IDENTIFICATION OF TRAINING NEEDS

Final version

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CONTENT

1. INTRODUCTION

1. Clarifications

Clarifications and interpretation of any parts of this document will be given by Croatian Olympic Committee (hereinafter the NOC of Croatia) at the lecturer's request. Such a request can be submitted through the electronic mail address provided bellow. The NOC of Croatia will provide clarifications with the purpose of preparing lectures of high quality.

In case of any questions or the need for clarification, the contact person is the Project Manager, Ms Alma Papić, e-mail address: alma.papic@hoo.hr.

In order to ensure enough time to prepare answers, lecturers are asked to submit their questions before 1 October 2016 at 12:00 hours (Midday CET).

2. Description of the SUCCESS Project

The NOC of Croatia is responsible for the implementation of the project "Strengthening good governance in the European sport community by providing women with necessary competencies in order to support gender balance and equality in decision-making in sport structures" (hereinafter The SUCCESS Project) from 1 January 2016 to 31 December 2017.

The SUCCESS Project is implemented in cooperation with National Olympic Committees from Czech Republic, France, Italy, Lithuania and Slovakia.

The main objective of the project is to contribute to the European overall aim of achieving a full gender balance in the representation in decision-making positions in sport governing bodies by 2020.

Specific objectives of the project are the following:
- To develop a network of National Olympic Committees that is going to serve as a platform for sustainable national sport management training programmes and mentoring systems for (future) female leaders in sport.
- To educate and mentor women who are already in decision-making positions or at the lower levels in order to prepare them for more demanding positions in sport.
- To promote and raise gender awareness and commitment to gender mainstreaming for board members and personnel in leading positions in sport.

The SUCCESS Project is supported by the European Commission through the Erasmus+ Sport Programme.

2. SPORT MANAGEMENT AND LEADERSHIP TRAINING PROGRAMME

1. Background

The Sport Management and Leadership Training Programme (hereinafter Programme), implemented by a collaborative partnership of National Olympic Committees and industry experts, is an initiative to increase competencies of women in the European world of sports in order to prepare them for more demanding positions in sport.

During the 8 month Programme, participants will increase their competencies and their potential to implement changes in their sport organisations, and they will become part of a learning community of (future) female leaders in sport.

This innovative Programme is co-funded by the Erasmus+: Sport Programme of the European Union. The Programme contributes to the EU's goals concerning the equality between women and men as a key principle behind the good governance of sport organisations. Overall, the project SUCCESS contributes to the European aim of achieving a full gender balance in the representation in decision-making positions in sport governing bodies by 2020.

2. Programme overview

The Programme is designed to support the development of female leaders in sport organisations. Participants also benefit from becoming part of a learning community of female leaders in sport.

During the 8 month Programme, participants are engaged in deep exploration of strengths, weaknesses and opportunities as they analyse their sport organisations and use newly acquired theoretical and practical insights to provide recommendations for improvements on the functioning of their own sport organisations.

The learning methodology involves analysing, peer knowledge-sharing, practical exercises and reflections on the content learned in-class. Learning outcomes are related to the day-to-day realities and challenges of each participant. The learning process is enhanced through participant-oriented discussions that unlock the existing skills and experiences within the group.

Participants will have mentors to support them during the development of analysis and case studies related to their own sport organisations. Mentoring enhances the learning process for participants.

Before the beginning of the Programme, participants complete a self-assessment multiple-choice test to provide trainers' with indicators of their strengths and weaknesses and allow them to prepare a tailor-made learning content that is addressing their needs.

The Programme is focused on developing key management and leadership skills.

The Programme consists of three parts with two sessions being delivered in-class which enables interaction with peers, transfer of knowledge and experiences between participants and networking opportunities. Between two in-class sessions, participants analyse their own sport organisations and develop case studies based on theoretical concepts learned in- and out-of-class with a support of their mentors.

3. Methodology

Partner organisations have identified the need for a training program that enables high potential female leaders to engage in an intensive, peer-oriented management and leadership development experience. In response to this need, partner organisations have developed a tailor-made training programme for (future) female leaders in sport organisations.

The Programme focuses on applied learning outcomes to quickly optimise the performance of female leaders and top managers. Throughout the lifetime of the training programme, mentors work one-on-one with participants to assist them to achieve real-time personal and organisational goals.

4. Teaching strategies

Teaching strategies are the way in which participants and training deliverers interact. The interaction should occur in three main ways during the training sessions:
- A limited amount of lecturing or demonstrating. Although lecturing is the most common method of teaching, it is a teacher-centred approach that favours giving out information rather than creating understanding. Thus, we wish to limit the amount of lecturing that occurs during the training.
- The use of directed practical tasks, based on the principle of learning by doing. This is also an important teaching strategy. This will occur when participants work on case studies or discussion questions.
- The use of working groups. Of greatest importance is the use of working groups as a teaching strategy, and we expect that most of the activity carried out at the face-to-face sessions will be done in small groups. For example, participants will work in groups to share information about what has helped specifically in their sport organisations. Participants will also work in groups on applying particular concepts to a case study and then present their results to other participants.

The following pedagogical principles are applied:

- The Programme is grounded in evidence-based managerial and leadership competencies.
- Competencies are translated into a practical context with maximum on-the job applicability.
- The learning methodology is based on proven principles of adult learning (combining knowledge sharing, participation, practical application and reflection).
- The Programme is grounded in principles of authentic leadership and values-based leadership.
- The Programme is supported by the development of leadership and managerial competencies at the individual (one's own), team (interpersonal), and organisational (system and cultural) levels.

5. Profile of participants

The Programme is designed for women who work as volunteers or paid staff in leadership positions and top executive positions in sport organisations. Participants are already established in their roles and have been identified for senior level advancement by their own sport organisations. Exceptionally, participants who are already in decision-making positions at the lower levels in sport organisations can also participate in the Programme if they have exceptional leadership potential and are supported by senior leaders in their sport organisation i.e. they are planning on promoting them in the near future.

Full list of selected participants follows.

The list of participants from Croatia (in alphabetical order):
- BEGIĆ BLEČIĆ, Vera
  Board Member of the Rijeka Sport's Association

- BOŠNJAK KOBAŠ, Mirjana
  Secretary General of the Sport Association of Vinkovci

- JURATEK CIPEK, Melita
  Secretary General of the Croatian Skating Federation

- JURINIĆ, Snježana
  President of the Sport Community of City of Zadar

- MAJCEN, Dragana
  Secretary General of the Croatian Dancesport Federation

- PREIS-BEDENIK, Nataša
  Secretary General of the Croatian Triathlon Federation

- RAJLE BROĐANAC, Mirna
  Expert Associate of the Sport Association of Osijek-Baranja County

- RUSZKOWSKI, Ivana
  National Women's Cycling Team Manager of the Croatian Cycling Federation

The list of participants from Czech Republic (in alphabetical order):

- DOUŠOVÁ, Tereza
  Project leader EWC U-17 and Women´s football venue coordinator of the Football Association of the Czech Republic

- KOVÁŘOVÁ, Lenka
  President of the Czech Triathlon Association

- KŘÍŽENECKÁ, Karolína
  Coaches Development Coordinator of the Czech Hockey Federation

- MOULISOVÁ, Milena
  Head of Youth Basketball Coach and Chairman of Girls Basketball Committee of the Czech Basketball Federation

- SCHLANGEROVÁ, Hana
  Women's Rugby Representative/Coordinator of the Czech Rugby Union

- STAVA, Nicole
  Golf Course Manager of the 1. Jihocesky Golfovy Klub Bechyne

- VOZOBULOVA, Petra
  Youth Handball Development Manager of the Czech Handball Federation

- ZEHANOVA, Barbora
  PR and Media Manager of the Czech Canoe Union

The list of participants from France (in alphabetical order):

- BOILEAU DEMARET, Anne
  Board Member of the French Table Tennis Federation

- BRASSEUR DUCROS, Celine
  Board Member of the French Swimming Federation

- CAMBRAY, Rima
  Board Member of the French Ice Hockey Federation

- DEYDIER, Brigitte
  Deputy Director of the French Golf Federation

- HUET, Nathalie
  Vice President of the French Badminton Federation

- PASCAL-LAGARRIGUE, Sylvie
  Board Member of the French Handball Federation

- PAUL-CHOPIN, Rosemary
  Deputy Director of the French Union of Laic Works and Popular Education

- SOUVRÉ, Yannick
  Board Member of the French Basketball Federation

The list of participants from Italy (in alphabetical order):

- ARDU, Barbara
  Manager of Education Department of the Italian Equestrian Federation

- BERTOLLI, Marta
  Sport Marketing Manager of the Italian Ice Sport Federation

- DI SPIGNO, Elvira
  Deputy Secretary General of the Italian Table Tennis Federation

- FASCIOLO, Sabina
  Head of Legal Affairs and Compliance of the Italian Football Association

- MASTRODOMENICO, Angelica
  Head of Sport Department of the Italian Paralympic Committee

- PALAZZOTTI, Alessandra
  National Director of Special Olympics Italy of the Special Olympics Italy

- VALERI, Raffaella
  Deputy Secretary General of the Italian Paralympic Committee

- VALLONE, Nada
  Secretary General of the Italian Tambourine Federation

The list of participants from Lithuania (in alphabetical order):

- ALISAUSKIENE, Rasa
  Secretary General of the Lithuanian Cycling Federation

- BUDRECKAITE, Lina
  Events Manager of the Vejo zona

- BURBULIENĖ, Renata
  Secretary General of the Lithuanian Automobile Sport Federation

- IVANAUSKAITĖ, Monika
  Chief Officer of the Lithuanian Hockey Federation

- MASTEIKIENE, Violeta
  International Paragliding Competitions Coordinator of the Aeroclub of Lithuania

- MINKEVICIUTE, Austeja
  Women's Rugby Development Officer of the Lithuania's Rugby Federation

- STAKYTĖ, Sigita
  Vice President of the Lithuanian Sport Masters Association "Five Rings"

