



Prime Minister

Agree that further work should now be done on these

MINISTER OF STATE, PRIVY COUNCIL OFFICE

proposals for improving the training of younger staff?

PRIME MINISTER

Yes - but please refer to Robert's letter for advice. Services to be provided by staff? 3/8

TRAINING FOR SENIOR MANAGEMENT

I commend to you the attached minute from Robert Armstrong of 23 July and the report prepared by my officials on senior management training. This report was prepared in the light of your comments on the Open Structure Course - you commented that such a course was unlikely to succeed unless eligible staff had had suitable training earlier in their careers.

The report suggests a sensible programme for the development of the management potential of most of the younger people who are Principals and Grade 5. Basically this will be done by appropriate career postings so that the staff concerned learn on the job about such matters as financial control, personnel work and, in particular, line management. But this will, of course, be reinforced and supplemented by periods of training. The Civil Service College already offers many worthwhile courses for staff at Principal and Grade 5 (Assistant Secretary) levels. In many cases, however, departments feel unable to release their best staff to go on such courses. Among other recommendations, therefore, this report seeks to ensure that good staff will be obliged to have a minimum amount of formal training - on average 5 days a year - either from their departments, the Civil Service College or business schools.

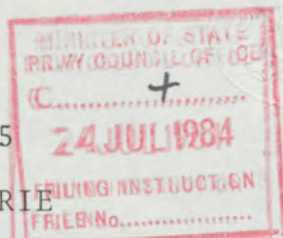
Annex G of the report gives a flavour of the training now available at the Civil Service College. I have been impressed by the quality of these courses on my own visits there. They include practical training in management skills - both of staff and projects - with a particular emphasis on new technology. There is an important programme of courses and seminars on financial management - the management of budgets, resource allocation, investment appraisal - all essential for staff moving to the most senior positions. There is also, of course, training covering more traditional Civil Service policy work and the legal and Parliamentary framework. These courses will be particularly useful for specialists moving into senior management posts who will not have had the general administrative background of many of their colleagues. I should be very glad to arrange a visit to the College sometime in the Autumn if you would like to see more of these activities on the ground.

I think this report provides a sensible way forward, using what is good in the existing system, while ensuring that the best staff will have a more stringent programme of training and career development. I hope you will agree that planning work should now proceed on this basis so that the programme can come into operation at the same time as the Open Structure Course, that is 1 January 1985.

LORD GOWRIE
3 August 1984

Ref. A084/2105

1. LORD GOWRIE
2. PRIME MINISTER




Training for Senior Management

In my minute of 30 March I undertook to report back to the Prime Minister with outline proposals to provide better management training for able people in their 30s. This remit arose from the Prime Minister's concern "... that the new Open Structure Course is unlikely to succeed unless something can also be done to provide training for a few able people earlier in their careers".

--- 2. I now attach a report containing outline proposals for a Senior Management Development Programme aimed at younger staff at Principal to Grade 5 (Assistant Secretary) levels. Further work will be needed both in Departments and by the Cabinet Office (MPO) to bring the proposals to fruition. I have consulted fellow Permanent Secretaries, who have given general endorsement to the report and see its broad approach as a practicable way of improving, by job experience and training, the management development both *who are destined for posts at Grade 3 (Under Secretary) and above and of those of those* who will occupy posts immediately below those levels. Their main concern relates to the resources implications: it is hard to spare good people at these grades for training or career postings.

3. The main features of the programme are:
 - i. it would provide an integrated and progressive management development programme running through the years at Principal to Grade 5;
 - ii. strong emphasis would be placed upon individual initiative and self-development, with eligible staff having to take the positive step of opting themselves into the programme although Departments would at the end of the day have to decide on priorities and career postings as part of their management responsibilities;



iii. there would be a target of five days management and developmental training per year for participants, to ensure that necessary training took place and was not overtaken by urgent pressures;

iv. the content of the training would be determined by identifying the desirable "competences" required for people to do effective jobs now and to develop them for the future, ie starting from the real needs. Departments would help us to identify the desirable experience of people in their grades and would then ensure that they gained this experience by career postings or training;

v. an important element would be training and development logs (held both by the individual and the Department) which would provide guidance and a mechanism for regular stocktaking of progress;

vi. it would cover from its beginning virtually all those likely to get to Grade 3 (Under Secretary) early, and during the first five years there would be a gradual extension bringing in other able staff. This is because we want in due course to train all staff in their grades to carry out the responsibilities of a manager.

4. The strength of these proposals lies in the fact that they build on, and expand in a structured way, the existing arrangements for training and development. They would bring Civil Service training for middle managers closer into line with the best practices of those parts of industry and commerce where systematic arrangements already exist. They would concentrate not on training as an end in itself, but on career development by job experience and training. The training elements would make use of the facilities both of the Civil Service College and the best of the business schools and other external provision. Many suitable courses are already available at the Civil Service College and elsewhere - what is needed immediately is not so much new courses but more effective take-up by staff in these key grades of what already exists.

5. If we are to go ahead on these lines there is a great deal of further work to be done on the competences, on the identification of suitable courses, and in consultation with interested parties (in particular we need to fit the proposals more closely to the needs of specialists, some of whose career patterns differ from those of administrators). The potential benefits of this programme for the effectiveness of the Service are considerable, and I hope you will give your support to these programmes, and authorise us to go ahead with the further work that will be needed. These proposals are an integral part of our plans for preparing staff for the Open Structure, and for succession and career planning which depends upon early identification of flyers who would then be given suitable career experience and training.

BA

ROBERT ARMSTRONG

23 July 1984



FILE
RW

10 DOWNING STREET

From the Private Secretary

28 August, 1984

TRAINING FOR SENIOR MANAGEMENT

bf // The Prime Minister has now seen Sir Robin Ibbs' minute of 23 August about Training for Senior Management. She agrees in general with Sir Robin Ibbs' comments and very much hopes that Lord Gowrie will take them into account in pursuing his proposals. In particular she has asked that Lord Gowrie report to her by the end of the year with performance targets for the training programme as proposed by Sir Robin Ibbs.

I am sending a copy of this letter to Richard Hatfield (Cabinet Office) and to Sir Robin Ibbs (Efficiency Unit).

(Timothy Flesher)

P. Thomas, Esq.,
Lord Gowrie's Office.

WPC



Prime Minister

The original minute

from Lord Gowrie is attached.

PRIME MINISTER

Agree with Robin 1665
Yes, no comments?

DT

24/8

TRAINING FOR SENIOR MANAGEMENT

Your Private Secretary's minute of 6 August asked me to comment on the MPO proposals about training for able people in their early 30s.

My immediate reaction is that great care will be necessary if the proposals are to be made a useful reality and not to become bureaucratic.

My main concern, however, is whether they address the right problem. There have been many training initiatives before, the supply of training is plentiful. In my experience the key to progress lies in changing management attitudes and doing so quickly. If we do not achieve this the effort and money on training will almost certainly be wasted.

The changed attitudes I have in mind come when the Permanent Secretary and his senior colleagues make it clear that a better quality of management in the department is essential. What is most important is the attitude of those at the top.

The progress achieved since 1979 is based on your consistent leadership and encouragement. Currently we are basing the drive for improvement on your value for money seminars with Ministers, the targets we are asking Ministers to set for improving value for money, and the scrutinies to help deliver these improvements. These are all practical expressions of your determination to improve the quality of management in the public sector.

I have three further practical suggestions aimed at creating a more beneficial climate for better management:

1. It would be of immense importance if, whenever you appoint a Minister to a new post, or a Permanent Secretary, you tell them - face to face - that you expect them to give a high priority to setting targets to improve value for money and will judge their success, in part, on what they achieve.
2. What most people want is either training to do their current job better, or to enable them to do a new job as they move. A priority task for the Management and Personnel Office should be to help departments develop clear and recognised career progression patterns into which practical training can be integrated. Training in the abstract is of much less value.



3. The most effective way I can take an interest in this area is to specify (through our value for money exercise) that we expect each department to have targets for the development of people.

You might also wish to invite the Minister of State (Privy Council Office) to report back, say, by the end of the year with performance targets for the training programme.

I am copying this to Lord Gowrie and to Sir Robert Armstrong.

ROBIN IBBS
23 August 1984

conqueror

PERSONAL



da

10 DOWNING STREET

From the Private Secretary

SIR ROBIN IBBS

Training for Senior Management

As you will see from the attached copy of my letter to Mary Brown, the Prime Minister would be most grateful if you could take an interest in the proposals for training younger staff with management potential which were submitted by Sir Robert Armstrong on 23 July.

As background, you may find it helpful to know that the Prime Minister is concerned that the proposals on management training generally which emanate from the MPO may tackle only the surface of the problem without getting at the substance.

(David Barclay)

6 August 1984



10 DOWNING STREET

From the Private Secretary

6 August 1984

Training for Senior Management

The Prime Minister was grateful for Lord Gowrie's minute of 3 August, to which was attached one from Sir Robert Armstrong dated 23 July about training for senior management.

The Prime Minister agrees that planning work should now proceed on the programme outlined in the Cabinet Office document attached to Sir Robert Armstrong's minute. She has asked that Sir Robin Ibbes should be given an opportunity to comment on the proposals.

David Barclay

Mrs. Mary Brown,
Office of Arts and Libraries.

TRAINING FOR SENIOR MANAGEMENT STUDY

OUTLINE PROPOSALS

FOR A

SENIOR MANAGEMENT DEVELOPMENT PROGRAMME

P. R. COSTER
Cabinet Office
(Management and Personnel Office)

May 1984

TRAINING FOR SENIOR MANAGEMENT STUDY

OUTLINE PROPOSALS
FOR A
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May 1984

TRAINING FOR SENIOR MANAGEMENT STUDY

OUTLINE PROPOSALS

FOR A

SENIOR MANAGEMENT DEVELOPMENT PROGRAMME

I SUMMARY

II CONCLUSIONS AND OUTLINE PROPOSALS

III ANNEXES

Annex A - Background and Discussion Paper

Annex B - Training Courses Attended by Staff who are "Promotable Now" to Grade 3

Annex C - Civil Service College Courses for those of High Promise in the Assistant Secretary, Principal and Equivalent Grades

Annex D - Business School, etc. Courses for Senior Managers - 1983-84

Annex E - Other Management Development Opportunities for Senior Managers

Annex F - Tailor-made Programmes for Individual Companies at Business Schools

Annex G - Civil Service College Courses which meet the likely SMDP Subject Specification

Annex H - Extracts from the Manpower Services Commission's Training and Development Log

Annex J - Government Economic Service Training Log and Covering Note

Annex K - The Australian Public service's Senior Executive Management Programme

TRAINING FOR SENIOR MANAGEMENT STUDY

SUMMARY OF CONCLUSIONS AND OUTLINE PROPOSALS

- 1 An integrated and progressive management development programme for staff at Principal level-Grade 5* is needed. The first priority should be those likely to reach Grade 3; the second those at or likely to reach Grade 5 (Conc. 1).
- 2 Management development takes place by job experience and training. The two must be planned as a whole (Conc. 2).
- 3 Much relevant training for a Senior Management Development Programme (SMDP) is already available - but it is not adequately taken up. Staff at these levels get very little management training - less than a day a year (Conc. 3-5):
- 4 SMDP should start small but have a timetable for expansion (Conc. 6).
- 5 SMDP would not simply be a specific training course but an integrated and continuing process covering the years between Principal and Grade 3 (Conc. 7).
- 6 SMDP should cover 'required or desired competences' for senior managers. Service-wide elements should be defined by the Cabinet Office (MPO) and the balance by Departments (Conc. 8-12).
- 7 The programme should not be classroom or course bound but make effective use of modern developments in training and education, including open learning and self-development (Conc. 13).
- 8 In the medium term a short, special SMDP course may be needed. The short-term priority is to make effective use of the training which is already there but not taken up (Conc. 14).
- 9 Management must provide an effective framework for training, ensure that it is available and that it is actually taken up (Conc. 15 & 16).
- 10 The IBM requirement for managers of an average minimum of 5 days developmental training annually should apply to SMDP participants (Conc. 17).
- 11 Top management commitment is of overwhelming importance; without it we should not even try to start (Conc. 18).
- 12 There should be regular stocktaking by Departments of individual progress on SMDP. At intervals the Cabinet Office (MPO) should participate in the stocktaking of fliers (Conc. 19-20).
- 13 Individuals should be held responsible for their own development. Guidance should be available to them. Personal training and development logs should be introduced (Conc. 21-23).
- 14 A central unit should be set up within the Cabinet Office (MPO) to give effect to the SMDP, monitor and review it (Conc. 24).

* Grade 5 = Assistant Secretary

15 Initially staff at Principal level aged 35 and below and at Grades 5 and 6 aged 42 and below should be eligible for SMDP. Over 5 years the upper age limits should be raised a further 5 years (Conc. 25ii-v).

16 Staff in the age bands would not automatically participate but they would be required to make a positive election to do so (Conc. 25i).

17 Departments would be free to invite individuals above the maximum ages to participate in SMDP (Conc. 25vi).

18 This would give 3,700 eligibles in year 1 and 7,500 eligibles 5 years later. 2 out of 3 eligibles might participate (Conc. 26).

19 The key resource cost will be the lost time of high quality participants. But their effective development is also a key priority (Conc. 27).

20 The cost in man-years is relatively small but adjustments to Departmental and Civil Service College staff ceilings should be considered (Conc. 28-29).

21 Financial costs are likely to be about £3.2m. in year 1 and £6m. after 5 years (Conc. 30).

22 The SMDP should be launched early in 1985 to coincide with the start of the Top Management Programme (Conc. 31).

TRAINING FOR SENIOR MANAGEMENT STUDY

CONCLUSIONS AND OUTLINE PROPOSALS

GENERAL

- 1 There is need for an integrated and progressive development programme aimed at the management development of staff at Principal level - Grade 5*. It must as a first priority ensure that by development through job experience and training those who are likely to reach Grade 3 or above are adequately prepared. Its second priority should be more effective development of staff at or likely to get to Grade 5.
- 2 This Study concentrates on training and development in ways other than job experience gained by Departmental postings, interdepartmental postings, secondment, etc. But it cannot be stressed too strongly that job experience and training must be planned as a whole and harmonised so as to develop and enhance the full potential of staff and thereby benefit the Service.
- 3 It could be argued that we do not need a management development programme as such and should concentrate on doing better with our present, largely ad hoc, development arrangements. There is a considerable amount of relevant training already available for this group of staff at the Civil Service College, Business Schools, etc., jointly with other organizations (both in the private and public sector) and, increasingly, through open learning programmes. What is already available can provide a sound foundation for off-the-job development, even though gaps and areas for improvement will be found. The Civil Service College is already enhancing its provision.
- 4 But the critical fact is that the existing relevant training is not adequately taken up. Staff at these levels receive on average under one day a year (0.5-0.7 days) on management training. The problem is at least as much about how to programme training and development to ensure effective take up of existing provision as about the design of new training.
- 5 If there were to be a significant take-up of the existing provision, there would be a resource cost. Quite apart from the major cost of releasing the participants existing programmes would need to be run more frequently to meet demands. The Civil Service College would need to expand; or to drop some of its existing training.
- 6 There are approximately 22,000 staff at Principal level - Grade 5, of whom about 6,000 are in or from the Administration Group. It would be impracticable, and court failure, to attempt to introduce a Senior Management Development Programme (SMDP) which covered all 22,000 staff. Any programme will need to be highly selective at first and ensure that "high fliers" are catered for. But from the start clear plans should be made and a timetable set for the expansion of SMDP step by step until it has a wide coverage of staff at Principal - Grade 5. At that stage it should be concentrating on "high achievers", e.g. all those at or likely to get to Grade 5 and to need a broader experience/understanding than that of their specific work area or specialism.

* All references to Grade 5 include the small number of posts at Grade 4.

Grade 5 = Assistant Secretary

Grade 4 = posts between Assistant and Under Secretary.

7 The aim for participation in year 1 of SMDP might be about 10% of staff at Principal level - Grade 5, rising by year 6 to about 25% at any one time. (Details at para. 25 below.)

THE PROGRAMME

8 What is needed is not so much a specific training course at a pre-determined career point (as is the new Top Management Programme to be taken on appointment to Grade 3), but an integrated and continuing process of management development covering the years from promotion to Principal level to entry to Grade 3.

9 The contents of any SMDP must reflect a combination of Service-wide and Departmental needs. For "fliers" the Service-wide element will be stronger than for other staff whose needs are likely to be more Departmentally or function based.

