

IMAGES

I MANAGE AND EMPOWER
MY SKILLS

I Manage
and Empower
my Competences



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IMAGES - I Manage and Empower my Skills

KEY ACTION 2 Strategic Partnerships

Cooperation for innovation field of **ADULT EDUCATION**

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Forum Terzo Settore



De Unidad Pública

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1. Introduction

1.1. Conceptual Framework of the project

The IMAGES project aims to create a European repertoire of the competences necessary for managers of local third-sector organizations (TSOs). These managers are key figures in TSOs and often operate on a volunteer basis. This repertoire would offer various types of organizations a tool to assess not only the competency of their managers and other volunteer figures (e.g., members of governing bodies), but also learning requirements and improvements to be made (horizontal priority).

The project is directly related to the 2012 Council Recommendation on the validation of nonformal and informal learning, through the production of a concrete instrument (the repertoire), describing the constellation of competences acquired in learning contexts other than formal education.

Recognizing the knowledge, skills and attitudes of this key figure could further contribute to the achievement of Europe 2020 goals, particularly by enhancing the value of actors active in civil society.

The specific objective of the project is to define a profile and a repertoire of the required competences of the heads of local third sector organizations that would be valid at a EU level. Therefore, our target group are all those with managing responsibilities in TSOs. These are increasingly important figures, especially in small organizations moving from a pioneering stage to greater sectorial and/or territorial articulation, where the heads need to go from ordinary volunteer work to carrying out complex managing tasks.

1.2. IO1 and objectives

IO1 is the central action of the project and has as its main objective the development of an initial model of a repertoire of competences of local third sector manager.

The project has a strong transnational quality. It aims to compare good practices in various member states in regards to the identification and development of competences clusters in the field of volunteering and nonprofit organizations. These goals are at the basis of the study of the situation of the four partner-countries, then extended to all potential stakeholders at a European level, encouraging organizations from different countries to identify common elements.

The study, which is the basis of the first Intellectual Production, involved referents with Third Sector entities found by project partners among their membership base and/or in the areas in which they operate.

To achieve the project objectives, IO1 was structured into 3 sub-actions: desk research, focus groups and in-depth interviews.

1.3. Research gap

Not all EU countries have followed the recommendations and developed specific job profiles and competences for this sector. In Italy, for example, the competences, training and qualifications for this profile have not been defined, neither at a national nor

regional level. In other European countries, instead, ways to improve competences developed in informal learning contexts, particularly those related to volunteering, have already been tested. In particular, in the French and German experience, a model was analyzed and tested based on the use of multimedia and technological tools that facilitate the recognition of competences developed in these contexts. The Images project, starting from these experiences, intends to contribute to the construction of a European repertoire of competences for managers of grassroots nonprofit third sector associations.

Profiling these figures is an innovative task that responds to a need that has emerged in several European countries. In the Italian case, for example, within the Atlas of Work and Qualifications (<https://atlantelavoro.inapp.org/>) there is no indication of the competences and profile needed for in this area. The same is true of the National Directory of Education and Training Titles and Qualifications as well as in equivalent regional documents.

In order to fill this gap, several actors belonging to the nonprofit world, since 2010, have begun working on the analysis of the competences of volunteers and professionals, trying to foster the circulation of best practices at the European level. This process culminated in 2019 with a research promoted by the Forum of the Third Sector that led to the publication of *Analisi e innovazione dei processi formativi del Terzo settore: competenze strategiche dei quadri e responsabili* ("Analysis and innovation of training processes in the third sector: strategic competences of managers and supervisors"), edited by P. Bertoni and P. Di Rienzo, 2019. The study identified important theoretical principles and offers a preliminary outline of the areas of expertise.

The IMAGES project is also complementary to a number of important projects carried out by the partnership in other contexts, which have involved actors that are key figures for the recognition and validation of competences pertinent to nonformal and informal contexts. In particular, many of the project partners have worked, also jointly, on several European-level projects and initiatives on the topic. Each partner has enough experience to corroborate any valuable contributions necessary for the full implementation and success of the IMAGES project and its results.

1.4. Next steps

The IMAGES project aims to encourage the definition, emergence, and validation of competences acquired through informal and nonformal learning and field experience, also through the use of multimedia tools. The project also aims to offer a training opportunity based on flexible learning modes (such as Massive Open Online Courses) for professionals who will serve as key figures in the validation of competences, referred to as Counselors in the European Guidelines for the Validation of Non-formal and Informal Learning Cedefop.

2. Methodology

Introduction

The first Intellectual output of the IMAGES project refers to the elaboration of the draft of a European Repertoire of competences of the local managers of the third sector.

This Intellectual Output is, of course, the first step of the IMAGES project, whose general structure is intended as an action research¹ (Trincherò, 2002), aimed at producing contextualised knowledge for enhancing a specific learning environment.

More in detail, the environment considered is the one in which people act and learn in the field, as part of their role as managers of local third sector organisations. According with the lifelong learning perspective² individuals can acquire knowledge, skills and competences both throughout their life (*lifelong*) and in all learning contexts (*lifewide*), formal, non-formal and informal. Especially in informal context, learning is based on experience (Kolb, 1984; Jarvis, 1987). The third sector contexts, by their non-formal learning courses and especially by the needs to cope and solve problems for managing and developing the organisations, stimulate in the managers the acquisition of strategic competences (Di Rienzo, 2020; Di Rienzo & Bertoni, 2019). The recognition and validation of non-formal and informal learning require «an agreed reference point» (Cedefop, 2015, p. 29), that in this case takes the form of the European Repertoire of competences of the local manager of a third sector entity. The adoption of the action research strategy has conducted the partnership to involve several local third sector managers, with the purpose to ensure that the research's process and results will «transform the reality» (Trincherò, 2002, p. 75) in the direction of facilitating the incorporation of the practises of recognition of non-formal and informal competences in the ordinary activities of third sector bodies in Europe.

The elaboration of the draft of the Repertoire of competences (IO1) has been performed in two steps:

- 1) a desk research on the third sector and the recognition of informal learning in the partners' countries;
- 2) a field research on the main competences acquired by the managers of the local third sector organisations in their daily activities.

The two steps will be described below.

Research methods and tools have been proposed by the University of Roma Tre and then discussed and adopted by the partnership. The research activities have been performed by the partners, under the supervision of Roma Tre.

1 - IMAGES Application form, p. 2

2 - Commission of the European Community (2000). *A memorandum on lifelong learning*.

<https://uil.unesco.org/i/doc/lifelong-learning/policies/european-communities-a-memorandum-on-lifelong-learning.pdf>

1. Desk research on the third sector and the recognition of informal learning in the partners' countries

The purpose of the desk research was to collect information already available on the Internet or in book and reports on the following questions:

- 1) characteristics of the Third sector in the Country;
- 2) institutional system of recognition of competences;
- 3) studies and practises related to the competences of the third sector local managers;
- 4) main competences acted by the Third sector local managers, according to the studies and practises represented.

Guidelines have been prepared by Roma Tre University, to explain partners how to develop the desk research. They were intended to present the salient points relating to the performance of the "Preparatory phase – Scenario analysis", particularly focusing on the production of the national reports.

In the initial phase of the research the partners has been asked to analyse:

- the specific characteristics of the third sector in the four partner countries;
- a common paradigm of definitions and theoretical references relating to competences;
- the area and constellation of competences, defining the key elements of competence (knowledge, skills, attitudes, expected results), activities (processes and sequences) that the figure of the local ETS manager must implement.

These activities have been supervised by the Roma Tre University, which led the entire working group with a scientific contribution. The results of the context analysis had to be summarised in 4 national reports and shared through online coordination meetings. In this phase, distance meetings have been intensified to discuss in depth a proposal for a European synthesis within a common European framework.

The context analysis national reports had to have a comparable structure useful to depict a general European framework on the recognition of the third sector managers' competences.

For this reason the following structure was adopted:

a) Characteristics of the third sector

Each national report starts with an introduction on the most relevant characteristics of the third sector, at least from the normative and the statistical point of view. It should contain concise information on the main shapes the third sector entities can assume, on the powers and limits that laws give them, on the kinds of relationships they have with the public authorities and with the companies, on the number of third sector entities in the Country, on the workers and volunteers, on the sectors of activity, on the main sources of funds, on the main networks among them. Where available, it was considered useful to add some information on the characteristics of the third sector local managers in the Country.

b) Institutional system of recognition of competences

The second part of the introductory section had to contain a short description of the institutional system of recognition of competences, especially those acquired in non-formal and informal contexts. Particularly it was considered necessary to explain whether such a system has been formally established or not and, if yes, if at national or regional level. In the positive case, it had to be described the general structure of the system (kind and levels of recognition, roles, rules, etc.).

Even if an institutional system hasn't been established, it was suggested to describe if relevant experiences have been conducted in any educational, work or social field.

c) Studies and practises related to the competences of the third sector

local managers

The main section of the national report has been devoted to the competences and activities carried out by the third sector local managers and the procedures established for their recognition.

To produce this section each partner conducted a desk research in order to map three kind of object:

- a) researches and studies on the nature of the competences acted by the third sector managers;
- b) research and studies on the recognition of the third sector managers' competences;
- c) practises of recognition of the third sector managers' competences.

The following 3 forms have been produced by Roma Tre University and used by the partners, in order to collect the results of the research on studies and practises:

1) Form_ImIO1.1_S. Competences

“Studies on the nature of the competences of local third sector managers”

Study Code ³	
Research title (in English)	
Research title (in original language)	
Author(s)	
Year of publication	
Language in which the study was published	
Link to the website where to find the text	
Context in which the research was carried out	
Main focuses of the research	
Types of people studied by the research	<input type="checkbox"/> People involved in the third sector with any role <input type="checkbox"/> Managers of third sector entities <input type="checkbox"/> Local managers of third sector entities <input type="checkbox"/> Other
Research topics	<input type="checkbox"/> Processes for maturing the competences of third sector managers <input type="checkbox"/> General set of competences of third sector managers <input type="checkbox"/> Specific competences of third sector managers <input type="checkbox"/> Other
Main output of the research ⁴	<input type="checkbox"/> Repertoire of competences performed by the people studied <input type="checkbox"/> Analysis of how one or more specific competences are performed <input type="checkbox"/> Evidence of the factors that contribute to the maturation of competences <input type="checkbox"/> List or description of activities carried out by the third sector managers <input type="checkbox"/> Other
Reference literature / bibliographic indications	1. 2.

3 - Assign an identification code to the instrument (6 digits, separated by dots): “CO” + two letters for the partner's code + two digits indicating the study (e.g. “CO.P1.01”).

4 - Please, provide as annex to this form the main results of the research, especially if they are in the form of repertoires or list of competences as well as description of activities carried out by the third sector managers.

2) Form_ImIO1.1_S.Recognition

“Studies on the recognition of the competences of local third sector managers”

Study Code ⁵	
Research title (in English)	
Research title (in original language)	
Author(s)	
Year of publication	
Language in which the study was published	
Link to the website where to find the text	
Context in which the research was carried out	
Main focuses of the research	
Types of people that recognition studies relate to	<input type="checkbox"/> People involved in the third sector with any role <input type="checkbox"/> Managers of third sector entities <input type="checkbox"/> Local managers of third sector entities <input type="checkbox"/> Other
Research topics	<input type="checkbox"/> Methodological issues of the recognition of competences in the third sector <input type="checkbox"/> Codification of a procedure for the recognition of competences for the third sector <input type="checkbox"/> Institutional aspects of the recognition of competences in the third sector <input type="checkbox"/> Other
Main output of the research	
Reference literature / bibliographic indications	1. 2.