- ZAPRUDSKAJA, Solveiga
  Administrator of the Lithuanian Triathlon Federation

The list of participants from Slovakia (in alphabetical order):

- BLAŽEKOVÁ, Mária
  PR, Marketing and Web Editor of the Slovak Basketball Association

- CHRENKOVA, Zuzana
  Event Manager and National Teams Coordinator of the Slovak Ice Hockey Federation

- GAZOVA, Eva
  Board Member of the 1st Karate Club Pezinok

- HUJSOVA, Zora
  Head of Wild Water and Slalom Section of the Police Sport Club Bratislava

- KOVÁČIK GRENDELOVÁ, Michaela
  PR and Communication Manager of the Slovak Figure Skating Association

- MASAROVA, Michaela
  Secretary for Economy and International Cooperation of the Slovak University Sports Association

- MOTOLIKOVA, Ivana
  Director of Department of Olympism of the Slovak Olympic Committee

- TROJAKOVA, Zuzana
  Communication and PR Manager of the Slovak Athletic Association

6. Participant's Bill of Rights

Every participant in the Programme has the right to expect the following:

- A well-thought-out Programme based on reasonable and attainable objectives.
- A supportive learning environment that builds confidence and encourages participation.
- Respect for individual styles of participation.
- Recognition of existing experience and expertise.
- Programme deliverers who are well prepared.
- A well-paced schedule.
- An appropriate learning environment.
- Good Programme administration.
- Comfortable accommodation.
- Appropriate refreshments.
- An appropriate social environment.

3. IDENTIFICATION OF TRAINING NEEDS

1. Self-assessment multiple-choice test

The identification of training needs is based on the analysis of the self-assessment multiple-choice test (hereinafter the Test) taken by all participants of the Programme. The Test was conducted online. The purpose of the Test was to evaluate participants' needs in order to prepare the content of the Programme that fulfils those needs.

The Test consisted of 90 questions in total. Questions were divided into 6 main areas of sport management as follows:

1. Organising a sport organisation (15 questions);
2. Managing strategically (15 questions);
3. Managing human resources (15 questions);
4. Managing finance (15 questions);
5. Managing marketing (15 questions); and
6. Organising a major sport event (15 questions).

Each topic was divided further into 5 subtopics.

Test questions were used to assess Participants' level of advanced knowledge in sport management. Advanced level of knowledge is considered higher than basic level but lower than expert level.

2. Benchmarking

There were two main factors taken into consideration when deciding on the benchmark: existing knowledge of participants and advanced knowledge measured by Test.

Regarding the existing knowledge of participants, the assumption was that participants already had advanced knowledge in sport management. The Programme was supposed to serve to improve participants' advanced knowledge into a highly advanced and/or expert level. The assumption was based on the fact that participants came from high positions in their sport organisations (e.g. volunteers or paid staff in leadership positions and top executive positions in sport organisations).

Regarding the difficulty of the Test, the Test measured the level of advanced knowledge of participants. The level of advanced knowledge in sport management can be assessed as low, medium or high, depending on participants' score:

- Low for score 0-30 %;

- Medium for score 31-70 %;

- High for score 71-100 %.

Since the participants were expected to have at least a medium level of knowledge in advanced sport management, the benchmark was set to 70 %, i.e. every score bellow 70 % is an indicator of an area of improvement.

3. Test results as indicators of training needs

Test results are used as indicators of training needs. The overview of results is divided into 3 main components:
- Overall results;
- Results on topics and subtopics;
- Individual results.

Individual results are not disclosed due to the fact that they are irrelevant for identification of training needs of a group of participants as a whole.

4. Overall results

There are 6 main areas of advanced sport management that were assessed:
1. Organising a sport organisation;
2. Managing strategically;
3. Managing human resources;
4. Managing finance;
5. Managing marketing; and
6. Organising a major sport event.

The average success rate (the number of correct answers) for all 6 areas was 49,44 %, which indicates the need for training in all areas of sport management (See: Table 1; Picture 1).

Table 1. Overall results

Topics	Organising a sport organisation	Managing strategically	Managing HR	Managing finance	Managing marketing	Organising a major sport event	Average success rate (%)
Success rate (%)	50,00	48,38	55,56	53,36	38,43	50,93	49,44

Participants achieved the best results on the topic of Managing human resources (55,56 %), and the worst results on the topic of Managing marketing (38,43 %). However, all areas are far bellow the threshold of 70 %.

Picture 1. Overall results

Test results on topics
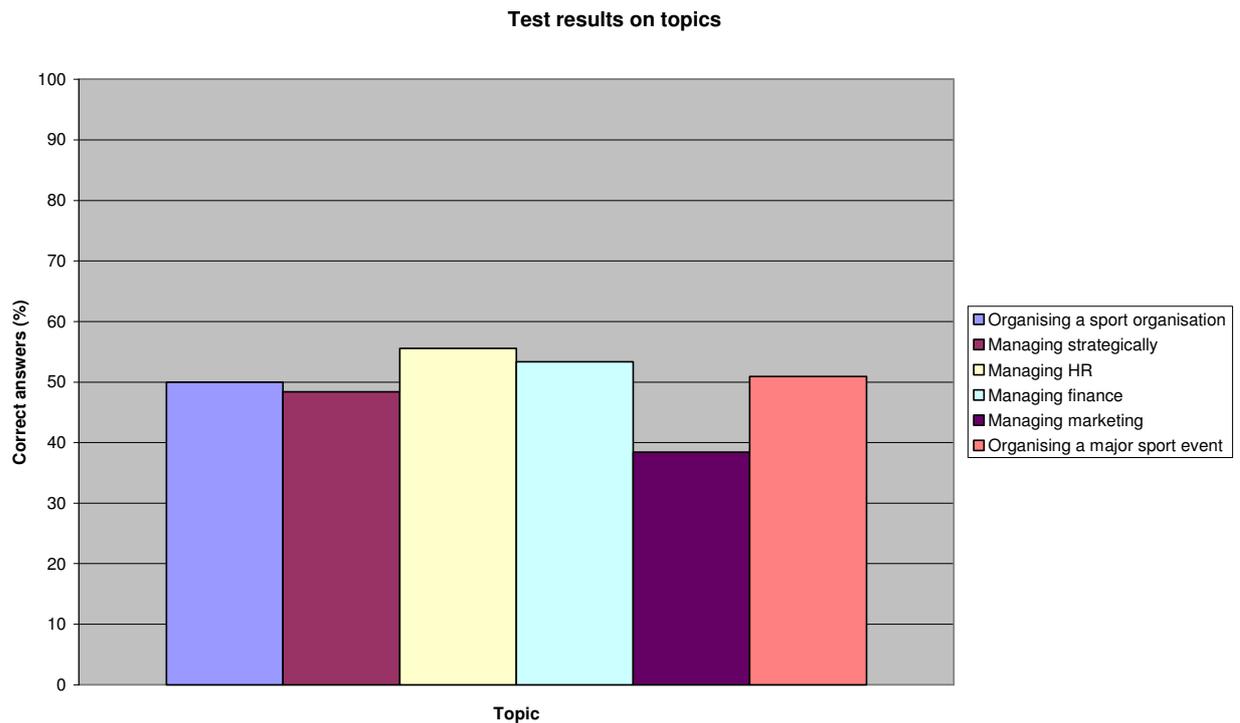
5. Results on topics and subtopics

There are 6 topics, and each topic is divided into 5 subtopics. It means that the Test measured the level of advanced knowledge of participants in 30 very distinct areas of sport management.

Results vary significantly between different subtopics – from as little as 20,83 % to the highest score of 79,86 % (See: Table 2).

Picture 2. Test results on all topics and subtopics

Test results on all topics and subtopics

Correct answers (%) (vertical axis, scale 0 to 100)

Subtopic (horizontal axis)
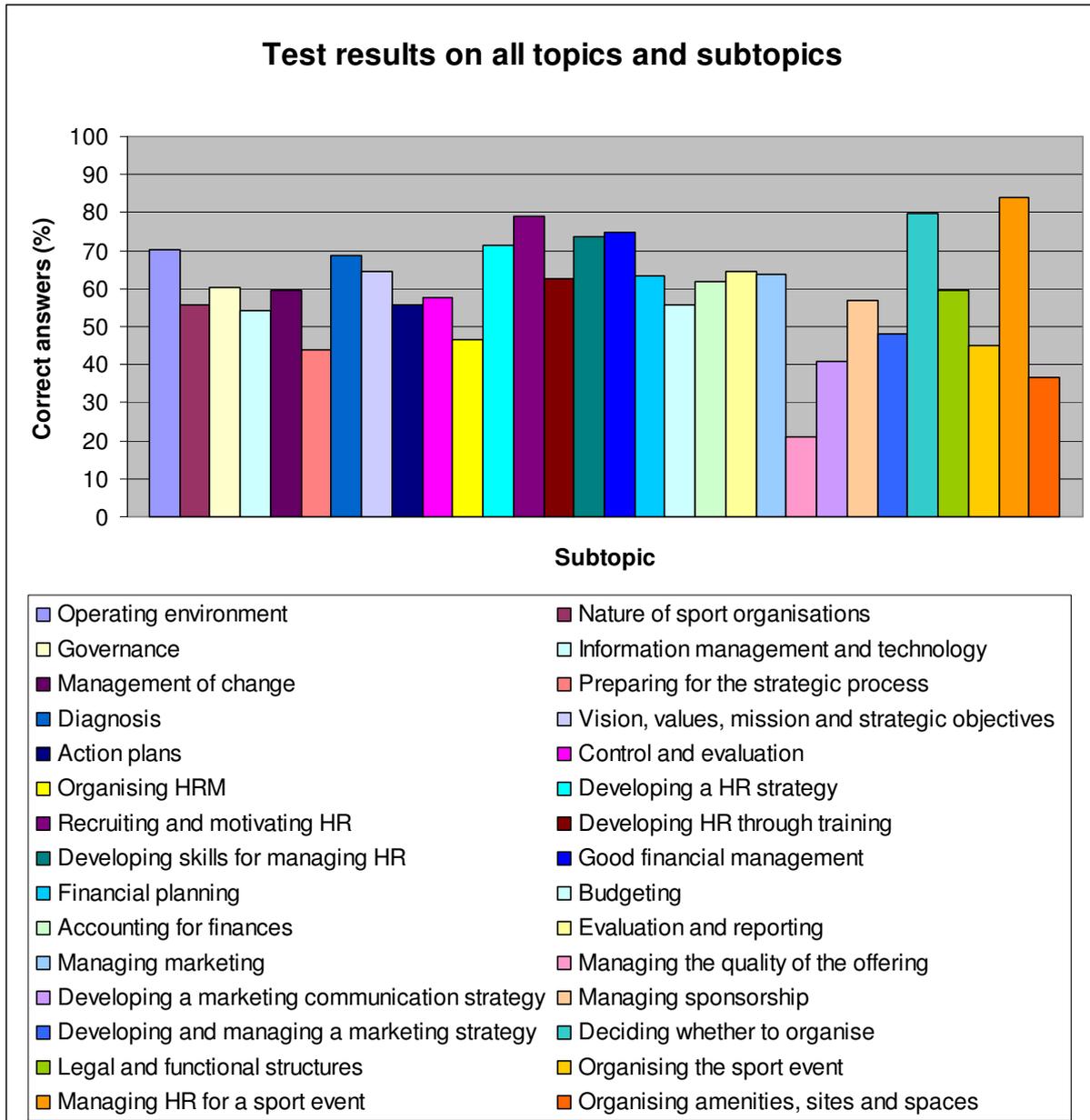
Legend:

