

CORE LEADERSHIP  
COMPETENCIES  
FOR THE BRAZILIAN  
PUBLIC SERVICE

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## **Contents**

1- Introduction	5
2- The Concept of Competency	8
3- Classification of Competencies	10
4- Benchmark Analysis	13
5- Leadership Core Competencies	16
Future Thinking	19
Innovation and change	22
Strategic Communication	25
Users Value Creation	28
Results Management	31
Crisis management	34
Team engagement	40
Networking and Collaboration	43
6. Consulted References	47



# 1- Introduction

## 1- Introduction

This document systematizes the list of competencies considered essential for top leadership, intended to guide the actions of recruitment, selection, training, and people development, certification of competencies, and performance evaluation of leaders in the public sector.

This list of Essential Leadership Competencies was elaborated by Enap, with the School's experience on the subject as a reference, as well as good practices expressed in documents produced by national and international institutions, notably the OECD, and in experiences in countries with recognized accumulation in the area. It is essential to mention that this is a work in progress, whose unfoldings still foresee the definition of the knowledge that forms the basis of the competence and the skills and attitudes that evidence its domain.

The relevance of the **qualification of civil servants** through training and continuing education is recognized within and outside the public sector. The awareness of such relevance, in recent decades, has become more evident since the 1980s, especially in Brazil, with citizens' higher political protagonism and greater demand for effective and high-quality public services.

In Brazil, the importance of civil servants' training is so expressive that the 1988 Brazilian Federal Constitution established the obligation for the Union, States, and Federal District to maintain schools of government (art. 39). These

schools must provide civil servant training and focus on their capacities since their participation in its courses is one of the requirements for career promotion<sup>1</sup>.

Professionals who work in the public sector worldwide face the challenge of dealing with more pluralistic societies and more complex problems.

As the Organization for Economic Co-operation and Development (OECD) has highlighted in its studies about the public sector, the challenge is the added to the impact of technology, which progressively imposes the need of mastering the use of systems and tools for an even more digital and opened in networking<sup>2</sup> government.

The answers to these challenges involve considering two questions:

- **What are the skills needed** for a suitable public service for today and tomorrow's purposes?
- **How to develop them?**

In addition to the contributions provided by studies and proposals from national and international bodies, including OECD, the Brazilian Government established as a starting point the promulgation of the Decree No. 9,991, of August 28, 2019, and the Normative Instruction No. 201, of September 11, 2019. The first

<sup>1</sup> Brasil. Constituição da República Federativa do Brasil. Brasília: Senado Federal, 2016.

<sup>2</sup> Skills for a High Performing Civil Service (Highlights). OECD Public Governance Reviews. Published on September 11, 2017.

document establishes the National Policy of People Development of the Federal Public Administration (direct, autarchic, and foundational) and, the second one sets out the specific criteria and procedures for the implementation of this policy (PNDP).

These legal acts set the rules and procedures for the implementation of the PNDP and highlight as the main instrument of its execution the People Development Plan (PDP).

The PDP is elaborated by each administration body or entity and must observe the alignment between the development training and the institutional strategy. Thus, the process of qualification and training of civil servants becomes an important element in their organizational planning.

There are two fundamental aspects in developing a PDP:

- Its elaboration should be preceded, preferably, by **competence diagnosis**.
- This diagnosis should be considered as the **identification of the set of knowledge, skills, and behaviors needed to exercise the position or office**.

The Decree highlights the role of schools of government and establishes that the National School of Public Administration (Enap) is responsible for "standardizing guidelines for transversal competencies in the development of people in articulation with other schools of government and competent administrative units of the Federal Executive Branch. The schools of government with the central body of SIPEC elaborate and review actions to develop the core competencies of the

structuring systems.<sup>3</sup> Enap is responsible for articulating the other schools of government of the Federal Executive Power concerning the development of core competencies of the public sector.

Therefore, we find in the set of these determinations some concepts already appropriated in academy and by organizational experience in the public and private sector. However, a prior reflection on the sense these concepts can assume in the context of the PNDP should not be disregarded.

In addition to preparing the list of transversal competencies desirable and required for any public servant, Enap was also responsible for preparing the **matrix of leadership competencies**, which systematizes the list of competencies considered essential for top leadership in the public sector.

In this document, some issues related to competencies will be briefly addressed that may help to present the set of core competencies for the Brazilian civil servants.

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<sup>3</sup> Structuring systems are understood as the support mechanisms (auxiliaries) to the activities performed by the sectorial organs (responsible units in each organ or entity), under the coordination and supervision of a central organ. The processes executed in these systems are centralized in information systems (structuring systems) - that is, in technological platforms (software) - managed by the central agencies. Thus, it is relevant to consider that structuring systems do not have the same meaning as structuring systems (more details at <https://www.gov.br/economia/pt-br/assuntos/gestao/sistemas-estruturadores>).



## 2- The Concept of Competency

## 2- The Concept of Competency

The studies on competencies do not constitute, as already mentioned, a theoretical-conceptual body with scientific status. The occurrence of multiple interpretations on the concept of competence is common. For this reason, many experts recommend, as an initial step, a **self-definition** in building competence glossaries, especially in diagnostic or mapping processes.

Our aim here is to address one of these derivations - the core leadership competencies - but before that, it is necessary to define what we mean by **competence**. As a basis, the definition by the International Labour Organisation (ILO) is used:

*Ability to articulate and mobilize intellectual and emotional conditions in terms of **knowledge, skills, attitudes, and practices** necessary for the performance of a determined function or activity, in an efficient, effective and creative manner, according to the nature of the work. It translates the productive capacity of an individual who defines and measures themselves in terms of real performance, demonstrated in a particular work context and which results not only from the instruction but, largely, from experience in concrete situations of occupational exercise<sup>4</sup>.*

What can we highlight in the definition that approximates and unifies, to a certain extent, the concept of competency? These are the three

dimensions known in literature as **KSA**, that is, knowledge, skills, and attitudes, which are conceptualized by some experts as behaviors. The definition of these dimensions might appear with small variations in specialized literature, but mainly they can be expressed in the following terms:

KSA
<p><b>Knowledge</b> [dimension of knowledge] It concerns the set of information structured and stored by the individual, which has relevance and impact on the environment and its behavior;</p>
<p><b>Skills</b> [dimension of know-how] It refers to the ability to make productive use of knowledge. It is about knowing how to do something or appropriate means to achieve specific purposes;</p>
<p><b>Attitudes</b> [dimension of willing-to-do] It refers to the individual's predisposition towards the action, objects, or situations with which they are confronted. It concerns the judgment of the relevance of the action, ethics of behavior, values, and aspects of coexistence, initiative, and creativity.</p>

<sup>4</sup> Organização Internacional do Trabalho. Certificação de Competências Profissionais - Glossário de Termos Técnicos - 1ª ed.- Brasília: OIT, 2002.





