by applying technical knowledge, problem analysis and risk assessment.
<b>Orientation to quality and continuous improvement</b>	Orient their own professional activity and that of their team towards continuous improvement and excellence in results to generate a positive and relevant impact on public service.
<b>Public orientation</b>	Orient policies to meet the current and future needs of the public, placing the latter at the heart of the system and fostering a service ethos.
<b>Innovation and change management</b>	Take initiatives, seek out original and effective solutions and pinpoint opportunities in their areas to encourage a creative ethos and culture in their organization.
<b>Digital proficiency</b>	Use information and communication technologies creatively, critically and securely to achieve the aims relating to their area of responsibility, individual learning and participation in social media.

<b>CROSS-DISCIPLINARY COMPETENCES</b>	
<b>ETHICAL</b>	
<b>Identification with the organization and public service</b>	Share the values inherent to public service and behave with dedication to service, professionalism, impartiality, objectivity and integrity.
<b>Integrity</b>	Behave in accordance with the ethical values and codes of conduct of the Public Administration, acting honestly and in coherence with personal values.

## **PERSONAL COMPETENCES**

### **Professional development**

Keep abreast of knowledge relating to the content of their functions and search for better ways to ensure greater effectiveness and quality of service.

<b>ASSOCIATED BEHAVIOURS</b>
Evaluate and recognize their own strengths and weaknesses, and seek to practise self-development.
Actively seek feedback on evidence of their actions in their professional environment in order to identify areas where they can improve their competences.
Leverage the expertise of their team.
Participate on expert panels and in knowledge networks, and encourage contact with other national and international entities that exercise the same responsibilities.
Seek formal and informal methods of professional development.
Systematically apply the knowledge and skills learned.
Share knowledge with their team.
Take part in outreach events and/or write articles on topics within their area of responsibility.

## Strategic vision

Identify future opportunities and trends in their environment, taking decisions that will allow them to anticipate and better prepare their area of responsibility for such scenarios.

### ASSOCIATED BEHAVIOURS

Translate the policy guidelines of the department into public policies and specific plans of action.

Set aims in accordance with the political course and within the context of the government or strategic plan of the organization.

Keep abreast of developments through different media, analyse relevant information in their area to detect threats and opportunities, and anticipate events in their sector.

Recognize patterns of action in other settings that may be beneficial to incorporate in their own area.

Visualize the direction in which society must evolve in the medium term and seek proactive solutions to meet the future needs of society.

Have a vision of their area in the medium and long term.

Apply new theories and ideas to actions in their area of responsibility.

Focus their efforts and those of their team on the key priorities for achieving more strategic aims.

## Analytical skills

Analyse situations objectively, examine their causes and search for possible alternative solutions in order to select the one best suited to the circumstances, the possibilities of implementation, the consequences and the associated risks.

### ASSOCIATED BEHAVIOURS

Seek out new and reliable channels of information and put in place mechanisms to obtain information relating to all matters in their area, the organization and their environment, allowing them to relate factors.

Analyse their general area of responsibility, the situations they face and the organizational procedures and their associated risks, and propose improvements.

Approach problems and situations from different points of view, incorporating the vision of the diverse agents involved and conducting an objective analysis of them.

Check and critically assess information, drawing conclusions both from intelligence and experience.

## ASSOCIATED BEHAVIOURS

In situations where there are several possibilities, they formulate proposals for action, analyse them and then decide which ones are best implemented.

Before making a decision, they consult with internal managers and, where appropriate, external experts, to analyse its impact on the various agents involved.

Assess the available resources and who can obtain them and use this information to propose practical and real solutions.

### Decision-making

Choose from different options after weighing up the alternatives, their effects and risks. Act accordingly and take responsibility for the decision.

## ASSOCIATED BEHAVIOURS

Make decisions specific to their area of responsibility and on matters pending resolution that come to them from lower ranks.

Contrast key decisions with the policy makers in their area to ensure coherence between the political course and implementation.

Adopt clear decision criteria based on the primary activity of their area and on the public impact.

Ensure that their own decision-making and that of their team are based on the available results of assessments.

