2022 Survey on Public Service Leadership and Capability in Central/Federal Governments
Module 4: Mobility

Public Service Leadership Capability recommendation and survey

Thank you for answering the **Module 4: Mobility** of the 2022 **Survey on Public Service Leadership and Capability** in Central/Federal Governments. This survey will help collect data to develop internationally comparable indicators around the recommendation of the same name.

*T*his module is based on the Principle 12 of the OECD recommendation on Public Service Leadership and Capability:

> Principle 12. *Setting the necessary conditions for internal and external workforce mobility and adaptability to match skills with demand, in particular through:*
>
> a. *Establishing common frameworks and/or vocabulary to identify transversal job requirements and competencies (for example, through common competency frameworks and/or standardised job profiles);*
> b. *Enabling and encouraging short- and medium-term assignments within and outside of the public sector, while ensuring conflicts of interest are avoided, in order to encourage learning and exchange of information or to occasionally meet short-term labour demands,*
> c. *Valuing mobility as an asset for merit-based and transparent job promotion; and*
> d. *Making available adaptable and remote working options where possible and suited to the needs of the organisation, in order to enhance productivity.*

Terms with a * symbol attached are defined in the glossary. This survey is to be answered on LimeSurvey exclusively.

All the questions are compulsory except the “comments” questions.

Section I: Common Mobility Frameworks

1. <u>In the majority of cases</u>, are public servants employed by:

Select one

☐ The public service as one single employer
☐ Individual ministries/agencies
☐ Other, please specify:
Comments:

2. To which extent are job classifications* standardised across the central/federal public service?

Select one

☐ Most job classifications* are standardised across the whole public service, regardless of which ministry public servants work in
☐ Most job classifications* are standardised across only some ministries/agencies
☐ Most job classifications* are not standardised across ministries/agencies
☐ Other, please specify:
Comments:

3. To which extent are employment terms and conditions (e.g. compensation, term length, job security, rights and obligations) standardised across the public service for the same positions/job classifications*?

Select one

☐ Most all employment terms and conditions are standardised across the whole public service, regardless of which ministry public servants work in
☐ Most employment terms and conditions are standardised across only some ministries/agencies
☐ Most employment terms and conditions are not standardised across ministries/agencies
☐ Other, please specify:
Comments:

Section II: Mobility strategy and tools

4. Is there specific strategy/policy that sets out the expectations/objectives regarding mobility* in the public service?

Select one

☐ Yes, there is a single central strategy/policy please briefly describe or provide link:
☐ Yes, there is a single central strategy/policy and most ministries (e.g. over half) have an additional strategy/policy in place
☐ No single central strategy/policy but most ministries (e.g. over half) have a strategy/policy in place
☐ No single central strategy/policy but some ministries (e.g. less than half) have a strategy/policy in place
☐ Other, please specify:
Comments:

4.1. If yes above: Do the stated objectives of the strategy/policy include:

Select all that apply

☐ Increasing innovation
☐ Employee development
☐ Employee engagement
☐ Better allocation/use of specific expertise/skills in short supply in the public service

☐ Reinforcing collaboration across ministries and agencies
☐ A more responsive and adaptive workforce
☐ Answering to fluctuations of demand
☐ Attracting talent
☐ Increasing diversity of teams
☐ Greater efficiency in use of capacity and funds
☐ A specific ratio of employees who should be on mobility at any given time. Please specify:
☐ Other, please specify:
Comments:

5. Is internal lateral mobility* in the public service…
Select one per row.

	Mandatory/expected	Recommended/encouraged	Possible but not encouraged or recommended	Not possible	Other, please specify:
For most public servants	☐	☐	☐	☐	☐
For senior level public servants	☐	☐	☐	☐	☐
For some specific categories of public servants, please specify:	☐	☐	☐	☐	☐

Comments:

6. Are any of the following tools and guidance offered to aid in mobility*?
For each row, select all that apply

	Yes, by the central HRM body	Yes, by most ministries	Yes, by some ministries	No
Succession planning checklist or guidance	☐	☐	☐	☐
Transfer checklists*	☐	☐	☐	☐
Regular onboarding sessions*	☐	☐	☐	☐
Risk assessment (such as for conflict of interest*, security clearances	☐	☐	☐	☐

or other risks of mobility)				
Guidance on how to manage performance assessments for "mobile" employees	☐	☐	☐	☐
General Guidance for managers	☐	☐	☐	☐
General guidance for employees	☐	☐	☐	☐
Other tools, please specify:	☐	☐	☐	☐