5 - Assign an identification code to the instrument (6 digits separated by dots): “SR” + two letters for the partner’s code + two digits indicating the study (e.g. “SR.P1.01”)

3) Form_ImIO1.1_P.Recognition

“Studies on the recognition of the competences of local third sector managers”

Study Code⁶		
Title of the practice		
Location (State, region, specific territory ...)		
Implementing entity (name)		
Implementing entity (type)	<input type="checkbox"/> Governmental entity/ies <input type="checkbox"/> Third sector entity/ies <input type="checkbox"/> For profit entity/ies <input type="checkbox"/> Consortium of different types of entities <input type="checkbox"/> Other	
Purpose / objectives of the practice		
Target group	<input type="checkbox"/> People involved in the third sector with any role <input type="checkbox"/> Managers of third sector entities <input type="checkbox"/> Local managers of third sector entities <input type="checkbox"/> Other	
Competences subject to recognition	<ul style="list-style-type: none"> ■ ■ ■ 	
Level of recognition	<input type="checkbox"/> Identification <input type="checkbox"/> Validation <input type="checkbox"/> Certification	
Description of the practice (activities, phases ...)		
Results of the project / experience		
Reference literature / bibliographic indications		
n.	type ⁷	reference

6 - Assign an identification code to the instrument (6 digits separated by dots): “PR” + two letters for the partner’s code + two digits indicating the practice (e.g. “PR.P1.01”)

7 - S = Scientific; R = project or activity Report; A = administrative or normative Act; O = Other

“Studies on the recognition of the competences of local third sector managers”

Study Code⁸	
Research title (in English)	
Research title (in original language)	
Author(s)	
Year of publication	
Language in which the study was published	
Link to the website where to find the text	
Context in which the research was carried out	
Main focuses of the research	
Types of people that studied by the research	<input type="checkbox"/> People involved in the third sector with any role <input type="checkbox"/> Managers of third sector entities <input type="checkbox"/> Local managers of third sector entities <input type="checkbox"/> Other
Research topics	<input type="checkbox"/> Processes for maturing the competences of third sector managers <input type="checkbox"/> General set of competences of third sector managers <input type="checkbox"/> Specific competences of third sector managers <input type="checkbox"/> Other
Main output of the research	<input type="checkbox"/> Repertoire of competences performed by the people studied <input type="checkbox"/> Analysis of how one or more specific competences are performed <input type="checkbox"/> Evidence of the factors that contribute to the maturation of competences <input type="checkbox"/> Other
Reference literature / bibliographic indications	1. 2.



8 - Assign an identification code to the instrument (6 digits separated by dots): “SR” + two letters for the partner’s code + two digits indicating the study (e.g. “SR.P1.01”)

Main competences acted by the Third sector local managers

After collecting studies and practises, each national report has extracted the main competences acted by local managers of the Third sector, expressed in terms of knowledge, skills and attitudes and related activities, mentioning as well the bibliographical references.

The national report has been written using a common format available in the file **“ContextAnalysis_NationalReport_Structure.doc”**:

Context Analysis National Report Country:

This national report presents the results of the desk research conducted in the preparatory phase (“scenario analysis”) of the Intellectual Output 1.

It is articulated in 5 sections:

- 1) characteristics of the Third sector in the Country;
- 2) institutional system of recognition of competences;
- 3) studies and practises related to the competences of the third sector local managers;
- 4) main competences acted by the Third sector local managers, according to the studies and practises represented.

Characteristics of the Third sector in the Country

You can use the following checklist for your description: a) the main organisational shapes the Third sector entities can assume in the Country (i.e.: associations, foundations, social enterprises, informal groups...); b) powers and limits that national laws give them as Third sector entities (if any) or for each specific organisational form of third sector entity; c) number of third sector entities in the Country; d) number of workers and volunteers; e) sectors of activity; f) main sources of funds; g) most important networks among them; h) kinds of relationships the Third sector entities have with the public authorities and with the companies; i) main (internal and external) responsibilities and functions carried on by the third sector local managers.

Institutional system of recognition of competences

A short description of the institutional system of recognition of non-formal and informal learning: a) has such a system been formally established or not (at national or regional level)?; b) in the positive case, describe the general structure of the system (kind and levels of recognition, roles, rules, etc.); c) is it coherent with the European guidelines for validating non-formal and informal learning? d) even if an institution-

al system hasn't been established, it could be useful to describe if relevant experiences have been conducted in any educational, work or social field

Studies and practices related to the competences of the Third sector local managers

This section reports on the studies and practices that were found through desk research. After a short general introduction, all completed forms (Form_ImIO1.1_S.Competence, Form_ImIO1.1_S.Recognition, Form_ImIO1.1_P.Recognition) about studies and practices are pasted here, one after the other.

*Form 1
Form 2
Form 3*

WHAT EMERGES FROM THE STUDIES AND PRACTICES IDENTIFIED

Competences acted by the Third sector local managers

This section reports the competences of the local managers of the Third sector, identified through documentary research. According to the EU Key competences for life-long learning, are defined as a combination of knowledge, skills and attitudes. For each competence, a table is compiled that shows: an extended description of the competence; knowledge, skills and attitudes; examples of activities; the reference to the study and / or practice in which the competence was identified.

Competence name		
Extended description		
Knowledge⁹	Skills¹⁰	Attitudes¹¹
<ul style="list-style-type: none"> ■ ■ 	<ul style="list-style-type: none"> ■ ■ 	<ul style="list-style-type: none"> ■ ■
Activities¹²		
Study e/o practice in which it was reported¹³ (may be more than one)	<ul style="list-style-type: none"> ■ ■ 	

(Please duplicate this table for each competence you wish to describe)

An example from the Key competences for lifelong learning

Competence name	Entrepreneurship competence	
Extended description	Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.	
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> ■ Approaches to planning and management of projects ■ Understanding of economics and the social and economic opportunities and challenges facing an employer, organisation or society ■ Awareness of ethical principles and challenges of sustainable development ■ Self-awareness of their own strengths and weaknesses 	<ul style="list-style-type: none"> ■ Ability to work both as an individual and collaboratively in teams to mobilise resources (people and things) and to sustain activity ■ To make financial decisions relating to cost and value ■ To effectively communicate and negotiate with others ■ To cope with uncertainty, ambiguity and risk as part of making informed decisions 	<ul style="list-style-type: none"> ■ Sense of initiative and agency ■ Pro-activity ■ Being forward-looking ■ Courage ■ Perseverance in achieving objectives ■ Desire to motivate others and value their ideas ■ Empathy and taking care of people and the world ■ Accepting responsibility
Activities	Ideation and promotion of new initiatives or areas of activity consistent with the mission of their organisation as well as with the needs and opportunities of the territory	
Study e/o practice in which it was reported (may be more than one)	<ul style="list-style-type: none"> ■ Council of the European Union, Recommendation of 22 May 2018 on key competences for lifelong learning. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.189.01.0001.01.ENG 	

9 - «**Knowledge** is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject» (EU Council Recommendation of 22 May 2018 on key competences for lifelong learning)

10 - «**Skills** are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results» (EU Council Recommendation of 22 May 2018 on key competences for lifelong learning)

11 - «**Attitudes** describe the disposition and mind-sets to act or react to ideas, persons or situations» (EU Council Recommendation of 22 May 2018 on key competences for lifelong learning)

12 - Examples of activities typically carried out by the local third sector manager in which he / she acts this competence

13 - Please, use the code you have assigned to the study or the practice

2. Field research on the main competences acquired by the managers of the local third sector organisations in their daily activities

The second step involved a qualitative survey, through the creation of focus groups and in-depth interviews in each partner country.

2.1 Focus group

The focus group is a group interview in which the interviewer, also called the moderator, conducts the interview in a group consisting of a limited number of subjects (from a minimum of 6 to a maximum of 10-12). It is a particularly useful method to explore in depth the opinions, attitudes or behaviours of a certain community and to deepen the attitudes underlying human thought and behaviour (Trincherro, 2009). Since its first application in 1941 by Merton in order to control opinions on a radio product, the essential characteristics of a Focus Group have been defined (Merton, 1987): the focus participants have attended the same event or to an event with similar characteristics; the significant elements of the event have been previously studied so that the researcher can create the Focus Group in order to subject the research hypotheses to empirical control; the Focus Group is conducted on the basis of a set of questions, previously established, on which the focus moderator directs the attention of the participants.

The Focus group can be applied in different contexts of educational research, especially with a low degree of structuring. Its management can be useful when it is necessary to detect complex opinions (not summarised in a degree of agreement or disagreement with the items of a questionnaire); when you want to investigate the positive / negative aspects of a phenomenon; to explore attitudes, opinions, expectations, suggestions of the reference subjects of an organisation. They are very effective for exploring the degree of consensus on a particular topic. Even if research designs based exclusively on Focus groups are possible, more frequently this survey technique is used in integration with others, even with a greater degree of structuring.

The objective of the focus groups was to submit the first version of the competences profile, built through the desk research, to 72 local managers of third sector entities, who participated in the 12 focus groups (4 in Italy, 4 in France, 2 in Spain and 2 in Germany).

The partnership adopted guidelines for conducting focus groups and for the analysis of qualitative data.

2.1.1 Focus group on local NFP managers competence guidelines

Introduction

The focus group is a group interview in which a moderator conducts the interview involving a small number of people (from a minimum of 6 to a maximum of 10-12; in case the focus group is realised through a platform in remote mode, it is suggested to reduce the number of participants and realise more focus groups), with the presence of an observer.

The moderator addresses the questions to the group, the observer takes care of recording the conversation between the participants, without intervening and write down information about the atmosphere and non-verbal behaviours. It is a method particularly useful for exploring in an in-depth way opinions, attitudes or behaviours of a specific "community" and to deepen the attitudes underlying human thought and behaviour.

Objective: to submit the grid with the list of competences of the NFP manager in order to assess the degree of importance and use of the listed skills.

Instructions for moderators

Steps

1. Preparing the focus group

After identifying the local managers who will participate in our focus group, it is neces-

sary to set a date, choosing a place where you can carry out the activity without being disturbed and according to COVID 19 containment measures; it can also be envisaged to carry out the activity in remote mode, with the support of a platform such as Teams, Zoom etc. The focus group audio must be recorded, whether it occurs in presence or remotely. The discussion of focus groups must be transcribed in full, reporting all the interventions.

Duration of the focus group:

It is advisable to comply with a time that goes from 60 to 120 minutes at most.

2. Leading the focus group

2.1. Opening

Share the objectives of the focus group.

Acquire recording permission.

2.2. Introduce the concept of competence as defined in European documents:

Competences are defined as a combination of knowledge, skills and attitudes, in which:

- a)** knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;
- b)** skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- c)** attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.

The moderator will present the discussed grid of the skills and distribute it to the participants (if at a distance, make the file available online).

2.3 Individual reflection on the proposed list and choice of skills considered important, owned and acted (the choices should be indicated in the appropriate columns of the table foreseen to participants).

The debate and hints at group level of individual work aim to bring out a more in-depth description of the skills, also in order to bring out any other skills not present in the grid, but which are considered important and /or possessed and possessed.

