Enhancing the Impact of Learning on Organizational Performance

Report of the Meeting of the Directors

of Institutes and Schools

of Public Administration of

the European Union (DISPA)

during the Cyprus Presidency

of the Council of the EU

Cyprus Academy of Public Administration

Nicosia, 11–12 October 2012

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CONTEXT

THE CYPRUS PRESIDENCY OF THE COUNCIL OF THE EU

Between 1 July 2012 and 31 December 2012, Cyprus held the rotating Presidency of the Council of the European Union.

Cyprus was the third Member State of a Trio of Presidencies, along with Poland and Denmark. The 18-month period of the Trio began on 1 July 2011 with the Polish Presidency and was completed on 31 December 2012, when the Cyprus Presidency was concluded.

The priorities of the Cyprus Presidency were:

1. Europe, more efficient and sustainable
2. Europe, with a better performing and growth economy
3. Europe, more relevant to its citizens, with solidarity and social cohesion
4. Europe in the world, closer to its neighbours

In accordance with tradition, the DISPA meeting was organised by the School of Public Administration located in the Presidency country, in this case the Cyprus Academy of Public Administration.

THE CYPRUS ACADEMY OF PUBLIC ADMINISTRATION (CAPA): A BRIEF DESCRIPTION

The Cyprus Academy of Public Administration (CAPA) was established as a part of the Public Administration and Personnel Department, Ministry of Finance, which is responsible for HR management and development in the Cyprus Public Service.

CAPA's mission has been to contribute to the modernization of the Cyprus Civil Service through learning and development activities – more precisely through the formulation and implementation of a learning policy for the Civil Service at individual, group and organizational levels. Recently, its activities have been extended to the local government. CAPA's vision is to make a significant contribution to the creation of a modern, citizen-centred Public Service, being itself a model public service organization – a learning and development organisation that practises what it preaches and enjoys local, European and international recognition.

CAPA's work consists mainly of two complementary areas: Horizontal Learning Activities and the Decentralized Management of Learning.

(1) The horizontal learning activities are based on the identification of the common learning needs of various groups across the Civil Service. Horizontal CAPA programmes address the learning needs of newcomers, as well as of clerical and administrative staff. CAPA also trains and provides on-the-job support for teams undertaking the implementation of the Common Assessment Framework (CAF). CAF was first introduced in Cyprus on a pilot basis, and since 2007 it is being promoted across the whole of the public service. Also, CAPA provided the training necessary for the preparation of the Cyprus Civil Service for the Cyprus Presidency of the EU in the second half of 2012. This was a challenging task, addressing diverse learning needs for various target groups, such as officers chairing EU Working Groups and members of EU Affairs Units in civil service departments.

The Academy also implements two major horizontal EU co-funded projects. The first concerns the development of the strategic, leadership and management capacity of the Cyprus Civil Service. The second project aims at the development of the management and leadership capacity of Local Self-Government Organizations.

(2) The second stream of CAPA's activities concern the satisfaction of localized learning needs which are identified through a system of Decentralized Management of Learning. This system, first introduced in 2001, aims to strengthen civil service organizations' capacity to manage their learning in an autonomous and systematic way. The mechanism for the implementation of this initiative at the level of each organization is the "Learning Unit", a CAPA-trained, coached and supported in-house team responsible for managing learning in its own specific organization. Learning Units identify their organizations' le-

arning needs on a systematic basis and prepare and implement suitable annual Training Action Plans. These plans include training programmes addressing the organization's specialized technical learning needs, as well as its learning needs in more generic topics. Specialized programmes are catered for by means of the organization's decentralized learning budget. The generic types of training programmes are, by and large, provided by CAPA itself.

Most commonly, CAPA provides, at the request of Learning Units, customized training programmes on themes such as:

- public administrative structures, Institutions, e.g. of Cyprus as well as the European Union,
- the various fields of management development (e.g. strategic management, planning, leadership, HR management, change management, etc),
- organizational development,
- personal and interpersonal skills (e.g. communication, negotiation),
- customer service,
- team building.

More information on CAPA and its activities can be found on its website http://www.mof.gov.cy/mof/capa

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

Although the members of DISPA are diverse in terms of their role, status, mission and financing, their cooperation has been considerable over the years. As a result of the exchanges of experience and best practice that form the basis of DISPA meetings, its members have been able to embark upon various joint activities on an *ad hoc* basis, or even more permanently, have commissioned studies, developed common training programmes, offered traineeships, and so on. Since 1997, the member state holding the rotating Presidency of the EU has usually organized a DISPA meeting. More information on DISPA is presented in *Annex 3*.

PRE-MEETING DISPA TRIO CONSULTATIONS

Since the German Presidency of 2007, DISPA meetings have generally been prepared by a "Troïka" composed of the schools of the countries of the past, present and two subsequent Presidencies. The European School of Administration (EUSA) also participates, notably to contribute to the coordination of the Network's activities and to ensure a degree of continuity from one DISPA meeting to the next.

The preparations for the Cyprus DISPA meeting included a Troïka meeting, which took place on 6 July 2012 in Larnaka and discussed the themes and organisation of the meeting itself. This meeting was chaired by Dr. Sotos Shiakides, the Head of CAPA and also attended by Mr. David Walker, Director of the Brussels-based European School of Administration, Prof. Jacek Czaputowicz, Director of Poland's National School of Public Administration (KSAP), Dr. Roxana Zyman, Analyst, KSAP, Mr. Marios Michaelides, Senior Training Officer at CAPA, Ms. Teresa Casserly, Director of Training and Development, Institute of Public Administration, Ireland (as a representative of the next country which will hold the Presidency of the Council of the EU), and Mr. Nicos Miltiadous, Ms. Eleni Papamichael and Ms. Evie Theophilou, Training Officers A' at CAPA.

During the Troïka Meeting, Dr. Sotos Shiakides, Head of CAPA together with Mr. Marios Michaelides and other colleagues presented the content, methodology, and organizational matters for the next DISPA meeting. The consultations involved discussions on the topics of presentations and workshops proposed for the Nicosia meeting. It was agreed that the theme of the meeting would be " Enhancing the Impact of Learning on Organisational Performance".

Participants received the Warsaw DISPA Report on "Leadership in a Changing Public Administration" and the final draft of the Copenhagen DISPA report on "Innovation in Public Service Delivery" (both prepared by KSAP, the latter in cooperation with Denmark's Metropolitan University College and EUSA), which were welcomed. KSAP volunteered to also produce the report of the Cyprus meeting, in cooperation with CAPA and EUSA, an offer that was gratefully accepted by CAPA.

THE DISPA MEETING

The Cyprus DISPA meeting took place in Nicosia on 11–12 October 2012 around the theme of "Enhancing the Impact of Learning on Organizational Performance". A copy of the programme is contained in *Annex 1*.

The meeting was chaired by Dr. Sotos Shiakides, Head of CAPA. In addition to the representatives of national schools in EU countries there were representatives of the European School of Administration (EUSA), Brussels; the European Institute of Public Administration (EIPA), Maastricht and the Regional School of Public Administration (ReSPA), Danilovgrad, Montenegro as well as representatives from the Schools in Croatia, Norway, Switzerland and Ukraine. A complete list of participants is contained in *Annex 2*. A number of guest speakers also attended the meeting and delivered presentations.

