



European School of Administration
Director

Management Plan 2017

European School of Administration

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PART 1. Overview of main outputs for the year

1 General context

The European School of Administration's 2016-2020 Strategic Plan underlines the important role played by the quality of staff of the institutions in ensuring that these function to maximum efficiency at the service of the European citizen. The School's core business is to ensure that staff's talents are managed and developed throughout the whole of their careers.

The institutions operate in an increasingly complex and unpredictable environment. This represents a significant challenge for those responsible for ensuring that their staff possess or develop the skills and knowledge needed to perform effectively. The School's aim is to help them meet this challenge by providing staff of all levels with high quality and relevant training programmes that will equip them with the skills they need.

To these general considerations must be added the challenges resulting from the reduction in human resources in all institutions, accompanied in many cases by the transfer of significant numbers of personnel. 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 even burnout.

Finally, and as was noted in the 2016 Management Plan, the way in which people learn is in constant evolution as the availability of information and its ease of access continues to increase exponentially. At the same time, the reduced time available to staff to attend formal classroom-based training courses has diminished, further reinforcing the need to find alternative forms of delivery.

The School's 2016-2020 Strategic Plan takes account of all these factors and the 2017 Management Plan represents a continuation of its efforts to deliver learning and development programmes that are relevant to current needs and delivered in the most appropriate way to its participants.

It is for this reason that the School has radically rethought its leadership and management development programmes the whole range of which will be available for the first time from the beginning of 2017. These are described in more detail below.

More generally, the blended nature of the School's training offer will be reinforced in 2017 while still containing a significant, albeit shortened, element of classroom-based learning. This is important because one of the great strengths of the School's training activities is their inter-institutional character which enables participants to exchange experience and create professionally useful networks that contribute to improved cooperation among the institutions.

The School's core business is to meet learning needs that are common to staff irrespective of the institution in which they work. However, it will also try, as in the past, to meet all requests for specific programmes that it receives from individual institutions.

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.

2 Developing leadership and management talents

This remains the School's main priority for 2017 and as mentioned above its new programme will be completely available from the beginning of the year. It is already clear that some minor adjustments will need to be made and the School and institutions will have to reinforce their efforts to publicise the new offer, and the thinking behind it, to the various target audiences.

The main features of this offer are

- a much larger blended learning element, especially in the form of pre-course work, which will mean participants must be more directly responsible for their own learning.
- a number of new themes related to how leaders and managers can cope in the increasingly complex environment in which they work.
- the opening up of more programmes than in the past to staff at all levels of management, irrespective of whether they occupy a formal management function, thereby increasing the opportunities for mutual learning.

There is also a greater emphasis on the need for those who exercise managerial responsibilities, at whatever level, to strive constantly to further develop their own talents and, equally importantly, play their part in encouraging and assisting their staff to unlock their full potential.

The School's reinforced training offer to complement the efforts being undertaken by several institutions to increase the number of women in management positions will be in place from early 2017. The aim is to encourage more women to apply for junior management positions so that they are better equipped when they come to apply for formal management positions later in their career. There will also be help for those who are already in a position to apply for such a position.

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

The School's programme for 2017 will not of course be only about providing learning opportunities for leaders and managers. Early in the year it will examine with its stakeholders what changes may be required to its general offer of skills-based training throughout the so-called "Key skills" workshops. At the time of writing, the call for tenders for the delivery of this programme has reached the final stages of the evaluation process.

Major changes to the themes covered are not anticipated as the programme is already based on the core competency framework drawn up by EPSO but it may need some adjustment to take account of the new policies on talent management that are being implemented by the institutions.

Reference was made in last year's Management Plan to the introduction of e-books across these workshops: this operation will be completed by the beginning of 2017.

The Key Skills programme attracts about 50% of the School's total number of participants and it will continue to ensure that supply meets demand.

4 Talent management – the certification procedure

Although it is not always explicitly recognised as such, the certification procedure is a striking 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 and a number of changes will be introduced in the light of trainer and participant feedback.

5 Evaluation and impact analysis

The School will monitor the impact of all its training programmes in the field of management and skills development in 2017, as well as for the Certification training programme. This will enable it to adapt its offer more quickly if necessary and also provide valuable information about the effect its various programmes are having on individuals in their working environment. By doing so, the School will support the development of flexibility and adaptability among staff.

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 that will help them and their institution achieve greater effectiveness.

Main outputs in 2017:

Description and indicator	Target date
<ul style="list-style-type: none"> • 110 1 to 2-day workshops around the three "clusters" of <i>Managing Myself, Managing My Team and Managing My Organisational Environment</i> • 15 courses to prepare people before they apply for a <i>Head of Unit</i> position • 7 courses for new <i>Heads of Unit</i>* • 2 editions of the development programme for newly-appointed <i>Directors</i> • 6 editions of the <i>Leadership Club</i> for senior management of which at least 1 in Luxembourg, • 2 2-day courses for <i>Heads of Unit</i> at the <i>Jean Monnet House</i> 	31/12/2017

*the number of courses will increase to 10 should the Commission decide to make this course compulsory

Specific objective: Increase the number of women in managerial jobs at all levels

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 2017:

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 <i>Head of Unit</i> position 	31/12/2017

Specific objective: Integration of new staff

Specific objective 2: To help new staff adapt to the working environment of the EU institutions, learn the basics of the way they work, and understand the raison d'être of the European project.

Main outputs in 2017:

Description and indicator	Target date
<i>64 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 their social security and pension entitlements</i>	31/12/2017

Specific objective: Talent management for all and staff well-being

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 2017:

Description	Target date
<i>Key Skills development</i> <ul style="list-style-type: none"><i>150 courses on a wide range of skills that allow every member of staff, whatever their grade or function, to perform more effectively,</i> <i>Well-being workshops and Resilience</i> <ul style="list-style-type: none"><i>110 courses and workshops on resilience, and physical, emotional and mental well-being</i>	31/12/2017

Specific objective: Certification procedure

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 2017:

Description	Target date
<i>25 days classroom-based training for the 2016/2017 exercise plus individual study</i> <i>Refresher training for re-sitting candidates.</i>	30/09/2017

Specific objective: Seminars and Conferences

Specific objective 6: To help staff acquire or extend their knowledge of their external environment, pension scheme and on the role of the EDPS, OLAF and the European Ombudsman.

Main outputs in 2017:

Description	Target date
<ul style="list-style-type: none">• 2 "Brussels for Europe" Master Classes• 45 lunchtime conferences on key European bodies and pension scheme and "Discover Brussels" lunchtime conferences	31/12/2017

Specific objective Erasmus for Public Administration and DISPA

Specific objective 7: 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 2017:

Description	Target date
<ul style="list-style-type: none">• 3 8-day "Public Administration Erasmus" traineeships for an annual total of 135 participants• Acting as the informal coordinating body and secretariat of DISPA and preparing the record of their meetings.	31/12/2017

PART 2. Organisational management outputs for the year

In 2017, in order to improve the economy and efficiency of its financial and non-financial activities, the European School of Administration will generalise the use of e-books to all its skills-based learning activities. As a consequence, savings will be generated on paper, printing and handling costs and training material will be more accessible and enriched with multimedia content. This will yield a gross saving of around 30.000 € as well as providing numerous pedagogical advantages.

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

Annexes to the Management Plan

Annex 1 Performance tables (if not included in the body of the document)

[ANNEX TO BE MADE PUBLIC]