The moderator will stimulate the discussion in order to reconstruct the knowledge, skills, attitudes and activities that characterise the skills under discussion. The following key questions can be used:

- 1. Why do you think this competence is important?**
- 2. How do you implement it?**
- 3. Through what behaviours?**
- 4. Which actions?**

- The moderator will lead the discussion in order to bring out items that allow filling of the tables inserted here at the bottom of this guideline. To ease the activity, an example is provided of the European Union's description of a key competence.
- Make a Summary, collect all grids used by participants (if paper) or require sending the grid file of the individual participant.
- Greetings.

3. Transcription

Use a write sheet (.doc) and choose the line number insertion setting. Numbering the focus and indicating the name of the moderator and observer. Indicate participant data: first and last name (or a code if privacy needs to be respected), age, gender, role, and organisation to which they belong. Transcribe the discussion in full, word by word, trying to keep the transcript as faithful as possible to the whole course of the debate. Indicate the name or code of the speaker at the beginning of the line, followed by colon (:), and transcribe the speech. Leave one line of space between one speech and another. The moderator must be indicated by the letter M.

Example of a competences reference for moderators

Personal, social and learning competences

Knowledge and Skills	Attitudes
understand the code of behaviour and communication standards generally accepted in different environments and societies	positive attitude towards one's personal, social and physical well-being and lifelong learning
knowledge of the elements that compose mind, body and healthy lifestyle	collaboration, assertiveness and integrity, which includes respect for the diversity of others and their needs, and a willingness both to overcome prejudices and to reach compromises
knowledge of your preferred learning strategies, your skills development needs and different ways to develop skills and look for opportunities for education, training and career, or to identify the forms of guidance and available support	identify and set goals, self-automotive and develop resilience and trust to pursue and achieve the goal of learning throughout their lives
ability to identify their own abilities, to concentrate, to manage complexity, to reflect critically and to make decisions	addressing problems to solve them, manage obstacles and changes
ability to identify their own abilities, to concentrate, to manage complexity, to reflect critically and to make decisions	desire to apply what has been learned previously and their own life experiences
ability to learn and work both collaboratively and independently	curiosity to look for new opportunities for learning and development in different contexts of life
ability to organise one's learning and to persevere, to be able to evaluate and share it, to seek support when appropriate	
ability to effectively manage one's career and social interactions	
ability to be resilient and able to manage uncertainty and stress	
know how to communicate constructively in different environments, collaborate in team work and negotiate	

Management Competence	
Knowledge and Skills	Attitudes
Activities	

Leadership Competence	
Knowledge and Skills	Attitudes
Activities	

Personal and social Competence	
Knowledge and Skills	Attitudes
Activities	

Collective, équipe and networking Competence	
Knowledge and Skills	Attitudes
Activities	

Change management Competence	
Knowledge and Skills	Attitudes
Activities	

Communication management Competence	
Knowledge and Skills	Attitudes
Activities	

Others...	
Knowledge and Skills	Attitudes
Activities	

2.1.2 Guidelines on the elaboration of focus group results. Qualitative and quantitative analysis

A) General information

For each focus group list the following information:

- Focus number (1, 2)
- Date (when)
- Duration
- Moderator and observer full names

Participants:

- Full name (or for privacy matter a unique ID code)
- Age, gender, organisation name and their role

B) Quantitative analysis

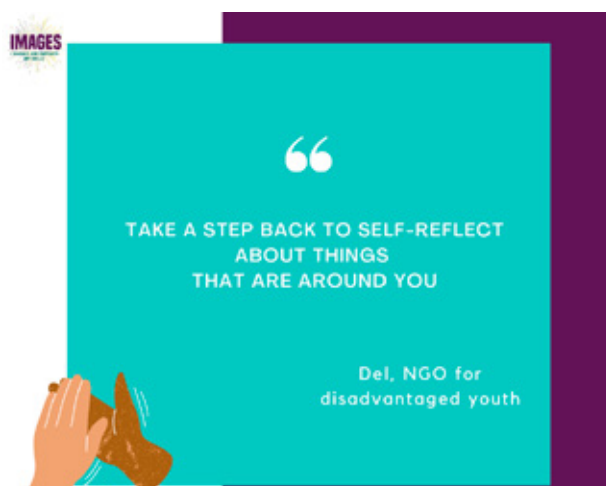
For each Country, adding up the data of all the focus groups carried out, are realised three tables (on Excel):

1) Frequency table on competences considered important

Competence	N. of Participants who in the “Important” column indicated “Yes”
Management competence	
Leadership competence	
Personal and social competence	
Collective, équipe and networking competence	
Change management competence	
Communication management competence	

2) Frequency table on competences owned

Competence	N. of Participants who in the “Owned” column indicated “Yes”
Management competence	
Leadership competence	
Personal and social competence	
Collective, équipe and networking competence	
Change management competence	
Communication management competence	



3) Frequency table on competences acted on role of NFP's local manager

Competence	N. of Participants who in the "acted on role" column indicated "Yes"
Management competence	
Leadership competence	
Personal and social competence	
Collective, équipe and networking competence	
Change management competence	
Communication management competence	

C) Qualitative analysis

Transcribe the recording of focus groups in full and faithfully word for word. Indicate the name (or ID code) of the speaking person, whose text is transcribed. Transcribed text must contain line numbering.

The qualitative analysis is carried out by at least two researchers. Each researcher carries out the analysis procedure (phase 1, phase 2), first in individual and then in collective way, as follows:

1. Step 1:

- a) Read all the transcript for the first time.
- b) Identify and highlight in the text, for each participant, the parts in which the word is literally referred to: competence, knowledge, skills, behaviours and actions that are explicitly described. This analysis can be done using the notes (skills description tables) taken by the moderator during the focus group.
- c) Insert the transcription parts highlighted according to the above logic into the participant's individual card (Annex 1), in column 1; indicate the line numbering to which the parts are shown.
- d) Compare this card with that produced by the other researchers with the aim of creating a single card shared by all researchers.

2. Step 2:

- a) Make a second reading.
- b) Identify and highlight in the text, for each participant, the parts in which reference is made in a non-explicit way to a competence and its knowledge, skills, and behaviours. This analysis can be carried out by referring to the definition of competence of the European Union¹⁴ and the notes (de-

14 - Competences are defined as a combination of knowledge, skills and attitudes, in which:

- a) knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;
- b) skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- c) attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations

scriptive tables of competences) taken by the moderator during the focus group.

- c) Insert what is identified, in the individual data sheet of the participant (Annex 1), in column 2: report the highlighted transcription parts and a synthetic definition using terms you have chosen (e.g., “*I find brilliant ideas to solve critical situations*” / *problem solving*) to indicate what the participant said; indicate the line numbers for the text from which you extrapolated the transcribed parts.
 - d) Compare this card with that produced by the other researchers with the aim of creating a single card shared by all researchers.
3. Using the cards produced in phase 1 and 2, fill in the attached referential tables (Annex 2). This activity is in a collective way among all researchers.
 4. All products made (phase 1 and 2 cards; referential tables (point 3) must be written in English and sent together with the transcription, in the original language, of the focus groups.

2.2 In-depth interviews

The results obtained from the processing of the data collected during the focus groups were used to create a second version of the competences profile, which was used during the conduct of the in-depth interviews.

The in-depth interview is not simply a technique for collecting information but must be seen above all as a process of interaction between two individuals. This makes conducting the interview a difficult process as the flexibility and variability of the conditions of both subjects makes it almost impossible to identify general rules for proper conduct. However, it is worth underlining that, in any case, the roles of the interviewee and the interviewer remain distinct and not symmetrical: even if both speak and listen, the interviewer has the task of gathering information while the interviewee has this information, but he can decide to answer or not according to the situation, the confidence he has in whoever asks the questions. In fact, it is not uncommon for interviews with answers not given or given randomly, or even voluntarily mystified, for example, if it is believed that the information requested can be used to the disadvantage of the interviewee (Corbetta, 2013).

The aim of the interviews was to submit the new version of the competences profile to 72 local third sector managers, other than those who participated in the focus groups, divided between the 4 partner countries.

Even in the case of in-depth interviews, the partnership adopted guidelines for conducting the interviews and analysing the data.

In-depth interviews guidelines

The in-depth interview is a technique for collecting information, based on a process of interaction between two individuals. Carrying out the interview is not an easy process due to the flexibility and challenging conditions from both subjects involved and it is almost impossible to identify general standard rules for a proper conduction.

Goal: acquire information on the grid of skills as the results of mapping carried out in the previous step (Focus groups)

Step by step - How to run the interviews

2.2.1. Interview preparation

- 1.1. Definition of the interview track (competences grid and motivation of their choices)

1.2. Organisation of interview:

After the selection of new participants, it is necessary to make an appointment with every single interviewee choosing a place where you can talk without being interrupted or disturbed.

Due to Covid-19 restrictions you may also arrange online interviews supported by a platform such as Teams, Zoom, etc (if necessary).

Interview must be recorded (at least audio recording) in both cases, (face-to-face and online)

The interviews must be transcribed in full, reporting both the interventions of the interviewer and those of the interviewee.

Recommended duration of the interview: 40 minutes maximum.

2. How to lead the interview

2.1 Opening

- Present the goals and characteristics of the interview (motivate the interviewee and create a positive mood).
- Acquire permission to record the interview audio.

2.2 Processing of question

- Present the concept of competence as defined in European Union documents¹⁵:

Competences are defined as a combination of knowledge, skills and attitudes, where:

a. knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;

b. skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;

c. attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.

- Present the skills grid resulting from the elaboration of the focus group phase (Table 1)
- Ask to read the grid carefully and indicate in the second grid (Table 2) the degree of importance given and the degree of use as a not-for-profit Manager. Invite to motivate their choices.
- Ask if there are other skills to indicate not written in the grid (Table 1). If yes, ask them to describe/define in: area of competences - skills, abilities and attitudes - activities. Ask to motivate their choices.

2.3 Closing

Summary, pick up the compiled skills grid, thanks, and greetings.

