

**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](#).

This 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. In the majority of cases, 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For senior level public servants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For some specific categories of public servants, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfer checklists*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular onboarding sessions*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk assessment (such as for conflict of interest*, security clearances)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

or other risks of mobility)				
Guidance on how to manage performance assessments for “mobile” employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Guidance for managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General guidance for employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other tools, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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-profit)	Internationally (e.g. EU, other countries or international organisations)	Not offered/not applicable
Micro-assignment* (working for another team/unit part-time*)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short term assignment* (less than a year, full time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Longer term secondments* (with right to return)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange programmes*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rotation programmes*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular and deliberate reassignments as part of career planning and/or corps management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**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*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take-up rate of mobility programmes (rotation* and/or exchange programmes*)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share of employees who moved position within the same ministry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share of employees who have moved between ministries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rates of external mobility (e.g. share of employees who enter and leave the public service). Please describe the methodology used:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Average length of tenure in a position. Please provide number if available:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee expectations/ perceptions/ awareness/ experience regarding mobility (e.g. through employee surveys – please describe: )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managers experience regarding mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 internal 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 external 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public servants who <b>leave</b> the public sector are restricted from lobbying or engaging in official dealings, involving their former subordinates or colleagues in the public sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public servants who <b>re-enter</b> the public sector are restricted from working or engaging in official dealings, involving their former subordinates or colleagues in the private sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restrictions for the types of private sector/NGO sector employment that public servants may take immediately after leaving their role in the public sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisory services on managing conflicts of interest* are available to public servants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures are in place to identify possible conflict of interest* situations <b>before leaving</b> the public sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Procedures are in place to identify possible conflict of interest* situations <b>before re-entering</b> the public sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine appropriate measures for remedy – Please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temporary reassignments can be imposed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Permanent reassignments can be offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temporary reassignments can be offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**16. What are the main channels to manage expected surges 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through access to a pre-identified talent pool (surge reserve)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through accelerated use of existing hiring procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through simplified short-term hiring procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through retired public servants coming back from retirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compressed working week*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexitime*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust-based working hours*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work part time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work* full time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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

*Select one per row*

	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*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compressed working week*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexitime*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust-based working week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work part time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work* full time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Option but need to justify refusal if employees	Enforceable right of the employee (please specify it)	Not possible

	introduce this form of flexibility	request such forms of flexibility	this only applies in certain cases)	
Part-time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compressed working week*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexitime*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust-based working hours*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work part time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work* full time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compressed working week*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexitime*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust-based working hours*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compressed working week*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexitime*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust-based working hours*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work* part-time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work* full time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compressed working week*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexitime*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust-based working hours*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work* part-time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote work* full time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing expectations from employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing expectations from potential candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access pool of talent living outside of the region where headquarters are located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving well-being of employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving organisational productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:



**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:

### 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:

#### 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person live training modules and classes (with an instructor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-directed online modules and programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online platforms to access eLearning catalogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile learning apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Artificial Intelligence-based learning systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gamified learning*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal certification programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship* programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching programmes*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job shadowing programmes*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for non-managers to occasionally lead projects or otherwise act in informal leadership roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer to peer learning*/Knowledge exchange programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular seminars on topics of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting and covering the costs for enrolment in external training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team-based learning retreats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work streams are designed to have some interaction across teams and topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networks and communities of practice are developed and maintained for the purposes of information sharing and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees have opportunities to act in occasional leadership roles to some degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Spaces for interaction are considered (in physical spaces or in intentional virtual settings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees are assigned tasks with learning objectives in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are specific initiatives or tools to promote sharing of and learning from failures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efforts are made to ensure diversity (e.g. age, seniority, background etc.) within teams to promote exchange and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees are encouraged to participate in relevant international exchange where possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

#### 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	<input type="checkbox"/>	<input type="checkbox"/>
Digital Skills	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>
Presenting	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>
Change management	<input type="checkbox"/>	<input type="checkbox"/>
Crisis management	<input type="checkbox"/>	<input type="checkbox"/>
Resilience	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>
Technical skills	<input type="checkbox"/>	<input type="checkbox"/>
Policy design	<input type="checkbox"/>	<input type="checkbox"/>
Policy evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Managing conflict	<input type="checkbox"/>	<input type="checkbox"/>
Global competencies*	<input type="checkbox"/>	<input type="checkbox"/>
Decision making	<input type="checkbox"/>	<input type="checkbox"/>
Employee or team development	<input type="checkbox"/>	<input type="checkbox"/>
Foresight/Future thinking	<input type="checkbox"/>	<input type="checkbox"/>
Ethics or integrity	<input type="checkbox"/>	<input type="checkbox"/>

Public procurement	<input type="checkbox"/>	<input type="checkbox"/>
Financial management	<input type="checkbox"/>	<input type="checkbox"/>
SDGs	<input type="checkbox"/>	<input type="checkbox"/>
Data analytics	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>

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**

	<i>Data are collected and aggregated centrally for whole or most of</i>	<i>Data are only collected at the ministry level by</i>	<i>Data are not collected centrally nor by most ministries</i>

	<i>central/ federal administration</i>	<i>all/most ministries</i>	
Enrolment in learning/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completion of learning/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Type of training being taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Type of training being requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee satisfaction with the quality and usefulness of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If and how new skills and knowledge are used on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of different types of training and learning (online, formal, informal, etc...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time/hours spent in learning/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completion or adherence to learning and development plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How training is used in performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget spent on training costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on participation by gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on participation by age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on participation by people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on participation by people of different socioeconomic backgrounds*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: