



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

MINISTRY OF FINANCE

PUBLIC ADMINISTRATION AND PERSONNEL DEPARTMENT



Τμήμα Δημόσιας Διοίκησης
και Πρωτοδικού



TOP EXECUTIVES DEVELOPMENT

VIEWS AND EXPERIENCES OF EUPAN MEMBERS

CYPRUS EUPAN PRESIDENCY
1 July – 31 December 2012

Introduction

According to the MTP work programme, the Cyprus Presidency continued the discussion under the theme of “Top Executives” (TEs) by focusing on the Development of Top Executives/Top Public Managers (TPMs) and exploring the current state of play, trends and challenges faced by public administrations as well as the possible next steps forward.

Within the context of sharing experiences and knowledge amongst all EUPAN members, the Cyprus Presidency requested the input of EUPAN members on the two following questions related to TPMs development in public administration. The objective was to identify the recent trends/activities regarding TPM development and the views of EUPAN members regarding the possibilities for the way forward, especially in light of the new challenges.

- **Question 1 – “What has been happening during the past 3-5 years in the area of Top Public Managers (TPMs) Development”** (Latest trends/shifts in focus within Training and Development (T&D) activities, new topics/competencies/skills addressed in T&D activities, financial and other challenges, new development activities/opportunities offered to TPMs, innovative methods of T&D development, evaluation of T&D development activities)
- **Question 2: “In your opinion, what needs to be done for taking forward the Development of Top Public Managers (TPMs) in light of the new challenges faced by public administrations?”** (New areas of focus that should be addressed within TPM development, suggestions for overcoming barriers/challenges, improving the effectiveness of T&D development activities. alternative (cost-efficient) ways to empower/reinforce TPMs, etc.)

For providing their input, EUPAN members used a specific template, which was included in the first version of the thematic paper (please see Annex 1) developed with the purpose to “set the scene” regarding the topic of “The Development of Top Executives”, by providing a framework of understanding of the subject and some key themes.

The information included in this document was provided by Austria, Belgium Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxemburg, Malta, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the European Commission as a feedback to the Cyprus Presidency’s request for input by the EUPAN members on the two aforementioned questions.

Considering the variety of public administrations, the purpose is to capture and outline some general themes, trends and views of EUPAN members regarding TPM Development in national public administrations, without necessarily comparing different approaches or drawing conclusions that are applicable in all situations.

The Cyprus Presidency wishes to thank EUPAN members for providing their valuable insight into national practices and reflections on the subject of TPM development in national public administrations.

Summary of Key findings emerging from the input of EUPAN members

(A) TPM Development: State of play

It is widely accepted that TPMs are operating in an environment quite different from that of a number of years ago. The challenges and demands faced by public administrations have consequently led to increased expectations from TPMs. Within this context, it is becoming increasingly important that TPMs are able, amongst others, to:

- perform as leaders, not just managers
- be able to manage change in organizations
- have vision and strategy, strong leadership competencies, people management skills
- launch innovations, motivate, define tasks, lead staff, develop and serve as role models
- display high awareness and sensitivity in the political and societal context

In light of the above, focus is being shifted on TPM Development and on what public administrations can do in terms of enabling/assisting TPMs in effectively meeting these demands and increased expectations.

A variety of tools and approaches can be observed with regards to TPM development across member states. Part of the reform agenda in some cases concerns TPMs' conditions (recruitment, performance, tenure, etc), including provisions and/or regulatory framework on training and development.

New initiatives and activities in the area of TPM development have been implemented or are being planned, with great emphasis on leadership, strategic and managerial development. Such strategies are also becoming more explicit and/or integrated. Specialized training programmes for TPMs are being re-designed/adapted to comply with new needs and in some case training has been regulated and/or made compulsory. There is also increasing use of innovative and interactive approaches to T&D, including e-learning with the use of internet based platforms.

As for competency frameworks, in some cases there have been new frameworks established or updating of existing ones, to pinpoint the essential skills required nowadays from TPMs.

Common content/focus of training programmes for TPMs includes a long list of themes like leadership development, strategic management, change/crisis management, quality management, modern hrm, communication and interpersonal relations, innovation and quality, orientation towards an administration focused on citizens, ethics, knowledge management, work-life balance, internationalization, public policy/finance/procurement, performance-based budgeting, IT, etc.

Aside from training, some other tools for development and empowerment of TPMs include participating in networking events and leadership forums, offering a diversified career path through mobility and job rotation (which enhances qualifications and competencies), mentoring and coaching for active transfer of knowledge from more experienced TPMs, drafting individual plans of professional development and having strategic and target-oriented management agreements between the unit-TPM. Identifying potential TPMs at an early stage with the use of talent management and future leaders' programmes is also a priority in some cases.

(B) TPM Development: Challenges and Way forward

EUPAN members have also expressed their views on what needs to happen in the future for taking TPM development forward, especially in light of current challenges.

Some key points that have emerged from this input include the following:

Development activities need to be fit-for-purpose in equipping TPMs with the necessary skills to operate effectively in the challenging environment. The various initiatives should be of direct relevance to TPMs and their needs/roles and must also be implemented in a way that fits with the demands and time pressures faced by TPMs in their working environment. Evaluating development activities as fit-for-purpose may ensure that there is value-for-money in the development initiative.

Another issue that has been highlighted is that TPMs need to be supported in the implementation of strategies and actions plans developed and also be given broader autonomy in decision making and acting on their own. Empowering TPMs by giving them more responsibility so they can actually assume responsibility has been quoted as a very important factor. The political interface and the relationship with politicians is also a critical aspect that should not be overlooked in the ability of TPMs to bring their role to effect.

As for training and development, emphasis should be placed on a more practical orientation and approach, leveraging on the implementation, in daily praxis, of the goals identified in training programs. Within this context, greater emphasis could also be placed on building and utilizing networks of TPMs, sharing knowledge and experiences with other TPMs from the private sector or from abroad.

Effective performance assessment tools can also assist in development by enabling TPMs to identify areas of improvement.

Some of the critical TPM competencies that should be targeted, especially in times of crisis, include "human-oriented" leadership that touches on intrinsic human skills and is aware (and acts on) less directly controllable aspects of the organization which may include feelings, passion, values, culture.

Other competencies that are signaled as important for TPMs include the ability to have strategic and quality thinking and vision and to adapt to changing environment and challenges (including financial ones), to be results-oriented, co-creative and have an innovative approach. The importance of having "well-rounded" skills and the ability to multi-task under challenging circumstances has also been emphasized.

Especially in difficult times when reforms must be implemented and HR is very much impacted, it is important to strengthen communication and persuasion/negotiation skills. TPMs should also be able to cooperate effectively with all stakeholders.

The context of crisis and the limited resources available for development activities lead to an increased need to create and leverage on opportunities for informal learning, making use of e-learning tools and self-education, and wherever possible utilize funding from ESF and other external resources.

TOP EXECUTIVES DEVELOPMENT

Question 1: "What's been happening"

What has been happening during the past 3-5 years in the area of Top Public Managers (TPMs) Development in your Public Administration?

- Latest trends/shifts in focus within Training and Development (T&D) activities
- New topics/competencies/skills addressed in T&D activities
- Financial and other challenges
- New development activities/opportunities offered to TPMs
- Innovative methods of T&D development
- Evaluation of T&D development activities

Question 2: "What needs to happen"

In your opinion, what needs to be done for taking forward the Development of Top Public Managers (TPMs) in light of the new challenges faced by public administrations?

- New areas of focus that should be addressed within TPM development
- Suggestions for overcoming barriers/challenges
- Improving the effectiveness of T&D development activities
- Alternative (cost-efficient) ways to empower/reinforce TPMs

AUSTRIA

Training and further training in general

Training and further training are important elements of staff development, which is planned and implemented by the personnel units of individual Ministries according to the specific needs of their staff. The training programme provided by the **Federal Academy of Public Administration** (Verwaltungsakademie des Bundes,) is a key component of the initial and further training the Ministries provide for their staff. The Academy's training modules are tailored to the needs of staff working in the different parts of the Federal Civil Service.

Management training

A particular focus is placed on the training of management (and future management) staffs as their commitment and abilities are key factors in the successful work of organisational units. Managers who are able to

create a cooperative work atmosphere which is conducive to a high level of performance are essential in ensuring the success of reform efforts, particularly in a client-oriented system of public administration which continually needs to adapt to changing societal conditions.

The training on offer for this target group includes seminars on topical issues such as "performance-based budgeting and public management" and "knowledge management", in addition to courses dealing with management methodology, work-life balance as a tool of staff development, or personal skills training, all of which provide managers with the skills they need in order to successfully carry out their tasks in public administration. Further training options available at the Federal Academy of Public Administration include seminars on topics such as management by objectives, project management, conflict resolution, motivation, appreciative communication, public speaking and presentation skills, as well as coaching. In addition to these seminars and workshops, more comprehensive courses are also available, e.g. on management in public administration, leadership skills, auditing and controlling, women in management, as well as a special training programme for junior staff members showing potential for management. Last but not least managers may also make use of coaching and/or training on the job. For detailed information see <http://www.bka.gv.at/site/3897/Default.aspx>

Staff appraisal

Since 1998 an obligatory staff appraisal has to be carried out annually involving all superiors and each of their staff members. Only teachers and judges are not obliged to make use of this instrument. As this tool belongs to management by objectives, staff appraisals are an occasion for setting objectives.

The realisation and implementation of staff appraisals depend to a high degree on the acceptance of the instrument by top executive level.

BELGIUM

We would like to focus on 2 specific programs of the last years: IN VIVO and VITRUVIUS

Those programs aim at developing the leadership skills of managers and future managers, to make of them potential TPMs.

A good leadership touches to intrinsic human skills. You need being aware and acting on less direct controllable aspects of the organization: feelings, vitality, well-being, values, vision, passion,... in brief work on awareness and culture. Leadership creates and changes the organizational culture, there where management operates inside the organization culture.

The researched administrative culture is solution-oriented, stimulating, performance- and motivation-based and human-oriented. Authentic and human-oriented leaders inspire, motivate and develop their staff but give also trust and empower. This produces an open attitude based on meaningful innovation through co-creative and intense quality thinking on all levels and solution-oriented cooperation with all partners.

Strategic objectives

- The objective is to improve the changing capacity of organizations by developing strategic key persons who will contribute to establishing the searched result-oriented leadership culture in the administration. Those key persons are identified by the organization itself in cooperation with the Federal Public Service Personnel and Organization.
- The coordination by the FPS Personnel and Organization allows creating expertise in leadership development.

- TPMs should be selected among candidates having built up sufficient experiences and results in strategic administrative management functions
- Specific development programs should be organized for potential TPMs on strategic skills regarding strategic and prospective HRM, organizational development at top management level, strategic financial and economical challenges
- Continued development for TPMs made of exchanges of experiences with top managers from the private sector, politicians, TPMs from other countries, international organizations, think tanks

<p>Concretely</p> <ul style="list-style-type: none"> - Vitruvius program : yearly 60 strategic middle managers - In Vivo program : individual leadership development offer for 100 Top Managers, yearly - Customized support of 3 organizations yearly, for leadership culture transformation <p>Target public</p> <ul style="list-style-type: none"> - Vitruvius : TPMs and middle management staff - In Vivo : TPMs <p>Situation</p> <ul style="list-style-type: none"> - Vitruvius : 300 participants on 4 years - In Vivo (2012-2013): <ul style="list-style-type: none"> o Individual coaching 20 TPMs o Peer coaching 28 TPMs o Intervisions (thematic experience exchanges) 56 participants 	
BULGARIA	
<p>Training and development of TPMs has been a major topic in Bulgaria during the past several years. With amendments to the Civil Service Act in 2008 apart from the initial training that TPMs have to attend when appointed to the given position, we introduced also obligatory trainings at least one a year for all TPMs. The Institute for Public Administration developed a catalogue of various training courses specifically designed for TPMs, which is being updated every year. Unfortunately as a result of the crisis there is not always enough financing provided in the budgets of the different administrative structures in order to ensure that all TPMs attend these trainings. This brings about the need to come up with new and innovative methods for providing the necessary training opportunities.</p>	<p>The first thing that needs to be put an emphasis on with regards to TPMs is the selection and recruitment process. Until recently the expert knowledge used to be the leading criteria when selecting candidates for the given management position, but nowadays there is a gradual shift of focus towards their strictly managerial competencies. Managers today are less involved in the day-to-day expert work of their units, but need to be more active in the organizational, motivational and managerial aspects. These are also some of the main areas of TPM development that need to be improved. TPMs should be the driving force for change in the public administration as a whole and consequently they need to have the necessary capabilities to carry out their functions effectively.</p>

Every year the various managers of the training programs at the Institute for Public Administration offer different new courses, which reflect the current needs of TPMs, according to their expert analysis. The focus of these training courses changes constantly – for example several years ago just before and right after the accession of Bulgaria to the EU there were courses on the Structural Funds of the EU and on Intercultural communication. Nowadays, these are no longer in the catalogue but there are new ones, which focus on E-government, Strategic Management in the Public Administration, Organizational Development, Change Management and etc. These new training courses aim at helping TPMs acquire the necessary knowledge and skills in order to navigate the state administration successfully through the crisis. The focus has shifted over the past several years from the more theoretical aspects to the practical ones in order to prepare TPMs for the real challenges they face in their day-to-day work.

Back in 2008 a framework of the competencies of TPMs was adopted, which was amended and modernized this year, introducing various new elements. It includes a list of all the competencies, followed by a short description of what falls under each and every competency and an explanation which actions of TPMs are considered unacceptable and what is actually expected of them.

We are currently initiating a project, financed through the Operational Programme Administrative Capacity, which aims at providing better opportunities for mobility of TPMs as a means of improving their qualification and competencies. Instruments for evaluation of the competencies of TPMs will be developed, as well. The project will focus also on determining the relevant criteria for pin-pointing the key positions in the state administration and elaborating a system for ensuring continuity. This is a major issue, because the average age in the state administration is increasing constantly.

