

SHAPE Project

MEF Managerial Competency Framework

Framework and Supplementary Information
Part of: Output 2
2022

Summary:

The OECD, together with a working group from the MEF, developed a new competency framework for managers in the Ministry. The final competency framework has three main elements: competencies to do with relationships, competencies to do with actions, and competencies to do with self-awareness and orientation. This competency framework is a main project component; it can be used by the MEF going forward and adapted for use more broadly in the Italian administration. It can be incorporated into HR processes and policies having to do with management, such as recruitment, performance evaluation, and learning systems. This framework is accompanied by a toolkit for its implementation and a pilot training module.

The project is funded by the European Union via the Technical Support Instrument and implemented by the OECD in cooperation with the European Commission's Directorate General for Reform Support (DG REFORM)



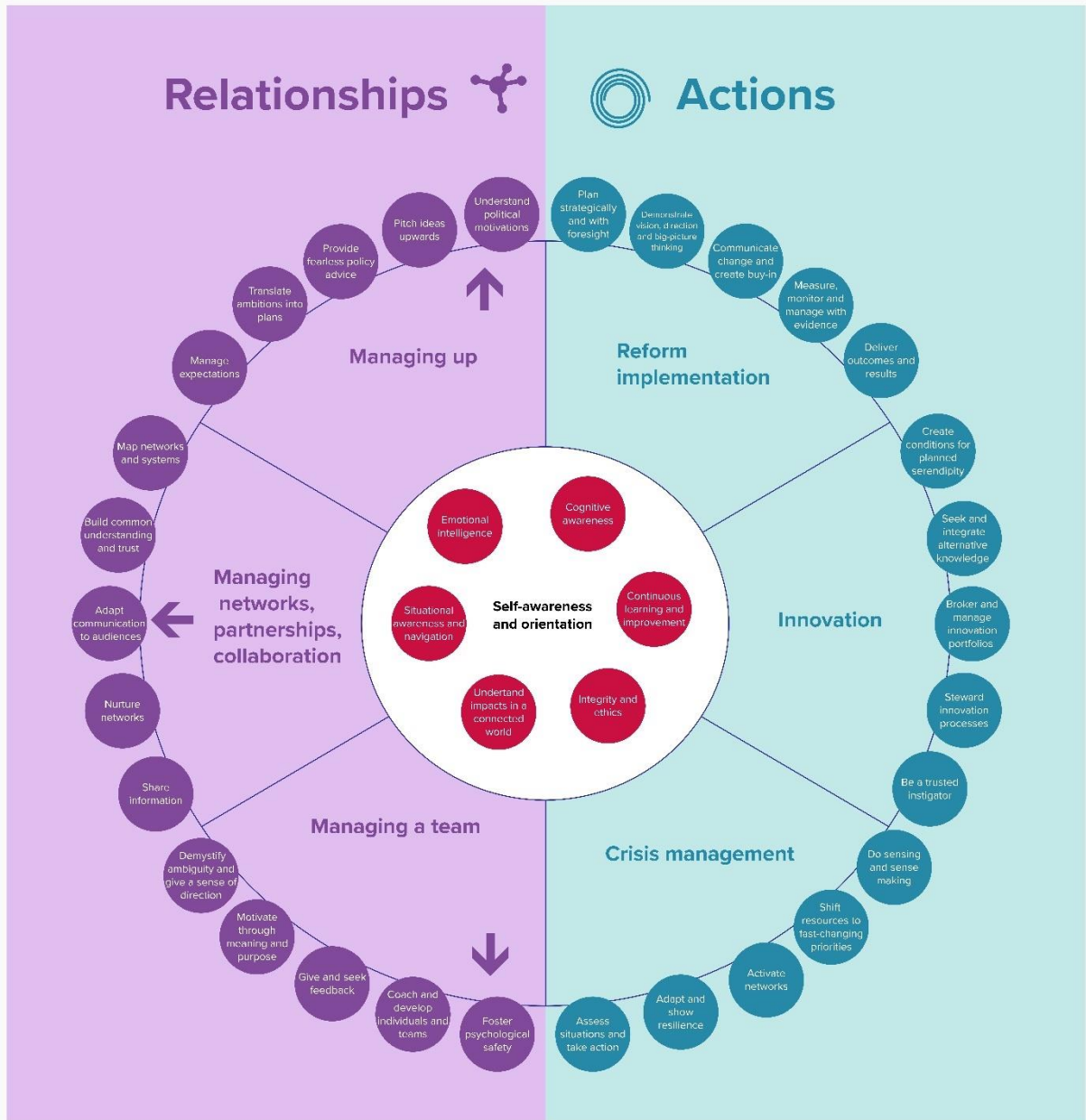
**Funded by
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Final MEF Managerial Competency Framework

