

# Leadership in a Changing Public Administration

*Report of the Meeting of the Directors  
of Institutes and Schools  
of Public Administration from  
the European Union during  
the Polish Presidency  
of the Council of the EU*

*National School of Public Administration  
Warsaw, 13-14 October 2011*



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## CONTEXT

### THE POLISH PRESIDENCY OF THE COUNCIL OF THE EU

Between 1 July 2011 and 31 December 2011, Poland holds the Presidency of the Council of the European Union (EU). The country holding the Presidency sets the Union's political direction, plays an important role in all fields of EU activity and is responsible for the organization of EU meetings. Every six months a different EU member state holds the Presidency, presiding over the work of the Council of the EU. The Polish Presidency is part of a trio of successive EU Council presidencies (by Poland, Denmark and Cyprus) which cooperate for 18 months to provide additional continuity by sharing common political programmes.

### THE NATIONAL SCHOOL OF PUBLIC ADMINISTRATION (KSAP) IN BRIEF

The hosting institution of the Warsaw DISPA Meeting - the National School of Public Administration (KSAP) - is an institution whose ultimate goal is to actively support efforts to modernize the Polish administration by means of: full-time postgraduate studies, lifelong learning, analytical-research projects and cooperation with institutions in other countries. The mission of KSAP is to train and educate present and future civil servants by: intensive, full time, 18-month postgraduate training of future civil servants; training of those already employed in the administration (continuing training) - around 4000 a year; and cooperation with other institutions (universities, public administration), including international cooperation.

KSAP is engaged in many activities fostering international cooperation. It has dynamic and fruitful relationships with international organizations and networks, as well as other foreign partners. Recent activities of this kind have involved partners such as: high-level foreign diplomats, eminent foreign public administration experts, European networks, EU institutions and international organizations, and public administrations and schools of public administration from all over the world. The relationships with these partners have borne fruit in international conferences and seminars, study visits for students and teachers of either KSAP or its foreign partners, international agreements concerning future cooperation and international projects.

KSAP has just started a number of new international projects: an EU Project on "Sharing Best Practices in Introducing and Teaching Ethics Principles to Public Administration Employees" together with partner institutions from the Czech Republic, Germany and Portugal; a new EU Twinning Project on "Support to Civil Service Development in Ukraine" in cooperation with the United Kingdom; new training programs at KSAP within the framework of the Eastern Partnership Academy for civil servants from Armenia, Azerbaijan, Georgia, Moldova and Ukraine; and Strategic Economic Needs and Security Exercise (SENSE) training in conjunction with the Polish Ministry of Foreign Affairs, within the Eastern Partnership framework, with the participation of partner countries Armenia, Azerbaijan, Georgia, Moldova and Ukraine.

### THE NETWORK OF DIRECTORS OF EU INSTITUTES AND SCHOOLS OF PUBLIC ADMINISTRATION (DISPA)

As part of its relations within EU networks and with EU institutions, Poland's National School of Public Administration (KSAP) is represented at the meetings of the Network of Directors of EU Institutes and Schools of Public Administration (DISPA).

Although the institutes and schools from EU member states which are members of DISPA are diverse in terms of their role, status, mission and financing, their cooperation has been considerable in many cases. As a result of the exchanges of experience and best practice that form the basis of DISPA meetings, its members have among other things been able to set up various joint activities on an *ad hoc* or even more permanent basis, have commissioned studies, developed common training programmes, offered traineeships and so on.

DISPA's activities contribute to the European Public Administration Network (EUPAN), which is composed of the Directors-General for public administration in the member states. DISPA has informal links with EUPAN without being part of this network's formal structures. Since 1997, the member state holding the rotating Presidency of the EU has usually organized a DISPA meeting.<sup>1</sup>

<sup>1</sup> Details in Annex 3.

## PRE-MEETING DISPA TRIO CONSULTATIONS

Since the German Presidency of 2007, the DISPA meetings have generally been prepared by a “troika” composed of the schools in the countries of the past, present and two subsequent Presidencies. The European School of Administration is also associated, notably to contribute to the coordination of the Network’s activities and the ensuring of a degree of continuity.

The preparations for the Warsaw DISPA Meeting included an informal meeting of the current DISPA Trio of EU Presidencies on 1 July 2011 at KSAP, this reviewing the findings and experiences of some preceding DISPA meetings and deciding on the themes for the DISPA meeting in Warsaw. During this informal DISPA Trio meeting, Prof. Jacek Czaputowicz, Director of KSAP, held consultations with Mr. David Walker, Director of the European Administrative School, Dr. Nikolaj G. Lubanski, Prorector, Metropolitan University College, Denmark, Dr. Sotos Shiakides, Director General, Cyprus Academy of Public Administration and Dr. Norbert Kis, Director General of Hungary’s National Institute of Public Administration.





## SUMMARY

### DATE, PLACE AND THEME

The National School of Public Administration (KSAP) of Poland organized the Warsaw DISPA meeting of heads of schools and institutes of public administration from across the entire European Union during the Polish Presidency of the Council of the EU. The event, which took place on the premises of KSAP on 13-14 October 2011, focused on “Leadership in a Changing Public Administration” and how civil servants might be trained most effectively in this sphere.

### ATTENDANCE

Gathering alongside the representatives of most of KSAP’s counterpart institutions in other European countries were representatives of the Brussels-based European Administrative School, the European Commission, the European Institute of Public Administration, Maastricht and such umbrella international and regional organizations as the Network of Institutes and Schools of Public Administration in Central and Eastern Europe, the Regional School of Public Administration and the International Association of Schools and Institutes of Administration.<sup>2</sup>

As agreed by the Troika, the Warsaw DISPA meeting has brought some novelties in terms of participation in this type of event. First, representatives of the EU’s neighboring countries and umbrella international and regional organizations from Central and Eastern Europe have been invited to participate and delivered presentations. Second, post-graduate students of KSAP attended the plenary sessions of the DISPA meeting, taking full advantage of the training and experience-related opportunities such an event was able to offer. Four of these post-graduate students assisted the chairs of the Working Groups – during the WG discussions as well as during the stages entailing the preparation of conclusions – and one of them made a presentation at the final plenary meeting.

### SESSIONS AND QUESTIONS OF THE MEETING

The Warsaw DISPA Meeting was chaired by Prof. Jacek Czaputowicz, the Director of KSAP. The first day included two plenary sessions on leadership in a changing public administration, followed by substantive discussions among the participants who were divided into four Working Groups. The second day comprised the conclusions of the Working Groups, an outreach session involving presentations of schools and associations of public administration from states neighboring the EU at the East and South and an overarching conclusions session.

The Plenary Sessions 1 and 2 on leadership in a changing public administration revolved around the following main questions: what is a leader?; can we teach leadership?; how should we prepare civil servants to lead in challenging times?; what is adaptive leadership?; what is the experience of different EU countries with regard to leadership in a changing public administration and leadership training? The discussions in Working Groups and presentations of their conclusions in the plenary referred to identifying and developing leadership talent, ethical leadership, leaders as agents of change, the relationship between leadership and human resources professionalization.

The main questions underlying Plenary Session 3 (Outreach to the Neighboring Countries of the EU) were: what is the leadership training experience of the schools and associations of public administration from EU neighboring states?; what are the problems of internal and external environment of public service in these countries?; what are the possibilities for collaboration between DISPA members and counterpart institutions from EU neighboring states? Plenary Session 4 (Internal Issues) in turn revolved around the questions: what have we achieved?; and what is to be concluded about the DISPA Network?

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<sup>2</sup> See the List of Participants in Annex 1.





