EPFL

Travaux focus groupes Santé mentale et bien-être, printemps 2024

Information sur le focus groupe

<u>Nom</u> : **Formation et développement personnel / Training and Personal Development**

<u>Composition du focus groupe</u>:
Michel Peiris (VPO-F), Philip Mair (EDOC), Tamara Milosevic (CCTC), Antoine Bianchi (VPAE-SAC), Ines Ariceta (VPT), Isabelle Cahour (VPA-E), Arne Seitz (SV), Catherine Marselli (SB-CCTC), Maria Pavlou (SV), Georg Fantner (STI), Lara Monti (ENAC), Melchior Allet (VPO-HR), Anne Gillieron (VPO-HR), Jessica Pallie (VPO-HR), Agnes Edelstein (VPO-HR), Yousef Jalali (VPA-LEARN).

<u>Responsables du focus groupe</u> : Beanta Alberink (VPO-HRTD) et Iris Capdevila (AVPE-CAPE)

<u>Format des séances</u> : En présentiel, en anglais et français. Le groupe a travaillé ensemble pendant 5 séances en utilisant une approche de Design Thinking.
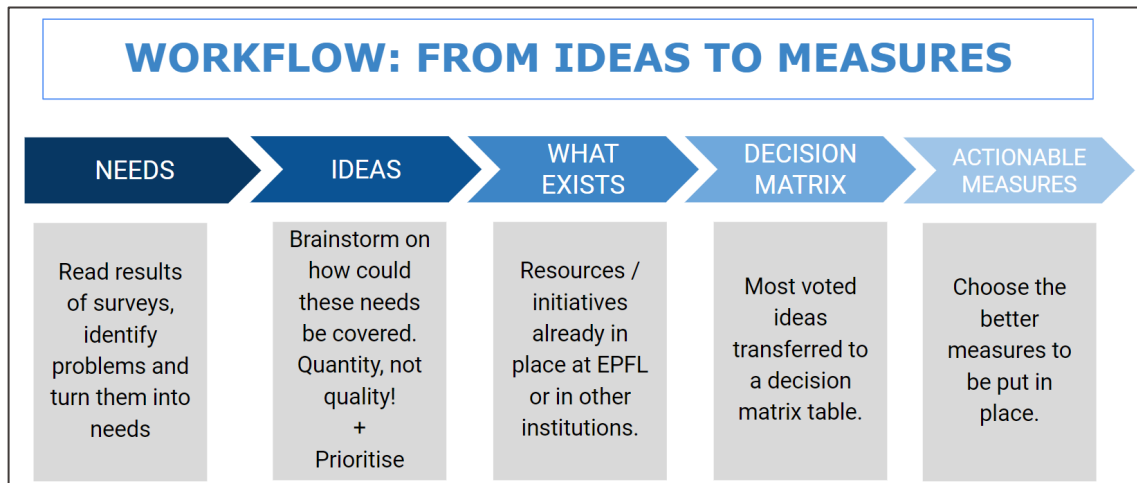
Résumé des résultats des travaux et discussions (in English)

The **aim** of the Focus Group was to propose 4 to 5 initiatives to:
- help reduce perceived **negative stress related to performance and the organization**,
- foster and explore possibilities for **personal and professional development**.

Note: In agreement with the Focus Group, the Trust and Support Network Lead *and* EDOC Deputy, *it was decided that the topic "Bullying and Mobbing" should be addressed separately, following an approach that specifically tackles its complexity and requires a holistic strategy.*

The group worked following the Design Thinking Approach structured in five work meetings.

WORKFLOW: FROM IDEAS TO MEASURES

NEEDS	IDEAS	WHAT EXISTS	DECISION MATRIX	ACTIONABLE MEASURES
Read results of surveys, identify problems and turn them into needs	Brainstorm on how could these needs be covered. Quantity, not quality! + Prioritise	Resources / initiatives already in place at EPFL or in other institutions.	Most voted ideas transferred to a decision matrix table.	Choose the better measures to be put in place.

