Ministère de la Fonction publique et de la Réforme administrative

Centre de Recherche Public Henri Tudor

Development and promotion of a communication network between national schools and institutes of public administration

Organizing and supporting collaborative work

Luxembourg, June 2005

Survey for the 44th meeting of the Directors general responible for Public Administration of the EU member states

Summary

1. Introduction

Under the Irish Presidency, the conference of the directors of National Schools and Institutes of Public Administration held in April 2004 in Ashford Castle Cong, agreed on an '*Agenda for the Future*' defining among others three main areas on which the conference of the directors could focus in the near future:

- development of a common competence frame which could be used a priori as reference along which programmes could be build for a civil servant operating in Brussels

- development of an internet portal in order to promote and to ensure a better communication in the network of schools and institutes of public administration

- further development of the existing European exchange programme and completed with a blended learning programme for public and civil servants in the EU (ERT+)

The excellent work provided by the ROI during the Dutch Presidency allowed the conference of directors to progress very successfully in the definition of a common competence frame and in the identification of what a public leader needs to know, do and show to be effective in Brussels.

Another initiative that was taken up by the ROI was the development of a common internet portal as a platform to support communication between the schools and institutes.

In order to pursue the efforts undertaken by the Dutch Institute for Public Administration in that area and to follow the guidelines of the "Agenda for the Future", the Luxembourg National Institute of Public Administration (INAP), in close association with the Public Research Centre Henri Tudor (CRPHT), wanted to further support the intensification of communications between schools and training institutes of public administration.

The work described in this document started in January 2005. It is aiming at the *identification* of themes directors might be interested in, at *structuring* them, and at doing the groundwork in *supporting* the effective collaboration in the DSIPA group. It has been pursued during the meeting of 2nd and 3rd May, 2005, in Luxembourg.

It is not the purpose of this work to help in the choice of a particular (software) tool or framework for supporting the work of DSIPA, but rather to highlight important point that could be used as the foundation of a sound requirements set.

We describe below the methodology adopted by INAP and CRPHT, for the 3 issues mentioned above (identification, prioritisation and supporting), and highlight noteworthy results, remaining questions, and decisions to be made, eventually.

2. Themes identification

Preliminary work

The *Agenda of the Future* provided a broad outline for the current presidency that, along with the survey carried out by the ROI, identified many topics that would interest the DSIPA group.

Those topics cover namely stronger exchange of good practices, benchmarking, networking and exchange between experts and trainers, common curriculum development and development of innovative programs which could be shared on a common network basis

Follow-up

The INAP and CRPHT pursued the refining of themes that matter to DSIPA members by highlighting, in a questionnaire, practical topics for which small partnerships were set up informally, practices and habits that did or would facilitate the all-day life of the institutes.

The first part of the survey, carried out in February and March 2005, may be found in Annex 1 (page 10, Part I). It has been answered by 19 out of 26 organisations or institutions.

Survey results

A few new topics were proposed, either from organisations or institutions, covering. Some that gathered more interests from participants include

- The training of top level civil servants
- Training assessment
- The role of the schools and institutes of public administration in the evolution of the administration.
- Organisational topics as the legal status of the institutes, or the relation between the school and its head/owners.

The full list of themes highlighted by DSIPA members can be found in Annexe 2, page 21.

New topics, especially, need to be somehow detailed, for their authors/submitters to be able to depict their intentions, and for other DSIPA members to be able to state their interest in talking part in the discussion.

A collection of the particular discussions DISPA members proposed has been structured by the CRPHT in 14 general topics, it may be found in Annex 4, on page 23. This categorization of the discussions is however subjective, as it relies only upon the short answers gathered during the above enquiries. It should therefore not be considered as an absolute reference frame.

Workshop results

Some topics that might especially benefit from a more detailed description have been discussed during the workshop of 2-3rd May 2005, in Luxembourg. They include the

- training of top-level civil servants
- training assessment
- communication experiences, techniques and materials
- knowledge transfer
- impact of training in the everyday work

4 working groups, involving 5 to 12 DSIPA members formerly selected based upon the statements of interest they made during the survey, whenever possible were set-up to discuss the above topics.

The CRPHT provided a list of items that could potentially be included in such a general topic, as a collection of all DSIPA members' suggestions (see Annex 4), and proposed to each working group to refine and complete this list. The final list of discussions that should be handled if the DSIPA group chooses to cope with any of those topics is given in Annex 5, on page 29.

3. Themes structuring

Methodology

In order to get the big picture of the DSIPA members interested in discussing a particular topic, the INAP and CRPHT structured the themes proposed in section 2, and asked each member to state his personal interest in discussing this topic, as well as the level at which this person was willing to get involved in the discussion.

Ratings were proposed on a qualitative scale of 4 levels, to avoid the easier "50%" vote. A declaration of interest ranged between Very High – High – Low – Inexistent, while a wish of involvement was to be chosen amongst Lead – Active Member – Onlooker – not at all.

The complete list of questions regarding themes prioritisation can be found in Annex 1, Part III, on page 18. This part of the survey has been answered by 12 out of 26 organisations and institutions.