- Operating environment
- Governance
- Management of change
- Diagnosis
- Action plans
- Organising HRM
- Recruiting and motivating HR
- Developing skills for managing HR
- Financial planning
- Accounting for finances
- Managing marketing
- Developing a marketing communication strategy
- Developing and managing a marketing strategy
- Legal and functional structures
- Managing HR for a sport event

- Nature of sport organisations
- Information management and technology
- Preparing for the strategic process
- Vision, values, mission and strategic objectives
- Control and evaluation
- Developing a HR strategy
- Developing HR through training
- Good financial management
- Budgeting
- Evaluation and reporting
- Managing the quality of the offering
- Managing sponsorship
- Deciding whether to organise
- Organising the sport event
- Organising amenities, sites and spaces

Results on Topic 1: Organising a sport organisation

Test results indicate the following training needs:
- Information management and technology;
- Nature of sport organisations;
- Management of change;
- Governance.

Table 2. Results on Topic 1: Organising a sport organisation

Subtopics	Operating environment	Nature of sport organisations	Governance	Information management and technology	Management of change
Success rate (%)	70,14	55,56	60,42	54,17	59,72

Picture 3. Test results on topic 1
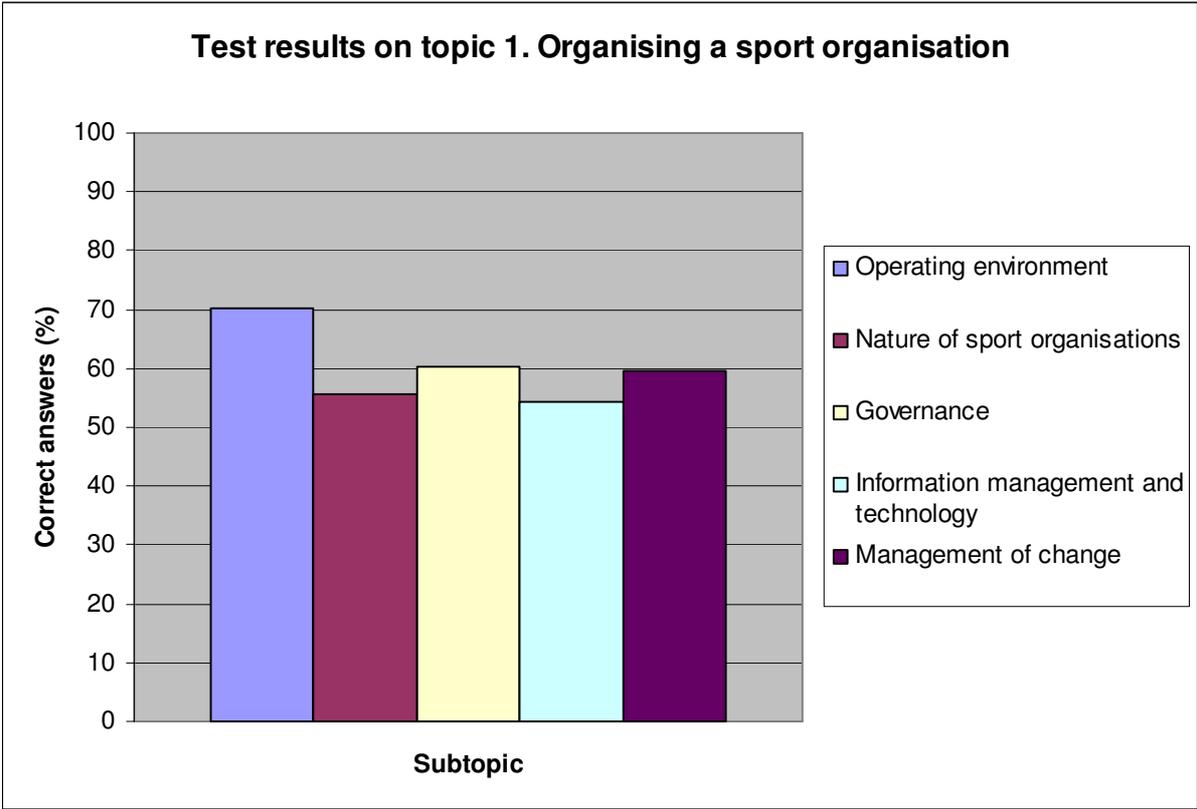
Results on Topic 2: Managing strategically

Test results indicate the following training needs:
- Preparing for the strategic process;
- Action plans;
- Control and evaluation;
- Diagnosis; and
- Vision, values, mission and strategic objectives.

Table 3. Results on Topic 2: Managing strategically

Subtopics	Preparing for the strategic process	Diagnosis	Vision, values, mission and strategic objectives	Action plans	Control and evaluation
Success rate (%)	43,75	68,75	64,58	55,56	57,64

Picture 4. Test results on topic 2
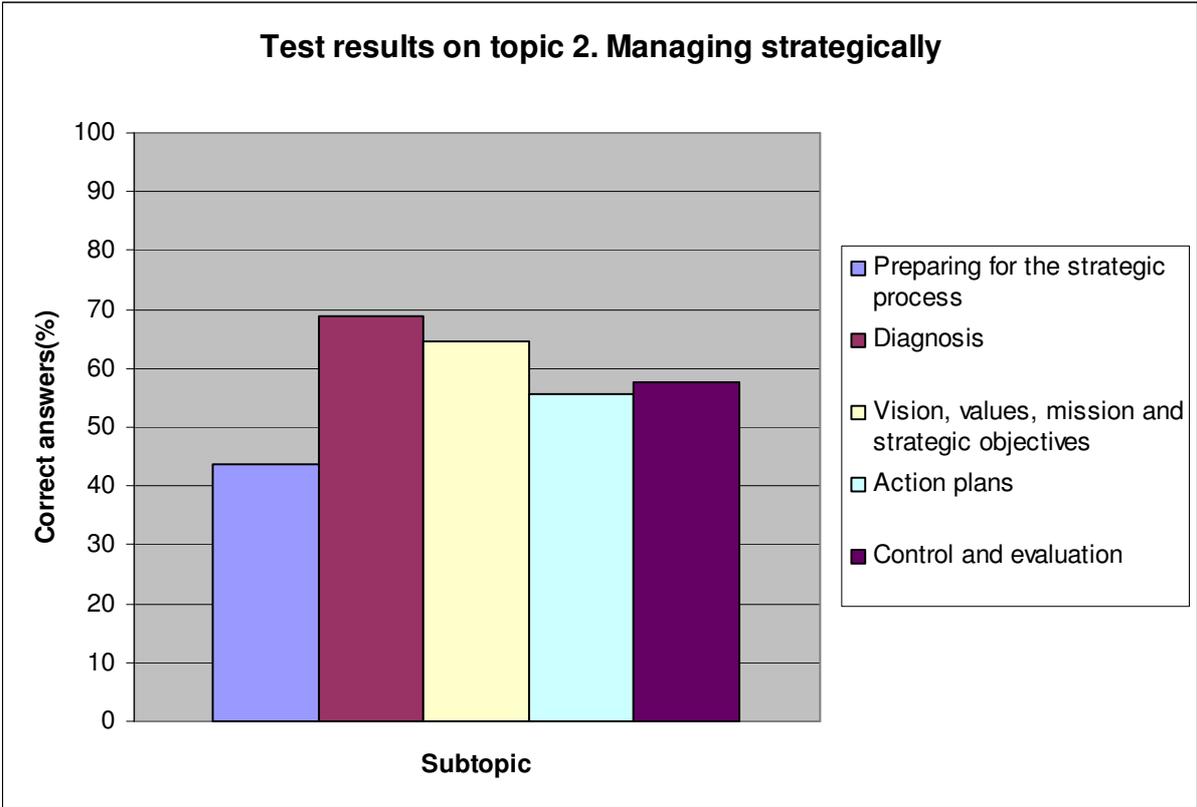
Results on Topic 3: Managing HR

Test results indicate the following training needs:
- Organising HRM; and
- Developing HR through training.