A lot of attention should be placed on the development of TPMs even before they occupy a management position by the introduction of talent management programs. Potential TPMs within the administration should be identified at an early stage and their career steered towards the managerial positions by continuous trainings and more challenging tasks. The introduction of assessment centers for future TPMs could be a good idea, although this would require considerable additional financing. Management training is not a one-time act, which ends with the initial training that managers attend when they are given the managerial position, but a continuous process of further improvement.

Another important element of the continuous development of TPMs is job rotation. By changing their position and specific field of work every few years they learn how to transfer good practices and work-related experience from one sector to another, while accumulating new knowledge and competencies at the same time. Periodical rotation should become obligatory for TPMs in order to provide them with constant new challenges and prevent them from losing their impetus. The international exchange of TPMs as a means of continuous development is another good option that needs to be used more actively. TPMs can be commissioned to other EU-member states or the EU institutions themselves in order to accumulate some international experience and see how others cope with similar problems. The host administrative bodies can also benefit from the outside perspective that those foreign managers bring.

Managers nowadays have a more complex role and increased responsibilities. Due to the crisis related cut backs a lot of TPMs are forced to work with understaffed teams and cope with the detrimental effects on the team atmosphere that these lay-offs could have. On the one hand they need to be good at HR management in order to keep

	<p>their employees motivated, goal-oriented and to maintain a good working environment within the team. On the other hand they should be result-driven and focused on the team goals. No manager can carry out his or her tasks efficiently without having the necessary leadership qualities. It is true that some people are born natural leaders but this doesn't mean that they don't need to develop their leadership qualities even further.</p> <p>TPMs should be able to adapt quickly to the changing environment and steer change in the administration towards further modernization. An increased emphasis in their development needs to be placed on innovation and innovative approaches. The training programs should focus also on the development of their cognitive competences and logical thinking. The process of globalization has turned the knowledge of foreign languages and at least basic EU law into a must for all TPMs, so this is another area where further training would be useful.</p> <p>Unfortunately during the times of crisis when budgets are being cut all the time it is becoming more and more difficult to provide the necessary financing for additional training programs. As a result other, more unconventional forms of learning should be used more actively. A good option is the mentoring program where you have an active transfer of knowledge and experience from a more experienced manager to his younger colleagues. You can even assign to a newly appointed manager a mentor who works in a different institution, thus stimulating also the exchange of knowledge, good practices and ideas between various ministries, agencies and etc. This is a very beneficial approach because that type of programs doesn't incur additional expenses on the administration and managers get familiar with the more practical aspects and problems of the job.</p>
--	---

	Further emphasis should be placed also on building networks of TPMs where they can discuss various work-related issues, ask for advice and share their experience with their peers. This will improve the coordination and communication between the different administrative structures and contribute to the sharing of good practices and the planning and execution of joint actions and initiatives.
CROATIA	
<p>The Civil Service Training Centre of the Ministry of Public Administration delivered civil service training programmes on all levels until 2011, when the State School of Public Administration was established. The scope of activity of the State School includes, inter alia, professional training and development of civil servants, delivered based on the analysis of needs for strengthening human resources in the civil service. Among numerous programmes, seminars and courses, the SSPA offers a one-year programme specially designed for public administration managers, which provides them with a unique opportunity to acquire and further develop their knowledge, skills and competences in all the relevant areas of public governance. The programme has been developed in cooperation with the Danish School of Public Administration, and consists of 6 modules:</p> <ul style="list-style-type: none"> • Leadership and Management • Public Policy Development • Strategic Planning and Management • HR Management and Development • Financial Management, Control and Audit • Personal Development <p>Depending on their interests and areas of work, participants can select a topic of their case study - the final thesis which must be produced to complete the programme successfully. During their work on the case study, participants have mentors and trainers at disposal for assistance,</p>	<p>Given that the opportunities for recruitment in the civil service are very rare, as a result of saving measures (predominantly in jobs related to EU accession), managers are forced to maximise performance with the existing human resources. There is a great need for developing a catalogue of competences for all work posts, and for managers who will redirect civil servants to specific work posts because they can contribute most there, and not only to satisfy the structural criteria for an organisational unit. A wide knowledge of human resource strategic management is needed in order to form successful and effective teams, with an emphasis on interdisciplinary and interdepartmental cooperation.</p> <p>Challenges for managers:</p> <ol style="list-style-type: none"> 1. The existing regulations provide for transferring civil servants between state bodies as required by the service. Moreover, the new amendments to the Civil Service Act (from 2012) enabled transfers of civil servants from the civil service (state administration) to public services and local and regional self-government, and vice versa. However, the institute of transfer required by the service has not been used sufficiently in practice so far, especially temporary transfer (to perform temporary tasks or for temporarily increased volume of tasks). The institute should therefore be encouraged, especially temporary transfer. Professional, quality and timely delivery of tasks could thus be

<p>and the programme is completed by presenting the thesis before a panel comprising three members.</p> <p>In addition, managers may attend specialised workshops/seminars on various priority topics in the HRM & HRD field, and topics concerning EU accession, related to strategic management documents (e.g. Action Plan for Implementation of the Civil Service Human Resource Development Strategy 2010-2013).</p>	<p>ensured without new recruitments in state bodies. Furthermore, the possibility of mobility within a body should be accepted if circumstances allow for it, with employees transferred to those work posts in which their competences would be put to best use, which would increase their motivation for work.</p> <p>2. In the current structure of state administration employees, the highest percentage of them have secondary education, followed by employees with a graduate (master's) degree, while the lowest percentage of employees are those with an undergraduate (bachelor's) degree. There is a certain number of civil servants in state bodies who, considering their competences, do not meet the job requirements and new standards or needs of the service. Therefore, the current civil service structure needs to be changed to ensure quality and professional performance of tasks assigned to state bodies, and redundancy provision programmes need to be developed for the civil servants lacking necessary competences.</p> <p>3. Although promotion procedures have undergone significant improvements, promotion requirements need to be reviewed, and importance should be given to criteria other than work experience as well. It is therefore necessary to further develop the promotion system with a view to objective selection of the most competent candidates for advancement to higher-ranking work posts.</p>
<p>CYPRUS</p>	
<p>(a) The Cyprus Academy of Public Administration (CAPA), the training School of the civil service is promoting, for the first time, an integrated and systematic programme for the strategic, leadership and management development across the entire public service. More specifically, starting in 2009 and with a timeframe covering up to 2015, CAPA has undertaken the design, utilization and evaluation of an EU co-funded Project titled</p>	<p>The key challenges that should be addressed to ensure greater success in the implementation of new development activities for TPMs, such as the ones described in the previous question, relate to:</p> <ul style="list-style-type: none"> • Maximize engagement of TPMs/other stakeholders • Manage expectations

<p>“Training programme for the development of the Strategic, Leadership and Management capacity of the Cyprus Civil Service».</p> <p>The overall aim of the project is to enhance the strategic, leadership and management capacity of the Top Public Managers of the Cyprus Civil Service through the provision of learning activities and onsite support in the areas of strategy, management and leadership based on assessment of the current learning needs in specific issues falling under the above-mentioned areas.</p> <p>In essence, the project is about:</p> <ul style="list-style-type: none"> • Encourage participants and Organizations to dare to think differently • Encourage “Learning Organization” practices in public service organizations • Take steps forward (big or small) for every organization • Improve the level of readiness for the introduction of a strategic planning process in the public sector • Exchange of good practices. <p>The project includes two dimensions, built around the learning philosophy for maximizing learning, which holds that learning comes from: formal training-10%, Learning from others-20% and learning from doing-70% :</p> <p>1) training programmes for meeting the learning needs of Top Public Managers in the domains of strategy, management and leadership and for developing new competences, skills and knowledge in these areas. The training seminars are designed to provide the necessary knowledge and skills at the appropriate level of management in order to achieve the organizational objective set by the project. The themes to be covered in these programmes include, among other: leadership development, strategic planning and target setting, innovation and creative thinking,</p>	<ul style="list-style-type: none"> • Participation <p>Possible responses for dealing with the above challenges and taking the development of TPMs forward include:</p> <ul style="list-style-type: none"> • Road show – meetings with Organisations to inform about development initiative • Involve General Directors of Ministries/other key stakeholders • Engage politicians • Launching event • Adopt strategic planning in the public service • Publicise successes/create awareness (e.g. Brochures) • Create excitement early on • Results reporting • Involvement of learning coordinators • Clearly defined & communicated aims of the development initiative/project <p>In terms of the methodology to be used for more effective leadership/management development, we believe that the emphasis/focus in the future should be oriented towards learning on the job. TPMs need to be educated how to be effective managers while doing their job. As mentioned in the previous question, in our new project for leadership/management development, learning will take mainly at the work place, with the help of a coach that will be assigned for each organization to guide managers through a specifically designed process and a specifically designed conceptual framework.</p> <p>New competencies/skills that should be emphasized in development activities of TPMs, especially in light of their new roles/challenges/demands include:</p> <ul style="list-style-type: none"> • Setting and prioritizing strategic objectives
--	--

people and team management, effective communications skills, total quality management, etc, and

2) **practical development** of a strategic and business plan for their organisations (work-based projects). This plan will be prepared by the Managers themselves during the training programme which they will be required to implement within their organization after the training is completed (also taking into consideration the CAF criteria and the conditions in the external environment). The work-based project will also be supported by an external professional coach. The project is emphasising the work – based project component focusing on the by strategic and business planning.

In the context of the Project, there is provision for a special tender to contract an external evaluator.

In order to maximise the coherence of and overall benefit from the work-based projects undertaken in each organisation, CAPA will encourage organisations to conduct a CAF self-assessment, offering training and implementation support to self-assessment teams, after the end of the project. In addition to that, the Public Administration and Personnel Department is preparing to institutionalise Strategic and Business Planning as an annual requirement for civil service organisations.

The project will cover the entire Cyprus Public Service-organized in 11 Ministries and independent authorities-targeting on 2,500 highest ranking public service officials (this category includes upper management (400), middle management (500) and lower level management(1600)). The overall objective of the project is for each participating organization to produce a strategic plan for its improvement, engaging all managers in three levels.

- Performance and results orientation (less process compliance)
- Focusing on Citizen satisfaction and service
- Knowledge management and sharing
- Change management
- Communication skills in a context of uncertainty
- Innovation and creative problem solving

<p>(b) Further to this project, CAPA has also undertaken a project titled "Training for the development of the management and leadership capacity of the local self-government organisations", aiming at strengthening the administrative and leadership capacity of local self-government organisations through the training of 1.500 permanent officers and elected officials. More specifically, the project's specific objectives are: a) the identification of learning and development needs in the areas of management and leadership and b) the study of best practices in EU region, in these areas. On the basis of these two, a comprehensive training programme will be developed and implemented. During the training programmes, participants will propose developmental initiatives to be implemented after the training at their organisations.</p>	
CZECH REPUBLIC	
<p>The Czech Republic has long-persisting problem that its Civil Service Act has not come into force since 2002. Therefore, Czech public administrations has no definition of TPMs and there has been virtually no progress in recent years regarding the HR system.</p>	<p>The Czech Republic needs the Civil Service Act with clear definition of the status and role of TPMs. Currently, there is a new bill heading into the Government and it is expected to be adopted by the Czech politicians later this year.</p>
DENMARK	
<p>In the later years, development of managers, included top managers, is having a greater focus from the political perspective. Furthermore the top executives responsible for the development of top executives in the government sector have a great interest in this topic concerning the increasing professionalization of Top Executive management.</p> <p>The thesis is that professional top management is a prerequisite for an efficient and result oriented public sector, working strategically with the development of the portfolio.</p> <p>The development of TEs in Denmark follows a vision about a more</p>	<p>The ministry is considering to launch a number of recruitment criteria - as a first step – for the recruitment of permanent secretaries and possibly later on for director generals as well. These criteria express core executive qualifications that are key to future development of TEs. The criteria will also be used as a guide for the design of the higher levels of the leadership pipeline that we are actually developing.</p> <p>As an overall, not excluding, list of themes relevant in the leadership developing programs, the following themes could give an idea of what the programs should support:</p>

collaborative public sector with increasingly cross governmental dynamics (mobility) and solutions. A code for top executive management (with a tool for self assessment) covering regions, municipalities and government sector was therefore launched I 2005, and integration of the code is still worked on. A link to the code here:

http://www.publicgovernance.dk/?siteid=672&menu_start=672

In the government sector, the strategy on development and recruitment of TEs is getting still more explicit and The Agency for the Modernization of Public Administration holds a coordinating and centralized role in the professionalization of Top Executives, though local initiatives also take place.

- Create better performance through ambitious, targeted competence development and assessment of top management talent.
- Strengthen collaboration and cross governmental knowledge sharing
- Strategic priorities and creation of results across the public sector.
- Policy advice and policy development to ensure effective implementation of reforms.
- Professional development of managers and employees to increase performance.
- Effective institutions with transparent and targeted resource and financial management.

Furthermore, topics like dealing with crisis, changes and unforeseen events is a still more relevant field for training for TEs.

The learning methods would consist of a mix of class room discussions, group and individual learning sessions, coaching, mentoring etc.