The **target audience** of the Focus Group was: all employees (no students).

The **five initiatives selected** by the group are:

1. Define **clear expectations** and definitions of the objectives, tasks and priorities.

2. Include **criteria on management and leadership skills when recruiting Professors and Managers** and use those for further development of their leadership skills.

3. Put in place a campaign promoting a **culture of feedback and how to deal with "failure".**

4. Elaborate and **develop agile career paths** for administrative and scientific staff that establishes criteria for professional development.

5. **Encourage professional development** by allocating a % of the budget and time for training and personal development per unit and make it explicit to the team.

The proposed initiatives have to be integrated and linked to already existing ones (projects or organizational changes) as much as possible (don't reinvent the wheel). Working together and breaking down silos is the way forward. Different populations have different needs so there is not a 'one size fits all'. Not all actions work for everyone.

Mesures proposées (4 à 5 max.)

Mesure/quoi	Raisons et objectifs	Public cible	Mise en œuvre : Quand ? Qui ?	Mise en œuvre : Comment ?
Define clear expectations and definitions of the objectives, tasks and priorities.	Having a clear and shared view of what is expected from employees can help reduce the incertitude and be on the same page. It can also help measuring and adjusting the workload and thus identifying if there is an unbalance among employees. For PhDs: in addition to the expectations from the supervisor, clear rules and boundaries in collaboration with EDOC (teaching, involvement in projects etc.)	All categories Special focus on PhDs	-Short term -PhDs: Mid term HR in collaboration with the relevant stakeholders	Discuss this during the hiring and onboarding process. Also, in the annual meetings. An attempt to cover that has already been done with the new "Development and appraisal platform". Develop and/or deliver training for "individuals" on how to manage workload and strategies for time management and stress, which would allow them to define these expectations and discuss them. Examples of topics: - How to structure your workday, manage priorities - How does a "good" work-life balance look like

Mesure/quoi	Raisons et objectifs	Public cible	Mise en œuvre : Quand ? Qui ?	Mise en œuvre : Comment ?
Include criteria on management and leadership skills when recruiting Professors and Managers and use those for further development of their leadership skills. *(These criteria can be different for Profs and Managers)*	Heads of labs, units and services are responsible for managing teams, so management and leadership skills should be taken into account during recruitment, evaluation and promotions in order to provide a safe environment. This can reduce stress related to performance and fosters personal development of employees.	Professors and Managers	Short, mid term -HR -Direction EPFL	➔ Define a list of leadership skills to be taken into account when recruiting someone for a management position. ➔ Include and assess leadership and management criteria in the recruitment process of new academic and group leaders. ➔ *If they don't yet have these skills, as an alternative we suggest developing and delivering training for new and current faculty and managers to acquire and further develop these skills.* *In the case of professors, the trainers/facilitators of this training should have experience in running a lab/managing in an academic environment (can be senior academics at the institution). Make it mandatory - not only for PATTs.*

Mesure/quoi	Raisons et objectifs	Public cible	Mise en œuvre : Quand ? Qui ?	Mise en œuvre : Comment ?
Put in place a campaign promoting a culture of feedback and how to deal with "failure".	In order to reduce stress and promote personal and professional development it is important that the whole EPFL community requires and uses skills on how to give and receive feedback as well as how to bounce back and learn from this when not having the expected results. This has to become "common practice" and integrated in the way of working. It could also be included in the EPFL-values	All categories	Short, mid term -VP (tbd) -CAPE -HR	Several possibilities to put this in place: ➔ Include this topic into the welcoming and onboarding process (The Essentials) ➔ Incorporate the culture of feedback and failure within the EPFL values (new WG) and the culture of excellence, by organizing events with guest speakers. That could be part of the Mental Health week or an event in parallel to the JSP, for example. ➔ Integrate the topic in the onboarding of PhD students. Example topics: - How to cope with negative results - How to cope with failure - How the biggest "failures" lead to "innovation and success".

