



DRAFT

TRAINING AND DEVELOPMENT POLICY

INTRODUCTION

The Authority's staff are its main asset and investing in their training is essential for its success and achievement of objectives. Organizational excellence begins with the recruitment of the right people at the right level but rapidly requires their further training and development. People working at the Authority need to be provided with sustained and accessible means of adding to their knowledge and expertise and strengthening their skills and competences.

The emphasis in this document is on the objectives and principles of a training and development policy, assigning roles and putting mechanisms in place to ensure that staff members obtain the right training at the right time. What the training should cover will vary from person to person, from function to function.

1. MISSION

The mission of the Training & Development Office is to encourage and assist staff members to contribute optimally to the achievement of the Authority's objectives through training and development.

2. PRINCIPLES

2.1 Training is one of the Authority's main involvement in staff development. To this end, it is essential that people who work in the Authority are provided with sustained and accessible means of adding to their knowledge and strengthening their skills and competences.

2.2 Training should be integrated in a career development plan. Learning needs and training solutions need to be considered in cooperation with the line manager and the training and development officer.

2.3 Lifelong learning is considered to be essential and both a right and a duty.

MB 18.01.2005-5

- 2.4 Equitable participation of staff of all categories and grades, independently of gender and place of employment will be actively pursued (i.e. during that period when staff are split between Brussels and Parma).
- 2.5 Training is most effective when it is integrated and sustained in a wider context of organizational improvement.
- 2.6 Italian language learning will continue to occupy a privileged position. Other priority languages are English, French and German.
- 2.7 Staff training is an investment and these decisions should be taken responsibly. The Authority will ensure that adequate resources are invested in staff training and will expect a return on this investment in terms of better achievement of the Authority's objectives.
- 2.8 Training is an integral part of the Authority's human resources policy and serves both the interest of the Authority and of the individual staff member.
- 2.9 For training to be effective, there must be a shared responsibility and close collaboration between the staff member, the line manager and the training officer, with support from the Authority's management team.

3. OBJECTIVES

- 3.1 The staff training at the Authority has as fundamental objective to expand and improve the individual staff member's skills and competencies so that each person can optimally contribute to the achievement of the objectives at the individual level, the departmental level and the organizational level.
- 3.2 For the individual, training is a tool for greater professional effectiveness, as people sharpen their workplace skills. Effective training should however also contribute to every staff member's sense of fulfillment, belonging and commitment. Training has an important role to play in maintaining a high level of quality of working life and should be central to the career development of the staff member. By developing relevant knowledge, skills and competences, training should further help individuals to make desired career moves, both laterally (between departments) and vertically (promotion).
- 3.3 Excellence at the departmental and organizational level requires that staff members not only work well but that they work well together. Staff training is a powerful tool for building synergies across the department and organization, creating a corporate culture, establishing managerial excellence and assuring quality.

MB 18.01.2005-5

4. KEY ACTORS AND KEY ROLES

4.1 Individual staff member

- works actively with their line manager to identify their own learning needs
- takes action to meet the identified training needs (eg training workflow) in line with instructions and orientations from the line manager and the training officer
- applies any new learning in the workplace and possibly shares with others

4.2 Line manager

- identifies the needs of their staff members, taking into account the training and development policy and the individual, departmental and organizational objectives of the Authority
- keeps the training officer informed of these identified training needs
- ensures that necessary practical arrangements are being made to enable the staff member concerned to participate fully in the approved training activities
- organizes informal and job-based training activities, such as coaching and mentoring of newcomers, to complement the more formal activities such as participation in training courses

4.3 Training officer

- sets the policy context and priorities for training under the responsibility of the Head of Human Resources
- ensures implementation of the training policy
- supports the line manager and the individual staff member in identifying training and learning needs
- approves all training activities at the Authority, together with the line manager
- identifies strategic training needs of the Authority, taking account of inputs from the management team
- organizes training actions as identified by the line manager of individual staff member, in the most cost-effective approach, ensuring access to the training by staff who need it
- manages the training and development budget
- promotes, through internal consultancy, networking and evaluation, the training function across the Authority
- works with Human Resources on the induction of newcomers

5. MECHANISMS

5.1 Priorities

Due to limited human and financial resources, priorities will be assigned as follows:

MB 18.01.2005-5

- First priority would be given to meeting needs which are in the strategic interest of the Authority. This would include, for instance, training in financial management and management development training.
- Second priority would be accorded to meeting needs which are primarily at the departmental level. This would cover all activities designed to achieve excellence of performance of individuals in their current function, such as database management for IT staff members.
- Third priority would be given to training activities stemming primarily from personal interests in the wider organizational context, such as negotiating skills.
- Fourth priority would be given to training activities out-of-office. These activities are taken on the staff member's private time. The Authority could consider reimbursing the tuition fee subject to the academic value of the training. The Executive Director would decide on a case-by-case basis, based on a proposal from the Training officer.

5.2 The approval process

Each and every training activity undertaken by a staff member would require the approval from both the line manager and the training officer. Once a training activity has been approved by both parties, the activity concerned would be considered as a requirement and no hindrance should be placed in the staff member's way in participating in the training. Where, for whatever reason, the staff member has not been able to participate in the activity, a justification would need to be provided to the training officer.

Where a training or development need is part of an underperformance, the line manager could request the training officer to make the activity compulsory for the staff member concerned.

Where the line manager and the training officer do not agree on identified training needs, the matter would be discussed with the Head of Human Resources.

6. QUALITY ASSURANCE

- 6.1 The Authority will continue to use a wide range of providers of staff training activities. The Authority will take measures to ensure that training activities meet the highest standards and the staff member's needs. Criteria will be set for design and delivery of activities and performance will be monitored.
- 6.2 The material covered in the training courses must be relevant to participants. Given the Authority's relative uniqueness in certain respects, it is essential that approaches should be custom-made for the Authority.

MB 18.01.2005-5

- 6.3 The conventional training seminars are unlikely to be the most effective approach in most cases. Other learning activities could be distant learning, coaching, mentoring, computer based training, on-the-job training, e-learning, job rotation, etc.

Members of the Board are asked to note the structure in place for providing training and the actual training provided to date.

MB 18.01.2005-5

ANNEX

TRAINING PROVIDED IN 2003 AND 2004

ACTIVITY	2003 (*)	2004 (*)
English Intermediate (2 hours per week)	3	9
English Advanced (2 hours per week)	2	15
English Intensive (2 weeks)	-	1
French Intermediate (2 hours per week)	4	7
French Advanced (2 hours per week)	7	8
German Beginners (1.5 hour per week)	2	5
German Intermediate (1.5 hour per week)	2	3
German Advanced (1.5 hour per week)	1	4
Italian Beginners (2 hours per week)	-	35
Italian Intermediate (2 hours per week)	-	25
Italian Advanced (1 hour per week)	-	10
Italian for children (2 hours per week)	-	10
Time management (2 days)	-	15
Managing conflict (2 days)	-	5
Team building (1 day)	20	-
Media training (2 days)	9	-
Litigation in the European Court of Justice (3 days)	-	2
First Aid training (2 days)	-	22
Fire intervention training (1 day)	-	10
European Assessor training (3 days)	-	1
SI2 (2 days)	15	25
Procurement and Contracts (2 days)	-	4
Public Procurement (0.5 day)	-	29
Business Objects (1 day)	4	6
Identifying and confirming user requirements (2 days)	-	1
Introduction to systems analysis and design (2 days)	-	1

MB 18.01.2005-5

ACTIVITY	2003 (*)	2004 (*)
Developing SQL queries for Oracle database (2 days)	-	1
Introduction to Cisco networking technologies (3 days)	-	1
IBM – implementing rational unified process (3 days)	-	5
Developing HTML with Dreamwaver (5 days)	-	1
Autocad training (3 days)	-	1
Developing with PLUM and portal administration (2 days)	-	1
Oracle database administration (5 days)	3	1
PHH-MySQL webdynamic (2 days)	-	1
PHA training (2 days)	-	1
Livelink (5 days)	1	-
Out-of-office training (i.e. on staff's private time)		
NLP (Neuro Linguistic Programming)	-	2
Balance reading and ratio-analysis	-	1
Graphic design	-	1
Intensive English	-	3
Master in HR management	1	-

(*) Number of staff members who have followed the course