Table 1 - MANAGEMENT COMPETENCE

Competence description		
<p>Management competence, which involves planning and structuring one's tasks, as well as a multitasking approach. It is necessary to know how to manage human resources (to coordinate, supervise, motivate others and lead by example) both employees and volunteers, as well as manage projects and control the budget.</p> <p>It includes the ability to have an overall vision and orientation to the future, coherently with the mission and vision of the organisation.</p>		
Knowledges	Skills	Attitudes
<ul style="list-style-type: none"> - Vision and values of the organisation - Coordination techniques <ul style="list-style-type: none"> ■ Elements of human resource management ■ Personnel selection techniques - Design and planning elements of development plans <ul style="list-style-type: none"> ■ Dynamics of competitive bidding process ■ Accounting elements ■ Forms of contract ■ Elements of finance - Functioning of the Public Administration - Legislative elements of not for profit sector 	<ul style="list-style-type: none"> - Sharing the organisation's core values - Manage and coordinate an organisation's activities <ul style="list-style-type: none"> ■ set priorities ■ analyse the work done and try to improve it ■ Manage one or more projects simultaneously ■ have an overall view ■ Manage critical situations (human and financial) ■ Communicating with the medias (and through social networks) - Managing human resources <ul style="list-style-type: none"> ■ Encourage the personal development of each employee/volunteer ■ Delegating tasks according to the competences of the collaborators ■ Share responsibilities with other team members ■ Create a positive mood within the team ■ Listen to and motivate employees and volunteers ■ Observe team needs - Managing democratic processes <ul style="list-style-type: none"> ■ Manage workgroups - Organise <ul style="list-style-type: none"> ■ monitor the bureaucratic aspects of the organisation ■ identify and select funding sources to get financial resources - Schedule <ul style="list-style-type: none"> ■ Carry out management and financial administration control ■ Transpose and/or participate in determining policy objectives ■ Analyse and detect needs 	<ul style="list-style-type: none"> ■ Versatility ■ Innovation ■ Inclusion ■ Professionality ■ Reflexivity ■ Quality orientation ■ Result orientation ■ Willingness to learn ■ Open-mindedness ■ Attention to others ■ Perseverance ■ Entrepreneurship ■ Courage ■ Boldness ■ Determination ■ Involvement ■ Enthusiasm ■ Idealism ■ Responsibility ■ Trust ■ Resilience ■ Management of stress
(in case add here new contributions)		
Example of activities / behaviours		
Organising regular meetings with volunteers		
Identifying new volunteers and human resources		
Identifying new places to operate		
Creating a pilot team, composed of employees, volunteers and partners, whenever there is a project to be implemented		
Reporting on a regular basis on the activities, finding potential areas for improvement with other colleagues, with partners, with all stakeholders of the project		
Building a provisional budget		
When being in workshops and thinking together with other groups, we are able to plan many activities.		
<p>Some examples given OUTSIDE THE recording:</p> <ul style="list-style-type: none"> ■ being able to criticise the approach towards the sector ■ Coordinate workgroups that directly manage activities ■ Support experts who deal with administrative activities (reporting, budgets, etc.) ■ Drawing up a statute ■ Keeping the association budget under control ■ Send certified e-mail (CEM) 		

LEADERSHIP COMPETENCE

Competence description		
<p>It is the ability to guide, stimulate, involve others by encouraging participation in the life of the organization.</p> <p>It presupposes the ability to act as a reference point for other people, both as an example to follow, and as a final decision-maker, or mediator, regarding the choices to take.</p> <p>The leader has an overview of the context in which he/she operates and the mission of the organisation to which he/she belongs.</p>		
Knowledges	Skills	Attitudes
<ul style="list-style-type: none"> - Teamwork methodologies <ul style="list-style-type: none"> ■ Organisation techniques ■ Supervisions techniques ■ Team management techniques - The context in which we act and its dynamics <ul style="list-style-type: none"> ■ Concept of non for-profit sector ■ How your organisation works - Leadership theories 	<ul style="list-style-type: none"> - Coordinate the work of the team <ul style="list-style-type: none"> ■ Enhance others ■ Motivating and providing security ■ Lead by example ■ Sharing of decisions ■ Encouraging others to take initiatives ■ Delegate ■ Persuade ■ Supervise - Making decisions <ul style="list-style-type: none"> ■ Dealing with problems ■ Find creative solutions ■ Assess the impact of the decisions taken ■ Define long-term strategies - Building relationships <ul style="list-style-type: none"> ■ Develop institutional relations ■ Maintain political relations ■ Manage criticism - Leading initiatives 	<ul style="list-style-type: none"> ■ Entrepreneurial mindset ■ Proactiveness ■ Perspective vision ■ Leadership ■ Flexibility ■ Proactivity ■ Enthusiasm ■ Assertiveness ■ Empathy ■ Result orientation ■ Perseverance ■ Liability ■ Readiness for dialogue ■ Creativity ■ Autonomy
(in case add here new contributions)		
Example of activities / behaviours		
Attending meetings organised by public authorities, partners, institutions.		
Organising and conducting workshops, brainstorming sessions, etc. to ensure that decisions are taken in a collective manner.		
During meetings where decisions need to be taken, we need to list all decisions taken, voting processes, and settle potential disagreements.		
When looking back at minutes from departmental committee meetings, we often took decisions – yet our evaluation of the action arising from the decision is often roughly evaluated.		
How could we adopt a prospective vision in the current sanitary situation? We already have many questions on how to adjust our current, on-going activities to the numerous measures and restrictions		
Personal story, where everyone connects.		
The leader is the one with whom people CONNECT		
Give me one way how we can make it instead or on top of everything that is stopping us		

PERSONAL AND SOCIAL COMPETENCE

Competence description		
<p>It is about the ability to effectively manage yourself and the relationship with others. It includes the approach of the individual in expressing his commitment and involvement within the organisation, which is also reflected in spurring other members to act and evolve. Important are the flexible approach to the different situations that arise, the willingness to learn and an inclination to work in a team. It includes the ability to know how to manage stress to face daily activities and to transmit serenity.</p>		
Knowledges	Skills	Attitudes
<p>Notions of vulnerability and stress</p> <p>- The context in which we operate</p> <ul style="list-style-type: none"> ■ Goals of the organisation ■ The founding values of your organisation 	<p>Working in a team</p> <ul style="list-style-type: none"> ■ Listen to others ■ Conflict management ■ Communicating with people ■ Convincing others of the goodness of their ideas ■ Creating a good mood ■ Working in interdisciplinary groups ■ Stimulating others <p>- Organise the daily work</p> <ul style="list-style-type: none"> ■ Analyse indoor and outdoor environments ■ Locate external resources ■ Dealing with problems with commitment ■ Manage many tasks at the same time <p>- Reflecting on yourself</p> <ul style="list-style-type: none"> ■ Constantly update ■ Manage stress ■ Accept help ■ Learn <p>- Negotiate in multicultural contexts</p>	<ul style="list-style-type: none"> ■ Flexibility ■ Creativity ■ Benevolence ■ Solidarity ■ Dynamism ■ Humility ■ Introspection ■ Adaptability ■ Openness to change ■ Orientation to the result ■ Awareness ■ Autonomy ■ Analytical thinking
(in case add here new contributions)		
Example of activities / behaviours		
<p>We all have an activity plan, but we are fully aware that it is going to change during the day. Canceling, postponing, adding tasks – we need to adapt to those.</p>		
<p>Stress management is difficult, especially when not at the heart of our missions.</p>		
<p>Case of a manager confronted with a stressful situation due to a natural disaster : in a local committee, people were both implementing solidarity actions but also personally impacted by the events.</p>		
<p>People are sometimes on the negative side: « I can't », « I don't want to », etc. I try to reverse the situation - we need to be optimistic.</p>		
<p>A manager has learned to use and manage Facebook by discussing with children from the SPF's "Co-pain du Monde" movement, and recognized the need to learn and train, to keep abreast of innovations.</p>		
<p>A manager took the example of some SPF team members who could make statements that are not in line with the association's positioning and values.</p>		
<p>always have a plan. A plan B and Plan C,</p>		
<p>take a step back to self-reflect about things that are around you</p>		

COLLECTIVE, ÉQUIPE AND NETWORKING COMPETENCE

Competence description		
It is the ability to promote the cooperation of the work of one's own association with other territorial realities, national and international, to act more efficiently, for the development of the local community, to share knowledge and resources. It requires being able to interest people, to know how to present one's work, to find synergies and common goals, to establish and maintain contacts, to build relationships.		
Knowledges	Skills	Attitudes
<ul style="list-style-type: none"> - Networking tools - Social media, use of conference online calls (Zoom, meet, Teams etc.) - Associative ecosystem (environment, partners, stakeholders, ecc.) - Structure and functioning of administrations - Elements of psychology <ul style="list-style-type: none"> ■ Diplomacy techniques - Sources of funding 	<ul style="list-style-type: none"> - Create, manage, and coordinate an internal network within the association <ul style="list-style-type: none"> ■ Maintaining a balance between local and national relations ■ Promote participation ■ Enhance people - Networking with other associations/non-profit organisations <ul style="list-style-type: none"> ■ Spread the purpose of the network ■ Build trust ■ Share decisions ■ Dealing with discussions - Represent the association externally <ul style="list-style-type: none"> ■ Sharing ideas and values ■ Create interest ■ Knowing how to introduce yourself ■ Maintain relations with institutions ■ Look for sources of funding 	<ul style="list-style-type: none"> ■ Cooperation ■ Patience ■ Resilience ■ Diplomacy ■ Transparency ■ Trust ■ Development vision ■ Courage ■ Authenticity ■ Savoir faire ■ Tolerance ■ Open- mindedness
(in case add here new contributions)		
Example of activities / behaviours		
Implementing joint activities, sharing resources and initiatives with others		
Participating and contributing to internal events and activities		
Example taken of meetings with other associations active in the field of food support, to increase the weight and influence towards public authorities.		
Reawakening the interest of volunteers		
Involving the new generations in decision-making processes		
Get to know other associations and exchange methodologies		

CHANGE MANAGEMENT COMPETENCE

Competence description		
It is the ability to experiment, test, evaluate, innovate. It provides for adaptation to the daily but also to the chosen direction; the manager stimulates the creativity of the teams, leading to new ideas and changes, guides and regulates the change of volunteers and employees in compliance with the defined objectives and the general framework.		
Knowledges	Skills	Attitudes
<ul style="list-style-type: none"> - Context in which the organisation operates <ul style="list-style-type: none"> ■ Trends and fashions of the time - Notions of vulnerabilities - Planning notions 	<ul style="list-style-type: none"> - Intercepting cultural and social changes - Track your overall strategy - Promote and support innovation and change processes <ul style="list-style-type: none"> ■ Making proposals ■ Encourage the implementation of new projects - Identify barriers to change <ul style="list-style-type: none"> ■ Analyse risks in the planning, monitoring and evaluation process ■ Provide alternatives (plan "a" and plan "b") 	<ul style="list-style-type: none"> ■ Flexibility ■ Creativity ■ Willingness to change ■ Adaptability ■ Modesty ■ Resilience ■ Curiosity ■ Innovation ■ Initiative
(in case add here new contributions)		
Example of activities / behaviours		
Impact of the COVID-19 crisis within the association: ways of working have changed, procedures have changed – teams need to get familiar with a new organisation of work.		
Being active on social networks, monitoring everything pertaining to new forms of solidarity.		
A manager took the sentence « we closed the door in a way, we re-opened it differently, and we will not go back » as an example of a way to make teams adhere to the culture of change.		
Take a step back to self-reflect about things that are around you		
Convey the will to create something new		

COMMUNICATION MANAGEMENT COMPETENCE

Competence description		
<p>It is the ability to communicate with others and to transmit messages and information. This requires a certain mastery of the different types of media, as well as the ability to make understandable what you want to share.</p> <p>An organisation's manager must take into account both internal communication and external communication.</p>		
Knowledges	Skills	Attitudes
<ul style="list-style-type: none"> ■ Communication techniques ■ Mastery of the media ■ Technological tools ■ Values and statutes of an association ■ Methodologies of teamwork 	<ul style="list-style-type: none"> - Design and implement a communication campaign <ul style="list-style-type: none"> ■ Coordinate communication campaigns of the organisation ■ Communicate the image of the organisation to which you belong - Monitor information related to the association <ul style="list-style-type: none"> ■ (Events, funding raising opportunities, networking and potential new partnership etc.) ■ Organise events, seminars, etc. - Public speaking <ul style="list-style-type: none"> ■ Adapt the communication technique to the target ■ Translating professional jargon and talking to people 	<ul style="list-style-type: none"> ■ Looking to the future ■ Openness to change ■ Creativity ■ Adaptability ■ Courage
(in case add here new contributions)		
Example of activities / behaviours		
Promote our initiatives		
Understanding which tools could be more suitable according different types of members		
Ensuring visibility on the association's material, through press releases, on social networks in order to invest in all mediums of communication.		
Ensuring that internal communication standards (e.g. graphic charter) are respected and applied.		
Some managers indicated that within the structure, sometimes the information is not disseminated between different teams or units.		
All volunteers welcoming people should be trained to ensure a good image of the SPF.		
Talking about disadvantaged people without POINTING at the people.		
Make people believe that you are important and you have to be supported – why your work matters, how you reach a better impact than other organisations.		
We need that the society knows more about our work		

2) Frequency table on the competences possessed

Competence	N. respondents who in the "Important" column indicated "Yes"

3) Frequency table on the competences acted in the role of local third sector manager

Competence	N. respondents who in the "Important" column indicated "Yes"

c) Quantitative analysis

Transcribe in full and faithfully, word for word, the recording of interviews. Indicate the name (or code) of the person speaking whose text is transcribed. The transcribed text must contain the numbering of the lines.