## SPEAKERS AND TOPICS

The proceedings were inaugurated by Dr. Sławomir Brodziński, Minister and Head of the Polish Civil Service, who talked about leadership in public administration, the role of DISPA and the activities and outcomes of EUPAN. Prof. Jacek Czaputowicz, as head of the hosting institution (KSAP), spoke about leadership as the theme of the Warsaw DISPA meeting, introduced the event's agenda and guest speakers, and referred to cooperation with states neighboring the EU as well as the Eastern Partnership priorities in public administration training. The keynote speaker Mr. Luc Roulet of *Y-Motions International*, then delivered a presentation entitled "Taking Risks for Changing Times". The second plenary session was mainly dedicated to the experiences of different EU countries with regard to leadership in a changing public administration and leadership training. Presentations were given by Mr. Massimo Gerli, Head of the International Relations Department, *Scuola Superiore della Pubblica Amministrazione*, Italy, Dr. Hans-Edmund Kunsmann, Director, Federal Academy of Public Administration (*BAkÖV*), Germany, and Ms. Małgorzata Steiner, lecturer at KSAP, Poland.

In the afternoon, the DISPA deliberations continued at Working Group level. The conclusions of each group were presented at the beginning of the second day of the conference. The four Working Groups were chaired by: 1. Ms. Teresa Casserly, Director of Training and Leadership, Institute of Public Administration, Ireland - identifying and developing leadership talent; 2. Ms. Lärke Johns, Director, Swedish Council for Strategic Human Resources Development, Sweden - ethical leadership; 3. Dr. Sotos Shiakides, Director General, Academy of Public Administration, Cyprus - leaders as agents of change; and 4. Ms. Lynda Somme-Dew, Principle Adviser, Directorate-General Human Resources, European Commission - the relationship between leadership and human resources professionalization. The chairs were assisted by four of KSAP's postgraduate students: 1) Konrad Dębski, 2) Szymon Bereska; 3) Wojciech Bednarek and 4) Dawid Grochowski.

The second day included an outreach session - the reaching out in question being to the Eastern neighbors of the EU, as well as to some international organizations - with emphasis on possibilities for cooperation. Presentations here featured the National Academy of Public Administration, Ukraine - by Prof. Dr. Yuriy Kovbasiuk, the President of this institution; the Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee) - by Prof. Dr. Mzia Mikeladze, President; and the Montenegro-based Regional School of Public Administration (ReSPA) - Mr. Suad Music, Director.

The DISPA members adopted the Budapest-Warsaw Resolution, which refers to the principles that should guide our work and sets out further concrete courses of action to ensure the achievement of DISPA members' objectives. Mr. Bernard Boucault, Director General, *Ecole Nationale d'Administration* (ENA), France talked about recent activities of ENA and the importance of the Strasbourg Manifesto; while Mr. Stefano Pizzicannella presented outputs of the recent conference of the International Association of Schools and Institutes of Administration (IASIA). The event continued with a discussion revolving around the DISPA website, which was led by Mr. David Walker, Director of the European Administrative School (EAS). Dr. Nikolaj Lubanski, Prorector of the Metropolitan University College, Denmark and Mr. Tue Christian Sanderhage, Director, Institute of Management and Public Administration at the same university, invited DISPA members to the next meeting, which will take place in May 2012 and will focus on innovation in public service delivery - consequences for training.

## OUTCOMES OF THE MEETING

The Warsaw DISPA meeting benefitted from the wealth of contributions by DISPA members and guest speakers alike. It was a successful event, as it proved possible to take certain important decisions that pave the way for a more formal institutionalization of DISPA. Specifically, the main outcomes of the Warsaw DISPA Meeting included:

- An exchange of experiences on training for leadership among the DISPA members: starting from a general debate on issues of leadership and adaptive challenges, continuing with specific cases of leadership and management training in Italy, Germany and Poland, and culminating with consideration of narrower, more explicit issues in the course of the Working Group discussions<sup>3</sup>;
- An opportunity to learn about public administration challenges, as well as possibilities for cooperation with institutions from the Eastern states neighboring with the EU. Problems characterizing the internal and external environments impinging upon public service in states bordering on to the EU which came up for discussion included: the absence of a uniform public service; fractured management systems of insufficient quality; insufficient coordination in the civil service system; instability

<sup>3</sup> See the summaries of speakers' presentations included in the section "Meeting Proceedings".



of public service and an absence of continuity; a lack of competence on the part of public officials; limited attention given to the underlying values of public service; and limited opportunities for the recruitment and retention of top specialists. Possibilities for cooperation between DISPA members and schools from countries neighboring the EU could involve: training delivery; network expert support; short-term internships; resource center support; collaborative research and joint projects.

- The adoption by the DISPA members of the Budapest-Warsaw Resolution<sup>4</sup>, which emerged as a continuation of discussions during the Budapest DISPA meeting (23-24 June 2011). This Resolution reaffirms a number of fundamental principles that should guide the work of DISPA, and sets out further concrete courses of action to ensure that we achieve our objectives. The objectives are: to contribute to efficient and effective public administration that is responsive to the needs and expectations of citizens and whose creation is one of the essential tasks of all governments; to promote through activity the common values of the European Union; and to further develop links with the European institutions. The document also sets out further concrete courses of action seeking to ensure the achievement of DISPA members' objectives. Steps to be taken include: the coordination of participation in major events in the field of public administration and training; an examination of how stronger links with Institutes and Schools in other European countries might be developed; a stressing of the vital importance of strategic and professional human resource management; and a re-launching of the DISPA wiki<sup>5</sup>.
- Decisions on the relaunch of the DISPA website, with the European Administrative School as a core DISPA institution. The website aims to reinforce communication within the Network, with a view to more effective exchange of good practice in relevant fields being achieved.

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<sup>4</sup> The Budapest-Warsaw Resolution has been included in the EUPAN Handbook, adopted by the EUPAN members - Directors General responsible for Public Administration in the Member States of the European Union.

<sup>5</sup> See the Resolution in Annex 3.

# MEETING PROCEEDINGS – STATEMENTS, PRESENTATIONS AND DISCUSSIONS

## INTRODUCTORY SESSION



### **Dr. Sławomir Brodziński, Minister and Head of the Polish Civil Service - Opening Remarks**

The DISPA Meeting in Warsaw was opened by Dr. Sławomir Brodziński, Minister and Head of the Polish Civil Service. He highlighted the way in which the theme of the Warsaw DISPA meeting - leadership in a changing public administration - is very important and timely, since public administrations need true leaders in times of crisis. Austerity measures are currently being implemented in public administrations across the EU, these involving everything from wage freezes via reduced recruitment rates through to significant job cutting. At the same time, public administration has to deal with increasingly high expectations where the services it renders are concerned. There is thus a need to seek

answers to the fundamental question of “How to do more and perform better having less?” As Dr. Brodziński noted, this represents a true challenge for leaders, but could hopefully still be regarded as “Mission Possible”.

Mr. Brodziński then spoke of the activities of the European Union Public Administration Network (EUPAN) in the course of Poland’s Presidency of the Council of the EU. He presented the outcomes of the 6<sup>th</sup> European Quality Conference (6 QC) which was organized by the Civil Service Department of the Chancellery of the Prime Minister of Poland on 29 September 2011. During 6 QC convened in Warsaw, nearly 300 specialists and policymakers from EUPAN and Eastern Partnership countries had discussed topics that included leadership in a changing public administration. In fact, representatives of no fewer than 25 countries had presented 43 best practices in public administration. The event - entitled “Doing the Right Things Right. A More Result-Oriented Public Sector in Europe” - had thus provided a great opportunity for the latest trends and innovative tools for improving the operation of public administration in Europe to be learned about. More specifically, the Conference had turned its attention to such issues as:

- (1) from micro- to meta-management;
- (2) the impact of public/customer involvement on the effectiveness of an organization;
- (3) result-orientated leadership in public-sector organizations;
- (4) implementation of a result-oriented culture in the public sector.

While EUPAN - which brings together Directors-General responsible for public administrations in the EU member states and the European Commission - acts as a platform for exchanges of views, experiences and good practices to improve the performance, competitiveness and quality of the European public administrations, Mr. Brodziński emphasized that the role of Institutes and Schools of Public Administrations is of crucial importance. In the Polish case, for example, the National School of Public Administration (KSAP) has the mission of educating, training and preparing members of Poland’s Civil Service Corps, as well as candidates for higher posts in the country’s administration. The vital nature of that mission for a young democracy was clear from the outset, when KSAP was set up in the 1990s.

