



# Strategic Plan 2016-2020\*

European School of Administration

\* The current Commission's term of office runs until 31 October 2019. New political orientations provided by the incoming Commission for the subsequent period will be appropriately reflected in the strategic planning process.





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## **PART 1. Strategic vision for 2016-2020**

### **A. Mission statement**

The mission of the European School of Administration is to provide high quality training and learning opportunities that meet the needs of all EU institutions and their staff in order to:

- contribute to the efficiency and effectiveness of the work of the institutions through the continuous development of the talents of their staff;
- help preserve and diffuse the values that underpin the development of the EU and the work of the European Civil Service;
- promote cooperation among staff of the various institutions by providing opportunities for networking and the exchange of ideas and good practice;
- share experience and provide opportunities for mutual learning by cooperating with the Schools of public administration in the Member States.

In fulfilling its mission the School also contributes to the optimal use of available resources in the field of learning and development through the synergies it achieves with the training departments in the institutions and the resulting economies of scale.

## **B. Operating context**

The School reports to the same management board as EPSO and, like EPSO, forms part of the portfolio of responsibilities of the Commission Vice-President responsible for Budget and Human Resources.

It works in close partnership with the training departments of all the institutions to ensure a coherent approach that is responsive to their expectations and needs and to achieve maximum synergies with their own activities in this field. The basic division of responsibilities is that the School offers training to cover needs that are common to staff in all the institutions whilst those that are specific to an individual institution will, as a general rule, be dealt with by that institution. However, the School aims to pursue its policy of satisfying requests it receives from an individual institution for customised training programmes.

## C. Strategy

In order to function to maximum efficiency and earn the trust of the European citizen, all the institutions must ensure that the staff at their disposal are of the highest possible quality and possess the right skills to meet the challenges of today and those of the future. The European Personnel Selection Office ensures that staff selected for recruitment to the Institutions have the appropriate knowledge, skills and attributes: the European School of Administration ensures that their talents are managed and developed throughout the whole of their careers.

The skills and knowledge that constitute this talent are in constant evolution in the Institutions as are the ways in which people learn. This is merely a reflection of current trends in any organisation, public or private. Furthermore, the increasingly unpredictable times in which we live make it more difficult than ever to anticipate with a high degree of precision which competencies, and in particular which sort of knowledge, will be needed in the future. The key to success will be to ensure that staff are increasingly adaptable and flexible so that they can successfully confront the new challenges they will have to face in the future.

Learning and development strategy is only one part of the answer to these challenges but it is nonetheless a vital one. The School will therefore strive to maintain the reputation as a centre of excellence that it has built up over the years, especially by making sure that its own staff keep abreast of latest developments in the field. It will also ensure that its inter-institutional training programmes reflect the trends referred to above and are fit-for-purpose in the changed climate in which the institutions operate.

More specifically, the School has a window of opportunity in relation to its management and leadership development programmes which it is currently reviewing with the institutions following the conclusion of new framework contracts in August 2015. This means that a substantially revised offer both in terms of content and form of delivery will be rolled out during the first half of 2016 to make certain that managers at all levels as well as potential managers receive the best possible assistance to develop their talents.

The School will also reinforce its activities in this area that are 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 skills-based training that it currently offers to a large variety of staff with the aim of identifying which new competencies need to be covered and which existing ones require adaptation. The new offer in these areas will be available as of mid-2017.

A further key area where the School will intensify its efforts for the foreseeable future is that of staff well-being. The initiatives it has already taken in this field have been widely welcomed and will be consolidated and probably expanded in the next two years.

As mentioned at the outset, a key feature for the future will be flexibility and adaptability and the School's learning and development offer must also display these characteristics. 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 over the next two years. 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.

Finally, looking ahead to the second half of the 5-year period, it is likely that the School will need to embark on an even more radical shift in the way in which training is developed as the manner in which people learn becomes more and more IT-based. This in turn will require the School to undertake a degree of workforce planning starting during the second half of 2016.

<b>General objective:</b> 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 <sup>1</sup> .	
<b>Impact indicator:</b> Trust in the European Commission.	
<b>Source of the data:</b> <a href="#">Eurobarometer</a> .	
<b>Baseline Spring 2015:</b> 40% tend to trust.	<b>Target:</b> Increase trust.
<b>Impact indicator:</b> Staff engagement index in the European Commission.	
<b>Source of the data:</b> <a href="#">European Commission Staff Survey 2014</a> .	
<b>Baseline 2014:</b> 65.3%	<b>Target:</b> Raise.

**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.

<b>Result indicator:</b> Perceived usefulness.	
<b>Source of data:</b> Questionnaires completed by participants.	
<b>Baseline 2012:</b> 96 %.	<b>Target in 2020:</b> 90 % <sup>2</sup> . Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace.
<b>Result indicator:</b> Perceived impact and learning transfer.	
<b>Source of data:</b> Questionnaires completed by participants.	
<b>Baseline 2016:</b> 50 %	<b>Target in 2020: at least 50 % of participants reporting a level 2 impact for each course (Generally, a course includes several competencies to be developed. The figure to take into account is the average for all the competencies included in a course)</b>  At least 2 months after a course participants are requested to give an estimate of: 1. their level of competency in the field on which they were trained before and after the course (on a scale from 0 to 10), 2. frequency of use of what they have learnt (on a scale from 0 ("never or almost never") to 2 "often or very often"), 3. importance of what they have learnt for their job (on a scale from 0 ("not really important") to 2 ("very important")).  An indicator is calculated by multiplying the difference of level of competency before and after the course with the frequency and importance of the topic.  An indicator between 2 and 4 is considered as showing a satisfactory level of impact; between 4 and 8, a fairly high level of impact; and above 8 a high level of impact.