Results

The topics that gathered most of the interest, that is either the most high-ranked or the less low-ranked interest statements include

- training of top-level civil servants
- training assessment.
- the impact of training in the everyday work
- knowledge transfer
- educational experiences, techniques and materials.
- communication experiences, techniques and materials.
- the content of the training catalogue

A complete list of the results can be found in Annex 3, on page 22.

4. Collaborative work support

The CRPHT proposes a methodology that highlights the *needs in support* of a community (or people network), in order to help it working in a collaborative way. These needs can further be mapped onto requirements and functionalities provided by tools, whether software or not, as illustrated in the picture below.
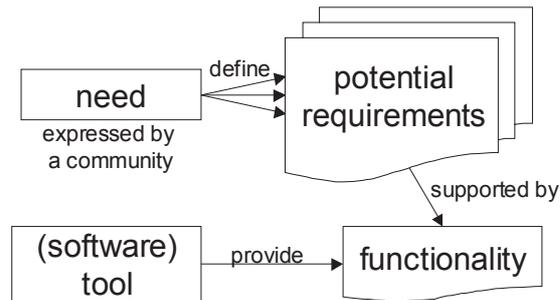
The next paragraphs will sketch the methodology, and the use of it that has been proposed to the DSIPA members during the meeting of May 2005, in Luxembourg. The very same practices can be used easily after the meeting, or in another context, in order to supporting other topics of the DSIPA groups, or even other communities.

Needs definition

At the heart of the *Community support methodology* is the identification of the main *needs* in supporting exchanges and communication among the community members.

A need arises when the community is willing to fulfil one (or more) of the following general aims. A selection is to be done among these needs, according to the aim and priority of the community.

1. Encourage **communication**, that is: enable members to argue and exchange objects related to the topics they are investigating by *delivering* information or permit access to it, by *structuring* the exchanges (speech-floor management, e.g.), and *situating* the underlying objects (documents, paragraph,…)

2. Facilitate **coordination**, that is: support the *planning* and the *negotiations* necessary for collaborative work. This need deeply relies on the knowledge of the roles and work of the community members.

3. Support community **consistency**, that is: permit members to *know each other*, mostly through the sharing of social or organisational information (role, expertise,…) or the set up of democratic work habits.

4. Promote **individual involvement**, that is: highlight the *personal work of each member*, and ensure its integrity.

5. Ease the **share of information**, that is: define and set up an infrastructure that provides a *communication framework* fitting the activities of the community, with regard to information highlight or access control.

6. Assist the **development** of the community, either in *growing* its membership, or its public, or in *widening* or *deepening* the covered topics.

Requirements selection

The 6 needs depicted above do express *potential requirements* in supporting the community. These requirements have been compiled by the CRPHT from miscellaneous academic and empiric works

For instance, the need for *supporting community consistency* is met when the group is allowed, among others, to

- share out social and organisational information
- give rhythm to its work
- assign particular activities to particular members
- capture and understand the context of a given activity to be done
- provide mechanisms that ease the reuse of former results in other community activities, or
- produce common documents in a collaborative way

A complete list of the requirements underlying each need is given in Annex 6, on page 31.

The set of needs expressed by a community (namely the DSIPA group) can therefore be mapped onto a set of potential requirements, which would be of great help in supporting its work. There might be interest in selecting, among this list, the requirements that suit the community, or at least evicting the ones that do not fit its context or structure.

Functionality mapping

Each of the requirement defined in the former section is supported by a set of functionalities, themselves provided by tools, as groupwares or organisation management techniques.

Examples of such functionalities, for the requirement expressed above to *assign particular activities to particular members*, include for instance
- workflow management system
- task list maintenance, or
- process modelling, managing and planning

These requirements (and bound functionalities) hence form a strong base for a sound requirement specification for a supporting tool.

Analysis of existing tools have been done, as the CIRCA web site, and will, together with the new website developed by ROI, provide a first overview of

the functionalities already available, and the ones that could be further developed or set up for supporting the community.

The choice or advocating for a particular framework or tool was not the purpose of this work and will, according to the *Agenda for the future*, be further investigated by the following presidency.

Results of the workshop

The step, describe above, of *needs definition* was proposed to the DSIPA group during the workshop of 2-3rd May, in Luxembourg when working groups (see page 5) were asked to identify the purpose of DSIPA coping with a topic.

For each of the above needs, practical questions were asked that intrinsically highlight the corresponding needs, those questions may be found in Annex 6, on page 31.

This stage of the community support methodology of the CRPHT has been resented as quite technical to DSIPA members, and not all working groups did succeed or found interest in this thinking. Nevertheless the overall feeling about the final purpose of the discussions in the DSIPA group, as described during this second phase of the workshop, highlighted the following needs as more important:

- *Encourage communication*, as a means for more efficient and interesting discussions amongst the members.
- *Protect individual property*, as a guarantee against jeopardizing contributions of other members.
- *Improve the sharing of information*, in support for a good communication. This share was generally expected rather as a result from the habit, than forethought as requiring a particular effort.

