



MINISTRY OF FINANCE
Finland

From junior to senior expert

- development and
career paths for experts
in central government



8b/2007

Working papers



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Internet: www.financeministry.fi

Layout: Anitta Railonkoski/Ministry of Finance

Helsinki 2007

Fact sheet

Publisher and date	Ministry of Finance, November 2007	
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Title of publication	From junior to senior expert - development and career paths for experts in central government	
Parts of publication/ other versions released	The publication is available at www.financeministry.fi	
Keywords	Expertise, personnel development, work organization, career development	
Publications series and number	Working papers 8b/2007	
Sales distribution	Ministry of Finance, Personnel Department	
Printing place and year	Edita Publishing Ltd., Helsinki 2007	
ISBN 978-951-804-759-2 ISBN 978-951-804-760-8 (PDF) ISSN 0788-6322	No. of pages 36	Language English
	Price	
Abstract	<p>A working group (HEKUMA) set up by the Ministry of Finance Personnel Department has drawn up a model for development and career paths for experts in central government. This was a continuation of the first phase in the group's work, which resulted in the drawing up of principles and goals for personnel development in central government up to 2012 (Ministry of Finance 2/017/2007).</p> <p>The working group's key conclusions deal with a 'three-career model', seeing project management duties as a third option between actual line management and the duties of experts, the development of experts and their duties, the characteristics of good experts and principles for developing experts and raising the status of expert duties in central government.</p> <p>The working group proposes the systematic adoption of the development and career path model for experts in central government. For this purpose, pilot projects need to be launched in order to build concrete career paths. In addition, the potential for improving mobility and interaction by experts through cross-administrative personnel data systems must be assessed.</p>	

Introduction

In June 2006, the Ministry of Finance Personnel Department set up a working group with the task of promoting personnel development in central government (Ministry of Finance 061:00/2006). The working group adopted the name HEKUMA, and in its first phase drew up a model and goals for the principles of personnel development in central government. In accordance with the view of the Office for the Government as Employer, the principles of personnel development must be made part of the management of operating units so that the target level proposed by the working group is implemented throughout the administration by 2012 (Ministry of Finance 4/017 2007).

In its second phase in spring 2007, the HEKUMA working group's task was to promote experts' development, career paths and commitment. The starting point was the view that central government structures, duties and management culture will undergo profound changes. The development of the experts became topical also as a result of anticipated increased competition for labour and the central government's long-term input to management development. The chairman of the working group after a revision of its composition was Ministerial Adviser Ari Holopainen from the Ministry of Finance. The other members were Director-General Jaana Koski from the Ministry of Social Affairs and Health; Development Manager Kari Laine from the Ministry of the Interior; Labour Market Issues Expert Marjaana Laine from the Ministry of Finance; Unit Manager Niko Merikanto from the Geological Survey of Finland; Development Manager Anne Silfverberg from the Ministry of Trade and Industry; Training Manager Erkki Westerlund from the Finnish Road Administration, and Negotiations Manager Seppo Väänänen from the Federation of Salaried Employees Pardia.

The working group drew up a model for the development and career paths of experts in central government. According to the model, developing into a good expert calls for the continuous development of an experts knowledge, skills and work. Even though the experts themselves are principally responsible for their own development, both the government as employer and the expert community must systematically support development from junior to senior experts.

First of all, the working group proposes that the Ministry of Finance promotes the application of the development and career path model for experts for managing performance in central government. Secondly, it proposes that

pilot projects be launched in order to apply the model to practice and to develop concrete career paths. Furthermore, the working group proposes an assessment of the scope for promoting mobility and interaction by experts through existing cross-administrative systems, specifically the Heli system.

The working group would like to thank all the experts and persons responsible for government personnel development who participated in discussions held during the group's work.

Having finished its task, the working group submits its conclusions and proposals to the Ministry of Finance.

15 August 2007



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1 VISION: EXPERTS IN CENTRAL GOVERNMENT IN 2017

In 2017 the service image and employer image of central government units is characterized by implementation of the outlines drawn up at the beginning of the millennium, proposing that “good management and a committed and skilled personnel will lay the foundation for government performance and service capacity and thus for national competitiveness” (Government Decision 30 August 2001).

Central government units have succeeded in regenerating themselves and responding to changes in the operating environment. The critical change factors were:

- safeguarding performance and operational efficiency in a situation where a major proportion of central government personnel has left employment
- increasingly multi-dimensional social phenomena and greater difficulty with control in a global operating environment
- increasing cross-administrative and networking tendencies and
- information society development and renewing operating cultures.

