MASTER THESIS

Public Administration

Training programs for elected Municipal Councilors of the Municipality of Enschede

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Training of Municipal Councilors:

Training programs for elected Municipal Councilors of the Municipality of Enschede

Abstract

The heart of Representative Democracies at a local level is based, in the Netherlands, with the Municipal Council (Gemeenteraad). It is composed of citizens provided a mandate by other inhabitants to legislate and represent them, and their concerns, on day-to-day business municipality-wide. These officials do not require formal training or education, only the Mandate provided by electors. However, with increasing autonomy and reach of local political institutions, the role they play reveals itself increasingly complex. As such, these same authorities have begun to institutionalize and develop some form of preparation and training to perform their unique duties in a satisfactory manner, and to achieve the goals of their service. The creation of a knowledgeable, or professional, Elected official, one who is able to perform his role in an efficient, knowledgeable manner. With this work, we analyzed how this training was being carried out in the Municipality of Enschede, as well as other agents, and if in its application, they were given the tools to better perform their institutional duties. We then analyzed the training and preparation they receive in their job, and how they viewed not only the importance of those skills, but also their satisfaction. We saw that while training given both by parties and the Municipality were seen as important for their tasks, the application of those trainings were not uniformly accepted as sufficient by all Councilors, although they did satisfy the goals of the institutions themselves.

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Introduction

There is an accepted link between training of Local Elected Officials, and their productivity on the job[123] . These trainings can take several forms, but all contribute to a perceived increase in effectiveness of these officials.[4] They can take formal courses provided by Municipal institutions, training courses provided by the political parties involved in the municipality or volunteer courses taken by the LEOs themselves to improve their knowledge. As further decentralization affects Dutch Municipalities, the role of Municipal Councilors is brought to the forefront. Accepting this relation between training and job performance means that we must take into consideration the quality of these trainings, and their potential to maximize the performance of the LEOs. Trainings which are faulty, insufficient, or not focused will result in improperly prepared councilors, which may fall short of their personal objectives, or fall short of public expectation for their duty, resulting in ineffective legislature and a potential unproductive mandate, which will create repercussions to *"the taxpayers, and the community for present and future generations"*[55]. Other variables, such as public participation, personal motivation, available resources to the Municipality and makeup of the population may as well affect their productivity, but are usually outside the control of the Municipal institutions. Training, however, depends on them, and can be adapted to maximize results.

Continued decentralization of power to local institutions pins down the relevancy of this work. As further power is devolved to provincial or municipal institution, the tools, powers, and responsibility of LEOs increase. Therefore, their satisfactory preparation and professionalism is of increasing relevance for the existence of good governance. The Municipality of Enschede also faces these issues, and is responsible for the preparation and training of its officials. With this study, we will focus on this Municipality and how it prepares them for their position.

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[1] **Schumaker**, A. (2004) – *Predicting Perceived Effectiveness of Training in Local Government: A study of a Municipal Clerks Training Program* – Public performance & management Review
[2] **Wooldridge**, B. (1984) - *Exemplary Practices in Local International Perspective* Public Administration Review
[3] **Slack**, J. D. (1990) - *Local Government Training and Education Needs for the Twenty-First Century* - Public Productivity & Management Review
[4] **Grenier**, F. (2016) - *Training local elected officials: Professionalization amid tensions between democracy and expertise (2016)*
[5] **Vogelsang-Coombs**, V. (1990) – *Developing the Governance Capacity of local Elected officials* - Public Administration Review

Research Question

This work aims to itemize and analyze all current training and learning programs offered or available to Municipal Councilors in the Municipality of Enschede. Once such is done, we will attempt to locate room for improvement, or potential flaws of these programs and offer solution that can fill these gaps or alleviate these flaws. Our research question is:

"What training programs are available for Municipal Councilors in the Enschede Municipality, what are their goals, and how can they fully achieve these goals?"

In order to fully explore this question, four sub-questions will be answered:

SQ1: *"What training programs are available to the Councilors of Enschede?"*

This first question is fully descriptive. We will weigh what options the Municipal Councilors have available to learn or improve on the skills directly related to their position.

SQ2: *"In what consists the content, and the stated learning objectives, of the training courses?"*

These training programs were created at the expense of time and resources by the organizations providing them, or by the Councilors seeking them. We expect each of them to justify these expenses by explaining their goals and philosophy, with clear mission statements or informal goals, resulting in specific knowledge or expected behavior to be acquired by the trainees. To properly understand the training programs and offer future advice, certain points must be understood:

- their content;

- their goals.

We must, based on the data gathered in SQ1, ascertain what is the content of the training courses, namely what mechanisms, tasks, skills or information is provided to the trainees, as these contents are expected to achieve their goals. Understanding their goals helps us understand why certain content is included within.

SQ3: *"What are the expectations for the programs?"*

The issue of expectation is important, as depending on available resources, lack of time, or quality of trainers, the programs may not fully cover every target they laid out, or do so in an unsatisfactory manner. By expectations, we are considering the expectations of the trainees on what they consider relevant skills, and thus expect to receive as content. This will be thus descriptive comparison of expectation versus reality, based on what data we gather on SQ2. The second, more subjective point is the *trainee perception.* While we will first consider the expectation of the training institution, each trainee will also initiate their training with pre-conceived notions of it, as well as expectations of their duty, either a newly elected councilor or as a veteran. We consider of relevance for the Municipality to be aware of how the LEO themselves rate the training that is received, or compare it with other training programs (for example, the ones offered by the political parties).

SQ4: "*Did the trainings cover the issues councilors face in their job?"*

This sub question will take into consideration primarily the gap between set goals, and the realities of capability, costs, and actual offer. While the goals and programs might set out what the training programs wish to achieve, they may not fully be able to do so. Furthermore, While the goals might be seen as sufficient from these same organizations, what the councilors perceive as necessary might not align. With this sub-question, we will try to verify if there exists any gap between desired and reachable goals, and between user expectation versus offer.

SQ5: "*How can the training to Local Elected Officials be improved, to either approach its stated goals, or improve the stated goals themselves?*"

This will be a design question, opened to us after answering the third question. If, indeed, there is a normative expectation (from the goals in SQ2), and there is an analysis of satisfaction in regards to expectations, then it will be possible to us - by verifying the goals and how different training programs perform - to offer the Municipality of Enschede advice in how to close the gap between expectation and reality, and how to improve trainee satisfaction. While we will not be able directly measure such advices in direct productivity by the councilors during their career, literature supports the possibility that there will be some form of correlation.

The primary tool to achieve it will be the evaluation of content, as done by both the trainers and the trainees. We must here weight the perceptions and expectations of the trainers, as well as the views of experienced councilors, who are able to themselves discern any gaps in training against their experience during their work. This opens up space for a final sub question, beyond the goals, application, and expectations:

Relevance of the Work

We consider this work to be relevance for the following reasons:

- As stated above, there is an accepted link between the existence of training and the performance of LEO. The level of professionalism and its resulting benefits have a firm basis on the preparation offered to the officials. For the betterment of the governance of the Municipality of Enschede, a scrutiny of this preparation, and its potential improvement, is for us of Social Relevance.
- The authors verified for this work agree that while the link between performance and training is clear, the actual study of the content is as of now,

faulty[67]. A case analysis for Enschede will allow us to create a baseline for the Municipality to standardize its programs. I hope that such analysis will be used with other similar reviews in other municipalities, and form the basis of a standardized, effective training baseline, which can be offered country wide, instead of a case-by-case form, which may lead to inefficient training, or gaps in performance between municipalities or even between legislatures. We thus consider this case study to be of Scientific Relevance in the field of Public Official training.

Theoretic Basis

Theory

The process of Training - that is, of preparation of individuals for a specific task or acquisition of a specific knowledge – is commonly called HRD /HRM– Human Resources Development in early works, more recently called Human Resources Management – and can be built upon several theoretical or pedagogic frameworks. Before we present the chosen framework, we must first expand upon the basic conceptions and working definitions we are using in this work.

The question of professionalization

The question of professionalization of elected officials appears throughout the state-of-the-art, and is necessary to be approached in this work. The concept of professionalization itself must be clarified. Fox pointed to its malleability of use[8] due to the widespread nature of its context, presenting several dichotomies of use, such as laicity versus professional, amateur versus professional, or professionalism as an achievement versus a descriptive. Fox concludes from the field that the primary characteristics of professional would necessarily revolve around the following points:

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6 **McCabe**, B. C (2016) – *Municipal Professionalism: More than just a job in Government* - American Review of Public Administration

[7] **Wooldridge**, B. (1984) - *Exemplary Practices in Local International Perspective* Public Administration Review

[8] **Fox, C. J.** (1992) – *What do we mean when we say "Professionalism"? A Language analysis for Public Administration* – The American Review of Public Administration, 22(1), 1-17

1. Serving the best interests of the general population;

2. A disciplined and serious behavior on the job;

3. A performance ethic;

4. Achievement over ascription;

5. The exercise of class power on behalf of the public interest.

Fox notes that due to these qualities, there is a tendency to desire the achievement of professionalism within a given field, including that of Public Administration. This tendency to desire professionalism can be seen in other studies focusing on the training of elected officials, either openly desired[9] or simply observed as a reality[10]. Other authors offer a perspective on the issue of professionalism being simply a demarcation between the choosing of people for their specific skills within a task, versus selection via public election[11], with the above qualities not having relevance, marking then a bureaucratic demarcation between static employees and elected Officials. This particular perspective invalidates the possibility of professionalism, as by such definition they can never be professionals, equally as for the position there is no formal job description[12] with a particular set of qualities, beyond the legal standards of electability.

Despite this, we will operate on Fox's collection of qualities. This is due to the fact that the state-of-the-art we are using leans more heavily on the consideration of professionalism as a collection of qualities regarding the task performance of officials, instead of a semantic differentiation. Gernier, for example, calls training processes are a *"significant indication of the professionalization process taking place at the level of the local governments."* This position thus reinforces a current understanding with which we can base our work, that being, professionalism as a characteristic which can be acquired or built upon by elected officials, even when we may simultaneously consider them laymen in contrast to a hired, permanent bureaucratic body within local governance. Beyond this position, the state-of-the-art considers this professionalization process either in neutral terms, as stated above, as something which is simply

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[9] **McCabe**, B. C – *Municipal Professionalism: More than just a job in Government* - American Review of Public Administration (2016)

[10] **Hlynsdòttir, E. M.** (20016) – *"Professionalism amongst Icelandic Mayors: Job postings, experience and education as determinants of professionalism at the Icelandic local level"* – Icelandic Review of Public Affairs, Vol 12, Issue 1, 1-22

[11] **Vogelsang-Coombs**, V. (1990) – *Developing the Governance Capacity of local Elected officials* - Public Administration Review

[12] **Grenier**, F. - *Training local elected officials: Professionalization amid tensions between democracy and expertise (2016)*

happening, but in some authors as a desirable goal, to increase productivity or efficacy of elected officials. Within this research, we will abstain from directly participating in the discussion of professionalism as a positive gain, but will instead focus on its process; we will assume and accept that training programs are a net gain, or an attempted gain, of the quality of professionality of locally elected officials.

Learning and Training

Training can be categorized as a focused, voluntary (that is, deliberate) learning. Learning is, within the field, defined as the "(…) acquisition *of a new skill, attitudes, and knowledge* (…)[13]", it is as such the transfer of information and associated actions. The process of "planned learning", one with deliberate goals and expectations is echoed by other authors, where training is defined as "*a planned process to modify attitude, knowledge, skill or behavior through learning experience to achieve effective performance in an activity or range of activities*". Nadler divides Training as different from other forms of learning, specifically "Education" and "Development". Education being "learning related to a future but defined job for which the individual is being prepared", as opposed to a secondary definition of training as given by Nadler: "*learning related to the present job of the individual*". Since LEO training programs are held after election, the choice of Training is thus automatic. In case there are available forms of education for LEO positions which can be taken by non-elected members, they will be noted as such during this work. Otherwise, we are to focus on deliberate on-the-job programs for already elected officials.

