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**Progress reports and approval of the United Nations Economic Commission for Europe
Statistical Programme 2013**

Report of the Workshop on Human Resources Management and Training in Statistical Offices

Note by the secretariat

Summary

The Conference of European Statisticians, at its sixtieth plenary session in June 2012, approved the activities undertaken under the United Nations Economic Commission for Europe Statistical Programme 2012 in its report, ECE/CES/83, paragraph 35, and endorsed the list of meetings planned to be organised from June 2012 to June 2013, as provided in document ECE/CES/2012/13/Add.1 This list included a Workshop on Human Resources Management and Training in Statistical Offices (5-7 September 2012, Budapest).

The present document is the report of that Workshop and is provided to inform the Conference of European Statisticians of the organization and outcomes of the workshop.

I. Introduction

1. The workshop on Human Resources Management and Training (HRMT) was held in Budapest, Hungary on 5-7 September 2012.
2. The workshop was attended by representatives from Albania, Australia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Denmark, Finland, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Korea (Republic of), Kyrgyzstan, Latvia, Lithuania, Luxembourg, Moldova, Montenegro, Netherlands, Norway, Poland, Russian Federation, Slovakia, Slovenia, Sweden, Tajikistan, the Former Yugoslav Republic of Macedonia, Turkey, Ukraine, United Kingdom and Uzbekistan. Representatives of the European Commission (Eurostat), European Free Trade Association (EFTA), International Monetary Fund (IMF), Interstate Statistical Committee of the Commonwealth of the Independent States (CISSTAT), the World Bank (WB) and the Statistical Office of Kosovo were also present. Nicole Njaa (HEADWAY AS) participated as invited guest speaker.
3. The workshop was chaired by Poland (session 1-5), Netherlands (session 6-9), The World Bank (session 10) and EFTA (session 11-12).

II. Agenda of the workshop

- Session 1: New statistical methods and techniques
- Session 2: Strategic Personnel Planning
- Session 3: Management Development
- Session 4: Recruitment and training of new staff members
- Session 5: Performance review and staff development
- Session 6: Knowledge management and training
- Session 7: E-learning and master in international statistics
- Session 8: Mobility
- Session 9: Work environment
- Session 10: The Virtual Statistical System presented by the World Bank
- Session 11: Group work
- Session 12: Future work

III. Summary of the Workshop and the main conclusions reached

4. Recommendations for future work are given in section IV below. An overview of the main issues discussed during the sessions and the conclusions reached are presented in the Annex.

IV. Recommended future work

5. The workshop on Human Resources Management and Training (HRMT) in September 2012 supported the following proposals for future work:

A. Compilation of good practices on HRMT in statistical offices

6. The workshop supported the production of a compilation of good practices in HRMT based on selected papers from 2006 (the HRMT seminar at the CES plenary session) and the following HRMT workshops in 2008 (Skopje), 2010 (Geneva) and 2012 (Budapest). The compilation is expected to include about 25 papers. The selected papers should be of general relevance and address current and future challenges in HRMT in statistical offices. Authors of the selected papers will be asked to review and update their papers where necessary. The selection of papers for the compilation will be made by the co-chairs, Netherlands and Poland, in cooperation with the Secretariat. The compilation should be finalised in March 2013 to be presented to the CES plenary session in June 2013.

B. Establishment of a steering group on HRMT to liaise with the HLG-BAS and prepare a workshop on HRMT and the modernisation of official statistics in 2014

7. The workshop supported that a steering group on HRMT should be established to liaise with the High-Level Group for Strategic Developments in Business Architecture in Statistics (HLG-BAS) and prepare a workshop on HRMT and the modernisation of official statistics in 2014. It was also felt that the steering group should be established as soon as possible to keep pace with the initiatives of the HLG-BAS. UNECE, in consultation with Netherlands and Poland was thus asked to prepare draft terms of reference for a steering group on HRMT to be presented to the Bureau meeting in November 2012.