## 3- Classification of Competencies

### 3- Classification of Competencies

The classification or definition of the derivations of competencies is not something simple. It should be seen as a merely didactic exercise, given the synergistic relationship that naturally occurs between knowledge, skills, and attitudes. It should also be considered the variety of what may be essential or accessory in a specialty, professional activity, or undertaking.

It is common to find several different classifications<sup>5</sup>. The literature on competencies may accentuate the focus on organizations or individuals, depending on the author's perspective, and it establishes distinct categories of competencies. These categories are not necessarily excluded because, in work situations, they converge according to organizational strategies.

The most common classifications found in literature and competency inventories are the following:

- **essential competencies:** those that characterize the purpose of an organization and occupy a central role in its strategy;
- **distinctive competencies:** those that give organizations competitive advantages over their competitors and are recognized by customers and users as differentials. They are also known as core competencies<sup>6</sup>;

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<sup>5</sup> There are references on this subject in workshops on competencies and proposals for management development carried out in the continuing education area of Enap and, more significantly, records in the booklet of the course **Design of Courses and Training Programs**, which we will reproduce in this text in the condition of knowledge already appropriated internally and, therefore, established as a theoretical-conceptual reference.

<sup>6</sup> This concept was adopted by Gary Hamel and C.K. Prahalad to define strategic, unique, and distinctive competencies of business organizations. Consult: Gary Hamel and C.K. Prahalad. The Core Competency of the

- **professional competencies:** those linked to a certain function, involving technical and management competencies. It is observable in different companies, being measured mainly by results, and they must have a correlation with the organization's core competencies<sup>7</sup>;
- **individual competencies:** they refer to the combination of knowledge built by the individual in their life history, education, knowledge, skills, and values and experiences, including professional ones. In short, its repertory; and
- **collective competencies:** refer to the organized set of individual competencies, which converge in the formation of teams, generally multidisciplinary, integrated around the same objective. Collective competencies, when well conducted, are very useful to organizations because they can enhance the confrontation of challenges creatively and productively<sup>8</sup>.

In public administration, comprehensively, the definition of competencies depends on the government agenda or on the policy that is established specifically for the

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Corporation. Harvard Business Review, May-June 1990.

<sup>7</sup> This definition is under the one adopted by the Management Charter Initiative (MCI). MCI is an independent entity, created in 1988 and maintained by the British government, whose mission is to promote the development of skills-based organizations and individuals.

<sup>8</sup> For the concepts of individual and collective competencies, we take as reference the definitions presented in Roberia César Souto Maior. As Pessoas e suas Competências no Desenvolvimento das Organizações in Anais do XVIII Encontro Brasileiro de Administração. Natal, 2004. The text is also available at Sebrae's online library ([www.biblioteca.sebrae.com.br](http://www.biblioteca.sebrae.com.br)).

development of civil servants. There are no universalistic determinations or pre-established responses that can be used in an objective and standardized manner. This definition will require the

prospecting of needs at the micro-level, through procedures that are often customized, and the formulation of guidelines at the macro level.



## 4- Benchmark Analysis

## 4- Benchmark Analysis

For the definition of this list of **Core Leadership Competencies**, we took as reference documents produced by national and international institutions, especially the OECD and documents previously produced by ENAP<sup>9</sup>. We also consulted competence matrices produced by eight countries<sup>10</sup> with considerable experience in the area of management by competencies, namely: United States, Canada, United Kingdom, Estonia, Chile, Peru, South Korea, and Singapore

OECD reserved special attention to the dimension of **innovation**, which is considered indispensable for a public sector that is compatible with the challenges of the 21st century. In the same year, it published "Core Skills for Public Sector Innovation," which explores the six fundamental attributes of public innovation. The organization recommended preparing public officials to act following at least, if not all, some of these attributes:

- **Iteration**: the ability to develop policies, services, and products incrementally and experimentally.
- **Data literacy**: the ability to ensure data-driven and evidence-based decisions.

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<sup>9</sup> Matriz de Competências Gerenciais da Enap (ENAP, 2010); Levantamento de Competências - Resumo de Estudo (ENAP, 2019).

<sup>10</sup> EUA: "Proficiency Levels for Leadership Competencies" (US Office of Personnel Management - OPM, 2019); Canadá : "Key Leadership Competencies", 2015 ; Reino Unido : "Civil Service Competency Framework", 2017; Estônia : "Top executives in civil service", 2017; Chile: "Altos Directivos públicos: modelo de Acompañamiento y Desarrollo", 2016; Peru: "Diccionario de Competencias Genéricas del Grupo de Directivos Públicos", 2017); Coreia: "Senior Civil Service", Ministry of Personnel Management, 2018. Singapura: "Public Sector Competencies", Civil Service College, 2013.

- **User centrality**: the ability to understand and direct the services it performs as a public officer to the solution of citizens' needs.
- **Curiosity**: the ability to seek out and experiment with new ideas and ways of working.
- **Storytelling**: the ability to establish communication in constantly changing contexts, tell the history of transformations with references to the past, present, and possibilities for the future, and, at the same time, stimulate people's support and involvement.
- **Insurgency**: the ability to challenge the status quo, change standards, and establish unusual partners.

