


Power Skills and Ethics in Public Administration

*

2023

Faculty of Science and Technology 

*

Said Azelmad, Ph,D

First printed in May 2023, Faculty of Science and Technology.

In The Name Of God The Most Gracious The Most Merciful.
“Say to Allah: Oh My Lord! Increase me in knowledge.”
(Quran, Sura 20, Verse 115)

Preface

Said Azelmad, Ph.D. is an Assistant Professor of English Language and Entrepreneurship at the Faculty of Science and Technology in Errachidia. He is a researcher, author, and reviewer in the field of Public Administration, Ethics and Governance. He is currently a reviewer for the Current Urban Studies (CUS), a US Journal of Scientific Research. The author has many publications in the field. ©

- ▶ **G** s.azelmad@umi.ac.ma
- ▶ **Y**: <https://www.youtube.com/channel/UCfvo4UI0MYh1Yvv1rzH4noQ>
- ▶ **in** <https://www.linkedin.com/in/said-azelmad-68aab472/>
- ▶ **f**: <https://www.facebook.com/azelmadsaid>



Contents

Preface v

Contents vii

I Public Administration

1 Introduction to Public Administration 3

1.1 Defining the Public Sector 3

1.2 The History of the Moroccan Public Administration 4

1.3 Importance of the Public Sector 6

1.4 Importance of Coordination in the Public Sector 7

1.5 Coordination Theory in the Public Sector 9

II Hybrid Administration

2 Electronic Administration 13

2.1 Forms of eGovernment 14

2.2 eGovernment Evolution Stages 15

2.3 The Whole-of-Government Stage 16

2.4 The Whole-of-Government Approach Vs the Silo-Based Approach 17

2.5 eGovernment initiatives in Morocco 18

3 Communication in eAdministration 21

3.1 Communication between eAdministrations 22

3.2 Interoperability Mechanisms in Public Administrations 23

3.3 eGovernment Interoperability Frameworks (eGIFs) 24

3.3.1 The Moroccan Interoperability Framework 25

4 Hybrid Administration and Freelancing 29

4.1 What is Hybrid Administration? 29

4.2 Freelancing 30

4.2.1 Difference between Hybrid work and Freelancing 32

III Power Skills in Public Administration

5	Emotional Intelligence	35
5.1	Emotional Intelligence in the Workplace	35
5.2	Layers of Emotional Intelligence	35
5.3	summary	36
5.4	Emotional Intelligence Assessment	37
5.4.1	Emotional Self-Awareness	37
5.4.2	Self-regulation	37
5.4.3	Motivation	38
5.4.4	Adaptability & Social Skills	38
5.4.5	Empathy	38
6	Critical Thinking	41
6.1	What is Critical Thinking?	41
6.2	Critical Thinking Stages	43
6.2.1	Observation	43
6.2.2	Analysis	44
6.2.3	Inference	44
6.2.4	Communication	45
6.2.5	Problem-solving	45
6.3	Skills of Critical Thinking	46
6.4	Conclusion	47
7	Leadership	49
7.1	What is leadership?	49
7.2	Leadership: Innate Or Acquired?	49
7.3	The Four P's of Leadership	50
7.3.1	Perception:	50
7.3.2	Process	51
7.3.3	People:	51
7.3.4	Projection	52
7.4	Leadership Vs Management	52
8	Cross-Cultural Fluency	55
8.1	What is cross-cultural fluency?	55
8.2	Cultural Diversity	55
8.3	The benefits of effective cross-cultural Fluency	56
8.4	Measuring effective cross-cultural Fluency	56
8.4.1	Intercultural Sensitivity	57
8.4.2	Intercultural Communication	58

8.4.3	Building Commitment	59
8.4.4	Managing Uncertainty	59
8.5	Intercultural Communication Skills	60
8.5.1	Respect the Cultural Wheel of others	60
8.5.2	Intercultural Communication Approach	61
8.6	Conclusion	62

IV Ethics and Values in Public Administration

9	Governance Ethics	65
9.1	Introduction to Ethics	65
9.2	Governance & Ethics	66
9.3	Good Governance Ethics	67
9.3.1	Transparency	67
9.3.2	Accountability	68
9.3.3	Participation	70
9.3.4	Consensus-Oriented	71
9.3.5	Responsiveness	72
9.3.6	Effectiveness and Efficiency	72
9.3.7	Equity and Inclusiveness	72
9.3.8	Rule of Law	72
9.3.9	Strategic Vision	73
9.4	Corporate Governance Ethics	73

V Ethical Theory and Integrity in Public Administration

10	Ethical Theory	79
10.1	Ethical Theory	79
10.1.1	Virtue Ethics	80
10.1.2	Code of Ethics	80
10.1.3	Ethical Dilemmas	81
10.2	Integrity in Public Administration	82
10.3	Integrity in Public Administration	82
10.4	Moral Ethics in Public Administration	84

VI Application Ethics in Public Administration

11	A Resume or Curriculum Vitae	89
11.1	What is a Resume?	89

11.2	What is a Curriculum Vitae?	90
11.3	Difference Between CV and Resume	94
11.3.1	Linkedin Profile	94

VII Correspondence Ethics in Public Administration

11.4	Information and Communication Ethics	99
11.5	Emails Ethics	102
11.6	Informal emails	103
11.7	Formal Emails	104
11.8	Details	104
11.9	Exercises	107
11.10	Answers	107
12	Letter Ethics in Public Administration	109
12.1	Cover Letter Ethics	109
12.2	Speculative letter	112
12.3	Motivation letter	116

VIII Interview Ethics in Public Administration

13	Interview Ethics	121
13.1	Difficult Questions in the Interviews	123
13.2	Most Asked Questions: How to Sell your Skills?	124
14	Ethics of Interviewees	127
14.1	The Iceberg Theory	127
14.2	Personality is a floating Iceberg	127
14.2.1	Visible Traits (Above the Waterline):	127
14.2.2	Hidden Traits (Below the Waterline):	128
14.3	Keep Your Bummock Traumas under Water	130
14.4	Important Tips	132
14.5	Interview Practices	136
15	After Interview	139
15.1	Thank you letter	139
15.2	Letter of Acceptance	140
15.3	Letter of Decline	141

16 Conclusion	145
17 References	147

Appendix

List of Figures

- 2.1 UN eGovernment maturity model 16
- 2.2 Integrated System of Expenditure Management in Morocco (GID) 19

- 4.1 bridge the gap 30

- 5.1 EI Model 36

- 11.1 Resume elements 90
- 11.2 LinkedIn Statistics 95
- 11.3 Job Application on Linked In 95

- 12.1 Cover Letter Sample 112
- 12.2 Speculative Letter Sample 114
- 12.3 Speculative Letter Sample 115
- 12.4 Motivation Letter Sample 117
- 12.5 motivation letter Sample 118

- 14.1 Iceberg Theory 132

- 15.1 Thank you letter 140
- 15.2 Acceptance letter 141
- 15.3 Decline letter 142

List of Tables



Public Administration

1	Introduction to Public Administration	3
1.1	Defining the Public Sector	
1.2	The History of the Moroccan Public Administration	
1.3	Importance of the Public Sector	
1.4	Importance of Coordination in the Public Sector	
1.5	Coordination Theory in the Public Sector	



1 Introduction to Public Administration

1.1 Defining the Public Sector

Public Administration is defined as those government agencies and related organizations that are funded by revenues raised from taxes, fees and charges or from the sale of state-owned assets (Scott, 2010, p.1). Scott (2010) lists that all these “agencies, departments, the judiciary, funded statutory bodies, publicly-owned corporations and fully or partly-subsidized organizations such as social welfare agencies, schools and universities” form what is called the public sector, excluding the private companies or voluntary associations (Scott, 2010, p. 1). Dube Danescu (2011) in their Supplemental Guidance: Public Sector Definition see that the public sector is an interwoven of all governments, agencies, enterprises and other units that can deliver public programs, goods, or services that may exist under international multistate entities or partnerships, national ministries, regional provinces or local municipalities (p.3). Dube & Danescu (2011) conclude that there must be, at least three types of organizations, under the umbrella of these four levels of the public sector. According to Dube and Danescu (2011), local administrations are accountable and report directly to the central authorities of ministries, which are Core governments. These agencies are funded by the government, as part of the government, in daily contact with citizens as front office agencies. However, public enterprises include agencies that deliver services to citizens as well but function autonomously away from government funds (Dube & Danescu, 2011, p.4). Accordingly, the public sector organogram differs from one country to another depending on their ideology, public activity, economy, and political status,

if it is not the mixture of all these inputs (Willem Buelens, 2006). Scott (2010) divided the public sector into centralized and decentralized public fields. For him, Core governments exist within “centralized functions such as finance, security, and overall policy-making responsibility”; whereas the decentralized government agencies are all the other public sector organizations, at the local front desks, responsible for delivering social works such as education and healthcare for free (Scott, 2010, p. 2). Therefore, the central governments usually serve as units for policy-making, at the main level, not for service delivery (Rondinelli, 2007). The public sector is viewed as a multilayered system with diverse non-profit organizations, destined to serve citizens, under the rule of law (Forsythe, 1997; Fox, 2010).

1.2 The History of the Moroccan Public Administration

In order to understand more the transition of the Moroccan governance and public administration reforms, we need to go deeply into the public sector’s historical evolution, before signing a series of aid and loan conventions with the World Bank and the International Monetary Fund (IMF) to strengthen governance. According to the Moroccan Ministry of Public Service and Administrative Modernization, the first sign of an administrative office creation is traced back to 1913, in the form of a service of the staff with the General Secretariat of the Protectorate. It was considered the first body responsible for the management of the state staff, at that time (Historique, 2016, para. 2). The Moroccan Ministry of Public Service and Administrative Modernization, displays on its website, the major steps that marked the creation of the Moroccan Public sector, beginning from 1913. According to the ministry in charge, the creation of the first public service bureau was created in 1953 and attached to the General Secretariat of the Protectorate in replacement of the office responsible for the regulations, governing the staff, by the decree of the General Resident on 24 May 1953 (2016, para. 2). The Public Service Division of the government, when created in 1959, contained only the division of the Public Service, School of Moroccan Administration and Technical Assistance of Administration created by the Dahir Number: 1.58.201 of 14 January 1959. A year later, king Mohammed V appointed the first Minister of the Public Service and Administrative Reform by his Dahir Number: 1.60.145 of

27 May 1960.

During the epoch of king Hassan II, the Moroccan Public Sector witnessed the appointment of the Delegate Minister to the Prime Minister in charge of administrative affairs in 1985 and the reform of the Department of Administrative Affairs by the king's Decree N°. 2.94.249 of 24 May 1994; followed by the appointment of the Minister who directed two different ministries: the Ministry of Maritime Fishing and the Administrative Affairs and Relations with the Parliament by his Dahir N°. 1.97.183 of 13 August 1997. The two ministries were split from each other in 1988, during the appointment of a new Minister, who was charged only with Public Service and Administrative Reform in 1998 (2016, para. 2). Thirty-eight years under the sovereignty of King Hassan II marked "a number of economic, social and political reforms to modernize the country" (Zemrani and Lynch, 2013, p.4), especially that the period was marked by "a political unrest" (p.4). Though, Zemrani (2014) in her article: *Teaching Public Administration: The Case of Morocco* estimates the four revisions of the Moroccan constitution over the three decades 1966–1996. Zemrani (2014) sees that the mentioned revisions could empower the participation of opposition parties in government that had been banned before. The last version of the constitution of 1992 strengthened the position of women in the public sector, which "offered the brightest beacon of light for the hope of democracy in Morocco" (p.3). When King Mohammed VI succeeded the throne in July 1999, he instantly made several gestures and endeavors to reform the Moroccan public sector, starting with the nomination of the minister responsible for the Modernization of The Public Sector by his Dahir N°. 1.02.312 of 07 November 2002 (Historique, 2016, para. 2). After four years, the king called to reform this ministry, by delimiting the functions of the minister, added to setting out new functions for the Divisions and the Central Services of the Ministry in 2006 and 2011 (para. 2). In 2012, Mohammed VI appointed the Minister Delegate to the President of the government in charge of the Public Service and Administrative Modernization by the Dahir N°. 1.12.01 of 03 January 2012. Maghraoui (2001) in his article *Political Authority in Crisis: Mohammed VI's Morocco* names the young king as "the king of reform" for his thorough demand to reform "bad governance". King Mohammed VI, from the beginning of his throne, worked tenaciously to speak against, poverty, women downgrading from public life, institutionalized injustice as well as endemic corruption in the public sector (P.14). Zemrani and

Lynch (2013) in *Morocco's Dance with Democracy: An Evolutionary Approach to Democratic Reform* see that Morocco underwent “an evolutionary” rather than “a revolutionary” change towards democratic governance since its independence in 1957. However, the expansion of the Arab Spring in 2011 gave it a distinguished “jolt” towards implementing the values of democratic governance. Accordingly, these evolutionary changes in the public sector and governance reforms were articulated by the new 2011 constitution (articles 145-147), added to the fields of justice, liberty, freedom and dignity. Therefore, the evolutionary way of implementing democratic change in Morocco was implemented in a peaceful transition towards democratic governance (Zemrani and Lynch, 2013).

1.3 Importance of the Public Sector

The public sector, in every country, is connected directly to economic growth. Yes, any country grows economically in parallel with its governance choices, associated with the public sector. However, in non-democratic countries, the ratio of governance and economic development remains low because of the low level of the public sector function. The quality of governance and public administration are two consistent issues that were addressed together by different researchers. In reality, most of the reviewed literature draws an implicit link between the governance and the administrative reforms, as interrelated linkages towards a more democratic government and governance. In fact, the public sector is always a part and parcel of the State; therefore, it is impossible to isolate the study of that sector from the socio-political background of the state itself. The literature that tackled public sector evolution in Morocco so far talked about the evolution of the public life, as well (Boix, 2001; El Malki, 1986; Maghraoui, 2001; Zemrani, 2014; Zemrani & Lynch, 2012). But still, the public sector evolution in the world has spawned a fertile literature on it (Boix, 2001, p.1), aside from Morocco, where few articles have been written about it, so far. El Malki (1986) has mentioned the scarcity of public sector studies at the Moroccan universities:

At the university level, the absence of serious empirical studies has encouraged a penchant for theoretical generalizations to the detriment of specific research as far as the public sector is concerned. Without the assimilation of adequate quan-

tified data on this sector, claims to a thorough knowledge of the national economy are hardly credible (p.110).

The public sector has interfered in managing all the public wealth and national resources and economy of any nation (Fox, 2010, p. 3). It has widened its size to accommodate all important activities of public life, though the pressures exercised on the public sector to reduce its size and adapt it to the changing requirements of citizens, with the continuity of governance values (Huberts, Maesschalck, & Jurkiewicz, 2008). To sum up, the public sector is a wide sector that holds a country together. It bridges between political representation of citizens and the state, but commonly towards Good Governance.

1.4 Importance of Coordination in the Public Sector

Cross-sectoral coordination becomes now a new noticeable issue for efficiency and effectiveness in the public sector, since seamless services are likely to be more effective than delivering separate services to the same customer group. Cross-agency coordination seems to have acquired a new importance in other countries to emphasize horizontal coordination, communication and Whole-of-Government mechanisms to reform the public sector through an integrated governance of public sector agencies (Halligan, 2007). This horizontal networked model of service delivery is a new fashion in different countries (Halligan, 2007), since traditional hierarchical bureaucracies have failed to interconnect and deliver services that successfully deal with big issues of public security, budget, environment and ecosystems. . . etc. Bryson, Crosby, & Stone (2006) define cross-sector collaboration as “the linking or sharing of information, resources, activities, and capabilities by organizations in two or more sectors to achieve jointly an outcome that could not be achieved by organizations in one sector separately” (p.44). Accordingly, cross-agency collaboration takes different names in different countries, but serves for one purpose. In Morocco, the Whole-of-Government Approach is referred to as “Interoperability and Integrity” (Maroc Numeric, 2011). The United Kingdom calls it the “Joint-up Government”; in Canada it is known as “Horizontal Government”. The United-States calls it “Network Government” ; in Newzeland, it is an “Integrated Government”, where

it is “Whole-of-Government Approach” in Australia (Halligan, 2007, p. 204).

Vocabulary 1.1 — Whole-of-Government Approach. Whole-of-Government Approach (WGA) refers to the joint activities performed by diverse ministries, public administrations and public agencies in order to provide a common solution to particular problems or issues.

Willem & Buelens (2006) underline that coordination and knowledge sharing has blipped some bureaucracies and caused red tape by lengthy procedures and documents; where, the United Nations (2012) emphasizes the necessity of collaboration and cross-agency coordination through the whole spectrum of governance to improve streamlined service delivery using ICTs. The WGA through eGovernment has the power to convert public organizations from traditional “single-purpose” front office towards more decentralized, streamlined, transparent, accountable and less corrupted offices that avoid duplication as well (Halligan, 2007). eGovernment integration and interoperability will improve communication between different hierarchies to upsurge networked and streamlined transactions for one-contact front office service delivery. Therefore, integrated service delivery through eGovernment is able to empower Good Governance and long-term development objectives. As a consequence, many governments are moving from a centralized single-purpose organization model, to a decentralized unified WGA model for more efficiency and effectiveness in management (United Nations, 2012, p. 69). The OECD member countries believe that the networking of government organizations with a common set of electronic resources and data can improve responsiveness and the wholeness in management is necessary to keep this chain-oriented service delivery between different public organizations for Good Governance (OECD, 2005).

Generally, coordination theory in the public sector provides a framework for understanding how government entities can work together to achieve common objectives, improve service delivery, and effectively address complex challenges. It acknowledges the complexity of modern governance and seeks to put strategies that promote collaboration, synergy, and responsiveness across the different layers of the government.

1.5 Coordination Theory in the Public Sector

Coordination theory in the public sector focuses on understanding how government agencies, departments, and various segments of public administration work together to achieve their integrated goals, deliver services, and address complex issues. The primary aim of coordination theory is to improve the efficiency, effectiveness, and responsiveness of public administration by examining how different parts of the government interact and collaborate. The theory delves into the mechanisms, processes, and structures that facilitate effective coordination in various contexts.

Governance and coordination have been described as essential protocols in reforming the public sector. Coordination is suggested to foster communication and transparency to constitute a reasonable market practice, among bureaucracies working towards the same objective (Thornton & Fleming, 2011). Governance is a way of workflow coordination between organizations. It is the act of working together harmoniously, to manage orchestrated activities together (Malone & Crowston, 1994). Therefore, coordination theory must build tools that enable people to work together more effectively and more enjoyably. The theory is called for Crowston as a developing form of theories about how coordination can happen in various kinds of systems and the way we can help us build useful cooperative work tools (Malone & Crowston, 1990). The theory has impacted different disciplines that necessitate coordination and collaboration, especially in public administration. Coordination Theory has been cited, at least, in 287 journal articles, conference papers and dissertations (Crowston, Rubleske, & Howison, 2006), investigating how separate actors and activities can be coordinated in a Whole-of-Government Approach through ICTs (Malone & Crowston, 1990). Coordination always happens beyond curtains and its visibility is detected by the absence of efficiency. I always claim that Good Governance in front offices must be contingent on a streamlined coordination between offices. Good Governance must flourish in front offices and across government systems, if the workflows are streamlined and well-coordination between offices. Olson, Malone & Smith, (2012) in their coedited book: *Coordination Theory and Collaboration Technology* try to determine the principles underlying how people collaborate and coordinate work efficiently and productively in environments characterized by a high degree of decentralized computation and decision-making (Olson et al., 2012). Accord-

ing to Olson et al. (2012), coordination theory can help to study the impact of ICTs on the way people coordinate their work together in corporations, under what they named “computer-supported cooperative work”. More specifically, ICT-based coordination, offered by these “computer-supported cooperative works”, are new capabilities in organizations to communicate “information faster, less expensively, and more selectively” (Olson et al., 2012, pp. 8-9). For Olson et al (2012), coordination can change organizations from mere “ad hoc organizations” into solid organizations of highly decentralized networks and team works. Coordination theorists are concerned with coordination theory’s impact on governance and decision-making among a group of people and how do computer-based group processes and tools affect the making of decisions, especially by the “rapid response and high reliability” offered by the new technologies (p.22). Malone and Crowston (1994) aim to theorize coordination among a “groupware”, in order to help people coordinate their activities better by facilitating transactions between corporations, integrating ICTs to convert individual actions into larger purposeful wholes, respecting onuses of time, order, quantity and quality.



Hybrid Administration

2	Electronic Administration	13
2.1	Forms of eGovernment	
2.2	eGovernment Evolution Stages	
2.3	The Whole-of-Government Stage	
2.4	The Whole-of-Government Approach Vs the Silo-Based Approach	
2.5	eGovernment initiatives in Morocco	
3	Communication in eAdministration	21
3.1	Communication between eAdministrations	
3.2	Interoperability Mechanisms in Public Administrations	
3.3	eGovernment Interoperability Frameworks (eGIFs)	
4	Hybrid Administration and Freelancing	29
4.1	What is Hybrid Administration?	
4.2	Freelancing	

The image shows the text 'eGovernment' written in a stylized font. The 'e' is blue and lowercase, while 'Government' is black and uppercase. A blue pen is positioned diagonally across the bottom right of the text, pointing towards the 'e'.

2 Electronic Administration

Electronic Administration refers to the use of Information and Communication Technologies (ICTs) in Public Administration to enhance efficiency, effectiveness, transparency, and accessibility of government services and operations. eAdministration or eGovernment are two faces of the same coin:

eAdministration or eGovernment

eGovernment is a short form of electronic government which refers to the use of ICTs Public Administration (Governments), while eAdministration refers to the use of ICTs public and private administration and both of them look to dematerialize their transactions to provide services online. Both of them look to convert what paper-based processes into electronic processes for a paperless office.