Table 4. Results on Topic 3: Managing HR

Subtopics	Organising HRM	Developing a HR strategy	Recruiting and motivating HR	Developing HR through training	Developing skills for managing HR
Success rate (%)	46,53	71,53	79,17	62,50	73,61

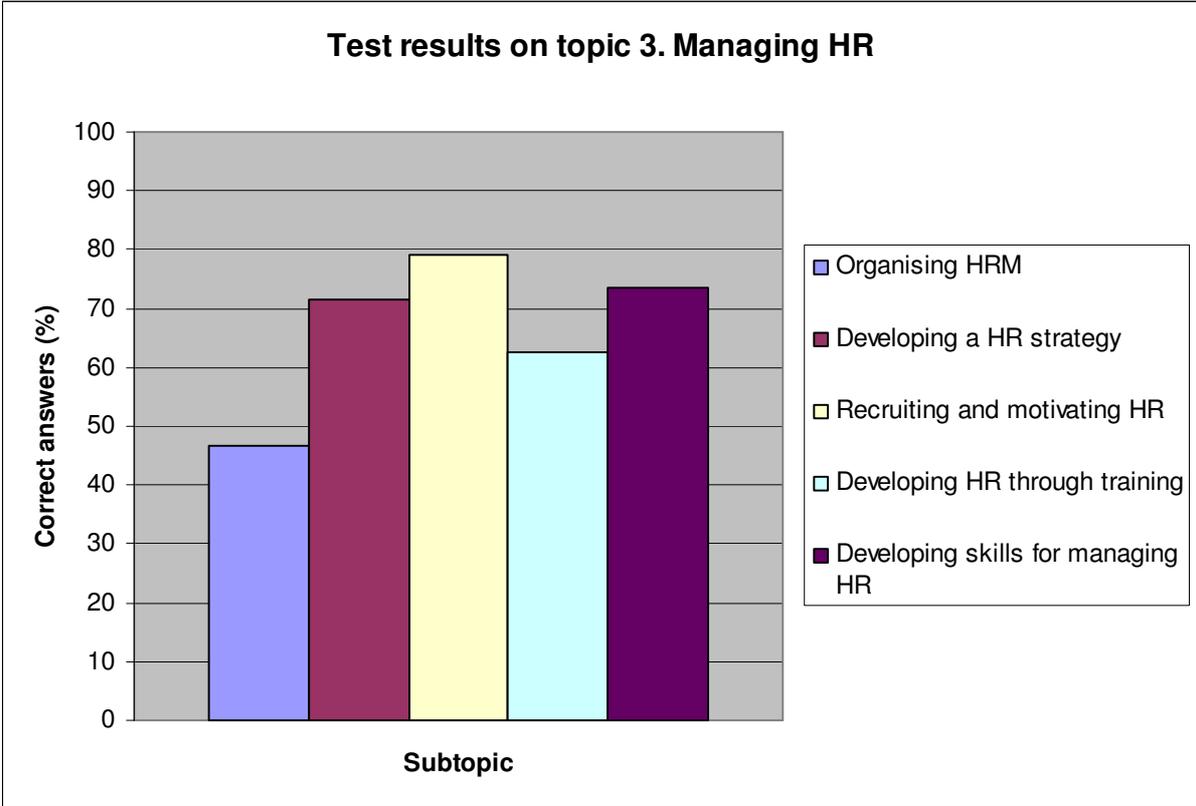Picture 5. Test results on topic 3

Results on Topic 4: Managing finance

Test results indicate the following training needs:
- Budgeting;
- Accounting for finances;
- Financial planning; and
- Evaluation and reporting.

Table 5. Results on Topic 4: Managing finance

Subtopics	Good financial management	Financial planning	Budgeting	Accounting for finances	Evaluation and reporting
Success rate (%)	75,00	63,19	55,56	61,81	64,58

Picture 6. Test results on topic 4
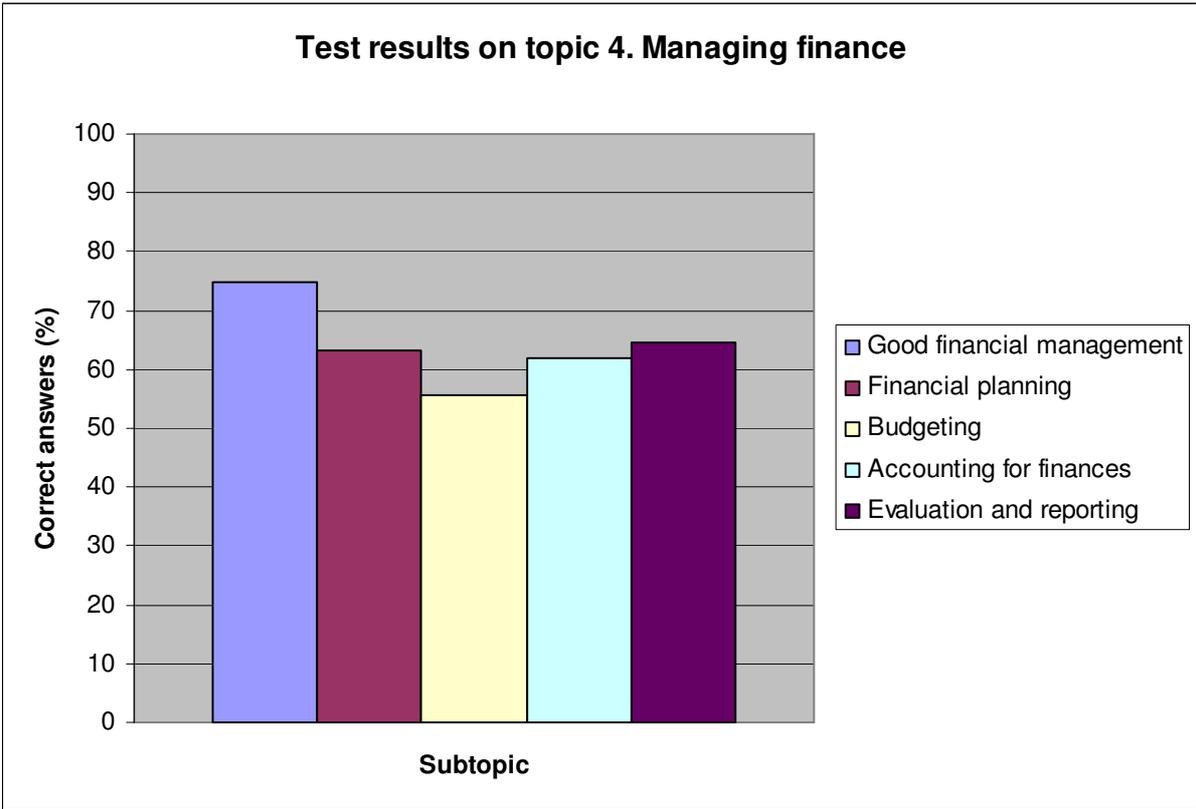
Results on Topic 5: Managing marketing

Test results indicate the following training needs:
- Managing the quality of the offering;
- Developing a marketing communication strategy;
- Developing and managing a marketing strategy;
- Managing sponsorship; and
- Managing marketing.

Table 6. Results on Topic 5: Managing marketing

Subtopics	Managing marketing	Managing the quality of the offering	Developing a marketing communication strategy	Managing sponsorship	Developing and managing a marketing strategy
Success rate (%)	63,89	20,83	40,97	56,94	47,92

Picture 7. Test results on topic 5

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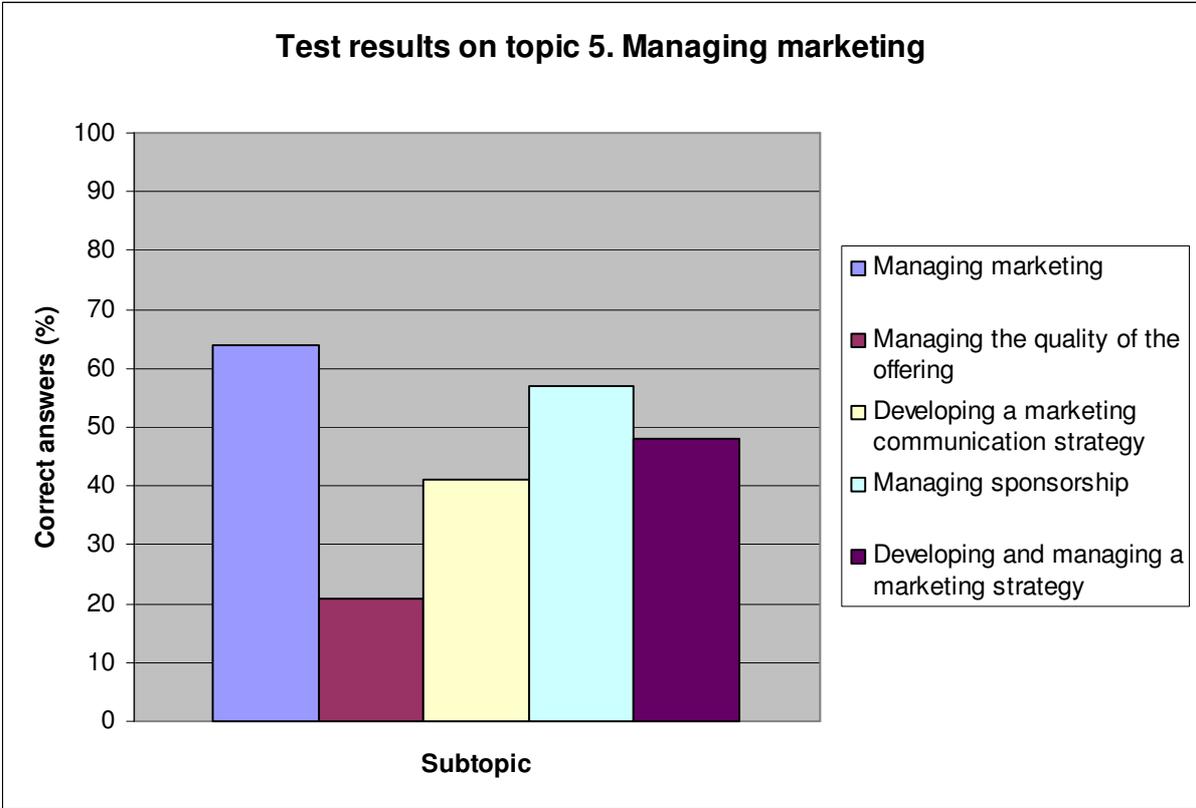
Results on Topic 6: Organising a major sport event

Test results indicate the following training needs:
- Organising amenities, sites and spaces;
- Organising the sport event; and
- Legal and functional structures.