The qualitative analysis work is carried out by at least two researchers. Each researcher carries out the analysis procedure (phase 1, phase 2), first individually and then collectively, as indicated below:

1. Step 1:

- a) Read the entire transcript for the first time.
- b) Identify and highlight in the text, for each interview, the parts in which the interviewee literally refers to the words: competence, knowledge, skills, behaviours and actions that are explicitly described.
- c) Insert the parts of the transcription highlighted according to this logic in the individual card of the interviewee (Annex 1), in column 1; indicate the line numbers to which the parts shown correspond.
- d) Compare this card with the one produced by the other researchers with the aim of

creating a single card shared by all the researchers.

2. Step 2:

a) Do a second reading.

b) Identify and highlight in the text, for each interview, the parts in which the interviewee refers in a non-explicit way to a competence and its knowledge, skills and behaviours. This analysis can be carried out by referring to the definition of competence of the European Union.

c) Insert what is identified, in the individual card of the interviewee (Annex 1), in column 2: report the highlighted transcription parts and a synthetic definition using terms chosen by you (e.g.: "I find brilliant ideas to solve critical situations" / problem solving) to indicate what the interviewee said; indicate the line numbers for the text from which you drew the transcribed parts.

d) Compare this card with the one produced by the other researchers with the aim of creating a single card shared by all the researchers.

3. Using the cards produced in step 1 and 2, fill in the tables of the attached referential (Annex 2). This activity is carried out in a collective form among all researchers.

4. All the products made (phase 1 and 2 sheets; referential tables (point 3) must be written in English and sent together with the transcripts, in the original language, of the interviews.

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3. European and national contexts as a result of our desk research

3.1. France

Characteristics of the Third sector in the country

The INSEE (National institute of statistics and economic research) defines the French third sector as follows: *The third sector covers a wide range of activities, from trade to administration, transport, financial and real estate activities, business and personal services, education, health and social work.* The law of 1st July 1901 is the main legislation governing the legal framework for associations in France. It defines an association as *“the agreement by which two or more persons permanently pool their knowledge or their activity for a purpose other than to share profits”*. The 1901 law also prohibits the pursuit of profit by an association: any association must therefore be non-profit, i.e. profit sharing is prohibited by law. The latest publication of the INJEP (National Institute for Youth and Popular Education) on the key figures of associative life in France dates from 2019. According to this publication, France had 1.5 million associations in 2017. The main sector of activity was *Sport* (24% of associations), followed by *Culture, Entertainment and artistic activities* (23%), *Leisure, entertainment, social life* (21%), *Social, humanitarian and charitable action* (14%), *Defence of causes, rights, interests* (12%), *Education, training and non-medical research* (3%) and *Management of economic services and local development* (also 3%).

The main sources of funding for associations vary according to whether the association has some employees or not. The evolution of the associations' sources of funding is mainly focused on two aspects: the increase in the importance of user fees by 10% in 12 years and the decrease in public subsidies by 14% over the same period.

The associations maintain a closely knit relationship with the State services. The State and the network of associations signed a charter of reciprocal commitments in 2014, which should structure and organise their partnership. On the other hand, private financial resources and sponsorship have increased significantly in France. The participation of users of the services offered by the associations is becoming one of the main sources of funding.

Of the 1.5 million associations in France in 2017, 1,341,000 had no employees. 1.8 million people are employed in the 159,000 employing associations, i.e. almost one in ten private sector employees. The main leadership positions in the associations are: the president, the treasurer, the secretary and the association manager.

Institutional System of Recognition of Competencies

No institutional system of recognition of competences dedicated for associative managers exists. The closest things to this concept are the ECCP (Evaluation of Professional Competence and Knowledge) of the French employment office and the VAE (Validation of Acquired Experience) of the ministry of labour.

The ECCP is a procedure during which participants have to take different tests and exams related to a specific job to assess the competencies needed for that job. It doesn't correspond to a complete system of validation of competences, and it is therefore difficult to assess the consistency between it and the European guidelines.

The VAE is an individual right opened to everyone enshrined in both the French Labour Code and the French Education Code. Everyone with at least one year of experience in his or her field of activity, be it a professional experience or a volunteering experience, can demand a VAE in order to obtain an official recognition of his or her acquired competences and experiences. It takes three steps: defining the project, setting up a dossier and submitting it, wait for the procedure of validation and the acquisition of a total or a partial validation of the competences and experiences.

Studies and Practices Related to The Third Sector Local Manager

Regarding the desk study, it appears that the recognition of skills and competences of volunteers and associative managers exists in France, thanks to various public measures. The third sector has also equipped itself with tools and procedures to help its main actors, the volunteers, in the recognition of their skills developed during their involvement. These approaches have above all helped its active members to enhance their volunteer experiences and use their volunteer path to enroll in initiatives of academic validation. Moreover, the associative organization is by essence collective. Managing it requires individual skills in the service of collective skills. The identification of individual skills and their recognition in a validation process must make it possible to analyze the collective skills. They must be recognized for both side, for equal value, of both hard and soft skills.

From this point of view, the lessons learned from the popular education approach should be able to offer a relevant basis for identifying the necessary skills for the exercise of managerial functions in the third sector.

3.2. Germany

The historical background of the third sector in Germany is long and rich and lasts back to medieval times. However, its current form has mostly emerged as a result of the 19th century – as a result of the mix of powers of churches, social democracy and conservatism. One of its specifics is the very close collaboration between Non Profit organisations and the government in the provision of social services, backed by the “principle of subsidiarity” which became part of the country’s social laws, constitutes an outcome of 19th century historical developments (Zimmer et al. 2009).

TYPES OF ORGANIZATIONS

(International Center for Not-for-Profit Law (ICNL) Report, March 2020)

Germany is a federal civil law country with three primary forms of nongovernmental, not-for-profit organizations (NPOs):

- Associations (*Verein*)
- Foundations (*Stiftung*)
- Limited liability companies (*Gesellschaft mit beschränkter Haftung, or GmbH*)

The limited liability company, or GmbH, is increasingly used in Germany to create not-for-profit entities.

Other forms of NPOs include public institutions (*Anstalten des öffentlichen Rechts*); foundations established under church law and public law; cooperatives (*Genossenschaften, which are formed and regulated under the Genossenschaftsgesetz*); and joint stock companies (*Aktiengesellschaften, which are formed and regulated under the Aktiengesetz Law*).

Newer forms of non-profit institutions are the social enterprises.

Number of workers and volunteers in the sector:

Estimates from Salamon L.M., Sokolowski W. (2018) *The Size and Composition of the European Third Sector*. In: *The Third Sector as a Renewable Resource for Europe*. Palgrave Macmillan, Cham.

https://doi.org/10.1007/978-3-319-71473-8_3

Paid non-profit institutions workers: 2.34 Mio.

The employees and volunteers in non-profit institutions are over 9% of the total national employment figures.

There are more than 600,000 civil society organizations in Germany. Associations, foundations, cooperatives, non-profit limited liability companies and gAGs are active in a variety of ways. 17.5 million citizens volunteer in these organizations. (Bretelsmann Foundation, ZiviZ-Survey, 2017)

Challenges

Zimmer, A., Rentsch, C., Pahl, B. & Hoemke, P. (2016) *National report Germany: Identifying external and internal barriers on third sector development, TSI National Report Series No.6. Seventh Framework Programme (grant agreement 613034), European Union. Brussels: Third Sector Impact.*

According to a recent study on the challenges in the third sector, which directly influence the competence profile of our main target group in this research, there has been a steady positive growth in the sector, but it came hand in hand with constant changes and growing challenges. Almost 50% of the studied organisations in Germany (Zimmer et. Al, 2016) strongly disagree that the upcoming years might be easier than the past decade.

The main challenges identified through a thorough desk research, combined with qualitative interviews of stakeholders in the sector, are as following:

- Attracting of new volunteers (professionalisation of the sector) - **communication of mission, vision, sales strategy**
- **Recruitment** of board members
- **Long term engagement** of the teams - the "lifetime commitment to an organization becomes rather the exception than the rule. Instead the engagement becomes more episodic and project based, sometimes just occurring on a single event."
- **Struggle in finding financial resources**
- **Change management - living with planning insecurities**

On the one hand, there is already a formal recognition of relevant competences for the TSE manager - over 50 Higher Education programmes in Germany offer Master in Arts formal learning programmes for Management of Non Profit Organisations.

On the other hand, there are national systems for recognition of non-formal and informal learning, but the Federal Ministry of Education and Research underlines the large need for their further development and expansion.

Relevant paper (Seidel et al., 2008) mentions some main approaches of validating informal and nonformal learning in Germany e.g.:

- ePortfolio
- ProfilPASS System - "The aim of the ProfilPASS process is to visualise and document the individual's capabilities and competences. To do this, users must firstly become aware of their competences through self-reflection and only then are they able to communicate with both themselves and others, apply themselves with purpose and develop themselves further."
- ANKOM – Credit of vocational competences towards higher education study programmes - The overriding purpose of the ANKOM initiative is to increase access to, and transfer opportunities within, educational pathways.

In Germany, the internal practices in terms of recognition are aligned with the approach by the EU, with the identification of key competences, the Memorandum on Lifelong Learning and Europass (OECD, 2010).

Studies (TechsoupEurope, 2016; Bertelsmann Stiftung, 2015; Rowold, J., & Rohmann, A. (2009). suggest the relevance of the following competences for the third sector local managers:

- **ICT**
- **Recruiting Volunteers**
- **Leadership styles and transformational leadership**
- **Validation:**

Interestingly, looking at the figures – in case 17.5 million people in the country volunteer in the third sector, then it will be worth taking in consideration their perspective, when analysing the relevant competence profile of their manager – the manager of the Non-Profit Organisation.

A recent European study (Job Bridge, 2019) underlines the importance of the validation of their own competences, hence the NGO manager shall be aware of the relevance of such actions and the tools to implement them in his/her organisation. Validation as a tool not just for recognition, but for feedback, self-reflection, goal setting, motivation of volunteers etc. (Job Bridge, 2019).

In Addition, validation is underlined as strongly beneficial for the employing organisation as well – for its quality assurance, recruitment, retention, for the effective planning and the promotion of their work.

- **Mental health and Dealing with stress**
- **Business background and knowledge** - “On the grounds of increased market orientation managerial business practices were adopted which among others include financing methods such as controlling, cost and activity accounting, performance measurement such as quality management and benchmarking as well as personnel instruments such as performance based pay and target agreements (Droß 2013; Priller et al. 2013 in Zimmer et. Al, 2016).

“Funds generated by own business activities such as service charges and fees are now the most important source of revenue (Priller et al. 2013: 41 in Zimmer et al, 2016).