The relevance of Training as an on-the-job endeavor is also relevant. Unlike Development, a form of learning based on the individual growth of a learner. On-Job training include limited resources such as funds and time, and must be take into consideration the Job itself. As such, we need to evaluate whether the program is indeed focused within the tasks of the position – its applicability -, since adults will learn best when there is a direct link between the material and its immediate application on the job.[14] If it does not, we will need to view the underlying reasoning behind its addition to the program.

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[13] **Nadler**, L. (1982) - *Designing Training Models*

[14] 9 **Muir**, G. (2001). When public managers must train: How to prevent the pitfalls. Public Management, 83(1), 26-28.

It is important to note the intended aspect of Training. Nadler notes that Training is only a subsection of learning, one where an organization wishes to instill specific skills or knowledge, on specific people, within a specific environment. He opposes to this *incidental learning,* a form of involuntary learning acquired through constant interaction with other humans, with new workplace situations, with media, etc. Within our work, it is expected that LEO's will continuously enter into contact with new agents and situations, and carry pre-programmed behaviors which will affect how they perceive and learn new elements of their position and their environment. However, due to the impossibility of controlling or even accounting for these forms of incidental learning, and their lack of systematic organization, they are not a useful item of discussion for this paper. Instead, we will focus on *intentional learning - "(...) that is, an experience wherein the individual expects to be a learner, where there are identified objectives, where time is devoted to the learning, and some kind of evaluation is planned. In organizations, this means that there must be an appropriate allocation of resources if intentional learning is to take place."*

Training is thus an active action where an organization will endeavor resources to impart specific knowledge or skills to a group of agents, divided within two tasks:

Teaching: "*the general task of enabling the learner to acquire the learning*";

Learning: the aforementioned, targeted acquisition of knowledge, attitude, and skills (KSA).

This is the work definition we will use throughout this work when referring to the processes, events, and actions both the Municipality of Enschede and other agents will perform along side the LEO's, which will the targets of all teaching processes.

It should be noted that Learning does not necessarily entail a change in performance – and is something explicitly indicated as such, nor is it within the breath of this work to assess. Again, we are focusing on the training process itself, and its included structure of construction and feedback, whereupon the Trainers can initiate evaluations of their training programs and its internal steps. Post-training questions of job performance and its effects are not within our scope.

Training Local Elected Officials

The primary basis from which we build this study is that proper training has a positive effect on the work attitude of Public Officials[15]. The training provided must take into account the specific needs of the position, as well as available resources. For this, the training institution must be intimately aware of what the Officials must precisely do[16], and provide an appropriate curriculum.

This comes mainly from two premises: Firstly, the position of Local Elected Official is a unique role, elected not from a necessary previous path in the Institutional ladder, but are externally chosen due to their connections, and those of their party[17]. As such, they may acquire this position without relevant skills or knowledge, which must then be imparted on them. These skills must have been previously decided to be suitable for the need which they are fulfilling when using these resources.

Secondly, due to the possible impact of the position in local economic life, and the well-being of the local inhabitants, the position of Councilor cannot be left with idle preparation. Their preparation is a necessity. How the Municipality and the national parties prepare their training programs depends on the knowledge they have of the position, the available resources to invest in these training's, the needs that the specific skills and knowledge they impart help solve, and the expectation they have of the trainees and their output. *On describing Nadler's model,* Wooldridge reinforces the output-based preference for the training:

> *"Therefore, the first question to ask in order to improve the productivity of a training effort is, "Has the job performance specified"? If so, will achievement of the specified job behavior meet the organization's performance needs?"*

We have now connected both ends of the process – The focused effort of an organization to impart certain elements on a group of agents, and it's desire to provide some form of relevant output (measurable or not). Following this, we will now describe the model used to analyze these programs.

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[15] **Wooldridge**, B. - *Exemplary Practices in Local International Perspective* – Public Administration Review, 1994

[16] idem

[17] **Vogelsang-Coombs**, V. – *Developing the Governance Capacity of local Elected officials* - Public Administration Review (1990)

The Critical Events Model

Having established the primary dialectic of this work – the interaction between Teaching and Learning within the context of an organization – we will now developed the theoretical basis upon which we will analyze the specific training of the LEO's in Enschede. For this, Nadler's Critical Event Model will be used, explained in depth in his 1982 work.

Models

Nadler indicates that models are to be used as base frameworks to assist the designing and application of Training's, and it's primary use will be to "(…) explain various aspects of human behavior and interaction; integrate what is known through research and observation; simplify human processes; guide observation."

More precisely, a Model is the framework – the presumption of ideas – which we will use when looking at the available training programs. It will help us categorize different items and processes which might look dissimilar from each other, but whose logic underpinnings can be categorized in a way to allow comparison within this framework. When doing this research, we will attempt to locate individual elements of the training, the trainers, and the trainees within this model, so we can build a logical account of the construction and application of the Trainings. The model presupposes what actions and motivations are used on a general level, which will facilitate how we look at each individual element.

It is as such an interpretation tool, through which information can be categorized within a consistent manner. Nadler identifies two ways of constructing training models: Open and Closed, depending on which elements exist.

Closed Models

"*A closed model is based on the assumption that all inputs can be identified*". Inputs being unfortunately not sufficiently defined, beyond "outside forces" within the project, or otherwise any other *variable.* It is indicated that the closed model is based on the assumption that "(…) *conclusions and outcomes are predetermined* (...)" (pp. 5). He also considers them to be "*mathematical in concept*", and "*linear"*.

Taking into account the conditions of the discussion position of LEO's, we cannot accept that this form is viable for our study. Each location or Gemeente, each electoral result, political interference, different in party structure and the extremely wide openness of the position to any citizen means we cannot accept that a training model can be constructed with all variables in mind. It must be wide and flexible enough to accept multiple age-groups, ethnic groups, education levels and even mental divergence, which necessitates a more descriptive, and not predictive, model.

Open models

"*A open model is one that considers outside factors exist which can have an impact on the design process. In creating an open model, the model builder is specifically accepting the fact that some outside force may be beyond the scope of the model.*"

Open models are indicated as being not only descriptive, but also open to external influence. This means that relevant indicators such as Feedback are not automatic, and need to be pursued directly. We will focus on such feedback mechanisms later.
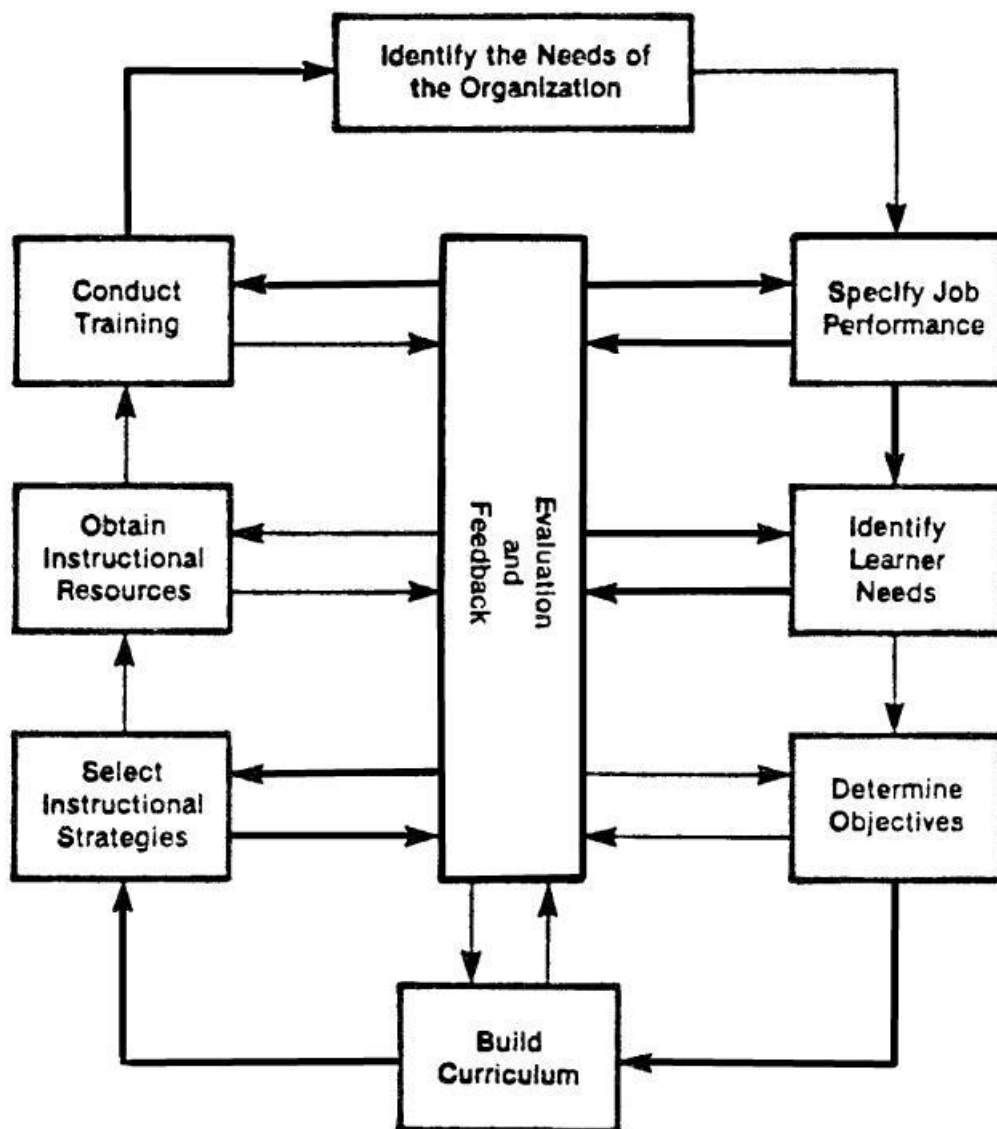

Fig.1 – Critical Event Model (Nadler, 1982)

Riding on Wooldridge's description of the Critical Event Model, and taking into account the general wish of Public Institutions to increase productivity, we see his analysis:

> *"Therefore, the first question to ask in order to improve the productivity of a training effort is, "Has the job performance specified"? If so, will achievement of the specified job behavior meet the organization's performance needs?"*

When analyzing the training programs, we can use his model to identify key components:

1. Needs of the Institution (what the Municipality needs the Councilors for): LEO fills an institutional role
   - Objectives (what behavior or knowledge the Trainer wants)
   - Resources Available
   - Feedback and Evaluation (if Any)
   - The Curriculum itself and its content
   - Due to the goal and nature of this study, the last three modules, which relate to didactic strategies, will be overlooked.

Needs

Training of LEOs arises for specific objectives. These objectives arise from needs the institutions have, which are perceived to not be fulfilled by untrained Councilors. Since, as stated previously, Municipal Councilor is not a pre-trained or screened position, but one arising from political procedures, there is little expectation of the Councilors to have full preparation for the position. Furthermore, there will be a wide gap in previous skills and capacities of each Councilor, due to their varied origin.

Both the training institutions and institutions which require it (Municipality, parties) must first themselves identify these needs. From there, a curriculum is built upon to directly address these needs. The expected result is elaborated as the **Goal** of the training, the behavior or resulting performance that will directly satisfy the pre-existing need.

Specify Job Performance

Based on the description of the position for which the training fulfils, we must identify what basic skillsets are required of councilors. Once that is ascertained (either through official specification of the job, or through experience from previous legislatures), the Training Institutions can decide what aspects of the job require attention and support, to achieve their stated goals, or reach a certain capability of action by the trainees.

Identify Learner Needs

As stated previously, the unique position of LEO's means that few or none of the newly elected officials have specific experience or the knowledge required to fully perform this position. The knowledge is very niche and specialized, and is not usually attainable in positions outside the local government. Based on this, the Training Institutions must realize that their curriculum must adapt to the unique condition of the trainees, who will come from a wide variety of backgrounds and educational levels, and be able to nonetheless transmit these skills successfully.