Annex I

I. Summary of the presentations and discussions

A. Session 1. New statistical methods and techniques

Discussant: Gabriella Vukovich, Hungarian Central Statistical Office

1. Papers from the Statistical Office of the Republic of Slovenia and Statistics Netherlands were provided, together with a room document from Statistics Netherlands.

2. The main points made during the session were:

(a) The presentation of the Statistical Office of the Republic of Slovenia highlighted the challenges of statistical offices to follow-up on the vision and strategy of the HLG-BAS, and the particular role of HRMT in this process. The vision and the strategy of the HLG-BAS outlines a number of future challenges of official statistics and proposes strategic directions on how to deal with the modernisation of official statistics on a global level. National statistical offices (NSOs) need to adapt to the changing world with competing data providers, user demands for better and timelier statistics and services, and the need to streamline production processes.

(b) In their development of HRMT, statistical offices were advised to take the vision and strategy of the HLG-BAS into account and consider how HRMT can contribute to the modernisation of statistical offices. The main challenges include issues such as new skills required, recruitment of the right staff, development of competence profiles, training and change management.

(c) Support by top management is a key factor of leading changes. HRMT should be included in the strategic developments of statistical offices and play an active role in the modernisation of the statistical offices.

(d) The paper by Statistics Netherlands on Contemporary issues on HRM and Training in National Statistical Institutes provided a framework for assessing HRMT activities in statistical offices. It may be used to assess, for example, the development of HRMT activities according to their operational, tactical or strategic level.

B. Session 2: Strategic Personnel Planning

Discussant: Andy Roberts, UK Statistics Authority

3. Papers from the State Statistical Office of the Republic of Macedonia and Statistics Netherlands were presented.

4. The following points were raised in the discussion:

(a) The State Statistical Office of the Republic of Macedonia has implemented a Human Resources Development Policy which focuses on the development of human resources and implementation of in-house training programmes. It includes also a mentoring system based on experienced staff members of different departments of the statistical office. The task of motivating staff in the hard times of budget reductions was found to be a particularly important challenge.

(b) Statistics Netherlands in the period 2006-2012 has implemented a Strategic Personnel Planning project which covers issues such as effective recruitment and labour

market communication; enumeration of quality requirements and assessment of staff competencies; development and implementation of training policies; knowledge management; performance management; management development programme and career paths.

(c) It is useful to develop policy-based HRMT activities that support the strategic directions of the organization for which purpose the need of support from top management was stressed.

C. Session 3: Management Development

Discussant: Blagica Novkovska, State Statistical Office of the Republic of Macedonia

5. Papers from Statistics Sweden, the National Institute of Statistics of Italy (ISTAT) and the Australian Bureau of Statistics (ABS) were presented.

6. The following points were made during the session:

(a) Statistics Sweden has implemented the EFQM Excellence Model (formerly known as the European Foundation for Quality Management model). The EFQM is a comprehensive management and quality assessment framework used by more than 700 organisations in Europe. The model is used for (self) assessment based on eight fundamental concepts of excellence: Results orientation, customer focus, leadership and coherent action, management of processes and facts, people development and commitment, continuous learning, innovation and improvement, partnership development and social responsibility.

(b) For the development of change management Statistics Sweden has implemented the ADKAR (Awareness, Desire, Knowledge, Ability and Reinforcement) model. Statistics Sweden has also developed formal and systematic procedures for identification and training of persons for leadership.

(c) ISTAT has conducted a risk management survey which identified both external and internal risk factors to the operational processes, including regulatory compliance, organizational issues, technology and ICT, integrity and ethical behaviour and decision making processes. It was found that there is no possibility to eliminate risk completely, so a key success factor is the ability to transform risks into opportunities. The motivation of staff and managers who perform in environments which involve risks is a particular challenge for statistical offices. It is also expected from managers that they are innovative, while this is difficult to measure and evaluate. Innovation, nevertheless, should be a strong part of the organizational culture in the NSO.

(d) ABS, over the last years, has put focus on developing leadership and management capability. ABS expects leaders to have capability in both technical and people management. To ensure this, ABS offers tailored development opportunities to selected employees. The ABS Leadership and Management Charter articulates the organisational strategy in relation to leadership and management development. The ABS Leadership Attributes are a central component of the charter and guide leadership and management development initiatives.