Mesure/quoi	Raisons et objectifs	Public cible	Mise en œuvre : Quand ? Qui ?	Mise en œuvre : Comment ?

Elaborate and develop agile career paths for administrative and scientific staff that establishes criteria for professional development.
 	
(Similar to what was done for the new MER title)
	If there is an "official" career path template/guidelines, employees can project themselves, reflect and foster professional development.	Admin and Scientific staff	Mid, long term
			
			-HR with stakeholders
			-Direction EPFL
				FOR SCIENTIFIC STAFF
				  - Recreate a clear scientific path for "corps intermediaire".
				  - Have a coherent approach across all schools.
				  - Have a path for development and/or promotion.
				
				Check existing initiatives and resources: previous EPFL; ETHZ - for the "corps intermediaire".
				
				FOR ADMIN STAFF
				Work on a portfolio for staff that would guide them through a process to professional and personal development (reflect, analyze, identify, focus and design).
				Ideally, this portfolio would be associated with a progression and development perspective within-post (ex. admin I, admin II, admin III -- expanding competencies via training; taking progressively more responsibilities; associated raise).
				
				*In addition: revise the CDD - CDI **(policy issue - lack of perspective)**. Ideally, it should be easier to hire people with a CDI and, at the same time, make it easier to terminate one.*

Mesure/quoi	Raisons et objectifs	Public cible	Mise en œuvre : Quand ? Qui ?	Mise en œuvre : Comment ?
Encourage professional development by allocating a % of the budget and time for training and personal development per unit and make it explicit to the team and its members.	The objective is to encourage, foster and strengthen: - professional development - a transparent unit/service policy.	All categories	Mid term -Direction EPFL -Heads of units and HR.	BUDGET ➜ EPFL budget specifically for training. ➜ Explicitly allocate a % of every unit's budget to training. ➜ Make it visible and transparent to employees. TRAINING ➜ improve visibility of the list of training and resources. Every person individually has the responsibility for their own professional and personal development.

→ **Criteria**, evaluation and list of the final 15 initiatives resulting from the brainstorming.

EVALUATION OF THE 15 PROPOSITIONS ACCORDING TO 8 CRITERIA

CRITERIA	WEIGHT	Stress négatif performance - ATTENTES PERFORMANCE								Stress négatif performance - CHARGE DE TRAVAIL							
		1.Develop career path for admin and scientific staff		2 : Criteria recruiting management		3 : Campaign on how to deal with failure and feedback		4 : Job postings for internal staff		1 : Journées dans un autre service		2 : Espaces de détente:		3 : Working packages to identify workload		4 : Toolbox/plateforme	
a. Feasibility (easy or difficult implementation)	4	2,1	8,4	2,5	10	2,5	10	2,9	11,6	1,9	7,6	1,7	6,8	2,6	10,4	1,9	7,6
b. Capacity to implement (resources)	4	2,1	8,4	2,7	10,8	2,4	9,6	2,8	11,2	1,7	6,8	1,5	6	2,5	10	2,1	8,4
c. Cost	2	2,5	5	2,4	4,8	2,1	4,2	2,8	5,6	2,1	4,2	1,5	3	2,3	4,6	1,9	3,8
d. ROI (financial impact)	2	2,4	4,8	2,6	5,2	1,7	3,4	1,8	3,6	1,9	3,8	1,4	2,8	2,4	4,8	1,9	3,8
d. Visibility	3	2,4	7,2	2,1	6,3	2,3	6,9	2,3	6,9	2,3	6,9	2,4	7,2	2	6	1,6	4,8
e. Agreement and buy-in from management	3	2,2	6,6	2,4	7,2	2,5	7,5	2,4	7,2	1,9	5,7	1,5	4,5	2,5	7,5	2	6
f. Categories of employees impacted (profs, CAT, students...)	1	2	2	2,3	2,3	2,6	2,6	2,3	2,3	2,4	2,4	2,4	2,4	2,7	2,7	2,7	2,7
g. Impact (addresses the topic)	5	2,6	13	2,7	13,5	2,1	10,5	1,6	8	2	10	1,6	8	2,6	13	1,8	9
TOTAL			55,4		60,1		54,7		56,4		47,4		40,7		59		46,1