Development of experts parallel to development of management

Reforms in administration called for good change management and the purposeful development of management and personnel. The government as an employer outlined common principles for the development of central government personnel at the beginning of 2007 (Ministry of Finance 4/01/2007), and the target level of these outlines was achieved extensively by 2015.

The government as employer has underlined the importance of developing professional, systematic management for a long time. The implementation of a new top management system in 2008 as a result of much development effort and an extensive (also public) discussion was one step along this road. From 2007 onwards, experts and their duties were systematically developed parallel to the

development of management throughout the government as a corporation, in both its ministries and other operating units. This emphasis gradually began to be reflected in the government's image as an employer. A concrete start signal was the government's corporate-level pay policy outline in the spring of 2007 (Ministry of Finance 2/01/2007), which underlined the need to improve the attractiveness of experts' duties.

The goals in central government's development of experts were crystallized as follows in 2007:

1. Expertise to be managed systematically on the basis of operations.
2. Working communities to be educational, inspiring and innovative.
3. Expert duties to be attractive.
4. Central government to offer flexible career path alternatives and clear-cut opportunities for development.

(See Annex 1: Challenges in developing experts in the changing operating environment of central government)

Work and workers developing side by side

Expertise has gained strength both through development of individuals and development of experts' duties. Alongside the conventional idea of putting "the best man or woman in the right place", a clear vision has emerged that expert duties must be worked into meaningful entities suitable for the individual concerned.

A strong streak of communality characterizes the development path of experts from juniors to seniors in central government. Communality supports the gradual deepening and broadening of expertise in various duties. Individuals grow into an expert culture, contributing to its renewal, and base their own individual decisions on how far they are willing to proceed along the path of development on factors such as their life situation.

Government as employer supports development of experts

It is widely understood that in central government one can develop as an expert only if one has the will to continue learning new things and gain a deeper insight into problem-solving. The responsibility for development lies primarily with each individual.

The government as an employer supports the development and mobility of experts in administration. The central government's common outlines concerning the principles of personnel development and development models

have strengthened career thinking in central government. The increasing uniformity of practices and systems in personnel management, for instance the pay schemes in both the government and various task areas, has boosted personnel mobility across organizational boundaries. This does not, however, mean that there is a centralized career scheme or plan.

The state corporation has drawn up a model for an expert's development path including support measures, to be modified and applied by ministries and other operating units on the basis of their operational requirements. Operating units actively offer experts opportunities to better their expertise, e.g. by participating in expert networks.

In addition to development in the nature of duties, operating units support experts changing duties or careers. The 'three-career model' adopted generally in central government has changed the strict conventional dichotomy of the duties and careers of management and experts. According to the model, there is a wide variety of different project management and development duties between line management and narrowly understood expert duties, which require both expertise and managerial skills. The general adoption of the three-career model has changed the practices of personnel management so that flexible two-way mobility has increased between the duties of management and experts.

With common outlines and revised practices, the attractiveness and status of experts' duties has improved in central government, including terms of pay. Central government has strengthened its good reputation and competitiveness as an employer on a contracted labour market.

2 EXPERTS, MANAGERS AND EVERYTHING IN BETWEEN

According to the general definition, an expert is a person with top-grade knowledge or skills in a specific matter. Expertise can also be understood to include the requirement for continuous development. If so, expertise by definition includes a gradually deepening understanding of problem-solving and continuously deepening and broadening expertise. According to this view, mere routine mastery of knowledge and skills is not regarded as expertise proper.

From the perspective of practical management, the definition of an expert may also include the requirement for the utilization of knowledge or skills in order to achieve the goals of the organization concerned. In central government, an expert can be defined as a person with top-grade knowledge and skills utilized in central government functions.

In practice, expertise is not tied to an official post or the way it can be acquired, for instance relevant education. In central government this means, among other things, that an expert need not necessarily have an academic degree. On the other hand, formal education or work experience do not, as such, guarantee that the person has top-grade knowledge or skills or that the person could be regarded as an expert.