In Dr. Brodziński’s view, DISPA today resembles EUPAN in providing an effective platform for the exchange of ideas useful for public administration. Not only does DISPA exchange views and opinions, but it also puts in place various joint actions like common training programs and traineeships.



### **Prof. Jacek Czaputowicz, Director, National School of Public Administration, Poland - Introductory Remarks**

In his main statement, Prof. Czaputowicz welcomed participants to the meeting venue provided by the National School of Public Administration, and introduced the main thesis within the core topic of the meeting. Speaking of the considerations which led to the topic of the Warsaw DISPA meeting: “leadership in a changing public administration”, he stressed the direct linkage of this theme with the EUPAN medium-term priorities (of which half are leadership-related); the interest in this subject shown at the DISPA Trio meeting - hosted by KSAP on 1 July 2011; and the need for the members of the Network to continue the





debate on leadership following the Budapest DISPA meeting (19-20 May 2011), at which challenges for training in public administration, including leadership, had been identified.

Prof. Czaputowicz invited DISPA meeting participants to discuss whether leadership, as well as the nature of adaptive leadership, might actually be taught. It was underlined that a leader is a person of strong commitment who guides others toward a common goal, showing the way by example, and creating an environment in which other team members feel actively involved in the entire process. He or she has the ability to motivate and bring out what is best in people in order to achieve a vision. Prof. Czaputowicz highlighted the role of leadership by example - increasingly important in line with the need to transform the public sector together with the values and attitudes civil servants adopt.

The Director referred to the history and mission of the National School of Public Administration, including its cooperation with other institutions, and the priorities of the Polish Presidency of the Council of the EU. He considered the presence of representatives of some states neighboring the EU and certain connected organizations, on their first participation at a DISPA meeting, as historic - as closer co-operation between EU countries and their neighbors is sought.

Prof. Czaputowicz talked of the Eastern Partnership priorities in public administration training, emphasizing how important it is for the EU to open up to Eastern European states. The recent Eastern Partnership Summit in Warsaw brought the adoption of a "Joint Declaration" in which the heads of state and government acknowledged the European aspirations and European choice of some partners and their commitment to the building of deep and sustainable democracy. As indicated in the "Joint Declaration of the Warsaw Eastern Partnership Summit", adopted in Warsaw on 30 September 2011, participants there supported concrete cooperation projects between the EU and partner countries, and looked forward to complementary and mutually reinforcing national programmes, such as the Estonian Centre of Eastern Partnership focused on administrative capacity, as well as the Eastern Partnership Academy of Public Administration in Warsaw. Within the framework of the latter, KSAP is running 10-day training sessions for civil servants from Armenia, Azerbaijan, Georgia, Moldova and Ukraine, contributing to improved administrative capacity of Eastern Partnership Countries, in line with the Joint Declaration of the Eastern Partnership Summit.



**Luc Roulet, Y-Motions International, Keynote Speech - Taking Risks for Changing Times**

As keynote speaker, Luc Roulet, an expert in leadership training from *Y-Motions International* delivered a presentation entitled "Taking Risks for Changing Times". He opened the discussions on whether we can teach leadership and what adaptive leadership is. Touching upon the marked demand for leadership talent, he stressed that the European states and EU need civil servants who think systematically, help in dealing with losses and stimulate innovation. He pointed out that not all authority figures know how to exercise leadership. Some of Mr. Roulet's starting questions were concerned with our student body's propensity for bringing the right kind of leadership skills to their teams and to citizens,

as well as whether they reproduce models, or challenge and propose new ones.

Mr. Roulet highlighted that "leadership is partnership and relationship" and "the art to unleash and mobilize the potential of each and every one to succeed together". He explained that the three core skills on the "leadership wheel" are: attention ('face reality as it is'), intention ('mobilize around a shared vision') and action ('generate and implement innovative, sustainable and inclusive solutions'). In the view of the speaker, trainees should develop personal and collective skills of civil servants, learn how to regulate group disequilibrium, distinguish between authority and leadership, and develop their listening skills to a very marked degree. Mr. Roulet expressed his belief that, with a view to trainees being prepared to be the entrepreneurial civil servants who will build the next generations of public services, we should "keep inventing pedagogies that will shift their habits for them to be ready to take the risk of changing their own habits and practices and the habits of their teams, organizations and beyond".

To prepare civil servants for leadership, it was recommended that use be made of four formats, i.e. large experiential classes; a revisiting of personal experience in small groups; a revisiting of personal experience alone; and group projects for real clients with leadership coaching. Mr Roulet then concluded by emphasizing the need for the training of talent in the leadership area through indispensable interaction.

## COUNTRY EXPERIENCES



**Massimo Gerli, Head, International Relations Department, Scuola Superiore della Pubblica Amministrazione, Italy** - Leadership and Management Training in Italy

During the second plenary session, Mr. Massimo Gerli, Head of the International Relations Department, *Scuola Superiore della Pubblica Amministrazione* (SSPA), Italy, spoke about his country's experience of reforming public administration and leadership training.

Referring to the 2009 Italian public administration reform, he explained that this has given no other choice to senior and middle managers than to exercise leadership. The reform has led to new performance management requirements, reinforced managerial autonomy, and clearly established sanctions, as well as an alliance with citizen-users through:

customer satisfaction (as an integral part of evaluation and incentives) and transparency requirements (total disclosure and participative transparency). The debt crisis has added linear financial cuts and more focus on short-term results vs. long term planning, and has emphasized the requirement of a more productive public administration for a more productive economy.

The leadership training at the SSPA comprises three main channels of training: lifelong learning; mandatory management training for appointed managers; and the competition the SSPA runs in order to recruit managers for the civil service. SSPA is using a vision of leadership that entails both reflection on the managers themselves and dynamicity to relationships within the working context. In other words, it does not promote a "model" of leader in the public administration, but rather develops a comprehensive approach to leadership that takes group and other stakeholders into account. The stakeholders are viewed, not as "elements to manage," but as actors of leadership themselves. The SSPA brings together top managers to discuss the main challenges the public administration faces today: implementation of public management reform, e-government, transparency and ethics, and reviews of spending. The aim is to develop a multidisciplinary approach that will foster a more comprehensive view of the complexities public administration faces. One of the objectives of leadership training is to shape the debate on public administration challenges - the targets here being senior managers and leaders, who are to foster a common view on the change and continuity dilemma. The speaker stressed that change and continuity must not be seen as opposites when leadership is at stake.

Mr. Gerli concluded with a message to the students of KSAP: "leadership has a great deal to do with how you value what the others can offer you in a classroom, and with what you give in return".



**Dr. Hans Kunsmann, Director, Federal Academy of Public Administration, Germany** - Leadership and Management Training in Germany

In his presentation entitled "Leadership and Management Training at BAKöV - with Emphasis on Europe", Dr. Hans Kunsmann, Director of Germany's Federal Academy of Public Administration, the central agency for the in-service-training of the civil servants and employees of the Federal Government, presented this agency's training programmes for senior officials and managers, changing requests, values and competencies.

BAKöV targets three categories of manager for management and leadership training. Speaking about the first target group - 1<sup>st</sup> level managers / high potentials - Mr. Kunsmann explained that their "professional management qualification programme" focuses on basics in HRM, budgeting, organization, IT for managers, EU/International competences, and social and personal leadership competences. The second target group consists of experienced managers (> 10 y) - who need to further develop their leadership and personnel competences. They are offered a refresher course on "leadership competences" and exchange of experience for experienced managers. The third group - which comprises directors and directors-general - has training on strategic positioning, steering change processes, complex problem solving, the setting of action scenarios, conflict resolution through mediation and so on.

Referring to the trends in state and administration change which pose challenges to leadership training, he emphasized globalisation and global governance, the changing concept of the state, European unification and enlargement, demographic change, and financial crisis. The speaker's presentation of the first three challenges was particularly attention-grabbing.