From this selection of a few needs, we may apply the community support methodology framework to derive a set of potential requirements, which might help the DSIPA group to reach its purpose. The most significant requirements are:
- easy manipulation of objects related to the current communication
- real time communication means
- deferred (asynchronous) communication means
- notification when a new element arises in the shared space
- mechanisms to preserve the integrity of individual work
- access to a common information/knowledge base
- means to adapt access rules to each resource, document, or circumstance.
- management of access conflicts to shared resources
- collaborative production means, involving many members to produce a common document
- means to allow members working on alternative versions of a document
- research means, on shared resources

These requirements do not form a closed set of necessities, but rather a possible path for supporting the group.

Organisational recommendations

While the material supporting of the work of DSIPA is of high importance, it should be stated other considerations have to be taken into account as well.

The set-up and use of collaboration infrastructures, as simple as a website used for publishing information, or as heavy as a collaborative production framework, requires maintenance and feeding efforts.

The initial thinking should be pursued as an effort to involve all community members, and growing a common sense of responsibility for the outcomes of the group. Working together, as is the purpose of collaborative work, might decouple the effects and benefits of the individual work, but only to the extent of the initial work being done.

Practical considerations, moreover, might have a great influence on the final form of the collaborative work, depending on the framework finally chosen to provide important functionalities. Some frameworks require heavy structuration efforts, involving an accurate nomenclature or complex formatting rules, while other don't. It is therefore impossible to state now practical recommendations to formalise the work, as such choice have not yet been made.

Some questions were asked during the workshop of 2-3rd May 2005 that closely relate to the points mentioned above, and should be answered by the DSIPA group:

- What is the role of the presidency (or the Troika)? As they may be the responsible(s) for taking up the required actions, or only for highlighting some relevant questions.
- What would be a relevant diffusion scheme? as of the personal responsibility of the document's author, of a possible selection board, or of a redaction board that would publish information in the name of the whole group.
- How is the maintenance of any framework foreseen? including the costs and the human implication.

5. Conclusion

This work structured topics relevant to the DSIPA group, and detailed some of them further by applying a methodology to derive their underlying needs for support.

The same technique can be used by DSIPA in order to investigate other topics, either proposed by this work, or that could appear in the future of the network.

Annex 1

Survey on collaborative work at DSIPA

Introduction

In order to pursue the efforts undertaken by the Dutch Institute for Public Administrations and to follow the guidelines of the "Agenda for the Future", the Luxembourg National Institute of Public Administration (INAP) in close association with the Henri Tudor Research Centre (CRP-HT) wants to further support the intensification of communications between schools and training institutes of public administration.

The present survey aims at gathering the views, opinions and ideas of the directors of National Schools and Institutes regarding to stronger exchange of good practices, bench-marking, networking and exchange between experts and trainers, common curriculum development and development of innovative programs which could be shared on a common network basis.

In the first part of the present survey you will first be asked to *identify themes* you or your colleagues might be interested in. The CRP Henri Tudor will then collect all your proposals and ask you to rate them with priorities. This second stage is planned within 2 weeks after the entering deadline of the present survey.

There is an obvious requirement in defining the *degree* of communication and collaboration you, as directors, would like to achieve. That is the target of the second part of this questionnaire. The effective support of this collaboration, through the web portal as well as the responsibilities for the further support of this emerging network will be discussed during the director's conference of May 2005 in Luxembourg.

Please enter below your coordinates:

Your Name:

Name of your organisation:

Country:

For further information in regard to the following survey feel free to contact Mr. **Bertrand Grégoire** from the Public Research Centre Henri Tudor: bertrand.gregoire@tudor.lu

Part I.: Themes identification

This survey of about 10 minutes aims at identifying topics of interest to the Directors working area.

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1. Please list below some practices or habits common at your school / institute you would consider as efficient, original or insufficient and which you might want to show up or get pieces of advice on (maximum 3)

cite some practice here

cite some practice here

cite some practice here

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2. Do you get frequently in touch with directors of other schools / institutes, even out of public administration, to discuss about training methods, management of the school or management of the trainings? If it is the case please describe the subjects you share upon (maximum 3).

cite some subject here

cite some subject here

cite some subject here

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3. The following topics are already discussed or known to interest some of the directors:
- educational experiences, techniques and materials.
- communication experiences, techniques and materials
- content of the training catalogue
- quality insurance
- knowledge transfer
- how to measure the impact of training in the everyday work
- widening of national training to international status
- transparency/publicity in the work of the schools
- the share of educational points of view
- the share of training program
- the levelling of national agents in order to reach European levelling
- how public administration schools may contribute to the implementation of the HR WG
- the integration of training materials and techniques in the Directors' WG networking tools

What other topics would you like to see discussed in the Directors' group, besides those? (maximum 3)

give some topic here

give some topic here

give some topic here

4. We might need to recontact you personally to get more details about the new topics you proposed, or to refine your point of view for the themes you would like to lead.
• Do you accept to be contacted directly by CRP Henri Tudor members regarding information you provided in this survey?

☐ Yes   ☐ No

• If Yes, please provide us with your favourite contact means (mail address or phone number, for instance)

provide your coordinates here

Thanks for answering this first series of questions related to the topics the directors' working area might want to further investigate.

Part II.: Collaborative work

This survey of about 20 minutes investigates your wishes and expectations regarding the degree of collaborative work you would you like to achieve in your group.