English version

SHAPE Managerial Competency Framework



Competency Cluster: Reform Implementation

Reform implementation includes managerial competencies relevant for guiding and implementing organisational changes. Reform implementation is at the centre of essential longer-term management capability that enables progress while maintaining stability.

The competencies in this cluster ensure that managers can implement reform initiatives such as those that are part of the digital and green transitions, National Recovery and Resilience Plans, or workforce planning. These kinds of wide-reaching reforms tend to have a whole-of-government impact that requires collaboration across several units or agencies, requiring managers to plan and organise change processes with several considerations in mind – from supporting and informing staff, improving efficiency, and meeting tight deadlines.

Competencies identified in the competency cluster of *reform implementation* are:

- Plan strategically and with foresight
 - **This means** thinking ahead about how things could be in a longer-term future and taking steps in the present toward a preferable future by formulating plans to implement change.
 - **Managers who do well at this may:** stay up to date with best practices and trends in their area of work and seek multiple information sources and signals of change; conduct appraisals of overall personnel skills and organisational capacity; break down future goals into tangible steps and milestones.
- Demonstrate vision, direction, and big-picture thinking
 - **This means** having an over-arching vision for one's area of responsibility that encompasses the range of factors, organisational needs and stakeholders that act in conjunction to impact goals and outcomes. It requires being able to consider multiple competing priorities and projects and balance the status quo with needed change and progress.
 - **Managers who do well at this may:** bring multiple connected ideas forward with larger goals in mind; understand how outside factors affect the organisation; lead by example to demonstrate commitment to plans; evaluate resource constraints as well as opportunities and identify areas where their use will be most impactful.
- Communicate change and create buy-in
 - **This means,** at its core, understanding the importance of the efforts and engagement of others in the success of a project or organisation. This competency emphasises the ability of a manager to harness the power of people, ideally through motivation derived from creating shared enthusiasm and vision and agreement around the value of initiatives, which in turn allows for trust-based leadership and fosters self-motivated staff.
 - **Managers who do well at this may:** seek conversations with multiple stakeholders – including all levels of staff – and truly listen to feedback received; think carefully about communication plans and adapt them to different audiences; understand the power of networks and relationships; have a leadership style that inspires and motivates others.
- Measure, monitor and manage with evidence
 - **This means** establishing – and importantly, using – procedures, systems and expertise to know whether projects and initiatives are on track or successful. It helps managers to identify risks and change course if needed.
 - **Managers who do well at this may:** invest in their own knowledge of data use, analysis and systems; procure needed skills and expertise; view changing plans

based on evidence as an opportunity or normal aspect of any reform process, rather than not as a failure or personal weakness; prioritise the establishment and maintenance of effective data and measurements systems.

- Deliver outcomes and results

- **This means** striving to hit targets and being persistent in reaching expected and agreed results and goals. Further, it means understanding that delivering results requires a combination of managerial and leadership skills.
- **Managers who do well at this may:** check-in on project milestones frequently; create a supportive environment for “bad news” to identify potential problems; develop and agree to success indicators and frameworks well ahead of time (and adhere to them); shift resources and plan assignments to align skills and functions with project goals.

Competency Cluster: Innovation

Innovation includes managerial competencies that create a supportive environment for exploring, designing, testing, and integrating new solutions, as well as embracing and adopting tools, technologies, and ways of working within a team, department, or institution. Innovation within public administrations is essential for achieving ambitious missions, adapting to rapid and unexpected changes, responding to new needs and shifting public values, and delivering better, more efficient public services.

These competencies help public managers create permission for innovation and spaces for experimenting with new ideas so that innovation can occur alongside existing core public functions and can be tested and mainstreamed into core business. Innovation is essential to meet new and growing demands from public administrations to keep pace with a rapidly changing world, such as responding to health emergencies, transitioning to digital services, preparing for an ageing population, and adapting to climate change. Working in innovative ways requires questioning, rethinking, and taking new perspectives on complex challenges, interpreting new and sometimes ambiguous information and signals, creating and testing new ideas in practice, and leveraging new ways of working. The role of a public manager is to provide the direction, the environment, and the tools to encourage innovation.