10 The common elements applicable across the Service which should form part of the Programme should be defined by the Cabinet Office (MPO) with the help of Departments. Some of these elements would in effect be mandatory, whilst others would be a menu from which an appropriate selection would be made by the individual and the Department in the light of potential, likely career direction and other relevant factors. The list, which would reflect the division into strategic, managerial and specialised areas of skill and knowledge recognized by the Fraser Report, would be completed by the addition of elements determined by individual Departments which would mainly, but not exclusively, be towards the more specialised end of the spectrum.

11 The completed list(s) would provide a "checklist of required or desirable competencies" (c/f Fraser Report para 6.5) some of which could be met by job experience, others by training, and others by a combination of both. It would be important for both the centrally and the Departmentally defined elements of the checklists of competence to be kept regularly under review; and for a flexible approach to be taken to meeting individual needs.

12 The centrally defined element in the checklist can in the first instance be derived from the analysis of training needs being undertaken for the Top Management Programme. This will not necessarily provide a perfect fit for SMDP but it will be of relevance to "fliers"; it will be a base which can be suitably amended; and use of it will enable an early start to be made.

13 The Programme would be a series of separate activities selected by Departments and individuals in the light of developmental needs and taking into full account the development gained by job experience. But it would not simply be a series of courses or classroom taught modules; it will need to make use of other effective ways of development such as individual study; joint problem solving (e.g. action centred learning); Open Learning programmes (such as the Henley and Open University management packages); and make provision for self-development activities. Flexibility about the methods of learning should give benefits in motivation; develop an attitude of learning and enquiry; allow for the fact that different people learn more effectively by different learning methods; mean that some of the learning will take place in people's own time; minimise the loss of desk time.

14 The question whether a new Senior Management Development Course should be established as part of the Programme is not a short-term priority question. Such a course has attractions but initially resources should be directed to making more effective use of what is now available and to making additional provision for specific topics. In the medium term there would be value in a short Course for some at least of the participants in the programme. Its purpose would be to

consolidate and draw together what has been learnt and place it in a wider framework for further development.

MANAGEMENT'S RESPONSIBILITY

15 Management's responsibility in relation to the SMDP is to provide a structured framework to enable and encourage adequate and relevant training to take place when it is needed. It must ensure that appropriate training is available within the Service and externally. And it must ensure that information about such training opportunities is readily available.

16 Management must also create a climate in which line managers see it as part of their duty to ensure that SMDP training takes place. The planned introduction of prospective job descriptions which set out targets for achievement provides a new opportunity for managers to be judged on the extent to which they meet this responsibility.

17 But all these steps would by themselves lead only to very gradual advances. What is needed is a significant step forward quickly which shows that we mean business. This calls, firstly, for a requirement on the amount of training each participant should receive. This would be of no value in itself; its purpose would be to break the log jam and provide a target for managers and participants to aim for. The IBM requirement for managers of an average minimum of 5 days management/developmental training annually is sufficiently realistic to be an attainable target for us also.

18 Such a target and the benefits which the Service should gain from SMDP itself will be achieved only if SMDP is believed to be of value in the advancement of individual careers. It will be of overwhelming importance for top and senior management both to give and to be seen to give continuing support and commitment; without such support and commitment we ought not to try to develop SMDP but should save the cost.

19 Effective "marketing" will also be needed. As well as the more directly positive aspects of this, the selection criteria for promotion to Grade 5 (Grade 6?) and above should specifically require appropriate job experience/training as set out in the "checklist(s) of competence". If this is seen to be a reality, individuals will press their Departments for suitable job experience and training.

20 There will be a need for regular stocktaking of individual progress on the SMDP. The mechanics of this for the generality of participants will be for Departments to determine as part of their own management and career planning arrangements. In the case of fliers on the lists held centrally by the Cabinet Office (MPO) there should be an occasional management development review of individuals as part of the follow-up discussions with Departments after the Succession and Career Planning returns have been submitted. Suitable points might be on first appearance on a Plan; on promotion to a higher grade; otherwise at 4 yearly intervals.

INDIVIDUAL RESPONSIBILITY

21 Within this framework considerable responsibility must then be placed upon the individual to ensure that his own development through the SMDP actually takes place. If we are dealing with staff of high quality and potential, they should be sufficiently well motivated not to require a nanny.

22 But it will be necessary to provide guidance to enable individuals to understand and assess their opportunities and to help them 'negotiate' what their most important needs are and how these might best be met. Self-directed development may well be more valuable than an imposed pattern.

23 Personal training and development logs with copies held by the individual as well as by the Department should be introduced. They would provide guidance through the maze and be a valuable tool for making things happen and for ensuring that the individual took personal responsibility.

CENTRAL RESPONSIBILITY

24 A central unit will be needed within the Cabinet Office (MPO):

- a. to develop the central element of the programme specification and liaise with the Civil Service College and external providers about provision of training to meet the specification;
- b. to give advice on where and how specific training needs can be met;
- c. to coordinate and develop the Service's use of specific, valuable external training opportunities e.g. Joint Development Seminars and companies' own management courses;
- d. to provide advice, encouragement and guidance to Departments to enable them to complete their part of the checklist and to develop their part of the training and development log;
- e. to aid the step by step expansion of SMDP to additional groups of staff;
- f. to monitor and evaluate the effectiveness and the expansion of SMDP; keep the centrally defined element of the checklist under review; and introduce necessary improvements to SMDP.

THE PARTICIPANTS

25 The following criteria for individual participation in the SMDP would give the best chance of enabling the programme (i) in the first instance to be small enough to manage; (ii) to cater for 'fliers'; and (iii) be open to a wider group with high potential than 'fliers' only.

- i. Staff at specified grade levels and age bands would be eligible for SMDP but they would not automatically participate. Individuals would be required to make a positive election for participation.
- ii. At the Principal level, SMDP should be open initially to staff aged 35 and below. This would cover about 750 administrators and about 1100 specialists. It would include 114 of the 128 administrators identified as fliers and 36 of the 75 specialists so identified.
- iii. At Grades 5 and 6 staff aged 42 and below should be eligible initially. This would cover about 400 administrators and 1,450 specialists. This would include 92 of the 109 administrators at Grades 5-6 identified as fliers and 74 of the 118 specialists so identified.

- iv. The target for expansion of SMDP might be each year for the next 5 years to advance the upper age limit for eligibility by one year, giving ceilings at Principal level of 40 and below (this would include all the administrator 'fliers' and 68 of the 75 specialist 'fliers'), and at Grades 5 and 6 of 47 and below (this would include 107 of the 110 administrator 'fliers' and 110 of the 125 specialist 'fliers'). At Principal level this would add 500 extra eligibles each year (150 administrators; 350 specialists) and at Grades 5-6 it would add 250 each year (50 administrators; 200 specialists).
- v. If the initial age limits of 35 and 42 present serious problems in relation to the career patterns of specific specialist grades, then the case for some adjustment should, exceptionally, be considered.
- vi. Departments should in any case be able to invite individuals who are above the current standard ages to participate in SMDP. This would enable Departments to develop their own cadres according to their assessment of need and, in particular, would ensure that older staff identified as fliers and appropriate other List A and B staff were not excluded.

26 Adoption of these criteria would mean that initially about 3,700 staff would be eligible for SMDP and that over 5 years the number would rise by 750 annually until 7,500 staff were eligible. There would, in addition, be some staff whom management invited to participate under (vi) above. If 2 out of 3 eligible staff participated, there would be 2,500 participants in the first year and 5,000 participants 5 years later.

RESOURCE COSTS

27 The most important and critical resource cost of SMDP will be the lost time of the participants from their jobs (an average minimum of one week each year for each participant). They will often be fliers or other staff of high quality and potential serving in key posts. But the more effective development of these staff is also a key priority which should lead to benefits in the job. This will be very difficult for Departments, but the resource cost of the students' time must be faced up to as part of the essential commitment of top management needed if SMDP is to succeed.

28 In man years the cost is relatively small; 60 man years if 2 out of 3 eligible staff participate in year 1; 120 man years if the same proportion participate in year 6 when the upper age limits of 40 and 47 are reached. Although the man years involved are small in global terms, Departments are stretched at these levels to the extent that adjustment to staff ceilings (in effect a training margin) should be considered seriously. This would demonstrate that the central Departments meant business.

29 There will be an important resource cost also in the provision of training; some of this will be a financial cost in payments to outside bodies. The most important internal effect will be at the Civil Service College where a redirection of its efforts and/or additional staff resources (and possibly

accommodation) will be needed to cope - probably a mixture of both. The College's needs should also be considered seriously for an adjustment of staff ceilings.

30 In money terms at 1983 prices and assuming 4.5 extra days training per participant (making a total of 5 with the average 0.5 days now received) the staff cost for the participants would be £1.4m. When the cost of providing the training is added, this is doubled to £2.8m. Additional administrative costs in Cabinet Office (MPO) and in Departments to maintain and improve the programme and the systems probably brings the annual cost in year 1 to about £3.2m. By year 6, on the same assumptions, the cost will have risen to £6m. (1983 prices).

TIMING

31 The SMDP should be launched early in 1985 to coincide with the start of the Top Management Programme. At the Civil Service College many of the courses that already exist or are being designed will meet SMDP needs - although they will need to be run more frequently. This will call for some in-year adjustment to the College Programme for the academic year 1984-85. The longer term effects on the College will be wider than this. The central unit in the Cabinet Office (MPO) will need to be set up quickly, produce its part of the checklist of competences and the first draft of the training and development log by late 1984; and to give shape to the Programme. Early work will also be needed by Departments.

TRAINING FOR SENIOR MANAGEMENT STUDY

ANNEXES TO CONCLUSIONS AND OUTLINE PROPOSALS

- Annex A - Background and Discussion Paper
- Annex B - Training Courses Attended by Staff who are "Promotable Now" to Grade 3
- Annex C - Civil Service College Courses for those of High Promise in the Assistant Secretary, Principal and Equivalent Grades
- Annex D - Business School etc Courses for Senior Managers - 1983/84
- Annex E - Other Management Development Opportunities for Senior Managers
- Annex F - Tailor-made Programmes for Individual Companies at Business Schools
- Annex G - Civil Service College Courses which meet the likely SMDP Subject Specification
- Annex H - Extracts from the Manpower Services Commission's Training and Development Log
- Annex J - Government Economic Service Training Log and Covering Note
- Annex K - The Australian Public Service's Senior Executive Management Programme

TRAINING FOR SENIOR MANAGEMENT STUDY

BACKGROUND AND DISCUSSION PAPER

CONTENTS

	Paras
INTRODUCTION	1-3
DEVELOPMENT AS A CONTINUOUS PROCESS	4-8
A SENIOR MANAGEMENT DEVELOPMENT PROGRAMME	9-11
DELIVERING THE SMDP	12-14
THE CONTENT OF THE SMDP	15-21
MANAGEMENT AND INDIVIDUAL RESPONSIBILITIES	22-30
CENTRAL AND DEPARTMENTAL ROLES	31-35
THE PARTICIPANTS	36-42
RESOURCES	43-45
OBJECTIONS AND ALTERNATIVES TO THE PROPOSALS	46-49

INTRODUCTION

The Terms of Reference for this Study are:

"To draw up outline plans for the systematic improvement of the arrangements of the training and development of staff (and particularly younger staff) at Principal level and above with potential for further promotion; such plans must, inter alia, cater effectively for those likely to get to Grade 3 or above."

2 The immediate cause for the Study lies in the Prime Minister's view (minute of 26 March 1984 to Sir Robert Armstrong), "that the new Open Structure Course is unlikely to succeed unless something can also be done to provide training for a few able people earlier in their careers. She considers that the age of 40 is too late to start senior management training and that there is a need also for, say, a three week course for people in their 30s. This would provide a foundation on which the later Open Structure Course could build".

3 Sir Robert Armstrong's response of 30 March in recording agreement with the Prime Minister's view said "that we need to provide better management training for able people in their 30s as a foundation for the Open Structure Course at a later stage training and career development have to be seen as a

continuous process, and our planning has been based on the need for action both at the point of entry to Grade 3 (Under Secretary) and earlier the new Open Structure Course can be fully effective only if full recognition is given to training and development needs at any earlier stage there are already a wide variety of courses in the Civil Service College suitable for mid-career training for those officers who may reach the Open Structure the Cabinet Office have already begun work on drawing up a programme of courses which, in the absence of on the job experience, will help to prepare people who may eventually go on to the Open Structure Course what we now need to do is to give this work high priority to produce by the end of June outline proposals for tackling this problem in a practical way, at least for those who are likely to reach Grade 3 and above The aim should be to put these proposals positively into action early in 1985, broadly in parallel with the Open Structure Course".

DEVELOPMENT AS A CONTINUOUS PROCESS

4 These exchanges highlight the need for a structured and integrated approach to development by job experience and training as a continuous process throughout the career. This Study which concentrates on staff between Principal level and Grade 5* therefore takes its place in a wider series of developments which include:

- i. for ATs and HEO(D)s, experience postings together with a modular training programme lasting at least 16 weeks at the Civil Service College;
- ii. more generally for staff below Principal level, the Review of the Means of Identifying and Developing Internal Talent (part of the Efficiency Scrutiny Programme 1984) is attempting to improve and systemise identification of talent and its development by job experience and training; and the 'Qualifications' Report has proposed a new framework for the training of young executives;
- iii. at Principal level - Grade 5, the present Study;
- iv. the Open Structure Course (now renamed the Top Management Programme), a development programme aimed both at preparation for top management duties and to make up for the general lack of development by training in the years before promotion to Grade 3.

5 Development takes place by a combination of factors. The most formative and important of these is job experience, whether it be in the Department, on loan to another Department (including the central Departments) or on secondment outside the Service. Training, other than that gained by job experience, can fill in the gaps between the experience; provide background to put specific experience into context; deal with areas which cannot or have not been dealt with by job experience; and stimulate a continuing and constructive attitude towards learning. While this paper and this Study concentrate on development through regular training as part of the process of fitting people to do their current and future jobs more effectively, it cannot be stressed too strongly that training is just one element in a wider process which includes planned job moves and experience, secondments, special projects. etc. as a means of developing individuals. All these measures must be planned as a whole and harmonised to gain full benefit for the Service and individuals.

* All references to Grade 5 include the small number of posts at Grade 4.

6 What therefore is needed now at Principal level - Grade 5 is a more structured approach to development which provides a framework (or frameworks) for an appropriate combination of on the job experience (including where appropriate secondment to other Departments or organizations) and more formally recognized training so as to improve the general standards of effectiveness and performance at these levels. For those likely to rise to Grade 3, the training element must provide a foundation for work in the senior Open Structure. This will enable the Top Management Programme taken on promotion to Grade 3 to concentrate on the elements that are most important at that level and to drop the "remedial" element which will inevitably have to be present at the beginning in order to compensate for the unmet earlier training needs of the present generation of promotees.

7 Much of the need at Principal level - Grade 5 arises from the fact that the training opportunities already available are not being taken up adequately; for all staff at Principal level the take up of management training is 0.7 days annually per person, and at Grades 1-6 it is 0.5 days. Annex B illustrates well the unmet need. It shows the training undertaken since reaching Principal level by 93 Grade 5 staff most of whom have been identified by their Departments as "promotable now" to Grade 3. Leaving aside training related to functional specialism or specialist topics, they have attended a total of 258 (i.e. an average of 2.8) Departmental or Civil Service College courses since reaching Principal level, of which over a third were taken more than 5 years ago. 43 of them could not recall having attended any external training course since entering the Service, whilst the remainder had attended a total of 107 external courses (an average of 1.5). But more important than the total are the low numbers recorded as having received training within the Civil Service on specific topics, e.g. only 2 on "administrative law"; only 7 on "dealing with the media"; only 6 on "negotiating skills"; 16 on "leadership/motivation of staff".

8 There is a wide variety of relevant training available for staff at Principal level - Grade 5. Annex C contains a selected list of courses at the Civil Service College suitable for those of high promise at Principal level - Grade 5. Annex D contains a list of relevant business school courses (originally prepared by the Department of Employment for its staff). Annex E gives details of other management development opportunities available for this group of civil servants most, but not all, of which are coordinated by Training Division of Cabinet Office (MPO).

A SENIOR MANAGEMENT DEVELOPMENT PROGRAMME

9 In an ideal world we would have a big heave and back up more effective use of job experience to develop people with a wide ranging Senior Management Development Programme (SMDP) to ensure that all or most staff at these levels receive regular and appropriate training and development during their whole time in these grades. This would enable them to do jobs at their current levels more effectively and, where appropriate, prepare them for more senior posts. In practice, given the size of the problem and the need to use finite resources more effectively we have both to identify the most effective training and development programme(s) and to concentrate, at least initially, on the group(s) of staff from whom we will get the best "value added" from our input of resource effort.