It is necessary to reaffirm that these are not the only essential attributes pointed out by the OECD. There are still those that refer to the professional standard, highlighting the **guidance of the ethical values**, and to the strategic perspective of public services, such as the **focus on results**.

In Brazil's case, the Organization highlights that the improvement of capacity, productivity, and innovation in the public sector is increasingly necessary to achieve the expectations of the Brazilian citizens and to re-establish trust in the government. However, to have a successful improvement, it is necessary to focus on the skills needed by senior Brazilian public management and to analyze the mechanisms that reinforce these skills and the existing incentives to innovate.

In this sense, complementing the analysis above about the core competencies that should be developed in public service, there is a group of **relevant competencies for the**

**leaders** that encourage innovation in the Brazilian public sector that must be highlighted:

- **business insight:** the ability to align processes and resources with innovation priorities. These include coalition building, strategic awareness, financial management, change management, project and people management, and accountability;
- **innovation capabilities** (identified above); and
- **mindset:** these approaches include courage, empathy, continuous learning, focus on results, digital skills, interpersonal awareness, inspiration, and empowerment.

The comparison of the documents produced by the eight countries, taken as reference, allowed for the observation that the construction of leadership competency matrices is

guided by and has as its main objective the fostering of innovation and governmental transformation.

As a rule, the matrices are based on a clear definition of paradigms that guide an ideal model of public service to be pursued, as well as an ideal profile of the leadership capable of carrying it out. For this reason, the documents are quite heterogeneous in the way they organize the competencies, which is due to the diversity of principles, values, and objectives they are based on.

In general, the documents include a set of competencies with a notably behavioral approach (soft skills), showing that, in the current context, the mastery of technical skills (hard skills) is a necessary but not sufficient condition to ensure the quality of the work and delivery of public agents in leadership positions.



## 5- LEADERSHIP CORE COMPETENCIES

## 5- Leadership Core Competencies

The analysis of the literature and the benchmarks shows that there are numerous definitions and possibilities of classifying competencies, depending on the context and the purpose. The most important thing, however, is to stick to what is intended to be developed or mobilized according to what is necessary for the work processes. In public administration, it is relevant that the concepts are aligned with the government's agenda, particularly concerning the guidelines and priorities of the policy established for the development of people.

In this sense, Enap, in preparing the matrix presented here, adopted the concept of leadership competencies as a set of knowledge, skills, and attitudes required of public agents to exercise leadership functions in high public administration, here understood as senior advisory positions DAS/FCPE 4 and above, positions of a special nature and equivalent in the Federal Public Administration.

The importance of making a matrix of leadership competencies explicit is that it makes it possible to demonstrate capabilities and establish performance standards for the various profiles and levels of activity of public servants, aligned with the objectives of the organization and converging with the generation of value for the user.

In addition to guiding the training of Senior Executives at Enap as part of its strategy to train the senior administration, this competence matrix constitutes a reference to support the administration in processes of management by competencies, related to the **mapping of the human capital**

of the organizations, the selection procedures for senior executives, the **training and development plans for people** and the **benchmarking of performance in executive functions**.

The proposed **Competency Matrix** is structured around the paradigm of building **Public Value**, understood as the State's capacity to offer effective responses to the needs and legitimate demands and expectations of users and society.

Engaged in the creation of public value, the Public Service Ideal that guides the proposal embodies principles and attributes of **legitimacy, reliability, high performance, good governance, agility, a vision of the future, innovation, and transformation, and focuses on the user**.

Consistent with this idea of public service, the proposal envisions an ideal profile of a leader, who is a builder of value, who, in addition to being knowledgeable about the public business, is recognized as having integrity, accomplishment, inspiration, mobilization, vision, and as a driver of innovation and change.

The list of nine competencies presented below is the result of a methodological cutout oriented toward the formulation of a succinct core of essential leadership competencies to be further detailed in knowledge, skills, and attitudes, related to correlated competencies and broken down into levels of proficiency. This list is organized around three groupings, namely: **Strategy, Outcome, and Relationship**.





competencies related to strategic vision and action; the second groups competencies related to performance and orientation towards results; and the third brings together competencies of a personal, interpersonal and organizational nature, related to establishing interactions and synergies within the organization and society.

Below, **we present the concept and examples of knowledge, skills, and attitudes related to each of the 9 competencies.** However, it is not intended to be exhaustive concerning the possibilities for developing each of the competencies.

As the name suggests, the first grouping is structured around



# Future Thinking

## Future Thinking

Ability to imagine and prospect for the future, to draw strategic guidelines for the organization and society, based on the historical characteristics, context, and trends at the local, regional, national, and international levels, together with the ability to imagine and prospect for scenarios beyond the immediate future.

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Comprehends in an integrated manner the social, political, technological, and economic trends in the local, regional, national and international scenarios, which may impact the decision-making processes of strategic planning and public policy management.</li> <li>● Recognizes the various technical and political, internal and external factors that must be considered in the planning process of organizational activities.</li> <li>● Knows techniques and methodologies for planning and scenario analysis, especially in the public sector.</li> <li>● Understands the position and needs of the organization in the face of diverse contexts.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Proposes strategies considering the political, economic, and social context.</li> <li>● Considers relationships with key stakeholders and the effects on them in meeting their needs, possible alternatives, and the circumstances and risks of their environment.</li> <li>● Develops strategies and programs that support and put into practice the role and purpose of the organization, considering the specificity of technical and political factors.</li> <li>● Examines external and internal environments to identify and evaluate emerging trends, anticipating and proposing actions in the face of opportunities and threats that may influence the organization's future.</li> <li>● Maps the organizational capabilities that should be developed in face of future scenarios and trends at national and international levels, aiming at the achievement of governmental results.</li> <li>● Mobilizes a variety of sources, information channels, and studies, from different perspectives, to support the development of strategic plans.</li> <li>● Considers the impact of change when building and reviewing organizational goals and initiatives to align them with government priorities and citizen needs.</li> <li>● Implements public policies legitimized by the quality and</li> </ul>
<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>● Shares a clear vision of the future with the entire organization.</li> <li>● Values the contribution of others to the planning and scenario analysis</li> <li>● Maintains an open attitude to alternative points of view</li> <li>● Demonstrates proactivity in the prospecting of future strategies and scenarios.</li> </ul>	