The integration of ICTs in Public Administration is a new theory, which looks to improve Good Governance ethics between G2C, G2B and G2G (OECD, 2005). Most of literature refer to eGovernment as a process of modernization and reform of service delivery and its transformation from a mere office-oriented to a citizen-oriented service, in which governments work, share information and deliver services to external and internal clients. For Heeks (2005), eGovernment includes all the automation of offices, systems and web sites of service delivery (Heeks, 2005, p. 4). OECD (2003) in *The eGovernment Imperative* listed three main definitions of eGovernment, which can be summarized in the use of ICTs in front and back offices, so as to promote Good Governance (OECD, 2003, p.63). The edited book *Developments in eGovernment: A Critical Analysis* is a

good reference to the concept of eGovernment and its theoretical contributions, empirical investigations and developments across the European Union. The whole book is limited to the area of eGovernment service delivery by various levels of government. Therefore, it is an in-depth critique for students, policy makers and researchers, for it pursues the development of eGovernment changes on local, national and global levels. The book defines the eGovernment concept in a “narrow definition” as a “service delivery on the internet” and in a “broad definition” as “the use of ICT in the public sector”. The authors added that the limit in eGovernment “broad definition” is due to lack of necessary information for a “broader conception of eGovernment” and that the sluggish improvements in eGovernment is due to the lack of back office “benchmarking studies” (Griffin et al., 2007, p. 76). Most measurement studies focused on front office reforms more than back office integrity reforms (Griffin et al., 2007, p. 81), the reason which pushes me to explore the roles of eGovernment technology in back office operations, in this research.

2.1 Forms of eGovernment

eGovernment exists as a multidirectional form of transaction. It is a long-term strategic plan to reform the process of all existing transactions of governments towards citizens, businesses and governments. Front office deliveries are concerned with the online information and service delivery to citizens (G2C) and businesses (G2B), through ICTs. However, the back office side of eGovernment is concerned with the internal administrative transactions and information sharing both within and between governments. Therefore, (G2C) or (G2B) transactions exist within the rubric of front office; where (G2G) transactions are carried within back offices (United Nations, 2014). An example of (G2B) involves business-based transactions like payments, taxes and placed bids for contracts between government and business corporations. Government-to Consumer/Citizen (G2C) involves the use of ICTs, designed to simplify people’s interaction with their governments as customers. eGovernment supports the new administrative approach to put citizens at the heart of service delivery, moving them from inline to online service delivery. Citizens now could request their administrative licenses and documents or participate at decision-making and elections using technology from their homes. Government-to-

Government (G2G) involves all the processes of electronic integration and interoperability to streamline transactions between offices with more transparency and accountability mechanisms. It is a new approach in public administration that supports Whole-of-Government coordination between multi-stakeholders to enhance an ICT-enabled public sector governance (United Nations, 2008b).

2.2 eGovernment Evolution Stages

Many authors try to provide a better understanding for the emerging patterns of eGovernment performance across the development of ICTs. The United Nations Surveys contribute to the ongoing discussion drawing a good map for eGovernment maturity stages. The model underlines the ongoing endeavors of all governments around the world to reach the best for the welfare of its customers. All the models developed so far picture a true, stepwise and real development of eGovernment (Coursey & Norris, 2008). In the same context, Fath-Allah, Cheikhi, Al-Qutaish, & Idri (2014) compare 25 maturity models of eGovernment developing stages, for the purpose to reveal similarities and differences between them. The paper begins with the model of Layne and Lee (2001) and ends with the UK national Model. Fath-Allah et al. (2014) conclude that all the models, under study, express the same features using different terms. For them, "eGovernment maturity" has undergone a unique evolution through time according to the pace of each country's "e-readiness". Most of these authors confirm the possibility to reduce their models into a four major stage model evolution which comprises: "Presence, Interaction, Transaction and Integration" (Layne and Lee, 2001), which is similar to the model developed by the United Nations in its surveys (United Nations, 2008b, 2014). Effectively, the United Nations (2014) has a more holistic and linear map of eGovernment evolution stages. This model begins with an emerging state of Internet in the mid of 1990s, that has given birth to eGovernment technologies, serving citizens through static websites. Citizens could have only basic and limited information about their administrations online. Then, eGovernment moved a bit to serve citizens with some online downloadable forms, regulations and services. At that stage, eGovernment facilitated a G2C two-layered communication process. Later, eGovernment developed into a "transactional" stage, where governments could receive some

input from their citizens, in turn. People could pay their taxes and apply for certificates and licenses online. The “connected stage” witnessed the emergence of Web 2.0 enhancing technology and interactive applications that managed to transform governments into connected entities. Data, information, workflows could be transmitted between governments in a seamless manner, creating an efficient environment of interchange, coordination and communication between agencies (United Nations, 2014). eGovernment, now, is believed to change silo mind-sets with holistic cultures. Silos could disappear when governments are orchestrated together in a Whole-of-Government Approach for a unified service delivery in front offices (United Nations, 2014).

Vocabulary 2.1 — eGovernment. eGovernment is the use of ICTs Public Administration.

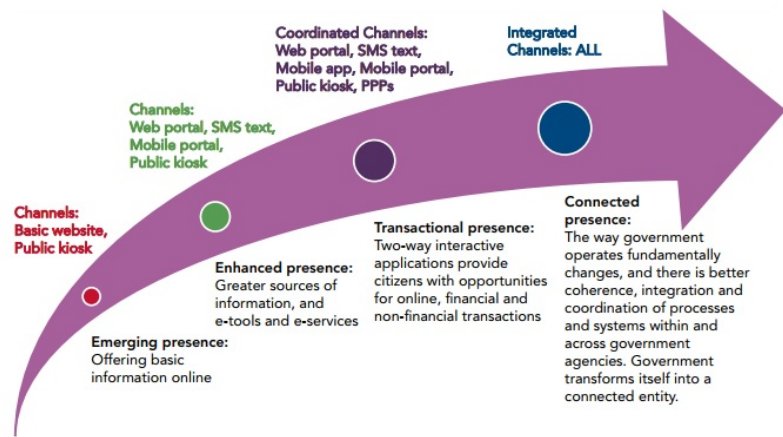


Figure 2.1: UN eGovernment maturity model

Source: (United Nations, 2014)

2.3 The Whole-of-Government Stage

The “Whole-of-Government Approach” has been first coined by the ex-president, Tony Blair, in 1997 as a strategic plan to better increase "wicked" public ethics of his country (Christensen & Lægreid, 2007). The concept is originally labeled as a "joined-up government" in the United Kingdom, “horizontal government” in Canada, “network government” in United States and “integrated government” in New Zealand. The Whole-of-Government Approach is the integration and interoperability of workflows and transactions between different public or private agencies, working towards a shared goal. It is a new concept in public administration, which appeared lately to promote inter-sectorial

collaboration in “the pursuit of government policy goals” (Haligan, 2007, p. 204). The approach aims to use eGovernment technology to transform public institutions from unique silos into orchestrated entities working seamlessly, towards a unified objective to produce good environments of interoperability, reactivity, effectiveness, cost-efficiency, accountability, transparency and visions of development. It is a new institutional policy for greater collaboration among government agencies through integrated information management systems (United Nations, 2014).

2.4 The Whole-of-Government Approach Vs the Silo-Based Approach

The United Nations Public Administration Network (UNPAN) developed series of surveys between 2001 and 2014 to help countries, especially developing countries and countries in economic transition, respond to challenges of Good Governance in the Public Sector. The long-term objective of UNPAN is to build an eGovernment WGA that links regional with national institutions, not for public service provision only, but also for efficiency, transparency, accountability and streamlined service delivery that may render cost savings in government transactions (United Nations, 2008b). This new approach is initiated in the world as a reaction to the shortcomings of single-purpose organizations. The new approach has been adopted for public sector reforms in United States, United Kingdom, Australia and Canada and other countries (Christensen & Lægheid, 2007), for a package of benefits and prospects, mainly:

- ▶ Effectiveness and responsiveness of governments towards complex administrative issues.
- ▶ Simplification of Administrative procedures.
- ▶ Reduction of duplications and rule of law unification between public agencies.
- ▶ Cost-effectiveness and time-savings.
- ▶ Citizen's trust increase in their governments.
- ▶ Decentralization of public service delivery through ICTs.
- ▶ One-front-end delivery of public services and goods.
- ▶ Increased transparency and accountability mechanisms for cross-agency collaboration.
- ▶ Integrated and seamless service delivery.
- ▶ Innovative approach to complex problem solving.

- Collaboration and shared strategic visions (United Nations, 2014, pp. 78–82).

In fact, the connected governance can replace effectively the hierarchical silos of governments, which failed to spread a culture of transparency and sustainability in service delivery, because of its ambiguous workplaces. It aims to break down the traditional hierarchical silos that often exist within governments, where different departments or agencies operate independently with limited coordination. It is necessary to understand the new economic, social and administrative new inquiries of Good Governance. Therefore, a holistic approach towards connected governance should substitute “the siloization” of the public sectors to consolidate back office activities in synchronized management to unravel the mysteries of bad governance and the complex issues of public service delivery, through coordinated synergies (United Nations, 2012).

2.5 eGovernment initiatives in Morocco

Morocco issued a package of eGovernment strategic plans since 1997, with an online administration program to reform the public sector. OECD (2005) sees that eGovernment technology is the best choice to reform the public sector in MENA countries, after the failure of traditional strategies. eGovernment WGA has the power to simplify administrative procedures, cut duplication and lower endemic corruption. Henceforward, Morocco engaged in series of World Bank loans to improve its administrative governance, reinforcing communication, quality, proximity, transparency, accountability, efficiency and performance in the administrative management (Chauffour, 2018).

The online administration program in 1997 is followed by “eMorocco 2010” to reduce administrative transaction costs and position Morocco internationally and externally in the field of ICTs. The country launched later for “Maroc Numeric 2013” with a budget of 2.5 billion Dirhams invested on the program (Bennani & Elayoubi, 2008), looking to transfer the Moroccan public sector from an office-oriented to citizen-oriented administration, putting customers at the center of service delivery. An inter-ministerial committee (CIGOV) is nominated to benchmark and assess this project, which looks to increase interoperability among ministries, national and local public agencies through integrated system applications, making ICT as an engine of the offshoring activities, research and development in

Morocco (OECD, 2010). Twenty five eGovernment projects out of sixty nine projects are operational now, including six transactional online services. *Watiqa* (www.watiqa.ma) is a successful example that enabled citizens to receive their birth certificates and other administrative documents on their devices only by a registered mail. This automated (G2C) application aims to reduce transaction costs and bribery, associated with the direct contact of citizens with local officials. Now, many other (G2G) Inter-organizational System Applications function between different ministries. *BADR* (*Base Automatisée des Douanes en Réseau*), for example, is also an operative system, since 2009, which makes it easier for customs to register their statements online. *DAMANCOM* system also receives online declaration of earnings and payments. Direct Info allows citizens to consult companies' legal and financial information, to get a certificate and to register a trademark (OECD, 2010). The integrated eGovernment system *GID* (*Gestion Intégrée de la Dépense*) links all public ministries, delegations, provinces, local collectivities to manage public expenditure. The system comes out of a series of fiscal reforms, deemed to modernize expenditure management between different public agencies. It is an operable system since 2010, which is believed to increase efficiency, transparency of budget and accountability between local and national offices. The GID system is a major achievement and a pure successful product of the Ministry of Finance, which is offered to boost a holistic management for the public budget in the country.

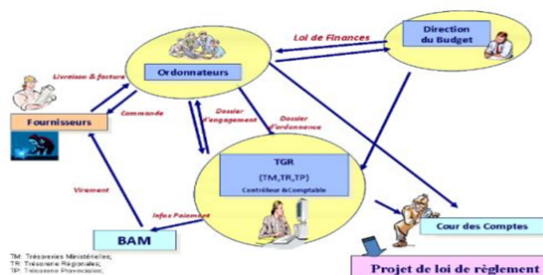


Figure 2.2: Integrated System of Expenditure Management in Morocco (GID)

Source: www.tgr.gov.ma



3 Communication in eAdministration

Interchangeably and communication in public administration typically refer to the practice of using different communication channels, methods, or terms interchangeably to convey the same or similar information. A variety of communication methods are employed to disseminate information to the public, government entities, or within the administrative body. These methods encompass a range of mediums such as formal documents, press releases, websites, social media platforms, and public gatherings. Interoperability and integration are crucial concepts in public administration, particularly in the context of information technology and systems. They refer to the ability of different systems, processes, and organizations to work together effectively and efficiently. Interoperability ensures that different systems can communicate and share data, while integration combines various systems or processes to create a more unified and efficient administrative structure. These concepts are crucial for achieving **streamlined operations** and providing better services to citizens.

Vocabulary 3.1 — streamlined. Streamlining processes refers to the improvement of the efficiency of a certain process within an organization. It can be done by automation, simplification of tasks, or elimination of unnecessary steps using modern techniques and technology. Workflow processes and checklists exist in most businesses for a reason.

3.1 Communication between eAdministrations

Interchangeability mechanisms in eAdministration foster the ability of government organizations to share, integrate information and services using ICTs and other common standards for a shared front-end delivery (Gottschalk & Solli-Saether, 2009). Interchangeability is like a “chain that allows information and computer systems to be joined up both within organizations and then across organizational boundaries with other organizations, administrations, enterprises or citizens” (Herbert, Ralf, & Hans, 2011, p. 23). It is an eGovernment process to integrate multiple channels in a Whole-of-Government Approach, across boundaries, sharing information and integrating service delivery for an advanced stage of eGovernment maturity called: “Connected Government” (United Nations, 2014). Interoperability would be a good asset for eGovernment maturity if back offices are pooled together through integrated systems for synergistic and seamless coordination. The rationale behind interoperability is to create eGovernment collaborative synergies, sustained by integrated ICT innovations, to achieve maximum cost savings and efficient service deliveries (United Nations, 2012). Indeed, interchangeability between national, regional and local units is an urgent process that urges nations to work in wholeness entities to deliver aid solutions against international disasters of terrorism, climate change, food shortages and other complex issues that need an interoperable governance framework (United Nations, 2008). Interchangeability is a new fashion, which emerged as a result of the eGovernment maturity stage: “Networked Presence”. It is an electronic stage, in which multiple vendors are allowed to work together, in a value chain, managing heterogeneous workflows together on a shared platform. Hence, for systems to be interchangeable, technical, semantic and organizational layers, are needed (Gottschalk & Solli-Saether, 2009). Thanks to technical interchangeability, many other integrated new fashions appeared for cooperation between societal organizations as a Whole-of-Society Approach, and between nations as a Whole-of-Nations Approach to address significant and multifaceted challenges that cannot be effectively tackled by Whole-of-Society Approach or the Whole-of-Government Approach. These challenges can range from national security and disaster response to public health crises, environmental issues, economic development, and national or international complex issues of terrorism, for example.

3.2 Interoperability Mechanisms in Public Administrations

Technical Interoperability

Technical interoperability is connected with the technical issues of computer systems, open data formats and telecommunications (Gottschalk & Solli-Saether, 2009). According to the European Interoperability Framework (2004), technical interoperability is concerned with the way integrated system applications and Internet interconnect services of different businesses (European Communities 2004, p. 16). However, technical interoperability is dependent on a common understanding and use of integrated applications between businesses (Gottschalk & Solli-Saether, 2009, p. 20). All the eGovernment Interoperability Frameworks (eGIFs) in the world are built on a good technical interoperability to ease and streamline (G2C), (G2G), or (G2B) interchanges. eGIFS are launched to enhance the new approach of joined-up services, putting citizens at the heart of service delivery (United Nations, 2008b). Now, governance has shifted from an intra-organizational into inter-organizational and lately into an interoperable management of public issues, due to the consistent technical development of ICTs in the world (Pardo et al., 2012). Technical interoperability plays a critical role in enhancing government services, reducing duplication of efforts, and improving the overall efficiency and effectiveness of public administration. It allows government agencies to work together more cohesively toward common goals and citizens to access services seamlessly, avoiding the contact with officers, who may abuse their power and sabotage administration-citizen relationship.

Semantic Interoperability

Semantic interoperability is a high level of interoperability that outwits the technical compatibility, as it focuses on the security of data and information interchangeability between systems. All the semantic protocols should be, not only syntactically compatible (using the same data formats), but also semantically understandable, to address the challenge of ensuring that the meaning of data is accurately interpreted and retained as it circulates between different systems or organizations. According to the European Interoperability Framework (2004), Semantic Interoperability looks at the way information and data is understandable among system applications. More precisely, seman-

tic interoperability is the translation of data between different systems, giving it a shared vocabulary to be understandable, between offices. Semantic interoperability is achieved, when information is made understandable among application users, especially in G2G processes. At this stage, information and data is consequently recycled and reused among integrated offices. They are semantically analyzed by computers only when it is shared or used for security purposes (Gouvernement du Maroc, 2012). In this way, Integrated Systems develop semantic codes for data analyses among different users and stakeholders, like: dates, usernames, computer numbers, ID . . . etc (Herbert et al., 2011).

Organizational interoperability

Organizational interoperability ; however, is the fruit gained from the consolidation of technical and semantic layers between different systems, defining business goals and collaborative back offices, so as to address the requirements of the user community by making services available, easily identifiable, accessible and user-oriented. All the eGovernment Interoperability Frameworks (eGIFs) are prescribed by governments to increase effectiveness and efficiency of eServices, with a secure personal identification, secure and reliable data transactions and processing among users and stakeholders, with cost savings (Herbert et al., 2011). Therefore, organizational interoperability is not a choice, but a necessity in itself, prescribed by international organizations for Good Governance to put not only citizens, but also institutions at the center of service quality. At the end, electronic services will be accessible at fingertips of citizens, if only agencies work together, coordinate their processes, and make their ICT system interoperable, because all the semantic and technical layers would orchestrate back office transactions and workflows for effective front desk deliveries.

3.3 eGovernment Interoperability Frameworks (eGIFs)

eGovernment Interoperability Frameworks (eGIFs) has appeared recently to orient eGovernment approaches in the world towards Whole-of-Government Approaches, enabling offices to accommodate a rapid pace of technological change (Lisboa & Soares, 2014). eGIFs manuals dictate a set of semantic and

technical regulations to unify the understanding of workflow management between orchestrated entities (Gottschalk & Solli-Saether, 2009; Herbert et al., 2011; Lisboa & Soares, 2014) . In this direction, many countries have created and published their eGIFs and urged their public agencies to stick to its use in order to boost eGovernment Whole-of-Government usage. In this regard, Lisboa & Soares (2014) prepared a comprehensive list of countries that currently have an eGovernment Interoperability Framework. The study is universal and unique in the way it listed for countries with Interoperability Frameworks (IF). Lisboa & Soares (2014) delivered their worldwide field work questionnaire to 150 countries, including Morocco. The data gathered was translated to find out that 46 countries have a national IF, 10 countries do not have it; where other countries did not complete the questionnaire or answered it. Countries with IF recognized its importance to increase their “digital whole-of-government initiatives to achieve more efficient government”, as they have stated, accordingly (Lisboa & Soares, 2014, p. 6). The chart, used in the study, ranked Morocco among the countries that did not fill the questionnaire (p.9), though it has created its IF and published it in 2012 (Direction de l’Economie Numérique, 2012).

3.3.1 The Moroccan Interoperability Framework

Morocco created its Interoperability Framework (IF) in 24 May 2012. The document is titled in French as “Cadre General d’Interopérabilité” (GCI). The document is now open-accessed on the Moroccan eGovernment website: www.egov.ma, which publishes all the eGovernment documents, including the Moroccan Circular 9/2013 signed in the first of June, 2013, by the President of the Government: Mr.Abdelilah Benkirane. The circular informs all the Moroccan ministries about the necessity to stick to the Interoperability Framework for joint-up undertakings. Moreover, the government created a joint committee (GIGOV), so as to supervise and evaluate the Moroccan interoperability framework (GCI) and submit a regular report to the president of the government about the advancement and the operation of this new approach. The Circular assigns the annual report to the ministry of Industry, Commerce and New Technologies, which heads the (GIGOV) commission (Le Gouvernement Du Maroc, 2013). The Moroccan Interoperability Framework is launched in parallel to eMorocco 2013, which calls to integrate ICTs in public administration for Good Gov-

ernance, putting citizens at the center of efficient service delivery. Interoperability necessitates the integration of information systems between the central ministries and their decentralized local agencies, crosswise all the kingdom. Therefore, the Moroccan Interoperability Framework (IF) is an agenda that specifies norms, standards in which all public administrations should partake through unified technical, semantic and organizational systems, for a joint-up delivery between G2Cs, G2Bs and G2Gs (Direction de l'Economie Numérique, 2012). The Direction of Digital Economy, working under the Ministry of Industry, Commerce and New Technologies, urges for an interoperable information systems among public administrations or businesses in order to rise the quality of services, by using integrated systems and applications that are internationally recognized. Hence, these integrated systems will manage to lower administrative transaction costs and cut red tape (Direction de l'Economie Numérique, 2012, pp. 4 -5). In fact, Morocco recognizes, now, the power of the Whole-of-Government Approach in perking up Good Governance ethics in public administration. Good administrative benefits must be yielded behind interoperable work processes, as quoted by Herbert et al. (2011) in their prominent book *Organizational Interoperability in eGovernment*:

This organizational structure is proven and exists for Good Governance reasons. Following the proximity principle, citizens should have easy access and need limited effort for getting in contact with their administration; and the administration should be familiar with the constituency. In the virtual world government services become available at citizens fingertips but only if agencies work together, coordinate their processes, and make their ICT system interoperable (p. 143).

Public administration is transforming in the world, now, and ICT and Artificial Intelligence (AI) is heading to aggregate and orchestrate not only national offices, but international bureaus as well to function in a Whole-of-Nations approach against international disasters and complex health issues, like Covid 19 pandemic, that needs efforts of all the nations to be diagnosed and stopped. Artificial Intelligence (AI) will orchestrate and link the whole world as one entity, and melt down barriers of siloed management to unravel complex issues, unveiling the veil upon the coming international disasters of climate change, for in-

stance. All in all, clear and accurate communication and interchangeability processes play a vital role in public administration to guarantee that citizens, stakeholders, and government personnel receive information that is both comprehensible and precise. When terms or messages are employed interchangeably, it can contribute to strengthening the information and enhancing its accessibility to diverse audiences, without **red tape**.

Vocabulary 3.2 — red tape. Excessive bureaucracy or adherence to official rules and formalities.