10 There are 22,000 staff at Principal level - Grade 5. It is clear that if a SMDP is to come into operation at all, and particularly within a short timescale, then there will need to be a concentrated effort upon a relatively small number of

people initially. It will however be important to plan from the beginning for a stage by stage progression and expansion with the aim of eventually covering (say) most staff at or likely to get to Grade 5.

11 Important for the success of any SMDP will be:

- i. ongoing commitment of top management;
- ii. the relevance of its content;
- iii. the quality of its content and presentation;
- iv. delivery of formal training at a time when the participant needs it;
- v. modular approach;
- vi. a greater knowledge by individuals and managers of what is available in the training world (both internal and external) and of the contribution it can make to job and career needs of different types and contexts;
- vii. reliance on individual motivation and self-development;
- viii. recognition of the special needs of specialists;
- ix. recognition that formal training is only one element in the developmental process; that while in many cases it can give skills, knowledge, background and contrasting experience which cannot be acquired on the job, in many other instances it provides a substitute for on the job experience which cannot be acquired because of lack of time or other opportunity.

DELIVERING THE SMDP

12 The Top Management Programme will be run as a straight through 6 week sequence. In this it will be similar to the most senior of the management programmes provided by the business schools. The logic for adopting this approach for the Top Management Programme is clear; the aim is for it to be given to participants at pivotal points in their careers, for it to take place between jobs (and preferably immediately before the first job at Grade 3, and for there to be a broadening, deepening and changing of attitude and of knowledge which can take place in the refreshment of a reasonably long break from the daily workload and with the stimulus of new challenge.

13 With the SMDP the objective is the longer term one of providing a continuing and relevant training input as part of a developmental pattern which either supplements experience gained on the job or puts it in a broader contextual background, or acts as a direct substitute for relevant job experience. Increasingly, effective organizations which see formal training and off the job management development as important to their success are moving away at levels comparable to Principal - Grade 5 from long common courses to short intensive modules of training with specific objectives, be they immediately job relevant or broadly developmental in content. Some major and successful companies are engaging the business schools and consultants to design and deliver programmes set in module form. (Annex F gives some details of this development.)

14 The views of Principal Establishment Officers, in so far as they are known, are in favour of the modular approach for this group of staff. The approach to the SMDP needs therefore to be a structured one which enables staff to participate regularly in modules of training, some of which will be related to policy, others to the context in which the work is done, others to better management (of staff, finance and other resources), and yet others to specific subject or functional areas. A structure will enable individuals, their managers and Departments to navigate their way in an orderly fashion which consolidates and increases the benefits obtained from formal training as opposed to the present rather ad hoc approach.

THE CONTENT OF THE SMDP

15 SMDP should be seen as a programme in which we envisage a stage by stage progression and expansion of the groups of staff who are covered by it (in effect a series of concentric circles). The content should in the first instance be designed primarily to meet the requirements of those forming the inner circles. The primary group for attention must be those expected to reach Grade 3 or above. And the aim must be to equip them with the knowledge, skills and experience which will in the longer term be expected of them before they attend the Top Management Programme. I have not in the time available attempted a specific survey to define these since to a large part such a survey would parallel the work now being done to build up the Top Management Programme. Although there will need to be a continual process of definition and re-definition we can, for working purposes at this stage, assume that the specification being drawn for the Top Management Programme will give a clear guide to the common elements of the SMDP. (Annex F is a first draft of a list of Civil Service College courses already available or in preparation which meet this specification.) Information from the analysis of training needs being undertaken for the Top Management Programme will be available shortly and from that we should be able to define the core element for the SMDP which would consist (a) of some elements which should be undertaken by all participants, and (b) of a menu from which selections would be made based upon the likely work areas and the likely attention of individual participants.

16 It is most likely that these common core elements will bear resemblance to the subject areas covered by the fast stream and other developmental training given at the Civil Service College as well as, by their pedigree, duplicating many of the subject areas for the Top Management Programme. It is quite reasonable to expect this to be the case because one of our major objectives is the consolidation, deepening and broadening of knowledge, skills and understanding; to achieve this there is a need to return from time to time to the same apparent subject matter but to consider it from the differing perspectives of a junior, middle or senior manager. As we expand the circles and more groups of staff become covered by the SMDP, it may well be that the common core will be reduced and the Departmentally based elements (see below) increased.

17 The aim should be for the specification for this element of the SMDP to be drawn up centrally and for guidance to be provided on the varying ways by which the core can be covered effectively. These will include formal training, experience on the job, experience gained by secondment, the use of distance and open learning, informal exchanges and contacts and the regular and continuing practice of using basic reference tools so as to acquire and develop the habit of acquiring relevant information informally and to cope with the handling and disposal of information. (This is in itself an important theme which can be distinguished from the equally important information technology theme.)

18 "Civil Service Management Development in the 1980s" (the Fraser Report) usefully categorised (para. 3.8) the areas of skills and knowledge required in work at middle and senior levels in the civil Service as strategic, managerial and specialised. The common elements in SMDP described above will inevitably concentrate on the strategic and managerial areas, although it will also need to enter into some specialized areas, e.g. administrative law, but the focus there will not be so much deep specialized knowledge in its own right (as would be the case with personnel management training of personnel managers) but as an aid to effective accomplishment of the strategic and managerial aspects of the work.

19 One group of specialized areas in which the centre can both provide help and draw up a specification are those related to Service-wide functions or subjects where there is some central or common interest. In the case of the centrally managed groups or specialisms, e.g. economists, statisticians, accountants, the management groups and the management units should be able to identify that element of the training programme which should fall within the SDMP rather than within the strictly vocational areas. In the case of Service-wide topics such as personnel management and finance, the appropriate parts of the Cabinet Office (MPO) and the Treasury respectively should similarly be able to state what is needed.

20 What needs to be stressed is that the specification, once it has been drawn up, cannot be left to rest. Firstly, we will not have got it right first go. Secondly, as with the Top Management Programme, we will need continually to examine it and upgrade the specifications, the methods and our recommendations about how the training and experience can most effectively be achieved.

21 Beyond this level of definition it is not practicable or desirable for the centre to go. The balance of the SMDP must be made up by Departmental specifications related to their own selection of areas of competence. These will largely relate to specialized areas, including both administrative subject areas and what are more usually recognized as specialist areas. It will therefore be for Departments to build up the SMDP into a comprehensive whole.

MANAGEMENT AND INDIVIDUAL RESPONSIBILITIES

22 Any programme of this kind must place appropriate responsibility upon line managers, Departments and the Cabinet Office (MPO) for seeing that it is brought into being and taken up adequately and effectively. It must also place clear responsibility upon the individuals within its scope for their own participation and self development. Some individuals already accept that responsibility but the traditional climate and culture still retains considerable scepticism about the career value of anything other than on the job experience for middle and senior management levels. The current pressure on staff resources and the consequent heavy job pressures mean that many do not clearly see their own training and development as a personal responsibility or, if they do, place it high in their list of priorities. So, if we move to a situation where individuals are both encouraged to look to their own training and development and held responsible for seeing that it takes place, we need to build features into the system which help and reinforce the pressures for individuals to take personal responsibility rather than militate against that.

23 An important practical device for carrying forward both individual and Departmental responsibility would be the introduction of a training and development log which, for the individual, would be a self development tool. Training log books already exist in some areas of the Service. Customs & Excise have at VAT training log book and the MSC has recently introduced a log book for its "Staff training and development programme" which applies to staff at EO level and above (extracts of this are at Annex H). Although the MSC log book is aimed at a more closely related set of subject areas than the SMDP would be, it demonstrates how this approach can be used in an imaginative way which both gives clear guidance and places an appropriate level of responsibility upon the participant. The Government Economic Service have also recently introduced a simple training log (a copy is at Annex J together with a GES note explaining it). This is a much simpler approach containing an annual record of training received and a training plan for the next 12 months. The GES log can be seen as a mechanism for ensuring that the individual staff member and his line manager regularly consider training needs and that an accurate record of training received is available. As such, it represents a very useful first step which has obvious relevance to getting the SMDP going.

24 A particular benefit of a training and development log is that it provides a procedure for requiring the participant and his manager or Department to think systematically about his developmental needs by both job experience and training. It also provides a mechanism for all concerned to "negotiate a contract" on the opportunities to be taken up and the developmental objectives desired. This should enable a study plan to be drawn up by the participant. (Experience shows that study plans are a valuable aid to keeping up momentum in a long term training programme.)

25 An early start should be made upon the training log approach even if in its early editions it covers only the central aspect of the programme which is seen as specific preparation for the Top Management Programme.

26 But we need more than this if we are to obtain anything better than very gradual incremental advance. One way of ensuring that progress was made would be the introduction of a target for formal training for those participating in the SMDP. Such a criterion was recommended in the Fraser Report (para. 6.6). It is highly relevant that successful and dynamic companies such as IBM still see the need to have a target and to place a clear responsibility upon the individuals concerned and upon their managers for seeing that it is met. A requirement taking one year with another for a minimum of 5 days SMDP training a year provides a standard which is sufficiently realistic to be met, but which would over a number of years provide considerable grounding, e.g. a flier spending perhaps 15 years at Principal level and Grade 5 would have had nearly 4 months formal training in that period. But a target by itself achieves nothing. It could be fulfilled but spent on poor quality training of little relevance. However, provided that a structure of relevant and high quality training is available, it can provide the spur and standard to make a breakthrough and to bring about a change in climate which ensures that such training is received and that individuals, their line managers (and where those on the Succession Planning returns are concerned their Departments) are held responsible and accountable for ensuring that the training takes place. Endorsement of a target would be a demonstration of the essential top management commitment needed if SMDP is to bring results.

27 An important element in the SMDP should be a stocktaking or review by Departments of the position of individuals at clearly defined career points. Such stocktaking would look at what had been achieved, at what was most likely to be valuable in the light of likely career directions and progress and aim in conjunction with the individual to make an agreed development for the next period. In the case of those who appear on the centrally held Succession Planning returns, the Cabinet Office (MPO) might be involved with the Department in a special stocktaking on first appearance in a plan, on promotion to a higher grade and otherwise at 4 yearly intervals.

28 Stocktakings would be essentially management reviews of individual progress. To get the best out of a SMDP we need also arrangements to ensure that individuals can be helped to find the means of development that are most valuable for them. The culture of the Civil Service - and of many other organizations - has traditionally not been very good at this. There are obvious and shining exceptions but generally line managers feel ill equipped to provide such help, and Personnel Divisions have not been structured to provide such advice. The introduction of Career Development Interviews in some Departments will have been of some help, but these are likely to focus more on general career direction than on specific help to development which can be acquired other than by job experience.

29 Increasingly, we are finding that companies which we respect and have a commitment to development are recognizing this need. For example, British American Tobacco, British Petroleum, ICI, Marks & Spencer, Price Waterhouse, Sun Alliance and others use well respected consultants (CEPEC - the Centre for Professional Employment Counselling at Sunridge Park Management Centre) to provide individual guidance and counselling as a contribution to planning the development plans of senior members of their staff. Similarly, the Senior Executive Management Programme introduced in January 1984 by the Australian Public Service Board (see Annex K) for all staff newly promoted or appointed to the Second Division (Grades 2-6 in U.K. terms) requires completion by the participant of a development needs profile. It also requires the "joint preparation between the participant, the parent department and the directing staff of a Development Plan" to cover "a period of some 3-5 years after participation in SEMP. The Plan will be based, in part, on the development needs profile".

30 These models may not be transferable directly to our SMDP, largely because of the comparative scale of the programmes. Individual companies using CEPEC and similar bodies are by comparison with us involving very much smaller numbers, and the Australian SEMP is designed to cater for 120-150 participants annually. Nonetheless, the principle of advice and help to individuals to plan their development, and particularly their self development, is a good one. If SMDP is set up, part of the role of the Cabinet Office (MPO) should be to investigate practicable ways of enabling guidance and counselling help to be available to some or all SMDP participants with a view to ensuring that they get as much as possible out of SMDP and that thereby the Service benefits.

CENTRAL AND DEPARTMENTAL ROLES

31 There is a major role for the centre in establishing the SMDP both by undertaking effectively those parts of the work which it can do best and by encouraging and helping Departments to make their contributions.

32 It will be for the Cabinet Office (MPO) to work on the central element of the programme specification in the light of the information arising from the training needs analysis being undertaken for the Top Management Programme. This will involve breaking down the subject areas into manageable parts and giving advice on how training needs in these areas can be met, whether by College course, Departmental course, attendance at a business school, use of an open learning package or some other form of self study. But we should never fall into the trap of thinking we can set out all the ways of achieving the end. What we can do is give wide ranging and comprehensive examples, but we ought not to rule out other ways of meeting the need. Similarly, the Cabinet Office (MPO) should work up imaginatively the training log concept and produce examples and common core elements that can be inserted into training logs in Departments. The fact that Training Division is undertaking for the Cabinet Office (MPO) a pilot study of training needs in the Department means that a Cabinet Office (MPO) training log ought to be an early target which can both be used within the Department and stand as an example of how to do it.

33 The Cabinet Office (MPO) must be prepared to go out and give real practical help to Departments with their end of the work. Merely providing good examples on paper will not be enough; the style and mode of operation of the Training Liaison Officers indicates one way of going about this task.

34 The Cabinet Office (MPO) must also aid the step by step expansion of the SMDP and in doing so ensure that the needs of specialists (which may not always be identical with those of administrators) are adequately catered for. Finally, it must monitor and evaluate SMDP with a view to improvement.

35 The SMDP will work effectively only if the Cabinet Office (MPO) is organized to undertake this programme of work. A small unit will be needed dedicated wholly or mainly to this task.

THE PARTICIPANTS

36 Determining who should participate is difficult because of the need to hold in balance a number of potentially conflicting needs.

37 Firstly, SMDP must cover those who have a very high prospect of getting to Grade 3 or above. They are in effect the 44C people (240 administrators; 200 specialists) identified by Departments as "fliers" in the Succession and Career Planning returns submitted to the Cabinet Office (MPO). But fliers are defined as those "likely to get to Grade 3 early or to Grade 2 or above". Comprehensive returns of other staff who are "promotable now" to Grade 3 (List A) or likely to be promotable to Grade 3 (List B) are no longer made, but earlier experience suggests that addition of these would treble the flier list giving a total of about 1,300. Ages of List A and B staff who are not fliers are not held centrally but, by definition, the average age will be higher than that of the fliers.

38 One possibility would be to restrict entry to the SMDP to those who have been identified by their Department as fliers or on List A or B, say 1,300 staff. This would involve open identification of staff of very high potential, which is not done at present. It could be seen as a self-perpetuating process whereby identification of itself led to special development which played its part in fulfilling the judgement made earlier. Use of this criterion by itself would be inefficient in that it closed down our options too early, made provision too late for List A and B staff who are not identified as such in their early 30s, and

because of the demotivating effect it would have on those outside the chosen group. (This demotivating effect might well be less if identification as a "flier" or as List A or B material was based on a process that staff generally perceived as more objective, e.g. an Assessment Centre, rather than the present internal management processes).

39 The best way forward might be by use of defined age bands for eligibility for the SMDP. These age bands would be chosen so as to include initially the majority and eventually virtually all "fliers". But as the age bands would be at the younger end of the spectrum the non-fliers within them would be those who had gained promotion early and therefore those likely to have high potential.

40 Details of possible age bands and grade levels are given at para. 25 of the Outline Proposals. They would involve fairly large numbers of eligibles; 3,500 when the SMDP started and a total of 7,000 5 years later. But not everyone will want to participate. The principle of individual responsibility for developing one's own career suggests that individuals should have to make a positive election to be included in the SMDP. I have assumed that a maximum of 2 out of 3 eligibles will want to participate, but this is little more than a guess. The likelihood is that some administrators who see their careers being based within a specific function and some specialists who do not anticipate moving on to broader or managerial work, will not want to participate.

41 As a safety measure, management should have the right to invite anyone at the appropriate grade levels to participate in the SMDP. This would enable fliers and other high potential or high achieving staff above the age limits to be included.

42 There will need to be further work to ensure that specialists participate adequately. They tend in general to be promoted at ages later than administrators and a higher proportion of senior specialists will tend to remain in specialism based careers without necessarily the same requirement for broader management perspective (although others will need these broader perspectives to a marked degree. There will need to be a close link with the various existing procedures for identifying and developing specialist managerial talent including the Senior Professional Administrative Training Scheme (SPATS), the "technological generalist" arrangements and any possible future developments for this purpose (e.g. establishment of Assessment Centre).

RESOURCE COSTS

43 The wider aspects of the resource costs, namely that the lost time of "flier" and high potential participants will be the most important and critical cost, are discussed at paras. 27-30 of the Conclusions and Outline Proposals. There is a real opportunity cost here, but effective training and development should mean that the "value added" makes that cost worthwhile.