The first trend - globalisation and global governance denoting an intensification and interlinking of the traffic in goods, services and capital that determines new cooperative approaches to managing

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global policy - has important consequences for training, particularly when it comes to language skills for use within Germany and abroad, skills to compare / evaluate foreign legal and administrative systems, intercultural competence for successful actions at international level, knowledge of NGOs as partners in the global governance process, and governance competences to disseminate cooperative management skills.

Another trend - the changing concept of the state - refers to the state as a service agency that citizens approach as customers with far-reaching demands where transparency, participation and service are concerned. The consequences of this for training include systematic customer orientation and new forms of communication, support for debureaucratisation/deregulation, improved law-making, governance competences in dealings with private partners, and the inclusion of private individuals in the advanced training process.

The consequences of the major trend towards unification and association in an enlarging Europe, in particular the changing dynamic to European integration, ENP and MEDA with the focus on the Lisbon Strategy and the response to the Arab uprisings refer to: targeted qualification of all staff concerned with EU issues, general knowledge of EU, MEDA and ENP, EU competences for activities in Brussels and the enlargement and association processes, European training standards and certification, transparency through an orientation as regards the European Qualifications Framework, intensified exchanges of experience on programmes and innovation. Referring to a 2005 DISPA survey for a "Common Competence Frame", Mr. Kunsmann underlined that "on what enlarged challenges we are working at European level" is a "value problem" because of different understanding and terminology of competences due to different governance approaches and administrative cultures in the different EU member states. He described the EU competence training at *BAkV* and in the enlarged Europe.

The Director of *BAkV* concluded by stressing that traditional forms of training have to adapt faster to changes in the state and the society, with special regard being had to international development. He also referred to the necessity of workplace learning and learning process monitoring being applied, in order that the dovetailing of qualifications and work might be improved.



**Małgorzata Steiner, Lecturer, National School of Public Administration, Poland** - Leadership in a Changing Public Administration: Coping with Adaptive Challenge

Touching upon ongoing changes and related challenges for leaders, particularly challenges which EU nations are currently facing - such as large public deficits, massive debt, and volatility on the financial markets - Ms. Małgorzata Steiner, lecturer at KSAP, underlined that there is no individual who can solve these issues alone.

In her presentation entitled "Leadership in a Changing Public Administration", Ms. Steiner referred to adaptive challenges as problems in regard to which no clear answer is within reach, as well as problems that will require people to change their ways. She pointed out that the

best way to respond is to adapt in order to function and thrive in a changing environment. Examples of adaptive challenges from organizational life include: a procedure- or effectiveness-oriented bureaucracy becoming innovative/citizen-centered and an organization focused on paper and protecting authenticity of documents going electronic. While we were supposed to deliver good experts, now we need to have interdisciplinary team players; mergers and major technology adjustments.

The speaker stressed the need to respond properly to both technical problems and adaptive challenges. The technical/routine challenges require the following steps: a defining of problems and provisioning of solutions; a shielding of the organization from external threats; a clarifying of roles and responsibilities; a restoration of order and the maintaining of norms. The adaptive challenges in turn require that the adaptive challenge be identified and key issues framed; the organization should feel external pressures; work and responsibility should be shared; conflict should be allowed to emerge and unproductive norms challenged. Frequent mistakes included the misplacing of responsibility, identification of scapegoats, and treatment of adaptive problems as if they were technical ones.

Speaking about what is expected from authorities, Małgorzata Steiner mentioned: direction (vision, strategy); protection (preparing a response to dangers); and order (orienting people to their roles, controlling conflict, and establishing norms). She concluded by stressing that leading in the face of an adaptive challenge means mobilizing a group to tackle it (identifying who needs to do what if progress is to be made) and building adaptive capacity.



## WORKING GROUPS



### **I. Teresa Casserly, Director, Training and Leadership, Institute of Public Administration, Ireland - Identifying and Developing Leadership Talent**

The first Working Group of the Warsaw DISPA Meeting was chaired by Ms. Teresa Casserly, Director of Training and Leadership, Institute of Public Administration, Ireland, and focused on identifying and developing leadership talent. In preparing the presentation, she was assisted by Mr. Konrad Dębski, one of KSAP's internal students (and hence a participant in 18 months of postgraduate training at the School).

The participants started the discussions by aiming to clarify the meaning of leadership. While leaders have to be competent, it is hard to define a concrete set of competences that are universally acceptable regardless of

leadership roles. In the public sector, leaders are not motivated by profit, and it is more difficult to measure the result of effective leadership. Nevertheless, it was agreed that a leader should have a natural talent for leading, as well as be an expert.

There was consensus that countries differ markedly from one another when it comes to the identification of leadership talent. Group members emphasized the difficulty of selecting people with such talent during the recruitment process, since potential leaders may not have applied for inclusion in the selection process, or else selection bodies may not have been trained adequately looking regard to seeking out predispositions. The development of the talent in question was deemed to be very important, because leaders are frequently people promoted to higher positions in advance of their leadership capacity being fully identified. In turn, civil servants are occasionally promoted to higher positions without adequate preparation, while senior people are sometimes promoted on the basis of their expertise and not their leadership skills. They need training in order to feel comfortable in the role of leader, and to balance that role with that of expert. Therefore, the main conclusion of the first Working Group was that training and the development of the talent of people already in the role needed to be developed more, it being vital not to waste the professionalism and substantial input these people might have to offer. There was a consensus that leadership development has to include: customized programs that meet the needs of the organization/department/client; a mechanism for transferring learning to the workplace; an action-learning element; follow-up; coaching and 360-degree feedback; and a combination of methods. Different channels should be used to touch leaders at the level of head, heart and guts! It was also necessary that talent be developed steadily, not only by means of special courses, but also through learning in practice.

The meaning of technical versus adaptive challenges was also explored, as challenges facing public servants could be of either type. While technical challenges have a clear definition and clear solution, and no systematic change is required, adaptive challenges are not clearly defined and have no easy answers. Authority figures cannot solve adaptive challenges, and values, norms and beliefs have to change.



### **II. Lärke Johns, Director, Swedish Council for Strategic Human Resources Development, Sweden - Ethical Leadership**

The second Working Group, discussing ethical leadership, was chaired by Ms. Lärke Johns, Director, Swedish Council for Strategic Human Resources Development (KRUS), Sweden. In preparing her presentation, she was assisted by Szymon Bereska, a KSAP student.

The Leadership & Ethics workshop set off with an overview of the project "Public Ethos - A Good Culture of Public Administration" initially a two-year project (which has recently been extended for another year) aiming at reinforcing ethics and good core values throughout Sweden's central governmental administration. KRUS was commissioned to coordinate the efforts of the 230 governmental agencies involved, in order

that core values also reflecting the law could be reinforced. The Swedish project concluded that the key values for ethics in public administration were democracy, legality, objectivity and equality, transparency and freedom of expression, respect, efficiency and service. Based on these fundamental core values, KRUS has launched a variety of toolboxes and fora for knowledge transfer, management training and the development of new approaches to the delivery of services.

Mr. Lukáš Jirsa, International Relations, Marketing and Strategies Department, Institute for Public Administration Prague, Czech Republic, presented the EU-funded project "Sharing Best Practices in Introducing and Teaching Ethics Principles to Public Administration Employees" (2011 - 2013), which

is coordinated by his Institute and in which the National School of Public Administration (KSAP), Poland, the National Institute for Public Administration, Portugal and Berlin School of Economics and Law, Germany, are also involved as partners.

The Working Group focused on questions, discussions and the sharing of best practices and ideas amongst DISPA members, on issues such as: the challenges for public administrations in Europe both today and for the future, and the role professional ethics can play in successfully meeting and beating these challenges; the relative values of different ethics in leadership in the member states; the values held in common between countries' civil services; the experiences and impacts of ethical training and implementation of core values to date; whether the core values can boost public image, and increase attractiveness when it comes to recruiting the right staff; and the role of the DISPA Network in regard to the reinforcement and development of ethics in public administration in Europe. The discussions revealed that ethics should serve as an important leadership tool, while respect for ethical principles should make the public administration more attractive in the eyes of the public. Although there are differences between the perception of ethics in the private and public sectors, leaders and managers must have an active attitude and play a key role in the ethical development of their team.



### III. Dr. Sotos Shiakides, Head, Academy of Public Administration, Cyprus and Wojciech Bednarek, Postgraduate Student, KSAP, Poland - Leaders as Agents of Change

The third working group focused on the topic of the leader as an agent of change, and was chaired by Dr. Sotos Shiakides, Head of the Cyprus Academy of Public Administration. In the plenary session of the following day, he presented the outcomes of the group discussions, together with Mr.

Wojciech Bednarek, another of the postgraduates training full time at KSAP.

Dr. Shiakides stressed that the days when Public Administration organizations were places of stability and repetitive activity are long since past. Today, fluidity and constant change are the norm in the public sector, just as in the world of private business. Within the European Union, in particular, successive legal and institutional reforms, accelerating technological change, an increasingly critical and demanding public, and radical economic developments - such as the current crisis - pose enormous leadership challenges of a relatively new type: Public Administration leaders throughout the EU are called upon to be effective agents of change, both adaptive change, in response to already occurring transformations in the environment of their organizations, and proactive change, in view of anticipated developments. Without the timely introduction of the necessary changes, leaders would be unable to sustain their organizations' performance, let alone improve it, as they are nowadays expected to be. Dr. Shiakides underlined that leaders should concentrate on the process (rather than the content) of change (how to go about change, rather than what changes to bring about), planned (rather than spontaneous) change, both initiation and implementation of change, and activities to be undertaken as well as qualities and skills needed. The Working Group discussions continued with four questions: 1) What main activities does a leader need to engage in, in order to secure the successful initiation of a change process?; 2) What qualities and skills must a leader have, to be able to secure the successful initiation of a change process? 3) What main activities does a leader need to engage in, in order to secure the successful implementation of a planned change? 4) What qualities and skills must a leader have, to be able to secure the successful implementation of a planned change?

The results of the discussion detailed activities - and the qualities and skills - necessary for change initiation and change implementation. Activities for change initiation include: the acquiring of a broad perspective on the situation /monitoring of the system; identifying problems that call for change; gathering information comprehensively; actively involving/consulting/negotiating with all the stakeholders in designing the change; taking into account available resources; considering alternative scenarios and being prepared for the worst; developing a good plan for the change (fixing targets, defining steps, setting a time frame, assigning people, specifying tools, setting up a feedback and adjustment mechanism). Activities for change implementation identified by the Working Group were: clarification of organizational aspects to change - targets, clear responsibilities, instruments, a monitoring and feedback system; dealing with possible resistance - understanding the roots of resistance, involving stakeholders, explaining benefits, ensuring early successes, building coalitions. The qualities and skills needed for change initiation and implementation include: negotiation and conflict-resolution skills, persuasion skills, communications skills, an ability to anticipate upcoming problems and to react in time, a positive



/ constructive approach (focus on solutions, not just problems), a capacity to create conditions facilitating innovation, an ability to stimulate creativity and encourage potential in colleagues, an ability to “orchestrate” innovation and initiate the sharing of ideas, self confidence, belief in change, doggedness and tenacity / a willingness to keep up the pressure for change, and and love of what one is doing.

Other results were presented by Mr. Wojciech Bednarek. He stressed that the process of change initiation must be preceded by the question: why change and what kind of change do we need? People in top positions should be visionary, see the problems beforehand and have a broad perspective on the current situation. It is by gathering information comprehensively from different sources that we are able to identify the problem that calls for change.

The success of change implementation depends on the involvement of stakeholders. The role of the leader is to prepare people for upcoming changes. A good leader will try to involve the stakeholders in the process of change, by giving them the opportunity to voice their fears and share their ideas, making use of their potential. The organizational aspect plays a key role at the change implementation level. Clear targets have to be set, the tasks and responsibilities have to be divided between stakeholders, and a feedback system has to be developed in order to ensure that the situation is monitored and reacted to at the proper time.

The process of change implementation requires that a good leader have strong negotiating skills - be able to persuade people regarding goals which he/she wants achieved. He or she has to be stubborn (in the positive sense of tenacious) and trust strongly in the sense of the undertaken challenge. During the process of change, implementation resistance from some part of the team can be unavoidable. The role of the leader is to show strong involvement and belief in final success, and to encourage and support the team. Having the ability to anticipate upcoming problems, the leader will be able to react in time. A positive and constructive approach - focusing on solutions, not on problems, will help in creating a positive and creative atmosphere. The leader must stimulate people’s innovation and creativity. Mr. Bednarek reminded the DISPA participants that the role of the leader in an organization can be readily compared with that of the conductor of an orchestra. Having proper interpersonal skills and using proper instruments, he/she will be able to make the whole team play single and beautiful music. He concluded by underlining the final secret of how to make the process of change implementation successful: as a real leader of a group one really has to love what one does, and share that enthusiasm with other members of the team.



#### **IV. Lynda Somme-Dew, Principle Adviser, Directorate-General Human Resources, European Commission - The Relationship between Leadership and Human Resources Professionalization**

The fourth Working Group dealt with the relationship between leadership and human resources professionalization. It was chaired by Ms. Lynda Somme-Dew, Principle Adviser, Directorate-General Human Resources, European Commission, who emphasized the symbiotic relationship between leadership and human resources: much of good HR strategies, policies and practices are dependent upon good leadership, and much of good leadership is dependent upon good HR practices - “the right interventions at the right time, for the right leaders”. Ms Somme-Dew was assisted by postgraduate student at KSAP Dawid Grochowski.

Ms. Somme-Dew used a definition that saw leadership as the capacity to influence people by means of personal attributes and/or behaviors, towards the achievement of a common goal. Human resources leadership refers to ensuring that the human resources function has the right capability, capacity and organizational design, and that HR employees are fully engaged, work collaboratively and possess a deep understanding of organization and the drivers that create value. It was explained that human resources professionalization is continuous development for human resources professionals with a view to competent staff in the human resources area being attracted, encouraged to develop and retained, through a focusing on individual learning needs within a framework of improved management practices.

The discussion of the fourth Working Group was divided into two parts, having two complementary themes. The first theme focused on what human resources can do for leaders, and what leaders want from human resources both in terms of business objectives - high performing, sustainable organizations; achieving their goals and looking to a future strategy; and from a personal learning and development focus. Topics for discussion were based on the Ulrich model and included: strategic partnership: alignment of business and human resources strategy, and the role for human resources in achieving business objectives; change agents: the role of human resources in business decisions, and who looks after the “people” issues in a change programme; the employee champion - what leaders want from human resources in terms of: talent management, succession planning, learning and development,

employee engagement and communication; and the administrative expert. It was concluded that the human resources area should create value and offer active assistance to leaders, as is shown in Table 1.

Table 1. What can HR do for leaders?

<p><b><i>Strategic</i></b></p> <ul style="list-style-type: none"> <li>- Understand, and input into organizational strategy and link to HR Strategy</li> <li>- Personal credibility and pro-activity</li> </ul>	<p><b><i>Change agent</i></b></p> <ul style="list-style-type: none"> <li>- Courage and personal credibility</li> <li>- Bring people implications and long term implications</li> <li>- Especially in times of crisis</li> </ul>
<p><b><i>Administrative expert</i></b></p> <ul style="list-style-type: none"> <li>- Effectiveness and efficiency</li> <li>- Restructuring</li> <li>- Integrated services</li> </ul>	<p><b><i>Employee champion</i></b></p> <ul style="list-style-type: none"> <li>- Leadership development programme</li> <li>- Wellbeing</li> </ul>

The second part revolved around what leaders can do for human resources. It was stressed that the most successful HR initiatives rely on authentic and visible buy in from the senior leaders within an organization, and successful implementation by first line managers. The members of the group debated what leaders can offer in practice to ensure that these strategies, policies and practices succeed. The discussion was able to identify a small number of practical, concrete proposals from both sides which could lead to improved service delivery from HR to leaders, and greater input and commitment from leaders to human resources in support of HR initiatives. The outcomes were as presented in Table 2.