(e) ABS has developed a Senior Executive Program to fill a skills development gap for directors. The critical skills required were: Thinking strategically and being innovative, achieving results with and through others, building capability of others, influencing upwards and engaging appropriately with stakeholders and clients.

(f) The implementation of a suitable management and/or quality assessment framework was recommended as useful for the development of the statistical office.

(g) Management and leadership should be holistic, encompassing both people and technology. Soft and managerial skills are crucial in the development of a satisfying work environment. Management also needs to adopt new tools, skills and competences – for example how to communicate with people who are in home-based positions (i.e. teleworking).

D. Session 4: Recruitment and training of new staff members

Discussant: Tine Stets, Statistics Denmark

7. Papers from the United Kingdom Statistics Authority, the Australian Bureau of Statistics (ABS) and Eurostat were presented.

8. The main points of the discussion were:

(a) NSOs tend to face common challenges connected with attracting qualified staff, such as reduced bases of applicants (especially for statistical experts) and new competencies needed to support changes in the statistical production and services.

(b) The attraction of the group of young people, the “digital generation” or “generation Y”, is particularly important – and difficult – in many countries. The young generation tends to pick up experiences from different environments and derives strength from this experience and is more sophisticated in using social networks and new technologies. Statistical offices should consider how to utilize such competencies. There is a strong need to create stimulating, flexible and innovating working environment to attract the new generation. It will also be necessary for NSOs to consider their “branding” and reputation in the public as this is influencing the possibility to attract better candidates.

(c) Eurostat presented its Induction Programme for newcomers in Eurostat – a career development and forward planning project. Lessons learned included: It is important with on-going evaluation of the programme; the programme should be open to changes and fine tuning; offer appropriate learning and development actions; have open communication and effective career discussions. It was also found useful to provide a mentor for new recruits and create an informal junior network.

(d) ABS presented its Graduate Development Program and Graduate Leadership Program. The aims of the Graduate Development Program are to build rapidly professional capacity and workplace capability; familiarise graduates with ABS structure and culture; enhance statistical capability; and articulate graduate roles and responsibilities. The programme has proved efficient and received very positive evaluations by the graduates.

(e) The aims of the Graduate Leadership Program are to provide future leaders with opportunities to grow their careers within the ABS; expose them to a wide range of experiences across the office and use them to find solutions to real ABS issues; allow the ABS to respond to workforce challenges facing the wider public service sector of Australia and starting succession planning at entry level; and to strategically position the ABS for future sustainability. The rotations of programme participants across corporate areas of ABS were very valuable and widened participants’ understanding of ABS and supported the building of internal networks.

E. Session 5: Performance review and staff development

Chair: Central Statistical Office of Poland

Discussant: Antonio Ottaiano, National Institute of Statistics of Italy

9. Papers from National Statistical Committee of Belarus, Federal Statistical Office of Germany and Statistics Finland were presented.

10. The following issues were raised in the discussion:

(a) The National Statistical Committee of Belarus (Belstat) in 2012 carried out a staff survey covering work satisfaction, work environment, the image of Belstat, and change of working place. On basis of the survey the main suggestions were to organise training in the most in-demand areas identified through a staff survey; continue to improve the system of staff motivation paying special attention to moral and financial incentives; and to make wider use of team work. The importance of ensuring anonymity in staff surveys was underlined.

(b) Destatis in 2011/2012 conducted an Upward feedback survey “Seeing Leadership Behaviour through the Employees’ Glasses”. The aim was to provide a formalized opportunity to employees and superiors to address issues of cooperation. Employees had the opportunity to communicate their individual perceptions, while superiors received information that could help to evaluate their leadership and address changes in a systematic way. Lessons learned included: External assistance is advised for the first round of such surveys; the survey requires careful preparation; questionnaires and evaluation tools should not be bought ready-made; transparency and careful information is important, including implementation of comprehensive data protection measures to guarantee confidentiality and avoid disclosures; follow-up measures are important and needed to create credibility among staff; careful evaluation is necessary to be taken into account for the improvement of possible future surveys.