	<p>breadth of information about the political, economic, and social context and by alignment with national strategic guidelines.</p> <ul style="list-style-type: none"><li>● Incorporates scenario analysis in the planning process, expanding the understanding of elements and changes that impact the organization.</li><li>● Applies techniques and methodologies for planning and reviewing strategies, programs, and projects at the organizational level.</li><li>● Promotes institutional recognition of the impact and relevance of the organization in the external environment.</li><li>● Actively participates in activities related to planning and monitoring strategic plans, programs, and projects in the organization.</li></ul>
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# Innovation and Change

## Innovation and change

Ability to question conventional approaches to problem-solving, to adopt new insights to their action, to create an environment conducive to experimentation and continuous improvement, to raise and encourage cutting-edge ideas and new ways of working, adopting incremental or disruptive measures that lead the organization to respond adequately to the context and prepare for future scenarios.

<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Knows techniques and methodologies for promoting innovation in the public sector, such as screening practices, experimentation, ideation, and prototyping of innovations in the organization.</li> <li>• Discusses policies, methods, and approaches for encouraging creativity and managing innovation in the organizational context.</li> <li>• Distinguishes opportunities for using digital technologies and data analysis tools for improving internal processes and delivering public services focused on citizens' needs.</li> <li>• Stays current with technological developments that can address specific organizational or governmental program needs.</li> <li>• Identifies concepts for new programs, products, or services for the public service context.</li> <li>• Identifies relationships between programs, projects, or organizational processes within and outside the organization in search of new alternatives and ways of working.</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>• It creates a culture of innovation, flexibility, and initiative, questioning conventional approaches so that the organization can respond agilely to changes in its environment.</li> <li>• It establishes strategic alliances with key players and involves managers and teams intending to drive organizational change processes, maintaining an effective policy of communication and dialogue with frequent updates.</li> <li>• It identifies the benefits and risks of changes and innovations in the organizational environment, considering the organization's preparation for future challenges and monitoring their impacts.</li> <li>• Performs institutional diagnosis for the development and coordination of a change agenda to improve organizational processes.</li> <li>• Promotes interfaces between organizational units enhancing the development of creative solutions and implementation of changes.</li> <li>• Carries out systematic processes to identify best national and international practices, focusing on the optimization of internal processes and impact generation for the end-user.</li> </ul>
<p>Attitudes</p> <ul style="list-style-type: none"> <li>• Leads change in a proactive, positive, and inspiring manner, maintaining a</li> </ul>	

<p>sense of urgency to generate buy-in and sustain implementation.</p> <ul style="list-style-type: none"> <li>● Has sensitivity in dealing with organizational dynamics that affect the acceptance of the change.</li> <li>● Demonstrates openness to new approaches, with creativity, striving to work outside the comfort zone in search of better ways of working and new and original ideas.</li> <li>● Accepts feedback from staff, key stakeholders, and users of public services in creating new initiatives and services in the organization.</li> <li>● Takes calculated risks when creating or encouraging new ideas and processes.</li> <li>● Considers the views and contributions of others, encouraging creative tension and respect for differences of opinion.</li> <li>● Demonstrates openness to the presentation of new and unconventional ideas, creating a friendly and safe environment</li> <li>● Remains flexible, versatile, and open to change and new information.</li> <li>● Has a digital mindset, integrating digital technologies into management, relying on data for decision making, and encouraging experimentation.</li> </ul>	<ul style="list-style-type: none"> <li>● Maps change opportunities to improve organizational and end-user processes and results.</li> <li>● Conducts organizational change processes for the implementation and institutionalization of new ideas, improvements, and solutions that promote government objectives and generate value for society.</li> <li>● Creates new products, services, actions, and public policies based on needs and requirements presented by users.</li> <li>● Conducts digital transformation, integrating digital technologies to the processes of decision-making, management, organization, and delivery of public services, aiming at the improvement of organizational results and user relations</li> <li>● Sponsors leaders and networks of servers that take responsibility for the development and implementation of changes and innovations in the public service</li> <li>● It implements actions to simplify and automate work routines and processes, considering the needs of its users and the necessary technological and normative adaptations.</li> </ul>
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# Strategic Communication



## Strategic Communication

Ability to develop concepts and ideas with clarity, to communicate purposes, plans, and strategies and inspire confidence, to establish empathetic, persuasive, and influential communication, to build narratives that represent and legitimize the organization's performance.

<p>Knowledge</p> <ul style="list-style-type: none"> <li>● Identifies corporate communication strategies that support organizational goals and strengthen the image and reputation of the organization and the government.</li> <li>● Understand the role, function, and positions of the organization in the context of public service.</li> <li>● Identifies knowledge and techniques designed to give voice to interlocutors to empathetically grasp their interests and needs.</li> <li>● Identifies the best ways to present messages, data, and information, adapted to the context and target audience.</li> <li>● Identifies strategies for tailoring the narrative to the audience and situation to communicate the information most relevant to the organization.</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>● Appropriately represents the organization in public forums, knowing how to use different media.</li> <li>● Communicates the vision and strategy inside and outside the organization, including the impact of changes or problems in the organizational environment.</li> <li>● Communicates organizational challenges, achievements, and advances with the teams and other key players, involving them and keeping them informed about situational information of the institution, results of government policies and programs, seeking their feedback.</li> <li>● It fosters an environment that values transparent, professional, and assertive communication, especially about sensitive and high-risk issues.</li> <li>● It uses stories and analogies to illustrate arguments and bring messages to life, to involve and engage the interlocutors.</li> <li>● Influences key internal and external stakeholders, ensuring mutually beneficial outcomes and being able to build consensus.</li> <li>● Builds trust among the various parties involved in a debate or negotiation process.</li> <li>● Practices active listening, engaging with interlocutors, and expressing</li> </ul>
<p>Attitudes</p> <ul style="list-style-type: none"> <li>● Actively promotes the reputation of the organization, both internally and externally.</li> <li>● Maintains an open and responsive communication posture to understand the needs of internal and external stakeholders.</li> <li>● Encourages debate, being able to defend own ideas and support the ideas of others when appropriate.</li> </ul>	