Concerning evaluation of T&D development activities there is an increasing necessity for measuring the impact of executive development. DK is still on the path to find relevant methods to prove that there is value for money. The ideas that we are considering are of course the traditional measuring of satisfaction level of participants and of manager's manager, but to measure, if possible, the organizational impact and performance. For instance by comparing leadership behavior or engagement before and after the program, by using "examination projects". Another method could be by letting other top executives launch strategic projects with measurable political impact or results as a goal, or by comparing - or even demanding - career progression (horizontal or vertical mobility). Such

	a measurement could be made within one till two years after the training program (maybe against control groups).
ESTONIA	
<p>In May 2005 the Competency Framework of Estonian Senior Civil Service was developed as a tool <i>to support selection and development of top executives to ensure the achievement of state's strategic objectives</i>. In 2009 the framework was updated and since then it has been the basis for all of our activities (selection, assessment, development).</p> <p>While designing the developmental activities for our TPM we have to take into consideration the following aspects: individual needs of the TPM, needs of the organization he/she works and strategic goals of the state.</p> <p>We offer for our TPM different developmental possibilities: individual developmental activities (e.g individual coach or mentor; language study etc), group trainings (e.g group coaching sessions; intensive trainings for developing certain competencies), workshops (short sessions on „hot“ topics), multi-staged programmes. We also have an annual conference for Estonian Top Civil Servants that serves as a regular meeting point for the whole target group.</p> <p>Participation from the developmental activities has raised year by year and we can declare now that for example 2010-2011 the participation % was as high as 94.</p> <p>A very important issue for Estonian public administration in the last year has been the adoption of the new Public Service Act in June 13, 2012. The law also regulates the procedure of regular evaluation and development making it mandatory for all TPM.</p>	<p>According to the latest OECD Public Governance Review, one of the key challenges for Estonian public administration is to achieve a single government approach. Besides changes in legislation, it also requires a change in organisational culture and guides the leaders of the public administration to work in new ways. A whole-of-government approach also needs a new level of cooperation and collaboration across the public administration as well as between other stakeholders. Here, leadership plays a critical role in fostering the collaborative culture as the Top Executives set an example to the rest of civil servants.</p> <p>The new situation brings up new expectations for Top Executives competencies. The person to be appointed to this position has to be well prepared for today's as well as tomorrow's challenges and have the necessary set of competencies to tackle those issues. At the same time, Estonia's size of population alone is setting the limits for top qualified candidates running for (Deputy) Secretaries General or Directors General positions. To counter the increasing difficulty of finding highly qualified candidates to fill the top positions of Estonian Civil Service, Top Civil Service Excellence Centre has set succession management as one of our high priorities.</p> <p>So our mission for the near future is to contribute to the development of important future competencies of our TPM (leadership, cooperation and synergy, innovative thinking) and also actively engage in the development of management succession.</p>

FINLAND

1. Government's management policy guidelines given in 2008

aimed at creating attractive management jobs and good career opportunities, a professionally highly competitive senior civil service and a common corporate culture as well as good preconditions for successful performance. The target groups included the Senior Civil service (approx. 130 topmost posts: permanent secretaries, under-secretaries and director generals in ministries, director generals and topmost managers in operating units) as well as other managers and experts. Both common development programmes and internal development programmes have been adopted. Career planning in general and in context of yearly development talks are made use of generally.

The development measures of top executives also include the following:

2. Fixed-term top managerial posts (7+5 years in general),
3. Job security through mobility and flexible/individual arrangements
4. Professional selection criteria and procedures
 - more weight on managerial skills
 - wide experience as a compulsory selection criteria for all Senior Civil Service (SCS) posts
 - procedures for ensuring the openness of the civil service ie. candidates from outside can apply the SCS posts
5. Common leadership development programme (The Future Leaders Programme)
6. Leadership Forum for the SCS
7. The evaluation of leadership potential in ministries and administrative branches (data banks, portfolios)
8. Guidelines for promoting women's career progress for management jobs
9. Personal management contracts

Please see above, 'financial and other challenges'/'what needs to happen' as well as other points in Question 1 where challenges and solutions have been discussed.

Especially cost-efficient measures taken and previously discussed include e.g. cost-efficient ways to empower TPMs, e.g. through the increased use of networks, leadership forums, etc. and a support function in the MoF Personnel and Public Governance Policy function which is realized by means of the existing resources (no new resources allocated).

- recommendation by the Ministry of Finance (SCS and others)
- model (contents: term, the parties involved, development targets, the criteria and methods for assessment)
- bonus element (max. 8 %)
- the idea of manager contracts (pay and other terms of employment ship)?

2. Definition of the selection criteria of state top management, Ministry of Finance Instruction of May 6, 2011. Added many-sided, across-the ministries experience as a basis for the selection of top managers in state administration, replacing the earlier requirement covering comprehensive experience and knowledge of a specific one sector to a top position of which a person is applying.

3. Leadership Forum for Top Managers in State Administration (the SCS)

- convenes twice a year, ca. 130 members

4. The future leaders programme

Through the determined development of future leaders the functioning of the organisations is supported. The ministries and other operating units define the principles and methods of leadership development within their respective spheres of activity as based on a common development model. This development is further strengthened through both mutual networking and common programmes and development measures of the state concern. A central development programme is the Future Leaders Programme the main themes of which are future and leadership. The programme is extensive by its content and multifaceted by its implementation. The main executor in the programme ordered by the Ministry of Finance is the Finnish Institute of Public Management Ltd. (HAUS). Furthermore the ministry's partners in the implementation of the networking modules include the Confederation of Finnish Industries (EK),

the Association of Finnish Local and Regional Authorities, and the Finnish Parliament.

The Finnish Institute of Public management Ltd. (HAUS) specializes in training both in Finland and abroad. The training offered to the managers is tailored to the need of the various levels of managers.

5. Management Agreements and performance bonuses

General

One aim in the development project involving senior central government civil servants is **to enhance performance-oriented management and the accountability of managers.**

Work on improving performance management has been actively been carried out in Finland since 2009, with general common principles being adopted across the ministries. This work is still being carried on and is closely linked to the increased use of **management agreements**, with a possibility to combine these with performance bonuses.

A management agreement can be used as a tool for target-setting and assessment for managers. The management agreement is concluded between a ministry on the one hand and between the top management of one of its subordinate departments, agencies or other units on the other (these are below collectively referred to as units for short). The agreement is concluded at the time when the person is appointed to the management post, usually for the entire appointment period, e.g. five years. A management agreement can also be concluded with a manager already holding the post in question. The targets prescribed in the agreement govern the manager's work, and they are used as criteria for assessing the manager's performance. Extraordinary performance may be rewarded with a performance bonus.

Content of a management agreement

A management agreement should form part of the unit's control process and should thus be compatible with the performance agreements. The management agreement should convey the view of the Permanent Secretary of the ministry in question regarding the present state of the various organizations in that administrative branch and their development needs. The management agreement should specify how the unit is expected to develop and what the manager is expected to do to achieve this. The management agreement should be strategic and target-oriented.

The description of the current situation should include assessments of:

- cross-sectoral targets in central government as a whole insofar as they concern the unit,
- effectiveness targets and needs for structural change in the administrative branch as a whole in the long term,
- current state and societal impacts of the agency, sub-divided into:
 - management and leadership,
 - personnel competence and motivation,
 - service ability and quality, and
 - productivity.

Development targets and focus areas in the unit

The development targets of the unit constitute the most important part of the management agreement. They are also the basis for assessing implementation of the agreement. Development targets are agreed for the entire period of the management agreement, usually five years. However, they must be further analysed into annual targets that can be monitored on a yearly basis. This gives the evaluator the chance to give feedback and to address any shortcomings at an early stage and to require corrective action. The agreement thus supports the accountability

reform too.

It is appropriate to group the development targets by development area in accordance with the division in the description of the current situation, i.e. management and leadership; personnel competence and motivation; service ability and quality; and productivity. The available personnel is the most important resource a manager has. Therefore, one of the best way to contribute to the achievement of the development goals is to make successful appointments to the next lower tier in the hierarchy, to give these supervisors feedback and to reward them. It is also just as important to agree on a common mission, targets and operating principles.

Attention must be paid in the leadership targets to the reform and implementation of the mission, targets and operating principles. The focus may be on ensuring the availability and expertise of personnel in the case of human resources; on introducing a quality system or developing work processes in the case of service ability; and reorganization or outsourcing in the case of productivity.

Assessment, performance bonus and the bonus committee

The basis for assessing the manager's performance is the achievement of the performance and effectiveness targets set for the unit. This assessment should include the viewpoints of the central government administration, clients and personnel, and the criteria should thus include productivity development, client satisfaction and personnel job satisfaction evaluations and/or indicators, e.g. results from client or personnel surveys. The 360-degree assessment is a recommended method which takes different viewpoints widely into account. The impact and attractiveness of the management agreement as a management assessment and development tool can be improved by adding an incentive element, a performance bonus depending on how well the

targets in the agreement have been achieved. The achievement of the targets specified for the entire agreement period is assessed on an annual basis, comparing the actual performance to the annual targets. A performance bonus can be up to 8% of the manager's annual salary. The actual decision to pay performance bonuses is made by the Ministry of Finance, based on the recommendations of individual ministries, and the bonuses are paid out in June at the latest.

- **Financial and other challenges**

Financial and productivity challenges are typical for many public administration TPM development activities nowadays and Finland forms no exception in this respect. Other typical challenges in today's Finland include e.g. the following:

- a sufficiently clear connection between development measures to the *strategic leadership* and management in general and in specific administrative fields
- ensuring a sufficiently *qualified personnel* to the state administration (*competitiveness of the government employer*, linked to financial challenges and *recruitment* procedures)
- a need to create a common recruitment basis and practices
- ensuring a wide/horizontal enough approach when dealing with *horizontal issues* concerning the fields of administration of various ministries
- e.g. in performance agreements, managerial contracts
- the relationship between performance management and management contracts need to be further clarified (so that no overlapping / conflicting work is being done)
- performance agreements defining what needs to be done/achieved and managerial agreements how/by what means this needs to be done/achieved).

- a clearer distinction between the functional roles of the ministries' political leadership and top managers
- a common practice across the ministries
- a support function to the top SCSs / centralized manager policy in development activities
- but a decentralized model to the extent possible in the actual carrying out of leadership policy (special features of different administrative fields / state sectors possible to take into account)
- Also the emphasis on professional management requires more centralised manager policy and a stronger support system for top managers: support function created in the MoF:
- ensuring its optimal functioning
- There is a strong need also to strengthen leadership skills of public managers
- a stronger accountability for the (measures taken to improve) the well-being of the personnel

- **Evaluation of T&D development activities**

The Ministry of Finance commenced an assessment on central government senior management policy on 23 June 2010. The assessment was executed by Professor Markku Temmes from the University of Helsinki and Professor Pirkko Vartiainen from the University of Vaasa with help from the Ministry of Finance personnel (***Future Leaders – Assessment report on government senior management policy 7/2011***). The purpose of the assessment was to provide information for political decision makers and for the Ministry of Finance with a view to directing government senior management policy and to implement reforms more effectively. The evaluation was completed in 2011 and it brought out that the approaches and measures that have been adopted in government senior management policy have been of the right kind, but bearing in mind the rapid developments in society and

administration, they have been insufficient. Robust senior management policy is required as well as improvement in senior management content and in the system of senior civil service.

The Government White Paper of January 2012

The increased use of management agreements, providing more managerial support to top managers as well as the need for mobility within state and community sector as well as in the private sector are strongly encouraged by the present Finnish Government (White Paper 18 January 2012).

In the Government White Paper it was demanded that the MoF establish a special task force to support managers within state administration. This group now operates within the MoF Personnel and Governance Policy Unit. Areas of special emphasis include e.g. mobility/need for comprehensive knowledge with the different administrative fields, systematic orientation/training of new managers, the established use of managers' development plans and the use of managerial contracts that may include a special performance bonus for managers when the set objectives have been reached. Presently a practical guidebook including models of mobility and common principles to be followed is being prepared under the chairmanship of the Finnish Ministry of Finance.

FRANCE

"A new framework for the Training and Development for Top Executives since 2010"

The Top Public managers (TMPs) have been concerned like all civil servants by the different reforms engaged in public administration.

Candidates' profiles must be better matched with positions (e.g. a new

- continue to develop training in order to strengthen leadership skills, the ability to build a strategic vision, modernize, the promotion of project management and partnership, the ability and strength to convince etc, especially in the crisis context.
- strengthen tools for monitoring professional paths and the talent pool policy (to keep civil service attractive for top executives).
- evaluation of the new policy of gender equality (introduce by the

method of job allocation introduced after graduation for the Ecole nationale d'administration).

1) Best recruiting and training practices:

- the jobs must correspond better to the profile e.g. the new method of job allocation and the end of the Ecole nationale d'administration.
- identification of future high potentials in the different ministries (definition of expected profile and skills, process of selection and job allocation) and preparing them for their future responsibilities (by strengthening their managerial skills, in particular).
- training and coaching for TPMs have been also professionalized, with special programs built, focusing on new skills expected from TPMs (leadership, ability to build a strategic vision, to promote modernization, to promote project management and partnership).

2) Best managing practices:

- encouraging mobility (law on mobility and professional path that was passed on August 3, 2009): less regulatory obstacles to move between statuses/categories ("corps"), creation of an online-market place for public job offers (the BIEP) with a part dedicated to TPMs.
- setting a policy of merging statuses/categories ("corps") of civil servants and also for top executives: it increases the inter-ministerial aspect to allow more diversified professional paths.
- setting a policy of increasing mobility between the different statuses/categories ("corps"), in order to diversify the pools from which the State recruits.
- setting a policy that modernizes statutory instruments in general.
- special monitoring of the TPMs' career and professional path

law of March 12th 2012 that states that there must be a minimum of 40 percent of each gender for top executives functions).