Table 7. Results on Topic 6: Organising a major sport event

Subtopics	Deciding whether to organise	Legal and functional structures	Organising the sport event	Managing HR for a sport event	Organising amenities, sites and spaces
Success rate (%)	79,86	59,72	45,14	84,03	36,81

Picture 8. Test results on topic 6
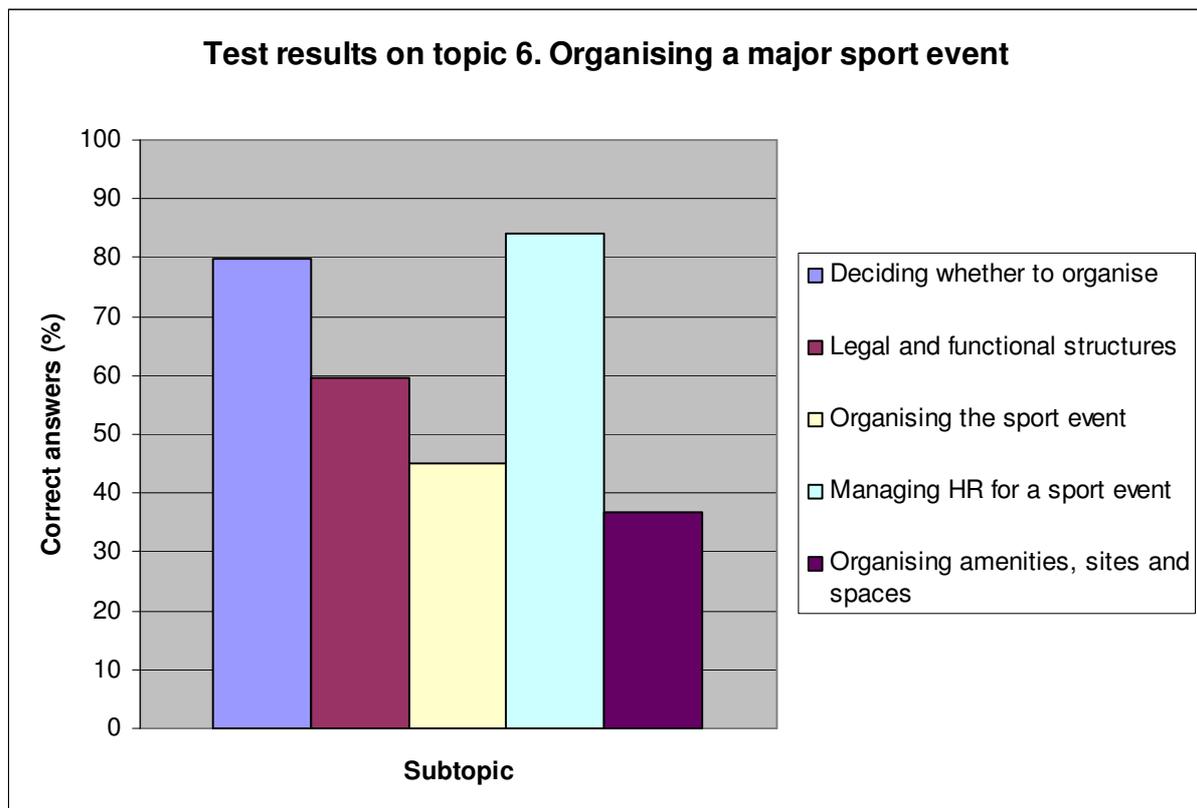
4. PREPARING FOR THE DELIVERY OF THE PROGRAMME

1. Learning methodology

The first step was to identify the needs of participants in order to be able to develop the content that answers their needs and improves their competencies. Equally important is the way that the content is delivered to participants.

As explained earlier, the Programme aims to improve the competencies of participants and, at the same time, to build a learning community. Therefore, the learning methodology involves analysing, peer knowledge-sharing, practical exercises and reflections on the content learned in-class. Learning outcomes are related to the day-to-day realities and challenges of each participant. The learning process is enhanced through participant-oriented discussions that unlock the existing skills and experiences within the group.

Facilitation is the prevailing method of teaching. Facilitation implies that the lecturer/facilitator doesn't deliver classes in an academic style, i.e. the lecturer speaking and participants only listening. There needs to be a proper balance of lecturing and interactive work with participants, such as discussions, group work, etc.

The main duty of the lecturer/facilitator is to create an environment in which adult participants can learn by doing, as well as learn from the good practices of others and benefiting from the learning community. To that aim, the lecturer/facilitator shall use facilitation techniques and methods.

Part of the training programme can be delivered as lectures when the topic requires such an approach.

2. Practical guidelines

Programme deliverers need to be well prepared for the delivery of the Programme. The basic tool to be used is the Power Point presentation. Lecturers/facilitators are required to submit their presentation to the Project Manager in due time (before the beginning of the Programme). The Project Manager is going to distribute the presentations to participants after the Programme.

The lecturer/facilitator will organise work in a way that it involves both the presentation of theoretical concepts and the interactive work with participants, e.g. group work, discussions, etc.

To organise group work, follow these simple steps:
- Present the theoretical concepts to participants;
- Involve participants;
- Allow for sharing of knowledge.

The final schedule will be prepared by Project Manager in cooperation with lecturers/facilitators.

Lecturers/facilitators need to prepare themselves to be able to keep up with the schedule. As the example of how to organise the teaching time and how to deliver the teaching content in 90 minutes, see Table 8.

Table 8. Delivering the content

Activity	Active person	Aim	Tools	Duration
Introduction	Lecturer / facilitator	Explain what are the expected learning outcomes	Power Point presentation; Flipchart (1); Marker pen (1)	2-3 minutes
Lecture	Lecturer / facilitator	Present theoretical concepts to participants	Power Point presentation for lecture; Flipchart (1); Marker pen (1)	30 minutes
Task assignment	Lecturer / facilitator	Assign the task to participants and divide participants into groups (6)	Power Point slide with a task description or question for participants; Daily pan for the composition of groups (6 groups; 8 participants per group)	2-3 minutes
Group work	Participants	Lecturer / facilitator monitors group work and assists participants if necessary, e.g. explain the task again. Participants analyse problems, share good practices, develop ideas or solutions to a problem,	Flipchart (6); Marker pen (6)	20 minutes

Activity	Active person	Aim	Tools	Duration
		etc.		
Presentation of group findings	Representatives of groups	Representatives present their groups' insights and share conclusions with the entire class	Flipchart (6); Marker pen (6)	30 minutes
Conclusions	Lecturer / facilitator	Close the session with the main conclusions by making a connection between the theoretical concepts and practical insights of participants	Flipchart (1); Marker pen (1)	2-3 minutes

Some parts of the Programme will be delivered by expert lecturing.

5. LEARNING OBJECTIVES

Programme delivery will follow the identified training needs (See: Table 9).

Table 9. Learning outcomes

Topic	Subtopic	By the end of the lecture, participants should be able to:
Organising a sport organisation	Information management and technology	- Understand the role of information in a sport organisation. - Understand potential uses of information and communication technology. - Understand the importance of information in good governance. - Manage good information. - Apply electronic management in own sport organisation. - Implement electronic management.
Organising a sport organisation	Nature of sport organisations	- Define an organisation. - Identify and describe significant attributes of an organisation. - Describe the ways in which organisations can be classified, and the significance of such classifications for management. - Describe the classical principles of organising. - Understand the role of people in organisations. - Set rules, tasks and responsibilities. - Set goals and purposes. - Describe the different ways in which a sport organisation exhibits complexity. - Discuss the advantages and disadvantages of formalisation.

Topic	Subtopic	By the end of the lecture, participants should be able to:
		- Explain the interrelationship of complexity, formalisation and centralisation.
Organising a sport organisation	Management of change	- Understand the concept of organisational change. - Explain the major perspectives that are used to understand change. - Discuss the factors that cause change. - Diagnose or accept the problem. - Find solutions to problem and define course of action. - Prepare for the introduction of change. - Set goals of planned change. - Conduct environmental auditing. - Develop a culture that supports change. - Explain the sources of resistance to change and how this resistance can be managed. - Describe the stages of the change process and the concept of tracks. - Explain why sport organisations need to be innovative.
Organising a sport organisation	Governance	- Define the governance. - Understand the nature of governance. - Understand the effect of organisational culture on governance. - Utilise regulatory power.