44 So far as the Civil Service College is concerned, the precise costs are very difficult to estimate. In the first instance, there is probably capacity to cope with higher numbers on some of the existing training courses that fit the SMDP specification. But if SMDP runs on the scale envisaged there will, even in its first year, be a need to run some existing programmes more frequently than at present. This could either mean a net addition to the College programme or the displacement of some elements in the programme which have lower priority or for which the training could be provided in Departments or externally. In the longer term

there is likely to be some net addition required to the College resources of staff, teaching accommodation and residential accommodation. On staff numbers this may well call for some adjustment of the Cabinet Office (MPO) staff ceiling in order to cope and the principle of this ought be accepted now, even though the provision itself would not follow until the need was clear. For teaching/residential accommodation it would seem prudent in the first instance to follow the College's existing practice when it reaches full capacity, namely out-house some courses either at other Civil Service residential training centres or make use of other public sector or private sector facilities.

45 In money terms the cost of SMDP is likely to work out as follows (1983 prices):

- i. In year 1, 1,250 staff at Principal level and 1,250 staff at Grades 5-6 are likely to participate in SMDP. Assume that each has $4\frac{1}{2}$ days extra management training, giving a total of 5 days.
- ii. The cost of student time on training is normally calculated by using the figures in Column (iv) of the Ready Reckoner of Staff and Other Costs. Participants will be from all over the U.K. and the Outer London cost has been used to give an average cost for all participants. At Grades 5-6 combined this is £145 per day (rounded to nearest £5) and at Principal level it is £110 per day.
- iii. At Principal level this gives -
 $\text{£}110 \text{ per day} \times 4\frac{1}{2} \text{ days} \times 1,250 \text{ members} = \text{£}815,000 \text{ approx.}$
- iv. At Grades 5-6 this gives -
 $\text{£}145 \text{ per day} \times 4\frac{1}{2} \text{ days} \times 1,250 \text{ members} = \text{£}620,000 \text{ approx.}$
- v. This gives a student cost in year 1 of £1.4m. approx.
- vi. Over the years the annual return of training costs has shown that the cost of providing the training (i.e. the cost of training accommodation, the time of tutors/lecturers and other training staff, fees for external and College training, the cost of the participants' travel and subsistence, etc.) are approximately the same as the cost of student time. There is no reason to believe that this will not also be the case with SMDP. This would give a cost in year 1 for student time and training provision of £2.8m.
- vii. With the SMDP there will also be additional administrative and managerial costs associated with its running and coordination in Departments and the cost of the central unit in the Cabinet Office (MPO). These might be in the order of £0.4m., giving a total cost in year 1 of £3.2m.
- viii. By year 6, student numbers should have doubled and the annual cost of student time and training provision will be £5.6m. With the addition of administrative and managerial costs in Departments and the Cabinet Office (MPO) this gives a total ongoing annual cost of £6m.

OBJECTIONS AND ALTERNATIVES TO THE PROPOSALS

46 It can be argued that an SMDP is not needed; that individual Departments should be left to make their own development arrangements for their staff at Principal level - Grade 5; and that the role of the centre should be confined to (a) encouraging them to do better, and (b) ad hoc follow-up in the case of some "fliers". But, it is our present lack of effectiveness (despite general goodwill towards management development) in providing systematic arrangements and in ensuring that training and development actually takes place in a planned way that has led to the present identification of need at these levels. "Civil Service Management Development in the 1980s" (the Fraser Report) clearly identifies the need for a structured approach and a framework for development; while there has been practical concern about how the needs might be met and the resource implications of doing so, there has been little if any dissent over the existence of the training and development need that our current arrangements cannot meet.

47 One possible alternative is that we should start on a very small scale with a framework for management development at these levels - much smaller than I propose. But the work which we have done over the past few years on management development has disclosed an area of need which is not met in a systematic way for a very large number of staff - it has been a little like turning over a stone and finding much more underneath than was anticipated! The proposals need to be ones which deal with the real need; to do this whilst still being small enough to be manageable, they need also to be sufficiently comprehensive to show from the beginning that they are aimed at tackling the needs of more than just a few selected staff, even if it will take some time for the ripple effect to spread.

48 Another alternative would be to attempt to set up a more closely defined SMDP. There is a reasonable ground of objection that the present proposals (which are long term and comprehensive and involve a 'prospectus' which can be met in a variety of different ways and be suited to individual needs) do not have a crispness and clarity of a more closely defined programme. For example, our new Top Management Programme and the proposals for the Australian Public Service's Senior Executive Management Programme (see Annex K) both have an attraction by their definite nature. But the objectives of the Top Management Programme and the Australian SEMP are rather different. They each aim (the first over a concentrated period and the second over a somewhat longer period) to provide a specific introduction to and preparation for management at a higher level.

49 By contrast, the SMDP is intended to develop a progressive and sustained approach to development through job experience and training over the whole time spent at Principal level - Grade 5 and to cope with a variety of needs. The first priority for SMDP in its method of working is to develop this integrated and progressive approach throughout the career, rather than provide a specific management course. Further work is almost certain to disclose a real need for a more sharply defined development activity at some point in this process and the type of activities encompassed within the Australian SEMP provide an attractive model for us to consider and develop. But as important as this is, it should be seen as a medium term priority to be followed up and developed once the SMDP is up and running.

TRAINING FOR SENIOR MANAGEMENT STUDY

TRAINING EXPERIENCE OF STAFF WHO ARE "PROMOTABLE NOW" TO GRADE 3

1 In March 1984 a representative sample of staff at Grades 4 and 5 who were considered 'ready now' for promotion to Grade 3 were asked to complete a questionnaire on their job and training experience. This note summarises the results of the sections on training from returns submitted so far.

Sample

2 93 questionnaires have been returned by staff at Grades 4 and 5 in 11 Departments. 58 were administrators and 35 were specialists. Their average length of service was 20 years for administrators and 19 years for specialists.

3 Three Departments (36% of sample) submitted returns for all Grades 4 and 5, whereas the other Departments included only those who were 'ready now' to progress to Grade 3. The former Departments' returns broadly improved the picture of the amount of training received, and they have been left in.

4 For a variety of reasons, notably lapses in memory of training undergone many years before, the returns probably underestimate training received.

5 Training undergone prior to entry to the Civil Service has been excluded - but only a handful referred to such training.

6 Lack of training in any of the areas does not necessarily imply lack of expertise. Some may have picked up expertise by on-the-job experience - but it should not be taken for granted that this is so.

Conclusion

7 If one excludes the 14 civil servants who had received courses of 3 months or over, the average administrator remembered taking only 4 formal internal or external courses since becoming a Principal. The typical specialist fared the same. Over a third of this training had been received over 5 years ago. Even allowing for underestimates, this falls well short of the best practice in the outside world.

8 The annex shows in what areas administrators and specialists had received internal training (by the Civil Service College or by Departments) at any stage in their career. In no case had over 50% of administrators received a particular form of training, even for 'popular' subjects such as policy process; analysis and resource management; management of staff; FMI; and IT seminars. Notably weak areas were administrative law (1 ex 58); dealing with the media (6), the public (3) and public meetings (3); local government (2); skills in negotiating (5), presentation (1) and chairmanship (3). Only 20 had undertaken a management course at Principal level.

9 Specialists revealed an even more sombre picture. Only in IT had over 50% received training - notably weak areas were all those mentioned above for administrators, with the addition of policy process; and analysis and resource allocation (6 ex 36); working with Ministers (1); Parliament (1); and legislation (1); and some aspects of financial and resource management. Only 11 had undertaken a management course at Principal level.

10 Nearly 40% of the sample had never received any externally-provided training. 20 out of 93 had made use of business school and management centre courses lasting from 5 to 90 days, although 17 of the 20 came from just 3 Departments. Specialists had received a larger proportion of external training, and 30% of specialists had taken a business school/management centre training course as opposed to 15% of administrators.

11 14 of the sample (10 administrators, 4 specialists) had taken courses of more than 3 months. Of these, 6 had studied for a year at the Royal College of Defence Studies; 2 had taken long management programmes (at Shell and at London Business School); 2 had received training as Tax Inspectors; 1 had taken a degree course and 2 had gained post-graduate courses.

NUMBER OF COURSES ATTENDED BY ADMINISTRATORS AND SPECIALISTS WHO ARE "PROMOTABLE NOW" TO GRADE

TRAINING QUESTIONNAIRE

Administrative 58
Specialist 35

TRAINING BEFORE PRINCIPAL LEVEL (+ SPATS)

	A	S
<u>AP/AT/HEO(A) TRAINING</u> : A course of 6 weeks or longer during the first 2 years of your career	22	1
<u>S.P.A.T.S.</u> (Civil Service College course)	1	3
EO-level management course	7	-
HEO-and/or SEO-level management course	10	2

TRAINING SINCE PRINCIPAL LEVELTHE POLICY PROCESS AND ITS POLITICAL/CONSTITUTIONAL CONTEXT

The policy process/policy analysis/resource allocation

Working with Ministers/the Cabinet System

Parliament (incl. Parliamentary Questions)

Legislation/bill work

LAW

The legal system

Administrative Law

Employment law

RELATIONS WITH OTHER COUNTRIES

International relations (other than EEC)

EEC

International Institutions

PUBLIC RELATIONS

Dealing with the media

Direct contact with the public

Dealing with public meetings

Ex 58 Ex 35

A	S
21	6
7	1
7	1
6	1
1	1
1	1
2	-
4	1
12	7
3	1
6	1
3	1
3	1
Ex 58	Ex 35

TRAINING SINCE PRINCIPAL LEVEL (continued)

MANAGEMENT COURSES

Principal level management course

A	S
20	11

FINANCIAL AND RESOURCE MANAGEMENT

FMI (incl. awareness seminars)

20	11

Accountancy (at any level, incl. How to read a balance sheet)

12	6
----	---

Government accounting (incl. supply estimates, PESC etc.)

13	6
----	---

Investment appraisal

12	3
----	---

Large scale project management

5	4
---	---

Financial institutions

2	-
---	---

Audit

3	-
---	---

MANAGEMENT OF ORGANISATIONS AND SYSTEMS

Management Information Systems

3	6

Staff inspection

3	-
---	---

Management services (incl. assignment work, work study, organisation and methods)

5	5
---	---

Information technology (at any level, incl. appreciation)

16	17
----	----

MANAGEMENT OF STAFF

Leadership/motivation of staff

13	3

Line management of significant numbers of staff

10	7
----	---

Personnel management (a course intended for staff in Personnel or Establishment Divisions)

7	-
---	---

Industrial relations

11	4
----	---

LOCAL GOVERNMENT

2	-
---	---

ECONOMICS (at any level)

7	8
---	---

STATISTICS (at any level)

8	5
---	---

SKILLS

Negotiating skills

5	1

Presentational skills/public speaking/ appearing on TV

1	2
---	---

Chairmanship

3	-
---	---

Ex58 Ex35

- Notes: 1. The returns refer to training undertaken in Departments and at the Civil Service College. In fact, many returns included areas covered by external courses as well.
2. In the section dealing with Principal level and above, boxes were ticked if the description appeared to refer apply to a course, or substantial part of a course, which they had attended.

TRAINING FOR SENIOR MANAGEMENT STUDY

SELECTED COURSES FOR ASSISTANT SECRETARIES,
PRINCIPALS AND EQUIVALENT GRADES
MARCH 1984 TO JULY 1985

FINANCIAL MANAGEMENT, ACCOUNTANCY AND ECONOMICS

The Senior Finance Course

Assistant Secretary and
above and equivalents*

Sunningdale

To explain the appropriate elements of
financial management skills and their
relevance to work in government

The course consists of several modules
most of which last for 2½ days. These
are:

Developments in Financial
Management in Government

Government Finance and Accounts
(1 day)

Financial Accounting

Cost and Management Accounting

Resource Allocation/Investment
Appraisal

Computer Assisted Financial
Management (2 days)

Indirect Expenditure

Analysing Performance

* At present the normal requirement for those appointed to PFO posts is
to have taken any 5 of these modules.

Financial Planning and Control

(In the 1984/85 academic year this will be retitled "Management Accounting
for Managers/Administrators").

Principal and equivalents

5 days, Sunningdale

To provide an appreciation of the
techniques necessary in effective
financial planning and control



CABINET OFFICE
Management & Personnel Office

C I V I L
S E R V I C E
C O L L E G E

11 Belgrave Road
London SW1V 1RB

Telephone
01-834-6644 GTN 2803

Financial Management Techniques

Principal and equivalents

2½ days, Sunningdale

To provide an understanding of how to apply specific techniques

The Government Accounting Framework

Principal and equivalents

5 days, Sunningdale

To provide an understanding of the organisation of financial systems in government

Economic and Financial Appraisal of Investment Options

Principal and equivalents

3½ days, Sunningdale

To consider the basic techniques necessary to appraisal and monitoring of investment projects

The Principles of Commercial Accounts

(In the 1984/85 academic year this will be retitled "Financial Accounting for Managers/Administrators")

Principal and equivalents

5 days, Sunningdale

To help officials to interpret and analyse commercial accounts

Understanding the British Economy

Assistant Secretary and above and equivalents

2½ days, Sunningdale

To provide those with no formal training in economics with a non-technical discussion of the major factors influencing the British economy

Money and Economic Policy

Assistant Secretary and above and equivalents

2½ days, Sunningdale

To provide an understanding of the role of money in the economy; the operation of the money markets and monetary policy

Private and Public Allocation

Assistant Secretary and above and equivalents

2½ days, Sunningdale

To help officials understand the debate about the role of free markets in society

The Budget

Principal and above and equivalents

1 day, London

To review the economic prospects of the United Kingdom and the expected economic impact of the budget

The Public Expenditure White Paper

Principal and above and equivalents

1 day, London

To review the content of the White Paper, the Macro-Economic context, the impact of cash planning and emerging priorities

Government and Industry Study Group

Principal and above and equivalents

5 days, Sunningdale

To develop the knowledge of officials about the government/industry interface and the effects of policy on company performance

STATISTICS AND OPERATIONAL RESEARCH

Interpretation of Data

Principal and equivalents

2½ days, London or Sunningdale

To improve the ability of those interpreting data, particularly in identifying patterns and exceptions and in communicating findings

Statistical Methods for the Administrator

Principal and equivalents

2½ days, London or Sunningdale
(In the 1984/85 academic year this course will be divided into two parts, each of 2½ days)

To introduce basic statistical methods

Although this course is self-contained it is usefully complementary to the one above

Output Measures and Performance Indicators

Principal and equivalents

2½ days, London or Sunningdale

To help those who are developing or using management information systems to work with measures of output and performance

National Account Statistics

Principal and equivalents particularly Statisticians and Economists

2½ days, Sunningdale

To explain the basic concepts of the national accounts

An Introduction to Operational Research and Systems Analysis

Scientists, Statisticians,
Technologists, recent entrants
to the operational research
groups

To give an appreciation of the OR
approach and the use of systems
analysis

5 days, Sunningdale

INFORMATION TECHNOLOGY

Information Management in the Civil Service

Assistant and Under Secretary
and equivalents

To provide senior staff with an under-
standing of the issues associated with
the handling of information in the
Civil Service

3 days, London or Sunningdale

A number of more specialised courses are offered for those undertaking
specific work connected with information technology. Please ask the
College contact (see the end of this list) for details.