Table 2. What can leaders do for HR?

<p><b><i>Strategic</i></b></p> <ul style="list-style-type: none"> <li>- Involve HR</li> <li>- Utilize the whole HR expertise</li> <li>- Realize that decisions have HR implications</li> </ul>	<p><b><i>Change agent</i></b></p> <ul style="list-style-type: none"> <li>- Recognize the possibilities and limitations of change and match resources</li> <li>- Own the change</li> <li>- Listen and communicate consistently</li> </ul>
<p><b><i>Administrative expert</i></b></p> <ul style="list-style-type: none"> <li>- Don't add to the burden</li> <li>- Don't interfere</li> <li>- Make sure HR has the right tools</li> </ul>	<p><b><i>Employee champion</i></b></p> <ul style="list-style-type: none"> <li>- Lead and be involved in development programmes</li> <li>- Defend staff and HR (as appropriate)</li> </ul>

## OUTREACH TO THE NEIGHBORING COUNTRIES OF THE EUROPEAN UNION



**Prof. Dr. Mzia Mikeladze, President, Network of Institutes and Schools of Public Administration in Central and Eastern Europe** - The Need for Public Service Training in Central and Eastern Europe and the Development of NISPAcee

Referring to steps in the development of training for the public service in Central and Eastern Europe, Professor Mzia Mikeladze, the President of the Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee) mentioned: 1. 'external shock' (somewhat experimental); 2. 'demand-led' (*ad-hoc* trainings); 3. the creation of institutional 'focal points'; 4. the engendering of a broad institutionalization of public sector training in the form of schools of administrative issues and governance.

The speaker mentioned problems with the internal and external environments to public service, including an absence of a uniform public service; fractured management systems of insufficient quality; insufficient coordination in the civil service system; instability of public service and an absence of continuity; a lack of competence on the part of public officials; less attention to the underlying values of public service and limited opportunities for the recruitment and retention of top specialists.

The President of NISPAcee presented the status, mission and activities of that organization. Where its legal status is concerned, the Network is a non-profit, non governmental, membership organization. Its governing bodies are the General Assembly and Steering Committee, and its executive body is its Executive Secretariat located in Bratislava, Slovakia. It has 120 institutional members, 27 associate

members and 19 individual members. The mission of NISPAcee involves: facilitating joint research, educational and training programs in post-communist countries, promoting both human capacity building and institutional development; increasing the professionalism of the civil service; fostering East-East as well as East-West co-operation; bridging the EU, the new Member States and countries outside the EU; promoting and strengthening the emergence of effective and democratic governance and the modernization of public administration systems throughout the NISPAcee region.

The activities of the organization comprise: conferences; research; publications; high level meetings and civil service forums; training programmes; summer schools and workshops; exchange programs and the development of public administration programs; information services, website and databases of about 2000 institutions, 6000 persons, including experts; awards; new innovative activities such as the Trans-European Dialogue; and EAPAA accreditation of public administration programs. NISPAcee offers training programs on how to be a better policy advisor in public administration reforms, how to be a better policy advisor in administrative capacity building in prospective and new EU Member States policy making and horizontal coordination. Ms. Mikeladze underlined the characteristics of well designed education and training programs: clear objectives of learning and research programs and of their content; efforts to ensure that program objectives meet individual and work specific needs; the tailoring of standard education and training programs to meet specific needs; involvement of learners in decisions about training; consultation with public agencies (Departmental Training Officers); consideration of a range of formal education and training options; use of local skills, knowledge and expertise on education and training programs; and evaluation of the effectiveness of education and training. Based on its accumulated experience and prestige, NISPAcee serves as a bridge between Western, Central and Eastern countries in Europe. In a "Wider Europe", it has a special capacity to link the Balkan, Eastern, Caucasian and Central Asian regions. The Network is becoming more and more academic, but it also serves as a bridge between academia and practice. NISPAcee thus utilizes its capacities to create maximum synergy out of its professional, regional and "bridging" functions.



**Prof. Dr. Yuriy Kovbasiuk, President, National Academy of Public Administration, Ukraine** - Leadership of Ukraine's National Academy of Public Administration in Professional Management Training

Prof. Dr. Yuriy Kovbasiuk, the President of the National Academy of Public Administration to the Office of the President of Ukraine (NAPA) delivered a presentation entitled "Leadership of Ukraine's National Academy of Public Administration in Professional Management Training".

The Academy, based in Kiev, began its history in 1995. It comprises an Institute on Public Administration and Local Government Issues, an Institute of In-Service Training for Administrators, as well as four Regional Institutes of Public Administration (RIPAs) in the other four biggest cities of Ukraine: Lviv, Odesa, Kharkiv and Dnipropetrovsk. Created in 2005,

NAPA's interregional e-learning network centers on the same five Ukrainian cities, covering the whole of Ukrainian territory from there. It consists of 220 e-learning courses and uses videoconferencing for classes, seminars and round tables. It was considered to be the best e-learning implementation programme for public administration at the International Exhibition and Conference entitled "E-Learn Expo - 2009". Prof. Kovbasiuk underlined NAPA's key tasks of professional management training, which include: training of public officials, local officials and a relevant personnel reserve; coordination as well as didactic, informational and advisory support to branch institutes and regional centers for the professional training of public officials and local government officials; and development of content of professional programs, programs of short thematic workshops, guidance for professional program development, and teaching materials for teachers and students. The scientific research of the Academy is focused on the development of the field of academic endeavor known as "public administration", the conducting of fundamental and applied research on public administration and local governance issues, scientific support for the educational process, the provision of expert advice, informational analysis, research and didactic services concerning the theory and practice of state building, as well as the organization and development of international cooperation on scientific research in this field.

The President of the Academy spoke about the three components to the EU-funded NAPA twinning project "Support to the Development and Improvement of the Civil Servants Training System in Ukraine", which has been implemented together with France's ENA and Poland's KSAP:

- The first component to this project in fact relates to raised institutional capacity in civil service training for Ukraine's Main Department of Civil Service (MDCS) and NAPA. It involves the development of a strategy concept on civil service training, as well as the elaboration of key elements of a strategy for civil servants training, namely a defining of target groups (senior civil servants, human resources managers and young people with high potential).



- The second component of the twinning project has focused on the strengthening of organization and management of NAPA and the RIPAs. It has therefore included adaptation of the structure of NAPA to its role as a training institution focused on excellence, and a consolidation of the role of NAPA as coordinator of a network of training institutions.
- The third component led to enhanced training capacity on the part of NAPA and the RIPAs through an improvement in training methodology derived from increased awareness of trainers and training managers of the interest in implementing a more practice-oriented teaching methodology, as well as the conduct of teaching needs analyses in pilot ministries and the development of content in four training courses.



**Suad Music, Director, Regional School of Public Administration, Montenegro** - Public Administration Training in the Balkan Region and the Creation of ReSPA

Mr. Suad Music, Director, Regional School of Public Administration (ReSPA), Montenegro presented the School's background, goals and activities, as well as the cooperative ventures it had entered into. The ReSPA Initiative was initially formulated in the wake of the June 2003 Thessaloniki Agenda. Its development was later organized into different phases. ReSPA is an international organization that has been entrusted with the mission to facilitate regional cooperation in the field of public administration in the Western Balkans. Its offices, training facilities and campus are located in Danilovgrad, Montenegro. While primarily targeting

officials from those countries which have signed and ratified the Agreement Establishing the Regional School of Public Administration and are thus members of ReSPA (Albania, Bosnia-Herzegovina, Croatia, the former Yugoslav Republic of Macedonia, Montenegro and Serbia) as well as other entities in the Western Balkans region, ReSPA's activities may also be open to officials from other countries and institutions. The School is jointly funded, jointly managed, jointly staffed.

ReSPA is a unique historical endeavor, supporting the creation of accountable, effective and professional public administration systems for the Western Balkans as they proceed towards EU accession. It increases human resources capacities and supports EU accession capacity. The School seeks to achieve this mission through the organization of training activities, high-level conferences, networking events and publications, the overall objectives of which are to transfer new knowledge and skills, as well as to facilitate the exchange of experiences, both within the region and between the region and the EU Member States.