The division between the duties of management and experts is not strict either. First of all, a number of line management duties require expertise. Managers and supervisors working in 'expert organizations' in particular must have expertise in their field in addition to managerial skills and a general knowledge of central government. In many cases, supervisors may have duties both as managers and as experts. Secondly, many of an expert's duties require managerial skills, such as work organization and coaching and motivating others. Various project and development duties also often include partial responsibility for the operation of the organization. Instead of the conventional career dichotomy, we can outline a 'three-career model', according to which there are a variety of different project management duties between the narrowly understood duties of experts and line management.

Table 1.
THREE-CAREER MODEL: EXPERTISE IN VARIOUS DUTIES IN CENTRAL GOVERNMENT

NATURE OF EXPERTISE / NATURE OF RESPONSIBILITY	DEEP		BROAD
OVERALL RESPONSIBILITY • operations/results • people • change	Head of research unit	Head of expert organization Personnel head Programme head	General manager Head of administration
PARTIAL RESPONSIBILITY • projects/teams • development duties	Research professor Information manager Financial manager	Project manager Head of legislation Communications manager	Development manager Strategic expert/developer
EXPERTISE (its development and immediate utilization)	Researcher Special expert System expert	Internal developer Lawyer Communications officer	General expert Special assistant

The duties in the grey areas can be classified as an expert's duties.

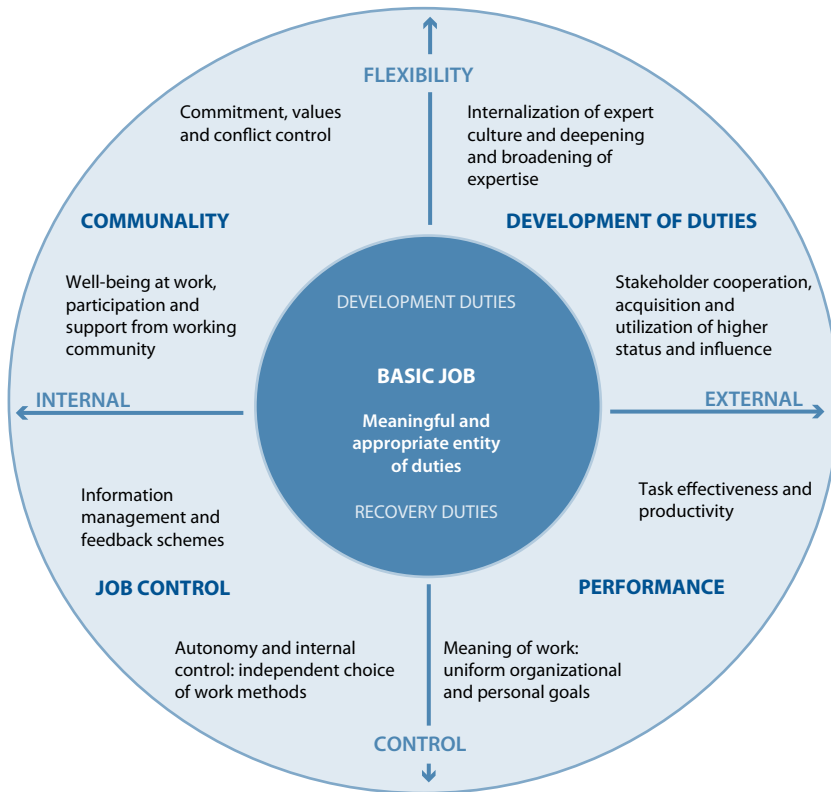
Source: Ari Holopainen 2007

3 DUTIES WORKED INTO MEANINGFUL AND LIVING ENTITIES

The knowledge and skill levels and requirements in central management are increasing in line with the development of experts and their duties. Experts' duties must also be seen as living and changing entities that form parts of organizations and working communities. The conventional idea of putting "the best man or woman in the right place" must be expanded towards the development of duties. Personnel planning is closely related to the planning and development of organizations and their functions and duties.

At its best, the work of experts consists of a meaningful and appropriate entity of duties including various development and recovery duties in addition to the basic job. The nature of the work essentially calls for the maintenance of a balance between conflicting elements, such as performance and well-being at work, autonomy and communality, job control and continuous development of the duties.