Competencies identified under the competency cluster of *innovation* are:

- Create conditions for planned serendipity
 - **This means** planning for the occurrence of surprising and unforeseen creativity. Managers can do this by bringing together unexpected mixes of people and ideas in the workplace and enabling teams to follow their curiosities, exploring insights and radical approaches to problems and new ideas, reaching out to supervisors and peers for support, and taking inspiration from the outside world.
 - **Managers who do well at this may:** encourage staff to vary their routines and standard practices; encourage and incentivise the exploration of new ideas; encourage flexibility in traditional administrative boundaries; create opportunities for staff to interact with peers well outside of their area of expertise; encourage and equip staff to follow their professional interests.
- Seek and integrate alternative knowledge
 - **This means** seeking knowledge and evidence outside of the traditional forms and sources, such as qualitative service user data or ambiguous data and models with deep uncertainties, integrating many streams of knowledge to create a full and coherent picture of problems or situations, as well as looking for patterns to anticipate future trends.
 - **Managers who do well at this may:** demand multiple and diverse sources of information or data related to the same issue; reach out beyond traditional expert networks to gain different perspectives; take time to combine and compare different sets of analysis; question whether current knowledge and evidence is telling the whole story; develop new ways for information to enter the administration from new sources.
- Broker and manage innovation portfolios
 - **This means** diversifying, analysing, and orienting innovation activities and projects according to organisational strategies, missions or mandates. This helps to ensure innovation is used across multiple objectives (e.g., not just for efficiency gains) which can spread risk, foster opportunities, identify trends or gaps, and reveal linkages.

- **Managers who do well at this may:** organise a variety of established but flexible activities and processes according to different innovation purposes (such as achieving outcomes, encouraging bottom-up ideas, or seeking opportunities); communicate multiple but clear definitions of success for innovative efforts; encourage and equip staff to develop different concurrent approaches for different types of problems or strategic aims; evaluate the innovation performance of the organisation based on different measures and forms of evidence; proactively identify and encourage interconnections and synergies between different units, teams, and activities within the portfolio.
- Steward innovation processes
 - **This means** enabling alternative types of resourcing, structures, tools, and information for innovation processes outside of standard working practices. This can enable staff to generate and test new ideas before they initiate full scale change processes to integrate them into core business.
 - **Managers who do well at this may:** create alternative processes and resource innovation teams or funds; give permission to learn lessons from failures, provide feedback and evaluation while maintaining openness to ideas and new ways of working; identify ways to test and integrate new ideas into the administration core operating environment; seek insights and lessons learnt from unsuccessful innovations and actively seek and remove barriers for staff working on innovations.
- Be a trusted instigator
 - **This means** encouraging others to initiate bold and ambitious innovation initiatives and efforts. To do this, managers depend on their trusted relationships and professional reliability while encouraging variance from the status quo.
 - **Managers who do well at this may:** consistently demonstrate reliability to peers by supporting them during difficult situations; give away credit to others and take responsibility for failures; encourage others to stay the course during uncertain times; and develop and share compelling narratives to initiate others to act when the results or exact path is uncertain.

Competency Cluster: Crisis Management

Crisis management includes managerial competencies to act decisively and pragmatically and to lead others calmly when faced with unexpected disruptions at both small and large scale. At the same time, managers must also maintain flexibility to respond to quickly changing circumstances and new information. The range of crises that managers face on a daily basis, from resolving human resources conflicts to shifting their organisation's priorities in the face of global health or geopolitical events, means that managers also need to be able to face nearly anything. Managers must be prepared to simultaneously address multiple aspects of a crisis, even when full and accurate information is unavailable.