4 Hybrid Administration and Freelancing

4.1 What is Hybrid Administration?

Hybrid Administration

A Hybrid work mixes remote working and office working, as hybrid teaching mixes between online and in-class teaching methods. Hybrid cars also are powered by an internal combustion engine and one or more electric motors, which use energy stored in batteries. Hybrid working model is more flexible because it allows The employees to adapt their work schedules and place of work as per the work done on a particular day. Hybrid work is more concerned about the objectives of work, instead of the space. Hybrid working model is more concerned about work ethics and integrity and the achieved guidelines, as well as the work policies than the environment of work [inbook].

¹ Hybrid Administration offers a high spirit of working for employees, by distracting their work culture and working from their preferred space. Workers sometimes commute between their organizations and their house offices. Nonetheless, productivity, integrity, transparency, and accountability are always maintained and sustained. These fluctuations in hybrid work can make the challenges of this model more fruitful. In a hybrid workplace, employees typically enjoy more autonomy and better work-life balance and are more engaged as a result. Employers benefit by building a more productive, healthy, stable workforce and online synergy.

In fact, recent studies indicate that **Generation Z** ² prefer to work from their preferred spaces, rather than staying in back

1: Scott Stein, 2022 in his Book: Hybrid Workplace Hacks: Strategies to Set Up and Lead Successful In-Person and Remote Teams.

2: **Those born after 1996**

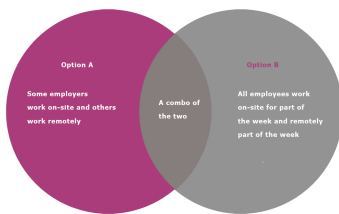


Figure 4.1: bridge the gap

offices. The new generation tends to create a good atmosphere of work in their homes. Research indicated that the youth prefer to work in isolation, establishing a good homeworking setup, depending on their living arrangements, and managing the boundaries between work obligations and work objectives, especially after the Covid pandemic. Indeed, according to the American Worker survey, 42 % of current remote workers in America prefer remote work options to back-office work restrictions.

Hybrid work denotes a work setup that amalgamates elements of in-office and remote work. This approach gained substantial popularity, particularly in response to the COVID-19 pandemic. Under the hybrid work model, employees have the flexibility to divide their work between a physical office and remote locations, often from home. Key aspects of hybrid work encompass:

- ▶ **Flexibility:** Employees can choose where they work, guided by personal preferences and job demands.
- ▶ **Remote Technology:** Hybrid work heavily relies on technology and collaborative tools to facilitate communication and productivity, irrespective of the work location.
- ▶ **Varied Schedules:** Employees might have variable schedules to accommodate personal and professional commitments.
- ▶ **Office Arrangements:** Employers often provide adaptable office spaces or hot-desking options for employees who opt for part-time office work.

4.2 Freelancing

Freelancing refers to a self-employment model in which individuals, known as freelancers or independent contractors, offer their services to clients or businesses on a project-by-project basis. Instead of being permanently employed by a single company, freelancers work independently and typically have multiple clients. Moreover, Freelancers provide a wide variety of services, such as writing, graphic design, web development, digital marketing, consulting, creative services, administrative support, translation, video production, and IT support, among others. In fact, freelancers have the flexibility to set their own rates, choose the projects they wish to work on, and establish their work schedules. While this autonomy is a key benefit, freelancers are also responsible for managing their own taxes, finding clients, and

handling administrative tasks. The **gig economy** and the proliferation of online platforms and marketplaces have made it more convenient for freelancers to connect with clients and collaborate with businesses. Freelancing can be an attractive career choice for those who value independence, want to pursue their passions, and possess specialized skills to offer in administration.

Vocabulary 4.1 — gig economy . A labour market characterized by the prevalence of short-term contracts or freelance work as opposed to permanent jobs.

- ▶ **Independence:** Freelancers are self-employed and have control over their work, including when, where, and how they work.
- ▶ **Multiple Clients:** Freelancers often engage with various clients or companies on diverse projects, building a varied portfolio of work.
- ▶ **Variable Income:** Earnings can fluctuate, as freelancers are remunerated per project or through contractual arrangements, necessitating them to manage their own finances.
- ▶ **Specialized Skills:** Many freelancers possess specialized skills in areas such as graphic design, web development, writing, or consulting.

■ **Example 4.1** Here are some best freelance website, you can consult if you want to start a freelancing experience in your expertise:

- ▶ Upwork
- ▶ Toptal
- ▶ Fiverr
- ▶ Designhill
- ▶ LinkedIn
- ▶ SimplyHired
- ▶ Dribbble
- ▶ Guru
- ▶ Freelancer.com
- ▶ Flexjobs
- ▶ 99designs
- ▶ PeoplePerHour
- ▶ TaskRabbit
- ▶ ServiceScape
- ▶ Behance

- ▶ We Work Remotely
- ▶ AngelList Talent
- ▶ DesignCrowd
- ▶ Codeable
- ▶ SolidGigs

4.2.1 Difference between Hybrid work and Freelancing

Hybrid work and freelancing can intersect and overlap in several ways:

- ▶ **Hybrid Freelancing:** Some freelancers adopt a hybrid work approach by blending remote freelancing with part-time office work, adapting to their specific needs and preferences.
- ▶ **Gig Economy Platforms:** Companies offering gig work or short-term contracts frequently enlist freelancers who can work remotely or follow a hybrid work structure to accomplish tasks.
- ▶ **Collaboration Tools:** Collaboration tools and technologies utilized in hybrid work settings are also pivotal for freelancers in maintaining communication and collaboration with clients, irrespective of their location.
- ▶ **Adaptability:** Both freelancers and hybrid workers need to exhibit adaptability, as their work environments and job requisites can undergo changes.

In conclusion, we can say that hybrid work and freelancing represent two evolving facets of the modern workforce, each offering a distinct level of flexibility and independence. While they are separate concepts, they can converge and benefit from similar tools and technologies that support flexible and remote work arrangements.



Power Skills in Public Administration

5	Emotional Intelligence	35
5.1	Emotional Intelligence in the Workplace	
5.2	Layers of Emotional Intelligence	
5.3	summary	
5.4	Emotional Intelligence Assessment	
6	Critical Thinking	41
6.1	What is Critical Thinking?	
6.2	Critical Thinking Stages	
6.3	Skills of Critical Thinking	
6.4	Conclusion	
7	Leadership	49
7.1	What is leadership?	
7.2	Leadership: Innate Or Acquired?	
7.3	The Four P's of Leadership	
7.4	Leadership Vs Management	
8	Cross-Cultural Fluency	55
8.1	What is cross-cultural fluency?	
8.2	Cultural Diversity	
8.3	The benefits of effective cross-cultural Fluency	
8.4	Measuring effective cross-cultural Fluency	
8.5	Intercultural Communication Skills	
8.6	Conclusion	



5 Emotional Intelligence

5.1 Emotional Intelligence in the Workplace

Emotional intelligence is the ability to **understand, use, and manage** your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and manage conflicts. EI is a great power skill that can help you build stronger relationships, based on mutual respect. EQ helps you succeed in school and work professionally. Therefore, emotional intelligence helps you to achieve the following 5.1:

5.2 Layers of Emotional Intelligence

Researchers suggest that there are four different levels of emotional intelligence we need to use, in order to be emotionally intelligent in our workplace:

In practical terms, this means being aware that emotions can drive our behavior and impact people (positively and negatively), and learning how to manage those emotions is a prerequisite for our success in the workplace. Indeed, the Harvard Business Review reported that 80% of the competencies that differentiate top performers from others are in the domain of Emotional Intelligence. ¹. Therefore, most intelligent people in an organization are not always the most effective and what distinguishes the most productive employees from others is EI.

1: Book: "Emotional Intelligence: The Essential Skill of The Future-Proofed Workplace"

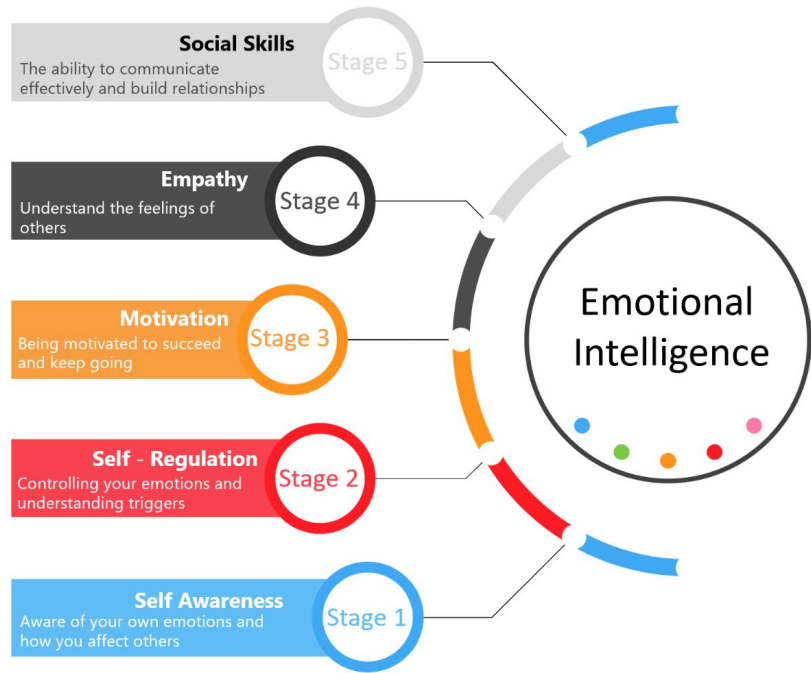


Figure 5.1: EI Model

5.3 summary

▪ **Example 5.1** Emotional Intelligence is all about your abilities and capacities to connect your reason and emotion, to:

▪

To Do

1. identify and describe what people are feeling
2. be aware of personal strengths and limitations
3. be Self-confident and accept others
4. be able to let go of mistakes
5. be able to accept and embrace change
6. has a strong sense of curiosity, particularly about other people
7. feeling of empathy and concern for others
8. Show sensitivity to the feelings of other people
9. Accept responsibility for mistakes
10. be able to manage emotions in difficult situations

Exercise 5.1 Discuss with your partner the main components of Emotional Intelligence. ▪

5.4 Emotional Intelligence Assessment

5.4.1 Emotional Self-Awareness

	1 😞	2 😊	3 ?	4 😊	5 😊
I can identify my emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the reasons behind my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how stress affects my mood and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the reasons behind my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how stress affects my mood and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2

2: Your total score should be between 80-100.

5.4.2 Self-regulation

	1 😞	2 😊	3 ?	4 😊	5 😊
I am able to reconsider my reactions and control my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on success rather than failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I apologize when I am wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily confess my feelings to people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel neutral towards people's emotions. It is not my business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3

3: Your total score should be between 80-100.

5.4.3 Motivation

	1 😞	2 😊	3 ?	4 😊	5 😊
I can fall down, but fall forward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tomorrow will be better than today.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can manage stress and pressure or any emotional turmoil easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am trying to change my behavior towards the good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to affect people's life positively: followers, floaters, or blockers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4: Your total score should be between 80-100. 4

5.4.4 Adaptability & Social Skills

	1 😞	2 😊	3 ?	4 😊	5 😊
I try to understand people and make them understand me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am responsive to multiple requests. I satisfy people's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can cancel a meeting with my partner if a friend needs my help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can change my priorities quickly if needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adapt easily to the new conditions of work and new friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel neutral towards people's emotions. It is not my business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5: Your total score should be between 80-100. 5

5.4.5 Empathy

	1 😞	2 😐	3 ?	4 😊	5 😄
I strive to understand people's reactions and feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a good listener. I can understand my colleagues' requests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I accept excuses, even if they are not true.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to understand why people behave in the way they do, and the absence of evidence does not mean evidence of absence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the external environment can affect people's behavior, culture, thoughts, and feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6

6: Your total score should be between 80-100.



6 Critical Thinking

6.1 What is Critical Thinking?

Critical thinking is an interwoven * process of learning. It is the way you skillfully conceptualize, apply, analyze, synthesize, and evaluate information, that you may generate through your observation, experience, reflection, and reasoning to build your conception or belief about something.



¹. Everyone is subject to receive episodes and amounts of undisciplined or irrational thought, especially in this era when we are bombarded with information and the problem is that no one is a critical thinker **through-and-through** [†], but only to **such-**

¹: According to the National Council for Excellence in Critical Thinking, 1987

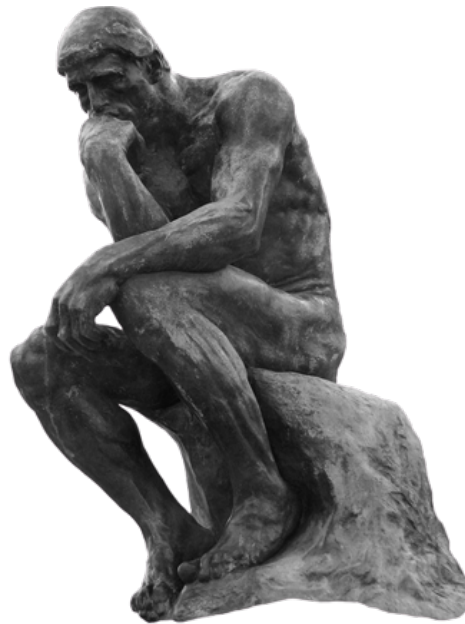
* interweave/ interwove /interwoven: to twist together or combine two or more things so that they cannot be separated easily

[†] It is an idiomatic term which means completely: My mother is Italian through and through.

and-such ‡ a degree.

The French sculptor Auguste Rodin in his statue "Le Penseur" incarnated deep introspection in the sculpture, though his massive muscular physique has fascinated audiences for years, the thinker sinks into "absolute" meditation, thinking about the philosophical incarnations of God, Hell, and Paradise. This image of a man lost in thought and critical thinking, though his powerful body suggests a great capacity to engage in action without deep thought. The Thinker a still more universal image that reveals the mental effort of this poet in the brutal events of life. As Rodin himself described:

What makes my Thinker think is that he thinks not only with his brain, with his knitted brow, his distended nostrils and compressed lips, but with every muscle of his arms, back, and legs, with his clenched fist and gripping toes.



2: The Thinker - Auguste Rodin (1840 -1917) Statue in Rodin Nelson-Atkins Museum of Art in Paris, France.

² The Thinker has become one of the most celebrated sculptures ever known, and it is copied into millions of different-sized copies.

For me, everybody is a thinker. Critical thinking is an endless process, which varies from one person to another, based on our reflection and understanding to understand the world and its events around us.

‡ used to refer to something that you do not want to name or say exactly: If they tell you to arrive at such and such a time, just get there a couple of minutes early.

6.2 Critical Thinking Stages



The following scale aims to teach how you can understand and address complex situations based on all available facts and information. Typically, critical thinking is the process of facts analysis, understanding, and discussion to spot effective solutions.³

6.2.1 Observation

Observational skills are the foundation of critical thinking. People who are observant and meticulous can be also good problem solvers. Those skilled in observation are also capable to predict mysteries and trying to unravel them, based on other techniques of analysis and communication or discussion. Hence, critical thinking is an interwoven process.

3: Try to check your convenient answer on the scale:

1. Strongly disagree
2. disagree
3. Neutral
4. agree
5. Strongly agree

	1 😞	2 😊	3 ?	4 😊	5 😄
CT is relevant to psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a good observer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not jump to conclusions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I judge illogical arguments .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer quick answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4: Your total score should be between 80-100. 4

6.2.2 Analysis

Students need to learn how to identify and analyze data. The ability to analyze and effectively evaluate a situation needs to observe how X causes Y. The binary relationship between two variables is either a correlation or a regression. Students learn how to assess biased or illogical information, by asking relevant questions about the accuracy of their findings objectively.

	1 😞	2 😊	3 ?	4 😊	5 😄
I am meticulous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X causes Y, is a general rule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see things from various angles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fascinated with dashboards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like statistics and analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5: Your total score should be between 80-100. 5

6.2.3 Inference

Inference is a skill that allows students to draw (infer) conclusions about the information they analyzed before. It is a technical process of information inference, based on limited data and information analysis.

	1 😞	2 😊	3 ?	4 😊	5 😄
I draw conclusions myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't jump to conclusions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like inferential statistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am systematic in thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I like assignments of analysis.

6

6: Your total score should be between 80-100.

6.2.4 Communication

Communication skills include all the necessary tools students need to explain and discuss issues and their possible solutions with classmates, colleagues, or other stakeholders in the workplace.

	1 😞	2 😊	3 ?	4 😊	5 😊
I share ideas with people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stop on every detail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to hear the update.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like communication courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer presenting in slides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7

7: Your total score should be between 80-100.

6.2.5 Problem-solving

In the end, students need convenient solutions and answers to their dilemmas, the final step is to execute your solution. Problem-solving is very relevant to critical thinking in the way students are doomed to implement the best solution and understand whether solutions fit the goal. ⁸

	1 😞	2 😊	3 ?	4 😊	5 😊
CT is related to problem-solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to unravel mysteries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try different solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gather and assess information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like puzzle games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

8: Your total score should be between 80-100.

9: Read **The Six Thinking Hats** of Edward De Bono, 1985

6.3 Skills of Critical Thinking

According to De Bono,⁹ critical thinking is a way you put on or take off one of these hats to indicate the type of thinking you are using. The six metaphorical hats stand for the different situations, you may encounter in the workplace. If you want to be a good critical thinker, you should have the fashion to change your hat towards a healthier discussion, drawing a mind map to infer appropriate solutions for your dilemma.



■ **Example 6.1** Let's imagine that you are holding a meeting with your staff to launch a new service in the market. The six hats will help you a lot:

- ▶ **The White Hat** will ask, "What are the facts that we know?" and will present the known facts such as sales figures, market research, and other data.
- ▶ As you will put **The Red Hat**, you will stir emotional feelings in you, "What are your gut reactions?" arguments are based on **feelings, hunches, and instincts** here.
- ▶ As you will put **The Black Hat** will trigger, "the risks we should keep in mind" being a bit pessimistic (to predict any further failure), talking about disadvantages, risks, and problems.
- ▶ As you will put **The Yellow Hat**, you will be more "optimistic", presenting the advantages, benefits, and opportunities: SWOT Matrix.
- ▶ As you will put **The Green Hat**, you tend to be more creative. You will ask, "How can we create opportunities?" and will be the creative perspective, coming up

with ideas and possibilities.

- ▶ As you will put **The Blue Hat**, you need to question: “What systems or processes will be needed?” to charge of the overview, summary, and planning. ¹⁰

Exercise 6.1 Let’s discuss the following topics: Artificial Intelligence, The 4Ps of Marketing, the 4Ps of Positive Leadership. Try to choose one of the hats before you tackle one of the topics.



10:



6.4 Conclusion

This course aims to improve your Critical thinking capacity, stirring your ability to objectively analyze different viewpoints to reach a fair decision at the end, because “Not everything that can be counted counts, and not everything that counts can be counted.”, as Albert Einstein puts it. Sometimes what seems like the best decision to you would be not for others in different contexts. hence it is better to wear colored hats when you address a situation.



7 Leadership

7.1 What is leadership?

Leadership is defined as the art and skill of motivating a group of people to act toward achieving a common goal. In a business setting, leadership is a good power skill, which helps workers to show such qualities to ascend the ladder of hierarchy in a workplace.

7.2 Leadership: Innate Or Acquired?

Now, there is an ongoing discussion about the definition of leadership, because it is more inborn than acquired since it is more associated with personality, charisma, and other social qualities. where some other researchers think that Leadership is something that you can work on and develop over time and that everyone can be a leader. Leadership abilities are **acquired** and **innate** *. However, I personally believe that good leadership is a powerful skill that can be learned and acquired since a proportion of corporate leaders are those graduating from high management schools. For me, leadership is directly connected with other skill qualities, like critical thinking, decision-making, the ability to connect the dots across disparate areas through effective communication skills, the ability to work in coordination and collaboration, active listening, patience, and endurance. All of these skills can be learned and **honed**[†] with a well-rounded series of education.

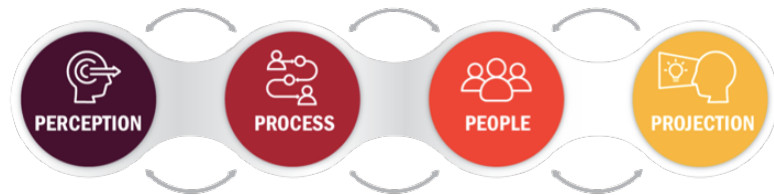
* inborn,(of a quality) which you are born with

† to make an object sharp: make a sword honed from two sides

Vocabulary 7.1 — Innate. inborn; natural.

Exercise 7.1 Innate Or Acquired? Are Leadership Qualities Innate Or Acquired? Discuss. ■

7.3 The Four P's of Leadership

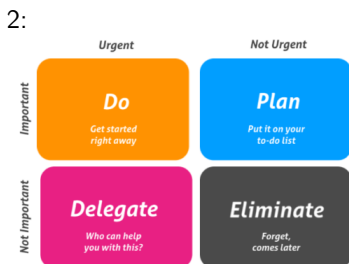


The 4P Framework for Strategic Leadership, developed by Harvard University

¹ According to the Center for International Development at Harvard University, Leadership is made out of interwoven power skills that constitute together the package, these skills are referred to as the 4 Ps of leadership. For them, leadership is not merely about charisma or a powerful personality unleashed, It is a great deal of reflection, challenging the self, and respect for others. Each of the Ps outlined here draws from existing literature and incorporates multiple academic and practitioner frameworks. Students are called to assess their 4Ps, accordingly:

7.3.1 Perception:

Leadership requires humility in the discipline. Effective leaders slow down and think about multiple perspectives before acting, taking emergencies first and eliminating unimportant ones. It is the way you envision things that are most important and urgent and delegate others to your team. Indeed, priority reaps many benefits for effective leaders. Refer to Urgent-Important Matrix of Eisenhower. ² A positive leader ensures an environment of safety in the group. The leader is able to take interpersonal risks and decisions and assumes responsibility as well. It is the process of believing that you are a leader in a group, ensuring an atmosphere of psychological safety.



- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I boost confidence & creativity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I take risks and develop trust. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I assume responsibility. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I emphasize a safe environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I prioritize events & boost engagement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3

3: Your total score should be between 80-100.