- continue to develop a high potential management policy and not an administrative management only focused on

<p>led by the DGAFP and the Prime ministerial services.</p> <p>3) Best remunerating practices:</p> <ul style="list-style-type: none"> – a new allowance scheme (it concerns all civil servants but has been firstly implemented for top executives), the “PFR”: remuneration is now based on the tasks and results. – creation of a special allowance of performance for top executives (linked with the yearly evaluation interviews, which is slightly different for TPMs, including the evaluation of leadership skills and of what one has achieved compared to one's initial objectives). – setting a policy that modernizes statutory instruments and which merges statuses/categories (“corps”), creating a new level of remuneration that is more attractive and linked to the professional path. 	
GERMANY	
<p>The government programme “Transparent and network-based administration” adopted by the Federal Government in August 2010 specifies the measures to be taken by the federal administration in the field of human resources, in particular to adapt to demographic change. The aim is to develop comprehensive, integrated human resources management that helps identify and promote employees’ diverse and age-related potential skills and motivations, while retaining and enhancing individual capacity for work. Top public managers who launch innovations in their own area of influence must be able to motivate, define tasks, lead staff, develop and serve as role models. In addition to increasing expert knowledge, development for top public managers must focus even more on strengthening all-round skills.</p> <p>The need to further intensify ongoing training of top and junior public managers has already been emphasized by the modernization and</p>	<p>Regarding the new challenge, please see our responses to the questionnaire “Role of TPMs”.</p> <p>Courses on the following topics are already offered especially for top public managers:</p> <ul style="list-style-type: none"> – Health promotion as a management task at a time of demographic change – Dealing with emotional burdens and mental illness as a management task – Work-life balance for managers – Managing managers – Managing change processes – Knowledge management <p>In addition, upper- and top-level managers are given the opportunity to share experience.</p>

further training agreement of October 2007 between the Federal Government and the unions promoting innovation, further training and management staff development. Top public managers were required to commit to lifelong learning and continuous training. To this end, attractive and challenging training courses should be offered also for experienced TPMs.

Finally, in December 2009 the Federal Government and the unions agreed on a joint initiative to promote health management in the federal administration which obliges federal administration agencies to introduce a long-term and sustainable programme promoting employee health as part of their human resources and organizational development. The parties to the initiative emphasized the responsibility of managers for its success and agreed to integrate the management task of health promotion in all basic management seminars. In addition, specialized seminars are offered on this topic.

The Federal Academy of Public Administration (BAköV), the central training institution for the federal administration (annual budget in 2011: €3.46 million in operational funds), has responded to these increased demands for management skills by systematically adapting its training for top public managers. It offers further training for managers in components systematically designed to build on each other. The range of further training courses caters for diversity aspects (in particular age, gender, education, background) and managers with differing knowledge bases and experience, distinguishing between junior managers, those with longer management experience and those at the higher and highest levels of interface between administration and policy-making.

The special training courses for upper- and top-level managers in ministries and federal agencies were further developed and enhanced. In addition to special workshops focusing on experience-sharing, the

A (low-cost) alternative to formal training courses is creating opportunities for informal learning, when managers take the initiative to meet regularly with other managers within their own organization or from other ministries to share best practices. Information-sharing which also includes managers who have retired or left the organization ensures that organizational knowledge is not lost.

It is very difficult to measure the effectiveness of management training and development activities. In order to ensure a more lasting effect and to keep learning success from dissipating in the daily routine, it would be useful to help managers implement in their daily praxis the goals they identified during the seminar. Internet-based coaching via an interactive platform over a certain period of time could help transfer the knowledge gained into practice. Examples of this can be found in the private sector.

Federal Academy offers seminars on managing managers, managing change, optimizing one's media presence and on strategic management skills and leadership as a management principle in public administration. The two-day courses are intended to support higher-level managers in assuming responsibility for strategic management and forward-looking and motivating human resources management.

In addition, heads of larger federal agencies meet annually at the Presidents' Forum. The heads of the federal agencies use this opportunity to discuss current issues and challenges of public administration in depth. The participants present concrete projects and best practices. The main topic at the last forum but one was the increased demands on public managers.

The Federal Academy offers new forms of learning for all employees, for example e-learning and the new open source learning platform ILIAS, a supplement to the Internet-based interactive training system for the federal administration [IFOS-BUND®](#). This learning platform offers [information](#) about a wide variety of subject areas and allows employees to enhance existing knowledge or prepare for face-to-face courses. The learning platform allows Internet-based teaching and study materials to be compiled and made available to specific groups free of charge. In this way, [ILIAS](#) makes cooperation easier and improves communication between instructors and course participants. It also offers a number of [independent study programmes](#) for employees to learn on their own. The course content provides concrete [assistance](#) with employees' daily work.

The number of public-sector staff is gradually shrinking, due to budget consolidation and demographic change. As a result, the need for training is growing, but it will be increasingly difficult for employees to be absent from their workstations to attend training courses. In response, in 2011 the Federal Academy carried out two pilot projects using the Virtual

<p>Classroom, a synchronous communication medium which allowed course participants to complete part of the course from their workstations. Apart from a few technical problems that can be solved, the results were positive overall and the pilot projects are continuing.</p>	
<p style="text-align: center;">GREECE</p>	
<ul style="list-style-type: none"> • In the era of crisis, the tendency is that organizations are to be merged or abolished and positions high in the hierarchy are to be very much reduced. This makes the way to top management positions and the development of top public managers even harder than it used to be. That is why top managers tend to be in a continuous effort in order to improve their skills and competences • Furthermore, in the time of crisis, public administration cannot attract top managers by promising high salaries or even life- long contracts 	<ul style="list-style-type: none"> • Create a body of “inter-ministerial” top managers who will act as a task force within the whole of the public sector • Apply goal setting in the whole of public sector, assess / evaluate all public officials for their performance through an open, objective and transparent evaluation system • Apply performance based management (wherever possible) • Apply, in a critical way, best practices from other countries/ other organizations • Apply information and technology techniques • Top managers should learn to listen to the societies’ needs
<p style="text-align: center;">HUNGARY</p>	
<p>The Government of Hungary issued a Decree that regulates the training of TPMs. According to this Government Decree, governmental organizations themselves are responsible for selecting and financing their TPMs for TPM training sessions.</p> <p>Some important modules of these training sessions are: change management in the public administration (crisis management, conflict handling), the management toolkit (communication, team building, time management, keeping meetings and negotiation, lobby), the TPMs personality development (values, motivation toolkit, recognizing the development opportunities in others and inspire them), human resource management tasks, strategic public administrative management, development and management of administrative organizations.</p>	<p>A relatively new area of focus that should be addressed within TPM development is the best practice charter of the efficient use of EU funds (e.g. how to tender, how to assemble a tender dossier, etc).</p> <p>It is essential to establish effective communications between politicians and government officials. A well-functioning public administration requires politicians and government officials to understand each other. In order to foster this process, we are preparing an OECD seminar on the relationship between government officials and politicians.</p> <p>As we mentioned in the “Role of Top Executives” template, special trainings are also very important.</p>

<p>Furthermore, before Hungary took on the European Union Presidency in 2011, several language-learning courses were organized for the Hungarian EU Presidency staff.</p> <p>Currently the system of further training for TPMs have been under construction in Hungary.</p> <p>Furthermore, the Government of Hungary will start a management training system, the so-called Top Manager's Academy, which allows senior experts to get promoted to TPM.</p>	<p>Alternative and cost-efficient ways to empower TPMs (and government officials, civil servants) are:</p> <ul style="list-style-type: none"> – Promote flexible work schedules (e.g. flexible working hours, telework, part-time work) fitting the needs of TPMs; – Offer a clear path for promotions (including mobility); – Provide ample training opportunities to TPMs; – Offer a wide spectrum of high-quality cafeteria for TPMs; – Offer TPMs the opportunity to spend their holiday in governmental holiday resorts; – Organize team building exercises; and – Reward high-performing TPMs.
<p style="text-align: center;">IRELAND</p>	
<p>Senior Public Service</p> <p>The Senior Public Service (SPS) was initiated in December 2010 and currently comprises senior staff across the Irish Civil Service (Secretary General, Deputy Secretary and Assistant Secretary levels as well as equivalent Departmental and professional grades). The SPS will be extended to the wider Public Service in due course.</p> <p>Objectives</p> <p>The purpose of the SPS is to promote a more integrated public service and strengthen the senior management and leadership capacity of the Public Service. It aims to equip senior management with the necessary skills to operate effectively in the challenging environment faced by public administration today. It aims to achieve this through the provision of learning and development opportunities for SPS members and increased mobility across the Public Service.</p> <p>SPS initiatives</p>	<p>The Senior Public Service is still at an early stage of implementation. It is acknowledged that TPM's are operating in an environment quite different from that a number of years ago and so the development of SPS initiatives must be relevant to TPM's and equip them with the skills necessary to operate effectively in the challenging environment faced by public administrations today.</p> <p>Engagement and consultation</p> <p>In overcoming barriers to TPM Development, consultation and engagement with the SPS during the development of each of the initiatives is considered key to ensuring "buy-in" from TPM's. This consultation assists in ensuring that the initiatives are (1) of direct relevance to TPM's and their roles and (2) implemented in a format that fits in with the demands and time pressures faced by TPM's in their working environment. Engagement of Secretaries-General and their support of SPS initiatives is also critical to the successful implementation of the various TPM Development programmes.</p>

There have been a number of SPS initiatives to date in the areas of:

- Mobility
- Leadership Development
- Coaching
- Networking

Mobility

SPS mobility can provide a mechanism to support the matching of skills and experience of SPS members with the organisation requirements across the Public Service. In January 2012, a pilot mobility programme was established at Assistant Secretary level within the SPS. This programme is supported by a Protocol on Mobility which outlines the formal process of opening up vacancies at Assistant Secretary level to expressions of interest from serving Assistant Secretaries. The pilot mobility programme will be reviewed at the end of 2012.

Leadership Development

The purpose of SPS Leadership Development is to ensure that senior public servants have the competencies, skills and management expertise needed to perform in their leadership role. An SPS Leadership Development Strategy has been drafted and work will shortly commence on the establishment of a tailor-made core development programme for SPS members. Further leadership development opportunities including the development of half day seminars/workshops are also currently being explored.

Coaching

A pilot coaching programme was established for SPS members at Assistant Secretary level in May 2012. The aim of the coaching programme is to help unlock the persons' potential so that s/he can maximise their performance in their current and future roles. The focus of the SPS coaching programme is on developing management style,

Evaluation

In order to ensure effectiveness of T & D activities, evaluation and if necessary modification of programmes is required. Within the context of the Irish SPS, a number of the current programmes are currently operating on a pilot basis (mobility and coaching). These programmes will be subject to an evaluation/review at end of 2012. The evaluation and review of these programmes will assist in ensuring that the formal programmes when established will be fit-for-purpose in equipping TPMs with the necessary skills to operate effectively in the challenging environment faced by public administrations today.

Networking

Networking events for the SPS are considered an important and cost efficient means of empowering TPMs through the opportunity to learn from other experiences on issues of common interest. These events encourage the informal sharing of information on cross-cutting issues across the Civil Service and help to reinforce TPMs' identity as members of the Senior Public Service who share common concerns and challenges during the current process of Public Service Reform.

leadership skills and acquiring performance management tools and techniques. The pilot coaching programme will be evaluated end 2012 and it is then expected to be extended to all TPMs within the SPS in 2013.

Networking

Communication and networking across the Senior Public Service is considered an important means of both knowledge-sharing and learning from others experience. Since early 2011, networking events have been organised for the SPS on a quarterly basis. At these events, briefings are provided on current issues of relevance to the SPS while offering an opportunity to share knowledge and ideas with other TPMs.

ITALY

The economic and financial crisis has prompted the Italian government to adopt fiscal policies to ensure the stability of public finances. From the year 2011, the annual expenditure for training must be no more than 50 per cent of the expenditure incurred in the year 2009. The reduction inevitably leads to a contraction of the training activities for the development of skills of civil servants.

However, staff continuous training is one of the priorities within Italian public administration and it is mandatory and under the responsibility of the employee's administration, who has to provide directly, through internal training bodies, or using specific training centres, such as the National School for Public Administration, the High Economic and Finances School, the Local Public Administrations School and the Formez (Centre for Studies and training).

Training and development is a cross program for public managers, both of lower and higher level (TPMs).

The National School of public administration (SSPA) organizes the initial training courses for public executives and offers on-going training

It is a common point of view that training is not a one-time act but a continuous process, considering that managers have a more complex role and responsibilities in managing change and to maximize their performance with the existing human resources and the frozen wages.

As mentioned above, the recent law decree n° 95 of 2012, Article 11, establishes that the system of recruitment and training of managers and public officials is going to be reformed, through appropriate mechanisms between initial training phase linked to recruitment and ongoing training phase, according to certain criteria.

The criteria, inter alia, are: i) the concentration in an existing national school of the recruitment and training of general managers (and officials) of government departments and other public bodies, including local authorities; ii) concentration in a single existing structure for each Ministry and entities of specialized and permanent training for managers (and officials) of government departments and other public bodies.