(c) Statistics Finland presented their programme for recruiting and retaining qualified staff. The aims of the programme are to identify and anticipate changes in competence needs; ensure sufficient core competencies; correctly direct competence to the core processes and their supporting activities; and enhance the capacity of personnel to cope with challenges of work. As part of the programme Statistics Finland employed two new tools: group recruiting of experts and career planning. Group recruiting has helped to emphasize competence needs of the entire organization and proved efficient in terms of time and cost of recruiting. Career planning helps to identify changes in the competence needs and enables directing existing competences to the right place as well as sharing competences. Career planning is also a part of the job orientation of new recruits during which they learn about statistics production and tools.

F. Session 6: Knowledge management and training

Discussant: Marleen Verbruggen, Statistics Netherlands

11. Papers from the Statistical Office of the Slovak Republic, Eurostat, the Hungarian Central Statistical Office and Statistics Lithuania were presented. Room documents from the Federal State Statistics Service of the Russian Federation (Rosstat) and the Interstate Statistical Committee of the Commonwealth of Independent States (CIS-STAT) were also presented.

(a) The Statistical Office of Slovakia presented its experiences with implementing a knowledge management system. The system has involved: values of the statistical office; customer satisfaction; internal work processes and knowledge systems. The training programme is organised in three groups: training of newcomers, training for further development in methodology and training of others. Both formal and informal instruments are used for the training to complement each other. Competences are identified by employee surveys the results of which are used to form the training programme.

(b) The distinction of explicit and tacit knowledge as well of formal and informal learning, and how to combine these was raised as an important area where more work and exchange of experience is called for. It was also mentioned that while nearly all statistical offices developed their own statistical training curriculum, exchange of experience and cooperation (e.g. by exchanging training curricula or course materials) should be pursued. As an example of this different training curricula and materials are available from Statistics Netherlands and Eurostat that could be shared, such as ESTP courses, the ESS-net on R/D and the Nordic cooperation. It would be useful if such material could be made more easily accessible.

(c) Eurostat presented its experiences with developing training activities based on social learning theory, in contrast to “traditional” learning based on instruction and lecturing. Traditional learning tends to assume that for each unit of teaching there is one unit of learning, and disregards instinctive and informal learning. According to social learning theory, people learn mainly from each other. Therefore, the environment is important, cognitive modelling techniques may be applied through observational learning. Self-efficacy, self-awareness and self-esteem play an integral part of learning.

(d) The Hungarian Central Statistical Office presented its HRM programme that was initiated to support the 2010 census round. The main challenges were to recruit and train staff and ensure standardised processes and data quality. The office has employed e-learning for training at home with self-assessment, in combination with classroom training and fieldwork performance. One lesson learned was that e-learning is not equally efficient in all cases or for all groups of persons, and that differences between groups should be taken into account when developing e-learning programmes.

(e) Statistics Lithuania presented its training system, which included training for newcomers, internal and external courses, training in the workplace, coaching, good practice training, rotation and personal development (self-training, reading, Internet). The statistical office has used a “training cycle consisting of identification of training needs (mainly through survey to both employees and supervisors), preparation of training plans, selection of participants for training, and evaluation.

(f) A number of questions for future considerations were raised: What are the cost/benefits of training, and how could this be measured? What are the strengths and weaknesses of traditional training and e-learning, respectively? How do we define the training needs of the institution and its individuals? What training will be needed to support the modernisation of statistical production and services? What skills are needed for the trainers? What are the experiences with informal training?

G. Session 7: E-learning and master in international statistics

Discussant: Chris Libreri, Australian Bureau of Statistics

12. Papers from Statistics Korea, the Central Statistical Office of Poland, Eurostat and the National Institute of Statistics of Italy together with University of Pisa were presented.

13. The main issues raised during the session were:

(a) Statistics Korea presented its experiences using electronic means in training, which included e-learning (by computers), m-learning (by PDAs), smart-learning (by smartphones) and u-learning (ubiquitous learning). A Strength, Weakness, Opportunity and Threat (SWOT) analysis of e-learning showed the results in Table 1.

