



**European School of Administration**

# **Management Plan 2018**

European School of Administration

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## INTRODUCTION

These are turbulent times. The European Institutions are experiencing unprecedented political and societal change, at a speed and on a scale which, arguably, have not been seen since they were set up. A combination of external and internal factors and pressures, such as Brexit, globalisation, the so-called "fourth industrial revolution", the new world of work, and the massive influx of millennials on the job market, including the EU institutions, with radically different expectations on work compared to previous generations, will in the medium and long term have far-ranging consequences for the way the EU institutions function and interact with citizens and the world around them.

Faced with these challenges, and with a view to the CWP-2018, it is useful to start reflecting already now 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. It is difficult to anticipate clearly what the impact of the developments outlined above will be, and in the short term the best policy may well be one of "wait and see". The School will, however, keep a close watch on best practice in the Member States and in the international L&D community, where these issues are being discussed with increasing frequency, and contribute to internal reflections, with the overarching objective of continuing to offer learning opportunities which are as relevant as ever, both in terms of content and methodology, to the staff in the European institutions.

There are three main ways in which the School proposes to stay abreast of developments, all of which are mentioned in the 2016-2020 strategy. 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. As President Juncker states in the State of the Union Address, "Now is the time to chart the direction for the future." To this effect, the frequency of meetings of the Inter-Institutional Working Party will be increased, and 2018 will see a series of away-days for the IWP to discuss future needs, areas of collaboration, and how the School could support these needs. Thirdly, through the DISPA network, the School will continue to exchange with and learn from the Schools of Public Administration in the Member States, who are facing the same 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 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 burnout. As indicated in the 2016-2020 strategy, the efforts to support staff well-being will be consolidated and diversified in 2018.

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 is adapting by offering more blended learning and e-books, and shorter learning events at lunchtime or breakfast. In 2018, it will invest in exploring new, innovative ways of delivering learning. As soon as it is possible, it would also like to start to take advantage of the potential of the new Learning Management System, EULearn, as a learning tool, not just a course management system, with a view to using it to create an environment where learning really is available anytime, anywhere, and on any device. It must, however, be underlined that the key added value 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 2018 will still contain a significant element of classroom-based learning.

The responsibility 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 professionalization 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 focus area in 2018. The whole management offer will be evaluated and revised to make it even more fit-for-purpose; a particular area of increased activity are the courses preparing women to take on a leadership role and supporting them in that process, in line with and underpinning talent management initiatives for diversity in the Institutions.

The importance of organisational awareness for the career development of staff in general and managers in particular is frequently highlighted in recent research. This dimension was already taken on board in the creation of the "Managing the Organisational Environment" cluster of the new management offer, and it will be further developed in 2018, both for managers and for all staff.

The School will continue to deliver its general skills-based training Key Skills programme which, following renewal of the framework contract, is being expanded to include new skills and competencies, identified in collaboration with stakeholders. The highly successful Key Skills will, as in past years, make up about half of the School's participant numbers.

Changes to the Commission's HR delivery model combined with the changeover from Syslog to the new learning management system EULearn have created some turbulence in the School's established channels of communication. 2018 will therefore see a strong increase in communication activities to re-establish these channels in the new environment.

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.

## **PART 1. MAIN OUTPUTS FOR THE YEAR**

### **1. Developing leadership and management talents**

Leadership and management remains a priority for the School in 2018. A full review will be made of the programme of new management courses, most of which will have been running at least since the beginning of 2017. In its philosophy, the new management offer differs considerably from what the School has done previously in several respects, in particular the following:

- a much larger blended learning element, especially in the form of pre-course work, which means participants must take more direct responsibility for their own learning.
- the programmes are as a general rule open to staff at all levels of management, irrespective of whether they occupy a formal hierarchical post.

The success of this approach will have to be evaluated in depth, and the offer adjusted in accordance with the findings.

One already apparent trend is a strong interest in organisation-based learning, featuring internal speakers. A trial series of conferences with high-level practitioners launched in 2017 has been highly successful, and the concept will be expanded in 2018.

Going beyond classical classroom learning, the concept of e-books, used for the Key Skills courses, will also be extended to the field of management, and the School will develop e-books for the majority of its management courses.

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, and in 2018 will launch a programme to encourage female Heads of Unit to apply for a Director position. Finally, 2018 will also see the launch of an inter-institutional support network for women.