Make decisions in the proper form and by the required deadline even when elements of analysis are lacking or when the decision has undesirable partial or short-term consequences.

Anticipate the results of possible actions, taking into account all possible scenarios for decision-making, and make alternative plans to minimize the risk of error.

Are resolute and decisive in situations with a great impact, moments of tension and in adverse environments, sending out a message of security and control.

Inform their team of the repercussions of decisions with a major impact on the organization.

Take responsibility for decisions made by the team when they are delegated the autonomy to do so, giving the team recognition when it makes the right decision and assuming the error when it does not.

Make compromises that take into account different points of view, and avoid turning situations into unnecessarily tense ones.

## RELATIONAL COMPETENCES

### Leadership

Project a stimulating vision, firm purpose and clear direction, both internally and externally, with a view to incentivizing the achievement of common aims through decisive action, engagement and the commitment of the organization.

ASSOCIATED BEHAVIOURS
Share and spread the vision of the organizational project that they lead.
Are capable of generating a sense of commitment to the group project in the team. Stimulate, motivate and involve team members in the project.
Adopt project leadership in all areas: technical, human resources and communication.
Foster a positive working atmosphere. Encourage cohesion, competence and ambition in order to achieve results in their team. Create a bond with the persons around them.
Behave as a role model for the other members of the organization. The team and agents with whom they interact consider them to be a professional of standing.
Share public recognition and assume responsibility for their team's errors.
Their behaviour allows the alignment of other management roles with their vision of the organization and the sharing of a common mission in their area of responsibility and the organization.
Communicate, persuade and form partnerships with key figures for the organization, both internally and externally.
Correctly inform of the aims, mission, assessments and all relevant information that the team requires in order to know exactly what is expected of it.



## People management

Ensure that individuals contribute to achieving results in the organization: setting aims, distributing tasks and responsibilities, giving guidelines for implementation, monitoring performance and creating a positive working environment.

### ASSOCIATED BEHAVIOURS

Direct the management function in their area: they orientate the managerial staff reporting to them in the exercise of management and delegate authority to them, taking into account hierarchy, ensuring that they are recognized by the team.

Give clear guidelines to the team and always explain the why or ultimate goal.

Set aims, explain what they want and what they expect of people, and demand a specific level of quality in the performance of their tasks.

Assign tasks according to the responsibilities and competences of team members.

Apply different management styles depending on the individual's response, the situation and the result, all at the right time.

Give team feedback on the achievement of aims and assess performance on a rigorous basis.

Help the team to overcome any people problems in connection with managerial staff from other areas or departments.

Adopt the role of conciliator in the event of differences between people. Resolve difficult situations between people in the team.

Use team meetings and one-to-one sessions to encourage productivity and motivate people to achieve the aims.

Create a positive working atmosphere, promote cooperation between the members of their team and set up formal spaces to encourage personal relationships and exchange.

## Personal development

Identify the development potential and needs of the members of their team and implement policies to stimulate the growth of team members, both personally and careerwise (training, support, opportunities and experiences).

ASSOCIATED BEHAVIOURS
Evaluate their team to detect potential and needs for professional improvement.
Know and trust in their team. Delegate to allow team members to assume their own responsibilities and make decisions, thus promoting their professional development.
Organize their work environment, ensure that knowledge is shared, build versatility and develop the team.
Orient the members of their team to carrying out learning activities that are directly applicable to their work.
Encourage the creation of learning communities or teams.
Publicly acknowledge team performance and encourage the whole management chain to which the team reports to do the same.
Orient, encourage and promote access by team members to formal and informal learning resources in their organization and their environment.

## Negotiation

Be capable of listening, analysing and reconciling different points of view, taking into account political priorities and the general interest in addition to the needs and arguments of other people or institutions to reach a satisfactory agreement for all concerned under the best possible conditions.

ASSOCIATED BEHAVIOURS
Prepare for the negotiations in which they participate and set the aims to achieve, the margin for negotiation and the strategies for this.
Negotiate with people, organizations or heterogeneous groups with a diversity of interests and are capable of reaching a compromise close to the initial positions of those concerned.
Negotiate on behalf of their organization and reach agreements that are widely accepted by politicians, management staff and/or teams.
In complex situations, they obtain acceptance from their counterparts of an aim or agreement based on the benefits for the negotiating parties.