Figure 1.
DIMENSIONS OF AN EXPERT'S WORK



Source: Ari Holopainen 2007

4 INDIVIDUALLY TOWARDS COMMUNALITY: DEVELOPMENT PATH FOR EXPERTS

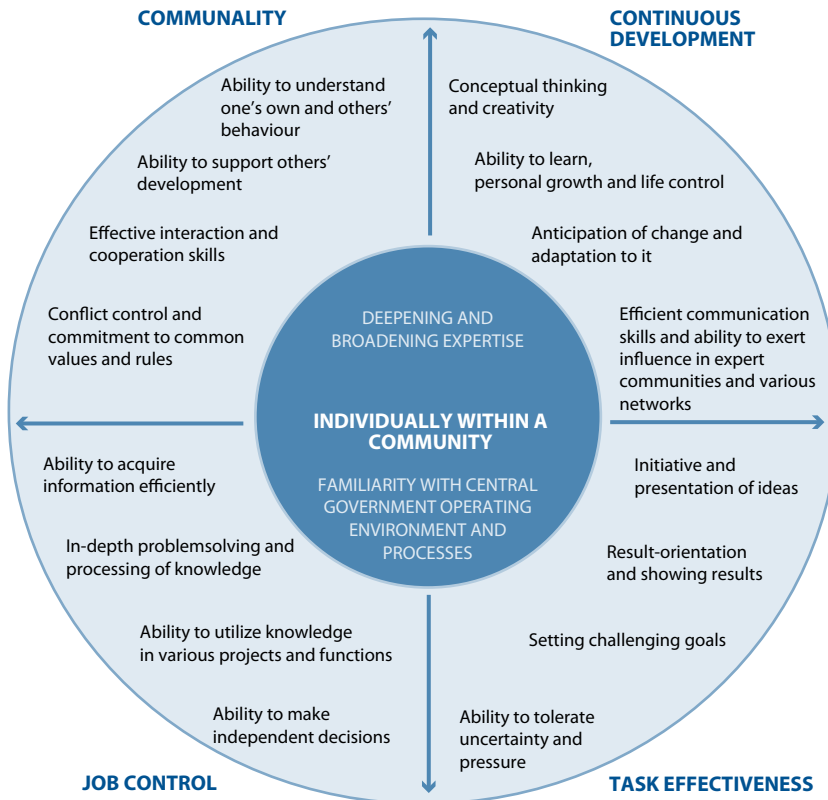
Characteristics of good experts

The starting point for developing as an expert is an individual who wants to learn and utilize his or her knowledge and skills in his or her work. Continuous deepening and broadening of expertise is the key. These dimensions are intertwined, although a trend may be detected in central government towards requiring broader expertise in many duties, partly as a result of increasingly multi-dimensional social phenomena and an increase in network-type forms of activity. The expertise required by certain duties should not be seen as too strictly limited: Good familiarity with central government operating environments and processes is required in an increasing number of experts' jobs. Besides, expertise and its utilization are strengthened by a good general knowledge.

The characteristics of a good expert can be understood to be based on the general requirements of his or her expert duties. The various requirements constitute an entity within which the expert must be able to demonstrate his or her continuous development, job control, communality and task effectiveness, all at the same time. From the perspective of the organization, task effectiveness may be considered to be the most important sub-sector; it is related to initiative and the presentation of ideas, result-orientation and showing results, and tolerance of uncertainty and pressure. A good expert can reconcile the conflicting demands of duties.

Figure 2 is a kind of basic model representing the characteristics of a good expert. For the model to be applicable in practical development, it will have to be adapted to the specific needs of the various organizations and duties. Many jobs require managerial skills, for instance. As leaders of projects, networks and teams, experts must be able to set goals, organize work and motivate and coach others. Effective interaction and efficient communication skills are required from all experts.

Figure 2.
CHARACTERISTICS OF A GOOD EXPERT IN CENTRAL GOVERNMENT



Source: Ari Holopainen 2007

The model representing characteristics of a good expert should be applied to determining criteria for selecting experts, for instance.