Competencies identified under the competency cluster of *crisis management* are:

- Do sensing and sense making
 - **This means** maintaining situational awareness of the changes of pace and scope of impacts in times of crisis. This also means assessing the possible courses of action based on the organisation's ability to control or influence an evolving situation and the potential consequences of inaction.
 - **Managers who do well at this may:** develop different mental models, strategies, and tactics for a variety of possible crises; develop ways to source information from multiple real-time sources; quickly differentiate which aspects of crises should be acted upon and which require more information; establish exercises and practices to rehearse for and debrief after crises and share those lessons with others in the organisation.
- Shift resources to fast-changing priorities
 - **This means** deciding how and when to allocated and reallocate resources when situation and circumstances change unexpectedly. It requires a knowledge of what resources there are alongside confidence and decisiveness to mobilise them when needed. It requires knowing how to strike a balance between analysing information and options, and taking action when time cannot be wasted. It also serves to reassure those around you in the face of unexpected turmoil or uncertainty.
 - **Managers who do well at this may:** routinely take stock of resources (financial, human, and technological) so they have this knowledge before it is needed; be confident in recognising when strategies or budgets need to be changed; make decisions based on available information and trust their experience and knowledge when information is lacking; maintain clear lines of communication to give and receive information and direction in times of crisis.
- Activate networks
 - **This means** using relationships already developed to gather information and coordinate a response. Crisis situations often require concerted action across multiple areas. This competency means that a manager knows who to call and how to engage with other essential areas to move forward together.
 - **Managers who do well at this may:** invest time and effort in establishing a broad network of contacts within their own organisation and with external partners; be perceived as reliable and trustworthy; understand how they and their peers fit into crisis plans and the protocol to follow; develop crisis communication strategies for both external and internal consumption; be able to deliver concise information calmly to diverse audiences.
- Adapt and show resilience

- **This means** changing direction when the situation requires it, while continuing to work towards the required objectives. This is particularly important in crisis situations as data and understanding changes rapidly and new events may render a previous plan obsolete.
- **Managers who do well at this may:** keep track of fast changing circumstances; identify possible options to reach an objective and try to keep them open in order to change paths when needed; prioritise options that maximise flexibility; maintain open communication channels with all necessary actors, so that adaptations can be made collectively; maintain regular communication with staff so they can follow; have the personal resilience to process trauma and loss as it pertains to the professional landscape.
- Assess situations and take action
 - **This means** gathering data and information from all available sources to get a good picture of the situation and using this to inform action. This may involve identifying a brewing crisis in the first place and raising the issue to superiors in ways that get their attention. It requires both good data and information (even if incomplete, as is often the case in crises) and the judgement and conviction to communicate this information to those who can use it. This also means having the confidence and decisiveness to act even when responsibility for taking action is unclearly assigned.
 - **Managers who do well at this may:** Gather information to assess and understand a situation from many angles; have a good understanding of risks in their area of work and the red flags that could indicate problems; have a protocol in place to raise issues on emerging risks to superiors; create a climate where employees and peers feel comfortable sharing bad news; assume responsibility in uncertain situations and be confident in delegating actions to others.

Competency Cluster: Managing Up

Managing up includes managerial competencies for supporting and responding to the needs of your senior hierarchy. This could include your direct supervisor, your minister and her or his cabinet. Senior managers in public sector organisations connect the political system with the public administration, and managing up is how senior managers bring knowledge from the administration into the political decision making process.

Senior managers often play a constructive role in policy and service design. For example, senior managers often guide ministers and their cabinet on the best approaches to achieve their policy goals. Managers bring their experience of what has worked (or not) to the decision makers and inform them how best to ensure successful implementation. Managers are also often responsible for designing internal reforms to strengthen capabilities or improve processes, and they need to align these with the ambitions and interests of their superiors. Hence, communication, information and ideas have to flow upwards, as well as downwards, to strengthen policy and service delivery.

Competencies identified under competency cluster *managing up* are:

- Understand political motivation
 - **This means** understanding the policy goals within a government programme and why this is important to the government of the day. This helps managers to anticipate the needs of ministers and/or senior management, and respond to requests with ideas that will meet their needs.
 - **Managers who do well at this may:** identify the values that drive the individuals and parties that make up the governing coalition; read and understand the foundational documents of a particular government programme; keep track of speeches and other forms of political discourse to look for the motivation behind the message; pay attention to the dynamics of decision-making processes within the parliament or within the governing coalition; identify changes in tone or content of political discourse and connect that to likely changes required of their area of authority.
- Pitch ideas upwards
 - **This means** identifying opportunities to bring forward new ideas and communicating the message in a way that will resonate with the priorities of the moment and the values of the Minister and their government. This requires both a good sense of timing and effective communication skills.
 - **Managers who do well at this may:** identify how their idea would address specific policy priorities of the government; articulate the benefits of action and the cost of inaction; speak and write in simple, clear and concise language; be ready to pitch ideas spontaneously as opportunities arise.
- Provide fearless policy advice
 - **This means** sharing information with superiors to improve decisions even when it will be perceived as bad news. Explaining why the ideas of superiors/ministers may be flawed, or identifying things that appear to be going wrong, may not always be appreciated, but it is necessary in a healthy organisation. Hence the need to be brave and communicate with clarity, supported by evidence where possible.
 - **Managers who do well at this may:** build an argument based on evidence; communicate this in plain and simple language; present alternatives that could work better to achieve similar objectives; emphasise public service values such as fairness, transparency, accountability, and the rule of law.
- Translate ambitions into plans

- **This means** using the in-depth knowledge that managers have of the public administration to plan reforms that will work. It recognises that the political ambitions of a government will only achieve impact if managers help to align the machinery of government with those ambitions.
- **Managers who do well at this may:** understand how their function fits into a larger service delivery system; identify the changes necessary and possible to achieve different impacts; assess the impacts of changes on different parts of the population, and the trade-offs this can imply.
- Manage expectations
 - **This means** being realistic about the time and resources required to achieve ambitions and implement reforms. There is often pressure from the top to achieve results quickly, however there are sometimes good reasons why certain things in government cannot be rushed. Managing expectations means being clear about what is possible, what it will require, and why.
 - **Managers who do well at this may:** be realistic about what can be achieved from the start of discussions; present clear and considered timelines for projects; be transparent about trade-offs and the need for resources.

Competency Cluster: Managing Networks, Partnerships, Collaboration

Managing networks, partnerships and collaboration includes managerial competencies to achieve results with others when no direct hierarchical relationship exists. Traditionally, managers may receive direction from above and transform this into activities for their team to implement. However impactful change generally requires collaboration across multiple areas – it's rare that any one senior manager has all the necessary authority needed. Hence senior managers must work with other senior managers inside their ministry, in other ministries/agencies, and in other sectors to achieve the desired results of government policies and programmes.

The recent global pandemic provided a good case to illustrate this. Close collaboration was required between managers responsible for health care, public safety and social security, to design and implement a coherent and coordinated response. Internally, careful collaboration was required between those leading human resource management departments, digital services and facilitates management to keep the workforce safe and provide them with the tools needed to work remotely. Those who were most successful during this crisis often relied on formal relationships (e.g., established through task forces and working groups) and also informal networks, built up over time, based on trust and a common sense of purpose.

Competencies identified under the competency cluster of *managing networks, partnerships, collaboration* are:

- Map networks and systems
 - **This means** knowing how a manager's function is impacted by others and how it impacts others. This suggests that managers understand how their function fits into a larger delivery or management system, and that they understand the various parts of that system and how it works as a whole.
 - **Managers who do well at this may:** habitually look at the bigger picture of projects or decisions; make decisions based on the ability of the system to function; keep track of developments in other parts of their system(s); anticipate how changes in one part of the system may impact their own functions; build relationships and networks with manager responsible for other parts of the system.
- Build common understanding and trust
 - **This means** actively communicating with partners to understand how each sees a problem and work towards a common objective. Trust is the operational currency of collaborative networks, and trust is built from shared information, following through on commitments, and being transparent about motivations and abilities.
 - **Managers who do well at this may:** Communicate openly and transparently about their intentions and motivations for partnership and collaboration; be clear about their capacities and limitations; keep promises to the extent possible and be proactive about communicating when not possible; avoid information asymmetries.
- Adapt communication to audiences
 - **This means** selecting the right communication method so that the tone and channels resonate with the intended audience. Partners outside government may use different language and be motivated by different kinds of media.

However, regardless of the audience, the ultimate message should remain coherent.