1. Besides the main expectations already formulated (good practices, networking,), what practical returns would you like to get from the implementation of common web site and a more collaborative work?
(maximum 3)

cite some return here

cite some return here

cite some return here

2. Does your current participation to the group fulfil the expectations you just mentioned ?

☐ Yes   ☐ No, or not fully.

please explain

3. Do you take part to the following discussions and, if so, please explain the 3 most important stakes of these.
- A methodological approach in the setting up of a training program that prepares national agents to fulfil their missions in European institutions.

☐ Yes, I take part to this discussion   ☐ No, I don't

If yes, cite here the main stake you feel in this discussion

another important stake

a third one, if applicable

- The intensification of training program exchange amongst schools and institutes, including training courses in foreign institutions.

☐ Yes, I take part to this discussion   ☐No, I don't

If yes, cite here the main stake you feel in this discussion

another important stake

a third one, if applicable

- How public administration schools and institutes do they take part in the evolution of the administration.

☐ Yes, I take part to this discussion   ☐ No, I don't

If yes, cite here the main stake you feel in this discussion

another important stake

a third one, if applicable

4. Do you think there is a *need* for inciting the other directors for them to take part actively to the discussions of the network?

    Incentives we might think of include a rating of the contributions interest, individuals feedback, the publication of individual competencies available in the group, or setting up participation indicators, among others. All these will be discussed later if a large interest is shown for them.

☐ Yes   ☐ No

5. Do you feel it is easy to get in touch with other directors in the current state of things?

    For instance
- Can you easily start a new discussion and find the people or organisations interested by this topic?

☐ Yes   ☐ No

- Are you often asked for help or pieces of advice from other directors?

☐ Yes   ☐ No

explain (eventually) how easy you can generally contact other members of the group

6. Do you own, in your school or institute, some particular competencies that might be useful to other members of the group?

☐ Yes, in this case please list them below (max 3)   ☐ No

some particular competence that might be useful to other members

some other competence, if applicable

7. Would you like to be able to call upon other members for particular competences? if yes please list them.

☐ Yes, in this case please list some below (max 3)   ☐ No

some particular competence you would like to be helped with

some other competence, if applicable

8. Would you to get help from the network of director in organizing specific activities?

☐ Yes, in this case please list some below (max 3)   ☐ No

some activity you would like to be helped for

some other activity, if applicable

9. Do you think it is important to develop a habit of sharing the information in your own school or institute in order to achieve efficient work in the director's group?

☐ Yes   ☐ No

10. Would you prefer ways of exchanging information that are rather formal or informal?

☐ Rather formal   ☐ Rather informal

- please explain the limits you would like to set:
  please explain briefly the limit that would suit you

- What is the habit in your own school or institute?

☐ Rather formal   ☐ Rather informal   ☐ As depicted above

11. Do you think that some cultural gaps might be an obstacle to an effective communication amongst the members of the group of directors?

☐ Yes   ☐ No, or not a important one

- if yes please explain to what extent, and if you think about any answer to such a problem feel free to sketch it as well.

the main obstacle you would consider, and answers you would eventually think of

12. Are you familiar with the following technologies:
- mail

  ☐ Yes   ☐ No

- subscribing to mailing lists

  ☐ Yes   ☐ No

- internet search engine

  ☐ Yes   ☐ No

- web forums

  ☐ Yes   ☐ No

- instant messaging (like MSN messenger, Yahoo! messenger, IRC or any other chat)

  ☐ Yes   ☐ No

- online surveys

  ☐ Yes   ☐ No

- online article editing on web sites (Content Management Systems)

  ☐ Yes   ☐ No

- news feeds (RSS)

  ☐ Yes   ☐ No

- office suites (as MSOffice: Word - Excel, OpenOffice.Org)

  ☐ Yes   ☐ No

13. What particular information/documents would you like to make available to the public and to the directors?

If this information is already available under a form that may be published (leaflet, report or web page, for instance) we may offer you to publish it to the website developed by the ROI, feel free to mail any such document to bertrand.gregoire@tudor.lu, with a short description.

Part III.: Theme prioritisation

The third part of this "collaborative work survey" aims at selecting some themes of interest to the DSIPA group, by identifying the members interested in discussing those themes, and their possible involvement in the discussion.

Education-related topics

1. Rate your interest for discussing educational experiences, techniques and materials

2. Rate your interest for discussing selection techniques

3. Rate your interest for discussing training of top-level civil servants

4. Rate your interest for discussing the content of the training catalogue

5. Rate your interest for discussing the integration of training materials and techniques in the Directors' WG networking tools

6. Rate your interest for discussing the impact of training in the everyday work

7. Rate your interest for discussing the widening of national training to international status.

8. Rate your interest for discussing training assessment.

9. Rate your interest for discussing training promotion

10. To what extent would you like to participate in the above discussions, regarding education topics.

11. Feel free to add a brief description of other topics related to the theme of education you would like to discuss in the DSIPA group, either below or in the comments of a particular discussion. This question is optional.

Communication- and transfer-related topics

1. Rate your interest for discussing communication experiences, techniques and materials.

2. Rate your interest for discussing knowledge transfer

3. Rate your interest for discussing the role of the schools and institutes of public administration in the evolution of the administration.