From junior to senior expert

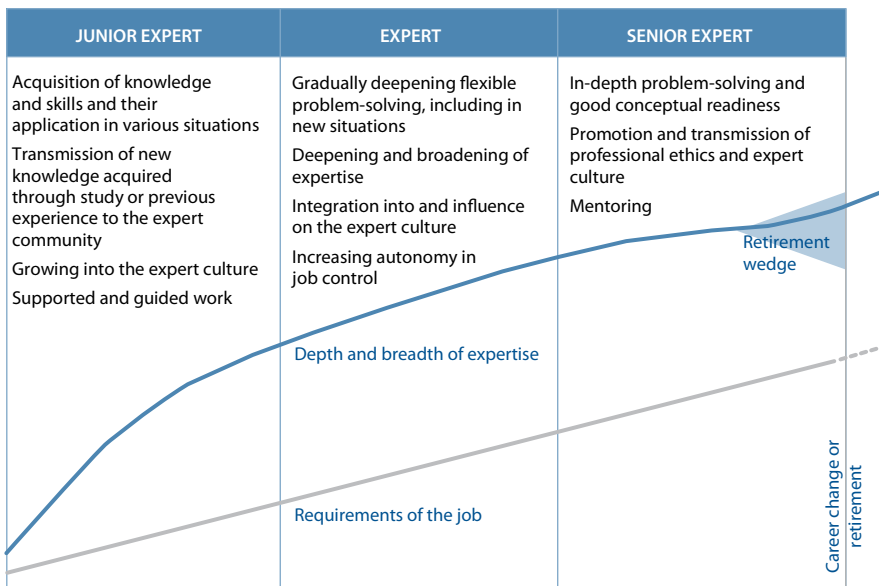
Developing as an expert is, at best, a continuous long-term process involving a gradual deepening and broadening of expertise. What is essential in the process is both integration into and influence on the expert community by individual experts. The process advances in stages from junior expert to expert and finally to senior expert. Each stage is characterized by a different

relationship with the work and the expert community. A junior expert grows into the expert culture through support and guidance. The expert stage means increasing autonomy in job control and an opportunity to influence the expert culture. Senior experts may be seen as role models representing professional ethics and expert culture and transmitting it to the rest of the expert community.

The various stages of the development path represent typicalities and are not formally equivalent to age brackets. A development path may also be thought to begin or end in the middle of the working career, before retirement. A new path may in some respects begin as a result of a career change. Nor does the model path for experts mean that all those involved in experts' duties travel the path from beginning to end, including all the stages. It is also possible for a person to stop along the path for various reasons, and remain at the expert or junior expert stage.

The development paths of experts must also be looked at against their life spans. Various personal life situations, such as establishing a family, divorce or serious illness have a different impact on people's development as experts. The optimal development of expertise requires personal growth and control over one's life. Age and length of life/work experience do not as such guarantee development.

Figure 3.
EXPERT DEVELOPMENT PATH



Source: Erkki Westerlund and Ari Holopainen 2007

5 DEVELOPMENT OF EXPERTISE MUST BE SUPPORTED AND REWARDED

Employers and the expert community have many ways of supporting learning

An individual's desire to grow and develop is a necessary condition for developing expertise. The working community and the expert community can, however, support an individual's development decisively. It is of primary importance that a person can engage in enriching interaction with the expert community and thus acquire new knowledge and skills. Ways of learning on the job include a broadening and deepening sphere of duties, various team and networking work methods, task rotation and career change.

It is the employer's job to create a working environment that supports learning. Key personnel management processes must be run professionally and the management culture must be motivating. The employer can promote the development of experts with active guidance and support, for instance through various induction programmes, mentoring, work counselling and personal coaching. Perhaps the most important single management tool is performance reviews and development discussions during which experts and their supervisors have the opportunity and duty to include the expert's long-term career and development goals in the discussion.

Improvement as an expert also involves study, traditionally including personnel training, various seminars and, increasingly, further academic study. Studying must, however, be seen as a process that continues throughout the working career and is not tied to a fixed course or examination programme. Efficient ways for an expert to learn new things are publishing and taking an active interest in professional literature. Experts' personal growth is also supported by various activities and interests outside work.

Figure 4.
WAYS OF DEVELOPING EXPERTISE



Source: Applied SYKE/Training 2004

Expert duties must be highly regarded and attractive

The State as an employer must be able to attract competent people with the ability and desire to develop themselves for expert duties. In central government, interesting and challenging duties may be regarded as strengths on which the employer's competitiveness can be built. This, however, means that, apart from interesting duties, central government must be able to offer experts good career and development opportunities.

Development and career opportunities must be supported by determined efforts to raise the status of experts' duties. Increasing the demanding nature of experts' duties and the growing importance of these duties for the entire organization must be reflected in a high regard for them. This high regard must

be reflected in pay, too, even if these duties are not parallel to those of the top management in the organizational hierarchy.

Various forms of rewarding can also support the development of experts. The communality of experts can be strengthened by developing various group-specific performance rewards, and this is of decisive importance in terms of the development of experts.