## ASSOCIATED BEHAVIOURS

Project an image of security and serenity in situations of conflict or tense negotiation.

Adapt the aims and strategies to the progress of the negotiations.

Demonstrate the ability to keep calm in times of tension and overcome gridlock in negotiations.

Are able to detect conflicts, analyse the interests at stake and push for more flexible positions in order to achieve the best possible agreement for the common good.

Use sensitive, thought-out strategies to deal with conflicts.

Anticipate the behaviour/position of the other party in the negotiations and are capable of giving a reasoned answer at any moment.

After negotiating, they conduct an assessment to leverage the knowledge and experience as a source of learning and improvement for themselves and the organization.

## Internal communication

Transmit structured messages inside the organisation using language suited to the situation and contact person, and adopting the most appropriate channel that will ensure the effectiveness of the message, with the aim of informing and engaging individuals.

## ASSOCIATED BEHAVIOURS

Transmit guidelines and aims clearly and instructively, always including their purpose.

Keep the team informed of what is being done inside the organization by means of effective messages that create a sense of belonging and specify the orientation.

Promote understanding between policymakers and the technical area when they speak in different linguistic registers.

Communicate precisely and assertively when they must warn the political management that they are getting sidetracked from the aims.

Search for information through formal and informal channels in order to contrast the available information. Ensure that the information is valid.

Adapt the style of communication and speech to different counterpart or audience profiles.

Employ active listening to comprehend and appreciate what their team is saying.

## ASSOCIATED BEHAVIOURS

In complex situations (emergency, conflict, emotionally intense, etc.), they communicate assertively and effectively, transmitting clear and concise messages and averting or taking the edge off the problem.

Despite adopting a position clearly contrary to that of their counterpart, they manage to avoid or minimize confrontation with the latter through their reasoning and sensitivity.

### External communication

Transmit structured messages outside the organization or area using language suited to the situation and contact person, and adopting the most appropriate channel for the message's effectiveness, for the purpose of effective transparency and the public right to information.

## ASSOCIATED BEHAVIOURS

Implement strategies to disseminate actions in their area and their results through articles, public presentations, etc.

Report results using tangible and measurable data, professional graphic elements and the appropriate media.

Adapt the message, discourse and style of communication to different types of recipient and audience.

Make confident public presentations with strong verbal and non-verbal communication.

In complex situations (emergency, conflict, emotionally intense, etc.), they communicate effectively, transmitting clear and concise messages and averting or taking the edge off the problem.

Translate a technical message into a more institutional one that can be understood by their audience.

Write fluently using synthetic and concise prose that can be scanned quickly to grasp the key elements for decision making: background, current situation, aims, applied/applicable methodology, results, proposals for action, etc.

Analyse, evaluate and respond fluently and with confidence to questions asked during a presentation or appearance.

## Team work and networking

Work and collaborate with a group of people to achieve a common goal and build professional relationships of trust in the Public Administration and other settings.

### ASSOCIATED BEHAVIOURS

Promote the creation and development of spaces for participation and cooperation between teams in their area. Leverage the possibilities of information and communication technologies.

Encourage interdisciplinary, versatile and high-performance teams.

Contribute effectively to the achievement of an ultimate aim, regardless of who proposed it or to whom the result is attributed.

Set similar criteria for relations, communication and collaboration between the diverse services of their area and ensure that they do the same between each another.

Consider how their work can affect other units, since they recognize and understand the possible interests and resistance of the latter.

Develop networks, build partnerships and collaborate beyond formal organizational boundaries to establish strategic relations and achieve common aims.

Adopt a service ethos in collaborations between different units, departments and areas because they are clear on the fact that the ultimate aim is to provide a service to the public.

Adopt a conciliatory role, seeking to align positions in the event of discrepancies over the common aim.

If the situation requires, they direct relations between units where there is no formal or hierarchical leadership.

## FUNCTIONAL COMPETENCES

### Planning and organization

Determine goals and priorities effectively within their area of action by establishing the projects and actions of their team, setting deadlines, allocating the necessary resources, establishing performance criteria and the achievement of aims.