GENERAL MANAGEMENT

Introduction to Management for Senior Staff

Principal to Assistant
Secretary and equivalents

To introduce those with little or no
previous management training or
experience to knowledge and skills
relevant to the management task

5 days, Sunningdale

Staff Management and Organisation

Secretary and equivalents

Principal to Assistant To provide those
with some previous
management training or significant
management responsibilities with a
framework within which they can develop
their skills and knowledge

10 days, Sunningdale

Senior Management Course

Assistant Secretary and
equivalents

To provide experienced senior managers
with an opportunity to reappraise and
improve their performance

5 days, Sunningdale

MANAGING CHANGE

Organisational Change

Principal to Assistant
Secretary and equivalents

3 days, Sunningdale

To help those who have to initiate organisational change to do it effectively

Managing Technological Change

Principal to Assistant
Secretary and equivalents

5 days, Sunningdale

To help those involved in managing the introduction of information or production technology to implement the change effectively

INDUSTRIAL RELATIONS

Introduction to Industrial Relations for Senior Staff

Senior Principal to
Assistant Secretary and
equivalents

3 days, Sunningdale

To provide those with little previous experience of industrial relations with a broad introduction to the subject

Managing Industrial Relations

Principal to Assistant
Secretary and equivalents

5 days, Sunningdale

To help those with substantial staff management or industrial relations responsibilities to increase their effectiveness

PRESENTATIONAL SKILLS

Effective Presentations for Senior Staff

Principal to Assistant
Secretary and equivalents

3 days, London

To help those who make presentations to meetings, the public or the media to develop their skills

GENERAL ADMINISTRATION

Efficiency in Government

Principal and equivalents

5 days, Sunningdale

To provide managers with a better understanding of where responsibility lies for ensuring government is efficient and how these responsibilities should be exercised

Efficiency Briefings

Principal and equivalents

London

Several one day seminars will be held in the 1984/85 academic year to provide a forum for discussion of current developments in the efficiency strategy

Managing Cut Backs

Principal and equivalents

3 days, Sunningdale

To help staff manage cuts and contribute to the effective functioning of their departments in a period of reduced resources

The Policy Process in Central Government

Principal and equivalents

10 days, London or Sunningdale

To help staff who have recently moved to headquarters divisions to develop their understanding of the British system of government and to improve their effectiveness in dealing with policy making and implementation

Administrative Briefings

Principal and above and equivalents

London

Several one day seminars will be held in the 1984/85 academic year to help staff follow and appraise key developments in British administration

Law and the Administrator

Principal and equivalents

5 days, Sunningdale

To improve the knowledge of administrators in the nature and sources of law

Administrative Law Seminars

Principal and above and equivalents

London

These one-day seminars to be held in the 1984/85 academic year will be designed to examine the importance of administrative law

SOCIAL POLICY

Developments in British Society

Principal and above and equivalents

London

One day seminars are held about once a month dealing with topics within the framework of the title. They are designed for staff who would benefit from a greater appreciation of the social pressures on policy.

EUROPEAN AND INTERNATIONAL RELATIONS
(Language qualifications are required where indicated)

The European Community: Economic and Political Developments

Principal to Assistant
Secretary and equivalents

5 days, Sunningdale

To help those involved in work with the European Community to widen their understanding of its philosophy, operation and policies

European Briefings

Principal and above and
equivalents

These one day seminars to be held in the 1984/85 academic year will provide information on and an assessment of current developments in the European Community

The Law of the European Community

Principal to Assistant
Secretary and equivalents
particularly in the Legal Group

10 days, Sunningdale

To provide an understanding of the legal implications of membership of the European Community

Fonction Publique

Principal and above and
equivalents

17, 22 or 25 days, London
and Paris

A number of courses are arranged under this title. They all have the purpose of providing an insight into the machinery of government and methods of administration in France. The longer courses allow for an attachment to a French government department related to the background of the student. A working knowledge of French is required for all these courses

French Language Training: The Leeds Course

Principal and above and
equivalents

12 days, Leeds

To improve students' ability to negotiate in French and deal with specialised documents drafted in French. Current knowledge of French at 'A' level standard or above is required

The Bonn Course

Principals and above and
equivalents

10 days, London and Bonn

To enable students from a group of related departments or with comparable professional interests to learn how a chosen theme is dealt with in the Federal Republic of Germany

Germany: The Individual Course

Principals and above and
equivalents

5 days, Bonn

To enable students through their own
individual programme to see how their
counterparts in the Federal Republic
Government go about their job.

A working knowledge of German is
required

German Language Training: The UMIST Course

Principals and above and
equivalents

12 days, Manchester

To improve students' ability to
negotiate in German and deal with
specialised documents drafted in German

Current knowledge of German at 'O'
level standard or above is required

The Hague Course

Principal and above and
equivalents

10 days, London and the
Netherlands

To provide an insight into the
machinery of government and the methods
of administration in the Netherlands

International Relations: Theories and Practice

Principal and above and
equivalents

5 days, Sunningdale

To increase understanding of inter-
national relations

International Briefings

Principal and above and
equivalents

London

These one day seminars to be held in
the 1984/85 academic year will aim to
improve understanding of topical inter-
national issues relevant to the United
Kingdom

European Community Negotiating Techniques

Principal and equivalents

2 days, London

To help officials improve their
effectiveness in European Community
negotiations

Techniques for International Negotiation

Principal and equivalents

5 days, Sunningdale

To help officials improve their
effectiveness as negotiators in
international work

<u>COURSE TITLE</u>	<u>COURSE NUMBER</u>	<u>COURSE DATES</u>
The Senior Finance Course		
Modules -		
Developments in Financial Management in Government	A 935	26-28 March 1984
	A 100	26-28 September 1984
	A 101	20-22 February 1985
Government Finance and Accounts	A 900	9 April 1984
	A 102	8 October 1984
	A 103	4 March 1985
Financial Accounting	A 937	11-13 April 1984
	A 104	15-17 October 1984
	A 105	11-13 March 1985
Cost and Management Accounting	A 933	25-27 April 1984
	A 106	5-7 November 1984
	A 107	18-20 March 1985
Resource Allocation/ Investment Appraisal	A 914	30 May-1 June 1984
	A 108	14-16 January 1985
	A 109	20-22 May 1985
Computer Assisted Financial Management	A 966	4-6 June 1984
	A 110	28-30 January 1985
	A 111	29-31 May 1985
Indirect Expenditure	A 898	2-4 July 1984
	A 114	4-6 March 1985
	A 115	24-26 June 1985
Analysing Performance	A 896	23-25 July 1984
	A 112	4-6 February 1985
	A 113	17-19 June 1985
Financial Planning and Control	A 949	9-13 April 1984
	A 948	18-22 June 1984
Management Accounting for Managers/Administrators	A 116	22-26 October 1984
	A 117	3-7 December 1984
	A 118	11-15 February 1985
	A 119	29 April-3 May 1985
	A 120	8-12 July 1985
Financial Management Techniques	A 128	8-10 October 1984
	A 129	19-21 November 1984
	A 130	7-9 January 1985
	A 131	25-27 February 1985
	A 132	25-27 March 1985
	A 133	10-12 June 1985

The Government Accounting Framework	A 945	12-16 March 1984
	A 944	30 April-4 May 1984
	A 943	9-13 July 1984
	A 124	12-16 November 1984
	A 125	4-8 March 1985
	A 126	15-19 April 1985
	A 127	24-28 June 1985
Economic and Financial Appraisal of Investment Options	E 970	9-13 April 1984
	E 972	8-11 May 1984
	E 132	10-14 September 1984
	E 133	12-16 November 1984
	E 134	7-11 January 1985
	E 135	3-7 June 1985
Principles of Commercial Accounts	A 940	14-18 May 1984
Financial Accounting for Managers/Administrators	A 121	17-21 September 1984
	A 122	21-25 January 1985
	A 123	3-7 June 1985
Understanding the British Economy	E 976	Probably May 1984
	E 104	12-14 November 1984
Money and Economic Policy	E 105	11-13 February 1985
Private and Public Allocation	E 974	14-16 May 1984
	E 106	13-15 May 1985
The Budget	E 997	28 March 1984
	E 138	27 March 1985
The Public Expenditure White Paper	E 996	2 April 1984
	E 139	3 April 1985
Government and Industry Study Group	E 962	14-18 May 1984
	E 107	3-7 December 1984
	E 108	13-17 May 1985
Interpretation of Data	S 997	26-28 March 1984
	S 998	25-27 June 1984
	S 141	19-21 November 1984
	S 142	11-13 March 1985
Statistical Methods for the Administrator	S 978	28-30 March 1984 (complete course)
	S 977	27-29 June 1984 (complete course)
PART 1	S 143	12-14 December 1984
PART 2	S 145	27 February-1 March 1985
PART 1	S 144	22-24 April 1985
PART 2	S 146	1-3 May 1985
Output Measures and Performance Indicators	S 814	2-4 May 1984
	S 194	17-19 September 1984
	S 195	12-14 March 1985
National Account Statistics	S 876	9-11 May 1984
	S 270	25-27 March 1985

An Introduction to Operational Research and Systems Analysis	S 840	30 April-4 May 1984
	S 175	7-11 January 1985
	S 176	17-21 June 1985
Information Management in the Civil Service	C 891	27-29 March 1984
	C 890	9-11 May 1984
	C 619	3-5 July 1984
	C 123) 1984/85 COURSES, DATES TO
	C 124) BE ANNOUNCED, ASK FOR
	C 125) DETAILS
Introduction to Management for Senior Staff	M 992	12-16 March 1984
	M 904	18-22 June 1984
	M 103	29 October-2 November 1984
	M 104	4-8 February 1985
	M 105	13-17 May 1985
Staff Management and Organisation	M 986	4-15 June 1984
	M 899	9-20 July 1984
	M 106	8-19 October 1984
	M 107	26 November-7 December 1984
	M 108	21 January-1 February 1985
	M 109	18-30 March 1985
	M 110	3-14 June 1985
	M 111	8-19 July 1985
Senior Management Course	M 878	9-13 April 1984
	M 100	24-28 September 1984
	M 101	4-8 March 1985
	M 102	22-26 April 1985
Organisational Change	M 837	14-16 May 1984
	M 124	24-28 September 1984
	M 125	11-13 February 1985
	M 126	22-26 April 1985
Managing Technological Change	M 974	5-9 March 1984
	M 973	2-6 July 1984
	M 121	10-14 December 1984
	M 122	25-29 March 1985
	M 123	17-21 June 1985
Introduction to Industrial Relations for Senior Staff	M 926	21-23 May 1984
Managing Industrial Relations	M 924	16-20 July 1984
	M 161	29 April-3 May 1985
	M 187	TO BE ANNOUNCED, ASK FOR DETAILS
Effective Presentations for Senior Staff	M 934	4-6 June 1984
	M 179	12-14 November 1984
	M 180	25-27 February 1985
	M 181	1-3 July 1985
Efficiency in Government	PA 978	25-29 June 1984
	PA 172	15-19 October 1984
	PA 173	4-8 February 1985
	PA 174	10-14 June 1985

Efficiency Briefings	-	TO BE ANNOUNCED, ASK FOR DETAILS
Managing Cutbacks	PA 973	21-23 May 1984
The Policy Process in Central Government	PA 981 PA 151 PA 152 PA 153	4-15 June 1984 19-30 November 1984 18 February-1 March 1985 17-28 June 1985
Administrative Briefings	-	TO BE ANNOUNCED, ASK FOR DETAILS
Law and the Administrator	PA 967 PA 154 PA 155	30 April-4 May 1984 29 October-2 November 1984 25-29 March 1985
Administrative Law Seminars	-	TO BE ANNOUNCED, ASK FOR DETAILS
Developments in British Society	-	TO BE ANNOUNCED, ASK FOR DETAILS
The European Community: Economic and Political Developments	PA 946 PA 121 PA 122	18-22 June 1984 8-12 October 1984 11-15 February 1985
European Briefings	-	TO BE ANNOUNCED, ASK FOR DETAILS
The Law of the European Community	PA 999 PA 190	2-13 July 1984 1-12 July 1985
Fonction Publique 29	EU 994	4 June-6 July 1984
Fonction Publique 30	EU 100	17 September-12 October 1984
Fonction Publique 31	EU 101	5-23 November 1984
Fonction Publique 32	EU 102	May-June 1985
French Language Training - The Leeds Course		
Leeds 25	EU 998	2-13 April 1984
Leeds 26	EU 103	January 1985
Leeds 27	EU 104	April 1985
The Bonn Course		
Bonn 3	EU 111	October 1984
Germany: The Individual Course	EU 112	October 1984
German Language Training: The UMIST Course	EU 105	January 1985
The Hague Course		
	EU 997	May 1984
	EU 107	May 1985
International Relations: Theories and Practice	PA 948 PA 102	26-30 March 1984 25-29 March 1985

International Briefings

-

TO BE ANNOUNCED, ASK FOR
DETAILS

European Community Negotiating
Techniques

PA 986
PA 128
PA 129

11-12 June 1984
6-7 November 1984
9-10 May 1985

Techniques for International
Negotiation

PA 113

11-15 March 1985

General enquiries about courses on this list may be put to:

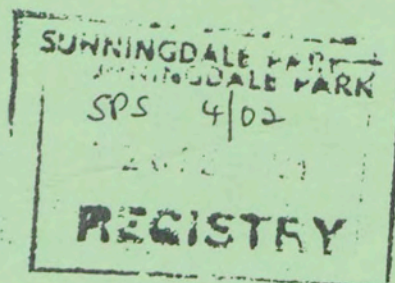
J W THOMPSON
Room 3/13
Civil Service College
Belgrave Road

01-834 6644 ext 544
GTN 2803 544

In his absence Dr G H Mungeam, Director of Policy and Administration Studies will be glad to help. His telephone number is 01-834 6644 ext 235 (GTN 2803 235).

Nominations for a particular course should be made on a College Form COL 25 and sent through Departmental Training Officers in the normal way.

February 1984



PART ONE

MANAGEMENT DEVELOPMENT PROGRAMMES

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	(7) OF INTEREST TO
1 MANCHESTER BUSINESS SCHOOL (i) Senior Executive Course 3 weeks	MANCHESTER Residential	£2,950 fully inclusive		Those in posts of responsibility at or near Board level	<ol style="list-style-type: none"> 1 To provide a general management overview of most critical present and future issues in strategic management. 2 To provide stimulus and opportunity, to broaden awareness of factors normally taken into account in their decision making. 3 To enable a mix of senior executives to learn systematically and intensively from the accumulated experiences of course members and faculty. 	Assist/Under Sec
(ii) Executive Development Programme 10 weeks	MANCHESTER Residential	£6,500 fully inclusive		Managers in mid career	To develop skills, attitudes and knowledge relevant to the practice of general management. The programme is individually tailored to the needs of the individual with a wide range of options and projects. The core programme includes:- accounting, using the computer, finance, organisation design, macro-economics, industrial relations, behavioural sciences, micro-economics, general management models etc.	Principals
2 OXFORD CENTRE OF MANAGEMENT STUDIES (i) Senior Managers Development Programme 9 weeks	OXFORD Residential	£5,500 inc		Experienced managers of high potential	Encourages managers to pursue their own professional goals and objectives within the context of a development programme which extends their general understanding of management.	Assist/Under Sec
(ii) The Advanced Management Programme 6 weeks	OXFORD Residential	£4,000 inc	33-50	Managers involved in the co-ordination and direction of the different functional parts of a business who need to know about the problems of managers in other functions	Participants will be immersed in the analysis of real business situations. Small group work including projects.	Principals

TRAINING FOR SENIOR MANAGEMENT STUDY
BUSINESS SCHOOL ETC. COURSES FOR SENIOR
MANAGEMENT

ANNEX D

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	(7) OF INTEREST TO
3 ASHRIDGE MANAGEMENT COLLEGE						
(i) The Management Development Programme	HERKHAMSTED Residential	£2,750 plus VAT	30's-40's	Managers with ten years experience five at managerial level	To develop a deeper understanding of the operational aspects of management and a broader view of the organisation as a whole. Includes Finance, Managing/Leading People & Relationship, Information Technology, Project work.	Principals
(ii) Senior Managers Programme 3 weeks	HERKHAMSTED Residential	£2,475 plus VAT	35-45	Managers with major organisational responsibility and who report at main board level ten years managerial experience	Broadening approach to strategic management. Assessing economic, technological, political & social trends. Equipping to relate to organisation structure to strategy for long run effectiveness. Providing with a basis for action and personal development after the programme.	Assist Sec/Senior Prin
4 *HENLEY THE MANAGEMENT COLLEGE						
(i) General Management Course 9 weeks	HENLEY Residential	£6,500 + VAT subject to increase in 84 prob 5%		Those with substantial management experience who need a broader and deeper understanding in more senior posts	To equip people for the demands of Senior Management. A wider understanding of the business environment; enhanced analytical and problem solving skills, a broad appreciation of modern techniques of personnel, financial, marketing and information management. An ability to see the enterprise as a whole as the cornerstone for developing successful plans, policies and strategies.	Principals upwards
(ii) The Senior Course (An appreciation of General Management) 4 weeks	HENLEY Residential	£3,750 + VAT (estimate only)	Prob 43 or over	Those in positions of senior responsibility	To inform senior managers of the latest developments in management thinking and techniques and improve awareness of political and social and economic environment; to develop or sharpen skills for which they feel a particular need, and to provide an opportunity to evaluate their own experiences and approaches against those of others in the group.	Assist/Under Secs