<p>courses for senior civil servants and officers, also on the specific legal and managerial tools. In addition, SSPA participates, in cooperation with other international institutions (the OECD, the ENA, SDA Bocconi School of Management etc.), to e-learning programs, scholarships, internship, in order to implement and sustain the capacity building of the public managers.</p> <p>In the context of international education for executives, the School will activate international partnerships to develop relationships with schools and prestigious institutions of other countries. This task is considered strategic to strengthen the international cooperation and to reinforce the contribution of specific training programs or research programs.</p> <p>Particularly, the SSPA in cooperation with the "Bellevue Scholarship Program", sponsored by the Robert Bosch Foundation in Germany, provides an internship for young managers and public officials, for a period of 12 months, preceded by three months of intensive language of the host country. The training is usually held in a foreign administration of the same sector of the participants. The countries participating in the program, where it is possible to carry out the training, are: Germany, Ireland, Italy, Poland, Slovenia, Spain, Portugal, Hungary and France.</p> <p>Finally, in order to improve quality of training activities for managers and officials, according to recent law decree n° 95 of 2012, regarding measures of spending review, new forms of coordination will be identified between the public schools of education, institutions and other relevant structures.</p>	<p>Accordingly to the increase of liability for all managers, ongoing training must be assured, even using modern systems, such as coaching.</p> <p>Also Italy has to face the demographic change in the field of human resources management, with the increase of retiring age, so it is necessary to provide for initiatives in order to encourage the tutoring and use the skills and expertise of older workers who may be made available to young workers.</p>
LATVIA	
<p>During economic downturn many budget cuts were made, including the budget of the Latvian School of Public Administration that is responsible for training and development of civil servants. Therefore T&D activities</p>	<p>It is important to provide T&D activities which are aimed at developing such competencies as change management, strategic thinking, setting priorities and planning & organization. In order to</p>

<p>were mostly financed from institution's budget and resources available within the EU structural funds.</p> <p>State Chancellery of Latvia (responsible institution for HR policy planning and coordination) is administrating ESF project "Support to implementation of structural reforms and strengthening the analytical skill of the public administration" and some training activities were carried out aimed at developing management and strategic planning skills of TPMs.</p> <p>State Chancellery of Latvia has also organized several informative ad-hoc seminars to TPMs of ministries, for instance, as how to improve communication flow, implement common practice in finance management etc. Furthermore, it also has to be mentioned that TPMs of ministries have regular weekly meetings (so called State Secretaries meetings) which also serve as a forum for valuable discussions and experience sharing.</p> <p>In addition, exchange experience with other EU member states was carried out; such topics as reduction of administrative burden, development of e-governance, electronic flow of documents were on agenda.</p>	<p>ensure result-oriented public service, these development activities should be systematic and aimed at improving performance. In this regard, the Latvian School of Public Administration will offer a model for TPMs training and development aimed to improve (1) leadership & management competences, (2) professional skills. Also some ad hoc training will be included based on the agenda.</p> <p>Starting from the end of 2012, new performance assessment system will be introduced in the public administration. It aims also at development of TPMs – an additional assessment toll for TPMs is provided – i.e. 360 degree assessment.</p> <p>Taking into account tough and stressful working environment of TPMs, it is planned to form a "support service" for TPMs. The supervision will be provided to TPMs in their everyday work (for instance, solving specific problems, receiving support (also psychological)).</p> <p>State Chancellery of Latvia will also continue to organize informative seminars to TPMs in order to discuss the most topical issues, for instance, financial management, communication and a number of administrative issues.</p>
<p>LITHUANIA</p>	
<p>As the Lithuanian civil service is on evaluation continually, since last year the main attention is paid to the TPMs. For the time being the amendments of the Law on Civil service are prepared. These amendments are exclusively concerning the conditions of the TPMs service: recruitment, tenure, mobility, performance evaluation, training, end of the office, social guarantees and etc. According to these amendments the conditions of the service of the current heads of the institutions will be fundamentally changed, for example, new requirements for the persons willing to enter the TPMs positions, totally different selection procedure</p>	<p>Firstly, in Lithuania the legal acts should be amended in a proper way. Secondly, the TPMs should have more freedom to act on their behalf at the same time having more responsibility for their actions.</p>

(partly centralized, different tests and etc.), tenure of the 4 year with possibility to prolong for next 4 year.	
LUXEMBOURG	
<p>As one of the outcomes of negotiations with trade unions in the year 2009, it had been decided to focus on the development of leadership competencies and the introduction of a managerial culture for TPMs. Thus, TPMs are supposed to manage effectively organizational changes in the administration by developing mid- and long-term strategies/visions, implement assiduous competencies in the leadership domain and display high sensibility for the political and societal context.</p> <p>In addition to this, different instruments have been developed in order to generate a coherent and global program for leadership development of TPMs (management by objectives, improvement programs, annual interviews, training plans, etc). In collaboration with external consultancy, a competence framework has been developed and an action plan of implementation is now being defined.</p>	
MALTA	
<p>Top Public Managers in the Maltese Public Service are being continuously exposed to various training opportunities targeted towards their career development.</p> <p>The Centre for Research Development and Training (CDRT) within the Office of the Prime Minister is the main catalyst in such initiatives. This Centre is currently managing the award of sponsors by means of an EU-Funded Project entitled ESF 4.100 – Developing Core Skills in the Public Service. The sponsorships available for Public Sector employees are intended for distance learning courses or part-time evening courses offered by foreign or locally recognized educational institutions. Before</p>	<p>In my opinion, compulsory training in certain horizontal initiatives may be considered to be introduced within the Local Administration. Ideally, these programmes need to target Public Officials who intend to apply for Top Management positions within the Public Administration.</p> <p>Moreover, one needs to evaluate more clearly the benefits which are being reaped from the various training programmes organized within the Public Service. Although this issue is very challenging, it is crucial to understand in a concrete manner the effect training programmes are having on the place of work.</p>

the commencement of this project, CDRT Top Management managed a service-wide Training Needs analysis in order to identify possible areas suitable for sponsorship purposes.

Presently, seminars and training courses are being delivered under this same project.

Top Management is also being trained in various corporate areas such as the implementation of the Common Assessment Framework, public procurement regulations and other areas such as the decentralization of the call for applications issued within the Public Service.

Moreover, Assistant Directors once appointed are immediately trained on various areas by the CDRT.

Undoubtedly, this project served and is still serving as a catalyst for development of Top Managers within the local Public Administration.

In its In its commitment towards promoting and supporting the physical and psychological well being of public employees, the Public Administration, through the Corporate Projects Directorate within the Centre for Development, Research and Training at the Office of the Prime Minister, is implementing the ESF 4.97 Project - Employee Support Programme for Public Employees (ESP).

This programme aims to foster a professional and high-quality working environment for public employees, as well as to strengthen the institutional and administrative capacity of the Public Administration. The ESP is an important component towards increased efficiency, effectiveness and support for Public Sector reform while at the same time providing emotional and support structures for all. Through this

<p>programme a number of training initiatives aimed at employees across all levels including Top Management are being delivered. The training to Top Management focuses on inducing an organizational cultural change fostering organizational and employee wellbeing.</p>	
<p>POLAND</p>	
<p>In 2009 new Act on Civil Service came into force. As a results senior positions in government administration (Directors General, Directors of the Department and the Deputy Directors of Department) have been again ranked among the civil service posts. As the Polish civil service law has been changed 4 times during the last 16 years, it occurs too challenging to elaborate a joint strategy of TPMs development. Nevertheless for the last 5 years the increasing attention has been paid to the role of the TPMs as crucial for the achievement of more performing and efficient public administration in Poland as well as for improvement in public services. As Head of Civil Service, central organ of government administration competent in civil service issues, takes into consideration the growing need for improvement of the TPMs competences, there are special training events directed exclusively to them, most dedicated to improvement leadership skills as well as managerial ones. One example could be the comprehensive project "The Academy of Public Management", initiated by the Head of Civil Service and implemented in years 2009-2012. The project, co-financed with European Social Funds, was devoted to improvement of quality management in the government administration by the introduction of managerial rationalization in 62 government administration offices. Within the project, the TPMs had the opportunity to improve their competences by taking part in many training activities on financial management, accountancy, management of the organization, human resources management, strategic planning and public procurement etc.</p> <p>Since the introduction of so called Individual Plans of Professional</p>	<p>In Poland there is no doubt that the TPMs play the key role for achievement of more performing public administration and for improvements in public services. Having in mind the challenges resulted from changing environment, priority should be placed on leadership skills development. Although the area is not new, in Poland too much attention has been paid to development of the managerial skills so far. Innovative approach, communication skills, multicultural skills, emotional intelligence and ability to adopt to the new environment seem to be very important as well. The question is whether it is a subject of training or simply personal ability. If the latter, the more attention should be paid to the elaboration of the proper competency profile for TPMs as well as the process of identifying and selecting the future leaders. When the TPMs are appointed on the position, it is crucial to ensure them the continuous development possibility, not necessary understood as participating in the money and time consuming training events. Equally important could be self-education (e-learning, learning by doing, meetings with experts etc.) as well as methods other than training (internship, practices, job enlargement).</p> <p>The optimal solution would be the separate institution for leadership development, but in time of crises such a possibility is rather not the subject for discussion. To improve effectiveness of T&D development activities – the setting up systematic strategies for leadership development, based on diagnosis of the national challenges being faced, could be the right direction.</p>

Development there has been a system allowing for drafting individual short- or medium-term strategy of the professional development. Aforementioned plans are the tools for scheduling various types of personal development (either courses, training events or self-development) based upon pre-set goals with inclusion of the elements of the evaluation of previously achieved goals. These are making it a perfect tool for harmonization of the personal development within context of the whole organization.

As financial resources dedicated for training in public administration are very limited, in supporting the process of the TPMs development, Head of Civil Service turns to the European funds, namely European Social Funds. It happens to bring the positive but not always sufficient results. Therefore, other tools, than sole participation in training events (including e-learning), enabling development of the TPMs skills are becoming more and more important. These include development of management tools and support in implementation of management improvements in organizations.

As training as such along with other above mentioned activities is not the only way to increase leaders' skills and competences, in times of crises Head of Civil Service focuses more on strengthening mutual communication between the TPMs, sharing knowledge and brain storming on best practices in public governance and strengthening teamwork to creative problem solving using other methods. That is why the Forum of the Civil Service's Directors General was created in August 2009.

The Head of Civil Service supports the Directors General of the government administration offices (that hold the highest positions in the Polish civil service system) by organizing the regular (every 1,5 – 2 month) meetings. One-day meetings are the way of improving the DGs'

Development of effective performance assessment tools, that would give a reliable feedback so that potential areas for further improvement, could be identified.

<p>competencies as the leaders and managers as well as give the possibility to strengthen sense of mission, commitment, and esprit de corps among the TPMs. Participation in the meetings is also the possibility to contribute actively to setting priorities and strategic objectives in areas of the civil service in the difficult time of crises.</p> <p>Additionally the Head of Civil Service appoints the working groups from among the members of the Forum to deal with specific issue (each group consists of 7-8 members). Since the creation of the Forum there were following working groups appointed: (1) for review of applied assessment method of management capacity used during stuffing higher positions in the civil service in order to create a common model to assess the managerial competence of higher positions, (2) concerning education of members of the civil service corps and the National School of Public Administration, (3) for the Polish Presidency of the UE, in particular for co-operation within the European Public Administration Network, (4) Advisory Board for development of public image of the civil service in Poland, (5) Advisory Board for guidelines for compliance with the civil service rules and principles of civil service ethics. Forum of the DGs as well as participation in the particular working group of Forum is also widely perceived as innovative methods of development directed to the TPMs.</p>	
PORTUGAL	
<p>The training of TPM results from the new legal framework, as a response to the training needs of leaders of the Portuguese public administration, meeting one of the main objectives of last reforms in Portugal. The main idea is to provide top public managers with multi-task skills in different areas of public management (ethics, administration and public management, leadership and human resources management, budget management and resource materials, technology management, innovation and quality, internationalization and prospective).</p>	<p>It is a fact that managerial skills and qualities that were important during the past two decades are no longer sufficient to cope with the current and future challenges. Therefore new competencies for the public sector management have to be introduced. Top public managers are expected to be more performance and results orientated and less process-compliance. They need managerial focus, strong leadership skills and an innovation and communication based focus, as well as professional competence. These competencies are a</p>

Therefore, the statute of management staff of public administration determines as requirement for the performance of top and middle management functions successful attendance at specific courses for top management in Public Administration, differentiated, if necessary, according to the level, grade and functional content of positions performed. The objective is to orientate managers towards an Administration focused on citizens, families and companies needs, by creating a community of leaders and public managers more and more able to the materialization of strategic priorities in the pursuit of the service and public interest, as well as for the definition of more and more demanding and scrutinizing of objectives of management.

All Portuguese top public managers are required to attend long-term training courses and updating training, provided by the National Institute of Administration (INA) and by private higher education institutions. In the first case, during the two first years of fulfillment of functions or, in the case of impossibility for a reason not imputable to them, as quickly as possible.

Currently there are two courses targeted to TPM: Top Management in Public Administration (CADAP), with an attendance for 330 hours and 200h on an e-learning regime or then 430h of attendance. Each participant at the course is subject to assessment, translated in a classification in the scale from 0 to 20 scores and takes the form of a written test and or individual or group works. A certificate with a rating of «successful attendance» and respective classification is issued for those who hold a classification not lower than 10 and assiduity rate not lower than 80 % .

The other Advanced Course in Public Management (CAGEP) aims to provide TPM with a common platform of knowledge and transversal

prerequisite for productive top management and to involve the employees in the processes of organizational change, by facilitating them. Traditional values such as hierarchy, authority through position, conformity and the command-control paradigm are slowly going to transform into new cultural values within public administration. These new cultural values will include openness, transparency, efficiency, effectiveness, authority through leadership and managerial culture.

competencies, catalyst for a strong and mobilizing leadership, in line with the requirements of a modern public management. The face-to-face training sessions of these actions are done during work schedule and those who are interested may apply for according to the area of their academic qualifications. The duration is of 50h in attendance and 25h on an e-learning regime or 65h in attendance.

Each participant is subject to assessment, translated in a classification in the scale from 0 to 20 scores, which takes the form of a written test and of an individual or group work. The written test has a weight not lower than 50 % in the final classification.

After the first limited executive tenure (5 year duration), managers attend updating training actions, which aim to respond to the needs of updating competencies and knowledge of each manager, according to the current state of the play as regards public management, reform programmes and specificity of the position performed.

In the updating training TPM complete in the period corresponding to each limited executive tenure, 40 hours of training, with assessment of knowledge, in thematic contents of their choice in the framework of training programmes provided specifically by accredited entities for this purpose, and the assessment system and successful attendance is similar to the former courses.

The applicants who apply for a competition procedure and who have successfully attended the CADAP are upgraded as holders of a training level higher than that one of applicants who have attended the CAGEP.