7.3.2 Process

“Process” refers to the manner in which we include people in our work. Effective team building is directly related to effective leadership. A Good leader is a coach. Indeed, coaching and mentoring encourage staff members to make a connection, regardless of color, race, religion, and beliefs. A good leader can bring together employees together towards a common objective.



7.3.3 People:

The second quality of positive leadership is related to human capital. It is the way a manager is able to synchronize between reason and emotion, wearing **"the red hat"** of empathy and sympathy[‡] and an understanding of the power of emotion in human beings. A positive leader is precocious in the choice of

[‡] Empathy is shown in how much compassion and understanding we can give to another. Sympathy is more of a feeling of pity for another. Empathy is our ability to understand how someone feels while sympathy is our relief in not having the same problems.

his team and gives them support and energy. Good leaders do not **jump over others**.



	1 😞	2 😊	3 ?	4 😊	5 😄
I boost confidence & creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take risks and develop trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I assume responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I emphasize a safe environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prioritize events & boost engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4: Your total score should be between 80-100.

4

7.3.4 Projection

Positive leaders are able to engage in discussions and show their visibility to the team. Leadership is about vision, empowerment, and producing useful change but it also means that a leader must tell a story to people about where they are going if she wants followers. It is your capacity to change the vision of your floaters and blockers to follow you.

7.4 Leadership Vs Management

Leadership is the way you lead a group of people and inspire them towards an objective. It is an interpersonal process that involves influencing a person or a group to ensure your achievement, willingly and enthusiastically.

"Leaders are - by definition - change makers. When you are called to lead, you are called to advance, move forward and improve the situation" - Jonathan Michael Bowman

To Do

1. Management is doing things right; leadership is doing the right things
2. Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.
3. Management's job is to convey leadership's message in a compelling and inspiring way.
4. Leadership is working with goals and vision; management is working with objectives.
5. The first rule of management is delegation. You can not do everything by yourself.



8 Cross-Cultural Fluency

8.1 What is cross-cultural fluency?

Cross-cultural fluency refers to your ability **to understand, communicate and engage with people from different cultural backgrounds**. Cross-cultural fluency goes well beyond simple communication or language speaking. Being cross-culturally efficient is related to the way you can understand the context of different behaviors, beliefs, values, and attitudes of others and engage appropriately with them.

Cultural fluency involves being aware of what is considered appropriate etiquette worldwide—from body language to physical contact to eye contact. It means having next-level emotional intelligence, being sensitive to cultural nuances, and being adaptable in your interactions with individuals from other cultures.

To be successful in any industry, organizations need to understand the communication patterns of employees, customers, investors, and other audiences. Awareness and willingness to adjust allow for the exchange of information regardless of cultural values, norms, and behaviors... that may vary between audiences. It is your ability to respect the cultural diversity of other ethnicities.

8.2 Cultural Diversity

Cultural diversity refers to the presence of several different cultures within a society, institution, community, or another large group of people. For example, Morocco is a culturally diverse society with a blend of **Amazighs, Arab, Jewish, and Western**

1:



2: Race: people that are grouped together based on physical characteristics such as skin color
 Ethnicity: a group of people that share similar characteristics such as culture, religion, and language

European cultures, shaped by immigration of other ethnicities throughout history. ¹ Either in Morocco, Europe, America, and Canada, cultural diversities have given the power to nations through group learning. Each race learns from one another, and exposure to different cultures can help people learn different perspectives and help prevent the continuation of negative stereotypes and social biases. People regardless of their race, ethnicity, and religion can speak different languages, celebrate different holidays, and eat different types of cuisine. ²

Exercise 8.1 Explain how cultural diversity contributed to the economic prosperity of the United States. ■

8.3 The benefits of effective cross-cultural Fluency

Cross Cultural Fluency competence in the workplace is very important. Research has consistently shown that building cross-cultural teams and forging diverse, international working relationships are good for business. It boosts **productivity, creativity, innovation, and profitability** inside a workplace milieu.

8.4 Measuring effective cross-cultural Fluency

Intercultural Competence (IC) is measured in a number of different ways, using a number of different tools. The important thing when measuring IC is to recognize that there are different tools and competencies used in different industries and areas. When measuring IC in yourself, or colleagues or students, it's important to understand how these topics are engaged within your area.

An example of an accredited IC tool is The Intercultural Readiness Check (IRC). The IRC is a tool used to assess a person's suitability for working in a multicultural setting. The IRC is based on 4 dimensions:

1. Intercultural Sensitivity: How actively are you interested in other people and their cultural backgrounds?
2. Intercultural Communication: How effectively do you adjust your communication style to meet the needs of people in a culturally diverse work setting?

3. Building Commitment: How much do you invest into building culturally diverse networks?

4. Managing Uncertainty: How effectively do you use cultural diversity as a source of learning and innovation?

The IRC can therefore be helpful for determining training and development needs, identifying strategies/recommendations to bridge cultural differences, and as part of selection process. The IRC is also available in English, German, French, Dutch, Japanese, and Spanish.

Below you will find a comprehensive list of the different IC tools available online, who they have been developed by and the competencies/factors that they each cover. The first thing that you will notice is that they are all different! Take time to read through and explore the tools that are either recommended by your university, stand out to you the most (or both).

To help you find what you are looking for, this list of IC tools and resources has been sorted into four categories: “For Individuals”, “For Teams”, “For Leaders/Management”, and “For Organisations/Other”.

8.4.1 Intercultural Sensitivity

Cultural Sensitivity is the way you are aware of the cultural differences and similarities between people’s cultures. In this way, you are aware that there is no inferior or superior culture or right or wrong culture. Cultural relativism³ *

3: No culture can be judged as evolutionary superior to another and cultural features can only be understood in terms of their role in the complete system. Cultural relativism encourages respect for different cultural values, beliefs, and practices.

* Cultural relativism refers to not judging a culture to our own standards of what is right or wrong, strange or normal. Instead, we should try to understand the cultural practices of other groups in their own cultural context.

	1 😞	2 😊	3 ?	4 😊	5 😄
I am interested in other people's cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand people's cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respect all the cultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All cultures are equal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All the races are equal, regardless of their cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4: Your total score should be between 80-100. 4

8.4.2 Intercultural Communication

It refers to the way you effectively adjust your communication skills and style to respect other people's cultures, especially in a culturally diverse work setting. An intercultural effective communicator has to understand all the culture's repertoire styles of communication: direct, and indirect. In international business, the failure to understand cultural differences can bear serious consequences, therefore try to build a global mindset.⁵

5: A global mindset is a greater awareness of intercultural misunderstandings which may lead to misunderstanding and failure in relations (business, politics...). A good knowledge of international mindsets would increase your intercultural empathy vis-à-vis multiple cultures.

	1 😞	2 😊	3 ?	4 😊	5 😄
I change my communication styles according to people's cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respect people's intercultural behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a global mindset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can monitor my communicative behavior easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All the cultures are equal, regardless of their customs and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



6

■ **Example 8.1** Customs: Chinese foot binding, Surma: The Lip Plates.. ■

8.4.3 Building Commitment

It is the competence to invest in building a culturally diverse network. It is your ability Ability to influence one's social environment, motivated by the desire to forge ties and integrate different people and their concerns. Ability to motivate a person and his or her ability to unite around a common goal, build relationships and build strong and diverse networks.

	1 😞	2 😊	3 ?	4 😊	5 😊
I am open to other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have international friends and networks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a global network.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with other international students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am culturally extrovert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.4.4 Managing Uncertainty

⁷ When you are asked to join an international team, you need to show a high level of empathy and respect for others' cultures. It is your degree to which you can manage uncertainty in your intercultural situations and embrace the cultural diversity of your team to learn from others.



	1 😞	2 😊	3 ?	4 😊	5 😊
I stick to my home culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work with unknown groups and people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sympathize with other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cultural diversity is a source of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to share my cultural beliefs with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8: Your total score should be between 80-100.

8.5 Intercultural Communication Skills

8.5.1 Respect the Cultural Wheel of others

Mind the culture Wheel of others

1. Community work
2. Friendship networks
3. Information exchange
4. Sharing of cultures between community groups
5. Building community through culture and arts
6. Community celebrations by rituals and traditions
7. Preserving culture by stories and knowledge
8. Food and drink culture.
9. Language and society.
10. Technology and culture.



9:



9

8.5.2 Intercultural Communication Approach

Cross-cultural dialogue misunderstanding

1. Keep a respectful distance until you get to know someone.
2. Speak slowly and deliberately.
3. Use simple, straightforward language.
4. Tone down gestures and hand signals.
5. Address the person politely by their surname.
6. Make brief, frequent eye contact.
7. Demonstrate what to do when giving instructions.
8. Ask the other person questions if you don't understand.
9. Learn as much as you can about the other culture.

- ▶ Make eye contact and enunciate plainly. Avoid using ambiguous or dual-meaning words. One of the problems non-native-English-speaking cultures have with the English language is misunderstanding the many meanings one word can have. **Eye Contact**
- ▶ Think in terms of your audience and speak to their understanding. Don't make long speeches that lose your group. Allow listeners the time to soak in what you have said. Pay attention to your audience and be an active speaker and listener. You can ascertain a group's grasp of your communication by their response to your words. **Be Simple**
- ▶ Respect the people you communicate with, this helps reduce the stress they feel when trying to understand what you are saying. Doing basic research on specific ways to interact with the cultures you will be coming into contact with is a great way to show your multi-cultural group that you respect them. **Respect and courtesy**
- ▶ Your body language communicates your acceptance – or non-acceptance – and respect, as it helps put listeners at ease. Your body language conveys unspoken communication. Avoid large gestures with your hands, as this can be intimidating to people who might misunderstand your meaning. Keeping your arms crossed often makes people think you are not open to what they have to say. **Always Smile**
- ▶ Slang words are unique to individual cultures, they are not always interpreted correctly. Avoid slang words others might not know to ensure effective cross-cultural communication. **Avoid slang.**
- ▶ What is funny in one culture might not be in another. Humor might be misunderstood and interpreted in a bad **Intercultural mindset**

light. While humor is a good icebreaker, it can backfire when the cross-cultural group misses humor's meaning. When in doubt, avoid using humor when communicating with people from many cultures.

Be formal

- ▶ An informal approach can be upsetting to people from different cultures, especially when you have just met them. Use a respectful and formal mode of speech until you have developed a relationship with your cross-cultural group.

Be positive

- ▶ Stay away from using negative questions or answers. Double negatives are confusing enough to those with English as their native language. In a cross-cultural situation, double negatives are easily misunderstood. Keep questions and answers simple so everyone understands.

Ask for feedback.

- ▶ Request members of the cross-cultural group to speak up and provide interaction or ask questions. A two-way communication process helps to prevent misunderstandings and clears up questions people might have.

Summarize

- ▶ Don't assume that just because you said it everyone understands. Repeat what you have said in a different way, summarize it, and allow people the time to grasp what you have said. By summarizing what you have said, you can verify that everyone is on the same page.

8.6 Conclusion

Multiculturalism, cultural relativism and economic development. It is true that all cultures are equal and none is superior. In the recent past there has arisen the concept of multiculturalism. This is where the people accept all the different ethnic and religious cultures without promoting a specific culture. **Nelson Mandela** supported the cause of equality, diversity, and pluralism of culture, for him culture is a rainbow of development and prosperity.

10

10:



IM Ethics and Values in Public Administration

9	Governance Ethics	65
9.1	Introduction to Ethics	
9.2	Governance & Ethics	
9.3	Good Governance Ethics	
9.4	Corporate Governance Ethics	



9 Governance Ethics

9.1 Introduction to Ethics

During the last decade, corporations have experienced crisis after crisis caused by poor governance and ethics. External stakeholders, shareholders, and employees have watched as scandals have severely damaged their interests so they are quick to seek other alternatives when red flags appear. For managers, executives, and directors, governance and ethics scandals are often career-ending. As a result, new expectations for corporations are emerging or are now in place. This chapter tries to introduce to the student some crucial ethics in governance and management with practical aspects from the field to avoid disaster and gain stakeholder support. Ethical literacy is an important subject that must be integrated into higher education curricula, to enable students to understand the new governance expectations in administration. It is important to understand how good governance and management depend on good ethics.



Understanding these developments will provide a framework for you to develop the essential skills and strategic insight needed for effective governance today. Therefore, the students as future managers, executives, and directors are doomed to show high responsibilities in compliance with governance and risk management functions, we are enhancing the following part accordingly.

9.2 Governance & Ethics

Many definitions of governance focus on processes, structures, and arrangements that pertain to good management in organizations and corporations. Good Governance is a beautiful **embroidery**, knit with **moral ethics**, that sustains and maintains each other for the good management of public services. Hence, Governance is a way of management, if not a discipline that contains all the good values of good public management. However, bad governance directly connotes corruption, inefficiency, ambiguity, indifference, and delay in service delivery. Indeed, corruption produces discrimination, fraudulence, and ambiguity in public administration, when accountability is absent. Corruption and bribery can distort public budgets as well, creating an inequitable separation of public resources, and marginalizing citizens or stakeholders, who can lose trust in these offices.

Vocabulary 9.1 — Embroidery . art of decorating material, primarily textile fabric, by means of a needle and thread (and sometimes fine wire). The basic techniques include crewel work, needlepoint, cross-stitch embroidery, and quilting, as well as quill-work and feather-work.



So far, there is no definite form of governance but the United Nations borders the concept of governance by three principal margins: economic, political, and administrative.

1. **Economic governance** is the process of decision-making that affects a country's economic activities and its relationships with other economies. It has major implications for equity, poverty, and quality of life.
2. **Political governance** is the application of state power to formulate policies, rule of law, and decision-making in a democratic way.
3. **Administrative governance** comprises systems and institutions for policy implementation. It is the apparatus that includes the political and economic dimensions of governance.

Good Governance is generally perceived as the management of economic and political affairs for human and economic development; within a bureaucracy, which is imbued with good ethics and values. Good Governance can be described objectively as "good" if its components, indicators, and characteristics are positive or "good". So, what are these ethics?¹

1: Good governance is ultimately what is right for the company, for the long-term health of the company. — Marc Hodak, Partner, Farient Advisors

9.3 Good Governance Ethics

9.3.1 Transparency

Transparency is generally defined as the free flow of information. It comprises two distinct concepts: trans meaning movement and parent meaning visible. Transparency is letting the truth be available for others to see if they choose, perhaps think to look, or have the time, means, and skills to look. Literally, it is the ability to have access to information for accountability. Indeed, a transparent institution is one where people outside or inside the institution can acquire the information they need to form opinions about actions and processes within the institution. Transparency is essential for the making of Good Governance in public administration. Publicity and transparency of information empower accountability mechanisms for Good Governance between institutions.

Transparency means that stakeholders should be informed of key corporate contacts and told who can answer questions and explain reports, if necessary. Corporations should provide enough information in their reports so that readers

get a complete view of the issues. **Transparency and the rule of law go hand-in-hand with accountability;** transparency is one of the core values of good governance, and both of them create accountability, the two variables correlate together.

■ **Example 9.1** Transparency in government: every year, a report detailing a government body's budget, expenses, and operations is published. On the agency's website, the report is accessible to the general public. Business transparency: A corporation publishes a sustainability report including information on its carbon emissions, waste reduction, and use of renewable energy to reveal its environmental impact. Shareholders, clients, and the general public can access the report on the business' website. Personal openness: Even if it makes them feel awkward or ashamed, a person shares their spouse about their past experiences and sentiments. They do this to increase the relationship's level of intimacy and trust. Financial openness: An investment firm is transparent about the costs and fees it incurs when managing the assets of its clients. To ensure that customers understand the value they receive for their money, it gives a clear breakdown of the charges and explains them to them. Transparency in education: A school district informs parents and the community of its performance, including graduation rates, student achievement data, and teacher qualifications. The information is disseminated to encourage accountability and raise educational standards. These are but a few illustrations, but transparency can be used in a wide range of situations and take many various forms. ■

9.3.2 Accountability

Accountability is fundamental to Good Governance. Accountability happens wherever there is transparency and clarity of information accountability is being questionable to a certain individual or organization to provide evidence or explanation for actions in case of power abuse. Accountability is a crucial characteristic of good governance, just as it is in many other areas of business and societal life. Boards of directors are accountable to groups and individuals affected by their decisions, including their shareholders, stakeholders, vendors, employees, and the general public. Good corporate governance requires

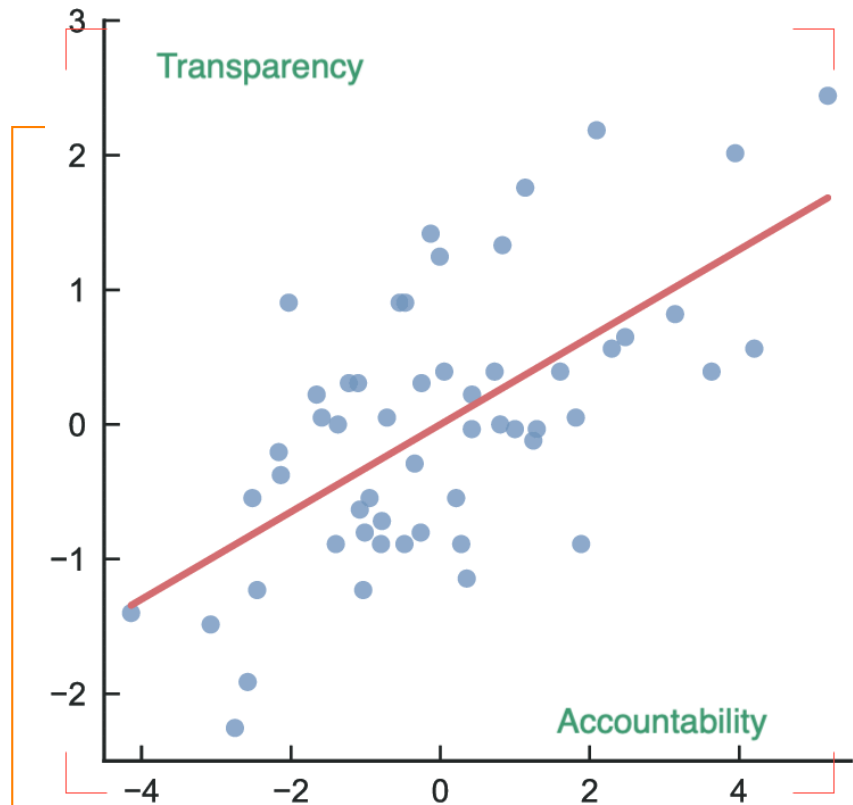
The word "ethics" is derived from the Greek word *ethos* (character), and the Latin word *mores* (customs). In the legal context, ethics defines how individuals choose to interact with one another.

that records and processes are transparent and available to shareholders and stakeholders. Reporting should be presented to shareholders and stakeholders in ways that enable them to **understand and interpret the findings.**

- **Example 9.2**
 - ▶ Individual accountability: Each employee is in charge of achieving their own performance objectives and observing all rules and regulations at work. They are responsible for their own choices and behaviors at work.
 - ▶ Team accountability: A sales team is in charge of hitting its sales targets and cooperating to reach its objectives. Each team member is responsible for making their own unique contributions to the group's success, and the entire group is responsible for achieving its goals.
 - ▶ Managerial accountability: A manager is in charge of making sure that their team is operating successfully and efficiently and is accountable for giving team members the necessary direction and support. The team's manager is responsible for the group's overall performance.
 - ▶ Organizational accountability: A company must conduct itself in an ethical and responsible manner, and for holding itself accountable to many parties, including the community, shareholders, and clients. The company is responsible for the effects of its operations on the community at large, its workers, and the environment.
 - ▶ External accountability: An organization must answer to external stakeholders, including the public, businesses, and governmental organizations. For instance, a business could have to abide by environmental laws or include a report on its social and environmental impact in its annual report.

someone is held accountable: amenable, answerable, liable, and responsible. While all these words mean "subject to being held to account," accountable suggests the imminence of retribution for unfulfilled trust or violated obligation.

A stakeholder is a party that has an interest in a company and can either affect or be affected by the business. The primary stakeholders in a typical corporation are its investors, employees, customers, and suppliers.



9.3.3 Participation

The “participatory” nature of good governance requires that boards – and organizations overall – become more equitable and diverse. It is about the diversity and pluralism of participation in service delivery. The diverse board members and employees cannot be silent partners; they need an active voice in service delivery and the decision-making processes. The citizens or the corporations may play a key role in driving diversity, but equally, diversity within the board itself drives better thinking, without any **tokenism**.

A stakeholder is a party that has an interest in a company and can either affect or be affected by the business. The primary stakeholders in a typical corporation are its investors, employees, customers, and suppliers.

All the transactions **G2C, G2G, G2B, B2B** should expect all of their members to participate in board meetings, facilitating the integration of all the stakeholders in decision-making.

■ **Example 9.3** Participation and governance are two concepts that are closely related to each other. Participation refers to the involvement of individuals or groups in decision-making processes, while governance refers to the mechanisms

and processes by which decisions are made and implemented. Here are some examples of participation and governance in different contexts:

In democratic societies, citizens participate in governance through voting in elections, participating in public hearings, and joining advocacy groups. This participation is vital to ensuring that government is accountable to its citizens and responsive to their needs. Stakeholder participation can help companies to achieve this by involving employees, customers, and local communities in decision-making processes. This can help to ensure that the company's decisions are aligned with stakeholder interests. Community participation and local governance: Local communities can participate in governance through community meetings, consultations, and other forms of engagement with local government. This participation can help to ensure that local government decisions are responsive to the needs and priorities of the community. International governance and participation: In international contexts, participation can take the form of participation in international organizations such as the United Nations or World Trade Organization. This participation can help to ensure that decisions at the international level are accountable to the interests of all countries and stakeholders. Overall, participation and governance are important concepts for ensuring accountability, transparency, and responsiveness in decision-making processes, whether at the local, national, or international level.

■

9.3.4 Consensus-Oriented

The government should be open to its citizens through forums, hosting concrete discussions and debates in a participating approach. In fact, participative governance is contingent on citizens' consensus building.