CRITERIA	WEIGHT	Stress négatif ORGANISATION								Formation et développement							
		1 : More effective processes:		2 : Skills as managers		3 : Have informal gatherings to mix different staff				1 : budget dédié à la formation		2 : Bring back the bonus		3 : Training curriculum		4 : Summer/Winter school	
a. Feasibility (easy or difficult implementation)	4	1,4	5,6	2,5	10	2,3	9,2			2,4	9,6	2,3	9,2	2,3	9,2	1,9	7,6
b. Capacity to implement (resources)	4	1,8	7,2	2,5	10	1,9	7,6			2,3	9,2	2,1	8,4	2,1	8,4	1,9	7,6
c. Cost	2	1,7	3,4	2,5	5	2,3	4,6			2,1	4,2	1,2	2,4	1,8	3,6	1,9	3,8
d. ROI (financial impact)	2	2,4	4,8	2,7	5,4	1,7	3,4			2,4	4,8	1,8	3,6	2,1	4,2	2,2	4,4
d. Visibility	3	1,8	5,4	1,8	5,4	2,2	6,6			2,4	7,2	2,8	8,4	2,2	6,6	2,7	8,1
e. Agreement and buy-in from management	3	2,1	6,3	2,3	6,9	1,9	5,7			1,9	5,7	1,5	4,5	2,2	6,6	1,9	5,7
f. Categories of employees impacted (profs, CAT, students...)	1	2,5	2,5	2,4	2,4	2,5	2,5			2,7	2,7	2,2	2,2	2,7	2,7	2,7	2,7
g. Impact (addresses the topic)	5	2	10	2,7	13,5	1,8	9			2,7	13,5	1,7	8,5	2,6	13	2,5	12,5
TOTAL			45,2		58,6		48,6				56,9		47,2		54,3		52,4

SUMMARY

Stress négatif performance - ATTENTES PERFORMANCE				ALL TOGETHER	
2 : Criteria recruiting management	60,1			2 : Criteria recruiting management	60,1
4 : Job postings for internal staff	56,4			3 : Working packages to identify workload	59
1 : Develop career path for admin and scientific staff	55,4			2 : Skills as managers	58,6
3 : Campaign on how to deal with failure and feedback	54,7			1 : budget dédié à la formation	56,9
				4 : Job postings for internal staff	56,4
				1 : Develop career path for admin and scientific staff	55,4
Stress négatif performance - CHARGE DE TRAVAIL				3 : Campaign on how to deal with failure and feedback	54,7
3 : Working packages to identify workload	59			3 : Training curriculum	54,3
1 : Journées dans un autre service	47,4			4 : Summer/Winter school	52,4
4 : Toolbox/plateforme	46,1			3 : Have informal gatherings to mix different staff	48,6
2 : Espaces de détente:	40,7			1 : Journées dans un autre service	47,4
				2 : Bring back the bonus	47,2
				4 : Toolbox/plateforme	46,1
Stress négatif ORGANISATION				1 : More effective processes:	45,2
2 : Skills as managers	58,6			2 : Espaces de détente:	40,7
3 : Have informal gatherings to mix different staff	48,6				
1 : More effective processes:	45,2				
Formation et développement					
1 : budget dédié à la formation	56,9				
3 : Training curriculum	54,3				
4 : Summer/Winter school	52,4				
2 : Bring back the bonus	47,2				