- **Employee retention and motivation of people**
- **Value Proposition and Sales skills – formulation of mission and vision and ability to sell these**
- **Change Management**
- **Advocacy** (due to the challenge of the sector to integrate weaker parts of society, contributing to social change (Strachwitz 2010: 51 in Zimmer et. al, 2016)

3.3. Italy

Definition of the Third Sector in Italy

In Italy, the Third Sector regulations were recently reformed by Law 106 of 2016, which delegated the government to reorganize the matter. The government has intervened with a series of implementing decrees, of which No. 117 of 2017 (known as the Third Sector Code) is the main one.

a) *Main forms of organization of Third Sector entities in the country (e.g.: associations, foundations, social enterprises, etc.);*

According to the new regulatory framework, “third sector entities” (TSE) are defined as “organizations of volunteers, associations for social promotion, philanthropic entities, social enterprises, including social cooperatives, associative networks, mutual aid societies, associations, whether recognized or unrecognized, foundations and other private entities, other than companies, established for the pursuit of non-profit, civic, and socially useful purposes and solidarity through the performance of one or more activities

of general interest in the form of voluntary action or free disbursement of money, goods or services, or mutuality or the production or exchange of goods or services, and registered in the single national register of the Third Sector” 1 (Art. 4 CTS 117/2017).

b) Powers and limits that national laws confer on them as Third Sector entities (if any) or for each specific organizational form of Third Sector entities;

In order to qualify as a TSE, organizations must be registered in the Single Third Sector Register (Runts), and several requirements (they must: pursue civic and socially useful purposes and solidarity, be nonprofit, carry out activities of general interest). TSEs have several obligations to comply with in order to remain in the Runts register, such as accounting and balance sheet documents, transparency and control.

c) Number of third sector entities in the country;

In terms of activities, the two most represented categories are “Culture, sport and recreation” and “Social assistance and civil protection”

d) Number of workers and volunteers;

Based on the latest ISTAT census (2018), there are 5.5 million active volunteers and 778,000 employees. Most nonprofit institutions in Italy (more than 2/3 of the total) have volunteers; 267,529 out of a total of 336,275 entities. In all, there are 5,528,760 volunteers, with a 16.2% increase in the previous 4 years. Volunteers are overwhelmingly concentrated in the Culture, Sports and Recreation sector (56.6 percent of the total)¹⁶.

(e) Business sectors;

The areas of activities are regulated in Article 5 of the CTS (activities of general interest), which includes social, health, cultural, training-educational, environmental, rights protection, legality, immigration, civil protection, etc. activities;

(f) Main sources of funding.

Forms of financing can be public or private.

Public funding can be national or local. In this regard, in addition to sectoral calls, in articles 72 and 73, the CTS provides for a fund to support activities of general interest [CONTROLLARE: chiarito. È giusto?]. At the level of private funding, a key role is played by Bank Foundations and the 5 per thousand that taxpayers can donate through “Irpef”.

(g) Most important networks connecting entities

Article 41 of the CTS provides for the institution of Association Networks. These must have more than 500 member associations in at least 5 regions; for national networks, the requirements are 1,000 member associations belonging to at least 10 regions). Among the main networks are Arci, Acli, Acsi, Agesci, Aics, Anfass, Anpas, Auser, Anteas, Cri, Uisp, which all belong to the National Forum of the Third Sector. Arci is present in 19 regions and 2 autonomous provinces; it groups 4,867 associations, and 1,115,002 individual members. Alongside the association networks are the Volunteer Service Centers (at the local level and represented by CSVnet)

(h) Relationships of Third Sector Entities with the public administration and with companies;

Relations between TSEs and the Public Administration are governed by Article 55 of the CTS, which provides for three main forms of collaboration: co-programming, co-planning and contracting.

16 - 1 L. GORI, The system of sources of law in the third sector, in Source Observatory, no. 1/2018. Available in.

<https://www.osservatoriosullefonti.it/mobile-saggi/fascicoli/1-2018/1183-il-sistema-delle-fonti-del-diritto-nel-terzo-settore/file>

2 [https://cantiereterzosettore.it/terzo-settore-i-numeri-di-un-settore-che-cambia#:~:text=La%20maggior%20parte%20delle%20istituzioni%20non%20profit%20in%20Italia%20\(oltre,un%20totale%20di%203](https://cantiereterzosettore.it/terzo-settore-i-numeri-di-un-settore-che-cambia#:~:text=La%20maggior%20parte%20delle%20istituzioni%20non%20profit%20in%20Italia%20(oltre,un%20totale%20di%203)

3



i) Main responsibilities and functions (internal and external) performed by local third sector managers.

Third-sector entities operate in many different fields; their common characteristics including being nonprofit, internal democracy and working in areas of general interest. The workers, whether professionals or volunteers, have responsibilities and functions of that differ in terms of importance and type, and which often require both specific and transversal competences. In the relationship with the PA and to outsiders the legal representatives of entities that do not have legal personality (the majority) are accountable on behalf of the institution in their personal capacity.

The national competences certification system in Italy

Prior to COUNCIL RECOMMENDATION of December 20, 2012 on the validation of non-formal and informal learning (2012/C 398/01), which provided a system of principles valid throughout Europe, the situation in Italy was highly fragmented since each region had adopted its own system. The approval of Recommendation 2012/C 398/01 produced important effects in Italy in a short time, leading to the introduction of the national system of competence certification, provided for by Art. 4 (co. 58) of Law 92 of 2012, which delegated the government to define the general standards and performance levels for the validation of learning acquired in nonformal and informal contexts.

Co. 64- 68 of the same article outlined the national public system of competences certification, while, Legislative Decree No. 13 of 16.1.2013 further regulated its implementation. The latter decree is the fundamental “building block” for enhancing people’s right to lifelong learning from a personal, social and employment perspective. The decree establishes two priority lines of action:

- (a) the creation of a national directory of education and training titles and professional qualifications;
- (b) the establishing of the minimum service standards of the national certification system of competences (process, attestation, system)

As part of the construction of the national certification system, ISFOL conducts research and provides technical assistance for the identification of procedures and tools for the Validation of Competences and as part of the National Directory of Qualifications.

The implementation of the national competences certification system was long and

articulated and included the establishment of an operational framework for the national recognition of regional qualifications and related competences (Interministerial Decree June 30, 2015) and the Establishment of the National Qualifications Framework (Interministerial Decree January 8, 2018). The last step was the passing of Interministerial Decree (Labor-Economy) of January 5, 2021, which lays down provisions for the adoption of the Guidelines for the interoperability of the public bodies responsible for the national competences certification system. The Guidelines are of strategic importance for they are the basis of National Competences certification System, referred to in Article 4, co. 58, of Law No. 92/2012.

An important function is played in this perspective by the National Atlas of Labor and qualifications https://atlantelavoro.inapp.org/atlante_professionisti.php.

3.4. Spain

Characteristics of the Third Sector in the Country:

Act 43/2015 defines entities of the third sector as “those organisations of a private nature, arising from the citizen or social initiative, under different modalities, that respond to criteria of solidarity and social participation, with the purpose of general interest and non-profit, that promote the recognition and exercise of the civil rights, as well as the economic, social or cultural rights of individuals and groups that suffer from vulnerable conditions or are at risk of social exclusion.” Requirements for these organizations include; must be of private legal nature, must not have profit as a motive, must guarantee democratic participation within in, must be transparent, must contribute to social cohesion, must act according to the principles of equal opportunity and treatment (no discrimination), and must act in the interest of the general public. The main organisational shapes they can assume are associations and foundations, as well as smaller associations within these. Usually excluded (although not mentioned explicitly in the act) are churches, unions, political parties, business associations, professional sports associations, local neighbourhood communities, philanthropic foundations, and health entities.

As of 2019, 27,962 third sector entities existed in Spain, with more than half of them having been founded after 2000. 70% of these entities work at a local or regional level. The main focuses, accounting for 80% of these entities, are social action, integration and insertion, and social and health care. The activities of these groups can be considered either providing direct services or performing advocacy actions. The third sector is dominated by women who make up $\frac{2}{3}$ of the workforce. There is a structural weakness in the sector - more than half the people working in the third sector are only employed part-time, however the level of training of employees in the sector is high with about 74% having higher university degrees. Volunteering is, of course, an integral part of the third sector and Spain had an estimated 1,054,325 volunteers in 2018 with the majority (61.6%) also being women. The main source of funding for these entities is public administration although it is declining while private funding and self funding are increasing. 52.7% of these entities cooperate with public administration and 53.8% of them work with other entities in the third sector. Act 43/2015 guarantees that the third sector is included in the making of social policies in favour of the most vulnerable people.

Institutional System of Recognition of Competences:

Act 5/2002, the basis for the recognition of professional competences acquired through work experience and non-formal learning, established the Spanish National System for Qualifications and vocational Education and Training which consists of tools and actions necessary to promote and develop the integration of vocational education and training as well as assess and accredit professional competencies. Royal decree 1224/2009 established the procedure and requirements for recognition of skills acquired through work experience and non-formal learning. Act 30/2015 regulates the vocation-

al training system the labour field and the accreditation professional competence through non-formal experience. This promoting accredited work experience, merits that favour ty, and efficiency to and opportunities equal conditions Spain, the validation competencies is always which includes as-tification. Third sec-



cannot develop official recognition procedures, however, there are some initiatives by the third sector in the field of validation which involve the development of non official procedures. Volunteering is very important within the field of validation. The Federation of Youth Centers Don Bosco led a network of organisations to promote the recognition of competences acquired through volunteering to improve the employability of young people. The project is also promoted by the Spanish Youth Institute. The Spanish Volunteer Platform has also developed two relevant initiatives. The first, Certifica+, aims to incorporate a quality seal to the training actions on volunteering, both inside and outside its network, certifying transversal skills. To obtain the seal, the entity must have a volunteer program that conforms to the parameters of Certifica+. Their second initiative is Vol+ which aims to certify the skills that people acquire through volunteering. The Spanish Law of Volunteerism states that all organisations are responsible for providing accreditation for activities where young people and volunteers are involved.

The methods used in the validation process are to be decided by the evaluation committee looking at reliability, efficacy, validity, efficiency, technical rigour, and appropriateness. In Spain the most common methods of documentation, assessment, and certification are portfolio, interview, tests, and examination. The main tool for the procedure of validation is the handbook of validation which includes a set of guidelines for the candidate, advisor, and evaluator, self questionnaires about the competence units, and the guides of evidence related to each qualification. Validation practitioners must take a training course on validation.

Studies and Practices Related to the Competences of the Third Sector Local Managers:

In Spain there is a lack of studies done on competences related to the management of the third sector. No studies were found at a national level, however, some were found at the regional level.

for employment in aims to promote process of pro-tencies acquired training or work law is the key to itation procedures with improve-continuity, flexibili-ensure the quality of qualification in for all workers. In tion of these com-a public process assessment and cer-tor stakeholders

4. Findings (results FGs + interviews)

4.1 In depth-interviews

FOCUS

The Arci Association organized two online focus groups using the Zoom platform, with six participants in the first and five in the second.

The focus groups were held a few days apart: on April 21 and 27 and were conducted by Dr. Andrea Tommasini, while the observation was done by Dr. Sergio Bonagura.

In selecting the participants, an attempt was made to meet various parameters to make the experience presented as varied as possible. Thus, provenance was taken into account, favoring representatives from different Italian regions, women/men alternation, different age groups and years of experience in leading roles..