Table 1.

Strength, Weakness, Opportunity and Threat (SWOT) analysis of e-learning

Strength <ul style="list-style-type: none"> • Low learning cost • Learner-driven learning • Accessibility • Easy learning management • Just in time • Good for shy learner 	Weakness <ul style="list-style-type: none"> • Limited Interaction • Difficulty in developing content • Difficulty in evaluation • Limitation of technology • Effective to limited areas • Less effective in learning
Opportunity <ul style="list-style-type: none"> • To secure many customers • Provision of diverse learning opportunities using different ICT • Sharing information and resources with other institutions 	Threat <ul style="list-style-type: none"> • Cost to develop system: Server, LMS, Contents • Difficulty of Standardization due to changes in ICT environment; diffusion of new digital devices

(b) Based on training activities in 2011 the cost per trainee of traditional, classroom training was found to be almost ten times that of e-learning. On the other hand, satisfaction was higher for traditional training than for e-learning. It was concluded that e-learning is successful with motivated trainees and that it can be individualized to meet specific needs. In combination with traditional training, e-learning can help to reduce costs and increase quality and efficiency of training activities.

(c) The Central Statistical Office of Poland presented the M-learning (Mobil-learning) courses used for the national population and housing census 2011. The system was designed to allow for the creation, sharing and conducting of courses for enumerators and leaders with the aim to enable independent updating of skills to those involved in the census work. The system included a variety of tests, quizzes and training materials. Looking forward, the perspective would be to be able to offer access to (more) training materials in any place and at any time.

(d) Eurostat presented its work on a European master in official statistics (EMOS). The main goal of the project is to establish a quality label for university "European Official Statistics" programmes that meet agreed standards in education. University programmes that are benchmarked to these standards become members of the European Official Statistics network. The objectives of the programme includes: Establishing a network of EMOS course providers; enhancing the European culture and knowledge in official statistics; creating a repository of young statisticians with sound knowledge in statistics; improving cooperation between universities and NSOs; and creating a platform for NSO staff members training in Universities and students in NSOs. Currently, the plans are to have an international workshop in 2013, to have the first edition of EMOS in 2014 and a first generation of graduates of a European Master in Official Statistics in 2016. Threats are also identified and include whether there will be sufficient interest of Universities and NSOs, the need for permanent funding, and integration of EMOS, internal training inside the NSOs and the ESTP.

(e) ISTAT gave a presentation of its perspective on the EMOS project. EMOS offers an opportunity to integrate and maximise the benefit from collaborative work. It should meet the needs for training on statistical tools to improve data production and analysis, estimation techniques, innovation in sampling, integration of data sources, exploitation of big databases, etc. It should also provide training in new technologies such as using the web for dissemination and data capturing, and soft skills, including, management techniques, interacting with users, communicating data to the users, etc.

(f) Exchange of experiences with e-learning would be useful and could lead to savings as most agencies are developing e-learning in-house at great cost. This could also include work on learning curriculum and delivery modes as there is high correlation already in the sorts of things NSOs are demanding.

H. Session 8: Mobility

Discussant: Jan Byfuglien, Statistics Norway

14. Papers from the Central Statistical Office of Poland (CSO), Statistics Netherlands and the United Kingdom Office for National Statistics were presented.

15. The following main points were raised:

(a) The CSO of Poland presented their experiences on mobility. Increased mobility was found to be useful in terms of cost efficiency, motivating employees, ensuring transfer of knowledge and the institutional memory (capital of knowledge), increasing return on investment in training, improving sustainability and robustness, building a corporate culture and making efficient use of resources. Mobility is also positive for the employee: It helps in maintaining a challenging working environment and increases competences and “market value” (employability).