6 DEVELOPMENT AND CAREER PATH MODEL FOR EXPERTS

The State as an employer must support the development of experts in their careers. The starting point is that individuals are primarily responsible for their own development. From the perspective of the state corporation and its operating units, career thinking means offering opportunities for development. Centralized career schemes or closed career paths do not fit in with the principles of Finnish or Nordic public management.

An expert's career development may simply mean a change of job and organization (career path) or gradual development of the job (internal career). These career dimensions are not mutually exclusive but complementary. Nor is one in principle superior to the other. An expert may have a high-profile internal career within an organization without a conventional change of jobs or visible progress in the formal hierarchy of the organization.

One way of advancing on the career path is a change of career from the duties of an expert to a management position or vice versa. This can be promoted by using the 'three-career model', according to which there are various project management duties between the duties of experts' and management, requiring clearly both expertise and managerial skills. At its best, career development is reorientation or flexible movement between broadening and deepening expertise and improving managerial skills in various expert, project responsibility and line management duties.

Support for development must be planned and cover all stages of an expert's career or development path from junior to senior expert. Different development and support measures are emphasized at each stage. For a junior expert, it is important to have proper induction relating to the entity of the duties, organization and central government, including important stakeholders and the expert community. In the initial stage, selective choices may also lead towards either expert or management careers.

In addition to autonomy in job control, the expert stage following the initial one is closely linked with various development duties. The employer must support the expert's continuous development. This may mean further study opportunities, task rotation or complete reorientation. The key at this stage is

that the expert has the opportunity to take part in both projects important to the organization and expert networks.

The role of a senior expert includes extensive utilization of expertise in various project and consultation duties within the state corporation. This must be supported by offering senior experts the opportunity to participate in coaching programmes for the top management of the state corporation and its operating units. The key to developing as an expert is integration into and influence on the expert community. At the senior stage this is supported by allowing an expert to participate extensively in the work of various expert networks, including the election to positions of trust. The senior expert's role is characterized by job control, development duties and expertise leadership.

Senior experts also include 'top experts'. A top expert is a person with an exceptionally high standard of knowledge and skills that are of importance for the organization concerned. The position and development of such people involve special requirements, for instance in terms of pay.

Figure 5.
DEVELOPMENT AND CAREER PATH MODEL FOR EXPERTS IN CENTRAL GOVERNMENT

JUNIOR EXPERT	EXPERT	SENIOR EXPERT
Performance reviews and development discussions (at regular intervals at all stages of the career) Induction programmes and personnel training in the sphere of: <ul style="list-style-type: none"> entity of duties, organization and central government stakeholders expert community Selective choices leading to expert and management careers Career counselling	Career and development plan Further training opportunities Task rotation (e.g. international duties) Support for reorientation (entity of duties, organization, management duties) Participation in strategic projects Development programmes/forums for experts within the state corporation Opportunity to participate in expert networks Internal labour market	Extensive utilization of expertise within the state corporation Challenging project management duties and internal consultation duties Development programmes/forums for experts within the state corporation and participation in management programmes Opportunity to be elected to and act in positions of trust extensively in various expert networks (incl. international networks)
		EXPERTISE LEADERSHIP
	DEVELOPMENT DUTIES	DEVELOPMENT DUTIES
JOB CONTROL	JOB CONTROL	JOB CONTROL

INTEGRATION INTO AND INFLUENCE ON EXPERT COMMUNITY AND CULTURE

Source: Ari Holopainen 2007

7 SUMMARY OF CONCLUSIONS

1. Central government must adopt a 'three-career model', according to which there are various project management duties between the duties of experts and management. These must be utilized systematically in the development of experts.
2. Development of expertise means developing both the work of experts and the experts themselves. At best, experts' duties form meaningful, appropriate entities.
3. Apart from expertise, a good expert must show results in task effectiveness, job control, communality and continuous development.
4. Developing as an expert is essentially about gradually deepening problem-solving and continuous broadening and deepening of expertise. A central feature in the development from junior to senior expert is growing and influencing the expert community and culture.
5. An expert's development path is part of the lifespan of the individual in question. Development must take into account the person's life situations and phases and reconciliation of various aspects of life.
6. Operating units must offer experts development opportunities and support them in their careers. The primary responsibility for development lies with the individual.
7. The state as an employer must improve the status and rewarding of duties that challenge experts, including pay.
8. The principles for developing experts and the development and career paths of experts must be transparent and approved by the working communities.