4. To what extent would you like to participate in the above discussions, regarding communication and transfer topics

5. Feel free to add a brief description of other topics related to the theme of communication and transfer you would like to discuss in the DSIPA group, either below or in the comments of a particular discussion. This question is optional.

Other topics

1. Rate your interest for discussing quality insurance.

2. To what extent would you like to participate in discussions regarding quality insurance?

3. Rate your interest for discussing the levelling of national agents in order to reach European levelling .

4. To what extent would you like to participate in discussions regarding the levelling of national agents in order to reach European levelling?

5. Rate your interest for discussing organisation -related topics

6. To what extent would you like to participate in discussions related to organisation?

7. Rate your interest for discussing funding issues.

8. To what extent would you like to participate in discussions related to funding issues?

9. Rate your interest for discussing topics related to human resource management.

10. To what extent would you like to participate in discussions related to human resource management?

11. Feel free to add a brief description of any other topics you would like to discuss in the DSIPA group, either below or in the comments of a particular discussion. This question is optional.

Miscellaneous details

1. Do you accept to be contacted directly by CRP Henri Tudor members regarding information you provided in this survey?

2. Please provide us with your favourite contact means (mail address or phone number, for instance)

Online survey

The open-source online survey system phpsurveyor was used in order to facilitate the answering and analysis of the results. A simple web-form was automatically provided to DSIPA members after their registration, as illustrate in the picture below. The results are then directly available in a processable form (e.g.: Excel sheet).

More information about the phpsurveyor system can be found at http://phpsurveyor.sourceforge.net/.

Annex 2

Complete list of themes and topics proposed by DSIPA Members

These topics were provided as answers to the Part I of the survey stated in Annexe 1, or identified in former work of the DSIPA group.

- communication experiences, techniques and materials.
- educational experiences, techniques and materials.
- funding issues.
- organisation -related topics
- quality insurance.
- *training assessment*
- selection techniques
- the content of the training catalogue
- *training of top-level civil servants*
- the impact of training in the everyday work
- the integration of training materials and techniques in the Directors' WG networking tools
- the levelling of national agents in order to reach European levelling
- knowledge transfer
- *the role of the schools and institutes of public administration in the evolution of the administration*
- the widening of national training to international status
- topics related to human resource management
- training promotion

"Training assessment", in particular, was dissociated from the more general "quality insurance" issue since many members had stated a particular interest in this matter.

The same distinction applies between the *training of top-level civil servants*, that could be seen as a particular topic of the *content catalogue* discussion, or the *role of the administration in the evolution of the administration*, that might be considered as a particular *knowledge transfer* discussion.

Annex 3

Interest statements

The topics proposed by DSIPA members, and the statements of interest for each of those that define an approximate priority notion.

Interest statements

Legend: inexistant, low, high, very high, priority
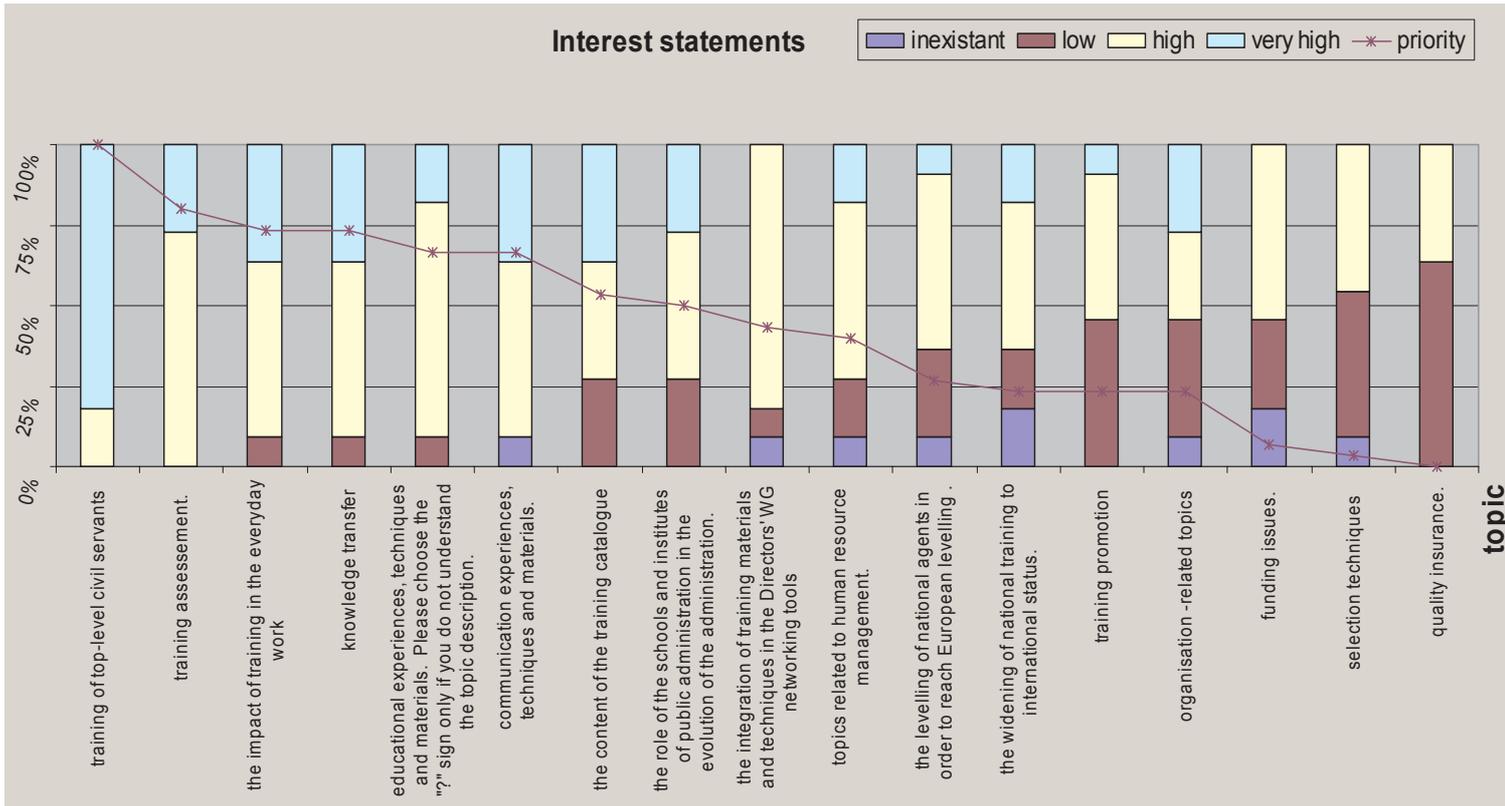
topic