ASSOCIATED BEHAVIOURS
Outline the time-based aims of their area and incorporate the political guidelines and their calendar.
Establish the criteria for prioritizing matters in their area by their whole team.
Ensure that the various types of planning within their area of responsibility are aligned with the general strategic guidelines.
Distribute the actions of services in their area taking into account the team's strengths and areas for improvement.
Procure the necessary resources and set the criteria for the implementation and achievement of aims.
Review, improve and redefine the model of management and organization, as appropriate, to improve results.
Use a flexible approach to the work plan in order to tackle unexpected situations and/or events.
Conduct systematic monitoring of aims and actions by means of indicator monitoring tools and regular meetings with managers and key individuals.
Perform a comprehensive analysis of the various types of planning to determine and prioritize the key actions required at critical moments.
Conduct analyses to learn where there is more value and, hence, optimize their time and delegate operational or less strategic issues.

## Results orientation

Make decisions leading to the efficient achievement of the organization's aims and meet the expectations of the public or internal clients by applying technical knowledge, problem analysis and risk assessment.

### ASSOCIATED BEHAVIOURS

Generate information systems for precise, real-time knowledge of the implementation status of programmes and projects.

Share the information and analysis of the general situation of programmes and projects with the team for decision-making.

Convey to the team the importance of achieving aims and apply strategies of incentives and recognition.

Where possible opportunities are detected, they evaluate and, where appropriate, assume risks, allocate resources and invest time to ensure a significant improvement in results.

Take into account the resources and time available to produce results.

Design alternative actions in the event of obstacles, incidents or deviations in order to achieve the expected results.

Encourage the team to seek out alternatives and improvements to management systems in order to achieve the expected results.

Report on measurable results and ensure that their team do the same.

## Orientation to quality and continuous improvement

Orient their own professional activity and that of their team towards continuous improvement and excellence in results to generate a positive and relevant impact on public service.

### ASSOCIATED BEHAVIOURS

Credibly convey the inherent values of a quality policy and leverage the activities of their team to reinforce this message.

Set or adopt, as appropriate, the necessary quality standards in their area of responsibility.

Advise their partners on the best policies or methods for achieving the proposed aims.

Establish information and assessment systems to promote knowledge of the quality standards.

### ASSOCIATED BEHAVIOURS

Share the quality criteria and standards to be adopted with the team.

Establish assessment systems for the regular analysis of information in order to detect non-performance and areas for improvement.

Promote and provide tools for making suggestions for improvement and their implementation.

Ensure the implementation of the agreed improvements and monitor and evaluate their effectiveness.

Ensure that aims are achieved according to the processes in place.

Consider how the recipients of the service might evaluate it and integrate this into the analysis of possible improvements.

### Public orientation

Orient policies to meet the current and future needs of the public, placing the latter at the heart of the system and fostering a service ethos.

### ASSOCIATED BEHAVIOURS

Establish regular, structured systems to ensure thorough knowledge of the needs, demands and expectations of the general public in order to provide responses in their area of activity.

Analyse and adopt the needs of users or citizens as a basis for the definition of aims and priorities.

Maintain contact with the representatives of the general public to find out their needs and opinions and make themselves available and accessible for joint work.

Ensure an effective response to individual and collective demands of the general public.

Ensure that the team acts to meet the needs of the general public.

Encourage the participation of the general public in the design of public policies.

Promote access to accurate and transparent information by the relevant public in their area.

Ensure accountability to the general public.



## Innovation and change management

Take initiatives, seek out original and effective solutions and pinpoint opportunities in their areas to encourage a creative ethos and culture in their organization.

### ASSOCIATED BEHAVIOURS

Create an atmosphere that encourages creative thinking, experimentation and intelligent risk-taking.

Implement actions to obtain an updated view of the needs of society in their area and of the technologies and methods for management and the provision of services, as well as good practices in other sectoral, organizational and geographical areas.

Anticipate changes in the environment and in the needs of the general public, pinpointing future trends in social demands and those of their area of competence.

Create spaces in the organization to encourage the development of alternative solutions and the generation of ideas.