INTRODUCTORY SESSION

Dr. Sotos Shiakides, Head of the Cyprus Academy of Public Administration, Christos Patsalides, Permanent Secretary of the Ministry of Finance – *Welcoming Address*

The meeting was opened by Dr. Sotos Shiakides, who welcomed participants to the Cyprus DISPA Meeting.

Dr. Shiakides also delivered an address by Mr. Christos Patsalides, Permanent Secretary of the Ministry of Finance of the Cyprus Republic to the Directors and representatives of the European Schools and Institutes of Public Administration. During this address, Mr. Patsalides emphasized the importance of the meeting's theme which concerns the crucial issue of the transfer of learning from the classroom to the workplace, including the practical application of learning through work-based projects, as well as the issue of how to tackle managerial and other problems within organisations, by means of on-the-job learning methodologies like Action Learning and Structured Stakeholder Dialogue.

It was further stressed that our Schools and Institutes should not, indeed, be content with achieving purely academic results. We must aspire, above all, to have maximum practical impact on the public administration of our countries, for the benefit of citizens and society at large. The creation of an efficient and effective public administration is a major prerequisite for a strong economy and for a well-governed, just society. A well-functioning, modern public service is particularly important today, on account of the current economic crisis, the adverse effects of which are felt, in various degrees, throughout Europe.

The Cyprus Ministry of Finance, which is responsible for the country's Public Administration – its management, as well as its continuous development – is making all the necessary efforts to improve the public service in Cyprus. Towards this end, training and development is a very crucial factor.

The Ministry of Finance supports CAPA's efforts to expand its co-operation with other European Schools and Institutes of Public Administration. Closer networking and co-operation between Schools and Institutes can undoubtedly contribute to a substantial improvement of the learning and development services offered, and to a reinvigoration of public administration throughout Europe.

In the message of Mr. Christos Patsalides, it was also mentioned that, in the context of the wider efforts for cultivating co-operation among European public services, and particularly in the context of the Cyprus Presidency, in addition to the Cyprus DISPA meeting, a series of four meetings have also been organised for the European Public Administration Network (EUPAN). They have been hosted by the Public Administration and Personnel Department of the Ministry of Finance, to which CAPA also belongs.

Mr. Patsalides announced that the Cyprus EUPAN meetings were going to build upon the important results of the Warsaw and Copenhagen meetings, in relation to the horizontal theme: "An Open, Adaptable and Performing Public Administration". DISPA and EUPAN have complementary and mutually reinforcing goals, both aiming, by different ends, to render European public services as capable as possible of leading our societies through the considerable challenges of our times.

Marios Michaelides, Senior Training Officer, Cyprus Academy of Public Administration, Antigoni Diakou, Senior Training Officer, Cyprus Academy of Public Administration – *CAPA: The Cyprus Academy of Public Administration*

Mr. Marios Michaelides and Ms. Antigoni Diakou, Senior Training Officers at the Cyprus Academy of Public Administration (CAPA) made a presentation on CAPA's status, mission, vision and the two main areas of CAPA's work: horizontal learning activities and decentralized management of learning. They also referred to CAPA's other activities, its own development and its methodological approach.

Established in 1991 by decision of the Council of Ministers, CAPA has the status of a Unit of the Public Administration and Personnel Department which belongs to the Ministry of Finance. It is a small organization, now numbering 30 employees (15 training officers and 15 support staff), and also benefiting from the services of additional trainers and associates from the Cyprus public and private sectors and from abroad.

CAPA's mission is to contribute to the modernization of the Cyprus Civil Service through learning and development activities – more precisely through the formulation and implementation of a learning policy for the Civil Service at individual, group and organizational levels. Recently, its mandate has been extended also to local government.

The vision of CAPA is to make a significant contribution to the creation of a modern, citizen-centred public service, being itself a model public service organisation – a learning and development organisation that practises what it preaches and enjoys local, European and international recognition.

The speakers highlighted the two main areas of CAPA's work. The first area refers to Horizontal Learning Activities, which address common needs across the public service:

1. induction course for newcomers;
2. training programmes for administrative officers and clerical staff;
3. Common Assessment Framework (CAF);
4. preparation of the Civil Service for the Cyprus Presidency of the Council of the EU, 2012;
5. an EU co-funded project «Training Programme for the Strategic, Leadership and Management Capacity of the Cyprus Civil Service»;
6. an EU co-funded Project «Training for the Development of the Management and Leadership Capacity of Local Self-Government Organizations», which has the overall aim to train 1500 officers (elected and permanent staff) of Cyprus Local Self-Government Organizations in management and leadership.

The second area is the decentralized management of learning, which addresses organization-specific needs, and aims to strengthen the capacity of Civil Service organizations (Ministries, Departments, Services) to autonomously manage their learning in a systematic and decentralized way. The Learning Unit in each organization constitutes a mechanism for the implementation of the systematic and decentralized management of learning.
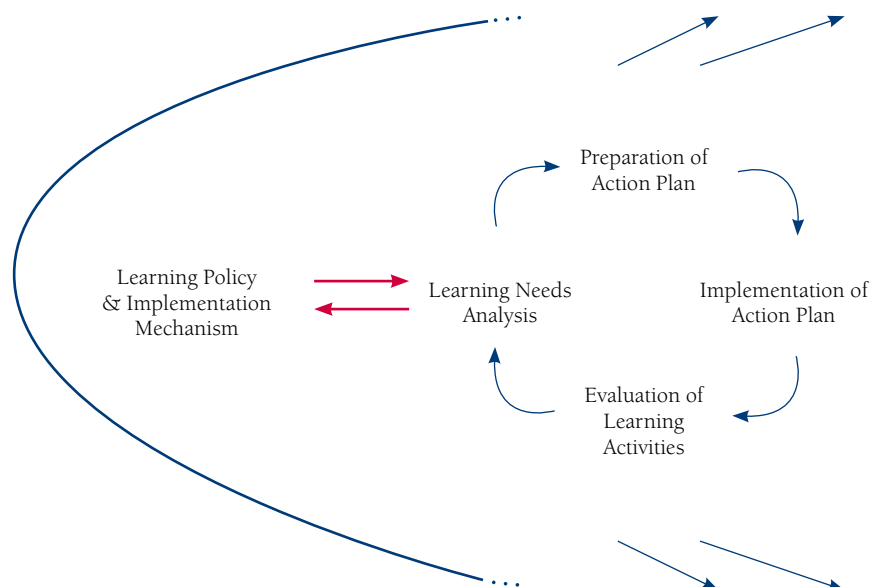
Referring to other CAPA activities, the presenters mentioned:

- the development of e-learning programmes;
- learning activities for Foreign Public Administration Officers, University Students, and other Professional Associations;
- organization of Public Discussion Events;
- applied research.

They briefly explained the Academy's own development involving the implementation of the CAF at CAPA, strategic planning at CAPA through the use of the Balanced Scorecard, and the development of training officers in cooperation with CIPD.

The two speakers completed their presentation by speaking about the methodological approach of the Academy. It was explained that methodologically, CAPA employs participative methods in its learning and development programmes, based on experiential and adult learning principles. Participants are encouraged to undertake work-based projects so as to ensure the effective transfer of learning from the classroom to the work place. CAPA also makes use of on-the-job learning methods, that is, methods of learning while doing real work and while tackling real problems.