Annex 4

Topics description from survey

The CRPHT has structured a collection of the particular discussions proposed by DISPA members during the survey conducted under Luxembourg's presidency. This categorization in 14 general topics is subjective, as it relies only upon the short answers gathered during the above enquiries. It should therefore not be considered as an absolute reference frame.

Some of the topics below have been discussed afterwards, during the workshop of the 2nd and 3rd May 2005, in Luxembourg. One should therefore rather refer to their more recent description in Annex 5, on page 29. Those topics include

- training of top-level civil servants
- training assessment
- communication experiences, techniques and materials
- knowledge transfer
- impact of training in the everyday work

training assessment

- best practices on evaluation of training outcomes
- Assessment of trainers
- Assessment on the impact of training
- Measuring effectiveness of training
- impact assessment of training
- Evaluation and measurement of training efficiency
- measure training efficiency
- Certification or accreditation of training programmes
- credible and useful measurements of evaluation process

training of top-level civil servants

- Training of top level senior civil servants
- leadership development for the top management tiers of our civil service
- comprehensive training path for mgrs
- management training of senior civil servants
- EU-oriented programmes for senior managers
- example programme for senior civil servants, ministries and political staff
- Co-developed management training for senior officials in the European Commission
- Development of point programs for senior executives
- Top public servants' training programmes

impact of training in the everyday work

- Commission-led initiative on developing training to help the EU respond to crises
- benchmarking impact of training in everyday work
- integrated use of new technologies in everyday work
- Support to public administration reform
- Closer links between schools and institutes of admin on one hand and administrative changes agents on the other hand
- the impact of training in supporting modernisation process in central government administrations
- information about different approaches to public administration reform

educational experiences, techniques and materials

- Blended learning and case-based learning
- implementation of an e-learning system
- bottom up appraising methods / feed back culture
- more effective training methodologies
- students workshops
- IPA's new Business Driven Action Learning training methodology
- key role of Institute in and efficient training and selection of servants
- implementation of a mentoring system
- team-based teaching – academics and practitioners in each team
- Efficient and original: Advanced training of senior executives with role-playing
- Selection of best practices in innovation for public administration
- integrated training knowledge and skills
- individual or group assignment for solving problems
- providing an organisation with full training program and solutions
- the share of educational points of view
- exploitation of e-learning
- Appropriate fields for e-learning
- training exchange through e-learning
- New training methodologies
- Training methods and programmes
- tools to reach interactive training
- Establishment of an e-learning environment (using either real time or off-line programmes
- Training of trainers to adopt new learning methods that make the educational experience more appealing and efficient.

communication experiences, techniques and materials

- job descriptions for senior civil servants on a competence base
- wide-ranging and well-functioning   network of experts
- client relationship management (how schools keep in close touch with their major clients in ministries and agencies on issues which affect the nature of the curriculum offered by the school)
- European qualification / intercultural communication
- Common Portal
- direct information on activities of other institutes
- to organize joint training seminars and exchange of civil servants
- develop joint training sessions with partners as well as bilateral programmes

human resource management

- comparative information about Human Resource Development/ Management practice
- HRM and organisational development

knowledge transfer

- International programmes and projects, related to the development of public administration skills
- Competencies
- Competencies Framework
- exchanges with overseas institutions
- share best practice and learn about other schools' experience in knowledge management and research, in particular, how these functions are used to support and enrich the curriculum of the schools
- the role of in-house - consultancy by the national training agencies in transform processes
- Exchange programmes
- Review on common competencies from ROI
- Training exchange
- Expansion of reciprocal training opportunities
- benchmarking on knowledge transfer
- develop training seminars in fields with insufficient knowledge and skills in some school
- access to selected training programs
- know some innovative ideas to develop training and transfer the know-how
- Brief overview of trainers, their experience and references
- Experience of using practitians/experts in training
- Organizing and storing information for dissemination