Consensus-oriented decision-making has to take on board the different needs and perspectives of this diverse group to deliver a broad consensus that will serve the best interests of communities and companies.

9.3.5 Responsiveness

All too often, the corporate world's focus can be taken up by sudden crises and controversies. A timely response to the unexpected is crucial, with corporations that practice good governance usually able to prioritize swift and honest communication with shareholders and stakeholders.

9.3.6 Effectiveness and Efficiency

As planners and overseers, board directors are responsible for conducting their duties effectively and efficiently. Many corporations also consider the environmental impact as they perform their duties and responsibilities. For example, using the drive for good governance as an impetus for digital transformation, an organization may transition from manual paper processes to more environmentally friendly software solutions, such as the integrated suite of board leadership and collaboration tools.

9.3.7 Equity and Inclusiveness

In service delivery, equity is realized when all citizens are served on an equal basis (G2C); in G2G each board director has an equal seat at the board table. Each director can and should use their voice to share their experiences, opinions, and philosophies to enhance and broaden discussions. No one should feel left out or that their views have less meaning than others.

This same ethos should pervade the entire organization, with a culture of diversity and inclusion underpinning all of your operations. Diversity, equity and inclusion (DEI) are core elements of good governance.

9.3.8 Rule of Law

Good governance is achieved when laws and regulations are applied impartially. The rule of law should be fair and impartial to governments and citizens to enhance their collaboration in decision-making. Certain circumstances may require boards to seek outside counsel, guidance, or expertise from external, third-party experts. Whether making decisions themselves or working with third parties, good corporate governance requires boards to act ethically, honestly, and with the utmost integrity.

9.3.9 Strategic Vision

One of the primary responsibilities of board directors is strategic planning, which includes the organization's mission, vision, and values statements. Strategic planning leads boards to understand where the corporation is going and how it will get there. Good corporate governance requires a robust planning process, incorporating action plans, budgets, operating plans, analysis, reporting, and much more. The strategic plan holds board members accountable for their decisions and for monitoring their goals. Strategic planning also includes risk management and protecting the company's reputation, and as such, is an opportunity for organizations to put into practice many of the good governance principles they espouse.

9.4 Corporate Governance Ethics

Corporate Governance Ethics pertains to the ethical principles and standards guiding the behavior of businesses and corporations, particularly in terms of their management and governance. It emphasizes the relationship between corporate management, often represented by the board of directors and executive officers, and the various stakeholders, including shareholders, employees, customers, and the wider community. Essential aspects of corporate governance ethics with examples are illustrated below:

1. **Fiduciary Duty:** Corporate leaders, including members of the board of directors and executive officers, have a fiduciary duty to act in the best interests of the company and its shareholders. This duty includes making decisions that maximize shareholder value and do not harm the company's reputation.
Example: A CEO's fiduciary duty may involve prioritizing long-term company growth over short-term profits.
2. **Transparency:** Corporations are expected to provide clear and accurate information about their financial performance, operations, and decision-making processes. This transparency fosters trust and allows stakeholders to make informed decisions.
Example: A corporation publishes detailed financial reports that provide a comprehensive view of its financial health and performance.

3. **Accountability:** There's a strong emphasis on holding corporate leaders accountable for their actions and decisions. This may involve mechanisms for shareholders to vote on key issues and the ability to remove underperforming or unethical leaders.

Example: Shareholders have the power to vote out board members who they believe have not acted in their best interests.

4. **Ethical Leadership:** Corporate leaders are expected to exemplify ethical leadership by setting a positive example for employees and stakeholders. Ethical leadership involves making decisions that align with ethical values and principles.

Example: A company's CEO refuses to engage in unethical business practices even if they might lead to short-term financial gains.

5. **Compliance with Laws and Regulations:** Corporations must adhere to all relevant laws and regulations, many of which have ethical implications. Violating these can result in legal and ethical consequences.

Example: A corporation faces fines and legal action for violating environmental protection laws.

6. **Shareholder Rights:** Protecting the rights of shareholders is crucial in corporate governance ethics. Shareholders have the right to express concerns, access information, and participate in corporate governance processes.

Example: Shareholders use their voting power to express dissatisfaction with executive compensation packages.

7. **Corporate Social Responsibility (CSR):** Corporate governance ethics often involves a commitment to corporate social responsibility, addressing environmental, social, and ethical issues beyond profit generation. This may include sustainable practices, philanthropy, and community involvement.

Example: A tech company invests in a program that provides free computer training to underprivileged communities.

8. **Ethical Decision-Making:** Corporations should establish processes for making ethical decisions, addressing conflicts of interest, and navigating ethical dilemmas.

Example: A company's ethics committee evaluates whether to accept a major contract from a client with a history of unethical business practices.

9. **Ethical Codes and Policies:** Many corporations create

and enforce ethical codes and policies that guide employees' behavior and decision-making. These codes often address issues like conflicts of interest, insider trading, and discrimination.

Example: A company's code of conduct explicitly forbids employees from trading company stock based on insider information.

In conclusion, corporate governance ethics can vary by jurisdiction, industry, and individual company. However, the underlying goal is to ensure that corporations operate with integrity, transparency, and a commitment to ethical conduct to protect the interests of all stakeholders and maintain public trust.



Ethical Theory and Integrity in Public Administration

10	Ethical Theory	79
10.1	Ethical Theory	
10.2	Integrity in Public Administration	
10.3	Integrity in Public Administration	
10.4	Moral Ethics in Public Administration	



10 Ethical Theory

10.1 Ethical Theory

The ethical theory tries to define the general code of ethical obligations, believed to be right (correct), even if the choice results in unpleasant consequences, without referring directly to specific examples. The ethical theory attempts to provide a moral standing and the necessary parameters, students need to consider when making ethics-based decisions. In the field of public administration, ethical considerations play a vital role in decision-making and policy implementation.

- ▶ **Utilitarianism** Utilitarianism is an ethical theory that emphasizes the greatest good for the greatest number. In the context of public administration, utilitarianism can guide decision-making to maximize the overall welfare of society.
- ▶ **Deontology** Deontology is an ethical theory that focuses on duty and moral principles. In public administration, deontological ethics can help officials adhere to their ethical obligations and responsibilities.
- ▶ **Virtue Ethics** Virtue ethics centers on the development of moral character. Public administrators can cultivate virtuous qualities to enhance their decision-making and leadership.
- ▶ **Code of Ethics** Many public administrations have established codes of ethics that outline the expected behavior and ethical standards for employees and officials.
- ▶ **Ethical Dilemmas** Public administration often faces ethical dilemmas that require careful consideration of competing values and principles.

Ethical theories provide a foundation for ethical decision-making in public administration. Public administrators should be aware of these theories and apply them appropriately in their roles.

■ **Example 10.1** Examples of Ethical Theories in Public Administration

Utilitarianism

- ▶ **Public Health Policy:** Utilitarian principles are often applied in public health policies. For instance, during a pandemic, public health officials might implement lockdowns to protect the greater population, even if it imposes hardships on some individuals.
- ▶ **Environmental Regulation:** Environmental standards and regulations are established to limit environmental damage, aiming to maximize overall well-being by reducing harm to the environment and public health.

Deontology

- ▶ **Whistleblowing:** Deontological ethics support a public servant's decision to blow the whistle on government misconduct, based on their moral duty to uphold truth and justice, even if it goes against organizational interests.
- ▶ **Respecting Civil Rights:** Upholding individual rights, such as freedom of speech or the right to a fair trial, can be seen as a deontological commitment, irrespective of potential utility.

10.1.1 Virtue Ethics

- ▶ **Leadership in Public Service:** Virtue ethics focuses on character development. In public administration, leaders and officials can exemplify virtuous traits like honesty, empathy, and integrity in their actions and decisions.
- ▶ **Community Engagement:** Virtue ethics encourages public administrators to engage with their communities in a virtuous manner, demonstrating respect and compassion in public service.

10.1.2 Code of Ethics

- ▶ **Conflict of Interest:** Many public agencies have codes of ethics that prohibit employees from engaging in activities that could lead to conflicts of interest, ensuring

that they act in the best interests of the public rather than personal gain.

- ▶ **Confidentiality:** Codes of ethics often stress the importance of maintaining confidentiality, particularly in fields like social work and law enforcement, to protect sensitive information and the privacy of individuals.

10.1.3 Ethical Dilemmas

- ▶ **Resource Allocation:** During times of crisis or budget constraints, public administrators may face ethical dilemmas in allocating limited resources, such as medical supplies or disaster relief, where decisions must balance the needs of various groups.
 - ▶ **Public Safety vs. Individual Rights:** When making decisions related to surveillance, law enforcement, or counterterrorism, administrators may confront dilemmas that involve ensuring public safety while respecting individual civil liberties.
-

10.2 Integrity in Public Administration

Kohlberg's Stage of Moral Development presents morality as an outcome of social experience.

Types of Workplace Responsibility The Importance of Leading by Example Five Examples of Leadership Expectations The Role of Character in Leadership The Most Important Criteria for Solving Ethical Dilemmas in Business The difference between right and wrong is a basic tenet of life. Integrity is defined as choosing the right thing, even if the choice results in unpleasant consequences. A business with integrity displays honesty, morality, and quality in its products, services and actions. It will be evident in every department, within every employee and throughout its business relationships.

article enumitem

10.3 Integrity in Public Administration

Definition 10.3.1 Integrity in public administration refers to the ethical and moral principles that guide the behavior and actions of individuals working in government and the broader public sector. It is a fundamental concept in ensuring transparency, accountability, and the proper functioning of government institutions. Here are some key aspects of integrity in public administration:

1. **Accountability:** Public administrators must be accountable for their actions and decisions. This means that they are responsible for the consequences of their choices, and they must answer to the public, their superiors, and oversight bodies.
2. **Transparency:** Transparency is crucial in maintaining public trust. Public administrators should make information, processes, and decisions as open and accessible to the public as possible, which helps prevent corruption and unethical behavior.
3. **Honesty:** Honesty is a core component of integrity. Public administrators should provide accurate and truthful information to the public, their colleagues, and their superiors.
4. **Fairness:** Administrators must treat all individuals and groups fairly and without bias. They should avoid discrim-

ination and uphold the principles of equal opportunity and justice.

5. **Impartiality:** Public administrators should be impartial when making decisions. They should base their decisions on facts, evidence, and the law, rather than personal or political considerations.
6. **Confidentiality:** While transparency is essential, there are cases where confidentiality is crucial, such as protecting sensitive information. Public administrators should maintain the confidentiality of such information.
7. **Avoiding Conflicts of Interest:** Public administrators should avoid situations where their personal interests could conflict with their public duties. This includes not using their positions for personal gain.
8. **Ethical Decision-Making:** Public administrators should use ethical frameworks and guidelines to make decisions that benefit the public good rather than their personal interests.

Accountability Mechanisms: Establishing mechanisms to hold public administrators accountable for their actions, such as ombudsmen, oversight committees, and independent auditors, is essential.

Training and Education: Public administrators should receive training on ethics and integrity to ensure they understand the importance of these principles and know how to apply them in their roles.

Whistleblower Protection: Providing protection for individuals who report misconduct or unethical behavior within the public administration encourages a culture of integrity.

Ethical Leadership: Leaders in public administration should set an example of ethical behavior and promote a culture of integrity within their organizations.

Codes of Conduct: Many public organizations have established codes of conduct or ethics that outline the expected behavior of their employees.

Integrity in public administration is not only a matter of personal character but is also influenced by the organizational culture and the broader legal and ethical framework within which public servants operate. Maintaining high standards of integrity

in public administration is essential for ensuring that government functions in the best interests of the public and upholds the principles of democracy and the rule of law.

- Exercise 10.1**
1. Define the term "integrity in public administration" and briefly explain its significance.
 2. List three key principles of integrity in public administration, and provide a brief description of each.
 3. Explain the importance of transparency in public administration and how it contributes to maintaining integrity.

10.4 Moral Ethics in Public Administration

Moral ethics in public administration is a critical aspect of ensuring that government officials and employees act in ways that are ethical, just, and in the best interests of the public they serve. Public administration refers to the implementation of government policies, programs, and services, and ethical considerations are essential to maintain public trust and promote good governance.

1. **Transparency:**
2. **Accountability:**
3. **Integrity:**
4. **Fairness:**
5. **Justice:**

Moral ethics in public administration is crucial for the proper functioning of government and for maintaining public trust. It helps ensure that public resources are used effectively and that government actions are carried out in a manner that upholds the values and principles of a just and democratic society.

- Exercise 10.2**
1. Define moral ethics in the context of public administration.
 2. Provide an example of a moral ethical dilemma that a public administrator might face.
 3. Discuss the principles of ethical decision-making in public administration in the diagram above.
 4. Explain the significance of transparency and accountability in maintaining moral ethics in public administration.
 5. List and briefly describe two codes of ethics that are commonly followed by public administrators.

- Answer 10.1**
1. Moral Ethics in Public Administration:
 - ▶ Moral ethics in public administration refers to the set of principles and values that guide the conduct of public officials and employees in their roles of managing public resources and delivering services to the community. It involves making decisions and taking actions that are based on ethical standards, fairness, and the greater public good rather than personal interests.
 2. Example of a Moral Ethical Dilemma:
 - ▶ Imagine a city planner who has to make a decision on whether to approve a construction project in a low-income neighborhood. On one hand, the project promises economic development and job opportunities, but on the other hand, it may displace residents who have lived in the area for generations. This is a moral ethical dilemma where the public administrator must balance economic development with social justice and community welfare.
 3. Principles of Ethical Decision-Making:
 - ▶ Ethical decision-making in public administration is guided by principles such as:
 - Transparency: Ensure decisions and actions are open and accessible to the public.
 - Accountability: Hold public officials responsible for their actions and decisions.
 - Impartiality: Make decisions without bias or favoritism.
 - Rule of law: Act within the framework of

established laws and regulations.

- Public interest: Prioritize the well-being of the community and the public good.

4. Significance of Transparency and Accountability:

- ▶ Transparency and accountability are vital in maintaining moral ethics in public administration because they:
 - Build trust between the government and the public.
 - Prevent corruption and misuse of power.
 - Ensure that decisions are made in the public's best interest.
 - Hold public officials responsible for their actions.
 - Facilitate oversight and scrutiny, promoting ethical behavior.

5. Codes of Ethics for Public Administrators:

- ▶ ICMA Code of Ethics: The International City/County Management Association (ICMA) has a code of ethics that emphasizes integrity, transparency, and accountability among local government administrators.
- ▶ ASPA Code of Ethics: The American Society for Public Administration (ASPA) has a code of ethics that includes principles like upholding the public interest, serving with integrity, and promoting transparency in public service.

■

Application Ethics in Public Administration

11 A Resume or Curriculum Vitae . . . 89

11.1 What is a Resume?

11.2 What is a Curriculum Vitae?

11.3 Difference Between CV and Resume



11 A Resume or Curriculum Vitae

11.1 What is a Resume?

A resume is a French word "**résumé**", which means a summary. It is a short, straight-to-the-point document created to apply to a specific vacancy. It is like a sales brochure that highlights, in brief (generally on one page), your attractive achievements and objectives. In a resume, applicants try to mention the aspects of their work experience and skills that can fit only the job opening, they are applying for. Hence, a good resume has to summarize only the specific contributions to the job opening.

Keep in mind 11.1.1 Your resume has to include these elements:

1. Full name
2. Your job title, or the name of the position you are applying to
3. Contact information
4. Resume summary or objective
5. Work experience
6. Education
7. Relevant skills
8. Languages and proficiency
9. Relevant certifications and interests (if any)

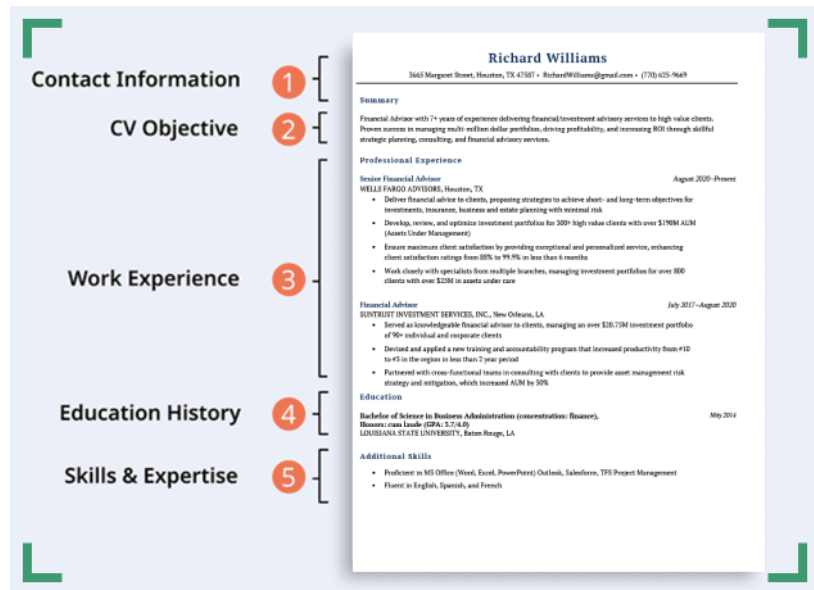


Figure 11.1: Resume elements

11.2 What is a Curriculum Vitae?

The term CV is an abbreviation word **Curriculum Vitae**, which means “the course of your life” in the old Latin language. The Curriculum Vitae is an in-depth document that describes your professional life course step-by-step, including your personal, professional, and academic portfolio. Your CV mirrors all your success stories, including your academic and professional achievements that bear your name in your parkour. There is no **rule of thumb** about the length of your CV. It depends on how rich your profile is; however, most CVs range from 2 to 8 pages.

Vocabulary 11.1 — rule of thumb. a broadly accurate guide or principle, based on practice rather than theory. "a useful rule of thumb is that about ten hours will be needed to analyze each hour of recorded data"

Keep in mind 11.2.1 Your CV has to include these elements:

1. Full name
2. Contact information
3. Professional title, resume summary, or resume objective
4. Research interests
5. Education
6. Publications (both academic papers and books)
7. Teaching or lecturing experience
8. Work experience
9. Conferences and courses
10. Skills
11. Certificates
12. Languages
13. Grants of fellowships
14. References

Your Name

Address Line 1 | Address Line 2 | City, State, ZIP Code
Phone: (123) 456-7890 | Email: yourname@email.com
LinkedIn: linkedin.com/in/yourname

Objective

Briefly describe your career objective or professional summary.

Work Experience

The order of sections on a resume, specifically whether to place "Experience" before "Education" or vice versa, can vary depending on your specific circumstances and career goals, but in general soft skills are more important than your hard skills in the workplace.

Company Name, City, State
Position Title, Month Year - Present

- ▶ Describe your responsibilities and key accomplishments in this role.
- ▶ Use bullet points for clarity and provide quantifiable results if possible.

Another Company, City, State
Position Title, Month Year - Month Year

- ▶ Detail your responsibilities and achievements in this position.
- ▶ Be concise and emphasize your strengths.

Education

University Name, City, State
Ph.D. in Your Field of Study, Month Year
Master's Degree in Your Field of Study, Month Year
Bachelor of Science in Your Field of Study, Month Year
GPA: X.XX

Skills

- ▶ List your relevant skills, such as technical skills, languages, and certifications.
- ▶ Highlight your areas of expertise.

Projects

Project Name, Month Year - Month Year

- ▶ Provide a brief description of the project and your role.
- ▶ Mention any notable outcomes or contributions.

Awards and Honors

Award Name, Year

Honors or Recognition, Year

Professional Associations

Association Name, Member Since Year

Another Association, Member Since Year

Languages

- ▶ List any languages you are proficient in.

Always think to update your Resume or CV, every time you accomplish something new academically or professionally in your parkour.

References

Available upon request.

Keep in mind 11.2.1 In general, the order of sections in a resume, whether **Experience** or **Education** comes first, depends on your individual circumstances and career goals. If you have significant relevant work experience, it is common to begin with **Experience**. On the other hand, if you are a recent graduate or your education is highly relevant, then you might prefer to start with **Education**. A combination of both sections is often used to highlight qualifications and achievements as per the job requirements. Customizing the order based on your specific situation and the job you are applying for is crucial.

11.3 Difference Between CV and Resume

A CV (Curriculum Vitae) and a resume serve distinct purposes:

CV (Curriculum Vitae):

- ▶ Length: Typically lengthier, often spanning several pages.
- ▶ Content: Comprehensive and includes all academic and professional accomplishments, such as publications, research, teaching, and more.
- ▶ Use: Primarily utilized in academia, research, and international job applications.
- ▶ Static: Rarely updated, even when applying for different positions.

Resume:

- ▶ Length: Generally shorter, usually one to two pages.
- ▶ Content: Customized for specific job applications, emphasizing relevant work experience, skills, and achievements.
- ▶ Use: Commonly used in the business world and for most job applications in the United States.
- ▶ Dynamic: Adapted and personalized for each job application.

All in all, we can say that a CV is a comprehensive document primarily used in academia and research, while a resume is a concise document tailored for specific job applications across various industries.

11.3.1 LinkedIn Profile

LinkedIn is a professional online website, which can help a student build their CV on its platform. LinkedIn is now the most connecting website, which connects millions of people online. It allows you, as a student, to turn relationships into opportunities, since you are connected to various employers and corporations.

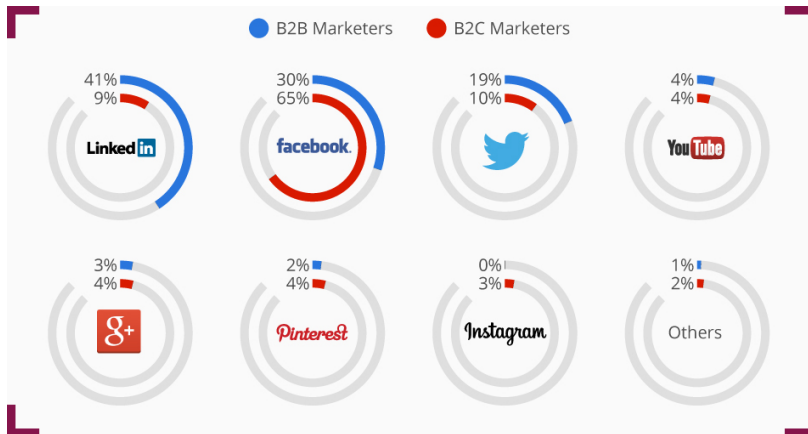


Figure 11.2: LinkedIn Statistics

Furthermore, it helps you in building your own personal and professional brand and expertise in a certain field. LinkedIn also helps you get more insights in terms of preparing for different interviews, and getting updated with the latest trends happening in your desired expertise or marketplace.