Mr. Suad Music concluded that possible cooperation between his School and other public administration schools and organizations from Europe could involve: support for ReSPA staff, training delivery, network expert support, short-term internships, resource center support, and collaborative research and joint projects.

## INTERNAL ISSUES



**Bernard Boucault, Director General, Ecole Nationale d'Administration, France** - Follow-up to the Strasbourg Manifesto

Mr. Bernard Boucault, Director General of the French Ecole Nationale d'Administration (ENA) talked about the importance of the Strasbourg Manifesto, and recent activities of his school. He referred to benefits of exchanges and research partnerships between DISPA members, as follow-ups to the objectives stated in the Strasbourg Manifesto.

The Strasbourg Manifesto was adopted by the members of the Network in 2008, during the French Presidency of the Council of the EU; in an effort to provide a common thread to the future activities of DISPA. In this document, the DISPA members committed themselves to the adoption of a more systematic approach to their work, particularly against the

backdrop of the rapidly changing landscape of public administration, the blurring of barriers between the public and private sectors, the increasing turnover of public servants on account of demographic and employment trends, the rising expectations of the public vis- -vis their governments and administrations, and the changing role of senior leaders in a rapidly evolving economic and social climate. They sought to encourage greater participation in the international scientific and institutional fields of administrative training and research, as well as to promote European values in this context; to enhance

their participation, jointly or individually, in offering services on the international market of administrative training and capacity building; to identify and support activities that would favor the common delivery of training; to set up effective means of communication and to exchange information with a view to achievement of the above mentioned objectives being facilitated.

Mr. Boucault presented some recent international activities of ENA. He talked about the importance of the „Weimar Triangle” and the international meeting which was organized by ENA - on 12 September 2011 - together with Poland’s National School of Public Administration (KSAP) and Germany’s Federal Academy of Public Administration (BAkÖV), in order to celebrate the twentieth anniversary of the „Weimar Triangle”. The event took place in Paris, with support from the French Ministry of Foreign and European Affairs in partnership with the Embassies of the Federal Republic of Germany and Poland in France. Since its launch in 1991, the initiative of the „Weimar Triangle” aims to establish close cooperation between the governments of these three countries on European issues and enhance dialogue between civil societies.

Another important recent event was the First ”Dialogue on Public Administration”, jointly convened in Strasbourg, on 13 September 2011, by the Ecole Nationale d’Administration and Florida International University (FIU), with a view to European and American experiences with civil service training being exchanged. The main focus was a transatlantic (American-French) one, with a strong FIU delegation including Director Meredith Newman, Dean Nicole Rae, and Profs. Mohamad Alkadry, Shaoming Cheng, Milena Neshkova and Allan Rosenbaum engaging with their French opposite numbers in considering the current situation civil services find themselves in; recruitment and skills/knowledge sets; values and motivations. However, the second afternoon session - on enhancing performance - broadened the outlook significantly by drawing on “insights from other systems” - of Germany (as presented by Günther Wurster, President of BAkÖV) and Poland (as presented by Prof. Jacek Czaputowicz, Director of KSAP).

Mr. Boucault stressed the vital importance of human resources management in public administration training programs. He talked about the benefit of strengthening cooperation between the DISPA members in the field of performance management - including on how to measure performance in public administration by using relevant indicators, exchanging good practices in the field of ethics and extending a French study to lead to comparative data on values of the public service.



**Stefano Pizzicannella, International Association of Schools and Institutes of Administration - IASIA at 50: Challenges and Ways Forward for Public Administration Globally**

Mr. Stefano Pizzicannella, International Association of Schools and Institutes of Administration (IASIA) informed the audience of the proceedings and outputs of the IASIA Annual Conference and the Celebration of IASIA’s 50<sup>th</sup> Anniversary, which took place in Rome, Italy, on 13-18 June 2011. The events received the High Patronage of the President of the Italian Republic, Mr. Giorgio Napolitano, and were organized by: IASIA, the Office of the Prime Minister of Italy and University of Roma Tre. The participants in the IASIA events included directors and managers of schools and institutes of public administration, scholars and experts

from all continents. The issues discussed comprised: public administration in turbulent times, public administration education and training for governing in the 21<sup>st</sup> century, rethinking governance after the global economic crisis, leadership, sound institutions for good governance, and 50 years of IASIA. The main questions of the IASIA conference included: 1) What is asked of public administration and leadership: a) in turbulent times of social and economic unrest? b) for local governance, local development and achievement of MDGs? 2) Which capacities of public administration and leadership are necessary to accomplish tasks with effectiveness, efficiency, responsiveness, and professionalism, and how can these capacities be developed? The participants discussed different aspects of these issues, such as: the distinction between public and private; importance of systemic factors and institutions; individual actors for public decision making; political-administrative relations and driving forces of policy-making processes; administrative integrity.

The conclusions underlined the need to address the human factor ever more - emotions, motivation, care, interpersonal conflicts, the relations among colleagues, greed, ethics, good governance and virtue ethics. Along with institution-building, structures and processes, attention should be given to the individuals who have to do it, i.e. leadership and management capacities.





**David Walker, Director, European School of Administration - The DISPA Website**

One important outcome of the Warsaw DISPA meeting comprised decisions regarding the relaunch of “the DISPA wiki”. As Mr. David Walker, Director of the European School of Administration emphasised, a wiki is a centralised source of information, «democratic» yet manageable, and easy to access and to use.

Mr. Walker explained that the recently revamped and simplified DISPA wiki aims at reinforcing communication within the Network in order to achieve more effective exchange of good practice in fields such as the evaluation of the impact of our activities, performance indicators, leadership development, public ethos etc. It consists of a collection of web pages designed to enable anyone who accesses it to contribute to or modify its content. It is designed to be a useful information and communications tool, which should allow DISPA members to make progress in the quality of their exchanges because:

• it is an easily-accessible source of material about past meetings, and other useful information;

• it provides a space for members to communicate with each other on an informal basis;

• it offers all members of the network the opportunity to advertise upcoming events, or post material that might be of general interest.

The members can become „wiki listeners” which means they can be alerted every time there is some activity on the wiki.

The role played by the School in actively contributing to the coordination of DISPA’s work is underlined by its investment in the wiki. The School prepared a new user guide which explains how to access the wiki, to navigate it in order to find useful information about the Network, and to post information on it. Mr. Walker informed the DISPA members about the instructions - which they were going to receive shortly - on how to access the wiki. The DISPA members have been invited to read the guide and then set up their access.



**Dr. Nikolaj G. Lubanski, Prorector and Tue Sanderhage, Director, Institute of Management and Public Administration, Metropolitan University College, Denmark - Invitation to the Next DISPA Meeting**

Dr. Nikolaj Lubanski, Prorector and Mr. Tue Christian Sanderhage, Director, Institute of Management and Public Administration, Metropolitan University College, Denmark invited the members of DISPA to the next meeting, which will take place on

10-11 May 2012 and will focus on “innovation in public service delivery - consequences for training”. The meeting will revolve around: the importance of the EU’s current political and financial situation for the training and education of public employees; how to train and educate public employees in order to be able to deliver more for less/the same; what public institutions can do in order to deliver more for less/the same.