Quality insurance

- More information on Quality Marks in use in national schools
- Deeper and more detailed discussion on quality insurance issues
- Accreditation of MPAs
- benchmarking on quality insurance
- quality and format for training materials

organisation -related topics

- IPA's support programme for Accession Countries
- original Institute guidelines and organisation
- Transition to market oriented policy in the training institution
- rapid adaptation to change
- Legal status of Schools
- Co-operation with the ministry, organisational issues Management of the schools
- Joint bidding for consultancy projects
- Governance arrangements for the school – different models and practices in the relationship between the school and its "owners" management of the agendas of the Institutes
- learn how the Institutes works and managed

- Cooperation between partners and roof organisations (like associations or unions of various clients and target groups)
- Role and position of trainers and advisors and their fees
- Development in the training market

funding issues

- experience of managing the school as a self-financing entity in a competitive market for public service training
- effective integration of training programs financed by EU or other international funds to the national further training system for civil servants.
- improvement of resources of training activity, considering national funds and new EU funds
- Funding of existing and new programmes
- information on new opportunities for international cooperation (tenders opportunities)

training promotion

- Promoting the participation of civil servants in the training activities of the different schools and institutes, especially through e-learning.

selection techniques

- selection methods, diagnostic tests, assessment centres
- original and efficient procedure of qualification of training programs
- recruitment scheme for initial training program for post graduate students

content of the training catalogue

- Training in Anticorruption issues
- Development of training programmes for civil servants
- Training on EU issues, training of top-level managers and courses for the strengthening of institutional management
- a curriculum that blends academic excellence and experience
- needs analysis of development needs
- Training needs analyses
- Diploma-based training programmes
- original and efficient procedure of elaborating training programs
- efficient managerial training
- Expansion of the curriculum to include a wider range of topics
- training needs assessment
- Guide on detection of training needs
- Tools for identifying training priorities
- training needs and methods
- Training challenges in changing societies
- Using training to transmit a positive organisational culture
- Trans-national curriculum development

- training curriculum

levelling of national agents to reach a EU-level

- Training specific needs for public officials willing to work in European or international issues.
- Participation of INAP in European training projects for Spanish officials could be fostered
- European qualification / intercultural communication

Annex 5

Topics description from workshop

The list of discussions included in topics that have been discussed during the workshop of the 2nd and 3rd May 2005, in Luxembourg.

Knowledge transfer

- Program / training exchange
- Competencies exchange
    o Share THE best competence of each country (owner, partners, training material, activities, global training assessment)
- Other content to be defined (best practices?)
    o Promotion (marketing) driven
- public access to information

communication experiences, techniques and materials

- How qualification (and trainings) of civil servant might change in enlarged Europe, with a focus on some partnerships and small groups (bilateral, regional groups,…) rather than the whole Europe.
    o With regard to required competencies: Networking, Lobbying, Negotiation, Project management, Policy making, Evaluation
- Information type interesting for Schools
    o Common training methodology
    o Test material of one's own training with other schools (who agrees upon training sharing, e.g. intercultural management ?)
    o Discuss on training / competency…
- Two level of information share
    o Amongst directors (not critical)
    o Operational (core knowledge, critical, not shared besides partnership)
- Set-up information publication procedure
    o Closed community (non restricted)
    o Public diffusion (country laws/procedures)
- Joint sessions might be interesting (in the scope of a particular project)

impact of training in the everyday work

- benchmarking impact of training in everyday work
- integrated use of new technologies in everyday work
- Support to public administration reform
- Closer links between schools and institutes of admin on one hand and administrative changes agents on the other hand

- the impact of training in supporting modernisation process in central government administrations
- information about different approaches to public administration reform

Training assessment

- 3 assessment « fields »
  - Effective learning (examination)
    - Course quality, trainee active investment, trainer's ability
  - Effective use (organisation interest)
    - Training relevance
  - Effective added-value (circumstances dependant)
    - impact
- Investigate *design* of courses
  - Quality improvement, reengineering
- Measurement before-after training

Training of top-level civil servants

- Difficulty to address top managers
  - Lack of skilled trainers (meeting/group managers)
- Topics include leadership, adaptative management, modernisation, diversity (consequences)
- Means:
  - meetings between senior servants
  - Let them address their own problems
  - cheer the public sector
- Share competencies models for top management

Annex 6

Needs practical description

(related questions and requirements)

Each need defined in the *community support methodology* is a rather abstract concept that may be revealed through practical questions, from which some are stated below. Moreover, a need exposes a set of potential requirements that would, if met, help in fulfilling the expressed need. The most significant requirements are given below as well.

Encourage communication

Definition

Enable members to argue and exchange objects related to the topics they are investigating by delivering information or permit access to it, by structuring the exchanges (speech-floor management, e.g.), and situating the underlying objects (documents, paragraph…).

Related questions

Having habits of communicating is important, by means as newsletter, periodical meetings.

- The final purpose of the communication is:
    - to share information between two members, or
    - disseminate it from one member to the whole community
- The final purpose of the communication is
    - to harmonize the point of view of the members amongst the topic, that is use the same words to depict their respective situations, or
    - set up homogeneous practices in their own environments.
- The final purpose of the communication is to initiate some groundwork in a topic, in order to define norms or conventions shared amongst the participants.
- Physical meetings can be organized
- Help is required for
    - structuring the communication,
    - organizing the speech-floor,
    - providing brainstorming/brain-clashing assistance.