The worsening of the crisis has underlined the need of a vision and strategy, strong leadership competencies and people management skills to implement reforms quickly and effectively, which has deserved special

<p>attention. It is expected from TPM that they perform as leaders instead of just as managers, and must be able to manager change in public organisations in such a way that encourages employees to form part of the reform movement.</p>	
<p style="text-align: center;">ROMANIA</p>	
<p>In Romania, since the last quarter of 2008, the training of civil servants – defined as <i>“continuous training process aimed at developing certain skills and abilities in order to improve the quality of the individual work activities performance in the exercise of public power prerogatives”</i> – is subject to the provisions of a separate law, adopted following the definition of a strategic and long-term integrated vision. Basically, for training activities and hence the professional development/training of the TE / TPM as part of the civil service in Romania, it was established (and it currently applies) a framework of rules regarding: ways to implement training, including setting priorities and certifying skills, ways of funding the participation in training programs, some measures to analyze institutional training needs and training planning, meaning purchasing such services from public funds, from different providers, and specific rights and obligations of training beneficiaries and training providers in relation to public sector beneficiaries. In applying the mentioned framework, compared to previous periods,;</p> <ul style="list-style-type: none"> – the ways of developing skills and abilities for those working in civil service have diversified and/or have gained formal recognition by including besides training provided by with specialized trainers, and training at the workplace, the non-formal learning offered through projects financed from external sources. Along with the effects of training processes, the main advantage offered by this approach was that of allowing the elimination of the risk of under-funding the training field with a minimal setback to individual rights related to career (e.g. in terms of career development through employment in 	<p>In the present context, to improve TE/TPM development it will probably need awareness of the impact of the new challenges for the Romanian public administration. The positions of the TE / TPM category are strictly destined to graduates of higher education and among the employment requirements are, as a rule: for management civil service positions, graduate or master’s degrees in public administration, management or in the field of the position to be field, for civil service positions for senior civil servants the completion of the specialized training program is mandatory.</p> <p>The roles of TE / TPM have seen significant new developments, which automatically means that there is an urgent need for change and in organizational culture and management methods.</p> <p>In addition, a managers training intended to be efficient/effective is unable to produce the desired results unless the conditions there is a clear distinction between different types of skills that a person needs also to develop (general skills, skills specific according to position, technical skills specific to the coordinated/led field and individual personal skills specific to a individual typology) and a certain development potential.</p> <p>Secondly, perhaps due to changes in context requiring a resettlement of motivational policies, the human side of professional relationships became more pronounced. As such, there is a need for balancing training approaches such as to visibly include these issues, where</p>

<p>a higher civil service position).</p> <ul style="list-style-type: none"> – the ways of funding arrangements to participate in various types of training have also diversified and/or have gained formal recognition by including alongside with full funding the participation from public funds for training programs followed in the interest of the public authority or institution or at its demand, the participation in training events at the initiative of the civil servant, with full or partial funding from own financial sources, depending on how the training field complements the job duties. The main arguments in favor of such an approach were the persons right to a balanced personal and professional development and in resonance with the principles of lifelong learning and with the interest of the administration to support the reasonable and motivating exercise of this right. – the method of analysis and the sources of information on the training needs have known a substantial change in approach. For analyzing training needs is now necessary to follow 3 main parts – professional performance of subjects during prior periods (resulting from the annual assessments of individual professional performance and, where there is interest, from the self-assessments), the planned activities for the next periods (resulting from relevant job descriptions changes) and the context to conduct these activities (resulting from the analysis of legislative changes in areas of competence of civil servants). – the ways and terms of planning, implementing and reporting measures were standardized, thus allowing the creation of preconditions for better monitoring and evaluation of developments in the field and the increase in transparency regarding the spending of public funds for this purpose. – there were specifically established a series of rights and obligations for parties involved in the processes of professional development of civil servants, creating the premises for continuity and consistency in approach and improving the quality of results. 	<p>appropriate, in the topics covered by training. For example, reality has shown that today training in communication is much more effective and appreciated in terms of results if beyond the purely formal aspects of the process – on the participants, types of communication and means of transmission/reception of messages, communication barriers etc. – the programs also address, at least tangentially, topics related to leadership, conflict management, change management, emotional intelligence etc.</p> <p>Equally, another aspect likely to contribute to the improvement of TE / TPM development is addressing, by specific means, the main issues specific to the current system of training of civil servants in Romania – quality control and financing. And from this point of view the opportunities and limits of action potential vary from case to case (e.g. current framework is flexible enough to allow action from both perspectives, but it is highly unlikely that the measures taken will prove sufficient and effective if the people directly responsible not know or understand the options).</p> <p>One of the main directions to be followed in the future is to attract European funds or participate in such projects, to improve the entire Romanian administrative system. Thus, NACS implemented several projects aimed at the training and developing of civil servants, such as "European standards in the use of information technology in public administration - national programme for the certification of civil servants", "Implementation of e-learning training programmes in public administration field to support the development of the information society", "Increasing the capacity of civil servants in the Ministry of National Defence and National Agency of Civil Servants to manage the strategic and project management processes in the context of the development and strengthening of the role of the civil service", "Increasing the public administration capacity to manage civil</p>
---	---

It is noticeable that since 2008 and until now the normative framework subject to discussions has not undergone any subsequent amendment, the efforts to permanently improve its application being noticeable each year according to the specialized reports issued and published by the National Agency of Civil Servants.

Regarding the particular situation of development/improvement of TE / TPM based on reports received annually by the National Agency of Civil Servants from public authorities and institutions in the exercise of its statutory duties, the institution established as priority training areas:

I. For civil service management positions such as director, director general and / or head of department, included in the category generically called TE / TPM:

for 2009	for 2010	for 2011	for 2012
a) Financial management for public authorities and institutions b) Management of Structural Funds c) Performance Management d) Ethics and Integrity in Public Administration e) Public Communication and	a) Financial management and budgetary accounting b) Project management c) Human resource management in public entities d) Information and Communication Technology e) Communication and transparency in	a) Information and Communication Technology b) Management c) Professional development d) EU law and legislation e) Communication and transparency in decision-making f) Public resources and services	a) Management and Communication Technology b) Information and Communication Technology c) EU law and legislation d) Personal development e) Communication and transparency in decision-making f) Public resources and services

servants recruitment, selection and evaluation processes, in the context of increasing the public administration accountability degree regarding the management of civil service".

To provide maximum of career development opportunities for civil servants, but also an organisational improvement, top managers in public administration should answer the following questions:

- How to create performance filters for civil servants?
- What skills are necessary in the future?
- How could the recruitment and training procedures be improved to ensure a qualitative leap in public bodies?
- What we can public sector offer to professionals in conditions of economic crisis?
- What kind of professionals does the public sector need?

The skills required for the future are "transferable" and the managerial talents are needed at all levels, too. No regulation or national strategy specifically mentions what skills and abilities should top public managers achieve, but the environment and different situations require trained people to undertake all kinds of tasks and to be able to do several tasks (multi-task) at the same time. The global crisis increased the ability of people to be better trained, but also to constantly seek to improve.

Given the fast pace and the rising international standards imposed by the new global context, the reforming and modernisation of the public administration should be a continuous process, constantly adapted to the needs and comfort of citizens.

Thus, the training and development of TE / TPMs requires the development of their skills in areas such as: modern strategic

transparency in decision-making f) Information technology	decision-making f) Administrative Law and contentious administrative matters			<p>management, crisis management, conflict management, modern human resources management etc.</p> <p>All these training areas will have as techniques and means of learning innovative explicit methods, with a specific area of application.</p> <p>Regarding the support offered to TE / TPMs, conferring a broader autonomy in decision making and support in the implementation of strategies and action plans developed and monitored by them within the institution should be considered.</p> <p>The training and development of TE / TPMs should focus on the following fields: risk management, emergency management, financial crisis management, stress and time management, conflict management, mediation and negotiation.</p>
<p>II. For vv, according to the structure and themes addressed in the <i>Specialized Training Programme for the Category of Senior Civil Servants</i>:</p> <ul style="list-style-type: none"> a) Human Resource Management in public administration b) Modern and efficient public administration c) Modern and efficient public administration d) Public administration in the context of EU integration e) Strategic Management and Public Policy f) Public management and managerial skills g) Project management and structural funds h) Financial and budgetary management <p>From the same analysis of the reports centralized by the National Agency of Civil Servants resulted that the need of public authorities and institutions to allocate public funds for training own civil servants is not considered a priority. In terms of financing, the need for development/improvement is constantly outrun, especially in the context of the crisis by a series of urgent needs such as payment of wages and salaries, as well as expenses with basic utilities, providing minimum necessary functional and consumable fixed assets, expenses to represent the institution and other related payments etc. Consequently, the main source of funding of training is the external funds. But it still remains debatable the issue of increasing administrative performance in general and of the potential for effective management of problematic situations (issues related to community funds absorption by Romania) with underprepared staff or who do not possess the updated knowledge, skills and abilities.</p>				

Apart from current issues of financing training activities, and having an open market of training services for public administration (except for specialized training programs for employment in a civil service position, namely those for civil service positions corresponding to the category of senior civil servants and those for positions corresponding to public managers, civil servants may receive training services offered by any provider whose offer meets the institutional/individual needs at an affordable price) opportunities are virtually limitless. And the variety of training methods is also quite significant in connection with the offer – from purely theoretical methods of presenting topics to interactive methods of training, from face-to-face training to e-learning, from training events such as seminars or conferences to training events for small groups and/or individual training like coaching. The only major problem with this approach is generally accepted as the lack of an integrated, objective way of verifying and monitoring the quality of results.

All countries were more or less affected by the global economic crisis and while trying to manage damage control, they had to reshape public institutions in accordance with national policies.

Globalization puts pressure on the public administration in each country, producing changes in the provision of public services to the population. In light of the recent financial crisis, not only the private sector, which traditionally is more exposed to changes, but also the public sector had to take into account structural changes. Thus, professionalization of public services becomes mandatory. Under these conditions, the promotion of talent and talented professionals becomes a necessity, not a just a desire. In these circumstances, top public managers in the Romanian administration had to meet the following challenges:

- professionalisation of public services by increasing the level of

management;

- decrease of the level of recruitment, causing the need to create an elite of civil servants;
- structural changes within public institutions;
- flexibility of public administration regarding the civil servants: professionals have to demonstrate better skills in the context of staff migration from public to private sector.

A challenge for public managers in the Romanian public administration was the transfer of concepts from the private to the public sector, such as efficiency and performance measurement, which were successfully implemented in the public sector. Thus, an increased level of training, in addition to improving the services offered by public administration employees, is likely to lead to higher motivation, as a result of increased knowledge and increased decision-making autonomy for civil servants.

The training process is recognized as a critical and vital component to strengthen human resources development and to ensure good governance. Experience has shown that, although training should be provided for each civil servant, as stipulated by law, some managers think that training is a powerful motivational tool that should only be used to reward good results.

One of the most important public institutions involved in the development and training of civil servants is the National Agency of Civil Servants (NACS). In December 2009, NACS incorporated the National Institute of Administration; therefore NACS is now entirely responsible for the careers of civil servants, not only in terms of managing the entire Romanian administrative system, but also in terms of training and professional development.

Thus, in the latest years, NACS become the leading provider of

training and development services throughout the country for executive, management and senior civil servants.

In the last 3-5 years, public administration in Romania has grown significantly in terms of awareness of the staff need for continuous training; there is a close connection between the development of staff abilities / skills and the quality improvement of public services offered to citizens. Thus, adapting the expertise to current demands, the alignment to continually developing international standards can be achieved.

The new topics of training programmes targeted areas of interest for public administration in Romania, as State Member of the EU: strategic management, public policies, attracting and implementing Structural Funds, public procurement, budget financial management in public institutions, training of trainers, human resources management etc.

In the last 2 years, in the context of the financial crisis, budget for the training of the staff in public administration has been substantially diminished. However, there was the opportunity to participate in training programs organised within externally financed projects, according to the areas of expertise required in each institution.

One of the most recent innovative aspects in terms of training and development is the e-learning/blended learning teaching system, method that has enjoyed great success both in what concerns the participants in such courses and also in terms of reducing costs related to resource consumption, transportation, accommodation.

The last 3-5 years have also brought innovation at the level of traditional training methods, by introducing new techniques such as: interactive training, role playing, brainstorming sessions, coaching, debates, workshops etc.

Innovative teaching methods were also applied through effective approaches based on cases and provision of applicable and sustainable solutions.

The evaluation component is part of the training process, contributing to the identification of the areas of interest or of those that require continuous improvement. At the same time, evaluation helps both trainers and participants to discover weaknesses or needs for improvement of the training activity in a particular field.

The training process includes two relatively distinctive components: the professional training and development. The training aims at developing new competences, while the development envisages to improve existing skills. Given this, the two components often intersect – the development could become a stage in the training process for the basic profession.

Regarding the development process in this period, it should be noted that there is a diversification of the organising methods, diversification driven in part by the economic and financial conditions and, on the other hand, by the improvement needs and the growing complexity of the TE / TPMs activity.

Thus, besides the formal training and development process, conducted in an institutionalized, organized and structured framework, (for instance programmes / training and development courses), an emphasis was also put on the non-formal training and development (participation in seminars, conferences, exchanges of experience) as well as on the informal ones (workplace training, mentoring).

The National Agency of Civil Servants aims at providing training and development in line with EU requirements by developing the skills and abilities participants need for carrying out the duties imposed by the

management and senior level civil service, in the context of supporting and continuing the Romanian public administration reform. In this respect, NACS yearly organizes a specialized training programme for occupying a senior civil service, as well as development programmes for management civil servants.

The training process is interactively approached, the key elements expressing the “values” on which it relies being:

- dynamic and stimulating environment;
- challenging and problematic;
- variation in implementation;
- interactive training methodologies;
- exchange, socialising and networking;
- training package for each participant;
- balancing between the Romanian context (“adapted to needs”) and general concepts (news);
- focus on quality and not on quantity.

The training methods seek to create an environment favourable to learning and are based on interactivity, communication and exchange of experience (case studies, individual and group discussions, role plays, simulations, presentations).

NACS also implemented a blended-learning system which comprises two components: online sessions (discussion forum, self-study, practical consultations, online access to training materials) and face to face sessions held in a classical manner where participants can deepen their knowledge (workshops, coaching / mentoring, discussions, teamwork).

The evaluation of the effectiveness of the training programmes is based both on the final evaluation of participants and on the course evaluation questionnaires filled out by participants.