FOCUS 1 - 22/04/2021	
Number of participants	6
Men	3
Women	3
Provenance	Northern, Central, Southern Italy
Conductor	Andrea Tommasini
Observer	Sergio Bonagura

The results of the focus group basically confirmed those of the desk research regarding the competences that a third sector executive should have. Also interesting was the respondents' awareness of their training in these fields, which for many occurred through practical learning. Participants were not always able to state whether or not they possessed such competences, but most agreed that these were competences they needed. The most debated elements within the group concerned the need to convey associational values and spirit, plural and shared leadership, and member involvement in associational life (including decision making).

FOCUS 2 - 27/04/2021	
Number of participants	5
Men	1
Women	4
Provenance	Northern, Central, Southern Italy
Conductor	Andrea Tommasini
Observer	Sergio Bonagura

Again, the results basically agree with those of the desk research on the competences necessary for a third sector executive, with some uncertainties in regards to communication. Many believed that in this area, technical aspects could be delegated to members with specific knowledge and skills. Some of the participants felt they do not possess the skills listed in the repertoire but also that in their work they have not felt the need for them..

This group also brought to light the importance of co-responsibility and member involvement. Much was said about the importance of being able to delegate tasks and build trusting relationships.



SUMMARY OF FOCUS TABLES (MAKE ANNEX)

Managing competences	Important		Possessed		Used in the role	
	YES	NO	YES	NO	YES	NO
Motivates volunteers	7		5	1	5	
Manages human resources	7		3	3	6	1
Manages working groups	7		4	2	5	1
Manages and coordinates the activities of a nonprofit organization	7		3	3	7	
Identifies and selects funding sources to obtain resources	7		3	3	4	2
Performs management and financial administration control	7		2	4	4	3
Directs sectors of nonprofit organizations	6	1	2	4	3	3
Manages one or more projects	6		4	1	5	
Acknowledges and/or participates in determining goals	7		4	2	6	
Is result-oriented	5	2	4	2	4	1
Is quality-oriented	7		5	1	4	1
Possesses competences in needs analysis and detection, organization and strategic planning	7		4	2	4	2

Leadership competences	Important		Possessed		Used in the role	
	YES	NO	YES	NO	YES	NO
Maintains political and institutional relations	7		5	1	4	2
Possesses entrepreneurial competences	5	1	2	3	3	3
It is creative	5	1	4	1	4	2
Is able to stimulate others to take initiative	7		3	3	4	2
Leads initiatives	5	1	6		7	
Makes decisions	7		6		6	
Possesses autonomy	7		5	1	6	
Takes initiatives	7		6		6	

Personal and social competences	Important		Owned		Used in the role	
	YES	NO	YES	NO	YES	NO
Activities						
Learns	6		5		6	
At ease in multicultural settings	7		2	3	3	3
Analyzes the internal and external context	6	1	4	1	6	
Manages stress	6	1	4	1	6	
Is tolerant to frustration (is resilient)	6		4	1	6	
Knows the founding values of one's organization and is able to apply them in daily activities	7		6		7	
Is flexible	6		5		5	
Has adaptability	7		6		6	
Is autonomous	7		5		7	
Possesses analytical thinking competences	6		5		6	
Works in interdisciplinary teams	5		6		4	2

Collective and team and network competences	Important		Owned		Used in the role	
	YES	NO	YES	NO	YES	NO
Creates networks with other associations/ nonprofits	6		6		5	2
Maintains relations with institutions	7		6		6	1
Represents the organization externally	6		6		6	1

Change management competences	Important		Owned		Used in the role	
	YES	NO	YES	NO	YES	NO
Is open and willing to change	7		6		7	
Strategically projects himself / herself into the future	6		6		5	1
Possesses initiative and capacity for innovation	6		6		6	

Communication management competences	Important		Owned		Used in the role	
	YES	NO	YES	NO	YES	NO
Coordinates the organization's communication campaigns	7		3	3	5	2
Communicates the image of the membership organization	4	2	4	1	5	1
Takes care of promotional activities and communication outside the organization	4	2	3	2	4	2
Organize events, seminars, etc.	5	1	4	1	6	1

INTERVIEWS

Arci conducted 10 interviews between Nov. 10, 2021 and Jan. 26, 2022, again trying to differentiate the sample as much as possible by age, gender, origin, and type of association.

In regards to the importance of the skill areas identified, all the interviewees basically agreed that the competences identified were indeed those needed by a third sector executive, with a small distinction with respect to managing competences, whereby one respondent considered them important, but not essential for every branch of the third sector. For some respondents, after an initial moment of perplexity regarding the possibility that a person possess all the competences (and related knowledge and skills) in the repertoire, it became clear that instead, upon reflection, these competences were familiar to them and albeit at different levels, they possessed and used them in their work.

SUMMARY OF INTERVIEW TABLES

Managing competences	Important		Owned		Used in the role	
	yes	no	yes	no	yes	no
MANAGING COMPETENCES	6	1	7		7	
LEADERSHIP COMPETENCES	7		6	1	7	
PERSONAL AND SOCIAL COMPETENCES	7		7		7	
TEAMWORK COMPETENCES	7		6	1	6	1
COMPETENCES RELATED TO CHANGE	7		7		6	1
COMMUNICATION COMPETENCES	7		5	2	7	

4.1. Focus groups

Ligue: Two Focus groups were carried out by la Ligue in the context of the project June the 24th 2021 and July the 9th 2021. Both were carried out with 6 people each time, meaning that 12 people were interviewed. Both lasted one hour.

Several concepts emerged: managing an employee or a volunteer doesn't require nor the same skills attitudes or the same posture. Listening and motivating employees and volunteers is necessary to ensure their wellbeing in their association. Furthermore, it was said that one can be able to work autonomously and take initiative, but it doesn't necessarily mean that one has leadership skills or creativity to initiate new projects. Then, one participant in particular mentioned that "what counts the most is commitment" to work in an association, skills related to partnership development and consolidation might be the most essential one when working in an association. Finally, knowing the values and the statutes of an association is important to transmit it to others.

Liga Española: Two Focus groups were carried out by la Liga in the context of the project June the 1st and the 9th 2021. Both were carried out with 5 people each time, meaning that 10 people were interviewed. The 1st one lasted one hour and 15 minutes and the 2nd lasted one hour and 27 minutes. The participants in the 1st Focus groups were from the Liga's Federation, and in the 2nd were from external third sector entities.

During the focus group, participants showed their critical thinking, analysing and imagining proposals for a better way to manage the organisation. In general terms, the participants recognised the importance of all the items marked by the project, they say they have them and apply them, although they obviously recognise that they apply some more than others, and that they have a better command of some than others. To get these knowledge, most of them say that they seek training on their own, that the institution does not provide them with the necessary training. And they make emphasis on the acquisition of competencies and skills through practice. Participants in some points mixed competence, skill and attitude; it wasn't easy for them to decide where to put some of their ideas. It also emerged that the competences and the way these competences are carried out by local managers, varies according to the size of the organisation, the way leadership is exercised (more horizontal and participative, more vertical, etc.), etc. The idea of gender inequity in this field seemed to be very important for some of them, related to the social construction of female gender, suppose that it is difficult for women to recognize themselves their competences, even if they own and act them; and related to the hierarchy also in entities of third sector supposes that, on the top, there are more men than women, even if in technical positions women are majority.

4.2. In-depth interviews

Ligue: Twelve in-depth individual interviews were carried out and each of them lasted one hour.

Several concepts emerged: most participants have underlined the importance of skills related to managing a team including all dimensions of human resources management skills. Moreover, many participants had difficulties understanding the meaning of leadership, and would have combined it with the "management competence" category. Some of them pointed out the difficulty to project themselves as demonstrating leadership because they consider the third sector being based on a collective decision and working approach rather than on a hierarchical one, with a leader and executors. Participants have mainly identified the ability to speak in public as one of the most important skills to acquire as a third sector manager. Being able to communicate is the purpose of the association. The, that managers should have skills in planning and recognizing social and cultural changes as well as to identify barriers to change. Finally, mostly

every participants have declared not carrying out communication tasks themselves but rather delegate them or having a dedicated team for communication.

Liga Española: Twelve in-depth individual interviews were carried out from October the 26th to November the 26th and a duration from half an hour to one hour 25 minutes.

Most of them think that the contents of the competences are quite complete, and even some were a little scared when they looked at the long list of competences. For

some of them, it was difficult to identify or classify their ideas into one specific competence or into knowledge, skills and attitudes, because they thought that they are very connected to each other. In small entities they tend to use most of them, taking into consideration that people in charge have to do a lot of different things. For all the participants, the Management competence is the most important (with some differences or nuances between them); for some of them, this is also the competence which occupies the most in their work and tasks, and it's used on a daily basis. With regard to Leadership competence, they consider that the position of manager doesn't directly mean Leadership within the team/staff; rather, they have to earn this leadership, but they recognised that Leadership has an impact on the results. They connected the Personal and Social competence with the Leadership competence, and they consider that, in small cities at local level, you are the face of the organisation and you can not differentiate between your professional and personal role. One of the participants thinks, in relation to the Collective, equipe and networking competence, that the future of organisations will lie in the fact that we will expand our cooperation ties much more. In this competence they also distinguished two components: internal and external. On the other hand, they considered that Change management requires an institutionalised structure or mechanism for change: to elaborate a process, dedicate time, organise the process of change; for some of them this competence is the least known, even if all of them consider that it is fundamental. Communication management competence is very important for some organisations who work with public awareness and advocacy. They also distinguished between internal and external communication.



5. Annexes

ARCI | LOCAL THIRD SECTOR MANAGER – COMPETENCES

Competence name	Manages and coordinates the activities of a nonprofit organization	
Extended description		
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> Third sector regulations 	<ul style="list-style-type: none"> interpersonal skills Organizational skills 	<ul style="list-style-type: none"> Results orientation
Activities		
Study e/o practice in which it was reported (may be more than one)	https://www.atlantedelleprofessioni.it/professioni/dirigente-di-organizzazione-no-profit	

Competence name	Acknowledges and/or participates in determining institutional goals	
Extended description		
Knowledge	Skills	Attitudes
	<ul style="list-style-type: none"> Organizational skills 	<ul style="list-style-type: none"> Results oriented
Activities		
Study e/o practice in which it was reported (may be more than one)	https://www.atlantedelleprofessioni.it/professioni/dirigente-di-organizzazione-no-profit	

Competence name	Management of a single project or a portfolio of projects	
Extended description	Coordinate the development and implementation phase of the project by managing the control process (objectives, resources, time, cost, etc.)	
Knowledge	Skills	Attitudes
	<ul style="list-style-type: none"> Organizational skills 	
Activities		
Study e/o practice in which it was reported (may be more than one)	https://atlantelavoro.inapp.org/dettaglio_profilo.php?id_profilo=12869&id_repertorio=3&codice_repertorio=SR#cp30860	

Competence name	Is responsible for procuring the necessary financial resources	
Extended description		
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> ▪ Third sector regulations ▪ Funding mechanisms (especially calls for proposals) 		
Activities		
Study e/o practice in which it was reported (may be more than one)	https://www.atlantedelleprofessioni.it/professioni/dirigente-di-organizzazione-no-profit	

Competence name	Is in charge of management control and financial administration	
Extended description		
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> ▪ Third sector regulations 		
Activities		
Study e/o practice in which it was reported (may be more than one)	https://www.atlantedelleprofessioni.it/professioni/dirigente-di-organizzazione-no-profit	