Related requirements

- real time communication means
- asynchronous/deferred communication means
- notification when a new element arises in the shared space
- easy manipulation of objects related to the current communication

- collaborative production means, involving many members to produce a common document
- different communication means
- communication record means
- direct reference means for objects related to the current communication
- structuration means for a communication amongst different actors
- informal communication means between members

Facilitate coordination

Definition

Support the planning and the negotiations necessary for collaborative work. This need deeply relies on the knowledge of the roles and work of the community members.

Related questions

- The composition of the groups varies (never /often /always).
- There are sub-topics to be treated in sub groups.
- A person might belong to (1 / some / all sub groups.)
- Some members will work together at the production of the same document.
- Answers to questions should be provided within a (VERY) short delay (i.e. real time)
- The purpose of the community requires the members to work interactively, synchronizing their respective efforts.

Related requirements

- means of knowing the activities assigned to each member
- process automation means
- help in taking decisions communally (survey, pool, vote…)
- means of undertaking or coming to a commitment with members
- different roles for a member in different activities
- structuration means that match the organisational structure of the activities of the community
- asynchronous/deferred communication means
- easy manipulation of objects related to the current communication
- collaborative production means, involving many members to produce a common document
- task allocation means to assign particular activities to particular members
- means to capture and understand the context of a given activity to be done
- means to give rhythm to the work of the community
- process representation means
- different interaction means
- transitions means among different interaction modes

Support community consistency

Definition

Permit members to know each other, mostly through the sharing of social or organisational information (role, expertise…) or the set up of democratic work habits.

Related questions

- The aim of the community is common to every member.
- The final purpose of the communication is to harmonize the point of view of the members amongst the topic, that is use the same words to depict their respective situations, set up homogeneous practices in their own environments.
- The final purpose of the communication is to initiate some groundwork in a topic, in order to define norms or conventions shared amongst the participants.
- Members should be allowed to discuss informally about the topics discussed in the community, even outside official meetings.
- The members do not have the same native language, or no common language.
- The composition of the groups varies never / often / always.

Related requirements

- diffusion means for sociological or organisational knowledge
- informal communication means between members
- means to capture and understand the context of a given activity to be done
- different interaction means
- transitions means among different interaction modes
- real time communication means
- notification when a new element arises in the shared space
- inside the community
- task allocation means to assign particular activities to particular members
- means of knowing the activities assigned to each member
- help in taking decisions communally (survey, pool, vote…)
- means of undertaking or coming to a commitment with members
- activities status and shared resources status
- mechanisms that ease the reuse of former results in other community activities
- mechanisms to preserve the integrity of individual work

Promote individual involvement

This particular need is often difficult to evaluate in the context of not-yet existing activities.

Definition

Highlight the personal work of each member, and ensure its integrity. Motivating the participants is part of this need.

Related questions

- Some members will work together at the production of the same document.

- Answers to questions should be provided within a short delay.
- Members should be allowed to discuss informally about the topics discussed in the community, even outside official meetings.

Related requirements
- means of extending the interaction modes
- means of integrating personal tools, ad-hoc tools, or business applications.
- mechanisms to preserve the integrity of individual work
- means of integrating non computer-aided activities

Ease the share of information

Definition
Define and set up an infrastructure that provides a communication framework fitting the activities of the community, with regard to information highlight and asynchronous communication means.

Related questions
- Some of the following elements are crucial when sharing information
  - tracability,
  - confidentiality,
  - ergonomics,
  - automation of some information processing,
  - information transfer delay,
  - notification upon interesting changes in the system (new information available, new member)).
  - The members will share documents
  - Some members will work together at the production of the same document.
- The purpose of the community requires the members to work interactively, synchronizing their respective efforts.
- The members do not have the same native language, or no common language.
- The members will meet in workshops, or topical meetings, and therefore information sharing means are required between the events of a same session.

Related requirements
- management of different versions of a shared document
- means of extending the interaction modes
- mechanisms to preserve the integrity of individual work
- access to a common information/knowledge base
- means to adapt access rules to each resource, document, or circumstance.
- management of access conflicts to shared resources
- means to merge alternative versions of a document

- research means, on shared resources
- collaborative production means, involving many members to produce a common document
- to prevent access to a shared document while it is edited
- means of integrating non computer-aided activities
- means for a member to work in a private space, asides from the community

Assist the development

Definition

Assist the community in growing its membership, or its public, or in widening or deepening the covered topics.

Related questions

- You want to increase the number of members.
- You want to go deeper in working out a topic.
- You want to discuss more topics.
- The final purpose of the communication is to initiate some groundwork in a topic, in order to define norms or conventions shared amongst the participants.

Related requirements

- diffusion in public, outside the community
- members repository means
- process automation means
- mechanisms that ease the reuse of former results in other community activities
- means of integrating personal tools, ad-hoc tools, or business applications.
- structuration means that match the organisational structure of the community
- means of organizing sub groups in the community
- persistent communication places, independent of the activities