<ul style="list-style-type: none"> <li>● Positions himself/herself in debates and discussions in a positive manner, dealing with resistance and ambiguity, and seeking support for the organization's ideas and initiatives.</li> <li>● Promotes honest, fair, unbiased, and objective communication.</li> <li>● Assumes a posture of confidence, assertiveness, self-control, and responsibility in difficult debate and negotiation situations, handling controversial or sensitive situations with discretion and prudence.</li> <li>● Respects and considers the diversity of characteristics of the target audience when delivering a message, conveying it properly.</li> <li>● Values differences of opinion, addressing disagreements objectively and constructively.</li> </ul>	<p>one's ideas at the appropriate moments, ensuring the effectiveness and productivity of internal and external interactions.</p> <ul style="list-style-type: none"> <li>● Anticipates the target audience's reactions to a message, adjusting the approach to deal with concerns, resistance, and objections to obtain the best possible result.</li> <li>● Develops plans and mind maps to guide interaction with different audiences. Conducts meetings and presentations, communicating relevant information concisely and effectively.</li> <li>● Uses simple and accessible language, both orally and in writing, being able to adapt the information to be understood by any kind of audience.</li> <li>● Presents convincing justifications and strong arguments in an impersonal and non-aggressive manner.</li> </ul>
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# Users Value Creation

## Users Value Creation

Capacity and sensitivity to understand the needs and expectations of users concerning state services, to orient the organization's activity toward results, and to seek society's involvement in the process of formulating and implementing public policy and services.

<p>Knowledge</p> <ul style="list-style-type: none"> <li>● Recognizes the centrality of social participation in formulating and implementing policies and developing products and services for citizens.</li> <li>● Understands the function of public service, and the concept of public value.</li> <li>● Demonstrates knowledge of their users, the services provided, and the communities and markets that are affected by their organization's activities and by the public sector in general.</li> <li>● Recognizes the diversity of end-users and considers their specific needs in developing public policy and services.</li> <li>● Identifies approaches to service delivery that best meet the specific needs of users and organizational interests.</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>● Considers the interests of users at the highest levels of the organization, considering their needs in formulating the organization's goals and objectives.</li> <li>● Develops government and organizational policies that generate public value, seeking to build alliances, coalitions, and communication channels with stakeholders and target audiences.</li> <li>● It guides the members of the public service value chains about the service requirements and results that must be delivered to the end-user, and about the impacts resulting from the inadequate provision of its services.</li> <li>● Proposes innovation and workforce development policies aimed at improving customer service and user orientation in the organization.</li> <li>● Manages accessible channels of face-to-face and virtual customer service, ensuring the quality and timeliness of feedback.</li> <li>● It evaluates perceptions, opinions, and satisfaction levels of users to monitor the evolution of their needs and develop improvements and enhancements in public service processes and results.</li> <li>● It institutes collegiate instances and consultation and public hearing processes with the main users,</li> </ul>
<p>Attitudes</p> <ul style="list-style-type: none"> <li>●</li> <li>● It values listening to all actors involved to ensure that decisions made are aligned with the diverse needs of users.</li> <li>● It is guided by criteria of fairness in difficult issues in defense of what is considered to be the best interest of users, considering their needs and specificities.</li> </ul>	

	<p>aiming at the development, improvement, and legitimization of organizational decisions and initiatives in public policies.</p> <ul style="list-style-type: none"><li>● It promotes the interests of the State in balance with the needs of the end-users.</li></ul>
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# Results Management

