

Management Plan 2019

European School of Administration (EUSA)

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INTRODUCTION

2019 will see a lot of change in the European Institutions: not least a new European Parliament and a new College of Commissioners. On a more local level, 2019 should see appointments of both a new Head of EPSO and a new Head of EUSA, which most certainly will have an impact on the strategy and activities of the two bodies. It is difficult to foresee the consequences of these events, although the general direction should largely remain the same.

In the light of the Commission's report on geographical balance and the forthcoming Communication on the attractiveness of the Institution as an employer, it is now time to start the reflection on the skills, competencies and motivation EU staff and managers will need in order to be able to effectively respond to the challenges of the future. The School is actively connecting with the different EU Institutions, Member States, professional training bodies and international organisations, where these issues are also discussed, in order to be able to draw on the latest best practice and thinking when contributing to the internal reflections in the Institutions. In 2019 the School's overarching objective will be, as ever, to continue to offer learning opportunities that are as relevant as possible, both in terms of content and methodology, to the staff in the European Institutions.

As mentioned already in the 2016-2020 strategy, for 2019 the School proposes to stay abreast of developments in three ways. **Firstly**, it will continue to invest in developing the expertise of its team of designers, maintaining its reputation as a centre of excellence for learning and development. **Secondly**, it will intensify the dialogue with its counterparts in other institutions. The frequency of meetings of the Inter-Institutional Working Party has already been increased, and there is constant informal exchange of information. An off-site session has been held to discuss future needs, areas of collaboration, and how the School could support these needs. This session will be followed by others, in particular to discuss the management offer of the School. **Thirdly**, through the DISPA network and contacts with other international organisations such as the OECD, the School will continue to exchange with and learn from the Schools of Public Administration in the Member States and other professional training bodies, who all are facing similar issues.

Added to the general, external factors impacting the work of the School, there are also internal considerations. One of these is the challenges resulting from synergies and efficiency exercises in human resources across the institutions, accompanied in some cases by the transfer or mobility of significant numbers of personnel, such as in the HR and logistics domains. It is therefore more important than ever to ensure that staff perform at maximum efficiency whilst at the same time taking increased care of their well-being to avoid stress and burnout. As indicated in the 2016-2020 strategy, the efforts to support staff well-being will be consolidated and diversified in 2019, with, amongst others, a new management course helping managers to better deal with the aforementioned challenges.

The pressures on staff can also be felt in the reduction of the amount of time members of staff consider they can afford to spend in the classroom. The School will continue to adapt by offering more blended learning and e-books, and shorter learning events at lunchtime. In 2019, the School intends to develop more learning online, and explore how it can evolve its internet site from a simple repository for information into a real tool for learning. It must, however, be underlined that one of the key added benefits of the inter-institutional nature of the School's training programmes is that they enable participants to exchange experiences and create professionally useful networks that contribute to

improved cooperation among the institutions, which means that its offer in 2019 still will be centred around classroom-based activities.

The importance of managers for the well-being and development of staff cannot be overstated, and the institutions are right to raise their expectations of managers' performance in this respect. The professionalisation of the managerial function across the institutions requires a well thought-out development offer to support managers in carrying out their tasks to the highest standards. In a rapidly changing global environment with ever-increasing pressures on staff and organisational performance, the manager's role becomes even more crucial. It is therefore unsurprising that management development remains the School's main focus area in 2019. With a renewal of the contract for management training on the horizon, the whole management offer will be evaluated and revised to make it even more fit-for-purpose.

The School has for many years provided courses preparing women to take on a leadership role and supporting them in that process. With the success of the new course assisting women Heads of Unit in preparing for a Director post, our activity in this area will only increase in 2019.

As noted already in the 2018 AMP, the importance of organisational awareness for the career development of staff in general and managers in particular is frequently highlighted in recent research. It is also clear that there is demand for this type of learning in the Institutions. The School will keep developing this dimension in its offer.

The School will continue to deliver its general skills-based training Key Skills programme, which in 2018 was expanded to include lunchtime conferences, going deeper into certain specific aspects of skills and competencies covered by the programmes. The Key Skills series of courses have been popular ever since they were first launched. Today they continue to attract about half of the School's participants in numbers. However, many of the courses have been around for quite a few years, and are due for renewal in the coming years.

Finally, the School will continue to implement its reinforced evaluation policy in order to ensure that its training programmes do indeed have an impact on the skills used by participants in their workplace.

PART 1. MAIN OUTPUTS FOR THE YEAR

1. Developing leadership and management talents

Leadership and management remains a major priority for the School. In 2019, a new framework contract for management training and coaching will be signed. This is the moment to review the School's approach to management and leadership development, and a full review will be made of its programme of management courses, most of which will have been running at least since the beginning of 2017; some for even longer. In the four years of the current framework contract, the institutions' own management and leadership offer has also evolved significantly, and the new contract provides an excellent opportunity to review the common and specific needs of each institution, and to start developing a new offer that avoids duplication and is attentive to the common needs of all. Design on these new programmes should commence already in the second half of 2019.

The strong interest in organisation-based learning, featuring internal speakers, has been confirmed, and this approach, which started with a series of conferences with high-level practitioners in 2017, will grow even more in 2019.

The School is also reinforcing its training offer for senior managers, and in particular its offer for women, to complement the efforts being undertaken by several institutions to increase the number of women in management positions. In addition to the courses encouraging more women to apply for junior management positions, it has developed courses to help women apply for a middle management position. In 2018 the School trialled a programme to encourage female Heads of Unit to apply for a Director position, with great success. This programme will continue in 2019, and to accompany the programme the School will also launch a series of conferences intended to create an inter-institutional support network for women.