Dr. Sotos Shiakides, Head, Cyprus Academy of Public Administration – *Theme and Objectives of the Meeting*

In his introduction to the Cyprus DISPA meeting, the Head of CAPA presented the core ideas of the meeting – some basic ideas underlying the conceptualization of the theme and sub-themes. He defined learning not just as the mere acquisition of information but as a lasting change within the learner, a change that makes the learner more capable of understanding and dealing with real work and life situations.

While training refers to what trainers do and learning represents what learners gain (the internal changes learners undergo), it is possible to have training without learning and learning without training. Possible learners include individual persons and collective learners – teams as well as organizations. For individuals, possible learning objectives comprise knowledge, skills (technical, social) and attitudes/behaviours. For collective learners, possible learning objectives can include the clarification of common aims, vision, strategy, action plans, allocation of roles and division of work within a team or organization, forms of coordination and cooperation between members, sub-groups, and units of an organization.

Dr. Shiakides emphasized that the responsibility of trainers and training institutes and schools of public administration is to help public services to perform better through training & development activities. He noted two central challenges: 1) to produce learning (by definition, practically applicable, individual, team and organizational learning), and 2) to promote the practical application of learning in client organizations (which can be achieved only with the close cooperation of the client organizations themselves). He stressed the value of two major approaches towards meeting the challenges: 1) produce learning in an off-the-job context (classroom or outdoor training) and then apply, or "transfer" the learning to the work situation and 2) produce learning on-the-job, i.e. while tackling real tasks, thus applying the learning while producing. This way, the need for transfer is bypassed.

The Head of CAPA continued his presentation by referring to the theme of the Cyprus DISPA meeting: *how can our Schools and Institutes meet our responsibility towards our public services, maximizing our impact on their actual performance.*

He concluded by introducing the sub-themes of the meeting: 4 + 1 ways of employing the above two approaches, separately or in combination:

1) Sub-theme 1: how can we best secure an effective transfer of learning from off-the-job training to learners' work situation?
2) Sub-theme 2: a case of combining efforts to produce and transfer off-the-job learning with coach-led efforts to produce and at the same time apply on-the-job learning.
3) Sub-theme 3: Action Learning: a philosophy and methodology of on-the-job learning that focuses mainly on solving problems owned by individual learners.
4) Sub-theme 4: Structured Stakeholder Dialogue: a method of learning individually and collectively while tackling complex problems shared by all participant learners.
5) The additional "the +1" sub-theme: the Art of Innovation: creativity and innovation as a precondition of success in Training & Development, and in everything else we do.

PRESENTATIONS, WORKSHOPS AND DEBATE

Dr. Paul Donovan, Head of School of Business, National University of Ireland – *The Transfer of Learning: The Practical Application of Classroom Learning*

The floor was then given to Dr. Paul Donovan who spoke about the transfer of learning. His talk revolved around the following questions: does training really transfer; do our evaluation models serve us well; moving on to better approaches; the research, the results and what they mean in practice.

He began his presentation with a short film illustrating one type of situation likely to happen after the end of a training program – people return to their office, present the training program to their boss who is mainly interested in the short-term priorities of his organization. He said that 90% of all training is wasted and underlined that while America spends $126bn a year on training, very little of it transfers to the job and it does not deliver much in terms of money/skills.

The speaker talked about models of evaluation, including Kirkpatrick's Four-Level Training Evaluation Model with its components: 1. reaction; 2. learning; 3. behaviour; 4. results, to which he added 5. Philips' ROI (Return on Investment) Model. He pointed out several arguments that criticise evaluation: it is historically based; models of evaluation are poorly applied; linkages are not demonstrated; it's not a model; managers don't trust it; application of levels 3, 4, and 5, is expensive; many organizations apply the models only on first two levels; most times the models do not deal with the BIG question – what causes training to be effective?

Based on a definition by Holton (1999), which Dr. Donovan embraced, transfer refers to the effective and continuing job application of the knowledge and skills gained in training. Dr. Donovan stressed that we must ask better questions. Instead of asking 'what did we get?' (= evaluation), we should ask 'how did we get it?' and 'how will we get more next time?' (= transfer). He initiated a group discussion around the question "what do you think are the factors which most affect whether learning is transferred back to the job for improved performance?". The factors of transfer mentioned by participants included: organizational culture, meeting needs following appropriate needs analysis, the motivation of the learner, perceived relevance, the readiness of the leader, and the choice of trainers.

The debate included a discussion on Dr. Donovan's research on this topic which had also begun by seeking opinions on the same issue from practitioners in Ireland.

Referring to the answers provided by the Irish HRD Directors he had interviewed about factors that favour transfer, he mentioned: trainer effectiveness; perceived relevance; job design; organizational support for learning; motivation to attend; quality; training event climate (Donovan and Darcy, 2011). He drew attention to the fact that most research on the transfer of learning is based in the US, but it is likely to be relevant for transfer research in Europe.

Dr. Donovan commented that tangible measures are not used to assess transfer and then posed the question: "What tangible common measure could we choose to represent an outcome that would allow us to compare the effectiveness of different courses from different sectors of business?" It was stressed that the 'Return on Investment" – ROI – based on Phillips' ROI method (Phillips, 2003) – is the tangible measure because it converts impact of training into one consistent measure, it compares the effectiveness of different training events, it compares transfer of training across business sectors, and a simple conversion to money would not suffice.

The research on ROI led to seven factors that correlated to positive return on investment from training programmes:

1) Opportunity to use – the participant believes they will have the opportunity, time, and resources to put this learning into practice;
2) Trainer effectiveness – the trainer shows commitment to the goals of the training and is well prepared/ tries to relate the training content to participants' job needs;
3) Learning transfer management – the participant believes they will receive support and a pre- and post brief from their manager; that their manager prepared them for the training; the training will be evaluated; they get feedback on how they apply learning;
4) Career utility – participant sees the training course as an extra qualification and can see how it will enhance their career;
5) Supervisor expectations – the supervisor has a key role in deciding on the training;
6) Perceived relevance – the participant can see the relevance of the training for their job and can see how they are to use what they have learned on the job;
7) Training climate – participants work well together on the programme and there is a free and useful exchange of information between them.

He continued by comparing the factors from ROI and the input from the HR experts. He identified a few factors in common, such as trainer effectiveness and training climate – supportive of previous transfer research.

Comparison – ROI and expert opinion	
Factors from ROI	**Factors from HR experts**
1. Opportunity to use	1. Trainer effectiveness
2. Trainer effectiveness	2. Perceived relevance
3. Learning transfer management	3. Job design
4. Career utility	4. Organizational support for learning
5. Supervisor expectations	5. Motivation to attend
6. Perceived relevance	6. Quality focus
7. Training climate	7. Training climate

The presentation was concluded with a debate on the implications of this research for practical application and the importance of future research.

Philippos Soseilos, Partner-Head of Human Capital, Member of Management Board, PwC Cyprus – *Leadership Development in the Cyprus Civil Service: A Case of Classroom Training Supporting Practical Improvement Initiatives in Organizations*

Mr. Philippos Soseilos spoke about how managers can best lead the public sector in times of crisis and austerity and how their role has changed with the increased need for PA reforms and innovation of public services.

Based on Carsten Greve's 2011 paper "Ideas in Public Management Reform for the 2010's", Mr. Soseilos underlined some of the emerging trends in Public Administration reforms, such as: accountability for results (outputs) becoming accountability on longer-term results (outcomes); economic efficiency challenges turning into broader societal challenges across organizations; citizens as consumers becoming citizens as co-producers, co-innovators and co-creators; IT supporting efficiency growing into digital governance profile (web 2.0. and social media).