Vocabulary 11.2 — B2C. The term business-to-consumer (B2C) refers to the process of selling products and services directly between a business and consumers who are the end-users of its products or services. Most companies that sell directly to consumers can be referred to as B2C companies.

Vocabulary 11.3 — B2B. The term business-to-business (B2B) refers to the process of electronic commerce (e-commerce) or (e-administration), which is the exchange of documents, products, services, or information between businesses, rather than between businesses and consumers (B2C).

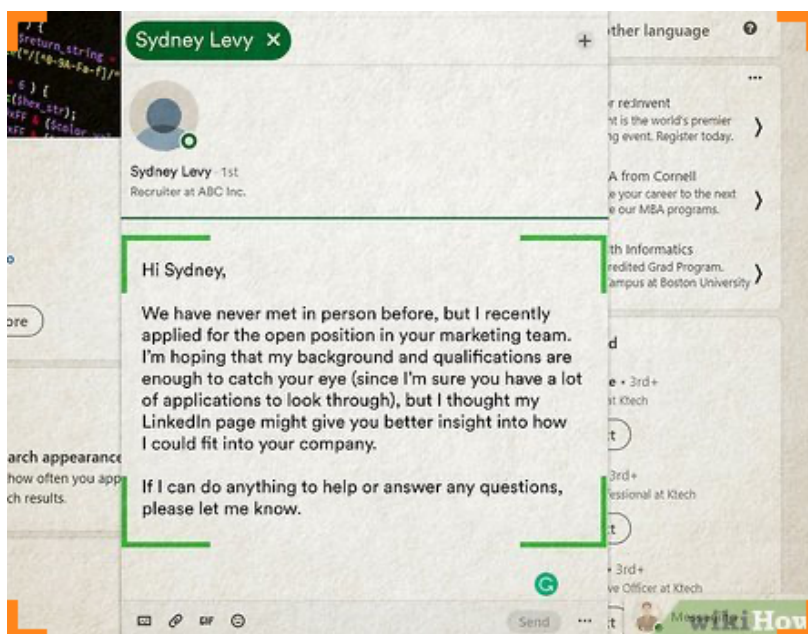


Figure 11.3: Job Application on LinkedIn

1. **Job Search:** LinkedIn primarily serves as a professional networking platform for job seekers to explore new employment opportunities and attract the attention of recruiters.
2. **Professional Networking:** LinkedIn provides a platform for connecting with colleagues, mentors, industry peers, and other professional contacts. Users utilize it to expand their professional network and maintain relationships with current and former associates.
3. **Personal Branding:** Many individuals leverage LinkedIn to build and promote their personal brand, showcasing their skills, achievements, and expertise in their respective fields.
4. **Knowledge Sharing:** LinkedIn allows users to share and engage with industry-related content, facilitating the stay updated on industry trends and dissemination of insights and thought leadership.
5. **Business Development:** Entrepreneurs, business owners, and sales professionals utilize LinkedIn to generate leads, connect with potential clients, and establish business partnerships.
6. **Learning and Skill Enhancement:** LinkedIn offers courses and educational resources, enabling users to improve their professional skills.
7. **Research and Information Gathering:** Researchers, journalists, and analysts use LinkedIn for collecting information about companies, industries, and professionals.
8. **Recruitment:** Employers and hiring managers frequently rely on LinkedIn to identify potential candidates for job openings, making it an essential platform for individuals seeking career opportunities.
9. **Visibility and Credibility:** A well-maintained LinkedIn profile enhances professional credibility and discoverability within your field.
10. **Community Engagement:** Some individuals join LinkedIn to participate in and engage with professional communities, groups, and discussions aligned with their interests or expertise.

LinkedIn is a valuable tool for managing your professional identity, connecting with others in their industry, and exploring various career-related opportunities. The reasons for creating a LinkedIn account may vary, but it generally serves to enhance your professional life and network.

LinkedIn will manage your professional identity, connecting with others within their industry, and exploring a range of career-related opportunities. The reasons for creating a LinkedIn account can differ from person to person, but it is generally a resource for improving your professional life and network as a student and expert.

WMI Correspondence Ethics in Public Administration

- 11.4 Information and Communication Ethics
- 11.5 Emails Ethics
- 11.6 Informal emails
- 11.7 Formal Emails
- 11.8 Details
- 11.9 Exercises
- 11.10 Answers

12 Letter Ethics in Public Administration **109**

- 12.1 Cover Letter Ethics
- 12.2 Speculative letter
- 12.3 Motivation letter

11.4 Information and Communication Ethics

Definition 11.4.1 Ethics play a vital role in public administration because those in administrative roles carry the responsibility of making decisions and taking actions that can have a significant impact on the welfare of communities, individuals, and society at large. Correspondence ethics within public administration pertains to the ethical principles and guidelines governing how public administrators interact and communicate with a variety of stakeholders, such as citizens, colleagues, superiors, and external entities.

Ethical standards within the domain of public administration pertain to the moral and principled factors that dictate the management, utilization, and distribution of information and correspondence in public administration. This encompasses a framework of principles, norms, and directives that public administrators are expected to adhere to in order to maintain the ethical and conscientious management of information. The subsequent discussion highlights essential facets of ethical information and communication practices in public administration:

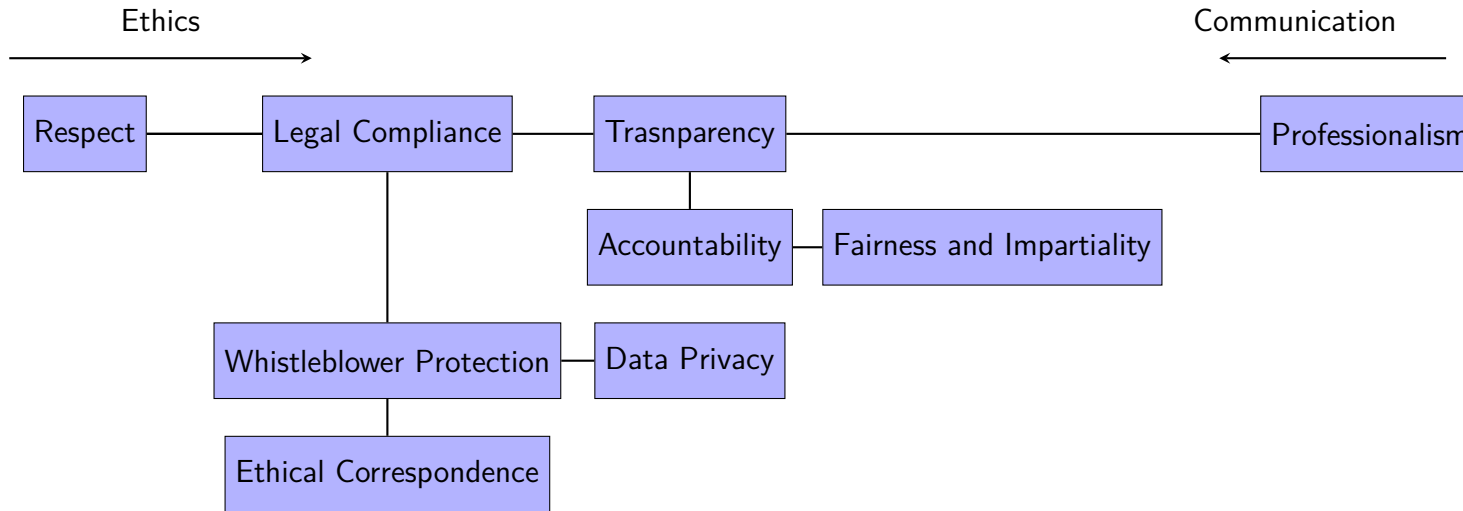
1. **Transparency:** Public administrators should make a concerted effort to be transparent in their communications. This involves providing accurate and comprehensive information to the public, stakeholders, and colleagues. Concealing information or offering misleading details can undermine trust in government.
2. **Honesty and Truthfulness:** Administrators are obligated to be honest and truthful in their communications. This means refraining from making false statements, distorting facts, or furnishing inaccurate information.
3. **Confidentiality:** While transparency is crucial, administrators should also respect the confidentiality of sensitive information. They must handle classified or confidential data with care and only share it with those who have the appropriate authorization.
4. **Fairness and Impartiality:** Public administrators should communicate and correspond in an equitable and unbiased manner. This entails treating all individuals and groups impartially, without any bias or favoritism.
5. **Accountability:** Administrators should be answerable for their correspondence and decisions. They should be willing to take responsibility for the information they provide and the actions they take.

6. **Respect:** Administrators should display respect for the dignity and rights of all individuals, regardless of their background or circumstances. This includes using respectful language and tone in all communications.
7. **Conflict of Interest:** Administrators should steer clear of situations where their personal interests may conflict with their duties when corresponding with stakeholders. They should not exploit their position for personal gain or to favor others unfairly.
8. **Legal Compliance:** All correspondence should adhere to pertinent laws, regulations, and policies. Administrators should be aware of legal requirements related to communication and ensure they are in compliance.
9. **Data Privacy:** In the age of digital communication, safeguarding the privacy of individuals' personal information is of utmost importance. Public administrators should adhere to data protection and privacy laws when handling personal data.
10. **Professionalism:** Administrators should exhibit a high level of professionalism in all their correspondence. This encompasses using proper grammar, following etiquette, and demonstrating respectful behavior.
11. **Feedback and Engagement:** Encouraging and facilitating public feedback and engagement is a significant facet of correspondence ethics. Administrators should create opportunities for public input and respond to inquiries and concerns in a prompt and constructive manner.
12. **Whistleblower Protection:** Ensuring that individuals within the public administration can report unethical conduct or misconduct without fear of reprisal is crucial for upholding ethical standards.

To sum up, correspondence ethics in public administration not only upholds ethical standards but also nurtures trust, accountability, and public confidence in government institutions.

It is the responsibility of public administrators to maintain the highest ethical standards in their communications to stick to correspondence ethics public administration systems.

Exercise 11.1 Lets discuss the following diagram in the light of the previous definitions, indicating the relationship between these correspondence ethics:



11.5 Emails Ethics

Email ethics and letter ethics encompass the ethical principles that guide written communication in the forms of email and traditional paper letters. Ethical behavior in email communication includes some professional standards to ensure effective and considerate interaction:

Remember that adhering to email ethics fosters positive relationships and effective communication. Ethical email practices are essential in both personal and professional email exchanges.

1. Professional Tone and Language

Try to maintain a professional and courteous tone in your emails. Use appropriate language and avoid slang or offensive content.

2. Privacy and Confidentiality

Try to respect the privacy and confidentiality of others. Do not share sensitive information without proper authorization.

3. Clear and Concise Communication

Try to ensure your emails are clear and concise. Use proper formatting, paragraphs, and subject lines for easier comprehension.

4. Use of BCC and CC

Try to use "BCC" (Blind Carbon Copy) to protect email addresses and "CC" (Carbon Copy) only when necessary.

5. Response Time

Try to respond within a reasonable time frame, especially in professional settings.

7. Email Signatures

Try to include a professional and informative email signature with your name, title, organization, and contact information.

10. Subject Line Relevance

Try to include descriptive subject lines that reflect the content of the email and its purpose.

11. Review Before Sending

Try to proofread and review your email before sending to avoid errors.

Keep in mind 11.5.1 In writing, punctuation becomes very important, it is like road signs; without them, we just may get lost, as it is said. Punctuation intrinsically indicates your punctuality either for formal or informal meetings ☺. Therefore, respect the use of capital letters, commas, semi-colons, and the full stop. Please keep in mind that when you write the whole email in CAPITAL LETTERS, you are intrinsically informing the reader that you are angry and that you are shouting in his face ☹. Do not forget to capitalize the 'I' in your emails, when you are writing about yourself. It annoys the reader to see "i" ☹.

11.6 Informal emails

Either we write for informal contacts or formal ones. When we chat with friends and family, accuracy and grammar (spelling and punctuation) become not important in our emails. Hence, we can produce our abbreviations and rules to make our emails more personal, such as:

Keep in mind 11.6.1 ▶ thks' for "thanks"

- ▶ 'wld' for "would"
- ▶ 'plz' for "please"
- ▶ 'ok ' for Okey
- ▶ etc = "et cetera"
- ▶ asap = "as soon as possible"

■ Example 11.1 Informal Email Hi Mourad,

It's been a long time since I didn't see you. miss you so man! Can't wait to see you on the weekend!! We haven't hung out in so long! miss our soccer game! Maybe we can go for a walk or just chill and watch TV and catch up...etc, whatever

you want.
See you soon man !
Said 😊

Vocabulary 11.4 — Stakeholder. (noun) a party that has an interest in a company or coordination. It can either affect or be affected by the cooperation or business. The primary stakeholders in a typical corporation are its investors, employees, customers, suppliers, citizens, or government.

11.7 Formal Emails

As it mentioned in the definition ?? above, formal email writing is always destined to formal people or organizations in different contexts. Therefore, you should edit carefully your email in a professional manner. In formal writing, there is no room for informal or unimportant information. While drafting your email, please mind the following:

1. Describe the subject of your email. Three or four words are enough to describe the subject of your conversation. An email with a blank subject line will likely get deleted, lost, or immediately irritate the recipient, who is forced to open the email to figure out what it is about. The subject of your email is perhaps the most important few words in the entire email. Therefore, you have to win the attention of the reader's first impression. For this reason, it would be appealing to the recipient. It is like a slogan or tagline for your whole email.
2. Be accurate in your ideas and brief in your information.
3. Use your spell check to eliminate spelling or typing errors.
4. Get rid of spammy language, avoiding nonsense expressions or explanations.
5. Do not condense information in one paragraph, it is better to inform your reader in shorter paragraphs, helping him to scan information easily.
6. It is better to write black text on white background.

11.8 Details

Opening

It is said that if you seek success in life, you need three bones: a wishbone, a backbone, and a funny bone, which is the same

in email writing. The opening is like a wishbone, you try to include a quick greeting to acknowledge the reader before you jump into your main message or request.



Vocabulary 11.5 — Wishbone. (Noun) a forked bone (the furcula) between the neck and breast of a bird. According to a popular custom, this bone from a cooked bird is broken by two people, and the holder of the longer portion is then entitled to make a wish.

R If you feel that you have enough sympathized with the reader, after a chain of emails. It becomes then more natural to step into the main message of your email without any opening or closing.

Body

The body of your email is a pivotal backbone of your message. Therefore, try to choose clear and well-arranged words. Keep it as concise and focused as you can.

Vocabulary 11.6 — Backbone. It is the spinal column, spine, and vertebral column that reach from the base of the skull to the tailbone of the body.

Closing

The closing is like a funny bone of your email. Try to leave a good impression to the reader in it. Keep a friendly sign-out for your reader. There are plenty of expressions you can choose to leave a good part in his/her mind.

Vocabulary 11.7 — Funny bone. It is your elbow, its name refers to the odd sensation you get when it is struck.

■ **Example 11.2** Formal Email **Dear Dr. Said Azelmad,**
Warm Greetings! This is assistant editor Icy Yin from CUS where you published your research paper(s). How are you? I hope everything goes well with you.

Thanks so much for your last paper entitled “**The Urban Governance Crisis: When Housing Cooperatives Make Cities The Case of Khenifra in Morocco.**” published in our journal. It already got many downloads and views (see the below screenshot) till now. Congratulations.

Thanks for your support in publishing your work with us. You are greatly encouraged to share your work with your colleagues and friends via a social network for wide spreading. It is an honor to cooperate with you and I look forward to your continued support in the future. I am expecting more valuable research work submitted directly to me via this email from you or your colleagues, friends, or students.

Wish you further progress in your research field. Hope to hear your news soon!

Yours Sincerely,

Icy Yin (CUS Editorial Office)

WhatsApp: +86 134 3726 5327

WeChat/QQ: 1951060082

Alternative Email: scirp.icy@gmail.com

■

11.9 Exercises

Exercise 11.2 Write a formal email to the dean of the university, in which you are asking for information about the internship for your final semester graduation. ■

Vocabulary 11.8 — Internship. (noun) The position of a student or trainee who works in an organization, sometimes without pay, to gain work experience or satisfy requirements for a qualification.

Vocabulary 11.9 — Intern. (noun) a student or trainee who works, sometimes without pay, to gain work experience or satisfy requirements for a qualification.

1. (Verb) Serve as an intern.
2. (Verb) Confine (somebody) as a prisoner, especially for political or military reasons.

11.10 Answers

Answer 11.1 Dear Dean,

I am writing to you to enquire about the laboratory volunteering in FST School of biology that has been advertised on the faculty website. As a biologist student, **I would be very interested in participating in this program**, and **I would be grateful if you could give me some further details.**

Firstly, according to your website, there is a minimum duration of four months; however, the maximum duration of the program is not mentioned. **I would appreciate it if you could tell me more about these details**, since I would like to stay more in one of your university student housing for over six months.

Secondly, you also informed me that only students in their research internship can be accepted as volunteers. In my case, I have just finished my research, and **I would like to know if my application could be considered though.**

Finally, I would appreciate some **information about** the program and its accommodation. **Could you please tell me** if interns are offered a room in the university housing? And if that is so, **would you mind telling me** about the bills I have to pay?

I look forward to hearing from you.

Yours faithfully,

Said Azelmad, BCG, FST. ■



12 Letter Ethics in Public Administration

In public administration, ethical standards are applicable to letter writing, which is a vital means of communication. People are expected to maintain honesty, accuracy, and transparency in their letters. This involves presenting information truthfully and comprehensively, avoiding any deceptive language, and safeguarding the confidentiality and privacy of both individuals and organizations. Additionally, the equitable treatment of all parties is a key consideration, ensuring that official letters are distributed fairly and without bias. Ethical letter writing plays a crucial role in upholding public trust, fostering accountability, and preserving the credibility of communication between C2G, G2G, B2G and vice-versa.

12.1 Cover Letter Ethics

The cover letter is mistakenly thought of being a synonym of a motivation letter, but it is not. The cover letter is mainly used for job applications, where the candidate feels that there is a need for more convincing and added personal information to the resume. It is a sort of advertisement of your academic level, experiences, and soft and hard skills, which will bring added value to your recruitment process. More specifically, the cover letter has the power to present your motives differently, regardless of your real competencies. Hence, it allows your application to step out of the crowd, with a piece of considerable information, which you have to defend on the day of your interview.

R Therefore, the cover letter is not longer than a good page (pdf format recommended), which entails all the personal details (address, name, e-mail, etc.) at the head of a page.

Opening paragraph:

The opening paragraph is a clear statement of the reason behind writing a cover letter. It names the position you are applying for, and how you heard about it. In the opening, there is no worry if you mention the key skills or expertise that qualify you to apply for this position.

The Body

The body or the middle paragraph always explains and demonstrates your hard and soft skills, providing all the possible supporting examples of your expertise as a distinguished candidate. The candidate needs to explain his desire to occupy such a position in a way he is not reiterating his entire resume, bearing in mind that the employer has all the capacities to read your letter as an example of your writing skills, which will be confirmed later in the interview. Technically, it is highly recommended to state your accomplishments more politely, avoiding the overuse of the "I". Try to begin with your occupied position, and state your experience chronologically, followed by your education and personal skills.

R In your writing, the candidate tries to provide strong facts whenever possible, while keeping it clean and short. "Times New Roman" is the most recommended font, with 12 size of characters. Leave your line spacing at 1.5 and do not forget to justify your text, after you finish it.

Closing paragraph

The closing paragraph is a reiteration of the candidate's interest in the position; therefore, it includes your zeal and enthusiasm to occupy the position, indicating that your soft and hard skills are a solid contribution to the opening.

R Finally, in your closing paragraph, please end on a

positive note. Thank the reader for taking the time to read your application and that you look **forward to hearing** from them soon. Try to provide your contact (email and phone number) for further questions in the future.

R A cover letter is a professional letter that is given to an employer/recruiter along with a resume. So, it is better to mention that you are attaching your resume to the letter.

Vocabulary 12.1 — Hard Skills. (noun) Hard skills are learned abilities acquired and enhanced through practice, repetition, and education.

Nearly all jobs today, including most professional positions, require hard skills.

Vocabulary 12.2 — Soft Skills. (noun) character traits and interpersonal skills that characterize a person's relationships with other people.

In the workplace, soft skills are considered to be a complement to hard skills, which refer to a person's knowledge and occupational skills.