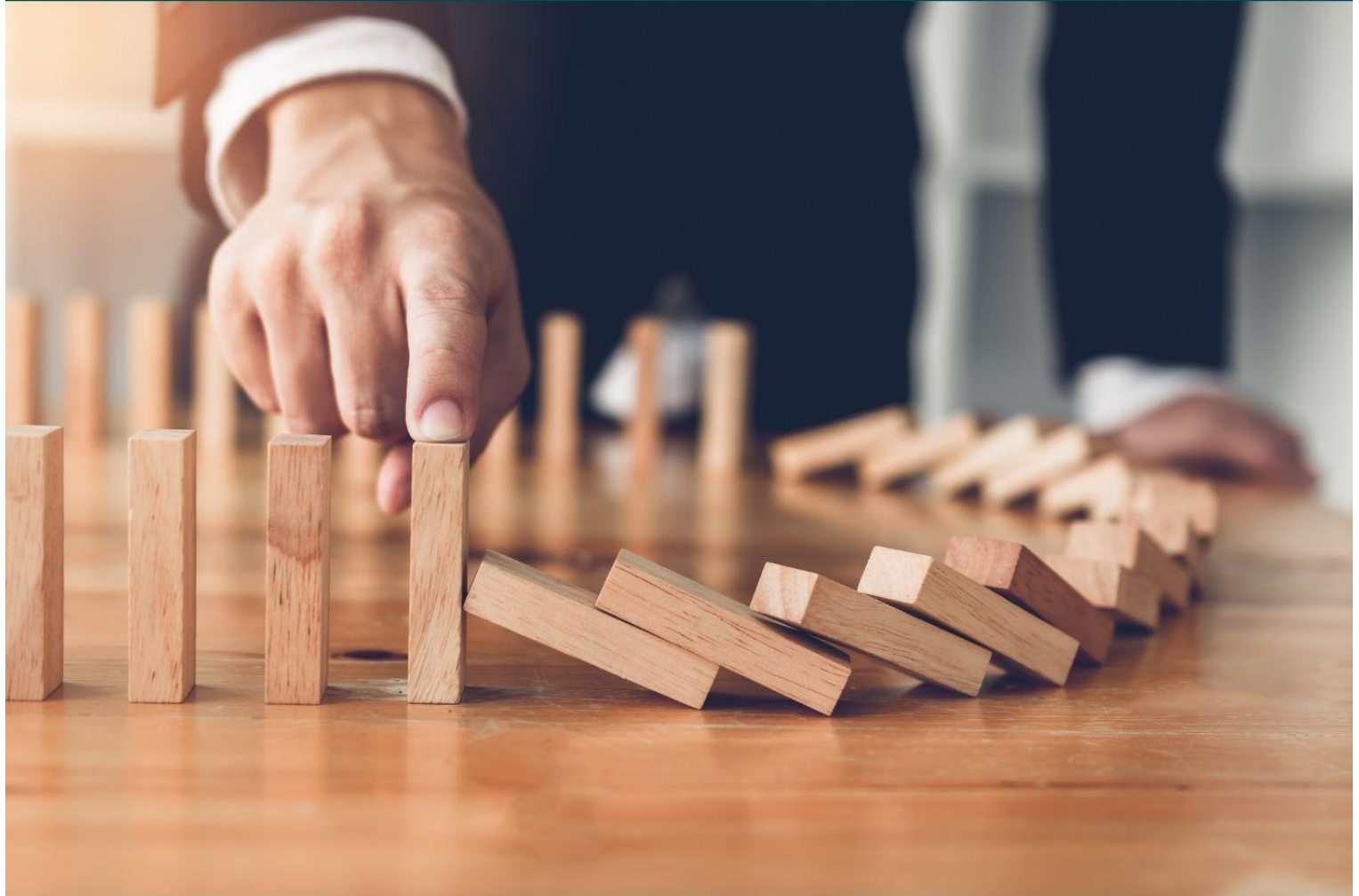
## Results Management

Mastery of knowledge about management, inherent to the ability to make decisions and manage the organization's acts competently and strategically. Ability to act based on performance, goals, results, and impacts, built in a manner adherent to the existing organizational and social context.

<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Knows contents and methods associated with management and its specificity in the public sector, and the constant improvement of work processes.</li> <li>• Master the knowledge inherent to the functioning of the federative arrangements of public policy management.</li> <li>• Understand the principles, procedures, requirements, regulations, and policies that relate to his/her area of work.</li> <li>• Knows procedures, instruments, and routines inherent to budget and financial management in public service.</li> <li>• Has expertise in technical issues that are part of the organization's agenda.</li> <li>• Has technical knowledge about planning, implementation, monitoring, and evaluation of actions, projects, and programs of the organization.</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Manages organizational processes, using simplification and improvement practices that lead to more effective processes, aimed at delivering value to the organization's target audiences.</li> <li>• Coordinates projects at all stages, with planning, execution, control of deadlines and activities, negotiation of interests, to ensure that goals are met.</li> <li>• Makes well-founded, effective, and timely decisions, even in the face of limited data or unfavorable contexts, seeking to balance intuition and reason to form an appropriate judgment.</li> <li>• Provides recommendations to higher levels, based on internal knowledge and experience, as well as on the expertise of external professionals and organizations.</li> <li>• It is guided by evidence and indicators in the decision-making process to reach the organizational goals, evaluating the possible risks.</li> <li>• It implements actions and strategies for the efficient management of budgetary, financial, human, technological, and property resources.</li> </ul>
<p>Attitudes</p> <ul style="list-style-type: none"> <li>• It is guided by a high standard of quality and professionalism for work in the organization.</li> <li>• Encourages responsible risk-taking, with the expectation that high-quality results will be produced.</li> </ul>	

<ul style="list-style-type: none"> <li>● Adopts a thoughtful, analytical approach, basing decisions on the best information and evidence available.</li> <li>● Demonstrates transparency and accountability in decisions and encourages a culture of dialogue and accountability.</li> <li>● Has the ability to organize, plan, and prepare for the challenges of the job, taking responsibility for the delivery of agreed-upon results.</li> </ul>	<ul style="list-style-type: none"> <li>● Strategically defines the allocation of resources that best contributes to the organizational objectives.</li> <li>● Applies methods and techniques for the monitoring and evaluation of actions, programs, and projects under its coordination, ensuring the alignment with the strategic objectives, government guidelines, and the achievement of the organization's goals.</li> <li>● It promotes the improvement of institutional performance, considering the complexity of the services offered in collaboration with the other federal entities.</li> <li>● Establishes an integrated approach for the management of processes, policies, structures, systems, and resources to optimize efficiency and performance in the organization.</li> <li>● Balances the factors of quality, cost, and deadline in the delivery of results.</li> <li>● Adopts high value-added solutions to meet goals and achieve the organization's strategic objectives.</li> </ul>
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# Crisis Management

## Crisis management

Ability to anticipate, identify and manage the occurrence of risk situations, and to construct creative, strategic, and timely solutions appropriate to the context. Ability to act in situations of unpredictability and scarcity, and to react under pressure.

<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Understand the extent of impacts that changes in the scenario may have on government structures, organization, correlation of forces among actors, and formulated policy strategies.</li> <li>• Considers relevant cultural, social, economic, historical, regional, and political factors in designing approaches to problem-solving.</li> <li>• Identifies obstacles, errors, and problems in achieving organizational strategies and activities, to anticipate and mitigate resulting risks.</li> <li>• Recognizes the major rules, regulations, and methods relating to surveying, mapping, analyzing, and managing risks in public service.</li> <li>• Recognizes different levels of approach and appropriate conduct for crises.</li> <li>• Has knowledge and mastery of tools and strategies that can be mobilized promptly in crises.</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Revises organizational priorities in response to relevant contextual changes promptly, reformulating strategies and objectives to adjust them, including the resources available in situations of scarcity and unexpected budget cuts.</li> <li>• Anticipates the short, medium, and long-term impacts that economic, political, environmental, social, and technological events, both national and international, may have on the organization.</li> <li>• Analyzes the relationships and connections between multiple factors in the organizational environment, with data support, assessing the main implications and risks for the organization.</li> <li>• Maintains the monitoring and management of internal and external risks to avoid problems with the delivery of public services.</li> <li>• Applies preventive measures to avoid or minimize risk and crises in an effective and timely manner.</li> <li>• Documents lessons learned to avoid repeating mistakes and promote the sharing of experiences and learnings.</li> <li>• Identifies critical information gaps in decision-making and seeks their resolution.</li> <li>• Makes difficult corporate decisions in situations of limited information, aiming to meet the institutional</li> </ul>
<p>Attitudes</p> <ul style="list-style-type: none"> <li>• Engages in the exploration of possibilities to address existing challenges in the best interest of the public.</li> <li>• Persists in the search for innovative solutions to complex problems involving significant obstacles.</li> </ul>	