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	(7) OF INTEREST TO
*LONDON BUSINESS SCHOOL						
(i) Senior Executive Programme 6 weeks	LONDON Residential	£4,800	35-50	Experienced executives who will assume general managerial responsibility	<p>1 To increase capacity to analyse and resolve important policy questions (short and long term).</p> <p>2 To increase understanding of economic technical and social changes and their implications.</p> <p>3 Developments in general and functional management which provide a framework for managing in the face of change.</p> <p>4 To challenge re-inforce and modify the attitudes that influence the executive's behaviour.</p>	Principals upwards
(ii) London Executive Programme 10 weeks	LONDON Residential	£6,500- £6,750	mid to late 30's	Experienced managers moving from specialised function to general management	To increase understanding and develop analytic problem solving and decision making skills, improve effectiveness in working with other people. Includes topics of general interest to managers including visits to business schools, companies and continental Europe.	Principals
(iii) Continuing Executive Programme 6 weeks spread over 16 months	LONDON Residential	£5,000 (includes 2 projects)		Chief Executives, general managers. Senior functional managers small to medium sized units	<p>To provide a broad range of general managerial skills and insights, sufficient knowledge of the Key functional disciplines to enable them to make sound general managerial decisions.</p> <p>To explore personal aspirations talents and limitations within a peer group of senior managers.</p>	Principals/Assist Secs
6 CRANFIELD SCHOOL OF MANAGEMENT						
(i) Young Managers 3 weeks	CRANFIELD Residential	£2,045	20-30s	Managers in their first appointment or assistant managers	To provide young managers with a grounding in all aspects of management, an understanding of their own role and managerial strengths and weaknesses. Particular attention to management accounting and the management of people. Emphasis on practical work.	SEO/Principal
(ii) Management Development Programme 9 weeks	CRANFIELD Residential	£5,850	30's early 40's	For successful Executives	An opportunity to widen their business horizons challenge their value judgements and improve personal performance. The inter-relationship between different functional areas. Personal communications skills.	Principals

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	(7) OF INTEREST TO
(iii) General Management For Specialists 3 weeks	CRANFIELD Residential	£2,325		Specialists while not senior managers holding considerable responsibility eg in Finance, Personnel, Engineering, Computing	Broaden and improve the managerial skill and knowledge of the specialist manager.	Principals/ Specialists
(iv) Senior Managers Programme 5 weeks	CRANFIELD Residential	£3,900	40-50	Managerial and specialist posts at senior level	To develop and bring up to date their knowledge and practice of management. Become more effective members of the management team. Develop their potential for promotion.	Principals

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	OF INTEREST TO
<u>MANAGING FINANCE</u>						
CRANFIELD SCHOOL OF MANAGEMENT						
(i) Using Financial Figures in the Boardroom 1 week	CRANFIELD Residential	£835		Top managers	To help senior managers with no formal training in this area to understand basic accounting and financial data.	Principal upwards
(ii) Finance and Accounting for Managers 1 week	CRANFIELD Residential	£720		Those with managerial responsibilities but little or no financial training	For those who feel they need to improve their knowledge of finance and accounting.	"
(iii) Further Finance and Accounting 3 days	"	£495		"	Follow up to (ii) to re-inforce and update and extend their knowledge.	"
(iv) Managing Business Finance 1 week	"	£835		Financial Managers	An in depth review of the context within which financial policies are established and techniques available to help achieve financial objectives.	Principals Finance Division
2 ASHRIDGE MANAGEMENT COLLEGE						
(i) Financial Knowledge for Managers 1 week	BERKHAMSTED Residential	£645 + VAT		Managers with no specialised knowledge of finance and accounting	To develop techniques of financial measurement and analysis; to communicate with their accountant in a way which demonstrates an understanding of basic principles and terms; to interpret financial information.	Principal
(ii) Further Finance for Managers 1 week	BERKHAMSTED Residential	£645 + VAT		Managers familiar with basic financial processes which they wish to extend	To re-inforce existing knowledge; to further develop skills using financial techniques.	Principal
3 ROFFEY PARK MANAGEMENT COLLEGE						
(i) Basic Accounting for Managers 5 days	HORSHAM Residential	£695 + VAT		Those in general or functional management No prior knowledge is assumed	To understand financial management and how accounting techniques can be used in planning and control. Sample sessions. Basic accounting. Analysing financial statements. Budgetary control, Directors & Auditors reports, Cash management.	SEO/Prin

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	(7) OF INTEREST TO
BRITISH INSTITUTE OF MANAGEMENT FOUNDATION						
(i) Interpreting Accounts for the Non-Financial Manager 1 day	LONDON Non residential	£120.75 inc lunch		Non-financial managers	For those who wish to interpret information supplied by accountants	SEO/Prin
ii) Management Accounting for the Non-Financial Manager 2 days	"	£218.50 inc lunch		Non-financial managers and executives	For those who need to know how to use financial information in their decision making process (Common ground with (i) above)	SEO/Prin
LONDON BUSINESS SCHOOL						
(i) Financial Seminars for Senior Managers 1 week	LONDON Residential	£950		Managers without formal accounting qualifications	Covers - financial accounting analysis of financial statements, management accounting and financial control, investment appraisal etc. Preliminary work required before the seminar.	Assist Sec & Prin in Finance
<u>PERSONNEL MANAGEMENT</u>						
ASHRIDGE MANAGEMENT COLLEGE						
(i) Negotiating Skills (a) one week (b) three days	BERKHAMSTED Residential	(a) £760 + VAT (b) £460 + VAT		Employee and IR specialists Recently appointed	For those likely to be involved in negotiations with TU's or staff associations. To assist participants to increase their understanding of personnel management techniques and help them acquire or improve skills required to apply those techniques.	Prin
ii) Personnel Management	"	£1,290 + VAT		Personnel Specialists		HEO, SEO, Prin new to personnel
ROFFEY PARK MANAGEMENT COLLEGE						
(i) Selection and Assessment Skills 1 week	HORSHAM Residential	£725 + VAT		Managers and personnel staff who need a short course in selection and recruitment	Selecting staff. Assessing people to suit jobs and career paths.	HEO and above
ii) Practice of Negotiations 1 week	"	£695 + VAT		Broad cross section of line and personnel staff involved in IR	To develop skills of bargaining.	Prin

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	(7) OF IP TO
CRANFIELD SCHOOL OF MANAGEMENT						
(i) Managing Personnel and Employee Relations 3 weeks	CRANFIELD Residential	£2,285		Personnel managers	A thorough grounding in personnel/employee relations management	SEO/Prin
(ii) Consulting Skills for Development Advisers	"	£835		Managers personnel/training and management/organisation development units	Candidates are likely to work in an advisory capacity.	HEO, SEO, Prin
4 THE INSTITUTE OF PERSONNEL MANAGEMENT						
(i) Counselling Managers 4 days (pres jointly with Consultants)	BRISTOL Residential	£828 inc		Management development and personnel specialists	Counselling and problem solving skills applied to career development, work performance problems and redundancy situations.	Prin
(ii) The Computer in Personnel Work 3 days (pres jointly with Compower)	WOLVERHAMPTON Residential	£310		Personnel managers	To demonstrate options open towards the installation of computerised systems or extension of existing systems. Practical demonstrations and discussions.	Job related HEO and above
(iii) Selecting Managers (pres jointly with Consultants)	BRISTOL Residential	£998.20		Directors, personnel and line managers with responsibility for supervisory management recruitment, promotion and development	Work in small groups with a psychologist coaching in skills of interviewing, assessment and decision making.	"
(iv) The Work of the Personnel Department 5 days	LONDON Non-residential	c £520 + VAT		Newly appointed personnel staff	To give an appreciation and understanding of personnel work and to introduce some of the techniques employed. Stresses the personnel function integral part of management structure.	"
(v) Selecting the Right Candidate	LONDON Non-residential	c £680 + VAT		Personnel staff with no previous training in interviewing skills	Practice and training in interviewing skills, element of employment law as it applies to the selection process.	"
5 INSTITUTE OF MANPOWER STUDIES						
(i) Computerised Personnel Information Systems 3 days	SUSSEX HOTEL Residential	£400		Personnel managers who need to evaluate their CPIS requirements and personnel and computer specialists with	To share DMS experience, to give practical help in design, to identify available options, to overcome lack of computer experience.	"

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	OF INI. LIST T
(ii) Career Analysis Workshop 2 days	SUSSEX HOTEL Residential	£270		responsibility for CPIS design manpower planners, personnel specialists, line managers	Career planning prospects, age/grade structures, estimating future demand and wastage. Relationship between needs and career opportunities	Job related HEO and above
(iii) Career Management Systems 3 days	"	£440 (£220 for 2nd person from same organisation)		Most suitable for a pair of people encompassing management development and manpower planning	To introduce wide range of factors relating to careers issues and how to analyse them quantatively and qualitatively. To clarify for own organisation the nature of career issues of concern. To discuss possible future policies and strategies.	Prin
(iv) Manpower Planning Practitioners Course 10 days	"	£1,400		Personnel staff and line staff using manpower planning techniques	Analyse manpower data, calculate wastage and turnover rates, use of manpower models to estimate levels of recruitment etc, analyse manpower implications of organisational contraction or expansion.	SEO/Prin
(v) Practical Manpower Planning 4 days	"	£550		Line or personnel staff having to deal with manpower	Core techniques of manpower planning and appreciation of their use.	Job related SEO and above
(vi) Offers a further range of shorter courses in manpower planning						
C MANAGING PEOPLE						
1 CRANFIELD SCHOOL OF MANAGEMENT						
(i) Developing Effective Management Teams 1 week	BERKHAMSTED Residential	£835		Managers/Team Leaders	Provides those whose responsibilities involve them working with teams a deeper understanding of how teams function and how they can best be developed, eg moving from area to regional management and will experience substantial job change	SEO/Prin
(ii) Managing Transactions Successfully 1 week (2 days follow up)	"	£1,050		For managers "on the way up"		Prin
(iii) Organisational and Inter- personal Skills 1 week (2 days follow up)	"	£1,170		Age and seniority not important	To develop interpersonal skills to enable them to be more effective managers.	HEO up
(iv) Managing People Effectively 1 week	"	£855		"Technical" Managers	To supplement technical expertise with managerial expertise in order to carry out their roles effectively.	Specialist with staff, Computer Branch Economists

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	OF INTEREST TO
LONDON BUSINESS SCHOOL						
(i) Interpersonal Skills for General Managers 5 days	LONDON Residential	£900		Senior managers without formal training in these skills	Covers recruitment, motivating and rewarding staff. Setting goals appraising performance team building cohesion group effectiveness.	Prin
ASHRIDGE MANAGEMENT COLLEGE						
(i) Interpersonal Skills 1 week	BERKHAMSTED Residential	£825 + VAT		Managers and specialists at all levels	To increase awareness of own behaviour and style and effect on other people - to extend a practice skills of listening communication managing relationships joint problem solving.	Prin
(ii) Effective Team Working Skills 1 week	"	£825 + VAT		Managers and specialists at any level	For those who work on a joint task with other individuals.	Prin
ROPFY PARK MANAGEMENT COLLEGE						
(i) Team Work for Team Leaders 5 days	HORSHAM Residential	£695 + VAT		Leaders of established professional teams, personnel finance line managers requiring good team work	To develop skills and awareness, to build and maintain teams, measure effectiveness, managing effective task performance.	SEO/Prin
BRITISH INSTITUTE OF MANAGEMENT FOUNDATION						
(i) Getting the best from your staff 2 days	LONDON/CORBY Non-residential	£218.50		Managers in all functions	To improve existing skills or for those who have had no formal training in this area.	HEO up
(ii) Improving Management Performance 2 days	"	£218.50		Managers in all functions	For those who wish to maximise the return on their limited resources.	"
(ii) The Influential Manager 2 days	"	£241.50		All managers	For those who need to persuade others, ensure their co-operation, initiate change and avoid undue hostility and friction.	SEO up
OXFORD CENTRE FOR MANAGEMENT STUDIES						
(i) Strategic Leadership 5 days	OXFORD Residential	£1,750		Managers	To enable participants to identify and develop their own leadership potential.	Prin

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	(7) OF INTEREST TO
D MANAGEMENT TECHNIQUES						
1 CRANFIELD SCHOOL OF MANAGEMENT						
(i) Professional Skills in Organisation and Methods 4 weeks	BERKHAMSTED Residential	£1,850		A variety of backgrounds eg O & M officers office managers	To teach the techniques of organisation and methods, and to teach the techniques to provide an interface between computer and manual systems.	Job related
(ii) Modern Management Techniques 1 week	"	£835		Experienced managers	Enables managers to look critically at new developments and techniques in management thinking and practice and to match them to the needs of a situation.	SEO/Prin
(iii) Network Analysis and Critical Path Planning 1 week	"	£625		Managers and specialists	To teach its practical application to projects of any size (mainly production).	Prin/Assist Sec
2 LONDON BUSINESS SCHOOL						
(i) Top Management and the Information Resource 3 days	LONDON Residential	£575		Senior managers private and public sector	To discuss eg implications of new information technologies. How can strategies for the management of information be formulated and likely consequences for the organisation.	Assist/Under Se
(ii) Information Technology for Managers 5 days	"	£700		Senior managers responsible for developing plans and strategies for Inf Tech and those embarking on office automation	To provide a wide ranging understanding of significant technological and economic characteristics of information technology.	Prin/Assist Se
3 ASHRIDGE MANAGEMENT COLLEGE						
(i) Using Micros in Decision Making 3 days	BERKHAMSTED Residential	£420 + VAT		Managers who need know of micros in financial decision making, know of basic <u>not</u> required	To understand how they work; assess suitable hard and software; apply micros to specific decision making processes.	Need related
4 BRITISH INSTITUTE OF MANAGEMENT FOUNDATION						
(i) Computer Choices 2 days	LONDON/CORBRY Non-residential	£241.50		General managers	Responsible for processing strategy and investment decisions. NOT FIRST TIME USERS, whose work would benefit from accurate quantitative forecasting.	Prin eg Finan
(ii) Forecasting for Managers 2 days	"			All managers	Suitable for those with limited mathematical knowledge.	
(iii) Also offer a 2 days workshop "Microcomputing for managers designed specifically for managers and offering "hands on" experience.						

(1) TITLE/RUN BY/DURATION	(2) LOCATION	(3) PRICE	(4) AGE	(5) DESIGNED FOR	(6) COURSE AIMS	OF INI ST TO
E <u>INDUSTRIAL RELATIONS</u>						
1 LONDON BUSINESS SCHOOL						
(i) Industrial Relations Negotiating 1 week	LONDON Residential	£850		Managers	To equip with capacity to analyse the changing nature of IR problems and to develop skills to handle them effectively.	IR & Personnel Specialists
2 ROFFEY PARK MANAGEMENT COLLEGE						
(i) Managing Industrial Relations 5 days	HORSHAM Residential	£695 + VAT		Managers in IR and newly appointed IR specialists	Practical IR skills for managers.	Prin

TRAINING FOR SENIOR MANAGEMENT STUDY

OTHER MANAGEMENT DEVELOPMENT OPPORTUNITIES FOR SENIOR MANAGEMENT

1 This Annex gives examples of mainly external management development opportunities available for senior managers which would have a useful part to play in the Senior Management development Programme. Civil servants already participate in most of these opportunities and in many cases the participation is coordinated by the Training Division of the Cabinet Office (MPO). With an SMDP the role of the MPO would be to search out further such opportunities and to ensure that there was a more considered approach throughout the Service so that those who took advantage of the opportunities were the staff who would bring the most benefit both to themselves and to the service.

Joint Development Seminars

2 These are sponsored by the civil Service and a number of major private companies for high quality staff in the broad age range 35-45. The aim is to enable the participants to broaden their perspective and reappraise their positions on topics of relevance and interest with people of similar calibre but from a different background. The Seminars were set up to provide something sharp and short and to fill a gap which the Business Schools were not meeting. Two 1 week seminars are held each year, and there are 3 Civil Service places on each Seminar. We have sent bright young Assistant Secretaries who have all reported favourably. The Seminars work largely on planned exchanges of views arising from presentation by distinguished discussion leaders.

Senior Managers Seminar

3 These are a spin-off of the JDS and are due to start Autumn 1984. They will last for 2 weeks, use much the same methods as the JDS but be geared around the theme of "Managing Change". These Seminars are planned to provide a stretching experience for managers aged 40-55 who are likely to receive at least one further promotion. (In our terms they are not aimed at "fliers", as are the JDS, but at the best of the mainstream at Principal level and Grade 6.)

IBM Experienced Manager Programme

4 A two week course for IBM managers held 3 times annually with 3 civil servants on each programme. Intended for staff at Principal level and aimed at providing managers with a broad business perspective including financial factors in decision making. This programme has been well supported by Departments for some years and IBM have been impressed by the quality of our participants.

5 Other companies have similar programmes and in some cases arrangements are made directly between them and Departments. There is room for greater Civil Service use of good management training provided by companies.

Institute of Management Studies

6 A well established American management development activity which has recently extended to the U.K. IMS provides a monthly one day seminar led by a speaker of distinction on management topics. The Civil Service is one of the 15 organizations which have set up the London branch. After a shaky start it is now going well and Departments nominate about 20 civil servants from Principal-Deputy Secretary level

to attend each month. These seminars provide useful one day opportunities to broaden perspective and knowledge.