Competence name	Creates networks with other associations/nonprofits	
Extended description		
Knowledge	Skills	Attitudes
	<ul style="list-style-type: none"> ▪ Organizational skills ▪ interpersonal skills 	
Activities		
Study e/o practice in which it was reported (may be more than one)	https://www.atlantedelleprofessioni.it/professioni/dirigente-di-organizzazione-no-profit	

Competence name	Maintains institutional relations	
Extended description		
Knowledge	Skills	Attitudes
	<ul style="list-style-type: none"> interpersonal skills 	
Activities		
Study e/o practice in which it was reported (may be more than one)	https://www.atlantedelleprofessioni.it/professioni/dirigente-di-organizzazione-no-profit	

Competence name	Oversees the organization's communication campaigns	
Extended description		
Knowledge	Skills	Attitudes
Activities		
Study e/o practice in which it was reported (may be more than one)	https://www.atlantedelleprofessioni.it/professioni/dirigente-di-organizzazione-no-profit	



Competence name	Management of sectors of nonprofit organizations	
Extended description	Develops and manages the assigned area, making the best use of available resources to ensure achievement of results	
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> ■ Essential issues of planning and management of a nonprofit organization including legal and tax issues ■ Main characteristics, challenges and potential of a cooperative project ■ Environment and context in which nonprofits and NGOs operate (Italian legislation, national trade associations, public and private entities that support nonprofits) ■ Reading the strengths and weaknesses, opportunities and risks of partner organizations ■ SWOT analysis to place and direct an organism ■ Basic elements of the organization ■ Tools for organizing activities (organizational chart, tasks and job descriptions, processes and procedures, forms) ■ Life cycle of an association ■ Leadership style, teamwork, employee motivation ■ Knowledge of general and legal characteristics of nonprofit organizations 	<ul style="list-style-type: none"> ■ Assist in the preparation of a nonprofit organization's budget and final financial statements ■ Plan activities to be carried out and turn planning into operational tasks ■ Place and lead the organism in the surrounding scenario ■ Conform/adapt the nonprofit sector organization according to the context and the results to be achieved ■ Manage human resources by assigning tasks and responsibilities and checking the results achieved ■ Establish criteria for selecting useful staff for the project 	
Activities		
Study e/o practice in which it was reported (may be more than one)	https://atlantelavoro.inapp.org/dettaglio_profilo.php?id_profilo=12869&id_repertorio=3&codice_repertorio=SR#cp30860	

Competence name	Negotiation in cross-cultural contexts	
Extended description	Establishing effective dialogue with all stakeholders, identifying solutions that can be shared, even in critical/conflict situations	
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> ■ Mcommunication techniques in cross-cultural contexts to facilitate the negotiation process. Interculturality and intercultural dialogue ■ History and tools of international cooperation. nongovernmental and decentralized cooperation, Italian, European and international ■ Postmodern approaches and development discourse analysis postdevelopment and constructive criticism. ■ Origins and causes of global inequalities. ■ The state of the debate on the most effective and viable ways to promote development, current thinking on development models and sustainability, intercultural and human rights approaches to cooperation ■ Aspects and functions of the communication process in order to manage intercultural dialogue ■ Local knowledge and technical-scientific knowledge. ■ The project as a mediation between multiple cultures ■ International peacebuilding conflict management - negotiation. ■ The international framework, the conflict of civilizations, identity and conflict ■ Participatory approach and intercultural mediation techniques 	<ul style="list-style-type: none"> ■ Managing communication in cross-cultural contexts ■ Deconstructing and avoiding cross-cultural stereotypes and prejudices ■ Appreciating cultural differences and relativize the concept of development ■ Managing and resolving conflicts between groups ■ Applying appropriate techniques for public relations management 	
Activities		
Study e/o practice in which it was reported (may be more than one)	https://atlantelavoro.inapp.org/dettaglio_profilo.php?id_profilo=12869&id_repertorio=3&codice_repertorio=SR#cp30860	

Riferimenti:

<https://www.atlantedelleprofessioni.it/professioni/dirigente-di-organizzazione-no-profit>

https://www.lexellent.it/wp-content/uploads/2012/11/SchedaMaster_Chiesara.pdf

http://outcomes.stat.unipd.it/sites/outcomes.stat.unipd.it/files/cap1_vol_6.pdf

Competence name	managing and leadership: programming intervention; Project management; administrative skills; Interacting with work group, adopting communication modes and behaviors that can ensure the achievement of a common result; Assuming functional behaviors and strategies for effective and efficient execution of activities Building and implementing a general and analytical accounting system	
Extended description	Local resource enhancement technician (Calabria) - EXPERT IN PROJECT MANAGEMENT (Emilia Romagna) - Project management technician (Liguria) - International Cooperation Project Manager (Lombardy) - Project manager (Liguria) - Responsible for planning, processing and managing a business development project (project manager) (Apulia) - Head of planning, management and leadership for international cooperation and nonprofit organizations (Tuscany) SECTOR 24. Common area	
Knowledge <ul style="list-style-type: none"> ■ Project budget ■ Calculation of job order cash flow ■ Project design and implementation methodologies ■ Estimated financial requirements ■ Structure of a project (building blocks) ■ Rules and regulations to protect the safety of the working environment ■ Aspects of work organization and human resource management ■ Project closure reporting ■ Main accounting and reporting tools and techniques ■ Ability to use a budget application software for project management; ■ Communication techniques: listening and feedback. Techniques for managing groups ■ Technical terminology in English ■ Techniques and methods for coordinating complex projects ■ Professional self-presentation, texts; technical text; reporting across multiple channels and at different levels of depth and detail. ■ Techniques, methods, and tools for collecting, processing, and analyzing information and data ■ Negotiation and conflict management techniques ■ Characteristics and conventions of standard and specialized languages (morphosyntax, vocabulary, text analysis, inferential cycles of interpretation, reading, and argumentation) 	Skills <ul style="list-style-type: none"> ■ Knowing how to prepare the executive project, making sure resources are adequate and timing is correct; risk assessment. ■ Knowing how to organize sequences of activities and produce time and cost estimates. ■ Knowing how to select the project team and stakeholders. ■ Knowing how to identify and assess risks (Threat modeling risk) ■ Estimating resources and define project organizational specifications ■ Develop project plan and define objectives and activities ■ Taking care of the organization and management of inputs, operations and external resources, based on project planning ■ Procurement planning ■ Planning and managing communication ■ Selecting the project team and managing stakeholders. ■ Preparing the project executive, making sure it is sized in resources and arranged in timing, against the setting, including risk assessment. ■ Operational Defining activity sequences and estimating time and costs ■ Selecting project team and stakeholders ■ Risk identification and assessment (Threat modeling risk) ■ Estimating resources and defining project organizational specifications ■ Develop the project plan and define objectives and activities ■ Defining and coordinating the monitoring process, starting with the development of performance and quality indicators, reprogramming as necessary ■ Management of the control process (objectives, resources, team, time, cost, etc.) ■ Identification and control of quality performance indicators ■ Taking care of the organization and management of inputs, operations and external resources, based on project planning 	Attitudes <ul style="list-style-type: none"> ■ Translating the identified needs into project hypotheses taking into account the target audience and project partners ■ Defining the constituent elements of the intervention (purpose, methodologies, tools, target audience/beneficiaries, technical resources, time and cost, etc.). ■ Identifying partners, interest groups and professional collaborators useful for the purposes of the project ■ Identifying the criteria and tools needed to evaluate the effectiveness and impact of the project ■ Adjusting planned actions in relation to unforeseen and critical issues or needs reported by partners, recipients, or collaborators ■ Identifying the most effective communication channels with respect to the message and target audience to be reached ■ Identifying useful elements to ensure the smooth running of the project with reference to quality and safety ■ Adopting behaviors and approaches that foster synergies between individuals and groups, including those belonging to different organizations and realities ■ Managing the closing phases of the project and expected deliverables ■ Analyzing economic and financial data useful in typifying the organizational form of the company in relation to size, environment, strategies, organization, and products ■ Applying civil-corporate and tax regulations related to one's professional/business field for the purpose of proper fulfillment of legal and contractual obligations ■ Orienting themselves within the framework of the main regulatory.
Activities		
Study e/o practice in which it was reported (may be more than one)	Home Atlante Lavoro https://www.forumterzosettore.it/2020/03/09/analisi-e-innovazione-dei-processi-formativi-del-terzo-settore-competenze-strategiche-dei-quadri-e-diligenti/	

Competence name	Personal and social skills	
Extended description	Emotional intelligence	
Knowledge	Skills	Attitudes
	<ul style="list-style-type: none"> ■ Self-awareness 	<ul style="list-style-type: none"> ■ Knowing how to identify one's limitations and strengths
	<ul style="list-style-type: none"> ■ Managing one's emotions 	<ul style="list-style-type: none"> ■ Knowing how to manage emotions and keep negative impulses under control
	<ul style="list-style-type: none"> ■ Transparency, honesty and integrity 	<ul style="list-style-type: none"> ■ Inspiring confidence
	<ul style="list-style-type: none"> ■ Adaptability 	<ul style="list-style-type: none"> ■ Demonstrate flexibility, adapt to changing situations, overcome obstacles
	<ul style="list-style-type: none"> ■ Being result oriented 	<ul style="list-style-type: none"> ■ Tendency to improve personal performance
	<ul style="list-style-type: none"> ■ Initiative 	<ul style="list-style-type: none"> ■ Seizing opportunities
	<ul style="list-style-type: none"> ■ Awareness of the organization 	<ul style="list-style-type: none"> ■ Awareness of orientations within the organization, decision-making networks and policies
	<ul style="list-style-type: none"> ■ Building and developing a shared vision with members 	<ul style="list-style-type: none"> ■ Recognizing and meeting the needs of employees and end recipients of the services provided
Activities		
Study e/o practice in which it was reported (may be more than one)	<p>https://www.forumterzosettore.it/2020/03/09/analisi-e-innovazione-dei-processi-formativi-del-terzo-settore-competenze-strategiche-dei-quadri-e-dirigenti/</p> <p>Daniel Goleman 1995 <i>Emotional intelligence what it is and how it can make you happy</i></p> <p>Daniel Goleman 2013 <i>Focus</i></p> <p>https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0604(01)</p>	

6. Conclusion and Recommendations for future researchers

6.1. How to run focus groups (or other relevant tips on the first activities runned with participants)

Liga Española:

Not all people know about competences. So, it's very important to take some time during the activity to present the definition of competence and the framework of competences.

For ideas to emerge with more fluidity, it's preferable that participants receive the document in advance and take the time to think about it prior to the activity.

Arci

The focus group is also a time for discussion among people who share similar experiences. The topic "competences" is very broad and the discussion is likely to get lost in anecdotes, sharing of successes or frustrations and complaints. While not limiting participants' interventions, it is important to keep the focus on the elements of competences. It might be useful at the beginning of the focus, to give a maximum time for interventions, so that those who intervene can self-regulate. Such an expedient may also be useful to allow everyone to have time to express their opinion and to prevent others from taking up too much time.

6.2. How to run interviews (or other relevant tips on the second activities runned with participants)

Arci

For some respondents, the topic of competences can be complicated to deal with, and from the beginning they may feel that they are unable to make a contribution. Referring to the concrete elements to which each competency relates can help participants better understand the competence and get back into their comfort zone.

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