He presented a new project for Strategy, Leadership and Management Development which is taking place in the Cyprus Public Service between 2012 and 2015. The project – conducted by CAPA in cooperation with PwC and the Cyprus Institute of International Management – includes a training programme for the 2,500 highest ranking public officials, consisting of a combination of classroom training and work-based projects, and covering the entire Cyprus public service – organised in 11 Ministries and independent agencies.

The aims of the project include: initiating sustainable change, aligning management thinking for organizations and embedding practices that will create momentum. Mr. Soseilos pointed out several aspects of the new role, skills and focus of top executives: greater responsibility and accountability; strategic prioritization and better value added (value for money); improved citizen focus and involvement; collaboration and cross governmental knowledge sharing; reform capacity of their organizations – change management; performance and results orientation (less process compliance); communication skills in a context of uncertainty; innovation and creative problem solving; and new cultural values: openness, transparency, efficiency, effectiveness, authority through leadership.

The speaker also referred to the project's learning philosophy based on the 10/20/70 model:
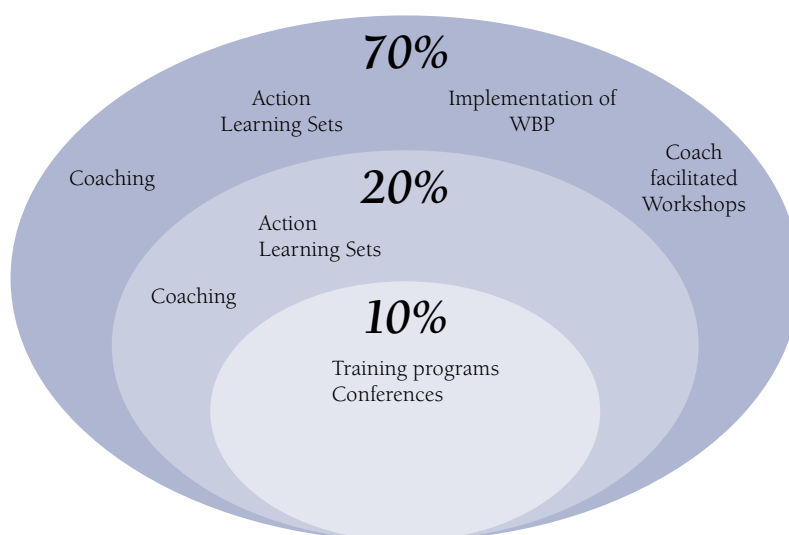
This model suggests that we learn most of what we need for our work outside formal training courses:

1) Formal Learning – the 10%:
   - only 10% of a professional's learning comes from formal events such as training courses, workshops, conferences and seminars and from reading;
2) Learning From Others – the 20%:
   - 20% comes from getting and discussing feedback and advice provided by colleagues, particularly managers, from observing and working with others, role models, coaches and mentors;
3) Learning From Doing – the 70%:
   - 70% of learning and development takes place through on the job experiences and problem solving – from actually doing a job and discussing it with colleagues.

The speaker explained that while the project covers 100 organizations, these split into bundles of 10. During a period of nine months, each group of 10 organizations has common training, but the work-based projects take place in each organization separately. Level 1 – upper management – consists of 400 people; level 2 – middle management – 500 people; level 3 – lower level management – 1.600 people.

The work-based projects focus on strategic planning for all levels, and the training programs support the implementation of work-based projects through coaching, workshops and individual sessions. The classroom training covers topics such as leadership in the public service, innovation and creative thinking, team management, strategic planning and target-setting, people management and effective communication. The tools, frameworks and methodologies for the work-based projects include CAF, action plans, management by objectives, action learning sets, key performance indicators, networking, SWOT analysis, coaching and the balanced scorecard.

The key challenges & the project's responses are:

1) Maximise engagement: road show – meetings with organisations; involve General Directors of Ministries; engage politicians and the new government; launching event; adopt strategic planning in the PS; publicise successes; brochures.
2) Participation: meetings with organisations; involve key stakeholders; create excitement early on; results reporting; involvement of learning coordinators.
3) Manage expectations: clearly defined & communicated aims of the project; communication with the organisations and CAPA; results reporting.

Mr. Soseilos concluded his presentation by emphasizing that the project does not aim to change the Cyprus Public Service, to introduce a strategic planning system in the Cyprus Public Service, to implement CAF or to resolve systemic issues of the Public Service, but to encourage participants and organizations to dare to think differently, to support "learning organization" practices in Public Service organizations, to take steps forward for every organization, to improve the level of readiness for the introduction of a strategic planning process in the Public Service and to encourage the exchange of good practices.

Dr. Pete Mann, Personal Development Consultant and International Learning Advisor – *Action Learning: Individual Problem Solving with Peer Support*

The presentation of Dr. Pete Mann focused on action learning – "developing the individual, the group and the organisation". He began by introducing the basic principles of action learning and continued with a demonstration and practical application by participants.

The speaker expressed his belief that action learning can be located along either or both of the following axes: 1) transferring off-the-job learning to the work situation, and 2) promoting on-the-job learning in which learning and work performance coincide. It was emphasized that the development of the individual, the performance of others working around/with the individual as well as the institutional capacity building of the individual's organisation – they all three benefit from action learning and during an economic crisis, these benefits do not have to cost much.

Dr. Mann talked about Professor R. W. Revans' vision, the evolution and the characteristics of action learning. The key principles of action learning have evolved along with Revans' life experiences focusing on asking questions out of ignorance, people cooperating under pressure, learning with and from each other, and communicating uncertainty to superiors.

As underlined by Dr. Mann, project-based learning or inter-active training are not examples of action learning as the latter demands that those involved take responsibility for the consequences. Experiential learning as action learning involves: 1) engaging the challenge, 2) reviewing the progress, 3) planning next steps, 4) altering approach – with the first and the fourth steps referring to taking action on site, and the second and the third steps being learning in a set.

The presenter also differentiated between a puzzle, which is an "embarrassment" to which a solution already exists and there is one right answer, and problem, which does not have a known or existing solution and for which different people suggest different courses of action. He also distinguished between diagnostic analysis and stakeholder analysis. On the one hand, diagnostic analysis answers the questions: what are we trying to do? What is stopping us from doing it? What might we be able to do about it? On the other hand, stakeholder analysis responds to the questions: who knows about this problem? Who cares about it? Who can do anything about it?

He stressed that action learning is not 'active' learning in training, 'interactive' management games or 'participative' classroom instruction. Action learning is undertaken in the organisation, it completes real improvements in the organisation, it makes necessary changes in the organisation.

He also indicated that action learning should not be used when: the learning is 'programmable'; answers are already known or 'solutions' are more easily / cheaply available by other means; systematic analysis or consultancy can provide the solution; colleagues only want 'peer support'; the top person / top management are determined to go their own way – regardless.

The learning equation (L = P + Q) means that learning equals programmed instruction (what we know: we store it/disseminate it/teach it) added to questioning insight (what we come to know out of our ignorance and confusion: by posing 'fresh' questions/asking: "What would happen if...?"/making mistakes/dreaming). The power of Q in action learning concerns developing oneself, improving our way of working, and achieving change despite cutbacks.