(b) Statistics Netherlands presented their programme on mobility and knowledge sharing. The programme has its background in the trends to reduce administrative burden, the need for rapid and easy accessible information, the importance of mobile devices and social media, and budget cuts. The programme included a number of interesting initiatives: Innovation lab (elaborating ideas, brainstorming, workshops, open IT-environment, communication facilities); informal learning networks and measures for temporary change of jobs. Benefits included knowledge sharing, increased efficiency, improved quality and state-of-the-art solutions. It also decreased dependency on individual experts.

(c) The United Kingdom presented the mobility scheme in the United Kingdom Government Statistical Service. Benefits included: different experiences; developing networks of contacts; better understanding of the wider context; flexibility; data sources and statistical techniques; and evidence of promotion. Challenges/obstacles are: Steep learning curve if one is new to a department (new IT systems, different terminology); if one moves too quickly, there is no time to build up in-depth knowledge; and job holders and managers may have different expectations. Lessons learned was that it is up to individual employees to be pro-active in mobility, and more should be done in developing a culture of mobility in the NSO (networking events, seminars, secondments, providing advice and support, setting clear expectations and sharing experiences).

(d) Some issues and questions were raised: Legal and institutional set-ups are different between countries and provide different conditions for NSOs; should an informal and interactive approach be preferred to a systematic approach? Can too high mobility decrease in-depth competences? How to balance the needs of the individual and the organization?

I. Session 9: Work environment

Discussant: Eva Laczka, Hungarian Central Statistical Office

16. Papers from Statistics Norway and the Hungarian Central Statistical Office were presented. A room document from the National Institute of Statistics, Geography and Informatics of Mexico (INEGI) was also available.

17. The main issues of the discussion were:

(a) Statistics Norway presented its experiences in improving HR management by using LEAN. The purpose was to increase efficiency of different operations and of the responsiveness in relation to the needs of the organisation and its partners, and improve internal and external communication. LEAN provides principles, approaches and tools to support sustainable and continuous improvement and is based on five principles:

- Customer value
 - What creates value for your customer?
- Value stream – avoid waste
 - Identify the activities that create waste
- Flow
 - Create flows that runs as smoothly as possible – few stops
- According to needs
 - Actions/flows are created based on the needs of the customers (external and internal)
- Continuous improvement
 - Create a culture where all contributes to continuous improvement
 - Continuous improvement to be systematised

(b) The results on the improvement of certain HR areas like recruitment or training course management in Statistics Norway have been very promising. In the implementation, Statistics Norway has applied a bottom-up approach; it is feasible to start the implementation “by yourself” - LEAN is based on some simple and easily understandable principles that can give quick results. Implement first LEAN in the HR department and then spread it wider in the organization. It is indispensable to have the support of management and the understanding of employees regarding LEAN implementation and philosophy. Implementation of LEAN requires openness, creativity and willingness to change among participants.

(c) The Hungarian Central Statistical Office presented their experiences with employment of persons with reduced work capacity for the Hungarian Census Call Center. HR divisions should take this responsibility seriously and try to make progress in this field. There are several challenges for the future like the development of a more comfortable, more accessible work environment with a culture of openness in statistical offices, or the search for those positions, where employment of people with reduced work capacity would be possible. Experiences of the Census Call Centre in Hungary may serve as a good basis for development in the future.

J. Session 10: The Virtual Statistical System presented by the World Bank

18. The World Bank provided a presentation of the Virtual Statistical System (VSS) (www.virtualstatisticalsystem.org) with access to statistical information that is considered essential for developing countries. The VSS consists of three main components: Knowledge base, e-learning and knowledge exchange. The system is still under development.

19. In the discussion the following questions were raised: What topics could the VSS best support for training? How to establish cooperation with regional training institutes? What incentives could be helpful for countries (e.g. funding for translation)?

K. Session 11: Group work

Moderator: Nicole Njaa, Norway

20. The NSOs represented at the workshop are facing the challenges of modernisation of official statistics and the strategic changes as described by the HLG-BAS. To meet these challenges a proactive and strategic HR-role was recommended. Important steps in the change process are:

- Communicating the need for change;
- Working towards a shared vision;
- Ensuring resources and capacity for the change process;
- Taking the first steps into the direction of the shared vision.