SLOVAKIA	
<ul style="list-style-type: none"> – Service offices has less finance on development public servants; development activities has been limited/decreased – In the last 3-5 years was development mostly focused on negotiation skills, managers skills, legislation skills, language, European Union, time management, solving of conflicts, diplomatic protocol, motivation – some TPMs met with the meaning of CAF 	<ul style="list-style-type: none"> – Partially to reduce development activities in person – To start using modern forms of development such as e-learning, video- conference, web-seminars, coaching. – Increase level of language knowledge – The development should be focused on preparation of Slovak presidency in 2016 – To provide courses focusing on team work, communication skills, presentation skills – To provide courses with lecturers from the service offices, not to use external lecturers
SLOVENIA	
<p>Employment in the state administration is possible only on the basis of open competition, except in cases provided by law.” This provision refers to employment within the administration and sets down a special condition, i.e. to conduct an open competition that in content differs from the publication of vacant posts. This procedure is explicitly determined by the Civil Servants Act, and accordingly, selection of the most suitable candidate must be ensured. As the basis of suitability, the candidate’s professional qualifications are considered in so far as they enable efficient and successful work performance.</p> <p>Senior Civil Servants – 2nd Level - are selected through open, public competition. The main role in this procedure has an independent body – the COUNCIL OF OFFICIALS, which has 12 members who are elected or appointed for a term of six years. The Council of officials, determines the requirements to be fulfilled by candidates to a SCS position. On completion of the tests and evaluations carried out by a Competition Commission, those directly responsible for the management position (Prime Minister, Minister and Secretary-General of the Government) make</p>	<p>In our opinion it is necessary to establish an integrated system to manage the job performance of public employees. This means a systematic approach, preparation of a competency profile of workplaces and identification of career anchors, a basis for planning, managing the career, and for evaluation and promotion of public employees would be obtained. On the basis of the identification of career anchors at least for the key groups of public employees (managers) we can determine the promotion system, motivation, training and additional qualifications, and how these can be awarded. In our opinion, more needs to be done within the HRM strategy. Using regulatory modifications to the system of public employees their roles should be defined, and the significance of some HRM instruments should be evaluated again. When formulating a modern state administration, and, in this context HRM, it is necessary to change the practise, and particularly to improve control over the implementation of procedures, including having a clear definition of competencies and the responsibility of the players at all decision-making levels. The normative and implementing simplification of key personnel</p>

<p>the final selection from a shortlist of candidates, made by Official Council. The Government takes the final appointment decision and senior managers are appointed for a period of 5 years. Their assessment (annual) and management are the responsibility of the immediate superior. There is the possibility of horizontal career development (change of position, but the whole selection procedure must be performed). The structure of the Council should guarantee the political and professional objectivness in a selection proceedure.</p> <p>The Council never directly faces the candidates, for that purpose special commissions are appointed by the Council, composed of the members of the council, officials employed in public administration bodies and external experts from individual departments.</p> <p>The special open competition commission shall determine which candidates satisfy the conditions required for the position and which of candidates are suitable for the position in view of their professional qualifications, and submit the list of suitable candidates to the functionary to whom the official in the position will be responsible. So, the selection from among the suitable candidates is performed by that functionary. The law also allows the possibility that none of the candidates is chosen for the post. In such a case, the functionary may request that the Council conduct the procedure again.</p> <p>With regard to selection procedures, attention should be drawn to the selection of officials for the highest posts that are conducted in compliance with the rules laid down by the Council of Officials. Special competition commissions, after being appointed by the Council of Officials for each case and on the basis of standards of professional qualification, select the candidates suitable for a specific post, and then the final selection by the officer proposing the competitions is made. In this case the standards represent the criteria serving as the basis for conducting the selection procedure and determining which candidates are suitable for a specific official post.</p>	<p>procedures is an urgent task; the goal is to achieve greater transparency, efficiency and effectiveness of HRM instruments, which is particularly of key importance during a period of aggravated financial and economic crisis.</p> <p>So, it is very important to have in mind in the development of top public managers:</p> <ol style="list-style-type: none"> 1) Develop strategies for knowledge management 2) Make the right investments – in people 3) Make managers manage – i.e. mantle their responsibility as employers 4) Increase flexibility <p>It is important to strengthen civil service leadership and its interface with ministers, motivate the workforce and equip it with the necessary skills and competences, through the development of a more coherent Human Resources strategy. It is also important building up consultation and communication so that strategy and policies are well anchored and owned by all the relevant actors.</p> <p>There appears to be a systemic culture of entitlement permeating the Slovenian central public administration. Slovenia needs to find other (non-financial) ways to better incentivise the central public administration to increase its performance, be accountable for its performance, and be more efficient and effective, overall.</p> <p>There are a number of non-monetary mechanisms to motivate a performance-oriented central public administration workforce, and it is important to develop the right mix of incentives to achieve a positive influence on employee motivation. Some of these non-monetary options include: inspirational leaders/managers – effective</p>
--	---

<p>The restrictions for Top managers (officials holding the positions of director-general, secretary-general, the principal of Body within Ministry, the principal of a Government Office, the principal of Administrative Unit and the director of municipal administration) are more rigorous. Top managers also may not perform any profitable activities with the exception of activities in the field of science, research, education, art, journalism and culture.</p> <p>Legal entities in which top managers or their lineal relatives or their collateral relatives three times removed, hold a share exceeding 20 percent, may not enter business relations with bodies in which top managers work. Contracts concluded contrary to this provision (Article 100 CSA) shall be null and void.</p> <p>The fact is that during the first year of coming to office, the functionary (minister or state secretary) or body competent for appointments may dismiss a top manager regardless of the provisions stated in the CSA acts in detriment of the SCS and may compromise the effectiveness of the program. There is the necessity of these CSA's provisions to assure the optimal working relations between the functionary and the acting manager, especial because of the necessary confidence between them. The one year period during which the top manager can be dismissed is the time to show the agreement or the unbridgeable distinctions between the vision of the future development or the methode to achieve the development of the particular body. The provisions of CSA which enable this kind of functionary's action are not used frequently, but to benefit the good functioning of the particular body. In the case of the top manager's dismissal he or she can hold a job within the public administration if he was a public servant before being nominated to the position, according to his education, expert knowledge and experience, or he is entitled to compensation for dismissal.</p>	<p>managers and leaders have the capacity to motivate their staff, even in difficult times.</p> <p>This is often a skill overlooked when considering staff motivation strategies. Slovenia is encouraged to develop a staff motivation strategy for the whole of the central public administration. This should include undertaking staff motivation surveys to inform strategy development. Managers do not all have skills, experience and incentive to conduct performance assessments. The training centre plays and active roll also on this area and will be also reinforced in the following months and will offer even more elaborated courses relating to performance assessment.</p> <p>So it is very important for manager to:</p> <ul style="list-style-type: none"> • Increased visibility of their role as employer and of their leadership and • Increased understanding of the connection between results and pay.
---	--

Training of civil servants revolves around the Administration Academy (Division for Training and proficiency Examinations in Administration), which is part of the Ministry of Justice and Public Administration (today is a body within the Directorate for public sector), created in 1997. This educational body is responsible for organising courses related to the training of civil servants. Courses in administrative procedures, health and safety, trainings for officials and trainings for Top Managers were the most important. In 2007, the Training Programme for Top Management was redesigned (compulsory 6-day programme) and in 2009 new Training Programmes for Inspectors and Middle Management were introduced (modular training programme for middle administrative management and inspectors). In the framework of the training all heads of offices and HR should participate at the training on performance assessment. The officials holding positions in public administration have to attend basic training activities during the first year after they being nominated to the position. After that, there are also further trainings according to the legislative novelties and new good practices. The external experts having the great deal of skills and experience in theoretical and practical field are invited to introduce their knowledge and experience, for example the University professors and acting managers from the private sector.

Modular training programmes for Public Sector managers include:

1. Training Programme for Top Management
2. Training Programme for Middle Management
3. Training Programme for Personnel Managers

Programmes objectives

To get familiar with, to develop and to implement:

1. modern concepts of leadership, management and team work (HR potentials, finances)

2. principles of strategic management and organizational learning
3. measures, methods and techniques for improvement of personal effectiveness

The Content of the Top Management Programme (modules)

Part 1: Compulsory

1. Organisational Behaviour and Leadership Theories
2. Ethics and Integrity
3. Quality Management
4. Public Finance Management
5. Good Practices and Career Development: cases from public and private sector (practicum)
6. Human Resource Management
7. Modern Methods and Techniques of Organization and Leadership

The content of the Top Management Programme (modules)

Part 2: Voluntary (a la carte)

1. Interpersonal Relations and Communication
2. Negotiation Techniques
3. Team-building and Team-work (High Ropes Course)
4. Mobbing
5. Presentation Skills
6. Business Protocol
7. Confident Business Image of Top Manager

Target group - Training for the positions of:

- Director General
- Secretary General
- Head of Independent Ministries Body
- Head of the Office of the Government

- Head of the Administrative Unit
- Extent: 35 academic hours

The content of the Middle Management Basic Programme (modules)

- Effective leadership
- Change management
- Professional ethic in public administration
- How to effectively work with people
- Modern methods and techniques of organisation and leadership
- Leadership and team development

The content of the Middle Management Optional Programme (modules)

- Mobbing
- Interpersonal relations and communication
- Motivation
- Project management
- Performance appraisal in Public Administration

Target group

Training for heads of:

- Sectors
- Units
- Departments
- Offices
- Cabinets

Extent: 42 academic hours

The content of the Personnel Management Programme (modules)

- Planning and development of human resources within Public Administration
- Entering procedures into employment of civil servants
- Organisation and jobs systematisation
- Salary system within Public Sector
- Labour law
- Communication skills for personnel officials
- Training, further education and scholarships for civil servants

Target group

- Managers and personnel experts within Public Administration personnel departments

Extent: 33 academic hours

Conclusions

Focus on:

1. best quality
2. advanced training methods
3. flexibility
4. comprehensive evaluation
5. dissemination of the programme
6. awareness rising

In the link it is possible to see the new standards of professional qualifications according to the categories of officials in the positions which have been adopted at the end of November 2010.

http://www.mpju.gov.si/fileadmin/mpju.gov.si/pageuploads/Uradniski_svjet/Standards.pdf

Training programme for senior management in Slovene public

administration

Training programme for senior management in Slovene public administration "Management in Public Administration" is a developmental programme tailored towards senior managerial staff in Slovenian public administration. The basic purpose of the programme is to provide the participants with the knowledge, skills and tools to pursue and implement the objectives of administrative management.

Article 81 of the Public Officials Act (Official Gazette of the Republic of Slovenia, no. 56/02 and subsequent amendments and supplements) lays down that, in addition to the conditions defined for the jobs of public officials, functional knowledge of administrative management of human resources and other specialist knowledge may constitute a condition for obtaining the position.

The fifth paragraph of Article 52 of the Decree on the Internal Organisation, Systematisation, Work Positions and Titles in Public Administration Bodies and Judicial Authorities (Official Gazette of the Republic of Slovenia, no. 58/03 and subsequent amendments and supplements) lays down that the positions of director general, general secretary, head of a body that is a constituent part of a ministry, head of a government office and head of an administrative unit require a command of functional knowledge of public administration management, and that officials holding these positions must acquire this knowledge within a government-approved programme no later than 15 months after being appointed to the position.

The programme focuses on the skills required for working with people, the acquisition of conceptual knowledge and problem-solving. It has been formulated to develop, upgrade and stimulate the knowledge of the participants and an understanding of key managerial issues,

particularly those related to the management and administration of human as well as financial resources.

The purpose of the programme is furthermore to enable individuals and the administrative organisation to acquire high-quality services through the appropriate management and administration of resources. This includes formulation of the role of senior administrative management, an assessment of management possibilities in administrative organisation, the recognition of impact mechanisms on organisational culture, and promotion of the responsibility of senior managerial staff for establishing and changing administrative organisation.

Special emphasis is placed on the acquisition of basic knowledge through a pro-active approach by managerial staff towards human resources, whereby the responsibility of management and their role as bearers of change is given particular emphasis.

The programme goals are to understand, analyse, critically assess and explain:

- the concepts of administration, management, development of management and administration skills, development of teams/groups, organisational development, organisational culture, strategic management;
- the purposes of developing management skills and their connection with administrative organisation strategy;
- the nature of strategic planning and organisational learning, and the influence of administrative culture on the efficiency of management and administration;
- interventions, methods and techniques suitable for improving their own efficiency and the efficiency of their colleagues.

The participants developed critical-analytical and conceptual skills, and

acquired knowledge and understanding that enables them not only to explain and assess the concepts and skills stated above but also to use them in practice.

In addition the participants are able to:

- determine and analyse connections between the vision, mission, goals and strategies of administrative organisation and personal management style;
- determine their role as managers of resources and define the related responsibilities;
- act upon and monitor developmental strategic plans while at the same time coordinating their own developmental needs with the needs of the organisation, in accordance with the vision, mission, goals and future requirements of administrative organisation;
- analyse approaches to management and human resource development, including the monitoring of the performance assessment system, education, training and advanced training requirements, employees' career development, etc.;
- provide the conditions for continuous personal development and development of employees and the administrative organisation.

SPAIN

Recently, on the occasion of a wide set of rules approved by the Spanish Government, the boundary conditions of the HR management in the Spanish Public Administration have changed quite a lot; it doesn't compare with the previous situation.

So, now there is a new regulation that sets up an "Austerity Measures Plan" fully affecting very important and delicate HR matters such as, among others, wage salaries, sick leave's regime, holidays and other leaves's regime, or the staff size.

All these matters make up the natural element where TE have to cope with their tasks; therefore, it's obvious that an important evolution of the role of TE leading a so changing organization is expected in Spain.

Legal changes happened so recently that, for the time being, may be it would be a bit too soon to answer so concrete questions like the ones on your templates.