Topic	Subtopic	By the end of the lecture, participants should be able to:
		- Understand politics. - Manage risks.
Managing strategically	Preparing for the strategic process	- Describe how strategy is formulated and implemented. - Understand the reasons for implementing a strategic plan. - Understand the steps in the process of strategic management. - Explain the significance of the various steps in the planning process. - Define and describe strategic management. - Explain the significance of information in planning and discuss the methods used to gather information. - Develop a strategic plan.
Managing strategically	Action plans	- Explain tactical/operational plans. - See the relationship between planning and budgeting. - Explain how goals can be constraints. - Understand the need for planning without goals or directional planning. - Develop action plans.
Managing strategically	Control and evaluation	- Evaluate strategy. - Use performance indicators. - Overcome barriers to evaluation.
Managing strategically	Diagnosis	- Identify stakeholders. - Conduct an internal and external diagnosis. - Describe the inputs, throughputs,

Topic	Subtopic	By the end of the lecture, participants should be able to:
		and outputs of an organisation from a systems perspective. - Understand the significance of the environment for organisational survival and/or growth. - Explain the stakeholders groups as part of the organisation's environment.
Managing strategically	Vision, values, mission and strategic objectives	- Understand the significance of mission statements. - Define vision and values of an organisation. - Define mission of an organisation. - Set strategic objectives of an organisation.
Managing HR	Organising HRM	- Regulate and formalise HR. - Understand the purpose and focus of job analysis, job description, and job specification.
Managing HR	Developing HR through training	- Assess training needs. - Prepare, implement and evaluate a training programme. - Define HR objectives. - Develop the action plan. - Explain the process of matching people with jobs through recruiting, hiring and training. - Understand the functions, processes and outcomes of mentoring.
Managing finance	Budgeting	- Compile a budget. - Control the budget.
Managing finance	Accounting for finances	- Manage risks with legal

Topic	Subtopic	By the end of the lecture, participants should be able to:
		- documentation. - Understands the importance of financial record keeping. - Audit accounts.
Managing finance	Financial planning	- Understand assets. - Understand key concepts in financial planning.
Managing finance	Evaluation and reporting	- Conduct cost-benefit analysis. - Distinguish the performances at individual, unit and organisational level. - Distinguish between the outputs and impacts of a programme. - Define programme evaluation, its purposes, and its processes.
Managing marketing	Managing the quality of the offering	- Define the term services marketing. - Outline the differences between sport goods and services. - Identify the three elements of the services marketing mix. - Discuss the key variables of quality service. - Explain the difference between outcome and process quality. - Discuss approaches for measuring service quality. - Define the term customer satisfaction. - Understand the effects of stakeholder satisfaction and satisfy stakeholders' expectations. - Evaluate perceived quality.

Topic	Subtopic	By the end of the lecture, participants should be able to:
		- Explain the concept of delighting the customer and the situations in which it is a useful sport marketing strategy. - Outline the six-step process of customer relationship marketing.
Managing marketing	Developing a marketing communication strategy	- Define communication targets. - Define communication objectives. - Apply communication tactics. - Assess the impact of the communication strategy.
Managing marketing	Developing and managing a marketing strategy	- Carry out marketing diagnosis. - Make strategic marketing decisions. - Identify the main considerations when developing strategic marketing objectives. - Outline the factors critical to setting performance measures. - Describe the importance of determining a core marketing strategy. - Define the terms market positioning and market segmentation. - Discuss the importance of market segmentation. - Identify the main approaches to market segmentation. - Describe the process and importance of market positioning. - Outline the major elements of the marketing mix.
Managing marketing	Managing sponsorship	- Define the term sport sponsorship. - Identify potential sponsorship

Topic	Subtopic	By the end of the lecture, participants should be able to:
		objectives and associated market segments.
		- Highlight the key elements of sponsorship targeting.
		- Outline the sections of a sponsorship proposal.
		- Specify how sponsorship may be augmented through leveraging.
		- Highlight the main principles of sponsorship evaluation.
		- Explain what is meant by ambush marketing.
		- Identify the five main tactics in preventing ambush marketing.
Managing marketing	Managing marketing	- Analyse the relevance of own organisation's services in relation to its stakeholders' requirements.
Organising a major sport event	Organising amenities, sites and spaces	- Understand the requirements of the organisation of the event. - Plan for the legacy of the event.
Organising a major sport event	Organising the sport event	- Identify the resources needed to organise the event.
Organising a major sport event	Legal and functional structures	- Develop an appropriate legal and organisational framework for the event.

ANNEX 1. LEADERSHIP TRAINING FRAMEWORK

The Programme also aims to improve participants' general competencies and behaviours required for successful performance as a leader in a sport organisation.

Leadership competencies can be divided into 5 main clusters:
- Leadership competencies;
- Creating organisational transformation;
- Maximising performance results;
- Building trust and accountability; and
- Building coalitions.

Clusters present the framework for the development of the leadership training programme. Expert lecturers will follow this framework and cooperate with the Project Manager to create the format that works best for participants.

Framework overview

As stated before, leadership competencies are divided into clusters. Each cluster has one or more competencies. Each competency has indicators of successful behaviour and non-responsive or unsuccessful behaviour.

- **LEADERSHIP COMPETENCIES CLUSTER**

  1. Team Leadership: *The ability to effectively manage and guide group efforts. This includes providing the appropriate level of feedback concerning group progress.*

  2. Leadership: *The ability to influence actions and opinions of others in a desired direction, and to exhibit judgement in leading others to worthwhile objectives.*

  3. Perseverance and Commitment to Task: *The ability to start and persist with specific courses of action while exhibiting high motivation and a sense of urgency; willing to commit to long hours of work and make personal sacrifices in order to reach goals.*

  4. Assertiveness: *The ability to maturely express one's feelings and opinions in spite of disagreement; accurately communicate to others regardless of their status or position.*

- **CREATING ORGANISATIONAL TRANSFORMATION CLUSTER**

  5. Change Leadership: *The ability to manage, lead, and enable the process of change and transition while helping others to deal with their effects.*

  6. Flexibility: *The ability to adapt to and work with a variety of situations, individuals and groups. The ability to be open to different and new ways of doing things. The willingness to modify one's preferred way of doing things.*

  7. Global Perspective: *The ability to recognize and address issues that are outside of the local perspective. The ability to view issues without any pre-set biases or limitations. The ability to see the – big picture.*

8. Organisational Awareness: *The ability to understand the workings, structure, and culture of the organisation as well as the political, social, and economic issues affecting the organisation.*

9. Vision and Strategic Thinking: *The ability to support, promote, and ensure alignment with the organisation's vision and values. The ability to understand how an organisation must change in light of internal and external trends and influences.*

- **MAXIMIZING PERFORMANCE RESULTS CLUSTER**

10. Analytical Thinking: *The ability to approach a problem by using a logical, systematic, sequential approach.*

11. Decision Making: *The ability to make decisions and solve problems involving varied levels of complexity, ambiguity, and risk.*

12. Forward Thinking: *The ability to anticipate the implications and consequences of situations and take appropriate action to be prepared for possible contingencies.*

- **BUILDING TRUST AND ACCOUNTABILITY CLUSTER**

13. Ethics and Integrity: *The degree of trustworthiness and ethical behaviour of an individual with consideration for the knowledge one has of the impact and consequences when making a decision or taking action.*

14. Personal Credibility: *Demonstrating concern that one be perceived as responsible, reliable, and trustworthy.*

- **BUILDING COALITIONS CLUSTER**

15. Influencing Others: *The ability to gain others' support for ideas, proposals, projects, and solutions.*

LEADERSHIP COMPETENCIES CLUSTER

1. Team Leadership

> *Team Leadership: The ability to effectively manage and guide group efforts. This includes providing the appropriate level of feedback concerning group progress.*

Competency: Team Leadership	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Sets team structure	Has approved the team charter	Did not indicate that they have approved the team charter
Organizes, leads, and facilitates team activities	Has set the expectations for the team	Did not indicate that they have set the expectations for the team
Promotes team cooperation	Has authorized funding and resources for the team	Did not indicate that they have authorized funding and resources for the team
Encourages participation	Has served as the executive sponsor for the team	Did not indicate that they have served as the executive sponsor for the team
	Has served as a champion for the team to senior management and stakeholders	Did not indicate that they have served as a champion for the team to senior management and stakeholders
	Has cleared obstacles cross-functionally	Did not indicate that they have cleared obstacles cross functionally
	Has ensured that the team's vision remained clear	
	Has created an environment that promoted teamwork and	

Competency: Team Leadership	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	respect	Did not indicate that they have ensured that the team's vision remained clear
	Has maintained regular contact with the team to assist them in adapting to any changes in direction or to facilitate overcoming obstacles	Did not indicate that they have created an environment that promoted teamwork and respect
	Has recognized the team's efforts and showed appreciation	Did not indicate that they have maintained regular contact with the team to assist them in adapting to any changes in direction or to facilitate overcoming obstacles
	Has celebrated successes	Did not indicate that they have recognized the team's efforts and showed appreciation
		Did not indicate that they have celebrated successes

2. Leadership

Leadership: The ability to influence actions and opinions of others in a desired direction, and to exhibit judgement in leading others to worthwhile objectives.

Competency: Leadership	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Influences the actions of others in a desired direction	Has fostered an environment that encouraged feedback from internal and external sources	Did not indicate that they have fostered an environment that encouraged feedback from internal and external sources
Exhibits judgement in leading others to worthwhile objectives	Has clearly communicated sensitive and difficult information using the appropriate communication style for the audience	Did not indicate that they have clearly communicated sensitive and difficult information using the appropriate communication style for the audience
Gives feedback and is respective to feedback	Has effectively persuaded and influenced others	
Uses a variety of methods to convey information	Has clearly conveyed sensitive, complex, urgent or highly visible issues in simple terms that could be easily understood by the audience	Did not indicate that they have effectively persuaded and influenced others
Makes others feel respected and heard		Did not indicate that they have clearly conveyed sensitive, complex, urgent or highly visible issues in simple terms that could be easily understood by the audience
	Has been aware of the impact of one's position within the organisation when communicating with others	
	Has ensured safe communication environment and created trust	Did not indicate that they have been aware of the impact of one's position within the organisation when communicating with others

Competency: Leadership	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
		Did not indicate that they have ensured a safe communication environment and created trust

3. Perseverance and Commitment to Task

Perseverance and Commitment to Task: The ability to start and persist with specific courses of action while exhibiting high motivation and a sense of urgency; willing to commit to long hours of work and make personal sacrifices in order to reach goals.