8 PROPOSALS BY THE WORKING GROUP

The working group proposes that the Ministry of Finance should:

1. Promote systematic utilization of the expert-development and career path model (Figure 5) in managing performance in central government.
The goal is for supervisors to be able to combine agreement on targets, counselling, support, evaluation, development including long-term development and comprehensive rewarding into an efficient functioning process of performance management that improves the performance capacity and well-being at work of individuals, teams and the entire working community.
2. Start pilot projects in order to:
 - a. apply the expert development and career path model in key personnel management processes,
 - b. build concrete career paths taking into account the perspective of the operating units, ministries, clusters and the entire central government,
 - c. evaluate experiences from the perspective of various actors (e.g. personnel management, developers),
 - d. study opportunities of advancing interaction between experts in central government, e.g. with various development programmes and forums.
3. Analyse the potential and development needs of existing cross-administrative personal data systems in order to promote expert mobility (e.g. CV database in the Heli system).

Annex 1: Challenges to the development of experts in the changing operating environment of central government

VISION/TARGET	CRITICAL CHANGE FACTORS IN OPERATING ENVIRONMENT UP TO 2017			
	Safeguarding performance and operational efficiencies	Growing multi-dimensionality of social phenomena and difficulty of control	Growing cross-administrative and networking tendencies	Development of information society and renewal of operating culture
Expertise is managed systematically on the basis of operations.	<p>Personnel management is part of overall management. Personnel are managed as a resource by anticipation.</p> <p>Evaluation of effectiveness of investments in expertise.</p> <p>Improvement in operating processes and work modes releases energy for creative work.</p>	<p>Multiplicity and complexity are emphasized in personnel management, too.</p> <p>Social effectiveness of government.</p> <p>Global operating environment.</p>	<p>State corporation has defined and implemented common principles for development of personnel.</p> <p>Sufficient HRM and HRD expertise in ministries and other operating units.</p> <p>Utilization of collective expertise across organizational borders.</p>	<p>Management of knowledge and expertise (expertise data banks).</p> <p>Control of the virtual world ('virtual experts').</p>
Working communities are educational, inspiring and innovative.	<p>Importance of personnel's well-being at work to the performance of organizations.</p> <p>Transfer of expertise.</p> <p>Increasingly team-type working methods change conventional rapporteur culture.</p> <p>Uncertainty management (ability to stand stress and pressure).</p>	<p>Continuous change underlines importance of continuous learning for both the individual and the organization.</p> <p>Importance of social innovation emphasized.</p> <p>Utilization of new types of operating and work processes (e.g. telecommuting and mobile work).</p>	<p>Network-type working and personnel rotation.</p> <p>Apart from their duties, experts are committed to a common expert culture in central government.</p> <p>Trust emphasized as a value.</p>	<p>Government culture becomes increasingly human and image of government employees is renewed (respect for the human being).</p> <p>Values become increasingly important in administration.</p> <p>Balance between communality and individualism.</p> <p>The physical working environment and tools are modern.</p>

VISION/ TARGET	CRITICAL CHANGE FACTORS IN OPERATING ENVIRONMENT UP TO 2017			
	Safeguarding performance and operational efficiency	Growing multi-dimensionality of social phenomena and difficulty of control	Growing cross-administrative and networking tendencies	Development of information society and renewal of operating culture
Expert's duties are attractive.	<p>Link between expert's work and organization's performance, service capacity and social effectiveness "(expert work mission)" is shown.</p> <p>Meaningful task entities.</p> <p>Central government has defined characteristics of good experts and requirements for expertise.</p>	<p>Expert's duties are increasingly diversified and demanding.</p> <p>Experts are increasingly innovators and visionaries.</p>	<p>Higher status for general expertise.</p> <p>Influencing through networks.</p> <p>Communality supports development of expert.</p>	<p>Internal and external employer image has an increasingly important role in competition for personnel (incl. online recruitment).</p> <p>Expert's duties are highly regarded and pay is competitive with that of management duties.</p> <p>Renewed nomenclature.</p>
Central government offers flexible career path alternatives and clear-cut development opportunities.	<p>Clear-cut development and career opportunities advance personnel allocation in an appropriate manner.</p> <p>Management of potential.</p> <p>Various project duties as an alternative to duties of management and experts.</p> <p>Lifespan thinking and management of diversity.</p> <p>Support to development in state corporation.</p>	<p>Long-span development towards demanding duties for experts.</p> <p>Experience in international duties is part of development as an expert.</p> <p>New innovations are created at government interfaces.</p>	<p>Career paths are visible in various task areas in central government.</p> <p>Breadth is increasingly replacing depth in the career development of experts.</p> <p>Central government has a functioning internal labour market.</p> <p>Selection criteria for various duties are sufficiently uniform.</p> <p>Personnel administration systems support personnel mobility (e.g. pay).</p>	<p>Diversification of supervisory duties and of expert's duties or increasing multidimensionality.</p> <p>Lower organizations emphasize importance of professional development in career thinking.</p> <p>Opportunity to move honourably from management and supervisory duties to those of an expert.</p> <p>Interaction and mobility between employer sectors has increased.</p>