Determine Objectives

Once we have properly identified the need of the institution, we can elaborate a normative behavior (how the trainees "should" perform). This is thus the Goal, or Objective of the training. We can then perceive a goal as "an intent communicated by a statement describing a proposed change in a learner – a statement of what the learner is to be like when he has successfully completed a learning experience[14][18]". We can acquire these statement from the Institutional documentation, national guidelines, or informal statements from the Trainers themselves on to what they intend to achieve.

Therefore, behavior is key – The Training project wants the trainees to act in a specified, established manner. Properly identifying what this behavior consists of is necessary so that we may afterwards consider viewing if the training is successful, as part of SQ3.

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[18] **Mager,** N. F. – *Preparing Institutional Objectives* (1962)

Build Curriculum

Once the previous steps are achieved, the training Institution will be able to initiate the building of the Curriculum. Taking into consideration the specific job needs, the stated goals of both the Municipality and the Trainers, and the special needs of the trainees, the Training institutions can now create a curriculum (the content of the training which we pursue in SQ2), which will attempt to input the specific knowledge modules and skills necessary for the position of Councilor.

Feedback and Evaluation

During and after the training program, both the Training Institution, as well as the employers of the trainees (the Municipality) might feel relevant to verify if the different steps are satisfactory for their own goals. Changes in law might change Job specifications, which necessitates change in Curriculum. Change in institutional organization might change the Goals, and evaluation by the trainees might locate gaps or identify obsolete knowledge in the Curriculum. A constant evaluation of the training and the transfer of feedback is essential to maintain the entire program relevant for both the Municipality and the Councilors. We must then confirm if there is an existence of feedback, how it is processed, and how it affects back to the curriculum. Theory states that there should be a positive relation between feedback and change or adaptation of the curriculum.

Methodology

Research design

The questions we have posited on this work will focus on the analysis of written documentation, either informal or formal, from training institutions and trainees, as well as official communication with them. We will perform content analysis, using implicit or explicit expectations and procedures as the core to answer the first two research questions.

Due to this, this work will be primarily a Qualitative Research. It is an exploratory research, aiming at studying the latest in a series of training's, to understand its approach, as a persistent phenomenon[19]. It will also be Descriptive, categorizing and laying out the individual elements of the Training into an organized, itemized matter, to facilitate understanding.[20]

In addition to this, we will retrieve from the Councilors themselves their own subjective understandings and perception of the training environment and its content.

Case Selection

Contact will be taken with all national parties with representatives in the Enschede Municipality to acquire information regarding their training programs, and for further information regarding their goals and priorities.

Within the Municipal Council, we will contact all parliamentary groups organized around a party, whether it be national, or local. In the case of Enschede, that will be Enschede Anders and Burger Belang Enschede as the only non-national parties. This means 11 Councilors will be contacted, out of a population of 39 total councilors, representing all fracties, with the exception of splits who are themselves not organized into any formal party.

Regarding information from the Municipality itself, the Enschede Griffie will be contacted to receive the information.

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[19] **Babbie**. Earl – *The Practice of Social Research* (2010)
[20] 16 idem

Data

Our data will come from the case study of the Municipal Trainings for Enschede after the 2018 Municipal Elections. We will make use of all programs and documentation pertaining to this specific election and training cycle.

The Data retrieved will come in two forms: existing data and data retrieved by myself. We will review the data through literature study, and a mixed use of interviews and surveys. We will divide the methods as such:

SQ1 and **SQ2**: Literature analysis and Interviews with the responsible actors in the training programs to retrieve any information related to the variables, which may not be directly stated in writing. We state these variables as the existence itself of the Training Programs, their content, and stated or assumed goals.

SQ3 and **SQ4**: These two sub questions will focus on the Expectations of the Trainees and the Trainers. As such, a survey will be the most direct method to retrieve the data.

The data points we wish to include must be an elucidating image of the target population, a representative sample that maintains a useful variation of our variable[21]. Focusing on the aspects of training and its relation to previous expectations, we will focus our questionnaire within two lines:

- One, of 2 councilors per major party (a party that is not a single person-group). Doing so will provide us variability in regards to the influence of the main party in the Councilor's perspectives and party-provided training.

- Two, we will approach one newly elected, first-term councilor, and one veteran councilor per party. This will allows us to ascertain not only a fresh perspective from the councilors, but also to see if there is a variation in perspectives or trainings over time.

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[21] **Seawright, J., & Gerring, J.** (2008). Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options. *Political Research Quarterly, 61*(2), 294-308

This is the search of diverse cases: Within this population we see quite identifiable lines of separations, which allows us to categorize within each sub-group clear variables. There is some difficulty as the variables are not specifically categorical, but a more nuanced scale, which we must then be able to properly divide into recognizable subpoints.[22]

Literature

The documentation, which we aim to retrieve for the purpose of answering **SQ1** and **SQ2** will originate from three main sources: The Municipality of Enschede, the Political parties within the Municipal Council, and any third party learning institution or organization which is involved with either, or with the trainees. To answer the questions we are aiming for, we must then analyze the following documents:

- Mission statements from either organizations regarding their training programs;
- Relevant municipal, provincial, or national laws or directives which may dictate Councilor behavior and training;
- Official correspondence or announces by either party regarding the organization or application of their training programs;
- The training content in itself, either by internal literature, training PDF's, PowerPoints, manuals, brochures or other documents used by the trainers or given, showed, or shared to the trainees;
- Any after-action-reports or evaluation of previous training programs.

Interviews

The next method of gathering information will be through Interviews, defined as the basic mode of inquiry to make sense of human experience.[23] The primary purpose of Interviews within this work is to fulfill any gaps in which lack of literature will not allow us to answer our first two Sub-Questions. Not all institutional information, or goals, or expectations are listed in documentary form, or are present only in informal ways. In such

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[22] idem

[23] **Seidman**, Irving – A Guide for Researchers in education and the social sciences (1932)

a case, when the training institution has no explicit mission goal, there is no relevant directive, or there is little written training content, we will proceed with direct Interviews with the trainers or coordinators to obtain that information.

Additionally, we must take into consideration that the practical use of the training programs, or what the agents are doing *de facto* lies outside any written considerations, in which case a direct questioning will be necessary to understand why.

We will do these interviews in a Semi-structured manner, based on the topics listed above, to fulfill these gaps. Since we are to do the interviews as a fact post-literature analysis, and to ascertain basic data, there is a possibility some of the topics listed above will have no answer or content at all, such as if a Political party foregoes having any training program for its members, or having no structured training content. A semi-structure interview will allows us to adapt to this situation and prod for the possibility of valid alternatives[24], as well as provide a large amount of information[25]. Additionally, some written information may not explain in a satisfactory manner the thought process or considerations of the institutions, which requires flexibility of questioning. As stated by Harrel and Bradley, "*Focus groups and interviews are also the best methods to resolve seemingly conflicting information, because the researcher has the direct opportunity to ask about the apparent conflict.*"

Beyond the method used, the purpose of these questions is to interact with party-related training groups, in order to retrieve information about internal training procedures, expectations, and further descriptions from new Council members in the municipality of Enschede.

For the newly elected councilors, we wish to inquire about their perception on the usefulness of certain skills. To identify those skills, we will use two sources: One, the ones that would be listed either through documentation from the training partners, or through the interviews with them, and second, the "Opleidingsprogramma Gemeenteraaden"; created by the University of Leiden. Within it, they identify a series of social and procedural skills worth gaining by the councilors. Alongside the skills, they list also basic knowledge items, which, while relevant for expectation, will not be listed within the same tone as the skills. The reasoning is, that such skills involve different aspects of governance, which the program divides into three categories of a Councilor: the Controler (Controleur), the Cader Setter (kadersteller), and the Political Advocate (politiek belangenhartiger), each with its

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[24] **Babbie**. Earl – *The Practice of Social Research* (2010)
[25] **Waveren**, Michelle van – Interviewen (2004)

subset of skills, some of which may intersect with the others. As the knowledge base is equal on all three types, and as it contains basic procedural content, it is interesting to know whether the Councilors expect such content to be taught, as well as to ask about its expected relevance. The skills, however, due to their varied nature, can be listed based upon their perceived relevance, and as such, we will request the Councilors to rank based on that same relevance. To facilitate, a written list will be presented, taken from the program, whereby the councilors will be requested to rank in order of importance. It will be additionally provided in Appendix (appendix 4)

Respondents

The respondents are of importance to our study, since they will provide and put into context all relevant information, provide a framing of understanding, and provide different perspectives on the subject which might be of consideration. As stated above, directed into two groups. The first one are the training institutions, being the Political parties, the Municipality, and any external organization brought in for those training courses. We will search individuals which have representative authority of the institution, who are familiar with its methods, its organization, its goals, and who preferably have had an interaction with the programs intimately.

The second group will be the councilors themselves. Enschede currently counts with 39 such councilors. Since training programs provided by political parties should be equal to each other, and since Municipal Training should be equal to all councilors, there is no need to interview all elements. Instead, we will focus on one per political party. As of 2019, there are 13 political groups, of which 9 are national political parties, 3 are local political parties, of which only one performs training, and single-person group. From the remaining 12, 3 have no national institution representing them, being wholly local groups, two of which only have one councilor each. This leaves us with 9 political parties with a national institution capable of providing training, and one local political party with multiple members, being thus, in theory, capable of providing such a training. A table of all contacted individuals can be found in Appendix 6.

Parties listed in order of amount of Councilors, as given by the website of the Municipality.

"Later in person" refers to councilors who were contacted by email, but did not perform the survey. In that case, they were reached out in person during meeting times to request the performance of the survey, with a new email sent with the link.

Survey

To better qualify the position of the trainees in regards to priority skills, which training they received, and clarify of both goals and evaluation, a survey will be conducted with the purpose of collecting this information. Within the population of the Municipal Council, we will attempt to reach one member of each parliamentary group which is either a member of a national party, or a member of an established local party. This will exclude LEO's who have split from their party, and have thus their own parliamentary group, without any established party mechanism.

Below is a table of all "Opleidingsprogramma Gemeenteraaden"; created by the University of Leiden. Within it, they identify a series of social and procedural skills worth gaining by the councilors. Alongside the skills, they list also basic knowledge items, which, while relevant for expectation, will not be listed within the same tone as the skills. The reasoning is, that such skills involve different aspects of governance, which the program divides into three categories of a Councilor: the Controler (Controleur), the Cader Setter (kadersteller), and the Political Advocate (politiek belangenhartiger), each with its subset of skills, some of which may intersect with the others. As the knowledge base is equal on all three types, and as it contains basic procedural content, it is interesting to know whether the Councilors expect such content to be taught, as well as to ask about its expected relevance. The skills, however, due to their varied nature, can be listed based upon their perceived relevance, and as such, we will request the Councilors to rank based on that same relevance. To facilitate, we will present a written list, taken from the program, and ask them to rank it from:

The presented list of selected skills will be the following:

Skills list (Vaardigheden)

- Instrumenten van de raad
- Omgaan met agressie
- Omgaan met media en social media
- Communicatie waardigheden
- Informatie verzamelen en verwerken
- Debatteren en presenteren
- Visie Formuleren
- Voorstel Schrijven
- Kritisch lezen

Scale of relevancy:

0 - "No Opinion";

1 - "Note relevant at all";

2 - "Slightly Important";

3 – "Important";

4 – "Very Important".

The purpose of the questions provided will be to achieve data capable of responding our posited Sub questions, namely:

SQ1: "What training programs are available to the Councilors of Enschede?"

The first question, as stated before, is descriptive, and wish to attain primarily facts, regarding the existence and content of possible training programs.

SQ2: *"In what consists the content, and the stated learning objectives, of the training courses?"*

The second question regards content, alongside the purpose, goal, or objectives of such trainings. They can be verified through official documentation, such as preambles of programs, introduction pages on PDF's or PowerPoint training courses, party

declarations; likewise, it can be an unwritten expectation, carried out by the trainers, who must then be searched for that content.

SQ3: "What are the expectations for the programs?"

The third question requires the participation of the Councilors to provide pre-electoral expectations of both the position and the environment. It will then be focused on the newly elected Councilors, who are still acquiring experience in their first term.