<ul style="list-style-type: none"> <li>● Reacts to setbacks by devising new alternatives to anticipated courses of action.</li> <li>● Ponders alternatives and uses common sense in developing realistic solutions for the organization.</li> <li>● Takes necessary, even unpopular decisions, defending them assertively with the actors involved.</li> <li>● Deals with situations of pressure, opposition, and disagreement, in teamwork and the context of external relations, quickly overcoming and recovering from adversity to deliver the agreed results.</li> <li>● Absorbs the pressure inherent in crises, maintaining team engagement and morale, and the effectiveness and quality of work.</li> <li>● Tackles sensitive or controversial problems and issues directly and constructively, taking responsibility for managing them.</li> <li>● Takes the initiative in urgent actions when there are risks and crises to be addressed.</li> <li>● Takes responsibility for errors and negative impacts within its sphere of governance.</li> </ul>	<p>mission of the organization and the best outcome for society.</p> <ul style="list-style-type: none"> <li>● Solves complex problems by applying appropriate methodologies such as contingency and mitigation plans.</li> <li>● Implements strategies and structures for work accomplishment and distribution to adapt the organization to unexpected situations.</li> <li>● Coordinates teams, task forces, and working groups selecting the most appropriate individuals to address and make decisions about relevant problems and risks, and crises for the organization.</li> <li>● Uses a variety of relevant sources to identify, resolve and monitor high-impact issues or problems for the organization</li> <li>● Develops effective stakeholder communication strategies in crisis prevention and response situations.</li> </ul>
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# Self-knowledge and personal development

## Self-knowledge and personal development

Ability to use self-knowledge and emotional intelligence to build one's identity as a leader, to intimately recognize one's behavioral strengths and weaknesses, to manage one's emotions to build an organizational culture founded on human values. Ability to identify his capabilities and limitations, and to assume the commitment for his development, by adopting a posture of openness to continuous learning.

<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Identifies your purpose and what drives and motivates you in your public career.</li> <li>• Understand which competencies are fundamental to the exercise of leadership.</li> <li>• Recognizes the characteristics and qualities of different leadership styles.</li> <li>• Identifies dimensions of emotional and behavioral intelligence for self-leadership, as well as for interpersonal and group interactions.</li> <li>• Demonstrates knowledge of time management and productivity techniques.</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Adapts to different work environments, activities, or situations.</li> <li>• Promotes ethical values of public services, such as accountability, integrity, uprightness, transparency, and fairness.</li> <li>• Employs relational strategies to create an environment of trust and pursuit of meaningful results.</li> <li>• Monitors own emotional reactions, demonstrating openness to feedback and maintaining focus in pressure situations in the work environment.</li> <li>• Manages tensions and conflicts in the work environment by seeking dialogue, advice and guidance.</li> <li>• Acts as a mentor, sharing experiences and lessons learned with other team members and with other individuals in leadership positions.</li> <li>• Assesses own behavior and job performance, identifying strengths and development needs.</li> <li>• Applies self-regulation techniques to resolve internal tensions and conflicts.</li> <li>• Performs efficient time management to obtain productivity rates.</li> <li>• Participates in professional networks to exchange perceptions and experiences about leadership in the public sector.</li> </ul>
<p>Attitudes</p> <ul style="list-style-type: none"> <li>• Incorporates ethical principles and values that guide the exercise of public service in the purpose and commitment to what they do.</li> <li>• Demonstrates self-control and emotional intelligence through awareness of one's reactions and emotions, as well as those of other people, exercising understanding and empathy.</li> <li>• Has good interpersonal relationships.</li> </ul>	

- Demonstrates organization and method in developing both routine and innovative actions.
- Leads by example, dealing positively with his or her strengths and weaknesses and being able to self-motivate and carry on even in the face of adversity.
- Cultivates an innovative and insurgent mindset in management.
- Relates openly and honestly to the difficulties and challenges of his work and that of his team.
- Admits vulnerability to act in the best way when facing challenges and building engagement.
- Balances productivity/performance and well-being, recognizing that his/her behavior impacts the psychological security of the team.
- Commits to your continuous individual development, seeking out learning opportunities to broaden your skills and experiences.



# Team Engagement

## Team engagement

Ability to lead people towards the organizational vision, mission, and objectives, and to act as an aggregating, engaging, encouraging, and empowering leader who builds an inclusive environment that is favorable to cooperation and teamwork. Ability to promote leadership that associates the team's high performance with the well-being of individuals in their work routine. Ability to value the organization's human capital, providing the team with opportunities to form and share knowledge in the organizational space, and promoting an institutional culture favorable to continuous learning and result-oriented development of people.

Knowledge	Skills
<ul style="list-style-type: none"><li>● Understand the particularities and potentialities of leadership in public service.</li><li>● Defines a common purpose and a strategic vision oriented to achieving organizational goals.</li><li>● Master's techniques and methods for managing people and leadership.</li><li>● Identifies different tools and technologies for performance management and the development of high-performance teams.</li><li>● Understands key aspects for promoting quality of life at work and work-life balance.</li><li>● Recognizes the characteristics, requirements, advantages, and disadvantages of various work arrangements and regimes, and how they relate to the various profiles and competencies of the team and leadership.</li><li>● Knows feedback techniques and productive dialogue as tools for improving and developing people.</li><li>● Identifies appropriate strategies for attracting, recruiting, and motivating talent to develop diverse, high-performance teams.</li></ul>	<ul style="list-style-type: none"><li>● Analyzes the environment, adapting their leadership style to the characteristics and needs of people, teams, and work situations given the desired results.</li><li>● Communicates the organization's vision, mission, and strategy, as well as expectations regarding the fulfillment of functions, results, and desired impacts, guiding and motivating teams to achieve them.</li><li>● Analyzes the organization's personnel needs and develops strategies to fill gaps to improve organizational performance.</li><li>● Promotes internal communication and integration between higher and lower hierarchical levels aiming at institutional cohesion.</li><li>● Defines a common purpose and a strategic vision oriented to the achievement of organizational goals.</li><li>● Promotes team cooperation and cohesion by cultivating common ideas and purposes.</li><li>● Delegates tasks efficiently, allocating people to activities according to their competencies, profiles, and interests.</li><li>● Periodically reviews task allocation, considering individual and organizational aspects.</li></ul>