Competency: Perseverance and Commitment to Task	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Displays perseverance in difficult situations and commitment to task	Has the ability to balance personal and work objectives without compromising values or dignity	Did not display the ability to balance personal and work objectives without compromising values or dignity
Displays the ability to start and persist with specific courses of action	Has made personal sacrifices to reach a work objective	Did not make personal sacrifices to reach a work objective
Exhibits high motivation and a sense of urgency	Has the ability to balance all objectives to her satisfaction	Did not balance all objectives to her satisfaction
Indicates willingness to commit to long hours of work and make personal sacrifice to reach goals	Has made an uncompromising commitment to goal, as shown by long hours of work	Did not make an uncompromising commitment to goal, as shown by long hours of work
	Has make an unusual commitment in order to reach an objective, reflecting both high effort and accomplishment	Did not make an unusual commitment in order to reach an objective, reflecting both high effort and accomplishment
	Has a performance strategy, which enhances alertness, productivity or efficiency	Did not display self-directed effort but kept to a routine response to work demands

Competency: Perseverance and Commitment to Task	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
		Did not indicate the existence of a performance strategy, which enhances alertness, productivity or efficiency

4. Assertiveness

> *Assertiveness: The ability to maturely express one's feelings and opinions in spite of disagreement; accurately communicate to others regardless of their status or position.*

Competency: Assertiveness	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Displays the ability to maturely express one's feelings in spite of disagreement Accurately communicates to others regardless of their status or position	Has challenged the other person's ideas honestly, persistently and tactfully Has been able to directly state an opinion without having been abusive, harsh, apologetic or defensive Has communicated with clarity and directness, and without evidence of negative feelings Has been able to express fact or opinion on a sensitive or important issue in an accurate and tactful manner Has given firm, clear direction, perhaps with concern for another's feelings Has presented a feeling honestly and tactfully Has been able to disagree tactfully and in a timely fashion, balancing the need to communicate an opinion or information with respect	Did not challenge the other person's ideas honestly, persistently and tactfully – indicates aggression, anger, abuse or withdrawal, dependency, submissiveness Did not directly state an opinion without having been abusive, harsh, apologetic or defensive – indicates an emotional expression of opinion or failure to express an opinion to avoid conflict Did not communicate with clarity and directness, and without evidence of negative feelings; expresses negative feelings such as aggression or withdrawal, which interfered with effective communication Did not express fact or opinion on a sensitive or important issue in an accurate and tactful manner – indicates avoidance of an issue, passive aggression, and/or aggressive or tactless

Competency: Assertiveness	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
		presentation
		Did not give firm, clear direction, did not show concern for another's feelings – indicates emotional reaction such as anger or anxiety
		Did not present a feeling honestly and tactfully – indicates a negative feeling such as anger, fear, anxiety or depression that interfered with mature communications
		Did not indicate the ability to disagree tactfully and in a timely fashion, balancing the need to communicate an opinion or information with respect – indicates avoidance of disagreement or tactless presentation

CREATING ORGANISATIONAL TRANSFORMATION CLUSTER

5. Change Leadership

> *Change Leadership: The ability to manage, lead, and enable the process of change and transition while helping others to deal with their effects.*

Competency: Change Leadership	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Develops new approaches Identifies better, faster or less expensive ways to do things Encourages others to value the potential benefits of change and to effectively adapt to change	Has created a culture of change and innovation within the organisation Has aligned change efforts with the vision and strategic goals of the organisation Has facilitated the management team's efforts to overcome obstacles Has encouraged internal and external partnerships and collaborations for organisational improvements Has provided access or opportunity to resources to support change efforts Has demonstrated an understanding of when it is time for the organisation to change and what the organisational and global impacts and consequences of change will be	Did not indicate that they have created a culture of change and innovation within the organisation Did not indicate that they have aligned change efforts with the vision and strategic goals of the organisation Did not indicate that they have facilitated the management team's efforts to overcome obstacles Did not indicate that they have encouraged internal and external partnerships and collaborations for organisational improvements Did not indicate that they have provided access or opportunity to resources to support change efforts Did not indicate that they have demonstrated

Competency: Change Leadership	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	Has created the vision for change	an understanding of when it is time for the organisation to change and what the organisational and global impacts and consequences of change will be
	Has articulated the benefits and consequences of change to all impacted internal and external parties	Did not indicate that they have created the vision for change
	Has supported the organisational change agents throughout the change process	Did not indicate that they have articulated the benefits and consequences of change to all impacted internal and external parties
		Did not indicate that they have supported the organisational change agents throughout the change process

6. Flexibility

Flexibility: The ability to adapt to and work with a variety of situations, individuals and groups. The ability to be open to different and new ways of doing things. The willingness to modify one's preferred way of doing things.

Competency: Flexibility	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Sees the merits of perspectives other than their own	Has encouraged opportunities to discuss topics where there were divergent points of view	Did not indicate that they have encouraged opportunities to discuss topics where there were divergent points of view
Demonstrates openness to new organisational structures, procedures and technology	Has asked probing questions to understand other viewpoints before responding to them	Did not indicate that they have asked probing questions to understand other viewpoints before responding to them
Switches to different strategy when an initially selected one is unsuccessful	Has created an organisational culture where differing viewpoints were valued	Did not indicate that they have created an organisational culture where differing viewpoints were valued
Demonstrates willingness to modify a strongly held position in the face of contrary evidence	Has championed innovation and the integration of technology into the organisation	Did not indicate that they have championed innovation and the integration of technology into the organisation
	Has established an environment that encouraged and supported new organisational structures, changes in procedures and other innovative solutions to enhance the organisation's ability to meet its strategic goals and objectives	Did not indicate that they have established an environment that encouraged and supported new organisational structures, changes in procedures and other innovative solutions to enhance the organisation's ability to meet its strategic goals and objectives
	Has demonstrated an understanding that many internal and external factors (legislative, media, budget,	

Competency: Flexibility	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	etc.) can impact an organisation's key actions Has effectively adapted to the changing environment while taking appropriate risks and continuing to meet strategic goals and objectives Has successfully adjusted one's initial approach to an issue to overcome obstacles and achieve results Has based decisions on relevant data Has displayed a willingness to change position if data dictates the need to change	Did not indicate that they have demonstrated an understanding that many internal and external factors (legislative, media, budget, etc.) can impact an organisation's key actions Did not indicate that they have effectively adapted to the changing environment while taking appropriate risks and continuing to meet strategic goals and objectives Did not indicate that they have successfully adjusted one's initial approach to an issue to overcome obstacles and achieve results Did not indicate that they have based decisions on relevant data Did not indicate that they have displayed a willingness to change position if data dictates the need to change

7. Global Perspective

> *Global Perspective: The ability to recognize and address issues that are outside of the local perspective. The ability to view issues without any pre-set biases or limitations. The ability to see the – big picture.*

Competency: Global Perspective	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Demonstrates a knowledge of external issues impacting organisational goals and objectives	Has maintained a professional awareness of cultural, economic and political issues	Did not indicate that they have maintained a professional awareness of cultural, economic and political issues
Negotiates departmental interests to mitigate external influences	Has identified and articulated external global threats and opportunities	Did not indicate that they have identified and articulated external global threats and opportunities
Partners with external stakeholders and others that have shared purpose or program impact	Has driven policy formulation of organisational culture based on the global environment	Did not indicate that they have driven policy formulation of organisational culture based on the global environment
	Has been cognizant of department's interests and goals	Did not indicate that they have been cognizant of department's interests and goals
	Has understood and recognized motives of external parties and influences	Did not indicate that they have understood and recognized motives of external parties and influences
	Has utilized effective communication skills and persuasion to represent departmental interests	Did not indicate that they have utilized ffective communication skills and persuasion to represent departmental interests
	Has understood who the external stakeholders were and established effective	

Competency: Global Perspective	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	partnerships and lines of communication	Did not indicate that they have understood who the external stakeholders were and established effective partnerships and lines of communication
	Has been aware of the organisation's impact on the stakeholders	Did not indicate that they have been aware of the organisation's impact on the stakeholders
	Has developed strategies to collaboratively work with stakeholders	Did not indicate that they have developed strategies to collaboratively work with stakeholders

8. Organisational Awareness

> *Organisational Awareness: The ability to understand the workings, structure, and culture of the organisation as well as the political, social, and economic issues affecting the organisation.*

Competency: Organisational Awareness	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Understands purpose/service of organisation	Has demonstrated an understanding of the strategic goals and objectives of the organisation and implemented them into daily operations	Did not indicate that they have demonstrated an understanding of the strategic goals and objectives of the organisation and implemented them into daily operations
Keeps current with issues with future impact		
Understands and effectively works within organisation structure, polices and culture	Has considered the organisation's strategic goals and objectives when making decisions	Did not indicate that they have considered the organisation's strategic goals and objectives when making decisions
	Has successfully represented the organisation in various internal and external settings	Did not indicate that they have successfully represented the organisation in various internal and external settings
	Has demonstrated an understanding of the major concerns of the organisation by keeping open communication with staff, managers, and other executives	Did not indicate that they have demonstrated an understanding of the major concerns of the organisation by keeping open communication with staff, managers, and other executives
	Has stayed informed of issues and trends by building networks with stakeholders and professional organisations	Did not indicate that they have stayed informed of issues and trends by building
	Has tracked legislative	

Competency: Organisational Awareness	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	trends	networks with stakeholders and professional organisations
	Has embraced and modelled the values of the organisation	Did not indicate that they have tracked legislative trends
	Has demonstrated an understanding of the organisation's culture and how to effectively achieve the strategic goals and objectives	Did not indicate that they have embraced and modelled the values of the organisation
		Did not indicate that they have demonstrated an understanding of the organisation's culture and how to effectively achieve the strategic goals and objectives

9. Vision and Strategic Thinking

Vision and Strategic Thinking: The ability to support, promote, and ensure alignment with the organisation's vision and values. The ability to understand how an organisation must change in light of internal and external trends and influences.