Henley Open Management Education

7 A series of Open Learning packages using instruction books, audio, video and personal counselling for management development. Each package takes about 80-100 hours to complete by the student. Two packages, "The Effective Manager" and "Accounting for Managers", have already been published and are in use in a number of Departments.

8 Further packages are under preparation on Information Management; on the Economic Environment; on Managing Employee Relations; and on Investment Appraisal and Risks. At an earlier stage of preparation are programmes on Marketing; Production; Management; and Small Business Needs.

9 Programmes of this kind which can be worked through at the student's own pace and either individually or with a group are well suited to coping with the working pressures of staff likely to be on the SMDP.

10 It will soon be possible to take a Masters Degree at Brunel University, with which Henley is associated, by use of these packages.

Open University Management Education

11 As with Henley Open Management Education, OU offer a series of learning packages using instruction books, audio, video and tutorial counselling support for management development. Where Henley and the OU differ is that the OU offer summer school and residential weekend facilities for course participants to meet together and work through casework material. Packages on the "Effective Manager" and "Accounting for Managers" have been published so far.

12 In September 1984 a 50 hour package on "International Marketing" will be available and 1985 will bring "The Basics of Marketing" (100 hours) and "Improving Personnel Performance" (50 hours). This latter programme will focus on the skills needed for appraisal, objective setting, motivation of staff and counselling. Plans are in hand for further courses to be issued in 1986 covering "Managers and the Micro Computer" (a 50 hours programme to familiarise managers with micro computer capabilities); "Public Sector Finance"; "Design Analysis" and "Numeracy for Managers". The Open University is preparing a Diploma in Management programme that will require 840 hours of study. This will stand on its own as a management qualification and can later be built up to a Masters Degree by a further 440 hours of study.

Civil Service College Seminars and Briefings

13 The Civil Service College runs senior and Assistant Secretary seminars lasting on average 2½ days, together with shorter seminars and briefing sessions. These focus on major and topical issues and the arrangements for setting them up are flexible enough to respond quickly to needs. These seminars, etc. have an important part to play in SMDP, particularly when the seminars themselves contribute to the policy or implementation process.

Civil Service College - Practical Experience Courses

14 The Civil Service College is at present considering a number of possibilities for courses which are not College-based, but which provide the participants with an opportunity of practically experiencing the social and other environments on which government policies and programmes have their impact. Wider practical experience and understanding of this kind should be encouraged as part of the broadening process of the SMDP.

The DOE/DTP Management Development Programme

15 The DOE/DTP set up in 1983 with the assistance of the London Business School a management development programme involving a seminar at the DOE/DTP residential training centre at Cardigan followed by a series of five 2 day modules at the LBS. This programme was designed for good quality fast-stream Principals and has also involved participants from other Departments and from outside the Civil Service. Developments of this kind, where successful, should be encouraged as part of the SMDP whether they are organized centrally or Departmentally.

London Business School part-time Master's Programme

16 This programme involves at least as much work in the participants' own time as in official time. It involves substantial effort by high quality staff (the Civil Service has 9 participants in the first 1983 intake and 3 in the second 1984 intake). On average it calls for 14 single days, 20 half-days and 3 weeks attendance at the LBS each year.

TRAINING FOR SENIOR MANAGEMENT STUDY

Tailor-made programmes for Individual Companies
at Business Schools**British business schools****Packing them in**

British companies are sending their managers back to school in droves to get them mentally as lean and fit as (they hope) recession has made their businesses. Business schools throughout Britain can barely run enough short programmes tailor-made to a company's needs.

This booming specialised education now earns the British schools £5m a year and is growing at 20% a year, according to Mr Philip Sadler, the principal at Ashridge, which claims to have nearly half the market for tailor-made courses. Cranfield, its nearest rival, claims 20% of the market, which brings in about 40% of the school's total income. The Manchester, Sundridge, Bradford and London Business Schools and the Oxford Management Centre are muscling in, too.

Companies are paying as much as £500,000 for programmes of courses lasting four or five years; shorter one-shot

fortnightly courses cost as much as £24,000 all in. Among the British companies buying time at these schools are Jaguar, British Home Stores, Shell, British Aerospace, National Westminster Bank, Glaxo, Vickers and Whitbread.

In the past, most of the few British companies that thought of business schools at all thought of them only as a place to teach functional executives how to become general managers. In emerging from recession, companies have had to think again and ask for the help of business schools on, eg, how to cope with surplus capacity; which businesses to expand or contract; how to adjust to international competition; and, often the most important, how to do what the company has decided to do.

Finding the answers requires professors to act as much as consultants to the company as mentors to its executives. Hence tailor-made courses, with the schools sending their people to talk with bosses at the companies first.

Take Vickers, the British engineering

group which has been revamping itself since merging with the carmaker Rolls-Royce. It is sending to Ashridge a group of 15-20 middle managers who should, eventually, be running the company. The basic fortnightly courses will run up to four times a year and could go on for four or five years. More advanced seminars will take place on such issues as planning and business strategy, public relations and communications. Each manager will be brought up to scratch in finance, marketing, computer applications and personnel affairs. Ashridge's staff has already been teaching itself about Vickers.

The carmaker Jaguar, which is to be privatised soon, is having its managers briefed at Cranfield on marketing and European competition. Companies tell the schools that they want to develop a professional management culture for their high fliers. The danger they have to avoid is creating management clones who always reach for their company's received wisdom when tackling problems.

CIVIL SERVICE COLLEGE COURSES WHICH MEET THE LIKELY SMDP SUBJECT SPECIFICATION

ACTIVITIES	COLLEGE COURSES AVAILABLE
<p>A. <u>POLICY</u></p> <ol style="list-style-type: none"> 1. Understanding policy issues well 2. Assessing policy options 3. Advising/deciding on content of major policy statements (e.g. White Papers) 4. Planning the implementation of policies 5. Assessing effectiveness of policies 6. Considering long-term policy issues 	<p>'Introduction to policy analysis' 'How policy is made in Britain' 'The policy process' 'Outline of central government'</p> <p>Frequent courses/seminars on ^{economic and social} policy issues of current concern</p> <p>Quantitative skills to support policy analysis and implementation</p>
<p>B. <u>WORKING WITH MINISTERS</u></p> <ol style="list-style-type: none"> 7. Producing (or contributing to) <u>written</u> material for Ministers (e.g. submissions, minutes) 8. Oral presentations or briefings to Ministers. 9. Work on papers for Cabinet or Cabinet Committees 	<p>Parliamentary Questions The Cabinet System Ad hoc Committees</p> <p>Effective presentations for senior staff</p> <p>Written communication for specialists Oral communication for specialists</p>
<p>C. <u>PARLIAMENT/LAW</u></p> <ol style="list-style-type: none"> 10. Involvement in legislation - e.g. heading a Bill team 11. Supporting Ministers or Head of Department, appearing before a Select Committee, PAC, or for other Parliamentary business 12. Appearing yourself (in a speaking role) before a Select Committee or the PAC 13. Considering a report by a Select Committee, PAC, or Parliamentary Commissioner for Administration (Ombudsman) 14. Appearing in court (including national and international courts), public enquiries or tribunals on behalf of department 15. Considering response to a judgement of a court or tribunal 	<p>Legislation Drafting Statutory Instruments Preparation of Parliamentary Bills Parliamentary Questions</p> <p>Administrative Law Introductory course for lawyers</p> <p>Effective presentations for senior staff</p> <p>Ad hoc 1 day courses on political/constitutional issues</p>

Activities (cont.)

College courses available

D. INTERNATIONAL RELATIONS

- 16. Attending international meetings (including conferences)
- 17. Dealing with foreign visitors
- 18. Supporting Ministers in international negotiations (including EEC)
- 19. Participating yourself (speaking role in international negotiations, including EEC)

International Relations and UK interests
 Theory and Practice of international negotiation
 Techniques for international negotiations
 East-West relations
 The Middle East

E. PUBLIC RELATIONS

- 20. Briefing the Press orally
- 21. Advising on Ministerial speeches or public appearances, press notices
- 22. Public speaking (e.g. addressing public meetings)
- 23. Direct contact with members of the public (including pressure groups)
- 24. Participating in a radio or TV programme

Relations with the public
 Government and the media
 Working with the voluntary sector
 Race relations

Effective presentations for senior staff
 (incl. media option)

F. RESOURCE/FINANCIAL MANAGEMENT

- 25. Evaluating the finances of companies (including nationalised industries), local authorities, health authorities, quangos or other organisations
- 26. Evaluating the prospects for another economy (trade promotion, risk assessment etc.)
- 27. Providing (or supervising the provision of) financial estimates and/or outturn figures for your area of responsibility
- 28. Setting objectives and control of budget (including manpower budgets) for your area of responsibility
- 29. Measuring performance in your area of responsibility
- 30. Making decisions on resource allocation (either within the department or affecting outside bodies)
- 31. Interpreting/using investment appraisals

Government and Industry study group
 Financial accounting
 Indirect expenditure
 Private and Public Allocation

Government accounting for accountants
 Government Finance and accounts
 Cost and management accounting
 Resource allocation / investment appraisal
 Analysing performance
 Developments in financial management
 Computer assisted financial management
 FMI - a review of Departmental progress
 FMI - use of numerical indicators

Introduction to management for senior staff
 Staff management and organisation
 Senior management course

Courses on techniques to support work in above areas

1. Activities (cont.)	College courses available
<p>G. <u>MANAGEMENT OF PROJECTS/SYSTEMS/ORGANISATIONS</u></p> <p>32. Managing large projects</p> <p>33. Making decisions about priorities in the work of the part of your department for which you are responsible</p> <p>34. Making decisions about computer systems</p> <p>35. Making personal use of computerised equipment (e.g. micro) (exclude use at home)</p>	<p>Managing project work</p> <p>Managing effective teams</p> <p>Strategic planning for information systems</p> <p>Information management in the Civil Service</p> <p>IT appreciation courses</p> <p>Wide range of courses</p> <p>Part of several courses</p>
<p>H. <u>CONTROL/INFLUENCE OF OTHER ORGANISATIONS (e.g. LOCAL AUTHORITIES, NHS, NATIONALISED INDUSTRIES, DEVELOPMENT CORPORATIONS)</u></p> <p>36. Advising Ministers on policy towards such bodies</p> <p>37. Controlling them with financial/statutory backing</p> <p>38. Negotiating with them</p>	<p>'Government and outside organisations'</p> <p>'Working with the voluntary sector'</p> <p>Government and industry study group</p> <p>Indirect expenditure</p> <p>Consultation and negotiation</p> <p>Courses on aspects of economic and social policy are also relevant</p>
<p>I. <u>MANAGEMENT OF STAFF/LINE MANAGEMENT</u></p> <p>39. Selecting staff</p> <p>40. Delegating tasks</p> <p>41. Communicating management decisions to your staff and listening to their views</p> <p>42. Motivating your staff</p> <p>43. Membership of promotion boards</p> <p>44. Participation in departmental management meetings</p> <p>45. Negotiation with Civil Service trade unions</p> <p>46. <u>Management</u> role in negotiations with other trade unions or professional bodies (e.g. over pay in areas influenced by Government)</p>	<p>Selection interviewing</p> <p>Introduction to management for senior staff</p> <p>Staff management and organisation</p> <p>Senior management course</p> <p>Promotion board interviewing</p> <p>Chairing meetings</p> <p>Consultation and negotiation</p> <p>Race relations</p> <p>Equal opportunity policy in the Civil Service</p>
<p>J. <u>GENERAL</u></p> <p>47. Keeping up to date with developments in your own area of responsibility (e.g. by reading journals, attending training courses or conferences)</p> <p>48. Allocating priorities to your own work/time management</p> <p>49. Lecturing or giving talks to training courses</p>	<p>Many courses on current topics of interest, eg:</p> <p>Developments in British Society</p> <p>Economic issues</p> <p>Developments in Information Technology</p> <p>Courses as at 40-42 above</p> <p>Effective presentations for senior staff</p> <p>TRG courses ?</p>

2. OUTSIDE BODIES

2. List of outside bodies	College courses available
1. Any organisations connected with the EEC (e.g. the Commission)	Courses include: The European Community: an introduction European Community and negotiating techniques European Community: economic and political developments Reciprocal training programme with France, West Germany and the Netherlands
2. Large private companies 3. Small private companies	} Government and industry study group
4. Quangos 5. Nationalised industries 6. Financial institutions 7. Local authorities/NHS/police	} Courses as at F25 and 26, notably: Indirect expenditure Private and public allocation
8. Pressure groups 9. Occupational lobbies (e.g. fishermen, farmers, transport)	} Working with the voluntary sector
10. Other countries.....	Courses at D16-19 above International Work of home Departments
	Courses are also offered on techniques used in contact with outside bodies, e.g. 'Consultation and Negotiation'.

3. SUBJECT EXPERTISE

3. Subject expertise	College courses available
1. The legal system	
2. Administrative law	'Administrative law' seminars
3. Economics	} Numerous courses on each subject
4. National accounts	
5. Statistics	
6. Operational research	
7. Science	
8. Engineering	
9. Accountancy/financial skills	Numerous courses
10. Computing/information technology	" "
11. Knowledge about society (e.g. social/demographic trends)	'Developments in British Society' con 'Monitoring the political environment'
12. Management sciences	Numerous courses
13. Languages.....	Numerous courses

of activities and expertise

Note : The above lists/are based on a questionnaire about the training needs of Grade 2 and Grade 3 staff issued in connection with the planned senior management programme for entrants to the Open Structure. They represent activities and expertise which may need to be gained by staff and Principal/ while in Grades 4-6. All the Civil Service College courses are open to staff at Principal level and above

TRAINING FOR SENIOR MANAGEMENT STUDY

CIVIL SERVICE COLLEGE COURSES WHICH MEET THE LIKELY SMDP SUBJECT SPECIFICATION
New/additional Courses already under preparation at the Civil Service College

- 1 More training in quantitative methods and skills for senior administrators.
 - 1 A recent College survey has shown that over a third of Grade 5 administrators come into contact with a range of moderately sophisticated statistical techniques or concepts and that more statistical training than is at present provided is required to enable these grades to cope effectively with the data put before them.
 - 2 Further training for specialists to develop their knowledge of their own subjects (where these topics fall within the College's normal range of activities, e.g. statistics, operational research, economics, accountancy).
 - 3 Long term plans do more training on preparing and handling papers for Cabinet and Cabinet committees (Item B9); appearing before a Select Committee (Item C12); public speaking and speech writing (Item E22); direct contact with members of the public (Item E23); relations with local organizations and industry.
 - 4 Training on implementation (rather than formulation) of policy - being considered.
 - 5 Specialized knowledge of the politics, languages and institutions of particular countries (including negotiating and drafting in French) - being considered.
 - 6 A locally based course giving practical experience of the social and other environments on which government policies and programmes have their impact - being considered also mentioned at Annex E, para. 14.
- 7 The extensive range of training modules available for the fast stream training (i.e. for ATs and HEODs) ^{can} be adapted to meet needs at Principal level - Grade 5. (These modules are not included in the list of available courses given in Part 1 of this Annex.)

Training Division staff training and development programme logbook

Name _____

Grade _____

Official address _____

Tel no _____

Post _____

Date of entry to post _____

TRAINING FOR SENIOR MANAGEMENT STUDY
Extract from the Management Services Commission Training and
Development Logbook

ANNEX H



Manpower
Services Commission

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Other training courses – job-specific
(to be completed as required)

<u>Course title</u>	<u>Date completed</u>	<u>Officer's signature</u>	<u>Line manager's signature</u>
1 Programme management - Youth Training			
2 Programme management - Adult Training			
3 Quality training			
4 Book-keeping/final accounts			
5 Financial management and control			
6 Financial monitoring			
7 TD Health and Safety (tech)			
8 TD Health and Safety			
9 TD planning			
10 TD influencing skills (EDICT)			
11 TD environment			
12 TD selection interviewing			
13 TD office procedures			
14 Supervision			
15 Occasional speakers			
16 Effective writing			
17 Committee work			
18 Effective oral communication			
19 Efficient reading and effective writing			

<u>Course title</u>	<u>Date completed</u>	<u>Officer's signature</u>	<u>Line manager's signature</u>
20 Manager's role in staff training and coaching			
21 Interpersonal skills			
22 Staff relations			
23 O & M techniques			
24 Managing meetings			
25 Introduction to marketing			
26 Negotiating skills			
27 Senior management development			

Part 1: Introduction

Confidence and credibility - training for TD staff

Your logbook

This logbook is for all EOs and above (and equivalent grades) in Training Division. It is your personal copy, for you to plan and record your own individual and comprehensive long-term training programme. You should also have received a four-hole ring binder containing a starter pack aimed at staff new to TD (although everybody should find it helpful); that is the place to keep the various handouts and memos you receive as time goes by. Do keep them.