2. Talent management for all staff: general skills-based learning activities

The School's general offer of skills-based training throughout the so-called "Key Skills" workshops remains popular, attracting about 50% of the School's total number of participants. We will continue to ensure that supply meets demand. In 2018 a programme of lunchtime conferences, permitting to go deeper into some aspects of certain skills, was trialled. This approach was so successful that the conference programme will be expanded further in 2019.

The "Key Skills" programme is based on the core competency framework drawn up by EPSO. The majority of the workshops have remained the same for quite some time, albeit with some additions to take account of new needs (the workshop "Think Again", an introduction to critical thinking, is a recent example), and the programme is now due for an update. The institutions are considering carefully the future skills for the European Civil Service. It goes without saying that a renewal of the "Key Skills" offer will take account of these discussions and developments in policies on talent management in the institutions.

All Key Skills workshops also each have a dedicated e-book, and the School is actively looking into other possibilities to develop its offer beyond the in-person sessions.

3. Talent management – the certification procedure

Although it is not always explicitly recognised as such, the certification procedure is a noteworthy example of a structured approach to talent management on the part of all the institutions. The compulsory training programme run by the School to prepare candidates to assume their responsibilities as administrators has long been recognised as being of excellent quality. This does not mean that further improvement is not possible. A review of the certification process has been started, and the interim conclusions from the inter-institutional review group has already led to changes in the training programme and examinations. The School aims to continue the review, and further changes will, if endorsed by the Management Board, be integrated into the programme.

4. Evaluation and impact analysis

As in the previous year, the School will monitor the impact of all its training programmes in the field of management and skills development in 2019, as well as for the Certification training programme. This will provide valuable data about the effect its various programmes are having on individuals in their working environment, and thereby inform the development of new programmes.

Specific objective: Leadership and Management development

Relevant general objective: To help achieve the overall political objectives, the Commission will effectively and efficiently manage and safeguard assets and resources, and attract and develop the best talents.

Specific objective 1: To equip staff who exercise or who may exercise management responsibilities with the necessary skills and attitudes thereby helping them and their institution achieve greater effectiveness.

Main outputs in 2019:

Other important outputs

Description and indicator	Target date
<ul style="list-style-type: none">• <i>110 courses around the three "clusters" of Managing Myself, Managing My Team and Managing My Organisational Environment</i>• <i>4 courses to prepare people before they apply for a Head of Unit position</i>• <i>20 courses for new Heads of Unit¹</i>• <i>2 editions of the development programme for newly-appointed Directors</i>• <i>6 editions of the Leadership Club and other events for senior management, of which at least 1 in Luxembourg</i>• <i>2 2-day courses for Heads of Unit at the J. Monnet & R. Schuman houses</i>• <i>10 thematic conferences for managers featuring high-level internal speakers, of which at least 4 in Luxembourg</i>	<i>End 2019</i>

¹ This includes Essentials of Management for Heads of Unit, which new Commission Heads of Unit must follow within three months of appointment. The version for non-Heads of Unit can be found under the cluster "Managing My Team".

Specific objective 2: To help new staff understand the working environment of the EU institutions, the raison d'être of the European project and to contribute to their successful integration.

Main outputs in 2019:

Other important outputs

Description	Target date
<ul style="list-style-type: none"> 50 seminars for newly-arrived staff covering the way in which European integration has developed; the institutions' key missions and procedures; their own transition into their new environment; information sessions on current EU topics 	End 2019
<ul style="list-style-type: none"> 2 "Brussels for Europe" Master Classes 20 lunchtime conferences on key European bodies and pension scheme and "Discover Brussels" lunchtime conferences 	End 2019

Specific objective 3: To help staff develop their talents across a range of skills they need to be effective in their current and future jobs.

Main outputs in 2019:

Other important outputs

Description	Target date
<p><i>Key Skills development</i></p> <ul style="list-style-type: none"> 150 courses on a wide range of skills that allow every member of staff, whatever their grade or function, to perform more effectively 	End 2019

Specific objective 4: To contribute to the efforts of the institutions to increase the representation of women in management positions at all levels.

Main outputs in 2019:

Other important outputs

Description	Target date
<ul style="list-style-type: none"> 6 seminars to prepare women to apply for a managerial position 4 seminars to prepare women for a Head of Unit position 7 seminars to prepare women for a Director position 	End 2019

Specific objective 5: To help the institutions develop the talents of assistant grade staff with the potential to become administrators by providing them with a high-quality certification training programme.

Main outputs in 2019:

Other important outputs

Description	Target date
<ul style="list-style-type: none"> • <i>25 days classroom-based training for the 2018/2019 exercise plus individual study</i> • <i>Refresher training for re-sitting candidates.</i> 	End 2019

Specific objective 6: To foster better understanding of the European institutions and their learning and development strategies among national administrations and their Schools and Institutes of Public Administration (DISPA).

Main outputs in 2019:

Other important outputs

Description	Target date
<ul style="list-style-type: none"> • <i>3x 8-day "Public Administration Erasmus" traineeships for an annual total of 134 participants</i> • <i>Acting as the informal coordinating body and secretariat of DISPA and preparing the record of their meetings.</i> 	End 2019

Specific objective 7: To contribute to staff's wellbeing

Main outputs in 2019:

Other important outputs

Description	Target date
<ul style="list-style-type: none"> • <i>90 courses and workshops on resilience, mindfulness, burn-out and well-being</i> • <i>6 lunchtime conferences on wellbeing</i> 	End 2019

PART 2. MAIN ORGANISATIONAL MANAGEMENT OUTPUTS FOR THE YEAR

All the parts related to this section are covered in the EPSO Management Plan.