- **Managers who do well at this may:** have a clear sense of the message they want people to hear, and work backwards from that to determine the best way to make that message heard; identify their audience's interest and motivation, and their level of familiarity with subjects of the message; be comfortable using different media for different kinds of communication.
- Nurture networks
 - **This means** establishing – and importantly, using – formal and informal networks to share information and achieve objectives. Manager may be responsible for organising or participating in formal networks such as working groups or communities of practice. They also are likely to have their own personal network that has been built up over time. Developing such networks requires time and energy.
 - **Managers who do well at this may:** use attendance at events and trainings as ways of developing their personal networks; regularly update network members on relevant developments in their work; actively contribute to network events and discussions; encourage their team members to actively take time to network and build relationships.
- Share information
 - **This means** embedding a spirit of open governance and information in the work of all managers where all information is made available to partners unless there are specific reasons not to. Sharing information requires more than just making it available upon request, but also actively organising it in ways that make it accessible and understandable to others, and providing it proactively when needed.
 - **Managers who do well at this may:** identify the information they collect that could be made public and that which requires more care; proactively share this information in networks to ensure everyone has the same set of data for decision making; consider the reasons and motivations behind sharing – or not sharing - information.

Competency Cluster: Managing a Team

Managing a team includes managerial competencies to develop the workforce, whether big or small. This is probably the most fundamental set of competencies in the framework since managers are leaders of a group and their fundamental responsibilities are to organise that group to produce the desired outcomes.

This requires managers who are able to not only delegate tasks, but who can also develop staff, motivate them, and create the right working culture and environment so that employees feel supported to bring their best ideas forward.

Competencies identified under the competency cluster of *managing a team* are:

- Motivate through meaning and purpose
 - **This means** developing a narrative about the meaning and purpose of the work your employees do, and communicating this at all available moments. Most public servants are motivated by the impact and meaning of their work, so it is important to ensure they understand how their work contributes to the strategic goals of the organisation.
 - **Managers who do well at this may:** clarify the links between their team's work and the overall objectives and mission of the organisations/ministry/government programme; communicate this narrative through available and necessary means; link the narrative to current events and ongoing government priorities such as climate, social wellbeing, and economic development.
- Demystify ambiguity and give a sense of direction
 - **This means** guiding teams to deliver results, even in volatile contexts where objectives and working environments may appear to be quickly changing. The work of government is often complex and ambiguous, as unexpected shifts in global and local affairs undermine well thought through plans.
 - **Managers who do well at this may:** communicate often and calmly, sharing the best information available; remain flexible and reprioritise tasks based on changing circumstances; ensure psychological and physical well-being in their team and organisation; maintain the narrative related to meaning and purpose.
- Give and seek feedback
 - **This means** communicating appreciation and congratulations for good work and providing constructive criticism to guide employees to future improvement. It also means asking employees for ideas on how the manager can improve the working environment and their own management skills.
 - **Managers who do well at this may:** recognise effort and celebrate successes, even outside of formal performance evaluation cycles; provide constructive feedback in ways that focus on developing employees' skills; welcome input from staff on management processes; provide regular opportunities for staff to express their views on their working conditions.
- Coach and develop individuals and teams
 - **This means** taking an active role in the development of employees' skills and helping employees to advance in their careers. This is an important motivational tool, and needs to be applied to all employees, regardless of age and perceived potential.
 - **Managers who do well at this may:** work with employees to identify a future vision for their careers and the steps needed to get there; assign employees tasks to facilitate learning and growth; provide employees opportunities to

interact with others beyond their immediate team; support employees to take relevant training courses and/or attend learning events (like conferences, seminars etc); provide opportunities for team to reflect on recent experience (positive and negative); encourage careful experimentation.

- Foster psychological safety
 - **This means** creating a working environment where employees feel comfortable speaking up and contributing their ideas. Employees need to be comfortable asking for help, sharing suggestions for improvement, and challenging the status quo, without fear of negative consequences. Some studies indicate that psychological safety is the most important ingredient to high performing teams.
 - **Managers who do well at this may:** talk about the importance of psychological safety; actively encouraging everyone to speak up and contribute constructive suggestions; treat failures as a learning opportunity and reward effort regardless of the result; be role models for the way others in the team should behave; manage conflicting ideas productively to generate new ideas and innovation.

Competency Cluster: Self-awareness and Orientation

Self-awareness and orientation includes managerial competencies that are personal or internal in nature, such as character traits, ways of thinking and attitudes. These competencies underpin all of the rest, and can help to guide a manager to decide when and how to combine the other competencies to match the situation at hand. They tend to reflect who someone is as a person, and how that applies as a leader in a public sector workplace. They are often developed through experience, reflection and intentional self-guided learning.