To achieve this, the interview path must be chosen. In this case, as we are outsiders to the topic and the listed organizations, we can take Lofland's path of the "socially acceptable incompetent"[26] We must make the target contact aware, in a clear manner, of the purpose of our contact, and the distinct topics with which we wish to approach. For the initial sub-questions, direct questions must be asked as to ascertain the existence of the training we wish to inquire.

Interview path

We wish to do follow a specific path in interviews with Training organizations, focusing on the following specific subthemes:

For SQ1:

- Does your organization provide trainings, courses, or other forms of instructional programs for people who are to become Municipal Councilors?
- If so, what is the nature of the training (*exploration of content. Is it a simple class? Only literature? Traineeship? Group learning or an individual basis? This question is not directly related to SQ1, but it will allows us to learn what tools are used, and thus additional sources of information*).
- Is it possible to have access to the literature used on the trainings? Are there any organizational guides, publications, or internal rulings which we may view?

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[26] **Lofland**, J. - *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis,* 2006

For SQ2:

- What are the exact goals of the training?
- Which skills and knowledge are targeted on these trainings? *(Can we identify specific blocs of content, disciplines in the training? Is it provided in a general tone, or does it target specific themes?)*
- Who created the training/training organization? Is there documentation regarding its inception? Or specific written/unwritten goals upon creation?
- Is the trainer independent, or subservient to the party administration?
- Do the training follow external guidelines? Who creates and decides upon content of training?
- Are they updated regularly? Upon which guidelines?

For SQ3:

This guide will be transmitted to the newly elected Councilors, to ascertain personal expectations regarding the training provided in the Griffie. We must identify the expectations of the trainee regarding the position itself, the skillsets required, and if the training will achieve these goals.

- What are the basic responsibilities of the City Councilor (superfluous? Maybe unneeded question)
- What should a Councilor know or be able to do, to perform his day to day work? (potentially identifying general groups of skills, such as Law, Administration, etc, and narrowing them afterwards)
- Do already have the skillsets stated above?
- Do you think the training will help gap *gaps above, if any* or reinforce your already acquired skills?
- What do you think the training will actually cover regarding skills and knowledge?
- Do you believe the training will cover those skills and knowledge?
- Do you think lacking some of these skills will impact your job performance?
- Do you think training and acquiring these skills will positively impact your performance?

For SQ4:

- Are there evaluations of previous trainings? Can they be accessed?
- Do the trainers or trainings institution have an opinion regarding their efficacy? Are they positive about the training? Do they consider that it achieves its goals? Why/why not.
- (Possibly also enquire which candidates of each party participated on last training, so we know which one the recently elected took any/all trainings, and which)

Of the above questions, we can see three main focus points, which represent the three main phases of concern for the trainings. The wording First, is a focus on the content of trainings. What is currently available, why, how it was chosen, how it is processed, etc. A second focus is on the expectation side, what priorities or points of focus the training organizations have, how they build them up, and why they are relevant. A third focus is on the post-training segment, how evaluations are made, how feedback is retrieved, and it it affects the following cycles.

Results

In this section we will verify all gathered information, be it from interviews, material, and survey. We will start with the description of the training possibilities we found within the political parties themselves, then of the Gemeente, then of outside partners.

Training institutions

Political parties

Political parties have had a direct role in all participants, and all national political parties have been shown to have either their own in-house training program. We will here attempt to provide a brief description of each party and how the provided training, and below provide a chart which better illustrates what elements they have in further detail. It should be noted that while some of these organizations have been open with this research to further explain their background, goals, and processes, many have either refused to do so, citing privacy and concern for their internal methods, or have simply not responded to any contact after multiple attempts. In those situations, information could only be taken from either their material offered online or in paper, or through the LEO's of these groups which have responded to our survey. The groups below are listed according to size of the fractie, as given by the Enschede Municipality website.

CDA – Christen-Democratisch Appèl

CDA provides their training programs through a daughter institution – Het Steenkamp Instituut, an organization which serves both as the HRM department for CDA, and their training needs as well. The organization has existed for well over a century, but has only started their modern training programs in the early 1990's.

Het Steenkamp Instituut function as an autonomous organ, with independent decision making, separate from the CDA with regards to training programs and decisions pertaining these, making use of both in-house trainers, and external, paid agents to provide assistance and training. Besides providing training at a local municipal level, they also offer services to regional, national, and European level representatives.

As their stressed goals, HSI underlines the urgency in assuring all trainees maintain "the CDA sound/CDA gedachtgoed".

CU – ChristenUnie

CU provides their training programs through the Opleidingscentrum, a recent organization beginning only in 2015, which focuses on online-courses for CU members. Their programs focus on local and regional administration, taking a more practical focus, with finances, debating skills, administration and privacy as some of the available offers.

D66 – Democraten 66

D66 operates their training through the D66 Academie, an institution focused on local and regional support for elected officials, one which focuses on self-selected courses and opportunities for trainees.

GL – GroenLinks

GL provides their training programs through the GroenLinks Academie, which, similar to the other institutions, only operates to active GL cadres, focusing on local and regional support to already active members, as well as providing training to new members who wish to, in the future, fill these roles.

The Academie, besides providing training to LEO's, also offers training for campaign leaders and media-roles, offering a more activist bend to the trainings.

PvdA - Partij van de Arbeid

PvdA provides their training programs through a daughter institute as well – Centrum voor Lokaal Bestuur (CLB), an organization erected in 1902 (then PvdA was still the SDAP), which has provided continuous training for all elected officials and cadre-members of SDAP/PvdA.

Membership of elected PvdA officials in CLB is listed as mandatory. Organization of the training programs and content is done in tandem with the PvdA.

PVV - Partij voor de Vrijheid

PVV does not at this moment operate any institution directed at the training of its members or elected officials, whether formal or informally.

SP - Socialistische Partij

The SP offers both ideological, organizational, and activist training through the "Studiecentrum", an organ within the SP, first formalized around 2004, responsible to the SP national council and which offers training to SP members only, for municipal, regional, and national elected positions, in addition to organizational training for para-parliamentary activities. Unlike other groups, the Studiecentrum is primarily focused on activities outside local and regional parliaments, with the training of elected officials taking a secondary role.

VVD - Volkspartij voor Vrijheid en Democratie

VVD provides their training through the "VVD Opleidingen" program, organized through "De haya Somerenstichting", a child organization of the VVD, providing political training for VVD members, with the task of providing their members a base learning in both ideological - through their "Liberalisme" training offers, but as well practical skills, centered on media, debating, and presentation, in addition to financial and organizational training for Municipal officialdom.

DENK

DENK operates the DENK Academy, marketed as an institute keen on providing "experimental and self-directed learning" to primarily DENK members who wish to acquire further political consciousness.

BBE – BurgerBelangen Enschede

All training of BBE is done internally. Due to the size and locality of this party, no independent or formalized group exists to provide training for them.

Conclusion on parties

The existence of independent or semi-independent educational organizations within political parties, whether formal or informal - such as BBE, or the SP before 2004
– is widespread across most parties, regardless of size or ideological leaning. Common themes across them is the prevalence of a certain autonomy in choosing internal content – of the contacted groups, all of them affirmed to be mostly free to choose not only the content being offered, but also the didactic methods used, its goals, and its evaluation.

Additionally, all contacted groups have followed a primary focus in prioritizing user-choice in the programs: the majority of learning modules, beyond basic beginner modules for new members, are to be offered depending on demand of the users themselves, a demand which changes according to new contextual concerns – an example provided by CDA during the research, which noted the recent increase in demand for technology and privacy modules.

In addition, all national groups offered not only online form of content, but also online evaluation, which we will see further down.

The Municipality

Municipal Trainings

The Municipality is the primary institution which offers training to the Councilors. Training foes from instrumental skills, namely the writing of motions, policy writing, the basic rules of engagement on the Council, and the use of the municipal apps and other instruments which are necessary for the day to day tasks of the council. Decisions on what is necessary is on the judgment of the Griffie, which uses local institutions TwenteSchool for the manpower to provide the training.

External partners

From the external partners to which we have found evidence of support, we list primarily the VNG Academy.

VNG Academy

The VNG academy is a private training provider, organized under the supervision of the VNG (Vereniging van Nederlandse Gemeenten). Trainings are offered on an on-demand basis, as decided by the Griffier. Trainings are offered on site and on-line, and can be offered to the entire Raad, or just some members. The offer is fluid, depending on trends in demand and on new priorities in national policy.

Trainees

For this section, a survey was made with the LEO of Enschede, to assess their position regarding their training partners, their goals, and the personal priorities of the LEO's in regards to the skills and programs being offered.

Within the attachments, you will find how, on several of the key questions presented, there was (or not) a consensus on the primary focus points of the training offered

Data Analysis

From the findings we have received from all three main elements – the Municipality, the Trainees, the Parties – we can begin to offer an answer to the research questions posited above.

The goal of this study was primarily a descriptive one – its aim to identify and clarify how the Councilors of the Municipality of Enschede receive assistance from different agents in developing the necessary skills to perform their tasks. To achieve this goal, we tried to contact the main relevant players and verify not only what was offered, but its general substance, its goals, and how feedback reported back into the programs.

SQ1: *"What training programs are available to the Councilors of Enschede?"*

The Councilors within the Municipality of Enschede have the possibility of following training programs offered by different actors. These are the Municipality itself (fig. 2), assisted through the nation-wide VNG Academie, the political parties themselves, and a few private institutions such as ProDemos and Twente Kracht, who offer additional assistance. While in parties such as SP, the content is more informal, as they lack a fixed course-list, groups such as CLB and VNG Academie have available content training lists which can be viewed and chosen by the trainees (appendix 3 and 4).

With the exception of PVV, who does not have a training mechanism for its members, and BBE, who does so informally (that is, without an independent institution or organism), all political parties possess dedicated training institutions, with the purpose of offering the manpower and the platform to facilitate assistance to elected officials at a municipal, regional, and national level. Of the respondents, 6 have received training from their party (fig 3.).

To answer the question, the available training programs are: operational trainings, both online and offline, which focus on procedural practices for the task of being a Councilor, debate trainings, ideological trainings, ICT skills trainings, media trainings, and writing trainings, as offered, both online and offline, by the relevant groups. (table 1).
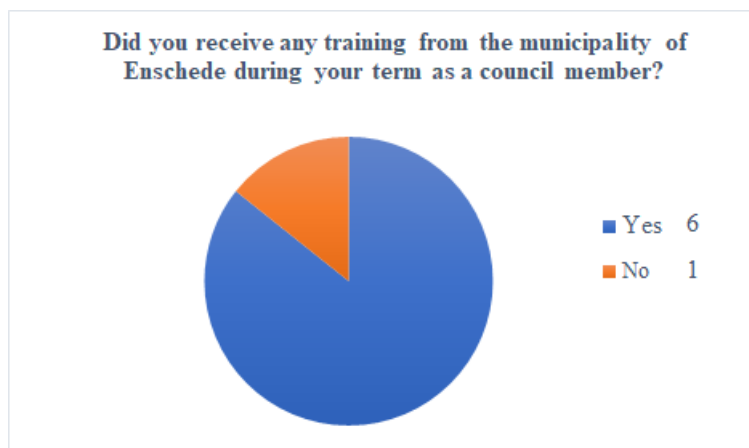
Fig 2. - Enschede Councilors on the reception of Municipal Training.

Fig 3. - Enschede Councilors on the reception of party training

SQ2: *"In what consists the content, and the stated learning objectives, of the training courses?"*

The offered content that is available to the Councilors is wide in its scope, with the VNG Academy offering a module offering of around 60 different courses, with old modules being retired and new ones being added as context and trends change. Among these, elements such as information technology (blockchain technologies, social media, new internet privacy rules), debating skills, administrative skills (writing proposals, presenting proposals, writing questions to the Raad) and ideological content. As stated in SQ1, entities such as VNG and CLB do have fixed courses, added in the appendix, but there is not a direct 1 to 1 translation between skills and courses, with several of the Parties having too much of an informal training structure to

standardize content into a set list. Reinforcing our point, in-demand trainings requested by the councilors to their respective parties or VNG are taken into more consideration than pre-made course lists, hence the difficulty in systematizing it.