The core skills needed in action learning can be split in two categories: 1) supportive (offering space, listening actively, turning questions back) and 2) challenging (posing fresh questions, making suggestions/guiding, providing feedback). Specific techniques of active listening include: witnessing, empathising, testing for understanding, summarizing, structuring.

The presentation was followed by a 'fishbowl' of an action learning set during which two participants exposed real problems they were facing in the workplace and for which they sought suggestions to resolve them.

The exercise was very useful and was completed by discussions in groups of 5–6 participants the following morning where all participants had the opportunity of bringing a subject up for debate and advice. A final plenary session enabled participants to express their views on the usefulnees of an action learning approach.

Dimis Michaelides, Leadership and Innovation Expert, Managing Director, Performa Consulting – *The Art of Innovation*

Mr. Dimis Michaelides gave a talk on creativity and innovation, and especially on how to integrate creativity into organizations. While creativity refers to imagining something new and making it happen – "creativity is action" – innovation is something new and useful – "innovation is value". He highlighted that "innovation is impossible without creativity". Mr. Michaelides reminded everyone that innovation does not happen only in the private sector by using the examples of the public institutions who 'put man on the moon', invented the worldwide web, have run the world's best health systems etc. He emphasized that innovation should be expected in the public sector.

The main idea of his presentation was that innovation happens when the sources of creativity are mobilized in an organized structure and within an appropriate culture. He continued by talking about 1) the sources of creativity, 2) the structure of innovation and 3) the culture of creativity and innovation.

1) Mr. Michaelides pointed out the sources of creativity, which are the elements required for any purposeful creative act:

- Talent – defined as the set of skills required to imagine new things and make them happen. Mr. Michaelides underlined that all human beings are creative, creative skills are teachable and learnable and we can all develop our creative skills.
- Energy – the attention and personal resources we devote to an issue.
- Method – the way we confront challenges. It makes creativity more effective, because it helps to develop talent and channel energy in purposeful ways.

The speaker presented a creative problem solving method proposed by Alex Osborn and Sidney Parnes in the 1950's as a method of sequential stages with the systematic practice of divergent & convergent thinking. He pointed out several ways of using divergence as creative thinking, including: suspend judgement – produce ideas without criticism; beyond reason – explore the impossible; quantity – generate many alternatives; build on ideas – use existing ideas to generate more.

He then stressed the value of convergence – critical thinking, which is done in the following ways: classify – organise ideas; evaluate – assess ideas; prioritise – make ordered comparisons; choose – adopt the best.

2) The structure of innovation is the organized context in which innovation happens. It depends on:

- Individual;
- Team;
- Target
- System characteristics.

Innovation is more likely to occur when the job of the individual is his "calling" which he loves, and not viewed as a "chore" (which he does not like, but he has to do) or as a step in his career on the way to something better.

Innovative teams imagine and implement new things and new ways of doing things, and they are change-directed. On the contrary, good teams engage in reproductive thinking and repetitive behaviour. With regard to the target, innovation can be directed to new or improved products and services or processes or to a new business model.

Clearly defining objectives for innovation will give purpose to innovation. Innovation can be directed to new or improved products or services or processes or to a new business model. The Innovation Continuum starts from: a) innovations which are "continuous improvements" – constantly improving products, services and processes, b) continues through "differentiation" or "business model innovation" – operating very differently in an existing business, changing the rules, c) on the way to "radical innovation" which refers to developing a new business, new products, new services, new markets, new processes.

The system refers to the mechanism through which new ideas are generated, evaluated and implemented. In order to design a structure to support innovation, we have to match jobs to individual preferences, train people in innovative teamwork, define innovation strategy and goals, and set up good systems to manage new ideas.

3) Mr. Michaelides emphasized the importance of culture of innovation, which he defined as the behaviours, values and norms that favour the generation and implementation of valuable new things. He mentioned five aspects of culture connected with innovation:

- Ideas
- Freedom
- Engagement
- Humour
- Risk.

He applauded the idea of shaping a culture to promote innovation: support new ideas, open debate and minimal regulations, ensure strong organization-people commitment, encourage laughter, play and reasonable risks.

In the view of the speaker, organizations often have obsolete rules, job descriptions are often too restrictive and promoting debate is essential for innovation.

Engagement is the unwritten contract between employer and employee to help each other grow. It is a relationship based on trust.

Organizations are more likely to be innovative if they create the environment where employees can take reasonable risks.

Mr. Michaelides concluded by summarizing that what makes an organization innovative is the skilful synthesis of these 12 innovation drivers:

1) talent; 2) energy; 3) method – the sources of creativity;
4) individual, 5) team, 6) target and 7) system – the structure of innovation;
8) ideas, 9) freedom, 10) engagement, 11) humour and 12) risk – the culture of creativity and innovation.

Yiannis Laouris, Structured Dialogue Specialist, Future Worlds Centre, Marios Michaelides, Senior Training Officer, Cyprus Academy of Public Administration – *Structured Stakeholder Dialogue: a Collective Learning and Problem Solving Methodology*

Mr. Yiannis Laouris and Mr. Marios Michaelides presented the Structured Stakeholder Dialogue defined as a collective learning and problem solving methodology.

Mr. Laouris began by introducing the terms 'Spreadthink', 'Groupthink' & 'Erroneous Priorities'. It was explained that Dr. John N. Warfield, the great pioneer of integrative sciences, used the term 'Spreadthink' to describe the outcome of group dialogue infected with behavioural and cognitive constraints. This refers "to the demonstrated fact that when a group of individuals is working on a complex issue in a facilitated group activity, the views of the individual members of the group on the relative importance of problems and/or proposed action options will be literally 'spread all over the map'." Moreover, Warfield cautioned that "facilitators who try to bring groups to a majority view or a consensus without the aid of some methodology that resolves the difficulties caused by 'Spreadthink' may well be driving the group to 'Groupthink', and thus helping to arrive at a decision that lacks individual support and, usually, lacks substance."

'Groupthink' refers "to the deterioration of mental efficiency, quality of reality testing, and quality of moral judgment that results from in-group pressures. Subject to 'Groupthink', a group may seem to accept a specific decision; however, if individual group members are confronted with that point of view separately from the group, few members would accept that view as their own."

The presenter stressed that the discovery of the 'Erroneous Priorities Effect' (EPE) has led to the recognition that even with good intentions for participative democracy, people cannot collectively walk the talk unless we change the paradigm for languaging and voting. Effective priorities for actions that are dependent on recognizing the influence patterns of global interdependencies, are defeated by the EPE, when priorities are chosen on the basis of aggregating subjective individual stakeholder voting that is largely blind to those interdependencies.

According to Mr. Laouris and Mr. Michaelides, the Science of Dialogic Design stems from the Athenian Agora and has also been employed at the Club of Rome as well as in the Information Age. In the Athenian Agora, generally, any citizen was allowed to speak in the Assembly, to voice concerns, and opinions and to vote.

Mr. Laouris pointed out the following Axioms of Dialogic Design Science: the Complexity Axiom (John Warfield); the Engagement Axiom (Hasan Ozbekhan); the Investment Axiom (Thomas Flanagan); the Logic Axiom (Norma Romm, 2001; 2010); the Epistemological Axiom (LaDonna Harris); the Pursuit of Intercultural Bonds Axiom (Ioanna Tsivacou, 1997). The laws of Dialogic Design Science were also introduced: the Law of Requisite Variety (William Ross Ashby); the Law of Requisite Parsimony (George Miller and John Warfield); the Law of Requisite Saliency (Kenneth Boulding); the Law of Requisite Meaning (Charles Sanders Peirce); the Law of Requisite Autonomy and Authenticity (Ioanna Tsivacou); the Law of Requisite Evolution of Observations (Kevin Dye); the Law of Requisite Action (Yiannis Laouris).