## ANNEXES

### ANNEX 1. LIST OF PARTICIPANTS IN THE WARSAW DISPA MEETING

The Warsaw DISPA Meeting greatly benefitted from the opening remarks of Dr. Sławomir Brodziński, Minister and Head of the Polish Civil Service and the keynote speech of Y-Motions International Expert Luc Roulet. The participants at the meeting included representatives of the institutions that are members of the DISPA Network (in alphabetical order of the countries):

- *Institut de Formation de l'Administration Federale*, Belgium: Sarah Geens, Solution Manager; Pierre Ramelot, Head of International Relations;
- Academy of Public Administration, Cyprus: Dr. Sotos Shiakides, Director General;
- Institute for Public Administration Prague, Czech Republic: Lukáš Jirsa, International Relations, Marketing and Strategies Department;
- Metropolitan University College, Denmark: Dr. Nikolaj G. Lubanski, Prorektor; Tue Christian Sanderhage, Director, Institute of Management and Public Administration;
- Academy of Public Service, Estonia: Tanel Oppi, Director General;
- HAUS Finnish Institute of Public Management, Finland: Anneli Temmes, Managing Director;
- *Ecole Nationale d'Administration*, France: Bernard Boucault, Director General; Maxime Lefebvre, Director of International Relations;
- Federal Academy of Public Administration (*BAkōV*), Germany: Dr. Hans-Edmund Kunsmann, Director;
- National Institute of Public Administration, Hungary: Dr. Norbert Kis, Director General;
- Institute of Public Administration, Ireland: Teresa Casserly, Director of Training and Leadership;
- *Scuola Superiore della Pubblica Amministrazione*, Italy: Massimo Gerli, Head of the International Relations Department;
- Centre for Development Research and Training, Office of the Prime Minister, Malta: Joanna Genovese, Director;
- Dutch Institute for Public Administration, The Netherlands: Leo Smits, Chairman of the Board;
- National School of Public Administration (KSAP), Poland: Prof. Dr. Jacek Czaputowicz, Director; Małgorzata Steiner, Lecturer; Dr. Anna Wojciuk, Lecturer; Dr. Roxana Zyman, Analyst;
- National Institute for Public Administration, Portugal: Ramos Francisco Ventura, President;
- *Instituto Nacional de Administración Pública*, Spain: Carmen Hernández Antolín, Head of Department for International Relations;
- Swedish Council for Strategic Human Resources Development, Sweden: Lärke Johns, Director; Petra Göransson, Expert;
- National School of Government, United Kingdom: Adam Steinhouse, Director;
- European Institute of Public Administration (EIPA) Maastricht: Dr. Marga Pröhl, Director General;
- European Administrative School (EAS): David Walker, Director; Ewa Wrońska, Training and Development Adviser; Karine Auriol, Training and Development Adviser;
- European Commission (EC): Lynda Somme-Dew, Principle Adviser, Directorate-General Human Resources.

The event also gained from the participation of guests representing neighboring countries of the EU and umbrella international and regional organizations:

- *Institut de Hautes Etudes en Administration Publique*, Switzerland: Jacques-Andre Vulliet, *Secrétaire général*, Member of the Research Commission;
- State School for Public Administration, Croatia: Veljko Mudrić, Director General;
- National Academy of Public Administration, Ukraine: Prof. Dr. Yuriy Kovbasiuk, President;
- Regional School of Public Administration (ReSPA), Montenegro: Suad Music, Director;
- Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPA-CEE): Prof. Dr. Mzia Mikeladze, President;

International Association of Schools and Institutes of Administration (IASIA): Stefano Pizzicannella. Students of KSAP attended the plenary sessions of the DISPA meeting. The chairs of the working groups were assisted by four of these post-graduate students: Konrad Dębski, Szymon Bereska, Wojciech Bednarek and Dawid Grochowski.

## ANNEX 2. THE BUDAPEST-WARSAW RESOLUTION OF THE MEMBERS OF DISPA

Having reviewed the progress made since the adoption of the Strasbourg Manifesto, we believe it is important to reaffirm a number of fundamental principles that should guide our work and set out further concrete courses of action to ensure that we achieve our objectives.

These objectives are:

- To contribute to efficient and effective public administration that is responsive to the needs and expectations of citizens and whose creation is one of the essential tasks of all governments
- To promote through our activities the common values of the European Union and further develop our links with the European institutions

Bearing in mind the areas of activity specifically identified in the Strasbourg Manifesto, we believe that the following steps should be taken:

- Coordinate on an informal basis our participation in major events in the field of public administration and the training and development of public officials, both within the Union and outside, and report as appropriate to the Network as a whole on the outcomes.
- Examine how to develop stronger links with Institutes and Schools in other European countries.
- Stress in our respective training and development programmes for public officials the vital importance of strategic and professional human resource management.
- Reinforce our links with all the European institutions and invite the European School of Administration to make proposals about how this might be achieved in practice.
- Reinforce our channels of communication, especially by an attempt to relaunch the DISPA wiki, within the Network in order to achieve more effective exchange of good practice in fields such as the evaluation of the impact of our activities, performance indicators, leadership development, public ethos etc.
- Ensure greater visibility with the public at large and examine what use might be made of tools such as Wikipedia, Facebook and Google as well as encouraging each member of the Network to provide information about DISPA on their own websites.

Where further steps are needed to ensure the practical implementation of these measures, we invite the “DISPA Trio” meeting to examine these and to report back to the next DISPA meeting with concrete proposals.

## ANNEX 3. THE NETWORK OF DIRECTORS OF EU INSTITUTES AND SCHOOLS OF PUBLIC ADMINISTRATION – DISPA

### When It Was Set Up

Following the historic events of 1989, public administrations in the reunited Europe decided to establish various networks for mutual cooperation and the exchange of good practice and experience. The most notable of these is the European Public Administration Network (EUPAN) which is composed of the Directors-General for public administration in the member states. In May 1995, at a EUPAN meeting organized under the French Presidency of the Council of the EU, it was decided to ask the Directors of the institutes and schools of public administration to organize a meeting among themselves later that year. This inaugural meeting of the Network of Directors of Institutes and Schools of Public Administration (DISPA) took place on 27 October 1995 on the premises of the European Institute for Public Administration (EIPA) in Maastricht, and was attended by the Directors of the schools in the EU and the so-called central and eastern European countries.

### How DISPA Is Organized

From the outset, the Network has been organized on a purely informal basis whereby Directors are in fact under no obligation to take part, although the vast majority do so. Mutual exchanges of ideas flourished and meetings of the Network became more regular as time passed, as did the variety of themes that were discussed. Since 1997, the member state holding the rotating Presidency of the EU has usually organized a DISPA meeting. Since the German Presidency of 2007, the meetings have generally

been prepared by a “troika” composed of the schools in the countries of the past, present and two subsequent Presidencies. The European School of Administration is also associated, notably to contribute to coordinating the Network’s activities and ensuring a degree of continuity. DISPA has informal links with EUPAN without being part of this Network’s formal structures.

### **Who Takes Part in DISPA**

The size of the Network has obviously expanded in line with the successive enlargements of the EU. In addition to the Directors of the schools in the Union, those from neighbouring countries are invited on an *ad hoc* basis. Also participating are EIPA, the European Commission and, since its creation in 2005, the European School of Administration. The institutes and schools are varied in terms of their role, status, mission and financing. They range from commercial or semi-commercial organizations through to schools that are an integral part of the government structure. However, the existence of this variety does not as such diminish the usefulness of cooperation (which in many cases is considerable), or affect the dynamics of the Network.

### **What DISPA Does**

As a result of the exchanges of experience and best practice that form the basis of DISPA meetings, members have among other things been able to set up various joint activities on an *ad hoc* or even more permanent basis, have commissioned studies, developed common training programmes, offered traineeships and so on. Some of the principal themes to have been addressed during DISPA meetings are: public service reform, learning and development for senior management and leaders, new training methods, public service ethos, and the evaluation of the impact of training and development programmes.

### **The Strasbourg Manifesto**

In 2008 under the French Presidency, the Network adopted this “manifesto” in an effort to provide a common thread to its future activities. Its members committed themselves to adopt a more systematic approach to their work, particularly against the backdrop of the rapidly changing landscape of public administration, the blurring of barriers between the public and private sector, the increasing turnover of public servants on account of demographic and employment trends, the increasingly high expectations of the public vis- -vis their governments and administrations, and the changing role of senior leaders in a rapidly evolving economic and social climate.

### **The Lisbon Treaty and DISPA**

The Lisbon Treaty makes the work of DISPA more relevant than ever, introducing as it does a new competence called “administrative cooperation” which encourages the EU institutions and member states to further develop their collaboration, and mentioning specifically common training actions as an effective means of achieving this.