In addition to this, we seek to find the stated goals for these training, as given by these organizations, whether they were stated in mission statements, or informally provided. The baseline provided by all organizations is the proper preparation of the Councilors to be able to perform their tasks, that is, to seek a basic cogency by the councilors to be able to navigate and engage within the Municipal Council. This, however, only explains a very basic understanding of the goals. Within the VNG Academy, for example, the primary goal is listed as the satisfaction of the councilors needs; that is, their primary goal is not to make the councilors adept in their task per se, but to satisfy their learning needs, to provide the training that the councilors themselves want; the goal is thus completion of training modules.

Additionally, the political parties offer goals which are not shared by either the municipality or by private trainer programs. Parties such as SP and PvdA accent the need for ideological training – the understanding and propagation of their base party programs, while CDA considers relevant the replication of a "CDA voice" a marketable quality within their Raadsleden, which focuses on the consistency of speech and thought of the party throughout multiple municipalities.

SQ3: *"What are the expectations for the programs?"*

The expectation differs from the goals in the line that different actors give different weights to the role of these training programs. Within the councilors, there is a visible difference in importance of training provided by the Municipality versus the training provided by third-party entities. (fig. 4) There is thus a higher expectation for the Municipality to be able to offer their training. Furthermore, the goals of the training are uniformly understood by the councilors, and as such we expect no gap between understanding the reasoning of the training and their intended use (fig. 5).

In addition to this, stated goals might not align with available resources, leading to a gap in what the trainer agencies would like to provide. While some political parties have listed declining resources due to electoral context, no group contacted has pointed out any substantial gap in their capacity to provide their services. In this case, the stated goals seem to align with the available resources, meaning that all parties have the expectation to fully fulfill their goals.

Within the gathered data, there is an universal agreement that all skills are at least somewhat relevant, with the exception of "Common arrangements" and "dealing with aggression", to whom the councilors show a higher degree of apathy; all other skills are

considered in their majority important to the execution of the position of city councilor, with influence, communication, formulating vision and debating the most highly prized skills (fig. 6). While the Councilors consider these skills important, they have a much more measured view of their own capacities in each skill before taking the position. (fig.7), although there is an overlap between both self-judgement of skills and their relevance, with "formulating vision", and on a more measured way with debating and influence, there is, as seen by the councilors, a larger gap between their skills held at the time of election and the sufficiency needed to perform.
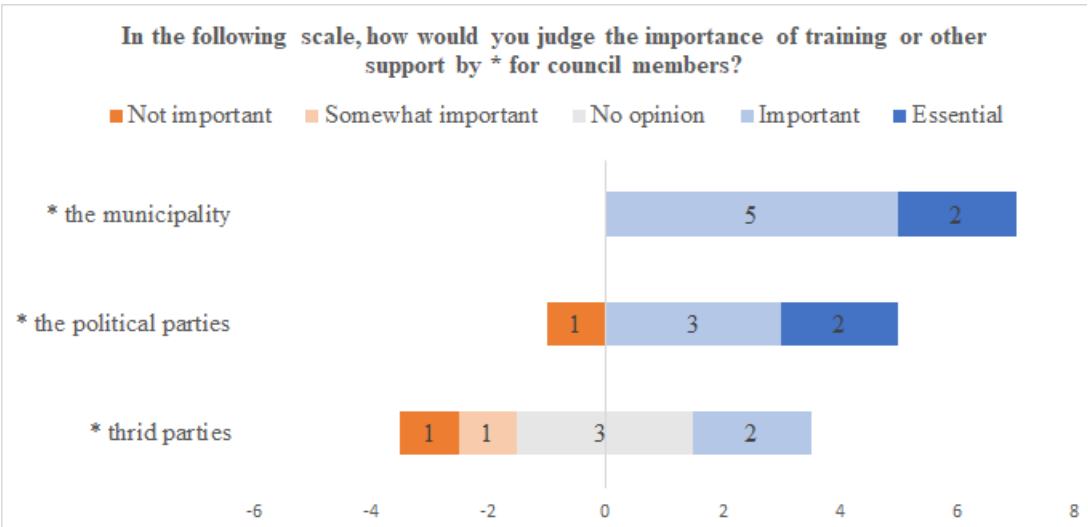

Fig. 4 – Scale of relevance for source of training.

Fig. 5 – Clarity of goals for trainings.

Importance of the skill for the execution of one's position

Legend: ■ Not important ■ Somewhat important □ No opinion ■ Important ■ Essential

Skill	Values
Common arrangements	4, 3
Writing proposals	2, 1, 1, 3
Formulating vision	3, 4
Instruments of the council	1, 5, 1
Debating	6, 1
Position of information	1, 1, 5
Communication	4, 3
Influence	6, 1
Visibility	1, 4, 2
Dealing with aggression	2, 2, 3
From interests to cadres	1, 1, 5
Presenting	1, 1, 4, 1

Fig 6. How councilors evaluate the skills

Personal judgement of one's capacity in each skill before term as a council member

Legend: ■ Totally not skilled ■ Somewhat skilled □ No opinion ■ Skilled ■ Very skilled

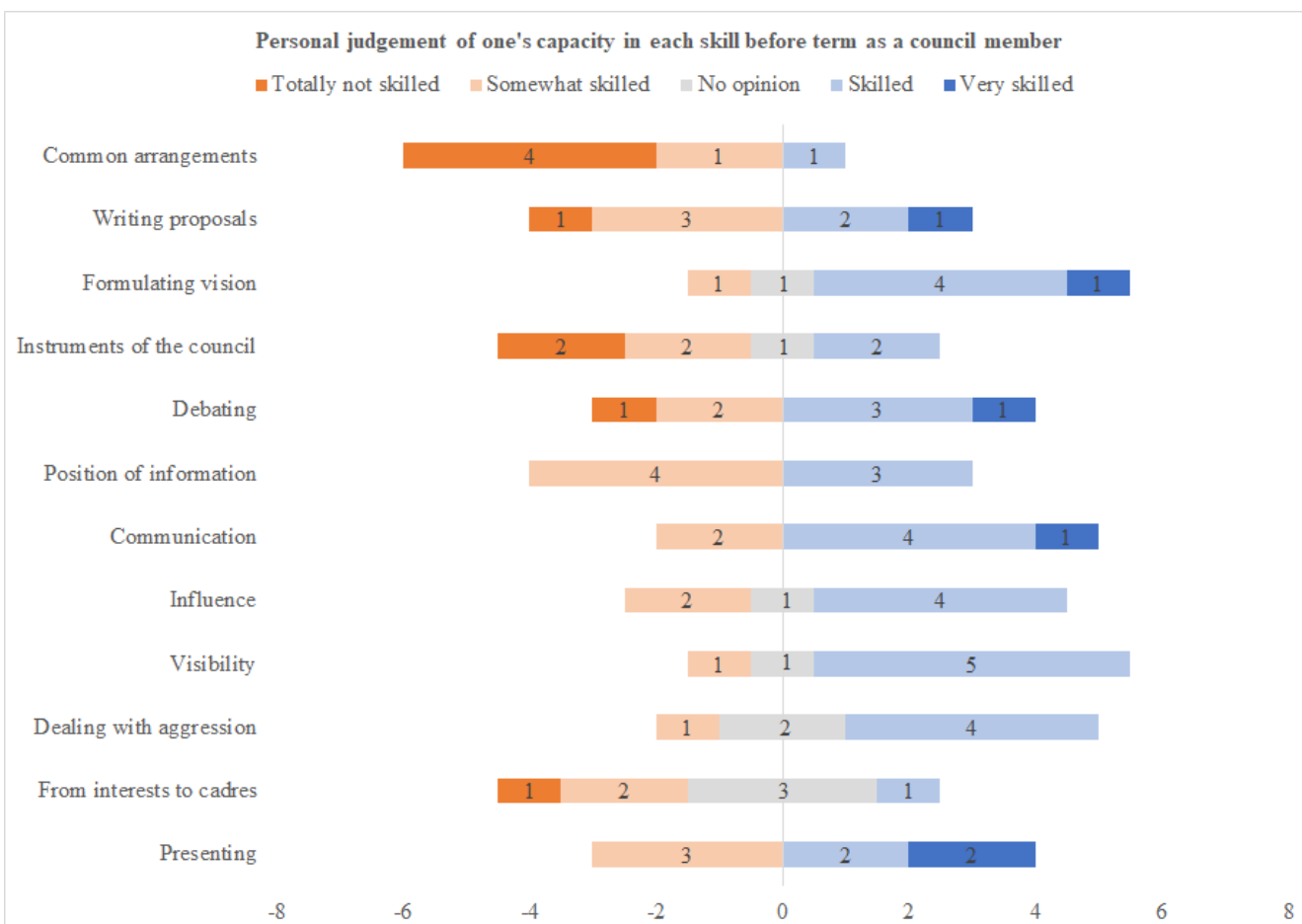| Skill	Values
Common arrangements	4, 1, 1
Writing proposals	1, 3, 2, 1
Formulating vision	1, 1, 4, 1
Instruments of the council	2, 2, 1, 2
Debating	1, 2, 3, 1
Position of information	4, 3
Communication	2, 4, 1
Influence	2, 1, 4
Visibility	1, 1, 5
Dealing with aggression	1, 2, 4
From interests to cadres	1, 2, 3, 1
Presenting	3, 2, 2

Fig. 7 How councilors evaluate their own capacity in each skill

SQ4: "Did the trainings cover the issues councilors face in their job?"

From the contacted councilors, we made a two-line of questioning: how the resources of the relevant programs attend their stated goals, and how the priorities of the councilors in how they rate skills as necessary, and what was on offer.

Despite the limited resources available to some parties due to electoral context, on all parties the stated goals were adjusted to what was possible and desired. In any party, where local or regional trainings are offered, both on-line and in-house, these resources have always been made available within the institutions limits.

Regarding the skills and expectations of the councilors, we verify that in most of the skills there is a somewhat negative view on the sufficiency of the trainings, as of the 10 listed skills, 5 have at least half of the respondents pointing the training as somewhat insufficient or worse. Of the remaining 5, 3 skills have a third of the respondents with the same attitude, with "Debating" and "Communication" being the most satisfactory trainings that were had (fig 8). "Position of information" is, of all skills, the one with the highest gap between perceived relevance and satisfaction in training. In the previous sub question, we could verify that 5 out of 7 respondents label it as essential, but of the respondents, 4 out of 6 considered the trainings to not be sufficient, pointing to a possible need for improvement in this skill.

This discrepancy is not verified to this level in other skills considered relevant, for as while "Position of Information" had the most uniform view by the councilors, with other relevant skills such as "Formulating Vision" receiving from all 7 respondents a consideration of important or essential, likewise with "Influence" and "Communication". In the resulting evaluation of sufficiency, all those three skills received mostly sufficient reviews, specifically "Formulating Vision" and "Communication", each with one somewhat sufficient, and "Influence", with a somewhat sufficient and a neutral response.

On an individual level, looking at the respondents, two respondents (#2 and #5) had a generally positive view of their self-evaluation, with on both cases, more than 5 of the 10 skills being listed as skilled. However, on the evaluation on the sufficiency of training, respondent #2 had the most negative view, as in figure 8, of the 6 skills given the most negatvie grade, he gave it to 5 of them. Respondent #5, however, was the one who gave the most positive reviews, with all 3 very sufficient answers being given by this respondent. On the other end, respondent #7, who, in figure 7 gave himself the lower score of all respondents on self-appraisal of skill, was the source of all 3 neutral answers in figure 8, and 4 sufficient-answers to the other skills. As seen from this, we cannot preclude that initial skill has a direct link to how respondents perceive sufficiency of training. Regarding the above mentioned skills of "Influence", "Communication", and "Formulating Vision", which received each only one subpar evaluation, each given by a

different respondent, which was not in common with respondent #5. As such, both the very negative reviews, on the weakest evaluated skills, and the worst reviews on the best evaluated skills, there is not an apparent trend on the origin of the review. All 3 respondents, in this case respondents #1, #2 and #6, had in the respective skills they evaluated a mix of somewhat to mildly skilled. This is in neither case the relation of the more extreme cases we saw above. With respondent #1, in all of these 3 skills there was a positive self-evaluation of skills, but as said, not an exact correspondence with how that evaluation might have predicted an evaluation of the trainings provided.

