



# Management Plan 2016

European School of Administration



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## **PART 1. Overview of main outputs for the year**

### **1 General context**

The skills and knowledge required by staff of the institutions are in constant evolution and the increasingly complex and unpredictable times in which we live make it more difficult than ever to anticipate what will be needed in the future. Although certain competencies are timeless, staff will nonetheless have to be more adaptable and flexible in order to successfully confront the new challenges they will face in the future. Furthermore, the ways in which people learn are becoming ever more diverse as the availability of information – and the speed with which it can be accessed – increases exponentially.

The learning and development strategy that the School has developed for the period 2016 - 2020 takes account of these factors. At the same time it aims to preserve the added value of the inter-institutional nature of its training programmes. Accordingly, its offer in 2016 will still contain a significant element of classroom-based learning that enables participants to exchange experience and create professionally useful networks that contribute to improved cooperation among the institutions. However, the length of such training will be reduced and will be blended with other methods more than in the past.

Since its creation, the School has concentrated on meeting learning needs that are common to staff irrespective of the institution in which they work and this will continue to be the case in 2016. But the School will also endeavour to reply positively to any requests for assistance received from an individual institution as it has done in the past.

The School's overriding priority in 2016 is to substantially revise its management and leadership development programmes following the conclusion of new framework contracts in August 2015. The new offer, which is being developed in close cooperation with the institutions, will be rolled out progressively during the first half of 2016. Its aim will be to provide existing and potential managers at all levels with the best possible help for the continuous development of their talents. The School will also reinforce the key messages related to diversity and will step up its activities designed to contribute to a better gender balance in managerial functions at all levels in the institutions.

In the second half of the year the School will revisit – with its stakeholders – the range of general skills-based training it currently offers with the aim of identifying any new competencies that need to be covered. The new offer in these areas will be available as of mid-2017. Within this overall context, the School will consolidate and possibly expand its efforts in the field of staff well-being given the success of the programmes that have already been put in place.

Finally, the School will further reinforce its efforts to monitor the impact of its training programmes in the participants' workplace. This will provide valuable information about the extent to which participants apply what they have learned and enable the School's offer to be adapted more rapidly if necessary.

## **2 Leadership and management development**

As mentioned above, the School's main priority for 2016 is to ensure that its next generation of leadership and management development programmes are in place by the summer break. In concrete terms this means that during the first half of 2016 the School will:

- Complete the design work already begun in August 2015 in partnership with the institutions
- Pilot all the new programmes.

Progressively from the second semester, it will:

- Deliver a sufficient number of the final programmes in order to satisfy demand
- Monitor their success in terms of participant satisfaction and their impact in the workplace
- Prepare any adjustments that may be required in the light of the evaluation process.

These programmes have acquired greater importance than ever before as the institutions seek to develop their staff's talents in order to further enhance individual and collective performance. In this context, it is vital that those who exercise managerial responsibilities, at whatever level, strive constantly to further develop their own talents and play their part in encouraging and assisting their staff to unlock their full potential.

At the same time, the School will reinforce its contribution to complement the efforts being undertaken by several institutions to increase the number of women in management positions. This will be achieved most notably by providing development programmes targeting all managerial positions and not just those at middle management level.

## **3 Talent management – general skills-based learning activities**

As mentioned above, the institutions are increasingly conscious of the need for staff to constantly develop and update their talents. Over the years, the School's contribution in this area has been significant and in 2016 it will continue to offer a wide range of learning opportunities, most notably through its "Key Skills" programme. Further emphasis will be placed next year on the School's recent initiatives in the area of wellbeing.

The School will continue to pursue its policy of broadening the tools used for delivering the "Key Skills" programme, most notably with the widespread introduction of e-books.

In 2015 this programme attracted more than 3200 people and in 2016 the School will ensure that at least as many places are available.

Finally in the second half of the year in conjunction with a new tendering procedure, the School will examine with its stakeholders which new competencies need to be covered and which existing ones require adaptation for the new offer in these fields, which will be available as of mid-2017.

#### 4 Talent management – 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 adaptations are in the process of being made so as to ensure that the 11<sup>th</sup> edition of the programme is of the highest possible standard. Improvements will also be introduced with the assistance of EPSO into some aspects of the examinations and the work of the Examining Board.

#### 5 More in-depth evaluation and impact analysis

As mentioned earlier, a key feature of staff development in the future will be flexibility and adaptability and the School's learning and development offer must also be sufficiently capable of modification to respond to emerging needs. For this to be achieved, the work it is currently undertaking to improve its ability to monitor the impact of its training programmes will be expanded and progressively deepened from next year. This will enable it to modify 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.

#### 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 2016:

Description and indicator	Target date
<ul style="list-style-type: none"> <li>• <i>About 45 courses and workshops to ensure continuity until the School's new offer is completely available</i></li> </ul>	30/06/2016
<ul style="list-style-type: none"> <li>• <i>6 editions of the Leadership Club for senior management,</i></li> <li>• <i>2 2-day courses at the Jean Monnet House for Heads of Unit</i></li> </ul>	31/12/2016
<p><i>New management and leadership offer:</i></p> <ul style="list-style-type: none"> <li>• <i>50 1 to 2-day workshops around the three "clusters" of Managing Myself, Managing My Team and Managing My Organisational Environment,</i></li> <li>• <i>10 courses for newly-appointed Heads of Unit</i></li> <li>• <i>1 edition of the development programme for newly-appointed Directors</i></li> </ul>	31/12/2016

### Specific objective: Integration of new staff

**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 2016:

Description and indicator	Target date
<ul style="list-style-type: none"><li>70 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; and "Discover Brussels" lunchtime conferences</li></ul>	31/12/2016

### 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 2016:

Description	Target date
<p><i>Key Skills development</i></p> <ul style="list-style-type: none"><li>About 165 courses on a wide range of skills that allow every member of staff, whatever their grade or function, to perform more effectively,</li></ul> <p><i>Well-being workshops and Resilience</i></p> <ul style="list-style-type: none"><li>About 110 courses and workshops on resilience, and physical, emotional and mental well-being</li></ul>	31/12/2016

### 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 2016:

Description	Target date
About 8 1.5 day seminars specifically for women	31/12/2016



### 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 2016:

Description	Target date
<i>25 days classroom-based training for the 2015/2016 exercise plus individual study plus refresher training for re-sitting candidates.</i>	30/09/2016

### Specific objective: Seminars and Conferences

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

#### Main outputs in 2016:

Description	Target date
<ul style="list-style-type: none"><li>• 2 "Brussels for Europe" Master Classes</li><li>• 25 lunchtime conferences on key European bodies and pension scheme.</li></ul>	31/12/2016

### 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 2016:

Description	Target date
<ul style="list-style-type: none"><li>• 3 8-day "Public Administration Erasmus" traineeships.</li><li>• Acting as the informal coordinating body and secretariat of DISPA and preparing the record of their meetings.</li></ul>	31/12/2016