1. Quali sono i principi fondamentali sui quali si fonda l'Università degli Studi di Padova?
   (Statuto, art. 1)
2. Quali sono i principali Regolamenti adottati dall'Università degli Studi di Padova?
   (Statuto, art. 9)
3. Chi può assumere l'incarico di Rettore e quali sono le sue funzioni?
   (Statuto, artt. 10-11)
4. Composizione e funzioni del Senato Accademico
   (Statuto, artt. 12-13)
5. Composizione e funzioni del Consiglio di Amministrazione
   (Statuto, artt. 15-16)
6. Composizione e funzioni del Collegio dei Revisori dei conti
   (Statuto, art. 18)
7. Composizione e funzioni del Nucleo di valutazione
   (Statuto, art. 19)
8. Quali sono le funzioni del Direttore Generale?
   (Statuto, art. 20)
9. Quali sono le funzioni del Consiglio del Personale Tecnico Amministrativo?
   (Statuto, art. 27)
10. Composizione e Funzioni della Consulta dei Direttori
    (Statuto, art. 24)
11. Quali sono le sue funzioni del Difensore Civico?
    (Statuto, art. 35)
12. Quali sono gli organi dei Dipartimenti e le loro funzioni?
    (Statuto, art. 1)
13. Quali sono le competenze dei Dipartimenti?
    (Statuto, artt. 45-48)
14. Che cosa sono le Scuole di Ateneo e quali sono le loro competenze?
    (Statuto, artt. 50-51)
15. Che cosa sono i Centri di Ateneo?
    (Statuto, art. 55)

1. Tipologie di assegni di ricerca, modalità di attivazione e conferimento (art. 3 – regolamento assegni)
2. Le procedure di selezione per assegni di ricerca (art. 8 regolamento assegni)
3. Oggetto e caratteristiche dei contratti disciplinati dal "Regolamento per le attività eseguite dall'Università degli Studi di Padova a fronte di contratti o accordi con soggetti pubblici o privati" (art. 2 regolamento conto terzi)
4. Procedure di approvazione dei contratti disciplinati dal "Regolamento per le attività eseguite dall'Università degli Studi di Padova a fronte di contratti o accordi con soggetti pubblici o privati" (art. 3 regolamento conto terzi)
5. I diritti dell'inventore secondo "il Regolamento Brevetti dell'Università degli Studi di Padova" (art. 4 regolamento brevetti)
6. Procedura di autorizzazione dello spin-off ai sensi del "Regolamento degli Spin-Off dell'Università di Padova" (art. 4 regolamento spin-off)

1. Cos'è il programma quadro di ricerca e innovazione Horizon Europe?

2. La struttura del programma quadro di ricerca e innovazione Horizon Europe

3. Quali tipologie di grant finanzia il Consiglio Europeo per la Ricerca (European Research Council - ERC)?

4. Quali sono le caratteristiche principali dell'azione Starting Grant e Consolidator Grant dello European Research Council (ERC)?

5. Quali sono i costi ammissibili in un progetto Horizon Europe?

6. Cosa sono le MSCA - Marie Skłodowska-Curie actions?

7. Cos'è un progetto collaborativo?

8. La gestione dei progetti nell'ambito del Bando PRIN 2020: avvio, variazioni economiche, trasferimento Principal Investigator (art. 7 Bando PRIN 2020)

9. La rendicontazione dei progetti nell'ambito del Bando PRIN 2020 (art. 10 Bando PRIN 2020)

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon realised that managing her new team would be a challenge. Despite their friendliness, Gabriela didn't feel respected as a leader.

Gabriela's new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her. When she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic.

When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.
In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place.

In such a culture, leaders make the big decisions and are not often challenged. Gabriela's Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to be asked for their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom.

When Gabriela told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realised that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt their way of working. Gabriela was then able to