



Session 1

Human Resources Management in Official Statistics

Much more than training



“Once upon a time a farmer ... ”

Key questions

- What is the role of a statistical office?
 - Is it attractive enough to capture and keep the best available people?
 - Are statistical offices perceived as open, innovative and interesting workplaces?
 - Do statistical offices have a future?
- Who is an official statistician today?
 - Can you find official statisticians around ready for use?
 - Is it a technician, an analyst, a bureaucrat, a researcher, ...?
 - Does an official statistician feel proud of his/her role in the today society?

Some answers

● A statistical office is:

- An economic unit in the government sector (ISIC)
- A learning organisation (Sweden and Finland)
- An organisation who prepare statistical information (Lithuania)
- An efficient producer of consistent statistics, able to meet users' needs (Finland)

● An official statistician is:

- A capable person, i.e. able to deal with people and communication, to achieve results, to think, to understand the statistical business and the working environment (Australia)
- Responsible for the maintenance and development of the competence and well-being of personnel (Finland)
- People with the time and awareness to facilitate, encourage and support each other's learning (Sweden)

Towards a consensus about some building blocks (1)

- Performance agreements and appraisal mechanism
 - Involving managers and personnel (including 360 degrees)
 - Covering all domains (actual and desired competences, training needs, etc.)
 - Open, transparent, regular, etc.
- Reward mechanisms
 - Financial and non-financial
 - Linked to performances and efforts

Towards a consensus about some building blocks (2)

- Training programmes
 - Linked to actual and future needs
 - Negotiated between personnel and managers
 - Both linked to work and to new challenges
 - Run with internal and external teachers
 - Special attention to new comers
- Inventory of competences
 - Built with managers and other personnel
 - Regularly reviewed in light of new challenges

Towards a consensus about some building blocks (3)

- **Transparent recruitment systems**
 - Advertise all posts
 - Importance of trainees and linkages with universities
- **Mobility**
 - Within the office and across the public sector
 - Linked to career development
- **Staff surveys**
 - About job satisfaction, working conditions, etc,
 - Regular surveys (annual, bi-annual, etc.)

Good practices

● Australia

- A fully fledged framework for capability developments linked to long-term planning
- Structured approach to identifying, developing and managing future leaders

● Finland

- Focus on statistical processes as teamwork, based on sharing of individuals' competences
- Connections with universities (exchange of people, sponsor of professorships, visiting professors, etc.)
- Training programmes for new comers
- Rewarding system to stimulate innovation
- Focus on well-being (“lifesaver” for mental well-being) - award

Good practices

● Sweden

- Deep understanding of how people learn
- “15 agents for change”
- Connection between organisational and human competences
- Focus on better documentation to ensure knowledge transfer
- Structured competence analysis (mapping, assessing, etc.)
- Competence database

● Lithuania

- Specific surveys for different groups of people

Competence frameworks

Australia

- stakeholders engag.
- statistical planning
- methodology
- collection developm.
- data collection
- processing
- data analysis
- dissemination
- decision support
- manag. quality

Finland

- statistical planning
- methods, IT, quality
- collection
- editing and processing
- compilation of data
- dissemination
- operational environm.
- subject matters

Sweden

- business knowledge
- statistical production
- statistical methods
- analysis
- dissemin. and marketing
- project methods
- corporate policies
- subject matters
- IT
- documentation

Issues for discussion (1)

- Taxonomy of competences
 - Dissemination or communication?
 - Understanding economic and social change?
 - International dimension?
 - IT or ICT?
 - Teamwork and well-being?
- Knowledge builders or information providers?
 - Digital native generation
 - Where does the value-added of official statistics come from?
 - How can the composition of the workforce will influence working methods and culture?

Issues for discussion (2)

- **Statisticians as leaders**
 - Scientists or priests?
 - Innovative or conservative?
 - Open or closed?
 - Award/incentive/remuneration mechanisms

- **New comers**
 - Relationships with universities
 - Official statistics schools?
 - Who is supposed to change whom?

Issues for discussion (3)

● Investments

- Learn how learning processes work today
- Training
- Leaves/secondments
- Web 2.0 tools
- Surveys and related follow-up actions
- Flexitime, freedom of research/innovation (Google)

● Risk of vicious circle

- Who decides what is important to learn?
- Who design the competence structure?
- Too much focus on technical issues: how to become leaders?
- How to benefit from new comers?