These competencies help managers to develop the evolving socio-emotional tasks and behaviours that make them effective. This includes an awareness about the impacts of their actions and behaviours more broadly; on other employees, on policy, on citizens, and on the world. Different people will display these competencies in different ways, with some aspects coming more naturally and others reflecting a commitment by a manager to be conscious of their own personal attributes and actions.

Competencies identified under the competency cluster of *self-awareness and orientation* are:

- Emotional intelligence
 - **This means** the ability to be aware of, control and express one's emotions, to understand the emotions of others, and to navigate professional situations in which emotions and relationships can be influential. Emotional intelligence is a broad – but highly impactful – competency, that can take many forms given its highly personalised nature. It can make managers more effective by improving their social skills, self-regulation, and empathy.
 - **Managers who do well at this may:** prioritise the well-being and work-life balance of staff; consider the role of emotion in motivation and achieving outcomes; reflect on and regulate their own emotions and be self-motivated to engage in self-improvement; consider the impact of words and the way they communicate across all levels.
- Cognitive awareness
 - **This means** being aware of one's own intellectual and mental processes for making decisions, perceiving situations, processing information, and how one learns, understands and knows things. It includes knowing and applying one's cognitive strengths and potential, but also recognising possible limitations, biases or weaknesses. For a manager, it also means trying to understand this in others, and using this to build diverse teams, assign staff to the right tasks and projects and understand the thought and effort that goes into them.
 - **Managers who do well at this may:** seek data to understand the whole of a policy problem; seek knowledge on policy areas they don't have experience in; actively seek and source skills to build diverse and high-performing teams; take steps to identify their own thinking process and decision-making biases and regularly check in with the fitness of their own cognitive processes and conclusions; accept that sometimes there is more than one way to be "right" and actively evaluate more than one possible solution to a problem.
- Situational awareness and navigation
 - **This means** being able to assess the intricacies and nuances of situations and exercise judgement about the most effective actions and behaviours to achieve one's objectives. It requires appreciating and understanding the complexities of other people's perspectives and the processes and ways of working in place, the sequence of events that lead up to situations, and the factors that impact what may happen in the future based on decisions in the present.

- **Managers who do well at this may:** like to understand several perspectives on an issue; think through the outcomes of multiple courses of action; value discussion and relationships with peers and stakeholders; reflect on what worked – and didn't – in situations after they happen; display flexibility in courses of action to prioritise an outcome.
- Continuous learning and improvement
 - **This means** a willingness and dedication to undertaking lifelong learning and development, to learn new skills and stay up to date on knowledge, but also to continuously engage personal improvement. It requires a self-motivated ability to develop an evolving skillset and recognise areas that may require effort to learn. It also can mean reflecting on and recognising one's own strengths and weaknesses, while accepting them as a part of being human and addressing them to the extent possible even if that does not require perfection.
 - **Managers who do well at this may:** actively seek out opportunities to learn; ask for feedback from those around them at all levels; feel that there is always something new to learn, even at top levels of a workplace; create learning goals or plans.
- Understand impacts in a connected world
 - **This means** seeing the bigger picture of the decisions and actions made in one's own role, department or organisation, as well as those of others. It requires understanding the global and connected nature of the world and the overlapping and cross-cutting nature of many projects and policy problems. It means accepting that very few things happen "in a vacuum", and that governments impact, and are impacted by, events and trends in other areas.
 - **Managers who do well at this may:** pay attention to world events and current affairs; stay up to date about projects and initiatives in other departments, teams or countries; regularly consider the impact of their decisions on citizens; see projects as pieces in a larger and longer-term strategy.
- Integrity and ethics
 - **This means** prioritising "doing the right thing" and making decisions that demonstrate morality, integrity of character, and a commitment to common public service values. It means doing so even in situations where it may be more effortful, when no one is watching, or – perhaps especially – when there is incentive or pressure otherwise. It also requires an understanding of and appreciation for the privileges of working in positions of authority or influence, and the responsibility that comes with that.
 - **Managers who do well at this may:** prioritise transparency in governmental actions and outcomes; lead by example and encourage and empower staff to make their own ethical decisions; take personal pride in having a strong moral compass; insist on learning about and understanding the real-life impact of policy problems on who they affect, even if the manager themselves has never been affected by them; take stock of their ethical responsibilities as decision-makers, authority figures and leaders, especially as they make become more senior.