Comments:

7. Which types of modalities are used for mobility in central administrations?
Select all that apply for each row

	Within one entity	To other entities within the public service	To subnational levels of government	To other sectors (Private or non-for-profit)	Internationally (e.g. EU, other countries or international organisations)	Not offered/not applicable
Micro-assignment* (working for another team/unit part-time*)	☐	☐	☐	☐	☐	☐
Short term assignment* (less than a year, full time)	☐	☐	☐	☐	☐	☐
Longer term secondments* (with right to return)	☐	☐	☐	☐	☐	☐
Exchange programmes*	☐	☐	☐	☐	☐	☐
Rotation programmes*	☐	☐	☐	☐	☐	☐
Regular and deliberate reassignments as part of career planning and/or corps management	☐	☐	☐	☐	☐	☐

Comments:

7.1. For each exchange* and/or rotation programme*, could you please specify who they are targeted to, and the approximate size of the programmes (e.g. # of annual participants).

Open-ended question

8. As a form of mobility, are there some job openings that are available only to internal applicants (i.e. existing public servants)?

Select all that apply

☐ Yes, for another position within their ministry/agency
☐ Yes, for another position in another ministry/agency
☐ Yes, for another position within the same corps/profession
☐ No
☐ Other, please specify:
Comments:

9. Which indicators do you track regarding mobility?

Select one per row

	Data are collected and aggregated centrally for whole or most of central/ federal administration	Data are only collected at the ministry level by all/most ministries	Data are not collected centrally nor by most ministries
Number of temporary assignments/secondments*	☐	☐	☐
Take-up rate of mobility programmes (rotation* and/or exchange programmes*)	☐	☐	☐
Share of employees who moved position within the same ministry	☐	☐	☐
Share of employees who have moved between ministries	☐	☐	☐
Rates of external mobility (e.g. share of employees who enter and leave the public service). Please describe the methodology used:	☐	☐	☐
Average length of tenure in a position. Please provide number if available:	☐	☐	☐
Employee expectations/ perceptions/ awareness/ experience regarding mobility (e.g. through employee surveys – please describe:)	☐	☐	☐

Managers experience regarding mobility	☐	☐	☐
Other, please specify:	☐	☐	☐

Comments:

9.1. If yes to any of the above, do you disaggregate this data by gender, age, etc.? If so, do you notice any trends?

Open-ended question

Section III: Valuing mobility

10. Which of the following barriers to mobility exist in your public service?

Select all that apply

☐ Lack of visibility of mobility opportunities
☐ Lack of clarity regarding salary and/or benefits
☐ Lack of managerial support
☐ Complexity of the administrative process
☐ Concerns regarding the return to their original post (or equivalent) at the end of the mobility
☐ Length of time to backfill a job
☐ Lack of recognition/valorisation
☐ Other, please specify:
☐ None of the above
☐ This information is not available

Comments:

11. How is <u>internal</u> lateral mobility* promoted and/or facilitated?

Select all that apply

☐ Promoting internal mobility* is a stated objective/priority of the public service
☐ Mobility is explicitly taken into account in promotion decisions
☐ Mobility is a requirement for entry into management positions
☐ Deliberate long-term career planning includes mobility
☐ Transparent mobility opportunities. Please describe:
☐ Financial bonuses are used to incentivise mobility
☐ Other rewards and recognition are used. Please describe:
☐ Managers are incentivised to promote mobility for their employees. Please describe:
☐ Managers are incentivised to hire people from other departments/ministries, etc to promote mobility. Please describe:
☐ Performance assessment processes take mobility into account
☐ Individual learning plans for employees can include mobility (e.g. temporary assignments)
☐ Not promoted because it is not a priority
☐ Not promoted because it is already embedded within the organisational culture
☐ Other, please specify:

Comments:

12. How is *<u>external</u> mobility promoted and facilitated [Q.92]?**

Select all that apply

☐ Promoting external mobility* is a stated objective/priority of the public service
☐ External mobility* is promoted through special secondment* and/or exchange programmes* placing public servants in organisations outside the public service
☐ External mobility* is promoted through special secondment* and/or exchange programmes* placing private sector employees in the public service for defined periods
☐ Public servants on these programmes maintain their salary and benefits while on secondment*
☐ Public servants on these programmes retain the right to return to their post (or equivalent) in the public service
☐ External mobility* is explicitly taken into account and considered an asset in promotion decisions
☐ Not promoted
☐ Other, please specify:
Comments:

13. In order to manage potential conflicts of interest*, in the case of external mobility* programmes:

Select all that apply for each row. "All public servants" includes senior level public servants and at-risk positions.

	For all public servants	For senior level public servants	For at-risk positions *	Other, please specify:	Not a policy for any position/public servant
Public servants are legally bound not to use confidential or other "insider" information after they leave the public sector	☐	☐	☐	☐	☐
Public servants who **leave** the public sector are restricted from lobbying or engaging in official dealings, involving their former subordinates or colleagues in the public sector	☐	☐	☐	☐	☐
Public servants who **re-enter** the public sector are restricted from working or engaging in official dealings, involving their former subordinates or colleagues in the private sector	☐	☐	☐	☐	☐
Restrictions for the types of private sector/NGO sector employment that public servants may take immediately after leaving their role in the public sector	☐	☐	☐	☐	☐
Up-to-date guidance is accessible for public servants to inform them of their requirements to manage and prevent conflicts of interest*. Please indicate in which form this available:	☐	☐	☐	☐	☐

Advisory services on managing conflicts of interest* are available to public servants	☐	☐	☐	☐	☐
Procedures are in place to identify possible conflict of interest* situations **before leaving** the public sector	☐	☐	☐	☐	☐
Procedures are in place to identify possible conflict of interest* situations **before re-entering** the public sector	☐	☐	☐	☐	☐
Determine appropriate measures for remedy – Please specify:	☐	☐	☐	☐	☐
Other, please specify:	☐	☐	☐	☐	☐

Comments:

Section IV: Surge capacity and adaptation to COVID-19

14. Which levers can be used by the public service to reallocate staff (if it varies by position, please answer based on the majority of positions)?

Select all that apply for each row

	In case of emergencies and unexpected shocks	In case of new or changing priorities	In case of seasonal/foreseen fluctuations in demand	In case of abolishment of position due to organisational restructuring/ digitalisation/ etc.	Not possible/not applicable
Permanent reassignments can be imposed	☐	☐	☐	☐	☐
Temporary reassignments can be imposed	☐	☐	☐	☐	☐
Permanent reassignments can be offered	☐	☐	☐	☐	☐
Temporary reassignments can be offered	☐	☐	☐	☐	☐

Comments:

15. Are there legal time limitations to temporary reassignments of staff?

Select one

☐ 6 months or less
☐ Between 6 months and less than a year
☐ Between a year and less than two years

☐ Between two years and less than three years
☐ Three years and more
☐ It depends, please specify:
☐ This is not clearly defined
☐ This is not possible
Comments:

16. What are the main channels to manage <u>expected surges</u> in demand for staff (e.g. seasonal demands)?

Select all that apply

☐ Temporary recruitment
☐ Mobility tools redirecting public servants to the needed area
☐ Outsourcing of some activities
☐ Other, please specify:
☐ None of the above
Comments:

17. How were skills and staff mobilised to address the COVID-19 crisis and what impacts will this have looking forward?

Select one per row and whether it is likely to be used more

	Used heavily during the COVID-19 crisis	Used lightly during the COVID-19 crisis	Not used during the COVID-19 crisis	Will likely be reused in case of special/emergency situation
Through temporary taskforces	☐	☐	☐	☐
Through access to a pre-identified talent pool (surge reserve)	☐	☐	☐	☐
Through accelerated use of existing hiring procedures	☐	☐	☐	☐
Through simplified short-term hiring procedures	☐	☐	☐	☐
Through retired public servants coming back from retirement	☐	☐	☐	☐
Other, please specify:	☐	☐	☐	☐

Comments:

18. Considering the lessons learnt from the COVID-19 crisis, which of the following statements do you agree with?

Select the two that apply

☐ The lessons learnt from the COVID-19 crisis will likely result in **greater internal** mobility* in the future

☐ The lessons learnt from the COVID-19 crisis will likely result in **less internal** mobility* in the future

☐ The lessons learnt from the COVID-19 crisis will have **no impact on internal** mobility* in the future

☐ The lessons learnt from the COVID-19 crisis will likely result in **greater external** mobility* in the future

☐ The lessons learnt from the COVID-19 crisis will likely result in **less external** mobility* in the future

☐ The lessons learnt from the COVID-19 crisis will have **no impact on external** mobility* in the future

Please briefly explain your answer:

Section V: Flexible ways of working and return to the office[1]

The following questions are not about practices during exceptional conditions or circumstances, unless specified otherwise.