Annex 2 Checklist for development of personnel in state corporation (HRD Top 15)

OBJECTS AND TARGETS OF DEVELOPMENT	TARGET LEVELS		
	Basic level 2008	Target level 2012	
Recruitment, allocation and retaining of personnel is professional.	1	Operating units anticipate personnel turnover and demand and supply of labour in their operating area.	Operating units anticipate personnel requirement trends as part of strategic operational planning (number, expertise requirement, structure of duties and how demanding they are, educational structure, age structure, etc.).
	2	Operating units have plans based on operational requirements concerning number and structure of personnel and their implementation is supported through reporting on personnel resources.	Strategic personnel plans include not only anticipation of future personnel requirements and turnover but also allocation of functions and personnel placement, transfer and development of expertise, care for well-being at work and rewarding.
	3	Operating units have defined recruitment processes and guidelines and personnel management roles.	Operating units have sufficient expertise in professional personnel management and recruitment and resources to utilize networks and external recruitment services. They also utilize the common online recruitment services of the state corporation systematically.
	4	Charting of potential and career management ensure that there is a sufficient number of candidates with development potential for key positions.	Flexible career path options and clear-cut development opportunities are utilized systematically in personnel planning and in both internal and external employer communications.
	5	The outlines and practices for operating unit communications include a section on employer image and communications.	Both internal and external employer communications are a comprehensive part of all communications in the organization.
Expertise is developed and managed systematically.	6	The organization's key expertise requirements are assessed.	Expertise is managed systematically on the basis of operations (definition of core expertise, definition of existing expertise and identification of development needs, measures and follow-up).

	7	Induction and exit interviews are carried out and utilized systematically.	Induction in the work and the working environment and controlled exit from working career (e.g. transfer of expertise) are part of career maintenance for all employees.
	8	Development discussions are held with all employees at least annually in order to assess their expertise and expertise required by future duties.	Development discussions deal with employees' long-term development plans, such as development of professional skill and career opportunities.
	9	Knowledge of expert is utilized in developing both organizations and individuals.	Expertise is utilized systematically in career management, expertise development, reallocation of personnel, recruitment, motivation and operational development.
	10	Job satisfaction and well-being at work are monitored regularly, on the basis of which development measures are taken.	Working communities are educational, inspiring and innovative. Organizations offer personnel opportunities to realize their full potential and develop themselves for the purpose of taking care of basic duties.
Supervisors encourage and coach.	11	All persons know their duties and personal targets.	Apart from their individual duties, all persons know their own expertise and development requirements and understand the meaning of their individual jobs for the performance of the entire organization.
	12	By using personal evaluation, provision of feedback and incentive pay schemes, supervisors can promote the task effectiveness and development of their employees.	Supervisors can combine agreement on targets, counselling, support, evaluation, development and overall rewarding into an efficient process of performance management that improves the performance capacity and well-being of individuals, teams and the entire working community.
	13	One of the key selection criteria for managers and supervisors is the ability to lead people, including when changes take place in administration.	Operating units have defined professional selection criteria and processes for management and supervisors.
	14	Supervisors know the duties involved in the role of the employer.	Supervisors as employers support the success of operating units as parts of the state corporation.
	15	Operating units have available a sufficient amount of feedback data on managerial behaviour (e.g. 360° evaluation, supervisor barometers and job satisfaction data) that is utilized systematically in developing management and operating methods.	The state corporation has adopted uniform evaluation criteria and practices for management. Personal management agreements are made with the managers, including agreement on the targets for operational development, personal development targets for the managers and their evaluation criteria. Targets concerning personnel development are included in the agreements.



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8b/2007
Working papers
November 2007

ISSN 0788-6322
ISBN 978-951-804-759-2
ISBN 978-951-804-760-8 (pdf)