One must be aware of the risk that the consideration of a skill as relevant or not might be co-related to the training the councilors did in fact have, and as such further study might be necessary to avoid this bias.
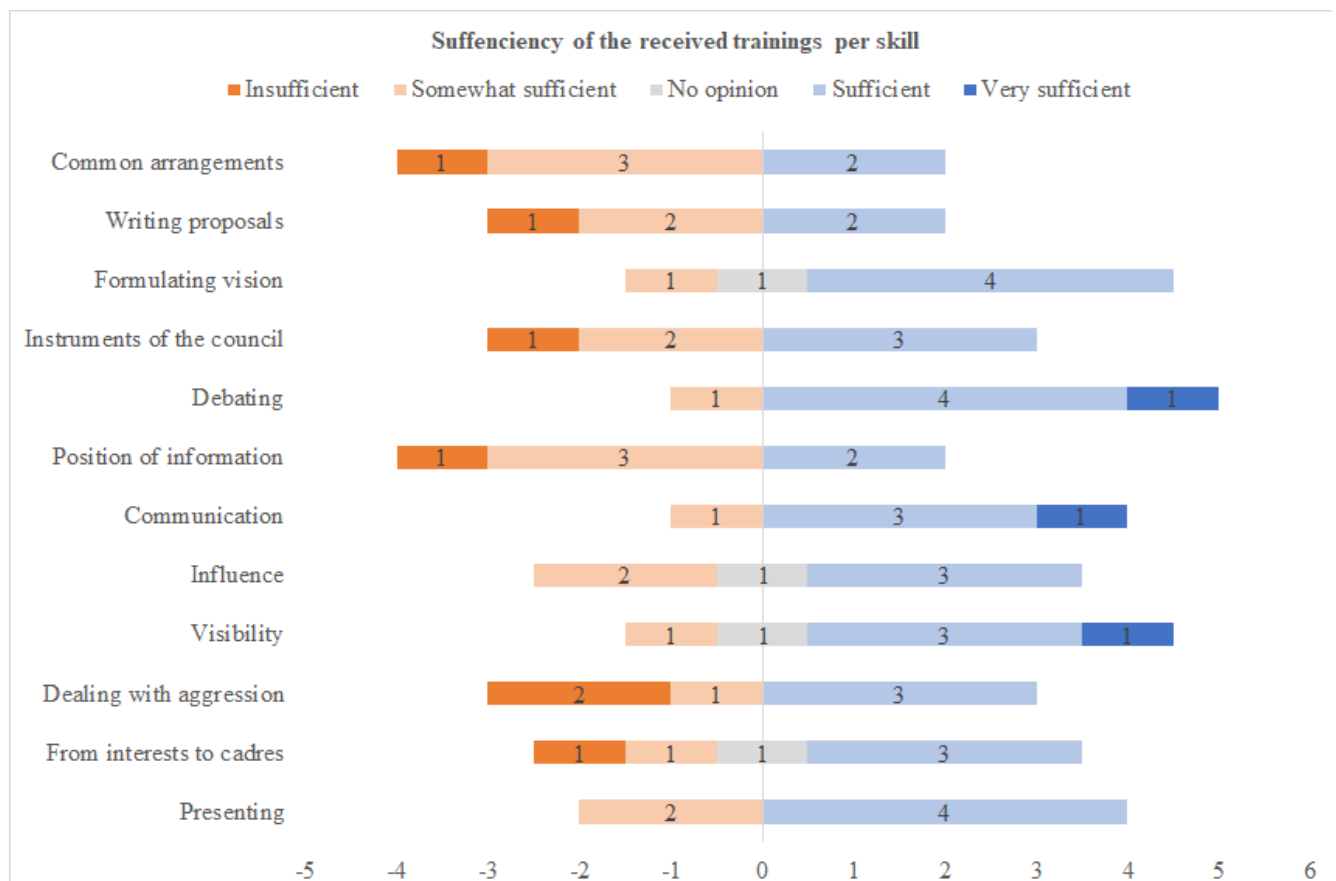

Fig. 8, how councilors evaluate sufficiency of training

SQ5: "How can the training to Local Elected Officials be improved, to either approach its stated goals, or improve the stated goals themselves?

The ad-hoc structure of training that has been seen through all agencies seems at this moment to be sufficient for the councilors, within the parameters we set out. The current method of training-on-demand means that the councilors have a wide breadth of freedom in deciding which elements they wish to incorporate in their development, and the wide range of available methods facilitates this reach, be they at party level, or at the municipal level.

As we verified in the sub questions above, while there is a high consideration on the general importance of most listed skills, there is a more tepid response to the sufficiency of the trainings provided for each of those skills. As seen in SQ4, "Position of Information" was the most negatively received in training. On the other skills, while there was somewhat negative views, they were not conclusive or universal enough. Regarding self-evaluation and sufficiency, Again, due to the different venues in which councilors receive their trainings, it is not possible at this point to pinpoint exactly what is the source of each negative view, unless we pursue a more personal approach with each councilor and their history of training. Taking into consideration the priority of councilor demands in regards to what programs are available, we consider that, in terms of availability and accessibility, no improvement can be explicitly advised, on a very general view the gaps in satisfaction need first to be pinpointed to a source, and so no systematic cause of insatisfaction can be blamed at this point.

Since no negative misunderstanding or confusion regarding the goals have been verified, and seeing as the goals of all training institutions revolve around the capacity of the councilor to select and perform their training modules according to need – a verifiable reality at this point – we consider that at this stage, the goals are in alignment with the reality and most expectations of the programs, and do not require further change until more information is ascertained.

With this, we can now focus on the primary question offered on this research:

What training programs are available for Municipal Councilors in the Enschede Municipality, what are their goals, and how can they fully achieve these goals?

Municipal Councilors have available to them training programs offered through the Municipality itself, which is provided through in-house resources, at the judgment of the Griffie,

or with the assistance of exterior partners, such as VNG Academie or Twente Kracht; in addition to these, as representatives of political parties they are able to follow training programs as offered by the majority of the national parties, which are offered both before and during their terms as elected officials, almost always done through Institutions raised by the parties with the intent of serving as schooling programs. After the Municipality and the Political Parties, they are able to follow third-party training programs offered by private agents, such as Pro-Demos. These training programs exist in three major forms, namely in-house at the Municipality, which is offered by the Municipality itself and VNG Academie, courses done on physical space, either by VNG Academie, or by the political parties, through their Schooling organizations, or through on-line training courses, where didactic material takes a more unilateral role in conveying information. While some basic courses are mandatory, both within the Municipality, and within the Parties, the majority of the available content is taken according to the Councilor's own discernment on what is necessary to fill any gap in knowledge or skills.

The goals of these training programs are 1) providing with the Councilors the basic necessary knowledge to be able to perform their tasks within the Raad, to be able to write, respond, and create questions, proposals, and motions, and is thus a more operational goal; 2) fulfilling any request the Councilors have in a specific topic, through on-demand modules, both physical and online, and 3) in the case of political parties, impart a specific ideological imprint on the councilor, either through their communication, their actions outside the Raad, or their policy brand.

These goals are achieved through a basic cadre training, provided by both the Gemeente and the Political Parties. In addition to these, all agents offer an array of training modules created to respond to user demand, based on trends of requests, feedback received from the trainees, and expected topics considered to grow in relevance. How this relevance is decided is based primarily on user feedback from the trainees.

Discussion on the limits of this status quo will be discussed below. With regards to our research question and the scope of this work, the current frame seems to achieve the objectives which are set out, although the risk of bias in the consideration of the relevant skills deserves future study. This study must take into consideration two difficulties: the lack of uniformity on the training that each councilor receives, in regards to specific topics, and the diversity of training programs which councilors have no access to due to party-lines. In this study we tried a cross-section of all councilors equally, and the difficulties encountered due to that variety of experience make any conclusion extremely nebulous. Any future study must, in our opinion, follow an

individualized line, following one councilor throughout his training career, and analyze from that one perspective the issues of expectation and sufficiency.

Discussion

The current system in place for Councilors in the Municipality of Enschede gives the initiative to the Councilors themselves in identifying and fulfilling their learning needs. Within current goals and expectations, this system seems sufficient.

However, we can consider other premises to the current model. While feedback is widely used across the different actors to better their training programs, no evaluation is done on the effectiveness of the training themselves on the users. This is because a higher attention is given on trainee satisfaction with the training. Furthermore, the ad-hoc nature of training means there lacks a guiding, external line which trainees or institutions must follow. As such, there is no consistency in the skills, training, and outcome of these programs: every councilor will have a different experience, will have different skills imprinted, and as such it becomes difficult to model an efficacy measure for these training programs.

Within the theory section, we saw how the concept of professionalization is conceived of and operationalized. We verified both the consideration of professionalization as a bureaucratic concept, and as of the gaining of an ideal of performance, technical knowledge, but also as a creation of a certain professional class. While the pursuit of professionalization, its meaning, and its desirability are not the central question of this work, we included it still when discussing with the training institutions, to verify if indeed such a concept was even included, either formally or informally, in their procedures.

From the information gathered, there is little concern for the professionalization of the position. The concept is absent from all official guidelines, and was absent from the discussions with the training providers, with a higher priority on the transmission of knowledge or of ideological points. Indeed, the lack of concern about long-term viability of each councilor (specifically the follow-up of trainings, the post-term debrief of elected officials, or a concern in re-using the same councilors to reinforce knowledge) where never brought up or discussed. With all contacted parties, including the VNG Academie, we directly asked if professionalism, in whichever dimension they interpret it, was a goal – the answer was universally a negative.

While basic guidelines are followed to ensure basic functioning of the Councilor, no further long-term goals are provided. The amount of mandatory training sessions is either extremely low, or it follows the personal assessment of the Griffier. Due to the costs of these trainings, both to the parties and to the Municipality, a focus on a more unified, mandatory training system might be desirable.

This however starts from the premise that Councilors must be professionalized, which is de facto not the operating model for these organizations. This is in line with Nadler's perspective, which provides priority to the organization's and trainee's needs. Taking into account how, both in the way the contacted parties and the VNG Academie build their content, feedback and stated needs are the corner stone of their didactic content, and how the build of feedback reconnects to available content, we can see that Nadler's critical event model for construction of training programs applies.

This situation, however, goes against more recent positions, such as McGabe's position that there is a much higher priority in a minimum level of professionalization in the field, something we have failed to see across both municipal, third party, and political party level. Future studies in this field, in regard to the professionalization of the LEO's, might need to take into consideration that on a practical level, the desire for professionalization is not as universal as authors such as McGabe or Grenier et Mevellec believe, at least in the Netherlands. We must still note, however, that professionalization, was as Fox noted, within public administration, not only through accumulation of skills – social aspects of the creation of a class, and of class-dependent interests (one could say an application at the local level of Mair's theory of party-cartel), and of public opinion are still part of the consideration of professionalism, even if not strictly within public administration (Fox only accepted the use of power for public good as valid within Public Administration, not the use of power for personal or professional purpose). If this topic is to be further pursued, it must perhaps reject Fox's more restricted meaning, and adopt the more laic understanding, or focus on the aspects of his definition which we did not touch upon – namely, personal performance of the councilors.

Finishing, the fact that necessity is the driving mechanisms for scheduling trainings – and that necessity is self-reported through the councilors themselves - we face a risk of heavy bias in how the skills which are given – again, decided by the demand from the councilors – might not correspond to actual real-world necessity, but only by the perception of the councilors. This might signify that, due to the primary concern being trainee satisfaction, time and resources are being expended in sub-optimal training subjects. The current lack of a national guideline, of efficacy measure, and of centralized learning objectives means that at this moment it will be difficult to assess the validity of this proposition.