Mr. Laouris further summarized the ABCs of Structured Dialogic Design "from common sense to science":

- We agree what we will be talking about.
- Those who participate commit.
- Only one speaks at a time.
- Every opinion is appreciated and protected.
- We listen actively to the others.
- Did we invite everyone who has a stake?
- Everybody has more of less equal time to talk.
- We recognize our cognitive limitations.
- We respect/document what everybody says.
- We respect one's own words.

He stressed the value of Structured Democratic Dialogue (SDD). He highlighted that SDD is more than just learning. Each SDD inquiry uses root cause mapping and includes steps such as: framing a complex situation and focusing on a triggering question; articulating observation; clarifying meanings; developing shared language; interpreting learning and evaluating cross-impact.

Referring to the 'Erroneous Priorities Effect', he mentioned that effective priorities emerge only after evolutionary inquiry of the interdependencies among the observations through a dialogue and only when observers engage in "influence voting" in contrast to "popular voting."

It was noted that Cyprus is an international leader in SDD. As an illustration, the project "Transforming local governance, 2009–10" has been considered internationally as a pioneer example of using the science of dialogic design to transform the whole country. Ten SDDPs across Cyprus diagnosed the educational and training needs of the local authorities with the aim of upgrading the operation of local governance in Cyprus.

In the second part of the presentation, Mr. Marios Michaelides offered an example of applying SDD to town planning and wine villages development as a new opportunity for participatory planning: the Local Development Pilot Project (LDPP) for the Wine Villages district of Cyprus.

He explained some of the issues faced in the wine villages region, including: the process of dereliction, abandonment and depopulation of the most remote and mountainous settlements; the abandonment, neglect and deterioration of many dry-laid stonewall terraced vineyards because of the decay of agriculture and its mechanization; the change of the authentic cultural landscape; the gradual transformation of the traditional character of settlements.

The project had two target groups by aiming to engage stakeholders in a learning process that leads to better results & increased commitment and engage & empower civil servants in their role of enabler/facilitator. The project's 'Knowledge Management Team' (KMT) is a carefully selected core group of people, comprising by the owners of the problem, representatives of the relevant government agencies, the SDD project experts and main stakeholders. The objective of KMT is primarily to design and manage the process of intervention, like drafting the triggering question addressing the essence of the issue identification of stakeholders representing diverse perspectives (local stakeholders, relevant public and semi-public organizations, NGOs) who can respond knowledgeably to the triggering question.

Stefanos Georgiades – *The Structured Democratic Dialogue Process as a Tool of Participatory Planning – Case Study: The Limassol Wine Villages Local Development Pilot Project: The Contribution of Heritage to Local and Regional Development*

On the last afternoon of the DISPA meeting participants visited the wine villages involved in the Wine Villages Local Development Pilot Project, and met some of the project team members, including: Mr. Marios Michaelides, Senior Training Officer, Cyprus Academy of Public Administration; Mr. Stefanos Georgiades, Town Planner/ Sociologist, Associate to the Town Planning and Housing Department for the Wine Village Project; Mr. Meletis Apostolides, Architect, Cyprus Tourism Organisation; Ms. Klelia Vassiliou, Director, Development Agency for the Communities of the Troodos Area, who all pointed out some aspects of the project.

The presenters explained that the Wine Villages area in the Region of Limassol is a mountainous and semi-mountainous area with 15 traditional settlements (total population 3369 according to the 2011 Census) and a functional region based on physical, historical, environmental and socio-economic similarities. The area is known for its wine producing tradition, which has its footprints on the landscape dominated by a system of dry-laid stone terraces (cultivated or abandoned); rich fauna and flora, which led to the inclusion of some significant parts of the area in the Natura 2000 network; religious buildings and vernacular architecture strongly influenced by the wine production economy. Some of the issues faced in the area are: the process of dereliction, abandonment and depopulation of the most remote and mountainous settlements; the abandonment, neglect and deterioration of many dry-laid stonewall terraced vineyards because of the decay of agriculture and its mechanisation; the change of the authentic cultural landscape; the gradual transformation of the traditional character of settlements.

Mr. Georgiades highlighted the fact that bottom-up participatory processes with consensus building are the foundation of a place-based strategy in the field of spatial planning. The "Limassol Wine Villages Local Development Pilot Project: the contribution of heritage to local and regional development" is part of the Council of Europe's Local Development Pilot Projects Programme (LDPP).

Mr. Georgiades drew attention to the fact that, as part of this project, public involvement in the development plans is introduced through:

- open community meetings, aimed at gathering the views and opinions of the public;

- written consultations by the public at large (individuals, bodies or authorities); a number of them are put forward at public hearings;

- joint boards, which advise the Minister of Interior regarding the preparation or revision of Local Plans/ Area Schemes; its members are elected from the local authorities and also include individuals with specialist knowledge or a valid opinion in respect of the Plan;

- objections submitted by the public (local authorities, NGOs, and any interested body or individual) against any of the Plan's provisions.

The speaker emphasised that a previous evaluation of public participation led to the following conclusions:

- Institutional limitations do not really promote public participation and new effective levels of governance (delay in the process of decentralisation and restructuring of local authorities).

- Weaknesses of Joint Boards restrain a bottom-up approach based on citizen participation (participants are few, their involvement is temporary and their role is consultative).

- Local authorities have not been able to draw up a real development programme beyond the usual re-zoning requests.

- Problems of citizen behaviour, awareness and know-how make difficult the dialogue on matters of strategy and public interest.

It was further concluded that the Limassol LDPP could supplement existing planning procedures by:

- improving existing participatory practices and mechanisms;

- widening the scope of planning in socio-economic issues and implementation methods;

- formulating a more appropriate and shared project vision and strategy.

Mr. Georgiades explained that the LDPP programme:

- provides an opportunity for innovative/ fruitful discussion of issues, with possible implementation of the outcomes in the existing institutional framework;

- helps protect, conserve and enhance the territory's heritage as a factor of socio-economic development, identity and cohesion;

- promotes a model of holistic, multi-sectoral and sustainable development, underpinned by the active involvement of citizens;

- aims to improve the standard of living, minimise the differences between urban and rural life and create opportunities for employment and economic development;

- promotes transparency, democracy and dialogue.

The Limassol LDPP, like other similar projects, was developed in 3 phases: 1) diagnosis; 2) strategy; 3) implementation programme.

The speaker also noted that the LDPP programme experiments a real place-based approach and a community-led local development method, under the wider agenda of Territorial Cohesion. The characteristics and problems of the region of the Wine Villages make of the area a unity of space, which asks for a territorially sensitive approach. This will also help in the preservation of the villages' rich cultural and natural heritage.

The Structured Democratic Dialogue Process (SDDP) was used as the main instrument in the 1st phase of the Limassol LDPP ('Diagnosis') completed up to now. Specifically, it was used to: describe and analyze the current situation in the Wine Villages area and extrapolate it to the future on the basis of the existing situation (base scenario); identify the possible obstacles for reaching a specific topic/ the desired situation ('Wall of Obstacles'); develop a shared vision for the sustainable development of the territory ('Vision Tree of Descriptors').

It then converges on a collaboratively developed 'Action Agenda' that will tear down the 'Wall of Obstacles' and nourish the 'Vision Tree'. It focuses on the distinctions among the 'can be' (problems), 'ought to be' (vision) and 'will be' (strategy).

Referring to the structure and process of the SDDP, Mr. Michaelides mentioned that a core group of people, the 'Knowledge Management Team' (KMT) composed by the owners of the problem, representatives of the main government agencies and the SDDP experts, plays a crucial role in coordinating the process (identification of stakeholders, drafting the triggering questions, preparation of the reports, invitation of participants, etc). The identification of stakeholders is of paramount importance. They have to accurately represent elements of the subject and cover all of its facets (local stakeholders, relevant public and semi-public organisation, NGOs etc).

As explained by Mr. Michaelides, during the SDDP process, 1) the participants are first invited to answer the Triggering Question, formulated by the KMT, at a round-table session. 2) All responses to the triggering question (one idea in one sentence) are then recorded in Cogniscope™ software, printed and posted on the wall. 3) The authors of the proposals clarify and describe their ideas for better understanding and to avoid overlapping. 4) The ideas are clustered into categories based on similar attributes. 5) All participants get five votes and are asked to choose their five favourite (most important to them) ideas. Only the ideas that received votes go to the next and most important phase.

6) Participants are asked to explore influences of one idea on another. If the answer is 'yes' (great majority) an influence is recorded in the special software, which minimises the number of queries by using mathematical algorithms. 7) The relations recorded result in the production of an 'influence tree' ('Wall of Obstacles' or 'Vision Descriptors') by the software. The 'influence tree' is presented to the participants, subject to discussion.

Concerning the Limassol LDPP experience of participation, the presenters stressed that the Road Map of the Diagnosis Phase of the LDPP is made out of consecutive and participatory approaches that allow the overall and focused analysis of the area. The KMT meetings take place at several instances to coordinate the process.

1) 1st step: 'Wall of Obstacles' – Co-laboratory I: the KMT selected as a Triggering Question: 'Which are the obstacles for the development of the Wine-villages of Limassol?' The 27 participants, representing 26 stakeholders, gave 71 answers. The answers were then clustered into 7 categories. Participants voted 5 barriers they considered as the relatively most important (16 barriers were collectively considered as the most important). Participants explored possible interactions and independencies between the 16 most important barriers by answering the question: 'If we manage to deal with barrier A, would this significantly assist us in dealing with barrier B?' The 'Wall of Obstacles' depicted that the fundamental (root-cause) barriers were the incomplete process of institutional agglomeration of the local authorities, their low level of management capacities and the lack of effective cooperation between government departments.

2) 2nd step: Theme Working Groups: following the Co-laboratory I, 7 Themes of sectoral or strategic nature were identified for further investigation: 1. Society and Culture; 2. Architecture and Settlements; 3. Economy and Entrepreneurship; 4. Infrastructure and Services; 5. Agriculture, Environment and Landscape; 6. Education and Information; 7. Governance and Administration. For the development of each Theme, a Working Group with members and leader was designated by the KMT. This enabled the stakeholders' base to drastically enlarge. The Working Groups proceeded with a SWOT analysis for the 5 sectoral themes, in order to obtain a better understanding of the area's real limitations and potentials at local and macro regional level. A sectoral common vision through the Structured Democratic Dialogue Process (SDDP) was established for each of the 7 Theme Groups. The TQ was: 'What are the descriptors of the desired situation for the sustainable development of the wine villages in the field of … (relevant thematic)?' The Theme Working Groups identified an average of 60 descriptors for each Thematic, selected and average of 15 more influential descriptors and produced 7 separate sectoral 'Vision Trees of Descriptors'.

3) 3rd step: Holistic 'Vision Tree of Descriptors': the KMT, with the collaboration of the Working Groups' leaders, analysed the sectoral 'Vision Trees of Descriptors' and identified the most influential factors. An inter-sectoral co-laboratory with representatives of each thematic working group was organized with the aim of establishing a common, integrated, holistic vision for the area. The 44 most influential descriptors of the different Thematic clusters were discussed, and 18 were selected as the most important. Their interrelationships were then explored. The 'Vision Tree of Descriptors' depicted that the most fundamental action towards the sustainable development of the area is again the institutional agglomeration of the local authorities, which will facilitate a number of local initiatives (one-stop shop for facilitating development and investments and a local agency for the promotion and preservation of architectural heritage).

In the view of the speakers, the added value of SDDP comprises: strategic character of the dialogue; promotion of decentralisation and inter-communal cooperation; promotion of a place-based and bottom-up approach; consideration of not only territorial, but also social and economic aspects, in an integrated development approach; fostering identity and heritage; long-term outcomes rather than immediate and temporary outputs; networking and capacity building, especially among neighbouring communities; legitimacy of the actors and their work; stakeholders engagement and the sense of collective ownership; empowerment of community members; creation of a core team (KMT) to sustain the continuity of the process; development of mutual trust between participants; redefinition of the role of the civil servants; participation on equal basis and respecting the autonomy of all participants; facilitation of mutual understanding and consensus building.

Toward the end of the presentation, the presenters opened a discussion on the limitations of the SDDP, including: time consuming process, since there is a need of systematization or standardization; training requirement of facilitators, since the tools employed and the software used have to be learned; need for involvement of a substantial number of participants, for the wider possible representation and interaction among institutions; need to achieve a state of mutual trust which is a prerequisite of collective action; need for coordination between various government agencies which are relevant to the project; need for long-term commitment of institutions and local people, due to the long meetings of working groups.

Concerning its benefits, it was emphasised that the Structured Democratic Dialogue Process (SDDP) is: an effective instrument of community-led local development, since it actively involves stakeholders in a consensus building process; comprehensive mechanism of dialogue amongst stakeholders from the outset, based on a real bottom-up approach; designed in such a way as to encounter complex issues and to harness the collective wisdom of participants, regardless of their educational and cultural background.

It was concluded that the Limassol LDPP has proved to be a unique opportunity by investing in heritage and other locational advantage; having a vision, strategy and policies really adapted to the context and needs; involving numerous stakeholders in a collaborative way; aiming at vertical and horizontal integration achieved by the choice of participants and the cross-sectoral dialogue. It was noted that the project could be an aspiration for future models of development, especially during this period of economic crisis (more clear understanding of the place, recall of quality values, return to the roots of heritage). This exercise could thus become an opportunity to reassess EU's development paradigm and a source for clarifying and enriching the notion of territorial cohesion.

DISPA INTERNAL ISSUES

Dr. Sotos Shiakides, Head, Cyprus Academy of Public Administration, David Walker, Director, European School of Administration (EUSA), Dr. Brian Cawley, Director General, Institute of Public Administration, Ireland – *Conclusion and Announcement of the Next DISPA Meeting in Ireland*

The final session was mainly dedicated to DISPA matters. In his closing address, Dr. Sotos Shiakides, the Head of CAPA, thanked all participants for the effective exchange of ideas. He mentioned that Poland's National School of Public Administration (KSAP) would once again produce the report of the meeting's proceedings.

David Walker, Director, European School of Administration (EUSA) suggested that the report acknowledge the important contribution Mr. Bernard Boucault had made to DISPA's work whilst Director of the Ecole Nationale d'Administration (ENA). He also thanked Ewa Wronska from his team for all her help in relation to DISPA during her period of secondment to the School.

Dr. Brian Cawley, Director General, Institute of Public Administration, Ireland announced the location, the date and the theme of the next DISPA meeting. The event will take place at the Institute of Public Administration, Dublin, Ireland. The meeting will commence on 23 May 2013 in the morning and will conclude on 24 May 2013 in the afternoon. Dr. Cawley indicated that the theme of the Dublin DISPA meeting will be "Economic Crisis, Public Sector Reform and the Role of Institutes and Schools of Public Administration", looking at the economic context in Ireland and Europe, the change it brings for the public sector, and the implications both of the economic downturn and of related reforms for the role of our Institutes and Schools.

ACKNOWLEDGEMENT

Administrative and organisational work both for the July Troika Meeting in Larnaka and the October Meeting in Nicosia was predominantly carried out by Ms. Andri Hadjiprocopi and Ms. Andriana Panayidou, Administrative Officers at the Cyprus Academy of Public Administration.

ANNEXES

ANNEX 1. PROGRAMME

Day 1, Thursday, 11 October 2012

08:30	Registration
09.00	**Welcoming Address**
	Permanent Secretary, Ministry of Finance
	CAPA: The Cyprus Academy of Public Administration
	Marios Michaelides, Senior Training Officer, CAPA
	Antigoni Diakou, Senior Training Officer, CAPA
	Theme and Objectives of the Meeting
	Sotos Shiakides, Head of CAPA
09:30	**The Transfer of Learning: The practical application of classroom learning**
	Paul Donovan, Head of School of Business, National University of Ireland
11.30	Coffee Break
11:45	**Leadership Development in the Cyprus Civil Service: A case of classroom training supporting practical improvement initiatives in organisations**
	Philippos Soseilos, Partner–Head of Human Capital, Member of Mgt Board, PWC Cyprus
12:45	Family Photo
13.00	Lunch Break
14.00	**Action Learning: Individual Problem Solving with Peer Support. Part I: Concept and Method**
	Pete Mann, Personal Development Consultant and International Learning Advisor
15.00	Coffee Break
15:15	**Action Learning: Individual Problem Solving with Peer Support. Part II: Demonstration**
	Pete Mann, Personal Development Consultant and International Learning Advisor
16:15	**The Art of Innovation**
	Dimis Michaelides, Leadership and Innovation Expert, Managing Director at Performa Consulting
17:15	Departure for Hotel
19:30	Departure for Dinner
20:30	Dinner at "To steki tou Costi", Aglantzia
22:30	Departure for Hotel

Day 2, Friday, 12 October 2012

09.00	**Action Learning: Individual Problem Solving with Peer Support.** **Part III: Action Learning in Action**
	Pete Mann, Personal Development Consultant and International Learning Advisor
11.00	Coffee Break
11.15	**Structured Stakeholder Dialogue: A Collective Learning and Problem Solving Methodology**
	• Public Governance and Regional Development: The case of the Wine Villages District Project
	• Structured Dialogue Methodology and Application
	• Structured Dialogue Exercise
	Yiannis Laouris, Structured Dialogue Process Specialist, Future Worlds Centre
	Marios Michaelides, Senior Training Officer, CAPA
12.15	**Other DISPA Business**
	• Announcement of next DISPA meeting in Ireland
	• Farewell and other messages
12.45	Lunch Break
13:45	**Sightseeing Tour / Field Trip**
	• Guided Tour of the seaside archeological site of Curium
	• Field Trip to Wine Villages
	• Dinner at Kakopetria, Troodos Mountains
22.30	Departure for Hotel
23:30	Arrival at the Hotel

ANNEX 2. LIST OF PARTICIPANTS
AT THE COPENHAGEN DISPA MEETING

■ **GAYDARSKI PETAR**
Bulgaria
Executive Director/Institute of Public Administration

■ **BRIAN CAWLEY**
Ireland
Chief Executive Institute of Public Administration, Ireland

■ **TEMMES ANNELI**
Finland
HAUS Finnish Institute of Public Management

■ **THEOPHILOU EVIE**
Cyprus
CAPA

■ **SANDERHAGE TUE**
Denmark
Head of department/Department of Management and Administration, Metropolitan University College

■ **PAPAMICHAEL ELENI**
Cyprus
CAPA

■ **PANAYIDOU ANTRIANA**
Organiser
CAPA

■ **HADJIPROCOPI-KASTELLANI ANDROULLA**
Organiser
CAPA

■ **PRÖHL MARGA**
European Institute of Public Administration (EIPA)

■ **GÖRANSSON PETRA**
Sweden
Krus

■ **RAMELOT PIERRE**
Belgium
Solution Manager, Head of International Relations

■ **KOVBASIUK YURIY**
Ukraine
President/National Academy of Public Administration, Office of the President of Ukraine

■ **DONOVAN PAUL, DR**
Speaker
School of Business, National University of Ireland, Maynooth

■ **EDITE KALNINA**
Latvia
Director, Latvian School of Public Administration

■ **SHIAKIDES SOTOS**
Cyprus
Director, CAPA, Cyprus

■ **GUENTHER WURSTER**
Germany
President BAkoeV

■ **ANNA MARIA WURSTER**
Germany

■ **MANN PETE**
United Kingdom
speaker

■ **PATSALIDOU KATSOURI PAGONA**
Cyprus

■ **KVÅLE INGRID**
Norway
Agency for Public Management and eGovernment

■ **DIAKOU ANTIGONI**
Cyprus
CAPA

■ **LAOURIS YIANNIS**
Cyprus
Future Worlds Center

■ **WALKER DAVID**
Director, European School of Administration

■ **ZYMAN ROXANA**
Analyst, National School of Public Administration,
Poland

■ **CONSTANTINOU MARIOS**
Cyprus
CAPA

■ **AURIOL KARINE**
European School Of Administration – Training
Advisor

■ **MUSIC SUAD**
Montenegro

■ **VULLIET JACQUES-ANDRÉ**
Switzerland
Secretary-General

■ **MILTIADOUS NIKOLAS**
Cyprus

■ **WRONSKA EWA**
European School of Administration
– Training Advisor

■ **MICHAELIDES MARIOS**
Cyprus

■ **SCHILLEMANS SANDRA ALFONS JOHANNA**
Belgium
Director General

■ **PRELEC DUBRAVKA**
Croatia
Deputy Director of State School for Public Admini-
stration

■ **HARTMANN KLAUS**
Austria
Dep.Director General/Federal
Chancellery

■ **ŠKALABRIN MAJA**
Croatia
Program Manager/State School
for Public Administration

■ **MUSER MARCO**
Italy

■ **GENOVESE JOANNA**
Malta
Director CDRT, Office of the Prime Minister

■ **SOSEILOS PHILIPPOS**
Cyprus

■ **MICHAELIDES ARISTODEMOS**
Cyprus
Managing Director of Performa
Consulting Ltd

■ **BRUNNER MAX**
France
National School of Public Administration of France

■ **NEMESLAKI ANDRÁS**
Hungary
Hungarian National University of Public Service

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

When DISPA 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-à-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 making specific mention of common training actions as an effective means of achieving this.

ANNEX 4.
THE BUDAPEST-WARSAW RESOLUTION OF THE DISPA MEMBERS

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.