19. Which flexible ways of working are available, and to whom:

Select one per row

	All public employees covered	Most public employees covered (with some exemptions)	Only some public employees	Defined by ministry or service	Not offered/not applicable
Part-time*	☐	☐	☐	☐	☐
Compressed working week*	☐	☐	☐	☐	☐
Flexitime*	☐	☐	☐	☐	☐
Trust-based working hours*	☐	☐	☐	☐	☐
Remote work part time*	☐	☐	☐	☐	☐
Remote work* full time	☐	☐	☐	☐	☐

Comments:

20. At which level are regulations/policies determined for the use of flexible ways of work?

Select one per row

[1] Disclaimer: Some of the questions of this section are based on the New Way of Working in Public Administration report, published by the Austrian Presidency of the Council of the European Union 2018, in close cooperation with EUPAN. These questions will allow for time-series comparison with European Union members, back in 2018.

	National level (one common policy for the whole public service)	Individual ministries/agencies define their own policy	Individual decentralised unit (e.g. a department)	Not possible
Part-time*	☐	☐	☐	☐
Compressed working week*	☐	☐	☐	☐
Flexitime*	☐	☐	☐	☐
Trust-based working week	☐	☐	☐	☐
Remote work part time*	☐	☐	☐	☐
Remote work* full time	☐	☐	☐	☐

Comments:

21. To which extent are employers required to provide these flexible ways of working?

Select one per row

	Option for the employer, i.e. no obligation to introduce this form of flexibility	Option but need to justify refusal if employees request such forms of flexibility	Enforceable right of the employee (please specify it this only applies in certain cases)	Not possible
Part-time*	☐	☐	☐	☐
Compressed working week*	☐	☐	☐	☐
Flexitime*	☐	☐	☐	☐
Trust-based working hours*	☐	☐	☐	☐
Remote work part time*	☐	☐	☐	☐
Remote work* full time	☐	☐	☐	☐

Comments:

22. Do you collect and aggregate data related to flexible ways of working?

Select one per row

	Data are collected and aggregated centrally for whole or most of central/ federal administration	Data are only collected at the ministry level by all/most ministries	Data are not collected nor aggregated centrally nor by all/most ministries
Part-time*	☐	☐	☐
Compressed working week*	☐	☐	☐
Flexitime*	☐	☐	☐
Trust-based working hours*	☐	☐	☐

Remote work*	☐	☐	☐

Comments:

23. Does the public service of your country observe a gender-based difference in the take-up rate of new ways of working?

Select one per row

	More men than women	No gender difference	More women than men	Not available/Not applicable
Part-time*	☐	☐	☐	☐
Compressed working week*	☐	☐	☐	☐
Flexitime*	☐	☐	☐	☐
Trust-based working hours*	☐	☐	☐	☐
Remote work*	☐	☐	☐	☐

Comments:

24. Compared to before the emergence of COVID-19, which trends do you observe regarding new ways of working?

Select one per row

	Higher demand and use from employees	Stable demand and use from employees	Lower demand and use from employees	Not available
Part-time*	☐	☐	☐	☐
Compressed working week*	☐	☐	☐	☐
Flexitime*	☐	☐	☐	☐
Trust-based working hours*	☐	☐	☐	☐
Remote work* part-time*	☐	☐	☐	☐
Remote work* full time	☐	☐	☐	☐

Comments:

25. If any measures were implemented in the below ways of working during the COVID-19 crisis, are those measures expected to remain in place to allow for greater flexibility?

Select one per row

	Yes, measures will likely stay in place for the short-term(2-3 years)	Yes, measures will likely stay in place for the long-term	Measures are not expected stay in place/have already been cancelled	Not applicable (there were no new measures for flexibility implemented during COVID-19)
Part-time*	☐	☐	☐	☐

Compressed working week*	☐	☐	☐	☐
Flexitime*	☐	☐	☐	☐
Trust-based working hours*	☐	☐	☐	☐
Remote work* part-time*	☐	☐	☐	☐
Remote work* full time	☐	☐	☐	☐

Comments:

26. Are there legal provisions to ensure the right to disconnect*?

Select one

☐ Yes, please specify:
☐ No

Comments:

27. Are there legal provisions to compensate employees for expenses related to remote-work?

Select all that apply

☐ Yes, for mandatory remote work, please specify:
☐ Yes, for voluntary remote work, please specify:
☐ Other, please specify:
☐ No

Comments:

28. Given the experience of the COVID-19 crisis, are there any plans in administrations regarding physical office spaces?