Competency: Vision and Strategic Thinking	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Communicates the big picture Expresses vision to others Influences others to translate vision into action	Has established or adjusted the department's strategic plan, goals and objectives to align with global changes, organisational changes, or input from key stakeholders	Did not indicate that they have established or adjusted the department's strategic plan, goals and objectives to align with global changes, organisational changes, or input from key stakeholders
	Has initiated the implementation of the vision and strategic plan	Did not indicate that they have initiated the implementation of the vision and strategic plan
	Has initiated regular discussions of the vision and strategic plan with the management team	Did not indicate that they have initiated regular discussions of the vision and strategic plan with the management team
	Has ensured that there is a clear line of sight between tactical business plans and the organisation's strategic plan	Did not indicate that they have ensured that there is a clear line of sight between tactical business plans and the organisation's strategic plan
	Has established an environment where individuals are recognized for putting the strategic vision into action	Did not indicate that they have established an environment where individuals are recognized for putting the strategic vision into action

MAXIMIZING PERFORMANCE RESULTS CLUSTER

10. Analytical Thinking

Analytical Thinking: The ability to approach a problem by using a logical, systematic, sequential approach.

Competency: Analytical Thinking	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Identifies causes for problems Approaches problems by breaking them down	Has identified causes for highly sensitive problems which may affect the organisation, other departments and/or outside stakeholders	Did not indicate that they have identified causes for highly sensitive problems which may affect the organisation, other departments and/or outside stakeholders
Weighs priorities Recognizes actions and underlying issues	Has considered politics, socio-economics, media interest, policy impact, cross organisational impact, risk and legal implications when breaking down highly sensitive and complex problems	Did not indicate that they have considered politics, socioeconomics, media interest, policy impact, cross organisational impact, risk and legal implications when breaking down highly sensitive and complex problems
	Has considered politics, socio-economics, media interest, policy impact, cross organisational impact, risk and legal implications when delegating highly sensitive and complex problems	Did not indicate that they have considered politics, socioeconomics, media interest, policy impact, cross organisational impact, risk and legal implications when delegating highly sensitive and complex problems
	Has synthesized information provided by the management team and stakeholders	Did not indicate that they have synthesized information provided by the management team and stakeholders
	Has asked effective probing	

Competency: Analytical Thinking	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	questions	Did not indicate that they have asked effective probing questions
	Has considered the strategic goals and objectives of the organisation when setting key priorities	Did not indicate that they have considered the strategic goals and objectives of the organisation when setting key priorities
	Has anticipated highly sensitive organisational key actions (policy changes, legislative changes) and recognized underlying issues and the impacts to the organisation and stakeholders	Did not indicate that they have anticipated highly sensitive organisational key actions (policy changes, legislative changes) and recognized underlying issues and the impacts to the organisation and stakeholders

11. Decision Making

> *Decision Making: The ability to make decisions and solve problems involving varied levels of complexity, ambiguity, and risk.*

Competency: Decision Making	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Makes critical and timely decisions Takes charge	Has made effective mission critical and/or politically sensitive decisions with limited information under tight deadlines	Did not indicate that they have made effective mission critical and/or politically sensitive decisions with limited information under tight deadlines
Supports appropriate risk Makes tough and appropriate decisions	Has made decisions by consensus, when appropriate Has followed-up to determine results of decisions	Did not indicate that they have made decisions by consensus, when appropriate
	Has kept well-informed of department policies, priorities and of internal and external factors in order to make decisions which may affect the organisation, other departments and/or outside stakeholders	Did not indicate that they have followed-up to determine results of decisions Did not indicate that they have kept well-informed of department policies, priorities and of internal and external factors in order to make decisions which may affect the organisation, other departments and/or outside stakeholders
	Has encouraged and supported innovative ideas and approaches to improve services and/or deliverables	
	Has taken responsibility for decisions	Did not indicate that they have encouraged and supported innovative ideas and approaches to improve services and/or deliverables
	Has exercised critical judgment with confidence in	

Competency: Decision Making	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	consideration of the range of impact to all affected parties	Did not indicate that they have taken responsibility for decisions
	Has displayed a willingness to change approach if facts dictated the need to change	Did not indicate that they have exercised critical judgment with confidence in consideration of the range of impact to all affected parties
		Did not indicate that they have displayed a willingness to change approach if facts dictated the need to change

12. Forward Thinking

> *Forward Thinking: The ability to anticipate the implications and consequences of situations and take appropriate action to be prepared for possible contingencies.*

Competency: Forward Thinking	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Anticipates problems and develops contingency plans	Has been able to see the big picture	Did not indicate that they have been able to see the big picture
Notices trends and develops plans to prepare for opportunities or problems	Has kept open lines of communication to anticipate problems	Did not indicate that they have kept open lines of communication to anticipate problems
Anticipates the consequences of situations and plans accordingly	Has collaboratively developed contingency plans and alternatives	Did not indicate that they have collaboratively developed contingency plans and alternatives
Anticipates how individuals and groups will react to situations and information and plans accordingly	Has anticipated continual changes in the environment (e.g., industry, workforce, political, etc.)	Did not indicate that they have anticipated continual changes in the environment (e.g., industry, workforce, political, etc.)
	Has developed plans to prepare for opportunities or problems	Did not indicate that they have developed plans to prepare for opportunities or problems
	Has planned for consequences of future actions	Did not indicate that they have planned for consequences of future actions
	Has kept lines of communication open to develop and expand relationship with staff and stakeholders and instill trust	Did not indicate that they

Competency: Forward Thinking	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	Has demonstrated knowledge of the audience	have kept lines of communication open to develop and expand relationship with staff and stakeholders and instill trust
	Has instilled confidence and trust in others	Did not indicate that they have demonstrated knowledge of the audience
	Has discussed plans with staff and/or stakeholders as appropriate and made adjustments as necessary	Did not indicate that they have instilled confidence and trust in others
		Did not indicate that they have discussed plans with staff and/or stakeholders as appropriate and made adjustments as necessary

BUILDING TRUST AND ACCOUNTABILITY CLUSTER

13. Ethics and Integrity

> *Ethics and Integrity: The degree of trustworthiness and ethical behaviour of an individual with consideration for the knowledge one has of the impact and consequences when making a decision or taking action.*

Competency: Ethics and Integrity	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Treats others with respect	Has established an environment where different styles and approaches are valued	Did not indicate that they have established an environment where different styles and approaches are valued
Takes responsibility		
	Has recognized the value of diverse opinions and approaches	
Uses applicable professional standards and establishes procedures		Did not indicate that they have recognized the value of diverse opinions and approaches
	Has established expectations for ethical behaviour in the workplace	
Identifies ethical dilemmas and takes action		Did not indicate that they have established expectations for ethical behaviour in the workplace
	Has held oneself and others accountable	
Anticipates and prevents breaches in confidentiality and security		Did not indicate that they have held oneself and others accountable
	Has recognized and valued ethical behaviour	
	Has fostered an environment of openness and transparency	Did not indicate that they have recognized and valued ethical behaviour
	Has ensured that a high level of professional standards, procedures and policies are adhered to throughout the	Did not indicate that they have fostered an environment of openness

Competency: Ethics and Integrity	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	organisation	and transparency
	Has created an environment that consistently emphasized integrity and respect for people at all levels within and outside the organisation	Did not indicate that they have ensured that a high level of professional standards, procedures and policies are adhered to throughout the organisation
	Has developed confidentiality and security policies and guidelines and communicated them to the organisation	Did not indicate that they have created an environment that consistently emphasized integrity and respect for people at all levels within and outside the organisation
	Has held the management team accountable for maintaining security and confidentiality	Did not indicate that they have developed confidentiality and security policies and guidelines and communicated them to the organisation
		Did not indicate that they have held the management team accountable for maintaining security and confidentiality

14. Personal Credibility

Personal Credibility: Demonstrating concern that one be perceived as responsible, reliable, and trustworthy.

Competency: Personal Credibility	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Displays honesty and is forthright with people Takes ownership Follows through on commitments Respects concerns shared by others	Has established a culture for honest, open communications throughout the organisation	Did not indicate that they have established a culture for honest, open communications throughout the organisation
	Has given credit to others for their contributions	Did not indicate that they have given credit to others for their contributions
	Has accepted responsibility for the organisational culture	Did not indicate that they have accepted responsibility for the organisational culture
	Has defended the organisation and staff in adverse situations	Did not indicate that they have defended the organisation and staff in adverse situations
	Has personally accepted consequences for the organisation	Did not indicate that they have personally accepted consequences for the organisation
	Has strived to meet commitments to internal and external stakeholders while maintaining a balance between organisational goals and political directives	Did not indicate that they have strived to meet commitments to internal and external stakeholders while maintaining a balance between organisational goals and political directives
	Has established a culture of respect at all levels of the organisation	Did not indicate that they have

Competency: Personal Credibility	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
	Has set expectations that diverse views are considered Has coached others on the ability to respectfully express or listen to divergent viewpoints	established a culture of respect at all levels of the organisation Did not indicate that they have set expectations that diverse views are considered Did not indicate that they have coached others on the ability to respectfully express or listen to divergent viewpoints

BUILDING COALITIONS CLUSTER

15. Influencing Others

Influencing Others: The ability to gain others' support for ideas, proposals, projects, and solutions.

Competency: Influencing Others	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
Employs a collaborative approach for decision making	Has used a collaborative approach in the decision making process which identified others' most important concerns and sought a win-win solution	Did not indicate that they have used a collaborative approach in the decision making process which identified others' most important concerns and sought a win-win solution
Demonstrates the ability to influence others	Has gained the support and buy-in of others by effectively articulating the organisation's position and forming alliances	Did not indicate that they have gained the support and buy-in of others by effectively articulating the organisation's position and forming alliances
Knows when to escalate issues	Has used good judgment to identify stalemates and when issues needed to be escalated	Did not indicate that they have used good judgment to identify stalemates and when issues needed to be escalated
Visualizes the final outcomes and ramifications	Has anticipated key objectives and potential resolutions	Did not indicate that they have anticipated key objectives and potential resolutions
	Has considered potential unintended consequences of final outcomes and developed strategies to mitigate any negative consequences	Did not indicate that they have considered potential unintended consequences of final

Competency: Influencing Others	Successful Behavioural Indicators	Non-Responsive Behavioural Indicators
		outcomes and developed strategies to mitigate any negative consequences