## Attitudes

- Demonstrates assertiveness, providing security and stability to get the job done.
  - Demonstrates pride and enthusiasm for work and public service, motivating individuals and leadership within and outside the organization.
  - Recognizes success, involving everyone in promoting a genuine team spirit.
  - Shows approachability and devotes time and attention to people, especially when they are at impasses and in difficult situations.
  - Values a culture of teamwork by encouraging collaboration with others to advance organizational goals.
  - Sharing their own experience to inspire and support their teams.
  - Demonstrates consideration for individual profiles and needs, providing opportunities for everyone to express themselves and share ideas and suggestions.
  - Acts as a role model in promoting a culture of empathy, diversity, and inclusion where everyone should be treated with respect, recognition, and fairness.
  - Clearly and directly repudiates attitudes of discrimination, disrespect, and harassment under any circumstances.
  - It establishes a culture of encouraging talent and new leadership, creating conditions for everyone to maximize their potential.
- Manages the team's performance and productivity in line with the organizational strategy, maintaining an adequate level of delegation and autonomy.
  - Promotes the continuous development of competencies and the retention of talents to create capabilities oriented to the achievement of the organizational objectives.
  - Orients the team concerning technical, institutional, political, and social aspects of the work.
  - Creates a culture of constructive feedback to promote excellence at work and contribute to the development of people.
  - Mentors the team about attitudinal and productivity issues at work, promoting the development and improvement of personal performance.
  - Provides technical and emotional security to the team, ensuring appropriate conditions for individuals to perform their duties.
  - Coordinates high-performance teams capable of developing and implementing solutions, projects, and programs in complex and challenging situations.
  - Provides a favorable environment for change, encouraging the sharing of knowledge among teams and the use of the best strategies for transferring learning.
  - Compatibilizes formal and informal development opportunities for teams considering the interests of individuals and the needs of the work units.



# Networking and Collaboration

## Networking and Collaboration

Ability to move smoothly along a line of building understanding that ranges from coordination of interests to conflict management, favoring governance by building coalitions and consensus around agendas of common interest. Ability to build, mobilize, and maintain reliable and open networks with stakeholders who are, or may become, important players in achieving the organization's strategic objectives. Ability to act in a network governance environment, building partnerships and strengthening institutional relationships.

<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Identifies different institutional arrangements and organizational relationships in the public sector and civil society that can act as a network for the implementation and effectiveness of public policies.</li> <li>• Identifies trends and challenges for effective governance networks in the face of organizational and contextual factors of political, economic, and social order.</li> <li>• Understands federative relations and the role of each federated entity and each power to achieve public goals.</li> <li>• Understand the interface between the political and technical spheres and its implications for the field of action.</li> <li>• Identifies the various actors in the context in which it operates, their objectives, and potential opportunities for partnerships and mutual benefit</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>• It considers the impact of its manifestations with public institutions of all governmental spheres, powers, as well as international organizations and governments, private organizations, and civil society institutions.</li> <li>• It builds internal and external coalitions at various levels to obtain support for the achievement of organizational objectives and the implementation of public policies, articulating and negotiating agendas and common interests among different actors.</li> <li>• It mobilizes partnerships aiming at potentializing the financial contribution and the improvement in the provision of services.</li> <li>• It builds support and cooperation networks with intra, inter and extra-organizational players, sustaining them with regular contacts and promoting articulation around common goals and the strengthening of the organization's image.</li> <li>• Develops dialogue and cooperation networks with key players from public, private and civil society institutions at national and international levels to favor the</li> </ul>
<p>Attitudes</p> <ul style="list-style-type: none"> <li>• Demonstra abertura para reunir-se com diferentes atores internos e externos para compreender suas perspectivas e delinear consensos sobre problemas e questões-chave da organização.</li> </ul>	

- Pratica postura assertiva gerando confiança e significado entre atores internos e externos.
- É proativo na criação e manutenção de relacionamentos produtivos com pessoas dentro e fora da organização.
- Posiciona-se como um parceiro das diferentes áreas da organização no alcance de seus objetivos, fortalecendo uma cultura de cooperação.
- Cultiva um senso de autoria e responsabilidade compartilhadas em processos de cooperação envolvendo diferentes atores.
- Mantém-se atualizado acerca da atuação de outras organizações públicas e privadas que sejam relevantes para a sua área de atuação.

sharing of resources and information, the making of strategic decisions, and/or the implementation of actions of common interest.

- Presents positions in a clear and balanced way during negotiation processes, considering opportunities and risks, potential advantages and disadvantages about the object of the dispute.
- Assesses the level of commitment and interest shown by the parties involved in a negotiation and acts seeking the best result.
- It aligns expectations about services and organizational results with internal and external stakeholders, from the operational to the strategic levels.
- It maintains permanent interlocution with the organizational or governmental high level and other internal and external players for the planning and execution of institutional strategies, programs, and projects that depend on articulation and cooperation.
- It seeks to solve conflict situations at the organizational and governmental level related to competing objectives, limited resources, and/or different perspectives, promoting a collaborative culture in the implementation of actions and public policies.
- Leads situations of transition or reorganization of organizational processes, meeting with different stakeholders to understand and consider their perceptions and expectations.
- It works towards cooperation and coordination of programs and

	<p>projects among multiple organizations, facilitating the sharing of knowledge and information and adopting a strategic approach for the whole government.</p>
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