<sup>1</sup> The School ensures constantly that its clients' needs are fulfilled. The number of training programmes is set annually to meet those needs. Detailed information can be found in the School's Management Plan.

<sup>2</sup> During the first year of a new training programme this rate is set at 85 % and at 90 % for the following years. However, given the importance of this objective both for the institutions and their managers, the School has decided to set the rate at 90 % from the outset despite these programmes being new.



<b>Specific objective 2:</b> 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.	
<b>Result indicator:</b> Perceived usefulness.	
<b>Source of data:</b> Questionnaire completed by participants.	
<b>Baseline 2012:</b> 95 %	<b>Target in 2020:</b> 90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace

<b>Specific objective 3:</b> To help staff develop their talents across a range of skills they need to be effective in their current and future jobs.	
<b>Result indicator:</b> Perceived usefulness.	
<b>Source of data:</b> Questionnaire completed by participants.	
<b>Baseline 2012:</b> 97 %	<b>Target in 2020:</b> 90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace
<b>Result indicator:</b> Perceived impact and learning transfer. New indicator that focuses more on learning transfer.	
<b>Source of data:</b> Questionnaires completed by participants.	
<b>Baseline 2016:</b> 50 %	<p><b>Target in 2020: at least 50 % of participants reporting a level 2 impact for each course (Generally, a course includes several competencies to be developed. The figure to take into account is the average for all the competencies included in a course)</b></p> <p>At least 2 months after a course participants are requested to give an estimate of:</p> <ol style="list-style-type: none"> <li>1. their level of competency in the field on which they were trained before and after the course (on a scale from 0 to 10),</li> <li>2. frequency of use of what they have learnt (on a scale from 0 ("never or almost never") to 2 "often or very often"),</li> <li>3. importance of what they have learnt for their job (on a scale from 0 ("not really important") to 2 ("very important").</li> </ol> <p>An indicator is calculated by multiplying the difference of level of competency before and after the course with the frequency and importance of the topic.</p> <p>An indicator between 2 and 4 is considered as showing a satisfactory level of impact; between 4 and 8, a fairly high level of impact; and above 8 a high level of impact.</p>

<b>Specific objective 4:</b> To contribute to the efforts of the institutions to increase the representation of women in management positions at all levels.	
<b>Result indicator:</b> Perceived usefulness.	
<b>Source of data:</b> Questionnaire completed by participants.	
<b>Baseline 2016:</b> 90 %	<b>Target in 2020:</b> 90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace.

**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.

**Result indicator:** Perceived usefulness of training programme.

**Source of data:** Questionnaire completed by participants.

<b>Baseline 2012:</b> 98 %	<b>Target in 2020:</b> 95 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace.
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**Result indicator:** Rate of appointment of successful candidates since the introduction of the Certification procedure<sup>3</sup>.

**Source of data:** Regular statistics provided by Institutions.

<b>Baseline 2013:</b> 74 % relating to the first 8 exercises <sup>4</sup>	<b>Target in 2020:</b> 80 %
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**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.

**Result indicator:** Participant satisfaction rates on Public Administration Erasmus programme.

**Source of data:** Questionnaire completed by participants.

<b>Baseline 2012:</b> 100 %	<b>Target in 2020:</b> 95 %. Rate set as part of the School's mission to provide high quality training and learning opportunities.
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**Result indicator:** Satisfaction rates from Member States Permanent Representations.

**Source of data:** Questionnaire completed by Permanent Representations.

<b>Baseline 2010:</b> 90 %.	<b>Target in 2020:</b> 90 %.
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**Result indicator:** Number of participants attending School's courses via the DISPA network.

**Source of data:** Internal statistics.

<b>Baseline 2015:</b> 14.	<b>Target in 2020:</b> 2020.
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**Specific objective 7:** To contribute to staff's wellbeing.

**Result indicator:** Perceived usefulness of wellbeing initiatives.

**Source of data:** Questionnaire completed by participants.

<b>Baseline 2015:</b> 90 %.	<b>Target in 2020:</b> 90 %. Rate set as part of the School's mission to provide high quality training and learning opportunities
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<sup>3</sup> Only marginally influenced by the School.

<sup>4</sup> The two most recent exercises are excluded because of the lead-time between the announcement of the results and the opportunities for actual appointment as an administrator. The 2020 target will be measured in the same way.

#### **D. Key performance indicators (KPIs)**

- 1 The evaluation of the impact of the School's training activities.
- 2 The number of participants
- 3 The inter-institutional balance of participants

These key performance indicators relate to all the School's activities and specific objectives.