SWEDEN

Generally there are two trends in Sweden:

- a) Management development programmes have come into place in larger agencies. The scope is to learn managers to manage better and more effectively by:
 - Develop their managerial skills from different angles.
 - Develop their consciousness of their task as managers from different angles.
- b) Management supply systems are increasingly used to attract/find and develop management talents inside or outside the organization.

Empowerment of managers is the single most important factor. I recommend not a quick fix but a long term strategy to identify and divide responsibilities between politicians and TPMs. These responsibilities should be discussed and set in legal terms, economical terms, political terms, and operational terms. In order to increase effectiveness Sweden has not chosen the pathway of lowering pay, but made structural changes to a large extent. Public enterprises were transformed into share holding (often publicly owned) corporations. One third of the remaining civil service was closed down during a ten year period. Professionalization and economic steering processes were part of the means of modernization. Continuous lack of money has been one of the strongest incitements for change during 20 years. Managers that are comfortable with lean processes and economic steering are recruited as the normal pattern in central government administration.

In order to succeed, such a process needs managers that manage, that feel and take responsibility for the operations but also for carrying out the policy of making more with less. It is among other things a process of making the organization more professional, leveraging up skills and competences and leaving the notion of sailing the boat (with the same crew) when it can be fully motorized (by less staff, more technology, slimmer processes etc).

The only way to make managers take their responsibility is to give it to them, and to demand results from that point. Having done this there is room for discussing how to develop the managers. There is little meaning in developing managers with strongly restricted mandates.

EUROPEAN COMMISSION

The European Commission has always attached great importance to training and development of its staff, including TPM. Over the last years, it has consolidated many initiatives and launched new ones to further develop this policy.

The reform of 2004 resulted in a clear policy relating to TPM; reviewed and updated on a regular basis in line with experience gained over the years, it caters for continuous development of TPM at every stage in their career. Although training and development in the European Commission does not explicitly distinguish between TPM and other staff, many initiatives have been designed more particularly for them.

Because of their role in the European Commission and the challenges they will (have to) face, their development is carefully followed up. Through specifically identified actions, looking more specifically to leadership and management skills, the Commission ensures a continuous development and support for its TPM.

For instance, to ensure the successful integration of TPM following the largest accession ever, the Commission had launched the Vision, Integration and Performance (VIP) programme for all new TPM coming from new member states. Focusing on the main skills required to adapt most efficiently and effectively to the new Commission environment, it offers participants a platform to successfully master the technical and leadership skills required in the present context.

A fellowship programme has been further developed allowing TPM to go on a fellowship for shorter or longer periods (up to 1 year) with top universities. These fellowships are a perfect occasion for TPM to deepen their knowledge using latest academic research and more practical developments in their field. It also ensures that key skills as being able to

The role of a TPM in the European Commission evolving constantly, the need to possess different skills and competencies becomes more apparent. For instance, present and upcoming challenges require TPM focusing more on leadership skills, being innovative and having strong communication skills. Change management, analytical and conceptualizing skills, strong negotiation capacities are likely to be on the list of top requirements along with the ability to be a highly knowledgeable and credible representative of the institution vis à vis our Member States as their views need to be integrated.

To ensure that TPM are correctly equipped to face these new challenges, development actions will have to be delivered at a time and in a way they are most cost effective. This means that traditional training and development actions will not always be the best solution. One of the options explored by the European Commission is individualising support to the specific situation of the TPM (see also above).

Incorporating this support in a programme with individual follow-up ensures that TPM will appropriate the development activities more easily. It will also allow for constant assessment and regular evaluation of the activities undertaken. Finally, incorporating these activities in a specific programme, allows for organizing more cost-effectiveness, both in the offer to participants as to the use of peer activities.

look for what is happening outside the European Commission are further developed. In addition, the European Commission sends its TPM to week-long seminars with recognized business schools to focus on skills required from today's managers.

At a different level, the European Commission offers pro-active support and training of TPM involved in management selection procedures (e.g. Rapporteurs for middle and senior management selection procedures). These actions allow for more professional selection procedures with a much stronger and specific focus on evaluating the required management skills. The European Commission also associates HR specialists at various stages of its selection process.

Also, the European Commission has designed a programme bringing together in individual and personalised development programmes, development actions open to TPM. Based on the principle of a development centers, TPM are offered the possibility a personalised development programme with individual follow-up. This budget-neutral programme is open to TPM at any moment in their career, although main entry points would be when taking up their duties as a TPM or in the case of mobility to another TPM function.

Annex 1

**Thematic Paper: “TOP EXECUTIVES
DEVELOPMENT” and
Template: Request for input by EUPAN
Members**

2 August, 2012

TOP EXECUTIVES DEVELOPMENT

What this paper is about

According to the MTP work programme, the Cyprus Presidency will continue the discussion under the theme of “Top Executives” (TEs) by focusing on the Development of Top Executives/Top Public Managers (TPMs) and exploring the current state of play, trends and challenges faced by public administrations as well as the possible next steps forward.

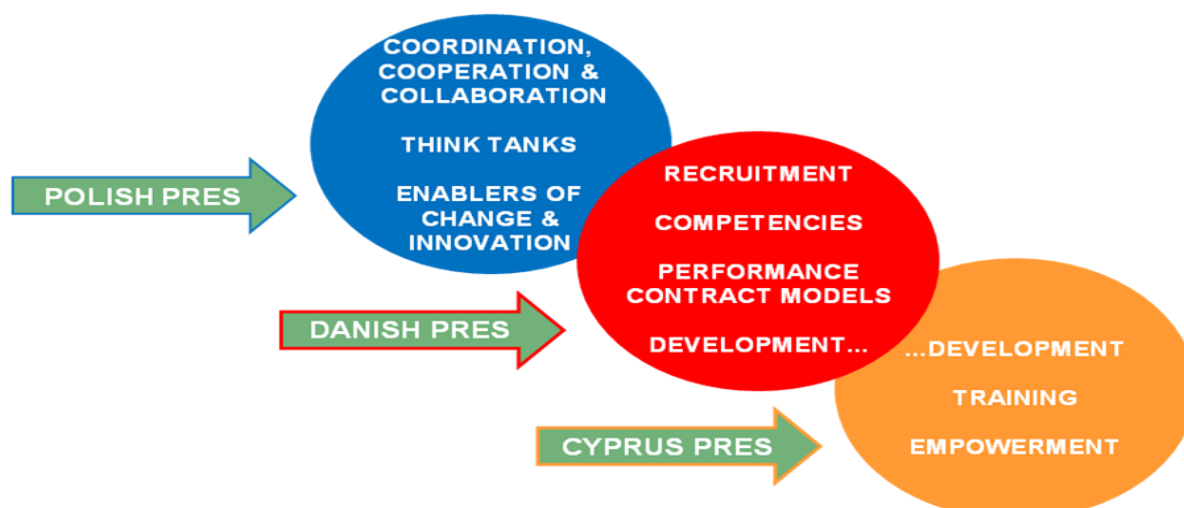
The purpose of this paper is to “set the scene” for the discussion on this topic and outline the work programme and methodology during the Cyprus Presidency. In addition, EUPAN members are kindly requested to provide input on some questions (by 12th September, 2012) to kick-off the discussion during the joint HRWG/IPSG meeting (please see p.3).

This paper is intended to be an evolving document, constantly updated by the work that will take place during the Cyprus Presidency, following the innovative idea and methodology introduced by the Danish Presidency in the thematic papers which were developed over their six-month term and provided a practical and valuable synthesis of the work and lessons learned within EUPAN.

Top Executives Development-Bridging with previous TRIO work

In accordance with the MTP, during the Polish and Danish Presidencies several interesting aspects under the theme of “Top Executives” were explored. The TRIO work on TEs is effectively bridging to the Cyprus Presidency’s agenda as reflected in the following diagram:

MTP – TRIO work on Top Executives



The work on TEs during the previous presidencies points to the conclusion that the focus on TPMs has an ever increasing relevance and significance. This is also substantiated by the exchange of experiences within EUPAN on other topics such as the impact of crisis on Human Resources, Reforms in Public Administration, Effectiveness of Good Governance and Ethics, Building a Positive Image of the Civil Service, etc.

The multidimensional challenges that administrations are faced with, are a constant reminder that leadership is a key factor in managing change. Also, within a changing environment TPMs are faced with new drivers and occurring trends, new complex roles as well as new /increased responsibilities, expectations and leadership challenges.

Focus of the Cyprus Presidency

Based on the above, the focus of our Presidency will be to explore, together with EUPAN members, what is being done and/or what can be done in the future by public administrations in the area of TPM Development in order to enhance the conditions, competencies and capacities of TPMs. Such development could be aimed at enabling and empowering TPMs to successfully navigate the crisis, to deal with the new circumstances and implement reforms and to perform efficiently and effectively, albeit with reduced resources. Development of TPMs can also maximize their leadership skills and their capacity for managing change.

At the same time, the crisis puts pressure on all expenses across public organizations and most likely it has taken its toll on development as well. Therefore, we would also like to explore the possible impact of the cost-cuts on TPM development and ways to move forward.

The starting point of the discussion on TPM development includes the following themes:

Themes to be explored

- Opportunities/support mechanisms provided by administrations to TPMs for empowering them and maximizing their skills, knowledge and effectiveness, especially in light of the current challenges (financial crisis, cost-cutting, reform agenda etc)
- State of play in targeted training and development activities for TPMs
- Identifying and developing managers
- Main aspects/methodology/skills/competencies of training programs targeted to TPMs
- Leadership Development/Change management programs
- Coaching and mentoring programs
- Innovative/ different practices on training and development
- Context of economic crisis/impact of cuts on development activities/ initiatives,
- Training and development needs assessment
- Effectiveness/evaluation of training and development activities

Within the context of the discussion, the following studies within EUPAN provide relevant and interesting insight and can be used as a reference:

- “Top Managers in Europe” (EIPA-French Presidency) which refers to Competencies, Leadership, Change Management and Training in the Senior Civil Service of EU member states.
- “Leadership Competencies for Change Management” (Slovenian Presidency) which captures the leadership competencies in Public Administration by developing a competency model for successful change management.

Main Terms Definition/Scope

Top Public Managers (TPMs)

According to EIPA’s study on Top Public Managers in Europe the common scope of Top Public Managers includes the levels of Directors-General, Directors and Heads of Departments. Within the context of this discussion the term may also include some lower levels so as to allow for an exploration of relevant management/leadership development programs.

Development

The scope of development contains a broad spectrum of activities aimed at empowering employees and building/enhancing their skills and competencies in order to, ultimately, achieve personal and organizational performance. The terms “development”, “training”, “learning” and “education” may often be used interchangeably. “Development”, however, is generally seen as the more encompassing term within the context of this discussion. Some common activities that can be deployed in development schemes include classroom training, interactive workshops, action learning for sharing knowledge, on the job learning, coaching, mentoring, etc.

Our Methodology

The aim of our Presidency is to engage in an exchange of knowledge and experiences jointly within HRWG and IPSG regarding the current state of play, the trends and challenges faced by administrations as well as the possible next steps forward with regards TE Development. Our methodology consists of the following:

1. Preparation prior to the joint HRWG/IPSG meeting - Request for input by EUPAN members

In order to kick-off the discussion and facilitate the sharing of valuable experiences amongst all EUPAN members, we kindly request your written input on two questions regarding the TPM development in your public administration, **using the template at the end of this paper, which will also be sent to you separately, in word format, as “Template-DEVELOPMENT OF TOP EXECUTIVES”, for electronic completion.** The purpose of these questions is to “take stock” on the current state-of-play across EU member states in the area Development of TPMs and to openly reflect on what could be the possible/necessary next steps in the area of TE Development in EU member states within a changing environment.

The topic will be dealt with jointly within the HRWG and the IPSG. Therefore, we kindly ask that you coordinate internally within your HRWG/IPSG delegations for preparing your reply and send it by **Wednesday, 12th September, 2012** to the email address **eupan@cy2012eu.gov.cy**.

2. Joint HRWG/IPSG meeting (15-16 October, 2012)

During the Joint Meeting of the HRWG/IPSG on 15th-16th October, 2012 in Limassol, a number of case presentations have been initially scheduled to provide a more detailed look on the various aspects/practices currently used regarding TPM Development. These include cases by the European Commission, Germany, Sweden, The Netherlands, Romania, Poland and Cyprus.

3. DG Meeting (5-6 December, 2012)

After the HRWG/IPSG meeting, this paper will be enriched with material based on the case presentations, input from EUPAN members, discussions and reflections that will take place and the next version will be sent to EUPAN members for their comments. The final draft will be presented to the DG meeting where the discussion on the topic will be further continued.

REQUEST FOR INPUT BY EUPAN MEMBERS

TEMPLATE - TOP EXECUTIVES DEVELOPMENT

Please use this template to answer the following questions regarding Top Managers' Development in the public administration of your country. Please use as much space as you wish.

COUNTRY:	
RESPONDENT NAME & Email:	
Member of HRWG or IPSP:	

Question 1 - "What's been happening"
<p>What has been happening during the past 3-5 years in the area of Top Public Managers (TPMs) Development your Public Administration?</p> <p><i>In answering the above question, you may reflect on (without being limited by) the following:</i></p> <ul style="list-style-type: none"> Latest trends/shifts in focus within Training and Development (T&D) activities New topics/competencies/skills addressed in T&D activities Financial and other challenges New development activities/opportunities offered to TPMs Innovative methods of T&D development Evaluation of T&D development activities
Question 2 - "What needs to happen"
<p>In your opinion, what needs to be done for taking forward the Development of Top Public Managers (TPMs) in light of the new challenges faced by public administrations?</p> <p><i>In answering the above question, you may reflect on (without being limited by) the following:</i></p> <ul style="list-style-type: none"> New areas of focus that should be addressed within TPM development Suggestions for overcoming barriers/challenges Improving the effectiveness of T&D development activities Alternative (cost-efficient) ways to empower/reinforce TPMs