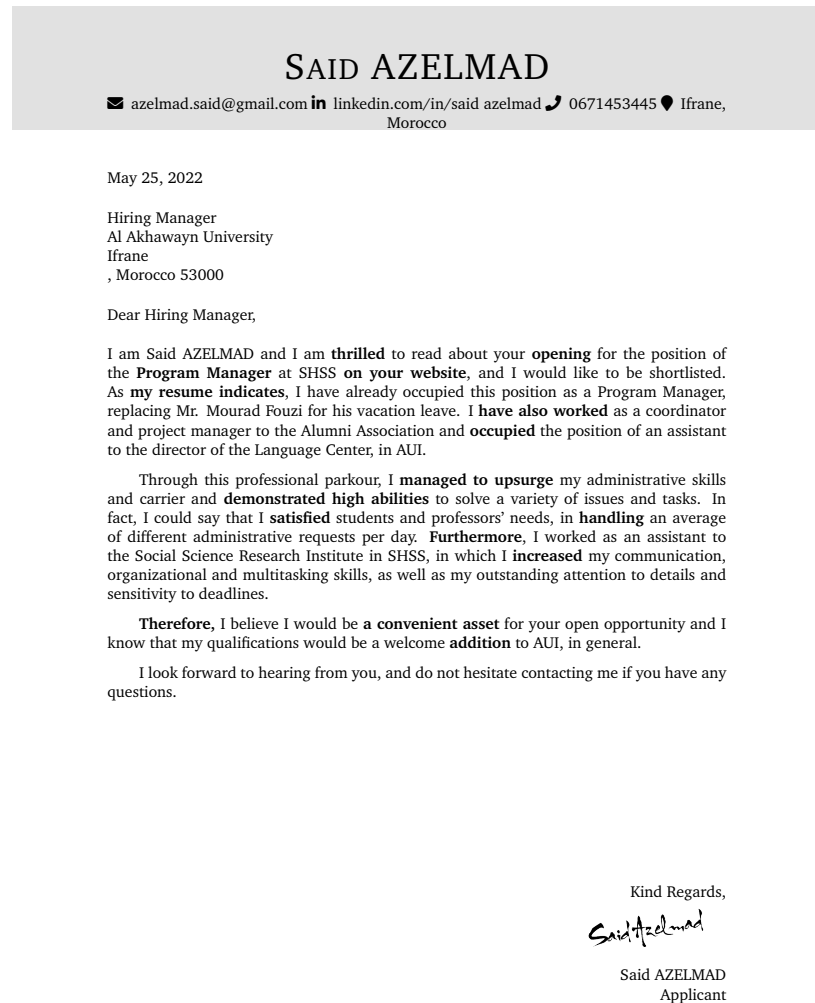


Figure 12.1: Cover Letter Sample

12.2 Speculative letter

It is a letter you can send to your interested employers who have not openly stated that they have a specific vacancy to fill. In this way, you are simply writing a speculative cover letter to ask for the possibility to recruit you as a good potential for their organization. In other words, you are intelligently showing your dedication and proactive nature, and this can give you an early start on your competition. It is a remarkable way to get your foot inside the corporation, to become a front-runner in the company.

Vocabulary 12.3 — front-runner. A leader in a race or competition.



Mark that excellent speculative letters indicate how the candidate is competitive with specific soft or

hard skills, needed for the corporation. Sometimes it is a smart approach to gain your first experience, getting your foot in the door, especially if you are a noob.

Vocabulary 12.4 — noob. is a person who has a lack of experience, skill, or knowledge in a certain field.

the opening paragraph

In the opening, you are highly recommended to demonstrate speculatively what role you can occupy in the organization. Thereof, try to explain your attraction to this position and to the company in general.

Body

In the body of your speculative letter, try to talk about the skills and experience you have gained, so far. Indicate how they will bring added value to the company, adding the type of role you are looking for.

R No worries if you indicate in the letter that you are an all-rounder potential candidate, with multi-talent skills.

Vocabulary 12.5 — all-rounder. is a person with multi-talent skills.

The closing

Finally, in your closing paragraph, please end on a positive note. Thank the reader for taking the time to read your application and that you look **forward to hearing** from them soon, and provide your contact (email and phone number) for further questions in the future.

R **Look forward to** - something means to be pleased or excited that it is going to happen. The **"to"** in **look forward to** is a preposition, so we must follow it by a **noun phrase** or a **verb** in the -ing form.

Speculative Cover Letter Example

2. Research and find the correct person to address the letter to i.e. the hiring manager, or managing director (for smaller firms). Generic greetings like 'Dear Sir/Madam' should be avoided if possible

4. Demonstrate how you can benefit the organisation with a few key highlights from your CV and show why you want to work there. Through research find out how your skills, experience and interests make you the perfect fit for the company

6. Show how you can be contacted

7. Sign off with 'Yours sincerely' (or 'Yours faithfully' if you don't know the person's name) followed by your full name

April Hills
25 Northcote Street
Clifton
Bristol BS8 3JK

Erin Lacey
Evolve Agency
Clerkenwell
London EC1R 6JM

Dear Erin,

I am writing to express my interest in working for Evolve Agency and have attached my CV in the hope a vacancy may become available which matches my skill set. Having looked at your company values, culture and the charity work you do, I feel that my personal objectives and beliefs about making sports accessible to everyone directly align with your company mission.

As you can see from my CV, I have administrative experience from several previous roles where I administrated large-scale projects similar to the ones you carry out. I particularly enjoyed your 'Girl's Fitness First' campaign aimed at encouraging young women to take up sport by removing the stigma attached. This is a cause close to my heart, having worked as a content administrator on a youth health magazine and as a young people's activities administrator at my local gym. I believe I can directly transfer the skills and experience gained from these roles to administrating the projects you work on.

Moreover, I am a confident communicator with an excellent phone and email manner required for the smooth running of campaigns and projects. I am also thorough and meticulous, with a strong eye for detail developed through many previous data-entry roles.

I would greatly appreciate the opportunity to discuss my qualifications, skills and fit for your company at an interview.

I can be reached via my mobile on 07945136756 or via my email address, april.hills@gmail.com and greatly look forward to hearing from you.

Yours sincerely,

April Hills.

1. Put your address in the top right corner and the address of the business on the left

3. Get to the point - say why you're writing

5. Say how you would appreciate the opportunity to have an interview to discuss further - specify how they can contact you, for example by phone or email

Figure 12.2: Speculative Letter Sample

Source: <https://purplecv.co.uk/blog/how-to-write-a-speculative-cover-letter>

SAID AZELMAD

✉ azelmad.said@gmail.com [in linkedin.com/in/said_azelmad](https://www.linkedin.com/in/said_azelmad) ☎ 0671453445 📍 Ifrane, Morocco

April 28, 2022

LC Director
Al Akhawayn University
Ifrane
, Morocco 53000

Dear LC Director,

I am writing to explore whether an opportunity might exist to join Al Akhawayn University in an entry level as an assistant to the Language center. A recent news on your website highlighted that your university had planned to expand from your current base of 1,000 employees to 1,500. I am very aware of AUI as an organisation and would welcome the opportunity to work with you during such an exciting growth phase.

I am in the final year of a BA degree with National College of UIR in Rabat and have maintained a 2:1 average to date. The course has given me a strong grounding in Public Administration Science and modules have included Strategies Development, Employment Law and Talent Development. The degree has involved a great deal of independent research, requiring initiative, self-motivation, time management and strong administration skills. I also secured work experience last summer within a recruitment role during which time I sourced large volumes of candidates using both traditional and digital media, interviewed using competency methods and extended offers to successful candidates. I controlled the process tightly and had a 90% offer to acceptance ratio.

I believe that the skills I have gained from my part time work experience, which include skills in dealing with clients, problem solving, using professional judgment, working effectively in a team and being able to work independently would assist me when working within the Language center. In addition, I bring a positive, can do attitude and enthusiasm.

I am committed to developing a career within the Language center and feel confident that I would make an effective contribution to your team of researchers. I would welcome the opportunity to discuss any possible openings with you and look forward to hearing from you.

Kind Regards,



Said AZELMAD
BA Student

Figure 12.3: Speculative Letter Sample

12.3 Motivation letter

Keep in mind 12.3.1 — The motivation letter. It is very often that students get confused between a cover letter and a motivation letter; therefore, it is better to keep in mind that they are not the same. The motivational letters are vastly oriented to university program admission than work openings. Motivation letters accentuate more how your interests, motivations, and aspirations match the academic program you want to study or a job profile you want to apply for, without attaching your resume. In this way, the motivation letter narrates more about your past achievements as an excellent student, like internships, grades, research, seminars, study accomplishments, interests, and ideas that can impress your academic committee.

R They are stated to target your dream institution or organization, and fascinatingly presenting your motivation can be a total game-changer.

To put it simply, a cover letter is more of an explanatory letter to your resume to the hiring authority whereas the motivation letter accentuates your interests and motivations to be accepted in an academic program you want to study more than a job profile you want to apply for because this later will necessitate a resume and a cover letter instead.

Vocabulary 12.6 — game-changer. (noun) an event, idea, or procedure that affects a significant shift in the current way of doing or thinking about something.

SAID AZELMAD

✉ azelmad.said@gmail.com **in** linkedin.com/in/said_azelmad 📞 0671453445 📍 Ifrane,
Morocco

May 27, 2022

Admission Committee
Al Akhawayn University
Ifrane
, Morocco 53000

Dear Admission Committee,

I am writing to apply for admission into the Masters of Management Program in AUI. I have a bachelor degree in business administration from the University of UIR in Rabat and about three years of experience working as a financial analyst. Therefore, I am interested in pursuing a career as a financial manager, and I believe that this program will give me the knowledge and skills necessary to reach my goal.

My prior experience combined with the fact that the degree will be completed in about one year made this program a very attractive option to me. Another advantage of completing my degree online is that I can continue working full-time while taking classes. This will not only help me save money, but it will also give me the opportunity to apply the skills and knowledge I learn in class to my current job.

The Masters of Management Program at the University of AUI is an excellent program that will provide me with the skills and knowledge, necessary to reach my career goals. I look forward to hearing from you soon.

Kind Regards,



Said AZELMAD
MBA Student

Figure 12.4: Motivation Letter Sample

SAID AZELMAD

✉ azelmad.said@gmail.com in linkedin.com/in/said azelmad 📞 0671453445 📍 Ifrane,
Morocco

November 29, 2022

Dean of CS Department
Al Akhawayn University
Ifrane
, Morocco 53000

Dear Dean of CS Department,

I am **Said AZELMAD** and it is my pleasure to submit my application for the **Masters program** in the Al Akhawayn University at the **Computer Science** department in Ifrane. As a recent graduate of the Faculty of Science and Technology with a bachelor's degree in MIP, this graduate program is the perfect next step toward achieving my goal of becoming a programming expert.

During my time in FSTE undergraduate program, I developed several skills that make me a strong candidate for your school, including programming, software development, and English communication. A few of my most significant accomplishments achieved while in my undergraduate program include interning for software development at The FSTE and graduating with high honors. I have chosen the Masters of Computer Science program at Al Akhawayn University because of the university's core focus on using English as a language for teaching programming.

Thank you for your time and consideration. Please do not hesitate to contact me if you have any questions or if there is any additional information or documents I can provide. I look **forward** to hearing from you.

Kind Regards,



Said AZELMAD
Applicant

Figure 12.5: motivation letter
Sample

WMI Interview Ethics in Public Administration

13	Interview Ethics	121
13.1	Difficult Questions in the Interviews	
13.2	Most Asked Questions: How to Sell your Skills?	
14	Ethics of Interviewees	127
14.1	The Iceberg Theory	
14.2	Personality is a floating Iceberg	
14.3	Keep Your Bummock Traumas under Water	
14.4	Important Tips	
14.5	Interview Practices	
15	After Interview	139
15.1	Thank you letter	
15.2	Letter of Acceptance	
15.3	Letter of Decline	
16	Conclusion	145
17	References	147



13 Interview Ethics

Congratulations! You have impressed your employer with your cover letter and appealing resume. Now, you are summoned up to interview. The interview is just a formal conversation for you to unveil the veil upon your qualifications.

Definition 13.0.1 — What is an Interview?. An interview is a formal conversation between the interviewer and the interviewee, where the interviewer seeks replies from the interviewee for choosing a potential human resource. It is the process of offering jobs to the desired interviewee. It serves as the basis for assessing an applicant's job-related knowledge, skills, and abilities. It is designed to decide if an individual should be interviewed further, hired, or eliminated from consideration.

R This conversation can be face-to-face in a closed room, online, or through the phone.

Vocabulary 13.1 — to summon up. (Verb) to invite to or to bring (a memory, feeling, image, etc.) into the mind.

You are summoned up to the interview; therefore, you can give yourself a great chance to succeed, because your employer will seek the following qualities in your professionalism. Please, keep these interview tips in mind:

Time and Organization

Come early to interview and wear a watch in your hand to inquire about time. Show your time management and punctuality to your interviewer. Keep your papers organized in front of you, when things get busy. Keep focused.

Communication and literacy

Show your thought management. If you get nervous or speak quickly. Gather your breath and your ideas and take your time to answer the question briefly. Choose your words carefully, and beware your vocabulary mirrors your Psychology. Do not repeat yourself and if you are unsure of an answer, smile ☺ and do not lie.

Personal presentation

Mind your physical appearance. Cut your fingernails and brush your teeth. Ladies clip their fingernails rather. Formally comb your hair and dress. make sure you feel comfortable in your clothes.

Enthusiasm and Proactive Resourcefulness

Try to show your enthusiastic interest in the job and convince the employer that you are the right person to occupy this position. Try to demonstrate resourcefulness about the organization, check about its location, history, products, customers, vision, and future projects, for example. Indeed, The more you know your employee, the better you get prepared to discuss its needs.

Vocabulary 13.2 — Proactive. (Adj) Acting in advance to deal with an expected change or difficulty; We can deal with each problem as it pops up, or we can take a **proactive** stance and try to prevent future problems. proactively * proactivity * proactiveness

Vocabulary 13.3 — Resourceful. (Adj) Capable or clever; able to put available resources to efficient or ingenious use; using materials at hand wisely or efficiently. With a **resourceful** use of space and a fresh coat of paint, the room became a pleasant library with a comfortable seating area. (Noun) resourcefulness.

Congratulations! Now The second step in preparing for an interview is to thoroughly assess your skills for the job you are interviewing for. You identified and demonstrated your skills that match the job requirements when writing your resume: use the same techniques when preparing for the interview.

When you are invited to participate in the interview, try to think about your **skills**:

1. From your research and the job posting, list the employer's most desired skills in a candidate.
2. Use your resume as a list of your experiences and skills, noting any additional required skills and where you got them.
3. Consider stories you could tell in the interview to demonstrate the skills required for the job.

R Do not underestimate any abilities and capacities. That is the start of your interviewer point.

13.1 Difficult Questions in the Interviews

Do not dwell on the questions you do not know how to answer, try to move on to another topic flexibly, redirecting your interviewer's attention to another related adjacent, which you can feel more relaxed discussing. Try to show to the interviewer that you have a shortage on this side but still you have great attractive competencies and skills to bring to the table, later.

R Cover your Knowledge Gap, such gaps in knowledge are harmful in the long run especially if you are interviewed as an expert on the asked information.

Vocabulary 13.4 — Knowledge Gap. Knowledge gaps point to the gaps left in your knowledge about a subject which may be due to a lack of resources available or due to a lack of efforts to fill in the gaps.

▪ **Example 13.1** Use these sentences to escape your knowl-

Make a list of your key strengths and success stories that you want the interviewer to know. These points should relate to the skills you know the employer will want from you. Be sure to incorporate these in your answers.

edge Gap

"I'm not very familiar with that concept, but. . . "

2. "That's an interesting question. So that I understand exactly what you're looking for, do you mind unpacking the question a little more?"
3. "I'm so glad you asked about this. I have been wanting to learn more about it. . . "
4. "One of my strengths is being able to identify the best resources and leverage the company's assets when we need it the most. . . "

13.2 Most Asked Questions: How to Sell your Skills?

Do not need to memorize your answers, but you should think about putting yourself in the position of the employer and think of the best answer response that would impress the interviewer. A question may be paraphrased in different ways. However, they are the same in general. So, you may expect these questions.

Let's consider the most commonly asked interview questions, and how we can craft effective responses for them together:

Exercise 13.1 Could you tell me about yourself and describe your background in brief? ■

Answer 13.1 This is one of the first questions you are likely to be asked. Hence, prepare the most ideal answer for this question, telling the interviewer why you are an excellent fit for the job. Avoid telling too much of your personal information. It is better to begin with your hard skills, then your soft skills, with a brief account of where you grew up, your education, and your motivation. ■

Exercise 13.2 Why do we have to take you for this offer? What is your added value? ■

Answer 13.2 It is an opportunity for you to review your soft and hard qualifications vis-à-vis the requirements of your opening, so you can craft a response that aligns with your employer's requirements. ■

R When you answer questions, take a few moments to organize your ideas, try to think about your goals, and compare them with the general orientation of the company. Try to describe your previous success stories in other positions, changes you have implemented, and results you have achieved.

Most of the interviewers ask now **"Behavioral Interview Questions"** rather than **"Hypothetical Questions"** to gauge your real soft skills based on real success stories from the past.

Vocabulary 13.5 — STAR method. The STAR method is a structured manner of responding to a behavioral-based interview question by discussing the specific situation, task, action, and result of the situation you are describing.

Exercise 13.3 Why you left your job? ■

Answer 13.3 The employer wants to know the reasons behind leaving your job and why you want to join their company. So be prudent not to smirch the image of your previous employer, even though you left under bad circumstances. Keep it positive! ■

Exercise 13.4 What are your Strengths? ■

Answer 13.4 The employer wants to know how you set distinctive from other candidates. When you are asked such a question, try to discuss the attributes that qualify you for this position, based on real success stories from your professional parkour. ■

Exercise 13.5 What are your weaknesses? ■

Answer 13.5 Your hiring manager wants to discover your deficiency; however, try to use your intelligence to turn a weakness into a positive aspect, from which you learned a lot. It is an opportunity for you to show your employer that you can take on challenges to learn from your mistakes. ■

Exercise 13.6 What are your salary expectations? ■

You can never predict every question that you will encounter. What you can do is use the job posting and your research to anticipate what skills or competencies interest an employer and develop possible questions from there.

Answer 13.6 This is a tricky question you have to pay attention to because you need to get well-documented about the salary terms of this position before you enter into negotiations. You would not sell yourself short or price yourself out of a job salary. ■



14 Ethics of Interviewees

14.1 The Iceberg Theory

Sigmund Freud (1856 to 1939) was the founding father of psychoanalysis, which is an old method for explaining human behavior. In Freud's iceberg metaphor, the pre-conscious is always bummocking just below the surface of the water to influence the conscious awareness, which must exercise pressure on your conscious mind. This pressure always appears in our reactions and language

14.2 Personality is a floating Iceberg

Your personality as a floating iceberg. Similar to an iceberg, only a small portion is visible above the waterline, representing traits and behaviors that are easily seen. The majority of your personality remains concealed beneath the surface, encompassing emotions, values, motivations, past experiences, and deeper psychological processes. Indeed, your observable behaviors and appearance are like the tip of the iceberg, while their hidden emotions, core beliefs, and unspoken desires lie beneath the waterline. Even further below, in the depths, are unconscious thoughts, defense mechanisms, and complex psychological factors that influence behavior but may not be immediately apparent.

this metaphor emphasizes that understanding someone's personality requires delving beneath the surface, fostering empathy and a deeper appreciation for the complexity of human nature.

14.2.1 Visible Traits (Above the Waterline):

- **Behavior:** These are the actions and reactions that people observe in an individual. For example, someone who is

always punctual or consistently friendly to others demonstrates these visible behaviors.

- **Appearance:** Physical attributes, grooming, clothing, and personal style are readily noticeable aspects of personality. For instance, someone who frequently dresses in formal attire presents an image of professionalism.

14.2.2 Hidden Traits (Below the Waterline):

- **Emotions:** Emotions like fear, insecurity, or vulnerability are often concealed beneath a person's outward demeanor. For instance, someone who appears confident and outgoing in social situations may struggle with underlying social anxiety.
- **Beliefs and Values:** Core beliefs, ethical values, and moral principles are not immediately apparent. For example, someone may strongly value honesty but not openly express this value in all conversations.
- **Motivations and Desires:** People may have personal ambitions, dreams, or desires that they do not openly share. For example, someone might secretly yearn to become a musician, but they keep this aspiration hidden due to societal expectations.
- **Past Experiences and Trauma:** Past experiences and traumas can significantly shape a person's personality, but they may not readily disclose these experiences. For example, someone who has suffered a traumatic event may not openly discuss it but is deeply affected by it.

Unconscious Influences (Deeper Below the Waterline):

- **Subconscious Thoughts and Desires:** The unconscious mind holds various thoughts and desires that influence a person's actions and decisions. These may not be fully understood by the individual. For example, someone might have an unexplained fear of commitment stemming from past experiences.
- **Defense Mechanisms:** People employ defense mechanisms to protect themselves from uncomfortable thoughts and emotions. These mechanisms, such as denial or repression, are often hidden. For instance, a person may hide their true feelings of vulnerability by adopting a tough exterior.

- **Complex Psychological Processes:** Deeper aspects of personality, such as the influence of archetypes, the collective unconscious (as proposed by Carl Jung), or unresolved psychological conflicts, are often concealed from both the individual and others.

In conclusion, the "floating iceberg" metaphor underscores the idea that human personality is multi-layered and complex. While some aspects are readily observable and known, many others are hidden beneath the surface, often requiring a deeper understanding and introspection to uncover. This metaphor serves as a reminder of the intricate nature of human beings and encourages empathy and curiosity in understanding the full spectrum of our personality. The "Iceberg Theory" can also be applied to the context of job interviews. In this scenario, it refers to the idea that there are both visible and hidden aspects of a candidate's qualifications and suitability for a position. The Iceberg Theory is deeply related to job interview in this manner:

1. Visible Aspects (Above the Waterline):

- **Resume and Application Materials:** These are the parts of your qualifications and experience that are readily visible to the interviewer. They include your resume, cover letter, and application form, which outline your educational background, work history, and skills.
- **Dress and Appearance:** Your physical presentation during the interview is a visible aspect. This includes your clothing, grooming, and body language, which make an immediate impression.

2. Hidden Aspects (Below the Waterline):

- **Soft Skills:** Aspects like communication skills, problem-solving abilities, and teamwork may not be apparent on your resume but are critical for job success. These skills are often revealed through behavioral interview questions and your responses.
- **Motivations and Values:** Your deeper motivations, career aspirations, and alignment with the company's values may not be immediately evident. However, they play a significant role in how well you'll fit into the organization and its culture.
- **Personality and Fit:** Your personality traits and how well they align with the team and company culture are

typically hidden at the outset but become more apparent through the interview process.

- **Passion and Enthusiasm:** Your enthusiasm for the role and the organization might not be explicit on your resume, but it becomes evident during the interview, especially when you discuss your interest in the position and your future goals.

3. Unconscious or Less Evident Influences (Deeper Below the Waterline):

- **Personal Background:** Elements of your personal history, such as past challenges, traumas, or life experiences, are typically not disclosed during interviews but can influence your perspectives and decisions.
- **Unconscious Biases and Assumptions:** Both interviewers and candidates may have unconscious biases or assumptions that affect the interview process. These can include preconceived notions about the role, the company, or the candidate's background.