Select all that apply

☐ Reducing office space
☐ Relocating offices to other cities or regions
☐ Renting/leasing coworking spaces in other buildings
☐ Making greater use of flexible office designs (e.g. hot-desking, activity based work spaces, etc)
☐ Creating inter-departmental/organisational shared spaces
☐ Other, please specify:
☐ None of the above

Comments:

29. Which factors are most important in driving flexible work policies in the central/federal administration?

Select one per row

	Primary importance	Secondary importance	Not a consideration
Realising savings on office space rent	☐	☐	☐
Changing expectations from employees	☐	☐	☐

Changing expectations from potential candidates	☐	☐	☐
Access pool of talent living outside of the region where headquarters are located	☐	☐	☐
Improving well-being of employees	☐	☐	☐
Improving organisational productivity	☐	☐	☐
Other, please specify:	☐	☐	☐

Comments:

30. Does a charter or code of conduct articulating expected behaviour regarding remote work* exist?

Select all that apply

☐ Yes, at the central level
☐ Yes, in most ministries
☐ Yes, in some ministries
☐ No
☐ Other, please specify:

Comments:

30.1. If yes, does it include:

Select all that apply

☐ Expected hours when employee working remotely should be working
☐ Protocols/guidelines for conducting online meetings
☐ Protocols/guidelines for conducting hybrid meetings
☐ Protocols/guidelines for managers/teams to support the inclusion/integration of employees working remotely
☐ Protocols/guidelines for encouraging the sharing of information and collaboration of remote workers
☐ Specific measures to help employees manage the boundaries between work and home
☐ Problem resolution guidelines for remote working*
☐ Security protocols for documents and data
☐ Other, please specify:
☐ None of the above

Comments:

31. For which of the following is/was there a vaccine-mandate?

Select all that apply

☐ All public servants
☐ Healthcare workers
☐ Public servants in contact with the public

☐ Specific categories of public servants, please specify:
☐ There is no vaccine-mandate
☐ Other, please specify:
Comments:

2022 Survey on Public Service Leadership and Capability in Central/Federal Governments
Module 5: Learning and Development

Public Service Leadership Capability recommendation and survey

Thank you for answering the **Module 5: Learning and Development** of the 2022 **Survey on Public Service Leadership and Capability** in Central/Federal Governments. This survey will help collect data to develop internationally comparable indicators around the recommendation of the same name.

This module is based on the Principle 8 of the OECD recommendation on Public Service Leadership and Capability:

> *Principle 8. Developing the necessary skills and competencies by creating a learning culture and environment in the public service, in particular through:*
>
> a. *Identifying employee development as a core management task of every public manager and encouraging the use of employees' full skill-sets;*
> b. *Encouraging and incentivising employees to proactively engage in continuous self-development and learning, and providing them with quality opportunities to do so; and*
> c. *Valuing different learning approaches and contexts, linked to the type of skill-set and ambition or capacity of the learner.*

*Terms with a * symbol attached are defined in the glossary.*

All the questions are compulsory except the "comments" questions.

Section I: Systems and structure

1. Is there a learning and development strategy/plan for central/federal public servants?

Select all that apply

☐ Yes, there is a strategy at the central level. Please detail in the comments.
☐ Yes, most ministries or agencies have their own training strategy/plan
☐ Yes, some ministries or agencies have their own training strategy/plan
☐ Yes, but each division or team has their own strategy/plan
☐ Other, please specify:
☐ No defined strategy/plan
Comments:

2. Who is in charge of carrying out training and learning across the central/federal administration?

Select all that apply

☐ The National School of Government or similar
☐ A dedicated central learning/training ministry or agency
☐ Each ministry or agency conducts and arranges their own training
☐ Outside sources, please specify:
☐ Other, please specify:
☐ Not applicable
Comments:

3. Please describe how learning and development is co-ordinated across different institutions in the central/federal administration

Open-ended question (1000 characters maximum)

4. In the last 5 years, has the budget for learning and development:

Select one

☐ Increased
☐ Been stable
☐ Decreased
☐ Cannot say
Comments:

Section II: Managerial responsibility for employee development and learning

5. Is employee development reinforced as an expected managerial task through any of the following?

Select all that apply

☐ Managerial competency frameworks* explicitly include employee development
☐ Managerial job descriptions explicitly include reference to employee development
☐ Managerial promotion and progression decisions take into account managers' ability to develop their employees
☐ Managerial performance evaluations take into account managers' employee development outcomes
☐ Employees conduct upward feedback surveys*/360 evaluations* of managers
☐ Development of employees is a skill that is included in mandatory managerial training
☐ Development of employees is a skill that is included in voluntarily managerial training
☐ Managers co-create individual learning plans* for their employees

☐ Managers are responsible for ensuring a specified level of employee participation in training
☐ Managers are responsible for ensuring a specified level of employee participation in mobility schemes
☐ Managerial KPIs* involving employee development outcomes and are tracked or monitored with data
☐ Other, please specify:
☐ None of the above
Comments:

Section III: Employee incentives and opportunities to learn through different approaches

6. What types of incentives for learning and development are used?
Select all that apply
☐ Employees are given financial rewards for engaging in training
☐ Considered in performance evaluations
☐ Considered in promotion decisions
☐ Training is mandatory for career progression for most/all public servants
☐ Employees can have additional time off for engaging in development
☐ Point schemes for attending training
☐ Employees can choose some training programmes of interest rather than have only specific mandatory courses
☐ Learning is incorporated into the feedback cycle outside of formal evaluations
☐ Individual learning plans* are developed for all/most employees
☐ Minimum amount of time spent in formal training or development. Please specify the minimum amount of time
☐ A right to a certain amount of formal training or development*. Please specify the amount:

☐ Other, please specify:
☐ None of the above
Comments:

6.1. If "Employees are given financial rewards for engaging in training", please specify which type of reward:
Select all that apply
☐ Bonuses
☐ Allowances to spend on training
☐ Prerequisite for a salary step increase
☐ Higher pay in the same position for having a high-level qualification
☐ Other, please specify:
Comments:

7. Which of the following learning tools are used, or planned to be used in your public service ?
Check the corresponding box

	This is used and there are no plans to increase its use in the next two years	This is used and there are plans to increase its use in the next two years	This is not used but there are plans to introduce it in the next two years	This is not used

Online live training modules and classes (with an instructor)	☐	☐	☐	☐
In-person live training modules and classes (with an instructor)	☐	☐	☐	☐
Self-directed online modules and programmes	☐	☐	☐	☐
Online platforms to access eLearning catalogue	☐	☐	☐	☐
Mobile learning apps	☐	☐	☐	☐
Artificial Intelligence-based learning systems	☐	☐	☐	☐
Gamified learning*	☐	☐	☐	☐
Formal certification programmes	☐	☐	☐	☐
Mentorship* programmes	☐	☐	☐	☐
Coaching programmes*	☐	☐	☐	☐
Job shadowing programmes*	☐	☐	☐	☐
Opportunities for non-managers to occasionally lead projects or otherwise act in informal leadership roles	☐	☐	☐	☐
Peer to peer learning*/Knowledge exchange programmes	☐	☐	☐	☐
Regular seminars on topics of interest	☐	☐	☐	☐
Supporting and covering the costs for enrolment in external training	☐	☐	☐	☐
Team-based learning retreats	☐	☐	☐	☐
Other, please specify:	☐	☐	☐	☐

Comments:

8. Ways of working can sometimes be structured in a manner that fosters learning on-the-job. Are any of the following methods used to foster learning on-the-job?

Check the corresponding box

	This is done intentionally to enable learning on-the-job	This is done, but not intentionally to enable learning on-the-job	This is not done

Work is designed around teamwork	☐	☐	☐
Work streams are designed to have some interaction across teams and topics	☐	☐	☐
Networks and communities of practice are developed and maintained for the purposes of information sharing and learning	☐	☐	☐
Employees have opportunities to act in occasional leadership roles to some degree	☐	☐	☐
Spaces for interaction are considered (in physical spaces or in intentional virtual settings)	☐	☐	☐
Employees are assigned tasks with learning objectives in mind	☐	☐	☐
There are specific initiatives or tools to promote sharing of and learning from failures	☐	☐	☐
Efforts are made to ensure diversity (e.g. age, seniority, background etc.) within teams to promote exchange and learning	☐	☐	☐
Employees are encouraged to participate in relevant international exchange where possible	☐	☐	☐
Other, please specify:	☐	☐	☐

Comments:

9. Does your government target specific groups for training or learning programmes, in order to foster diversity and inclusion? If yes, please elaborate.