21. During the session participants explored the HRMT implications of the strategic vision for statistical offices and identified core HRMT-areas in this respect. The main issues and conclusions of the discussion are summarised below.

1. HRMT's perception of main trends and changes for statistical offices in own country/region within the next 5 years

(a) The topics identified by the 10 regional/country groups reflect to a large degree themes from the HLG-BAS strategy presentation: Focusing on users' needs, increasing competition from the private sector and the need for working more effectively. In particular staff challenges were highlighted: transition from production to knowledge workers, aging workforce and the necessity of statistical education. In addition, the participants pronounced their countries' different statuses with regards to economic funding – from keeping the status quo to severe downsizing.

(b) The strongest impact on HRMT from these trends result from new requirements towards employees, the need for development of skills and the change of behavior and attitudes.

2. In what way can HRMT contribute and which areas will become even more important?

(a) HR needs to become a partner in core business and play a strategic role. The main focus of HR management will be to drive the change management process.

(b) The areas that will grow in importance were identified as:

- (i) motivation;

- (ii) change management;
- (iii) mobility;
- (iv) knowledge management;
- (v) attracting and retaining people;
- (vi) skills development.

(c) Very few areas could be identified as becoming less important, amongst them were administrative tasks (need to be performed more effectively, paperless) and formal procedures (less rules, less formal training).

22. For each of the identified core HRMT areas the strategic relevance and contribution was highlighted, and it was described how the area needed to develop to contribute in the best way. Drivers and barriers were identified.

(i) *Motivation*

23. Motivation was described as the “engine for change”. It will be necessary to look at new ways to motivate – mainly by supportive leadership, flexibility and additional benefits. To make this happen, a whole range of tools need to be employed – mainly communication, surveys and teambuilding. The lack of the possibility to provide incentives was seen as a major challenge.

(ii) *Change Management*

24. Change Management was considered as very relevant and a basis for a successful strategy of modernising statistics. Contributions are wide in scope – from focus and leadership to efficiency and engagement. It was recognized that this requires time and focus and that HRM needs to act as a partner to business. Top management commitment and assessments are positive drivers, whilst lack of skills or lacking access of HRM to top management were seen as barriers.

(iii) *Mobility*

25. Mobility supports the strategy because it ensures the flexibility of personnel. This is an important prerequisite to react to a changing environment and supports better problem solving. To improve mobility, top management commitment and less bureaucracy is required in addition to increased responsibility of each employee. Increasing mobility requires a clear strategy and rewards. Increased work load and cultural opposition are possible barriers.

(iv) *Knowledge Management*

26. Knowledge as a key success factor demands management. The objective is to ensure that knowledge is distributed at the right place, at the right moment to the right people. This requires exchange of knowledge, training, and internal mobility. Activities towards this goal are flexible and low cost mapping and monitoring of competencies, and the cooperation and exchange of knowledge. Lack of motivation, communication and resources were identified as barriers.

(v) *Attracting and retaining people*

27. Attracting and retaining people were identified as a key success factor. To achieve this “an attractive package” needs to be created, including positive work place atmosphere, flexible working time, quality training, diversity, etc. The organisation needs to commit fully to make this happen – top management support, open communication, and

incorporation in policies and appraisal systems. Most important barrier is the competition with other government institutions and the private sector.

(vi) *Skills development*

28. The relevance of this area was explained by an increasing gap between existing competences and skills and those competences and skills that are required to meet future challenges and ensure a successful modernisation of official statistics. A framework of skills/capabilities starts with a gap analysis and a description of how to close the gap. Internships and new alliances were also mentioned. Lack of resources is seen as a major barrier.

Session 12: Future work

Moderator: Gabriel Gamez, United Nations Economic Commission for Europe (UNECE)

29. The session consisted of a discussion with the following panel members and participants: Anna Borowaska (Poland), Carina Fransen and Wouter Jan van Muiswinkel (Netherlands), Nicole Njaa (Norway), Eva Zita Laczka (Hungary) and Carsten Boldsen (UNECE). The outcome of the discussion is summarised under point IV of the report, recommended future work.