Seek out innovation in their area of action, produce new responses and promote new and better ways of doing things.

Are capable of questioning the norm and ways of doing things to draw up proposals for improvement where appropriate.

Visualize the ideal situation for their organization in order to leverage an opportunity or prevent a threat.

Learn from failure as a valuable source of inspiration and conduct a rigorous and systematic analysis of failed results.

## Digital proficiency

Use information and communication technologies creatively, critically and securely to achieve the aims relating to their area of responsibility, individual learning and participation in social media.

### ASSOCIATED BEHAVIOURS

Access and search for information using search engines, databases, libraries, web pages of official bodies, etc.

Participate in and promote processes of internal and external communication through virtual environments and social media.

Carry out collaborative projects with internal and external professionals using suitable digital tools.

Promote participatory processes with the general public and their organizations through communication technologies.

Use ICT tools to analyse problems and indicators, make decisions and monitor management.

Use digital tools and resources to manage their own network of professional collaboration.

Use online resources for their own continuous learning and development.

## ETHICAL COMPETENCES

### Identification with the organization and public service

Share the values inherent to public service and behave with dedication to service, professionalism, impartiality, objectivity and integrity.

### ASSOCIATED BEHAVIOURS

Foster and promote a culture of ethics in the organization and provide a model of exemplary conduct.

Implement policies and programmes based on corporate decisions and those in the general interest, rather than on their own ideology and personal views.

Develop critical thinking and prioritize the values and principles of public service over personal preferences.

Promote the sense of belonging and public service and the values of the public authorities among their team.

Have an institutional vision that transcends the specific area that they manage.

## ASSOCIATED BEHAVIOURS

Know, apply, follow and enforce the protocols applicable to their relations with stakeholders.

Their career is consistent and demonstrates the adoption of the principles of public service.

Support whistle-blowers denouncing incorrect or illicit behaviours or those contrary to the values and principles of the public authorities.

## Integrity

Behave in accordance with the ethical values and codes of conduct of the Public Administration, acting honestly and in coherence with personal values.

## ASSOCIATED BEHAVIOURS

Know and share the principles and values of the code of ethics or code of conduct of the organization and the obligations arising therefrom.

Their behaviour is coherent with what they say.

Convey and share the ethical principles and rules of conduct of the organization with the members of their team and orient them accordingly.

Create systems and/or apply appropriate measures for the recognition of ethical conduct and the rejection of unethical behaviour.

Design strategies to encourage an inclusive and healthy organization respectful of the diversity of people and free from harassment and discrimination.

Act professionally and set the example and, in situations of conflict of interest (real, potential or apparent), they stand back and always put the public interest first.

Conduct an ethical analysis of their actions and professional conduct, and promote this in their team.

Deliberate with their team on the action to take in cases of risk of corruption and make the decision they consider appropriate to prevent it.

Promote transparency and ensure the protection of information and sensitive data.

Refrain from using the resources of public authorities for their own benefit and ensure that such behaviours do not occur within their area of responsibility.



## 5. Conclusions

With this definition of the Professional Framework for Management Functions, we have created a basic and essential tool for the implementation of policies for personal development and talent management in this group. Used flexibly and adapted to the characteristics of each public authority or institution, the Professional Framework allows the definition of public management positions in accordance with the functions and cross-disciplinary competences. The implementation of appropriate assessment tools must allow for the ongoing assessment of competences in order to determine opportunities for professional development on an individual basis. This continuous assessment will provide individualized information for making decisions in the adoption of other talent and people management policies, such as the filling of positions, career promotions or recognition and pay.

The Deputy Directorate-General for Research and Senior Management Training is tasked with providing technical support for the implementation of these policies. We put ourselves at the disposal of the organizations and authorities that require our assistance. The first step has been taken; we must now promote the implementation of a truly professional public management.

The School will design the global training programme to develop the management function of the Catalan public authorities based on this Professional Framework, providing tools for developing competences that will also lead to improvements in governance and the management of society in general.

Finally, we would like to reiterate our gratitude to all those who participated in the various groups formed throughout the project for their valuable collaboration and the various tasks that they carried out. Without them, this product would not exist.



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