Open-ended question (1000 characters maximum)

Section IV: Modern skills and competencies

10. What are the top skill or competency* types currently prioritised for learning or development across your country's public service?

Select up to five for each column

	For senior managers*	For non-manager employees
Innovation	☐	☐
Digital Skills	☐	☐
Leadership	☐	☐
Writing	☐	☐

Presenting	☐	☐
Communication	☐	☐
Teamwork	☐	☐
Change management	☐	☐
Crisis management	☐	☐
Resilience	☐	☐
Numeracy skills	☐	☐
Technical skills	☐	☐
Policy design	☐	☐
Policy evaluation	☐	☐
Managing conflict	☐	☐
Global competencies*	☐	☐
Decision making	☐	☐
Employee or team development	☐	☐
Foresight/Future thinking	☐	☐
Ethics or integrity	☐	☐
Public procurement	☐	☐
Financial management	☐	☐
SDGs	☐	☐
Data analytics	☐	☐
Other, please specify:	☐	☐

Comments:

11. How does your country's public service identify skills and competencies* to prioritise for training?

Select all that apply

☐ Strategic workforce planning
☐ Skill need evaluation as part of change management process planning or planned reforms
☐ Feedback from managers on skill gaps
☐ Systematic collection and analysis of employee feedback on skills and learning
☐ Defining required skills to adopt new technology and keep up with the digital transformation
☐ Developing socio-emotional and strategic competencies based on frameworks
☐ Evaluation of future managerial needs along the pipeline of leadership candidates
☐ Following best-practices in other countries
☐ Assessment of employee skills and competencies
☐ Assessment of previous training outcomes
☐ Other, please specify:
☐ None of the above

Comments:

12. Is there a strategy for reskilling* employees whose jobs will become redundant (e.g. because of technological change)?

Select all that apply

☐ There is a central policy/programme that must be followed
☐ There are official guidelines in place, but they are not mandatory or enforced
☐ There are training programmes in place that must be followed by employees identified as needing to be reskilled
☐ There are training programmes in place for employees identified as needing to be reskilled, but we cannot make employees do them
☐ There is no reskilling training, but employees are expected to learn new roles on the job

☐ There is no strategy
☐ Employees whose roles are redundant are dismissed
Comments:

12.1. If there is a strategy, could you please describe its main features including specific areas it is targeting which risk being redundant in the future.
Open-ended question (1000 characters maximum)

Section V: Data, assessment and measurement

13. Which indicators do you track regarding training and development?
Check all that apply in each category

	Data are collected and aggregated centrally for whole or most of central/ federal administration	*Data are only collected at the ministry level by all/most ministries*	*Data are not collected centrally nor by most ministries*
Enrolment in learning/training	☐	☐	☐
Completion of learning/training	☐	☐	☐
Type of training being taken	☐	☐	☐
Type of training being requested	☐	☐	☐
Employee satisfaction with the quality and usefulness of training	☐	☐	☐
Feedback on instructors	☐	☐	☐
If and how new skills and knowledge are used on the job	☐	☐	☐
Effectiveness of different types of training and learning (online, formal, informal, etc…)	☐	☐	☐
Time/hours spent in learning/training	☐	☐	☐
Completion or adherence to learning and development plans	☐	☐	☐
How training is used in performance evaluation	☐	☐	☐
Budget spent on training costs	☐	☐	☐
Information on participation by gender	☐	☐	☐
Information on participation by age	☐	☐	☐
Information on participation by people with disabilities	☐	☐	☐
Information on participation by people of different socioeconomic backgrounds*	☐	☐	☐
Other, please specify:	☐	☐	☐

Comments:

14. Please tell us about what insights data on training has provided recently:
Open-ended question (1000 characters maximum)

15. What challenges have you encountered in collection or use of learning and development data?
Open-ended question (1000 characters maximum)

16. Please tell us about the approach of country's public service for assessing the impacts and outcomes of training and learning activities:
Open-ended question (1000 characters maximum)

Section VI: Post-COVID crisis reflection

17. Aside from the acceleration of digital learning, what other lasting impacts do you think the COVID crisis will have on the learning culture of your country's public service?
Open-ended question (1000 characters maximum)