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

The School's offer of general skills-based training through the so-called "Key Skills" workshops still attracts about 50% of the School's total number of participants, and we will continue to ensure that supply meets demand. A new framework contract was signed early in 2017, but since the programme is based on the core competency framework drawn up by EPSO, the majority of the workshops remain the same, although the offer is being adjusted to take account of new needs arising (the new workshop "Facing Change" is an example) and developments in policies on talent management in the institutions. In 2018 the School will also launch a series of speaker events on themes linked to the Key Skills workshops. All Key Skills workshops also have a dedicated e-book.

### **3. 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. A review of the certification process is under way, and any changes proposed by the inter-institutional review group will, if endorsed by the Management Board, be integrated as soon as possible; either in the 2017-2018 programme, or in the 2018-2019 programme.

#### 4. Evaluation and impact analysis

The School will monitor the impact of all its training programmes in the field of management and skills development in 2018, 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 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 2018:

Description and indicator	Target date
<ul style="list-style-type: none"> <li>• 100 courses around the three "clusters" of Managing Myself, Managing My Team and Managing My Organisational Environment</li> <li>• 20 courses to prepare people before they apply for a Head of Unit position</li> <li>• 10 courses for new Heads of Unit</li> <li>• 5 courses for Heads of Unit in mobility</li> <li>• 2 editions of the development programme for newly-appointed Directors</li> <li>• 8 editions of the Leadership Club and other events for senior management, of which at least 1 in Luxembourg</li> <li>• 2 2-day courses for Heads of Unit at the J. Monnet &amp; R. Schuman houses</li> <li>• 18 thematic conferences for managers featuring high-level internal speakers, of which at least 4 in Luxembourg</li> </ul>	31/12/2018

**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 2018:**

Description and indicator	Target date
<ul style="list-style-type: none"><li>• 7 seminars to prepare women to apply for a managerial position</li><li>• 7 seminars to prepare women for a Head of Unit position</li><li>• 2 seminars to prepare women for a Director position</li><li>• Launch of an inter-institutional women's network</li></ul>	31/12/2018

**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 2018:**

Description and indicator	Target date
<ul style="list-style-type: none"><li>• 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; current EU topics</li></ul>	31/12/2018

**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<sup>1</sup>.

**Main outputs in 2018:**

Description and indicator	Target date
<p>Key Skills development</p> <ul style="list-style-type: none"><li>• 150 courses on a wide range of skills that allow every member of staff, whatever their grade or function, to perform more effectively</li><li>• 20 events with external speakers on topics related to Key Skills</li></ul> <p>Well-being workshops and Resilience</p> <ul style="list-style-type: none"><li>• 90 courses and workshops on resilience, mindfulness, burn-out and other aspects of well-being</li></ul>	31/12/2018

<sup>1</sup> This specific objective also formally includes since 2017 the staff's well-being (previously identified as a separate specific objective in the Strategic Plan 2016-2020). This is to underline the close link between the key skills and the wellbeing courses which are also delivered by the same service provider and form part of the same package. The change is mainly cosmetic also to rationalise the reporting on the outputs.

### 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 2018:

Description and indicator	Target date
<ul style="list-style-type: none"><li>• 25 days classroom-based training for the 2017/2018 exercise plus individual study</li><li>• Refresher training for re-sitting candidates.</li></ul>	30/09/2018

### 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<sup>2</sup>.

#### Main outputs in 2018:

Description and indicator	Target date
<ul style="list-style-type: none"><li>• 2 "Brussels for Europe" Master Classes</li><li>• 15 lunchtime conferences on key European bodies and pension scheme and "Discover Brussels" lunchtime conferences</li></ul>	31/12/2018

### 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)<sup>3</sup>.

#### Main outputs in 2018:

Description and indicator	Target date
<ul style="list-style-type: none"><li>• 3x 8-day "Public Administration Erasmus" traineeships for an annual total of 134 participants</li><li>• Acting as the informal coordinating body and secretariat of DISPA and preparing the record of their meetings.</li></ul>	31/12/2018

<sup>2</sup> This specific objective does not appear initially in the Strategic Plan 2016-2020 as such: since its introduction in the Management Plan 2017, it supports the general awareness of staff on an additional number of external and organisational elements which are not specifically covered under specific objectives 2 or 3.

<sup>3</sup> Former specific objective 6 under the Strategic Plan 2016-2020.



## **PART 2. Organisational management outputs for the year**

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