The programme may seem complicated at first sight, but it has been carefully designed to help you chart your way through the training options available. The key is to consult your line manager at every stage to discuss what you need to do next to improve your professionalism.

The logbook has five parts:

- Part 1 explains what the development programme is, how it should work and the learning objectives.
- Part 2 explains the mandatory core of training that all staff new to TD must follow.
- Part 3 explains the consolidation training for staff in post more than six months.
- Part 4 explains the longer-term developmental training programme.
- Part 5 lists the current training options on offer and records your progress.

Your training and development programme

Training Division exists to promote and improve training in the United Kingdom. Some of our efforts, therefore, must be directed at giving high-quality training to our own staff. Your **individual training and development programme** to achieve the learning objectives is the result. It is new; at the moment TD is the only division which benefits. Eventually all MSC staff will be covered.

It was designed by a specially formed team of professionals including experienced TD field staff, regional and head office staff trainers and trade-union representatives.

The programme includes many of the features that TD is trying to encourage all employers to provide for their staff:

- It is **job-specific**, so it will give you the skills and knowledge you need for your particular post.
- It is **negotiated**; you discuss your needs and progress and plan the next step.
- You **review** both your performance and the quality of the programme at regular intervals with your line manager.
- There are **on-the-job** and **off-the-job** elements which are integrated through work-based projects.
- This logbook is a **record** which you own.
- There are **mandatory** and **optional** elements.
- It comes in **modules** which can be taken at different times depending on your needs.
- It is **personal**; there is a considerable choice and allowances are made for different learning styles and speeds.

There are three elements in the programme which will be explained more fully in Parts 2-5:

Mandatory	These provide the basic product knowledge and skills development needed to do your job in TD.
Job-specific	These cover more detailed training in specific aspects of TD work. They are designed to be picked up 'off the shelf' as you need them, eg, if you change your role within your office.
Personal development	These cater for general career needs and so are not necessarily job-specific. The available options change from time to time - keep up to date by looking at MSC's guide, <i>Staff training and development</i> . There should be a copy in your Area Office.

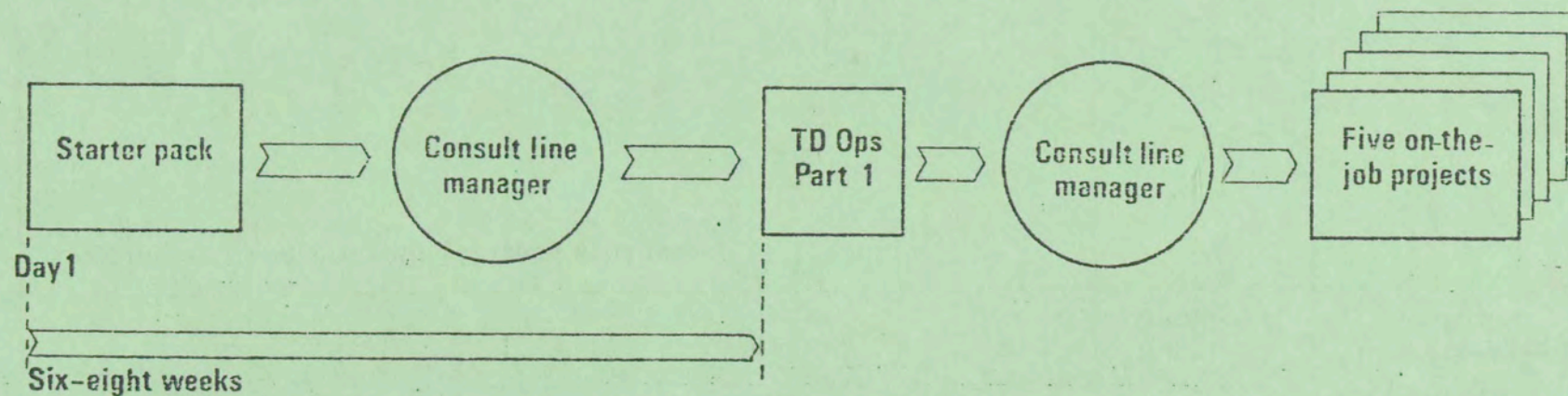
Your training will take place in the office, on-the-job, and, for certain modules or courses, off-the-job. All the time you are learning in the office you will be playing your part in the delivery of TD programmes. While most of the elements require research and preparation the examples studied are real and you will very quickly consolidate the training by applying it. In that way the learning is retained.

Part 2: Laying the professional foundations

This part of the logbook covers the mandatory training elements for staff new to TD:

- The starter pack, issued with your ring binder.*
- Regular reviews with your line manager.*
- A three-week course at Ranmoor Hall (TD Operations Part 1).*
- Five on-the-job projects.*
- Grade-related training where required (EO Foundation training, New Manager training in the MSC, Staff Reporting/JAR).

*This training should be covered during your first six months in post.



TD Ops Part 1 - Post-course action plan

Action	Date to be completed	Line manager's signature
<p>Training needs agreed with TD Ops Part 1 tutor</p>		
<p>Project work (to be completed on return to office) Project: Programme management (Youth Training) Project: Programme management (Adult Training) Project: Quality in training Project: Finance Project: Information technology</p>		
<p>Grade-related training (to be completed on return to office) EO Foundation training New Manager training in the MSC Staff Reporting/JAR</p>		

Preparing a personal training plan

Before starting this part of the development programme, you should have completed Part 3, and you will probably have been in post for more than a year.

This combination of your experience and training so far should make it easy for you and your line manager to assess your training needs. Again, the consultation should be structured to make sure that nothing is missed out.

ACTION Here is what to do:

- Read the list of headings below, which are aspects of your job in TD.
- Read through the learning objectives for TD staff shown on pages 1.4 and 1.5. These may prompt you to add to the headings, and spaces have been left for you to do this.
- Mark your 'top ten' needs in order of priority with the most important as no. 1.

Setting up adult courses	<input type="checkbox"/>	Organisations associated with TD	<input type="checkbox"/>
Selecting course members for adult courses	<input type="checkbox"/>	Health and Safety in TD programmes	<input type="checkbox"/>
Monitoring adult courses	<input type="checkbox"/>	Planning TD programmes	<input type="checkbox"/>
Evaluating the effectiveness of adult training	<input type="checkbox"/>	Effective reading/writing	<input type="checkbox"/>
The criteria for the Youth Training Scheme	<input type="checkbox"/>	Coaching	<input type="checkbox"/>
Learning opportunities in YTS	<input type="checkbox"/>	Interpersonal skills	<input type="checkbox"/>
Appraisal and approval of YT Schemes	<input type="checkbox"/>	Staff relations	<input type="checkbox"/>
Monitoring and quality control of YT Schemes	<input type="checkbox"/>	O & M techniques	<input type="checkbox"/>
Finance systems and basic accounting principles	<input type="checkbox"/>	Managing meetings	<input type="checkbox"/>
The training system in the UK	<input type="checkbox"/>	Occasional speaking	<input type="checkbox"/>
Employment legislation	<input type="checkbox"/>	Senior management development	<input type="checkbox"/>
		TD selection interviewing	<input type="checkbox"/>
		_____	<input type="checkbox"/>
		_____	<input type="checkbox"/>
		_____	<input type="checkbox"/>

ACTION Negotiate a personal training plan with your line manager. To do this:

- Turn to the list of training courses in Part 5.
- Using your 'top ten' as a guide, pick out those you will need to attend. (At this stage two or three are likely to be enough.)
- Agree dates. Write them on the plan on page 4.4.

Personal training plan

Training required	Date training required by	Line manager's signature
Date of next training and development review		

Part 5: Information and master log

This contains details of all training courses available to you. Some are job-specific for TD and others (marked *) are shared with other divisions.

Most take place off-the-job, usually at the MSC staff training centre at Ranmoor Hall. Some may be held locally. Your line manager will be able to find out when and where the appropriate training is available.

Remember, not everybody needs to attend everything! A six-month training plan is unlikely to include more than two or three courses at the most.

Don't forget to take your logbook and ring binder with you to any off-the-job training.

Master log

Mandatory elements (Parts 2 and 3 to be completed during your first 12 months in Area Office)

<u>Element</u>	<u>Date completed</u>	<u>Officer's signature</u>	<u>Line manager's signature</u>	
Introducing you to TD (starter pack)				Part 2
Pre-course questionnaire (TD Ops Part 1)				
TD Ops Part 1				
Post-course action plan				
Project: Programme management (Youth Training)				
Project: Programme management (Adult Training)				
Project: Quality in training				
Project: Finance				
Project: Information technology				
Personal training plan				
Pre-course questionnaire (TD Ops Part 2)				
TD OPs Part 2				
Post-course action plan				
Training and development review				Part 4
Personal training plan				
Training and development review				
Personal training plan				

Government Economic Service Training Log and Covering Note

1. This note explains the arrangements for training for the GES. The scheme has been agreed by the inter-departmental Committee on Economic Research and Training and by Heads of Economic Divisions. It establishes standard guidelines on training for every GES member, and proposals for managing and monitoring this training.

2. Principle Recommendations

- a) A distinction is drawn between training for entrants and training for post entrants. (An entrant is someone who has been in the Service up to four years, normally Economic Assistants and S.E. Assistants). Each will be expected to pursue training in economics, and training in non-economic skills; the importance of the latter is increased with the advent of Unified Grading.
- b) The management of the training of individual economists is made the responsibility of the SEA (or his equivalent) concerned. The Department's senior economist will have an overall responsibility for SEA training.
- c) Each individual economist will have a training log-book. Each year it records an agreed training programme outlined for him/her and details of the training he/she has undertaken. This training covers all departmental, Civil Service College and external training.

3. Recommended Training - Entrants

For entrants it is envisaged that training should occupy between 13 and 20 days a year, comprising:

'Essential' induction courses - around 5 days a year

Balance (for further induction or specialist courses etc)

- around 12 days a year.

A list of suitable courses provided by the Civil Service College is given in Table 1; the 'essential' induction courses are abstracted from this and are given in Table 11, in the Appendix attached.

4. The induction courses are specially chosen to cover material that the economist entrant will not have encountered in his university work; a substantial proportion is in the general 'Business Administration' field, on such subjects as financial management, personnel management and communication. It is desirable that, time permitting, economists' training should be on AT courses, whilst not neglecting economists' special requirements.

of course, should be chosen to reflect individual and departmental preferences.

Study leave and Masters degrees

Study leave, for instance for a Master's Degree, should meet many of individual's specialist training needs; and it should be taken into account assuming the amount of time an entrant or a post entrant spends on the training identified in this Guide.

Recommended Training - Post Entrants

For post-entrants, training should average around 13 days a year, comprising:

- economics specialist/refresher training - around 3 days a year
- job related training - around 5 days a year
- wider management and administrative skills - around 5 days a year.

A selection of suitable Civil Service College courses covering non-economics topics is given in Table 111; in addition, some of the specialist economist courses listed in Table 1 may be appropriate. For a comprehensive guide to economist courses at the Civil Service College, see the College's Green Booklet circulated in 1983, entitled "Courses for Economists in the Government Service". Departmental or external courses will also be relevant.

Training Alternatives

Some departments mount their own courses or have other arrangements which are suitable substitutes for Civil Service College courses. In these cases, clearly the recommendations set out above need adaptation. Similarly when a person goes on study leave many of his economics training needs will have been met very adequately; but study leave will not exempt someone from job related or wider management or administrative training.

The Role of the SEA and the Annual Log-Book

The management of the training of individual economists up to and including Economic Advisers is the responsibility of the SEA concerned. In a few cases, an Assistant Secretary or Chief Statistician may be the relevant line manager. Every member of the GES will be issued with a log book. Each individual will fill in his log book annually, usually at the annual report stage, in agreement with his SEA/line manager.

SEAs are responsible for the management of the training of their staff. This entails making sure they get the right amount and kind of training; being active in selecting courses; discussing training needs and so on. As line manager they will moreover be directly involved in monitoring the training of their staff, thus to a considerable extent management and monitoring will go hand in hand.

O. Training and Senior Economists

Under the scheme all economists will receive log books and monitoring will only be for everyone. However SEAs and upwards will of necessity

i. INDUCTION COURSES

- 1° The Government economist in Whitehall (2½ days)
- 2° Basic computing skills for economists (2½ days)
- 3° Written communication for statisticians, economists and scientists (3 days)
- 4° Oral communication for statisticians, economists and scientists (2½ days)

Introduction to Administration (AT)

- 5° Communication skills and the use of information (5 days)
- 6° Parliament, Government and the Civil Service (10 days)
- 7° Finance and control of public expenditure (5 days)

Foundation Modules (AT)

- 8 Principles of accounts (5 days)
- 9 The social role of Government (15 days)
- 10 Government and industry (15 days)

Resource Management Courses (AT)

- 11 Staff management (10 days)
- 12 Information as a resource (5 days)
- 13° Resource allocation and financial management (10 days)

ii. SPECIALIST ECONOMIST COURSES

- 1 Specialist computing for economists (2½ days)
- 2 Practical issues in economic modelling (2½ days)
- 3 Econometric model building: practical session (one day)
- 4 Introduction to econometrics (5 days)
- 5 Intermediate econometrics (5 days)
- 6 Mathematics for economists (4 days)
- 7 Basic quantitative methods for understanding economics (4 days)
- 8 Workshop on presenting numbers (one day)

For further details see (i) Civil Service College programme (red) 1983-84 p.7 et seq (ii) Courses for Economists in the Government Service, September 1983 - August 1984 p iii. et seq. (green booklet).

* = regarded as essential. Some are alternative choices - see Table II.
N.B. Some of these courses are also relevant for post-entrant economists

Economist Group Training Log-Book

Complete this log sheet at the same time as your Annual Staff Report, referring to the GES training guidelines (September 1983) as necessary

When this record has been completed and countersigned, please send it to:

EGMU
HM TREASURY
TREASURY CHAMBERS

Training Record - please complete in BLOCK LETTERS

Surname Title (Mr/Mrs/Miss)

Forename(s) Grade

Courses attended in past year (198 - 198)

Course Title	Dates	Place
.....
.....
.....
.....

Other training received (please enter details)

.....
.....
.....

Was your training plan for the past year fulfilled? *YES/NO * (delete as appropriate)

If not please give reasons:
.....
.....

Training Plan - as agreed with your line manager

Courses to be attended in the next year (198 - 198) Please give as much detail as possible

Course Title	Dates	Place
.....
.....
.....
.....

Other training measures (eg conferences study etc)

.....
.....
.....

Declaration - to be completed by the SEA/Line Manager

This training record and plan has been discussed and agreed with me, subject to the following comments:

.....
.....

Signed

The Australian Public Service's Senior Executive Management Programme

bulletin

SPECIAL
ISSUE

PUBLIC SERVICE BOARD (AMBERRY) ACT 2000

SENIOR EXECUTIVE MANAGEMENT PROGRAM

The Senior Executive Management Program (SEMP) has been introduced as a development program for all officers newly promoted or appointed to the Second Division. The Program is designed to assist participants in the transition to senior level management, and to enhance their managerial effectiveness at that level. It is also intended to promote esprit de corps and knowledge and observance of required standards of Public Service ethics.

The program for SEMP has been prepared in the light of extensive consultations with Permanent Heads as to the developmental requirements of new entrants to the Second Division. Accordingly, SEMP has been designed around a combination of coursework, individual management projects and diagnostic studies, to be undertaken on a part-time basis over a period of some six to eight months. Specifically, the Program will comprise:

- an Introductory Workshop, held approximately one month before each residential course,
- a two-week residential course which will cover the role, work, administrative environment and health of the participant through a combination of lectures, visits, self-directed study, syndicate discussion and group projects. The residential component will be held in 1984 at the Australian Graduate School of Management (AGSM), University of NSW. Professor Di Yerbury, Professor of Management at the AGSM, is Director of Studies,
- completion, in consultation with other SEMP participants, of an individual management project of direct relevance to the participant and his or her department,
- joint preparation between the participant, the parent department and the directing staff of a Development Plan which each participant would pursue over a period of some three to five years after participation in SEMP. The Plan will be based, in part, on the Development Needs Profile prepared for each participant in the Program, and
- a number of additional seminars and workshops, to be arranged with individual participants as necessary.

The first intake of SEMP commenced in January 1984. There will be a further three intakes in 1984, commencing in April, June and August. In future, there will be up to six intakes for the 120-150 participants expected to be promoted or appointed each year to the Second Division.