In general, the Iceberg Theory emphasizes that what is initially visible (e.g., qualifications on a resume) is only a small part of what determines your suitability for a position. The interview process is designed to delve deeper into the hidden and less evident aspects of your candidacy. Being aware of this concept can help both interviewers and candidates approach the process with a more comprehensive perspective, considering both the apparent and concealed elements that contribute to a successful job match.

14.3 Keep Your Bummock Traumas under Water

In job interviews or similar formal settings, it is often necessary to keep private traumas or sensitive experiences undisclosed. This can be a sensitive and personal decision. Here are some tips for handling such situations:

1. Establish Personal Boundaries:

Remember that you have the discretion to keep your private traumas or sensitive experiences private during interviews. You are not obligated to share these details.

2. Highlight Professional Achievements:

Focus on showcasing your professional skills, qualifications, and accomplishments during the interview. Keep the conversation centered on how your abilities align with the job requirements.

3. Prepare Responses:

In anticipation of questions about personal experiences, craft answers that maintain your privacy. Discuss challenges and accomplishments in a more general context without delving into the specific traumatic events.

4. Redirect Questions:

When confronted with intrusive queries, politely steer the conversation away from your personal life. For instance, you can escape: "I appreciate the question but would prefer to emphasize my qualifications and how they make me a strong candidate for this role."

5. Maintain Professionalism:

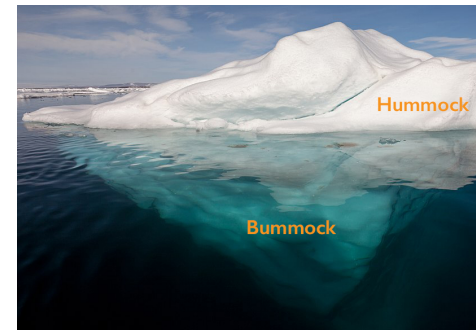
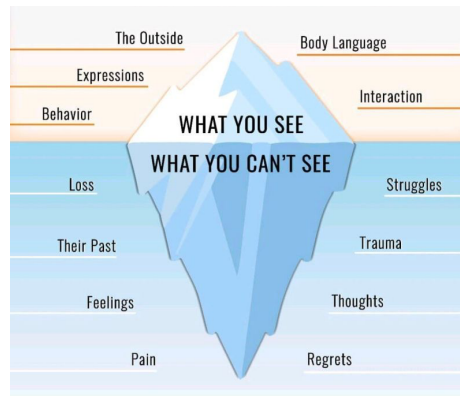
If the interview becomes uncomfortable, strive to maintain a composed and professional demeanor. You do not need to disclose emotional distress, and you can concentrate on discussing your professional attributes.

6. Seek Guidance:

If sharing your traumas is deemed necessary or beneficial to your application, consider seeking assistance from a career counselor, therapist, or mentor to prepare for such discussions.

7. Assess Company Culture:

Take into account the culture and values of the organization you are interviewing with. Some companies value openness and empathy, while others prioritize professionalism and privacy. This can help inform your decision on how much to reveal.



8. Share Later, if Comfortable:

If you decide it is appropriate, you can choose to disclose more about your experiences after securing the job and establishing trust with your colleagues. However, this decision should be based on your personal comfort and discretion.

■ **Example 14.1** Freud believed that the influences of the unconscious reveal themselves in a variety of language expressions "slips of the tongue". Freud (1920) gave an example of such a slip when a British Member of Parliament referred to a colleague with whom he was irritated as 'the honorable member from **Hell**' instead of from **Hull**. ■

Vocabulary 14.1 — Hull. Hull, or Kingston upon Hull, is a port city in East Yorkshire, England.

Indeed our decisions, feelings, behavior, language, and reactions are always hummocked together on the surface to constitute our personality and charisma, based on our past experiences, which are always stored and fossilized in our unconscious. Therefore, traumatic and powerful negative emotions of our childhood must influence the decisions of today.

14.4 Important Tips

1. Do everything you can to outwardly project confidence when you meet with interviewers.
2. Put on your confidence even before the interview commences. In the waiting area, try to have good posture while standing and sitting. The receptionist may be a member of the committee.

3. In the room of the interview, place your briefcase or purse on the left side of your chair.
4. Mind Your Body Language: No slumping. Keep your back straight. Lean forward slightly to indicate interest. Do not recline back into the chair fully; this can make you seem bored or disengaged.
5. Avoid crossing your arms or placing items in your lap; these habits indicate defensiveness, nerves, and a need for self-protection.
6. Watch your word choices: Try to avoid pausing in your speech producing a sort of room tone. saying "um" or "like" too much is awkward. Try to engage in up-talk—speaking with a change in your speech tone.
7. Avoid fidgeting in your speech if you are a nail-biter, knuckle-cracker, hair-twirler, or leg-tapper: try to control these fidgeting habits during the interview. They are considered unprofessional and convey the degree to which you are nervous.
8. Control your emotions and gestures. Make sure your motions are not over-enthusiastic in a way that distracts from your words.
9. Establish your eye contact and do not gaze at your interviewer committee, try to make the "right" eye contact, looking directly into your interlocutor's eye for 4-5 seconds only, then shift your head normally. Eye contact respect is also the general etiquette of each culture. For example, in most Asian cultures, respect for elders is indicated by not making intense eye contact, whereas it is interpreted as "showing interest" in European and American societies.
10. Try to pay attention to your gestures since they can indicate your natural tendencies. They are enough to unveil the iceberg hip. So never get nervous! You can see with your coach to overcome these nervous tics if you have them in your communication.

Vocabulary 14.2 — Hummock. (noun) The tip of the floating berg on water. A massive piece of sea ice is composed of a hummock or a group of hummocks, frozen together and separated from any ice surroundings.

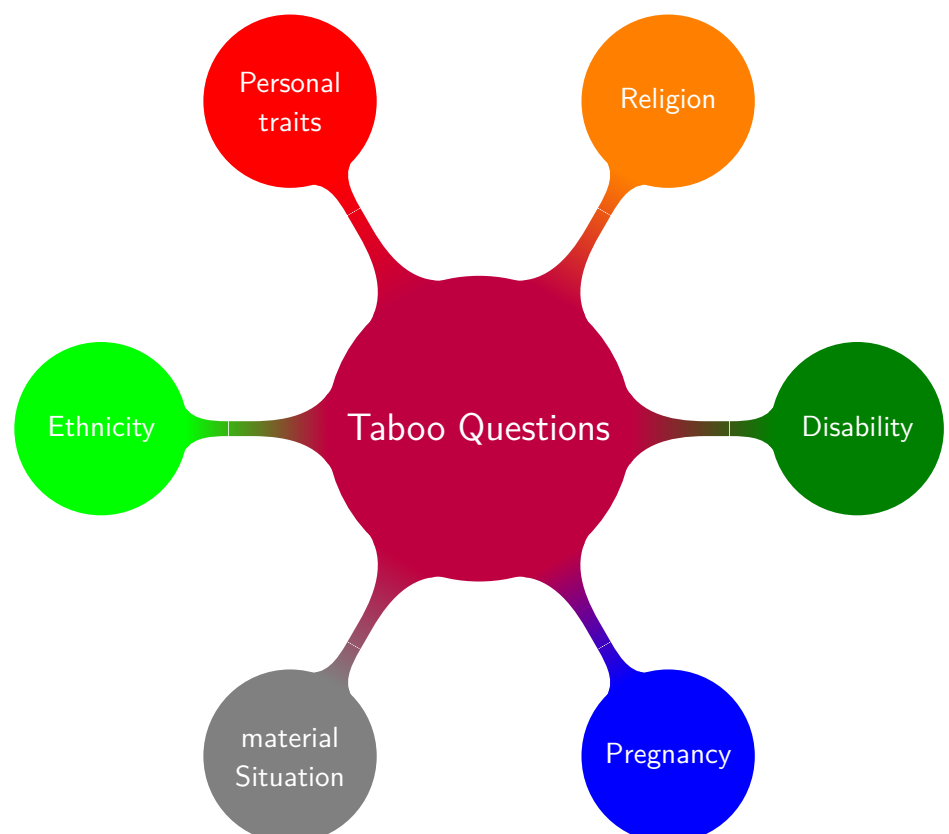
Vocabulary 14.3 — Bummock. (noun) It is the biggest hip part of the berg underneath the water. Tip of the iceberg is a good idiom to use when we talk about the culture, beliefs, and values of people. (Iceberg Theory)

Exercise 14.1 Experts in language, communication, and semiotics can decipher the hidden part of your iceberg through your language, art, religion, and food habits, among other hidden aspects of your personality. It is better to hide them from your interlocutor, where you can give hints about your beliefs, norms, values, attitudes, and much more. It is better to show your ethical literacy and hide your cultural literacy. You can hide some personal info on the day of the interview. You can escape some personal questions on your material situation, ancestry, pregnancy, family, disabilities, or soever. ■

Answer 14.1 In this way, answer intelligently with a half-baked answer, you can just eke out a half answer, without diving into details, if you feel that the answer can impact the interviewer's impression of you. ■

Vocabulary 14.4 — Room tone. (Noun) is the "silence" recorded at a location or space when no dialogue is spoken in film-making?

Vocabulary 14.5 — To fidget. (verb) make small movements, especially of the hands and feet, through nervousness or impatience.



During job interviews, it is essential to maintain professionalism and avoid discussing taboo or inappropriate topics. Here are some key guidelines to follow:

1. **Avoid Personal Information:** Refrain from asking or sharing personal information unrelated to the job. Questions about age, marital status, religion, or personal relationships should not be raised.
2. **Respect Legal Boundaries:** Ensure that your questions and comments comply with anti-discrimination laws. Avoid inquiries related to gender, race, sexual orientation, disabilities, or other protected characteristics.
3. **Focus on Job-Related Topics:** Keep the conversation centered on the job, your qualifications, and the company. Discuss your skills, experience, and how you can contribute to the organization.
4. **Steer Clear of Controversial Topics:** Avoid discussing divisive or controversial subjects, such as politics, religion, or hot-button social issues. These topics can be polarizing and should be avoided.
5. **Maintain a Positive Tone:** Stay positive and professional throughout the interview. Do not speak negatively about former employers, colleagues, or anyone else. Focus on your strengths and achievements.
6. **Be Mindful of Humor:** Use humor sparingly. What one person finds funny, another may not. Ensure that any humor is inoffensive and appropriate for a professional setting.
7. **Stay Focused on the Company and Role:** Demonstrate your genuine interest in the company and the position. Avoid discussing your personal life or unrelated stories.
8. **Ask Thoughtful Questions:** When given the opportunity to ask questions, inquire about the role, company culture, or industry. Avoid asking about benefits, salary, or vacation time unless it's appropriate at that stage of the interview process.
9. **Prepare for the Interview:** Thoroughly research the company and the role. Being well-prepared shows your professionalism and genuine interest in the position.
10. **Follow-Up Gracefully:** After the interview, send a thank-you note expressing your appreciation for the opportunity and your continued interest in the position. Keep your communication professional and respectful.

14.5 Interview Practices

The more you practice, the better you will be at interviewing. Use these example interview questions and practice in front of the mirror, record yourself, or work with a friend.

1. What do you see yourself doing five years from now? (This means, what are your goals within this organization? They want someone willing to stay and grow within their organization)
2. What motivates you to put forth your greatest effort?
3. In what ways do you think you can contribute to our company? (Remember the Power of 3's - tell them your 3 most relevant skills you can contribute to their company!)
4. Do you think that your grades are a good indication of your ability in ...?
5. What have you learned from participation in extra-curricular activities?
6. In what kind of work environment are you most comfortable?
7. Why are you seeking a position with this company?
8. What do you know about this company?
9. What are your strengths? What is your greatest weakness?
10. How do you spend your spare time? What are your hobbies?
11. In what type of position are you most interested?
12. What jobs have you held? How were they obtained and why did you leave?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. Do you prefer any specific geographic location? Why?
15. What have you learned from some of the jobs you have held?
16. What interests you about our product (or service)?
17. Define co-operation.
18. What jobs have you enjoyed the most? What jobs have you enjoyed the least? Why?
19. What are your special abilities?
20. What job in our company do you want to work toward?
21. What have you done which shows initiative and willingness to work?
22. Why should I hire you?
23. Give me an example of a work situation in which you were not proud of your performance. What did you learn from

this mistake?

24. Tell me about a conflict with a co-worker, and how you resolved it.



15 After Interview

15.1 Thank you letter

Whether you feel that you aced the interview or not, you should immediately think to write down some notes to thank your interviewer.

Most of the candidates leave their employment interview, without thanking the committee for their selection and opportunity. Therefore, try to take a moment to write a simple note of appreciation to those who interviewed, and be a front runner! Writing a thank-you letter or thank-you email after an employment interview is professional etiquette.

Vocabulary 15.1 — To ace. (Verb) to do very well in an exam.

I was up all night searching and studying, but it was worth it, I aced my Interview.

Vocabulary 15.2 — Etiquette. (Noun) The customary code of polite behavior in society or among members of a particular profession or group.

The letter will reiterate your zeal for the position. It will distinguish you from others, who did not and will clear any interview misunderstanding.

Sending a thank you note by email is a great way to show your appreciation to your interviewers and make sure they continue to think of you in a positive light. This should be done within 24 hours, otherwise, it may be too late to impact their decision. Some job seekers prefer to send a handwritten note or card. This can be effective, but be sure this arrives on time and is not tied up in the postal system. Especially if you are applying to high tech or newer industry, an email is usually your best bet.

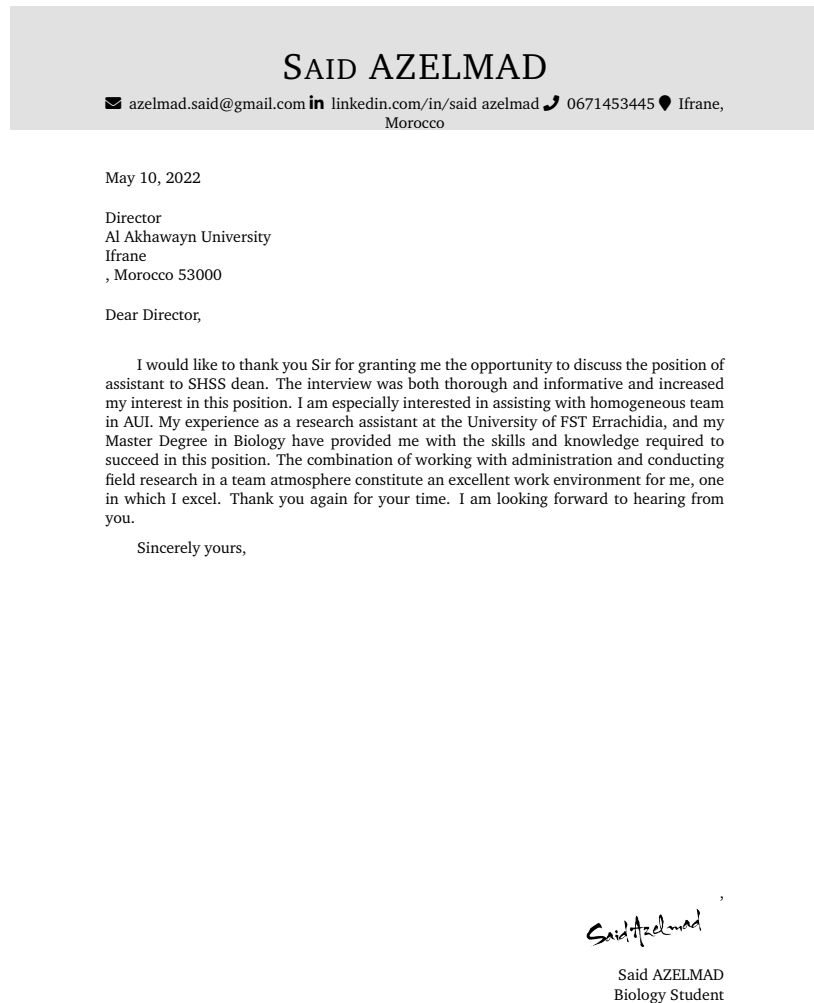


Figure 15.1: Thank you letter

15.2 Letter of Acceptance

Now that you are taken after the interview, You will receive a formal call or email from your employer about offering you the position. As a reaction, It is better to respond in email, giving your new employer your acceptance in writing. In this email, you can thank the employer for their time, consideration, and trust. In this letter, you can ask for additional details about the offer, if there is a need.

SAID AZELMAD

✉ azelmad.said@gmail.com [in linkedin.com/in/said_azelmad](https://www.linkedin.com/in/said_azelmad) 📞 0671453445 📍 Ifrane,
Morocco

May 10, 2022

HR Director
Al Akhawayn University
Ifrane
, Morocco 53000

Dear HR Director,

I would like to express my appreciation for your letter offering me the position of assistant to the SHSS dean in AUI at a starting salary of 10000 Dh per month. I was very impressed with the personnel and facilities at your SHSS and am writing to confirm my acceptance of your offer. As requested, I am able to start work on May 1, 2022.

Let me once again express my appreciation for your offer and my excitement about joining your team. I look forward to my association with SHSS in AUI and feel my contributions will be in line with your goals of growth and continued success for the university.

Best wishes to you and your staff.

Sincerely,



Said AZELMAD
Biology Student

Figure 15.2: Acceptance letter

15.3 Letter of Decline

After applying for a job or after passing the interview, you may discover that the offer no longer matches your orientation and competence. Therefore, you can withdraw formally from this offer by sending a letter of decline to the employer. There is no need to mention the reasons behind turning down the interview. However, It is better to keep your letter simple and concise. Simplicity is an art!

SAID AZELMAD

✉ azelmad.said@gmail.com in linkedin.com/in/said_azelmad 📞 0671453445 📍 Ifrane,
Morocco

May 10, 2022

HR Director
Al Akhawayn University
Ifrane
, Morocco 53000

Dear HR Director,

It was indeed a pleasure meeting with you and your staff to discuss your needs for an Engineer in Training. Our time together was most enjoyable and informative. After careful consideration, I have decided to withdraw from consideration for this position. My decision is based upon the fact that I have accepted a position elsewhere that is very suited to my qualifications and experiences. I want to thank you for interviewing me and giving me the opportunity to learn more about your facility. You have a fine team and I would have enjoyed working with you.

Best wishes to you and your staff.

Sincerely,



Said AZELMAD
Biology Student

Figure 15.3: Decline letter

16 Conclusion

Reading a book on "Ethics and Power Skills in Public Administration" is essential for several compelling reasons, as it provides invaluable insights and knowledge pertinent to this field. Public administration entails making decisions that significantly impact the lives of citizens. Ethical principles are the cornerstone for ensuring that these decisions are just and equitable. Reading this book empowers individuals to comprehend the ethical frameworks and principles that underpin public administration, thereby promoting fairness, integrity, and accountability. "Ethics and Power Skills in Public Administration" is crucial because it imparts essential knowledge and skills. It helps individuals in public administration understand ethical principles, make better decisions, promote accountability and transparency, navigate power dynamics, build public trust, and enhance service delivery. Additionally, it contributes to professional growth, aids compliance with regulations, and equips individuals to address contemporary challenges. In essence, this book is indispensable for public administrators seeking to make ethical decisions, effectively manage power, and serve the public interest in an ever-evolving landscape. Public administrators frequently encounter intricate and morally challenging scenarios. Studying ethics in public administration enables readers to cultivate decision-making skills that carefully consider the ethical ramifications of their choices. This, in turn, results in more sound, responsible decision-making. Students need to study ethics in public administration, since they are crucial for maintaining public trust, ensuring fairness and equity in government decisions, preventing corruption, upholding legal compliance, promoting transparency and accountability, and guiding effective decision-making. It also sets professional standards, protects vulnerable populations, aids in crisis management, and emphasizes the

public interest. Ethics in public administration is essential for responsible and effective governance. Moreover, "Ethics and Power Skills in Public Administration" tries to shed light on interview and correspondence ethics and mechanisms in public administration. Ethical conduct in these areas prevents corruption, upholds professionalism, and positively impacts employee morale while contributing to long-term organizational success. By adhering to ethical principles in interviews and correspondence, public administrators build and maintain trust, hold themselves accountable, and demonstrate a commitment to transparent and responsible governance, ultimately serving the best interests of the public. The book enhances qualities of professionalism and ethical standards within the public administration sector. At the end, reading this book "**Ethics and Power Skills in Public Administration**" is indispensable because it equips students in this field with the knowledge, principles, and skills required to make ethical decisions, navigate power dynamics, and ultimately serve the public interest effectively and responsibly. It supports professional growth and helps public administrators meet the evolving demands of their roles in public and private sectors.



17 References

Index

- Public Administration , 13
 - administrative reforms, 6
 - Answers, 107
 - bad governance, 5
 - Communication, 21
 - Coordination theory, 7, 9
 - Definition, 116
 - eAdministration, 22
 - eGovernment , 14
 - eGovernment Evolution Stages, 15
 - eGovernment maturity model , 16
 - Electronic Administration, 13
 - Ethical Theory, 79
 - Exercises, 107
 - Freelancing, 30
 - Good Governance ethics, 67
 - governance and public administration, 6
 - Hybrid Administration, 13
 - Hybrid Administration , 29
 - Interoperability, 23
 - Leadership, 49
 - Power Skills, 35
 - preface, v
 - Public Administration, 3
 - Public administration reforms, 4
 - Public Sector, 6
 - Silo-Based Approach, 17
 - the Moroccan Public Administration, 4
 - The Six Thinking Hats, 47
 - Whole-of-Government Approach, 16

كلما استثمرت في نفسك
زادت قيمتك

THE MORE YOU INVEST IN YOURSELF,
THE MORE VALUABLE YOU BECOME

@ZWIJ



About the Book:

This book tries to introduce Power Skills and Ethics as integral aspects of public administration that play a crucial role in the effective functioning of government institutions. These two components, often interrelated, shape the behavior and decision-making of public administrators and significantly impact the delivery of public services and the overall well-being of a society. The acquisition of power skills and the adherence to ethics are essential for students in public administration to become effective, responsible, and trusted public servants who can navigate the complexities of government and serve the best interests of their communities and the broader society. The book introduces students, of different disciplines, into power skills and ethics of governance, policy development, and social progress, whether in public service careers or other fields that intersect with government and public affairs.



9682134567897