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Appendix

Appendix 1

Interview Checklist and coding

Goal and content analysis: CDA		
Content source	Measurement	Data
Interview with Het Steenkamp Instituut		
	What is de independence of the institution?	Line 4
	What is the autonomy to create didactic material?	Line 6
	To whom are the programs meant to?	Line 8, 20
	Content of Training, how it is given?	Line 14, 16, 18, 20
	Goal of training	Line 26, 28
	Evaluation	Line 42, 44, 46
	Effect of Evaluation	Line 50
Het Steenkamp Instituut Website		
	To whom are the programs meant to?	Section: Opleidingen
	Content of Training	Section: Opleidingen[23]
	Goal of training	Section: Opleidingen

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23 Note: individual goals for each module is listed in their respective sub-sections

Goal and content analysis: PvdA		
Content Source	Measurement	Data
Interview with Het Centrum voor Lokale Bestuur		
	What is de independence of the institution?	Line 1
	What is the autonomy to create didactic material?	Line 3, 19, 21, 30
	To whom are the programs meant to?	Line 5, 7, 34, 50
	Content of Training, how it is given	Line 11, 13, 15, 17, 21, 22, 38, 46, 68, 70, 72, 74
	Goal of training	Line 24, 42, 48
	Evaluation	Line 52, 54, 56, 58, 60, 78
	Effect of Evaluation	Line 62, 64, 66, 82
Centrum voor Lokale Bestuur Website		
	To whom are the programs meant to?	Section: Organizatie, over Ons
	Content of Training, how it is given	Section: Scholing
Other Literature		
Book: "*Geen Democratie zonder waardenstrijd*" - Tom van der Meer – CLB Redactie - 2017		
	Content of Training, how it is given	Pp 22
	Goal of training	Pp. 10, 11, 16
Leaflet: *Centrum voor Lokale Bestuur* (no year given)		
	To whom are the programs meant to?	Pp 1
	Content of Training, how it is given	Pp 2, 3, 4
	Goal of training	Pp 3

Goal and content analysis: SP		
Content source	**Measurement**	**Data**
Interview with Studiecentrum		
	What is de independence of the institution?	Line 6, 8
	What is the autonomy to create didactic material?	Line 8, 10, 44
	To whom are the programs meant to?	Line 24, 26,30, 56
	Content of Training, how it is given	Line 36, 58, 60, 70, 72, 78
	Goal of training	Line 22, 40, 62
	Evaluation	64,66
	Effect of Evaluation	Line 80

Goal and content analysis: VNG Academie		
Content source	Measurement	Data
Inteview with VNG Academie		
	What is de independence of the institution?	Line 16
	What is the autonomy to create didactic material?	Line 26, 28
	To whom are the programs meant to?	Line 8 , 10, 14, 18
	Content of Training, how it is given	Line 12, 22, 24, 38, 40, 42, 46, 58, 60
	Goal of training	Line 32, 34, 36, 40
	Evaluation	Line 30, 36, 48
	Effect of Evaluation	Line 50, 54, 56
VNG Academie Module List (2018) – 3 pages		
	Content of Training, how it is given	Page 1, 2
	Evaluation	Page 3

Appendix 2. - Survey

Page 1

Voorwoord

In het kader van de voltooiing van mijn Master of Public Administration aan de Universiteit Twente, doe ik momenteel een onderzoek op het gebied van training voor gekozen gemeenteraadsleden. Dit onderzoek bestaat uit het inventariseren van de cursussen en trainingen die beschikbaar zijn voor raadsleden in de gemeente Enschede en de ervaringen van deze cursussen en trainingen door de raadsleden. Dit doe ik door te kijken naar de uitvoering van de taak als gemeenteraadslid, welke hulpmiddelen de raadsleden beschikbaar hebben om hun kennis te verdiepen en zich mogelijk verder te professionaliseren in hun taak. Het doel van het onderzoek is om allereerst te inventariseren welke mogelijke trainingstools en programma's beschikbaar zijn, en daarmee een beter begrip te krijgen van twee basiselementen: welke prioriteiten geven zowel de deelnemers als de instelling die de trainingen uitvoeren; en om te begrijpen welke middelen beschikbaar zijn voor een dergelijke training.

Ik hoop dat we met deze studie beter kunnen begrijpen hoe gemeenten, politieke partijen en de gekozen functionarissen zelf hun positie bepalen met betrekking tot verwachte vaardigheden, voorkeursvaardigheden en hoe beperkte middelen worden verdeeld voor verdere professionalisering.

Indien u opmerkingen of vragen heeft tijdens of na het invullen van deze vragenlijst, stel ze dan gerust;

Als u geen antwoord op een vraag wilt geven, kunt u dit aangeven:

Antwoorden worden vertrouwelijk verwerkt en geanonimiseerd gerapporteerd:

Als tijdens deze vragenlijst nog vragen of opmerkingen heeft, neem dan contact op met de onderzoeker:

b.m.mendesbaptistaleitao@student.utwente.nl

A   I agree

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1 - Wat1. is uw huidige politiek partij of fractie?

_____

2 - Heeft u enige vorm van training door de gemeente Enschede ontvangen tijdens uw ambtstermijn als gemeenteraadslid?

A Ja

B Nee

3- Heeft u enige vorm van training door uw politieke partij ontvangen tijdens uw ambtstermijn als gemeenteraadslid?

A Ja

B Nee

4 - Heeft u enige vorm van training door een andere entiteit ontvangen tijdens uw ambtstermijn als gemeenteraadslid?

A | Ja

B | Nee

5- Zo ja op het bovenstaande, van welke entiteit?

6.

6 - Kunt u aangeven hoeveel van dergelijke trainingen of sessies u tijdens uw huidige ambtstermijn van de gemeente Enschede heeft ontvangen (inschatting)?

7 .- Kunt u aangeven hoeveel van dergelijke trainingen of sessies u tijdens uw huidige ambtstermijn van een politieke partij heeft ontvangen (inschatting)?

8 - Kunt u aangeven hoeveel van dergelijke trainingen of sessies u tijdens uw huidige ambtstermijn van derden heeft ontvangen (inschatting)?

9 - Denkt u dat het ontvangen van training als onderdeel van uw plicht van fundamenteel belang is voor de uitvoering van uw functie als gekozen raadslid?

A | Ja

B | Nee

C | Niet zeker

10 - Probeert u verdere training te volgen tijdens uw huidige of toekomstige ambtstermijn?

A | Ja

B | Nee

C | Niet zeker

11 - Van de trainingen die u heeft gekregen: werden hun doel of doelen duidelijk gecommuniceerd?

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| A | Ja |

| B | Nee |

| C | Niet zeker |

12 - Van de trainingen die u heeft gekregen, was er één die voor u overbodig was?

| C | Ja |

| D | Nee |

13 - Zo ja, welke?

14 - Welke entiteit heeft deze training gegeven?

A | Partij

B | Gemeente

C | Overige

16 - Hoe zou u in de onderstaande schaal het belang van opleiding of andere steun van de politieke partijen voor raadsleden in het algemeen beoordelen?

A | Helemaal niet belangrijk

D | Partij

E | Gemeente

F | Overige

16 - Hoe zou u in de onderstaande schaal het belang van opleiding of andere steun van de politieke partijen voor raadsleden in het algemeen beoordelen?

A Helemaal niet belangrijk

B Enigzins belangrijk

C Geen mening

D Belangrijk

E Essentieel

15 - Hoe zou u op de onderstaande schaal het belang van opleiding of andere ondersteuning door de gemeente voor raadsleden in het algemeen beoordelen?

A   Geen mening

B   Belangrijk

C   Essentieel

17 - Hoe zou u in de onderstaande schaal het belang van training of andere ondersteuning door andere externe entiteiten voor raadsleden in het algemeen beoordelen?

- Helemaal niet belangrijk

- Enigzins belangrijk

- Geen mening

- Belangrijk

- Essentieel

18 - Kunt u hieronder aangeven wat volgens u de benodigde vaardigheden zijn om de functie van gemeenteraadslid te vervullen?

19 - In het volgende deel zullen we een reeks vaardigheden noemen die door de Universiteit van Leiden zijn geïdentificeerd als onderdeel van de dagelijkse behoeften van een gekozen raadslid. Wij vragen u om voor elke vaardigheid te selecteren hoe belangrijk u deze vindt voor de uitvoering van uw positie. In de bijlage vindt u een uitgebreidere toelichting op elke vaardigheid.

	Helemaal niet belangrijk	Enigzins belangrijk	Geen mening	Belangrijk	Essentieel
Gemeenschppelijke Regelingen					
Voorstel Schrijven					
Visie formuleren					
Instrumenten van de raad					
Debateren					
Informatiepositie					
Communicatie					
Invloed					
Zichtbaarheid					
Omgaan met Agressie					
Van Belangen naar kaders					
Presenteren					

20 - In deze sectie zullen we opnieuw dezelfde vaardigheden noemen. Hier vragen we u om voor elke vaardigheid een lijst op te stellen van wat u denkt dat uw persoonlijke beoordeling is op uw eigen capaciteit in elke vaardigheid voordat u aan uw ambtstermijn als gemeenteraadslid begon.

	Helemaal niet vaardig	Enigzins vaardig	Geen mening	Vaardig	Zeer vardig
Gemeenschppelijke Regelingen					
Voorstel Schrijven					
Visie formuleren					
Instrumenten van de raad					
Debateren					
Informatiepositie					
Communicatie					
Invloed					
Zichtbaarheid					
Omgaan met Agressie					
Van Belangen naar kaders					
Presenteren					

21 - In dit deel zullen we opnieuw dezelfde vaardigheden noemen. We vragen u om per vaardigheid aan te geven hoe frequent deze voorkomt in de trainingen die u heeft gevolgd, hetzij door de gemeente, door uw politieke partij, hetzij door externe trainers.

Houdt u er in de beantwoording van deze vraag rekening mee dat één vaardigheid meerdere verschijningsvormen kan hebben in verschillende trainingen.

	Nooit	Zelden	Soms	Vaak	Heel vaak
Gemeenschppelijke Regelingen					
Voorstel Schrijven					
Visie formuleren					
Instrumenten van de raad					
Debateren					
Informatiepositie					
Communicatie					
Invloed					
Zichtbaarheid					
Omgaan met Agressie					
Van Belangen naar kaders					
Presenteren					

21 - In dit deel vragen we u om uw perspectief te geven omtrent de toereikendheid van de training (indien u deze heeft gevolgd). We vragen u om voor elke vermelde vaardigheid te beoordelen of de training die u heeft ontvangen voldoende of bevredigend was om het gewenste vaardigheidsniveau te bereiken.

	Geen training gehad	Helemaal niet voldoende	Enigzins voldoende	Geen mening	Voldoende	Ruim voldoende
Gemeenschppelijke Regelingen						
Voorstel Schrijven						
Visie formuleren						
Instrumenten van de raad						
Debateren						
Informatiepositie						
Communicatie						
Invloed						
Zichtbaarheid						
Omgaan met Agressie						
Van Belangen naar kaders						
Presenteren						

23 - Heeft u een opmerking, toevoeging of voorstel met betrekking tot de beschikbare trainingsprogramma's, hetzij door de gemeente, hetzij door de politieke partijen of andere entiteiten?

24 - Als laatste vraag, wilt u een kopie van de scriptie via e-mail ontvangen zodra deze is voltooid? Als alternatief zal het proefschrift openbaar beschikbaar zijn via de website van de Universiteit Twente in:

https://essay.utwente.nl/

- **Ja**

- **Nee**

25 - Zo ja, vul dan hier uw e-mailadres in.

Bedankt voor het invullen van deze vragenlijst. Indien u vragen heeft over deze vragenlijst of dit onderzoek, dan kunt u contact opnemen via:

b.m.mendesbaptistaleitao@student.utwente.nl
of
06 237 549 59

Apendix 3 – Content of Training, (VNGA)

Overzicht trainingen die nu worden aangeboden:

- Training handreiking kwaliteitssysteem informatiebeheer decentrale overheden (KIDO)
- Cursus gemeentefinanciën voor niet-financiële ambtenaren
- Wnra - module De Arbeidsovereenkomst
- Leerreis Omgevingswet
- Leergang Wmo Toezichthouders - Toezicht houden in de gemeentelijke context: module 4
- Masterclass lerende organisatie
- Deep Democracy
- Omgevingswet in vogelvlucht voor ambtenaren
- Leertraject Onderwijs voorjaar 2019
- Wnra - module ontslagrecht
- Leergang Wmo Toezichthouders - Rapporten en verslagen schrijven voor toezichthouders: module 3
- Praktijksessies WNRA
- Masterclass bestuursadviseur in een sterk veranderende omgeving
- Workshop Kunstmatige intelligentie (KI) voor gemeenten
- Masterclass Waardecreatie in complexe samenwerkingsverbanden
- Masterclass persoonlijk leiderschap in verandertrajecten binnen gemeenten
- Workshop werk en privé in balans
- Masterclass Wethouderschap: Hoe word ik een (nog) betere wethouder?
- Tweede leermiddag verbetering toegang hulpmiddelen en woningaanpassingen
- Masterclass jurisprudentie bezwaarfase
- Masterclass innoveren bij de overheid
- Leergang Wmo Toezichthouders - De Wmo en toezichthouden: module 1
- Workshop MapsTell® - "Bekijk uw landkaart en haal het beste uit uzelf en uit je team!"
- Hartcoherentie training "Werken aan Veerkracht!"
- Masterclass contracteren door de overheid
- Tweedaagse training: Van gelijk hebben naar gelijk krijgen, door effectief communiceren
- Training lenig denken voor ambtenaren
- Leergang iedereen verandert – nu jij nog
- Leergang Wmo Toezichthouders - Gespreksvaardigheden voor toezichthouders: module 2
- Masterclass 'Grip op je (internationaal) protocol & relatie tot strategisch netwerken'
- Masterclass effectief regisseren
- Eendaagse basiscursus Gemeentefinanciën voor wethouders
- Tweedaagse opleiding Lean voor medewerkers van gemeenten
- Basiscursus normalisatie rechtspositie ambtenaren
- Masterclass gemeentelijke samenwerking voor juristen
- Inleiding privacyrecht en bescherming persoonsgegevens voor overheidsjuristen
- Masterclass rollen van de overheidsjurist
- Blended learning: ideale mix van online leren, praktijk en contactonderwijs

Page one of VNG Academy content offering

- Masterclass gemeente voorbij de horizon
- Training meldcode huiselijk geweld en kindermishandeling
- Leerkring beschermd wonen en maatschappelijke opvang
- Masterclass regionale samenwerking voor griffiermedewerkers
- Training Naar productieve raadsvergaderingen
- Leeraanbod WNRA
- Game Change op de werkvloer
- Introductiecursus verzekeringsambtenaar
- Basiscursus strategisch risicomanagement
- Masterclass Het Nieuwe Beoordelen
- Basiscursus Aansprakelijkheid en verzekering in één dag
- Cursus Europese Algemene Verordening Gegevensbescherming (AVG) in de praktijk
- Cursus Vastgoedbeheerder en verzekering in één dag!
- Masterclass Civic crowdfunding strategieën
- Workshop blockchain
- Strategische Personeelsplanning; een praktische handreiking
- Vierdaagse Woonbeleid
- Masterclass succesvol adviseren in een politiek-bestuurlijke context
- Masterclass Beleidspraktijk in een netwerksamenleving
- Workshop de lokale economie versterken met digitale bereikbaarheid
- Wnra - module geschillen

Page two of VNG Academy content offering

Appendix 4

Content offering of Centrum voor Lokaal Bestuur:

- Schaperleergang voor mensen met interesse in het raadslidmaatschap

- Wibautleergang voor net gekozen lokale politici

- Staten- en waterschapsleergang voor net gekozen Statenleden en bestuursleden van het waterschap

- Bijeenkomsten voor wethouders, provinciale politici en waterschappers

- De halfjaarlijkse raadsledenvakschool

- Fractietrainingen op maat

- Netwerkbijeenkomsten voor wethouders, gedeputeerden, burgemeesters.

- Intervisiegroepen, coaching en sparren

- Bijeenkomsten voor jonge politici met ambitie

Content offering of Centrum voor Lokale Bestuur (english)

- Schaper learning course for people with an interest in council membership
- Wibaut learning course for newly elected local politicians
- State and water board teaching for newly elected States members and board members of the water board
- Meetings for councilors, provincial politicians and water boards
- The six-monthly council members vocational school
- Tailor-made fraction training
- Network meetings for councilors, deputies, mayors.
- Intervision groups, coaching and sparring
- Meetings for ambitious young politicians

Appendix 5

Skill list provided to respondents in survey, explaining the skills listed. This document was sent to respondents within the e-mail inviting them to do the survey, named "bijlage voor pagina 5.

Description of the skills comes from *"Universiteit Leiden – Center for Professional Training (2017) – Basis opleidings-programma Raadsleden: Voor effectieve volksvertegenwoordigers in tijden van verandering"*

Vaardigheden:
Bij vaardigheden ligt de nadruk op 'kunnen'. Het betreft hier niet zozeer leren door luisteren (kennis), maar 'ervarend leren en leren door doen'. Succesvol raadslid zijn betekent effectief kunnen optreden en invloed weten uit te oefenen, in de politieke arena, in contact met maatschappelijke partijen en in relatie tot B&W. Daarbij kan het gaan om het versterken van eigen individuele, persoonlijke vaardigheden als raadslid, maar ook om collectieve vaardigheden voor de raad als geheel.
Leerinterventies betreffen oefenen en experimenteren, met aandacht voor een breed palet aan communicatieve vaardigheden en overtuigend optreden.

1 - Gemeenschappelijke regelingen
Omschrijving: Hoe houdt een raadslid grip op de uitvoering van taken door andere partijen? Hoe kan een raadslid op een effectieve manier invloed uitoefenen op gemeenschappelijke regelingen? Welke dilemma's ervaar je daarbij als raadslid?

2 - Voorstellen schrijven:
Omschrijving: Hoe schrijft u lezersgericht? Wat is een efficiënte manier van schrijven? Welke opmaakkenmerken heeft een voorstel? Wat is de structuur van een voorstel? Hoe scheidt u hoofd –en bijzaken in een voorstel?

3 - Visie formuleren
Omschrijving: Welke lange termijnambities heb je? Welke trends en ontwikkelingen zijn daarbij van belang? Welke veranderingen zijn te zien in de behoeftes en wensen van burgers? Hoe kun je de ambities kort en krachtig formuleren? In hoeverre kun je de geformuleerde ambities realiseren?

4 -   Instrumenten van de Raad
Omschrijving: Hoe zet een raadslid op een zo effectief mogelijke manier de beschikbare instrumenten in? Hoe en wanneer dragen zij zo optimaal mogelijk bij aan het bereiken van de doelen die een raadslid wil bereiken?

5 - Debatteren
Omschrijving: Wat is het doel van een debat? Hoe breng je overtuigend en effectief je argumenten naar voren tijdens een debat? Op welke manier antwoord je op stellingen en/of argumenten van andere partijen tijdens een debat? Hoe reageer je op moeilijke vragen?

6 - Informatiepositie

Omschrijving: Op welke manier kun je effectief geluiden vanuit de samenleving verzamelen? Wat zijn je belangrijkste eigen informatiebronnen? Hoe kun je een eigen informatiepositie creëren? Hoe kun je je verbinden met verschillende doelgroepen? En hoe ga je met de informatie die je ophaalt om?

7 - Communicatie (verder onderverdeeld in 2 subsecties)

Communicatie 1▪ Gespreksvaardigheden

Omschrijving: Hoe voer je een gesprek? Hoe breng je een effectieve interactie tot stand? Hoe stel je de juiste vragen? Op welke manier breng je jouw inzichten helder en overzichtelijk over op een ander? Hoe voer je een gesprek met verschillende mensen met uiteenlopende achtergronden? Hoe interpreteer je non-verbale communicatie? Hoe kun je jouw eigen luistervaardigheden aanscherpen? Hoe en waarom communiceer je zoals je communiceert?

Communicatie 2▪ Oordeel uitstellen

Omschrijving: Hoe luister je zonder direct een oordeel te vormen? Hoe kun je gedurende een gesprek voorkomen om aannames, onbegrip en weerstand op te wekken jegens de gesprekspartner zodat een gesprek je meer inzichten en beweging oplevert?

8 - Invloed

Omschrijving: Op welke manier kun je tijdens een onderhandeling jouw doel bereiken? Welke onderhandelingsstijlen –en technieken zijn er? Hoe kun je jouw onderhandelingspositie versterken?

9 - Zichtbaarheid (verder onderverdeeld in 3 subsecties)

Zichtbaarheid 1▪ Mediatraining

Omschrijving: Hoe werken verschillende media? Hoe kunnen zij bepaalde dossiers beïnvloeden? Hoe kom jij over in de media? Hoe breng jij je boodschap en zorg je ervoor dat deze krachtig overkomt? Hoe kun je de regie over jouw boodschap in eigen hand houden? Hoe kan een mediaoptreden bijdragen aan het bereiken van jouw doelen?

Zichtbaarheid 2▪ Sociale media

Omschrijving: Hoe kun je sociale media gebruiken om jouw boodschap te versterken en jouw politieke doelen te bereiken? Hoe kun je jouw boodschap verpakken zodat je je een zo groot mogelijk publiek bereikt? Hoe ga je om met de aandacht die je met jouw boodschappen genereert?

Zichtbaarheid 3▪ Storytelling

Omschrijving: In hoeverre kun je verhalen gebruiken om jouw boodschap krachtig en effectief over te brengen en daarmee mensen aan je te verbinden? Hoe inspireer je anderen en
betrek je hen bij jouw verhaal? Hoe vertaal je op een effectieve manier jouw visie en waarden

richting anderen? Op welke manier kun je daarbij gebruik maken van persoonlijke belevenissen?
Leerdoel: Een raadslid weet hoe hij anderen betrekt bij zijn boodschap en kan de basisbeginselen van storytelling in praktijk brengen.
Leerinterventie: Training (aangevuld met online toepassingen)

10 - Omgaan met agressie en stress situaties
Omschrijving: Hoe ga je om met uiteenlopende verwachtingen van boze burgers? Hoe reageer je op beschuldigingen en wat doe je als de spanningen hoog oplopen?

11 - Van belangen naar kaders
Omschrijving: Hoe kun je verschillende belangen uit de lokale samenleving afwegen, verbinden en vertalen naar algemeen beleid? Hoe scheid je daarbij hoofd- en bijzaken? Hoevhoud je verbinding met verschillende stakeholders en hoe benut je hun invloed? Van waaruit wil je redeneren: het algemeen belang van de gehele gemeenschap, je partijachterban of een specifieke maatschappelijke groep?

12 - Presenteren
Omschrijving: Hoe kun je krachtig jouw standpunten en ideeën naar voren brengen? Op welke manier verwoord je op een heldere en overzichtelijke manier je standpunt? Hoe houd je de aandacht van je publiek vast? Hoe kom je over?

Appendix 6 – Contacted Councillors and their parties

Participant	Status of Contact	Political Party	Contacted by:
Councilor 1	Did not complete survey	BBE	Personal Email, later in person
Councilor 2	Did not complete Survey	BBE	Personal Email, later in person
Councilor 4	Did not complete survey	D66	Personal Email, later in person
Councilor 5	Did not complete survey	D66	Personal Email
Councilor 6 (Respondent 3)	Completed Survey	VVD	Personal Email, later in person
Councilor 7	Did not complete survey	CDA	Personal Email, later in person
Councilor 8	Did not complete survey	CDA	Personal Email
Councilor 9 (Respondent 6)	Completed Survey	GL	Personal Email
Councilor 10 (Respondent 2)	Completed Survey	PvdA	Personal Email
Councilor 11 (Respondent 1)	Completed Survey	SP	Personal Email
Councilor 12 (Respondent 7)	Completed Survey	PVV	Personal Email, later in person
Councilor 13 (Respondent 4)	Completed Survey	CU	Personal Email, later in person
Councilor 14 (Respondent 5)	Completed Survey	DENK	Personal Email, later in person