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A Report on Organisational Career Management and Development Practices for Air Traffic Controllers

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<p>Air Navigation Service Providers (ANSPs) and Air Traffic Management (ATM) organisations are evolving in response to the impact of organisational changes and developments in cultural and environmental areas, and to improvements to and introduction of new technologies and procedures. In this context, the Human Resources Team (HRT) of the European ATM Programme (EATMP) commissioned a survey to discover the extent of the current use and development of career management practices and tools in ANSP and ATM organisations. This document presents the findings of the survey.</p>		
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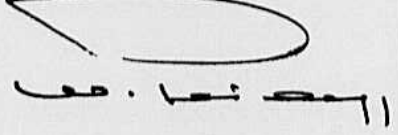
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EXECUTIVE SUMMARY

Air Traffic Management (ATM) organisations and Air Navigation Service Providers (ANSPs) have expressed the need to develop a framework for understanding Personal and Career Development (PCD) as a strategic activity within integrated Human Resources Management (HRM). To meet this need the Human Resources Team (HRT) of the European ATM Programme (EATMP) tasked the Manpower Sub-Group (MSG), now known as the Manpower Focus Group (MFG), with the development of the Work Package 'Advanced Methods for Personal and Career Development (PCD)' (HRS/MSP-004). The objective of this work carried out within the Manpower Sub-Programme (MSP) of the EATM Human Resources Programme (HRS) is to provide guidelines, methods and tools to assist and support current and planned PCD in these organisations.

This report presents the findings of a survey commissioned by the HRT to discover the extent of the current use and development of career management practices and tools in ANSP and ATM organisations.

Section 1, 'Introduction' presents the issues addressed by the document and outlines the scope and objectives.

Section 2, 'March 2001 Survey', gives background information about the survey methodology and presents an overview of the results of the survey.

Section 3, 'Current Status of Career Management in ATM', presents the results of an update questionnaire to assess the impacts of the events of 11 September 2001 on ATM organisations' career management programmes.

Annex 1, 'Questionnaire – Personal and Career Development for Air Traffic Controllers: Tools, Practices and Programmes', presents a copy of the March 2001 questionnaire.

Annex 2, 'Detailed Survey Results', details the results of the March 2001 survey.

Annex 3, 'Tool(s) Description', describes the tools currently in use and/or under development, which were provided by the participants in the survey.

Annex 4, 'Update of March 2001 Survey: Letter to the Participants', consists of the letter sent to the participants in the March 2001 Survey. This letter introduces the update questionnaire related to the 11th September 2001 events.

Further Annexes provide a Glossary, References, the Abbreviations and Acronyms used in this document and their full designations, and a list of the contributors to this report.

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1. INTRODUCTION

1.1 Background

Air Navigation Service Providers (ANSPs) and Air Traffic Management (ATM) organisations are evolving in response to the impact of organisational changes, developments in cultural and environmental areas, and improvements to and introduction of new technologies and procedures.

Organisational career management programmes can contribute to ensuring these changes, and improvements occur as planned by assuring that such changes are supported by qualified, motivated and committed staff resources. Thus ANSPs and ATM organisations are increasingly engaging in the design, development, implementation and assessment of career management programmes to ensure that the **right people are in the right place at the right time**.

As new ATM technologies become integrated into the Air Traffic Control (ATC) environment, new skills and competencies may be required. Changes in the controller working environment may in addition require a change in the skills profiles of Air Traffic Controllers (ATCOs). For instance, *abilities and characteristics that are most relevant at the beginning of the ATCO career may be less relevant later on* (Fleming, 2001). New or additional skills and in general a broadened or different profile of staff in ATC and in ATM becomes a major enabler in implementing and drawing benefit from these changes.

The increasing trend towards corporatisation/privatisation and new strategic alliances evolving between civil and military Air Traffic Services present opportunities for innovative and culturally diverse solutions to the development of skills and competencies of ATM staff. The continuing trend towards harmonisation and standardisation across national and international borders will impact on organisational manpower planning, selection and internal/external recruitment, training and career development.

This document identifies and raises awareness of existing “best practices” in ATM organisations and ANSPs so as to present possibilities to enlarge and build upon them. The diversity of these practices and programmes is explained by differing local, national and organisational cultures and needs.

The contents of this document do not touch upon the job specific training, duties and tasks that are subject to and are regulated under licensing agreements or certifications for ATCOs. Any such training and development will continue to be provided according to the existing rules and regulations established by the appropriate authorities.

1.2 Scope and Objectives

The scope of this document is to:

- present the findings of the March 2001 Survey 'Personal and Career Development for ATCOs: Tools, Practices and Programmes' commissioned by the EATM Human Resources Team (HRT);
- present the current status of ATC/ATM career management in ANSPs and ATM organisations;

The objective of this document is to identify and draw attention to career management tools that are currently in use and/or under development within ANSPs and ATM organisations.

It is intended that this report will provide a more comprehensive picture from an organisational perspective of the current efforts and initiatives of ANSPs and ATM organisations in the field of career management programmes.

1.3 Outline

This document will address the following questions:

- What are the stakeholders' commitments to career management programmes, the strategic and operational benefits, and the risks?
- What is the current status of ANSPs and ATM organisations' career management programmes?
- What career management tools are currently in use or under development by ANSPs and ATM organisations?
- To what extent are ANSPs and ATM organisations using and/or developing career management tools, practices and programmes?

2. MARCH 2001 SURVEY

2.1 Background

The purpose of the survey is:

- to collect information in ECAC States and worldwide in regard to available and emerging PCD tools, practices and programmes for ATCOs employed within States and/or ANSPs and ATM organisations;
- to establish the current status and planned developments in this area with a view to a possible further exchange of information between those involved in staff development and to learn from each other.

In order to construct the questionnaire, a number of career management practices to be used in the survey were identified from the available professional literature. Practices were grouped based on common themes and usage. The clusters indicated in [Table 1](#) are based on the lists developed by Gutteridge, Leibowitz and Shore (1993), and Baruch and Peiperl (2000).

Table 1: Career management tools and practices

Employment self-assessment tools	Individual counselling or career discussion with:
<ul style="list-style-type: none"> ▪ Career planning workshops ▪ Retirement preparation programmes ▪ Personal development plans ▪ Career development Web site ▪ Seminars / training sessions 	<ul style="list-style-type: none"> ▪ Direct supervisor ▪ Human Resources Unit ▪ External professional
Job-matching systems	Organisational appraisal/assessment process
<ul style="list-style-type: none"> ▪ Internal job postings ▪ Skills inventories / audit ▪ Succession planning / management inventory ▪ Quality circles 	<ul style="list-style-type: none"> ▪ Assessment centres ▪ Interview processes ▪ Job assignment ▪ Promotability forecasts ▪ 360-degree appraisal ▪ Performance appraisal as basis for career development
Internal labour market – active management	Developmental programmes
<ul style="list-style-type: none"> ▪ Career information handbooks ▪ Career ladders or dual – ladder career ▪ Alternate career paths ▪ Flexitime ▪ Temporary assignments 	<ul style="list-style-type: none"> ▪ Job enrichment ▪ Job sharing ▪ Job rotation ▪ Job enlargement ▪ In-house training and development

Table 1: Career management tools and practices (continued)

Internal labour market – active management	Developmental programmes
<ul style="list-style-type: none"> ▪ Learning by doing elements ▪ Secondments to other companies ▪ Cross training ▪ Sabbaticals ▪ Work shadowing within the organisation ▪ Career resource centre / learning resource centre ▪ Other career information format or system ▪ Phased retirement 	<p>programmes</p> <ul style="list-style-type: none"> ▪ External seminars or workshops ▪ Mentoring / career coaching ▪ Formal education ▪ Management training programmes

2.2 The Questionnaire

2.2.1 Structure

The questionnaire was in two parts as described below.

- Part One, ‘General Information on Your PCD Tools, Practices or Programmes’, indicated to participants what tools, practices or methods were currently in use and/or under development for PCD of ATCOs. Participants were also asked to indicate whether they utilised any activities, tools and practices not mentioned. To avoid undue complexity at this stage, there were no questions related to measuring the effectiveness of the practice. However, we sought to generate a qualitative response under the question ‘general experience gained’.
- In Part Two, ‘Detailed Description of PCD Tools, Practices in Use and/or under Development’, organisations were asked if possible to specify the tools and give detailed information on each of those tools. Additionally, organisations were asked under what conditions, if any, these tools would be available for use in other States and/or organisations.

The questionnaire and a glossary are provided in the Annexes.

2.2.2 Target participants

The target participants for the questionnaire were manpower planners, operations managers/supervisors, training managers, human resources managers, and other professionals involved in the manpower planning process and HRM in ATM organisations.

2.2.3 Release of information

The organisations that participated in the survey were also asked to sign a 'release of information' document after they reviewed the first working draft of the results, and made any changes or revisions that they felt were necessary. Additionally, until permission was given by those organisations that had included description of 'tools', that section of the document was not distributed to other participants.

2.3 Survey Methodology

In February and March 2001 the questionnaire was sent to 56 ANSPs and ATM organisations either by post or electronically. Responses were received from 23 organisations. This represents a 46% return rate that is acceptable in this survey.

Six of the 23 responses reported no existing PCD programme. The reasons provided by the organisations were specified as:

- a programme is in place but not specifically for ATCOs;
- we are a staff membership organisation that does not provide these programmes;
- employment of ATCOs outside of operations – therefore, no specific PCD programme for ATCOs but we do have one in place for the staff.

Four of the organisations that completed the questionnaire reported that although there was no formal PCD programme in place, PCD tools and practices were being used for ATCOs career development.

Seven organisations that completed the questionnaire reported that their PCD programme was at the beginning of development or was still under development. Dates for completion and launch of the PCD programmes were specified by organisations and ranged from late 2001 to early 2003.

2.4 Survey Results

2.4.1 General

This survey reported on ANSPs and ATM organisations' career management practices and programmes for ATCOs. 23 organisations returned the questionnaire. Seventeen provided information on the programmes, and practices currently in place and/or under development. Where possible and appropriate, the organisations provided specific, detailed descriptions of tools and practices that are in use and/or under development.

It is important to note for those organisations in the development process of their career management programmes that the responses on the questionnaire were indicative of **what they would like to see included in their career management programme and did not necessarily reflect**

what they currently have. However, the data provided will contribute to a more comprehensive insight of those organisational career management tools, practices and programmes in use or under development, organisational experiences to date, and issues and concerns that have been encountered during development and implementation stages.

The following results of the survey are based on the reports of all those organisations (seventeen) who either have formal PCD programmes in place, those under development or who utilise PCD practices, tools and methods outside a formal PCD programme structure. The reader is directed to [Annex 2](#) for a more detailed presentation of the survey results.

2.4.2 Most frequent career management practices

The most frequent practices used or under development within ANSPs and ATM organisations are indicated in [Figure 1](#).

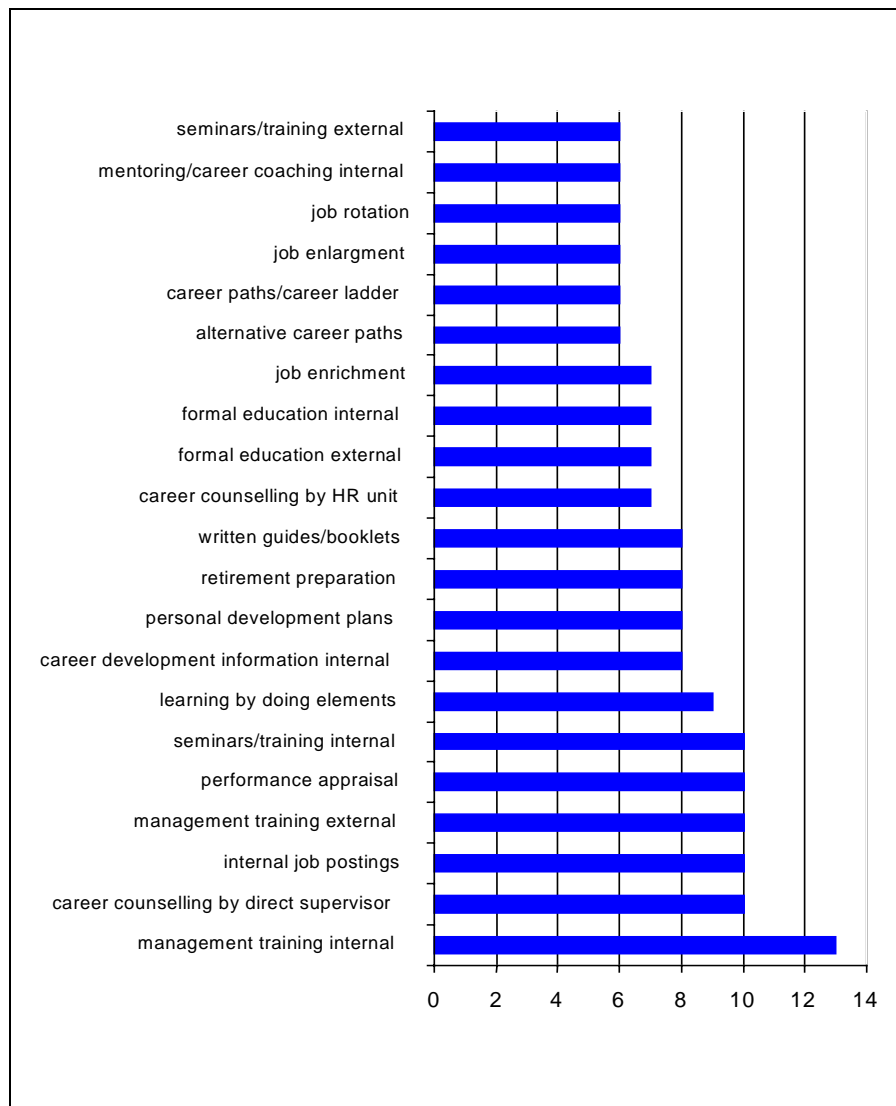


Figure 1: General career management practices

2.4.3 Goals of career management programmes

The most commonly cited goal in [Figure 1](#) for ANSPs' and ATM organisations' career management programmes was 'internal management training' programmes. [Figure 2](#) details the goals of those career management programmes. Eleven of the organisations also indicated that training of managers (in established posts) was an integral component of this programme. This corresponds to industry practice (management development is the most frequently cited undertaking). Within ATM it could reflect a perceived need for ATCO expertise in these capacities. However, at the same time, it is becoming difficult to fill management positions with qualified internal personnel due to the pressure for using qualified ATCOs in operational positions.

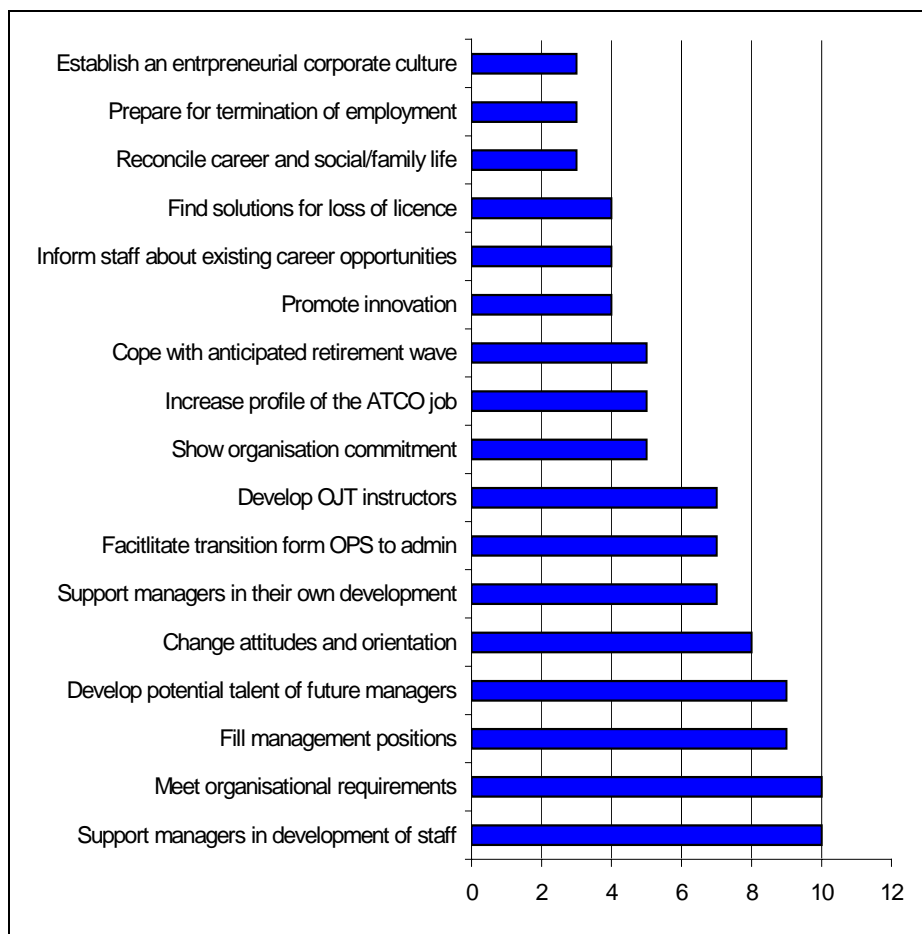


Figure 2: Goals of career management programme

It is interesting to note from [Figure 2](#) that eight of the seventeen organisations indicated that their programmes were also designed to changes attitudes and orientation. This might suggest recognition of the importance of professional relationships and managerial behaviour in times of change and organisational development.

2.4.4 Career path changes

The most frequently cited career path changes (see [Figure 3](#)) were targeted for ATCOs becoming supervisors, followed by OJT instructors, general management and posts within the ATC environment (not otherwise specified). The initial impact of these findings is that organisations are linking the ‘traditional career path’ of ATCOs.

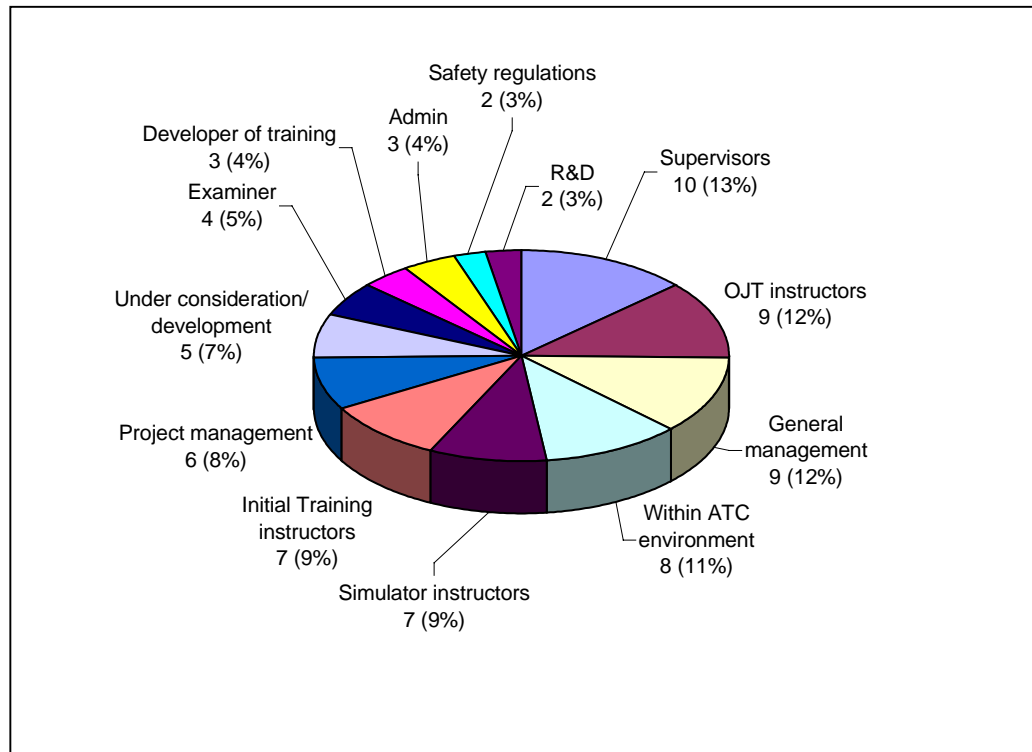


Figure 3: Career path changes

2.4.5 Eligibility for participation in career management programmes

Without exception, those organisations who have eligibility requirements for participating in the programme note that the experience required is either specified within various different ATCO posts (Tower, Approach, etc.) and/or number of years in service. One can conclude that organisations are eager to provide development opportunities for those staff who want to move into different career paths, and see the value of retaining the knowledge and expertise of ATCO staff within the organisation.

2.4.6 Written PCD guides

It appears that the number of organisations, five, who have written and/or electronic tools / PCD guidelines is low in relation to the number, seventeen, who are using PCD practices/tools. This is due to the larger number of organisations who are still in the process of developing their programme, or

who only use practices not defined as an organisational PCD programme. Nevertheless, the content of these guides provides or will provide a well-rounded approach to PCD and covers items as diverse as:

- identification of suitable options, assistance from managers,
- identification of development needs,
- competency development,
- pre-retirement planning,
- sources of information

2.4.7 Tools in use and/or under development

Seven organisations provided descriptions of tools that are currently in use and/or under development. A detailed description of these tools is provided in [Annex 3](#). However, it is worthwhile to note the focus of the majority of these tools (see [Figure 4](#)). The most frequently cited of these tools are:

- communication, leadership, and self-development skills;
- motivation and commitment, teamwork, and technical and professional skills;
- coping with changes, decision-making, people managing, promotion to a higher grade, team building and training skills.

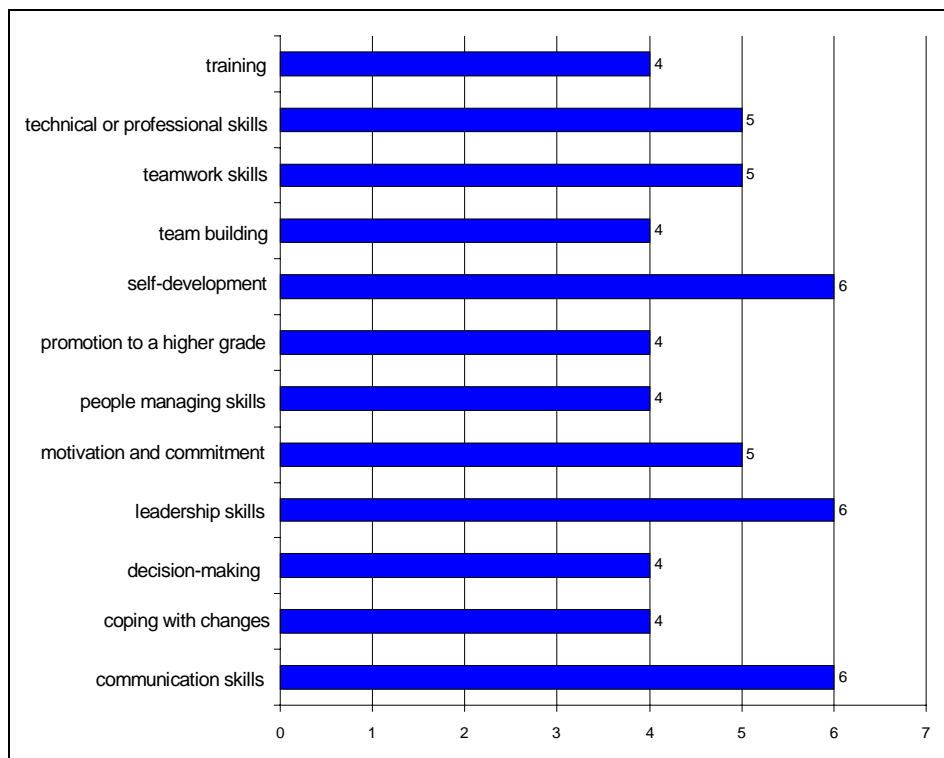


Figure 4: Focus of tools

2.4.8 Other tools

Career development profiles (i.e. self-assessment, performance appraisal, annual staff appraisal) were used by five of the organisations and seven of the organisations indicated that feedback was provided during the annual evaluation.

2.4.9 Target population of the career management programme

For the most part the career management programme is targeted at staff in the middle (transition) career stage and for the older controller. This presents an opportunity to remain productive within ATM and for the organisation to retain expertise and knowledge.

2.5 The Emerging Picture

Based on the results of the survey a 'typical picture' of career management programmes within ANSPs and ATM organisations emerges.

It contains the following:

- internal seminars and training sessions;
- individual counselling/career discussion with direct supervisors;
- internal job postings;
- performance appraisal used as a basis for career development;
- learning by doing elements;
- internal and external management development programmes.
- It will be applied to identify potential primarily on changes of career paths for ATCOs to become supervisors, training instructors and into general management. The programme will focus primarily on the middle career stage (transition) and number of years in service.
- There will not be an identified unit or staff member for the programme but it will involve supervisors and line managers, with support from HRM. Communication will be done primarily through the organisations Intranet and postings.
- The career development programme will be designed mainly to meet organisational requirements, support managers in the development of staff, develop potential talent of future managers, and to change attitudes and orientation. Considering organisational strategy, vacancy management needs and the performance appraisal system will play a key role in the programme development.

3. CURRENT STATUS OF CAREER MANAGEMENT IN ATM

A few months after the events of 11 September 2001, it was decided to check what effect, if any, had been transmitted via the organisation to career management and development programmes or initiatives in ANSPs.

There was no time or resources to once again do a full survey, so a simple letter was sent to ANSPs to ask whether there had been any effects. In addition, in view of continuing developments in the corporatisation of ANSPs, the question was asked whether this was a factor which had led to any changes in career management policies.

Thirteen replies were received.

- a) It is clear that the events of 11 September have not had any long lasting effects on PCD programmes.
- b) One organisation reported some budgetary restrictions with a resultant focussing on management development. Two other replies mentioned concentrating on leadership or management training and development. The rest have reported no effects on their programmes or policy direction.
- c) Three organisations have either corporatised/privatised or will shortly do so. They have reported no impact from this fact alone on their career management programmes.
- d) One organisation has reported some interesting new developments in this field including the launching of an initiative which will cover the introduction of a mentoring programme, task enrichment of the ATCO job, the alignment of PCD with performance management and the creation of links with tertiary level educational institutions to provide ATC-related certificated qualifications.

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ANNEX 1: QUESTIONNAIRE - PERSONAL AND CAREER DEVELOPMENT FOR AIR TRAFFIC CONTROLLERS: TOOLS, PRACTICES AND PROGRAMMES

**European Air Traffic Management Programme (EATMP)
Work Package HRS/MSP-004
Advanced Methods for Personal and Career Development (PCD)**

BACKGROUND

The EATMP Human Resources Team (HRT), under the auspices of the Manpower Sub-Group (MSG), tasked the Manpower Sub-Programme (MSP) of the Human Resources Programme (HRS) with the development of the Work Package 'Advanced Methods for Personal and Career Development (PCD)' (HRS/MSP-004). This survey forms part of the work carried out for this Work Package.

The information gathered in this survey will be published as a EUROCONTROL (EATMP) document after mutual agreement has been reached between parties and EUROCONTROL as to the contents. It will contain a brief description of the various career concepts, tools, practices and programmes that are in use or under development in different States/organisations. These PCD concepts will serve as examples of best practice.

AIMS

- To collect information worldwide in regards to available and emerging PCD tools, practices and programmes for ATCOs employed within States and/or ATSP organisations.
- To establish the current status and planned developments in this area.
- To provide more detailed knowledge of existing tools, practices and programmes which could be made available for application in ECAC States.

Please note that each State or ATSP organisation seeking to use such tools may need to customise the tools, practices and programmes prior to implementation and application. All replies will be treated confidentially and no information will be published until permission has been given about the content of the published information.

This questionnaire was completed by:

Reply from (Company):
Contact Person:
Address:
Telephone No.:
Fax No.:
E-mail:

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

General Instructions

Please complete this questionnaire by placing a tick (✓) in the appropriate box(es) and/or writing your answers in more detail where appropriate.

In most cases it may be necessary to tick more than one box to describe the situation appropriately.

Some of the terms used might not be familiar to you or you may use different terms. The Annex gives a short definition of terms.

For ease of use, you can ask for an electronic copy of this questionnaire by e-mail.

Please note all replies will be treated **confidentially**.

Please note that not all the practices/tools mentioned in this questionnaire will be applicable in ATC, for ATC staff, or in your organisational culture. These practices have been stated to capture all possibilities.

Section 2

In Section 2 you are asked to describe in detail PCD practices/tools in your organisation. In order to assist you with this part of the questionnaire, you can send us those tools/practices and we will extract the information as stated in Section 2. Please note that your materials will not be included in any published documents – only the information that pertains to the questions in Section 2.

Please do not hesitate to contact the person responsible at EUROCONTROL in case you have questions.

Please return the completed questionnaire and any other material by **Friday, 30 March 2001** to:

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PART ONE: GENERAL INFORMATION ON YOUR PERSONAL AND CAREER DEVELOPMENT (PCD) TOOLS, PRACTICES OR PROGRAMMES

A. General information on your PCD programme

1. Please outline what your PCD programme includes. Tick (✓) as many boxes as appropriate:

Activity	Provided/done by organisation	Provided/done by external sources
Career planning workshops	<input type="checkbox"/>	<input type="checkbox"/>
Seminars / training sessions	<input type="checkbox"/>	<input type="checkbox"/>
Career development / information	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring / career coaching	<input type="checkbox"/>	<input type="checkbox"/>
Learning resource centres	<input type="checkbox"/>	<input type="checkbox"/>
Management training programmes	<input type="checkbox"/>	<input type="checkbox"/>
Formal education as part of career development	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Internal job postings	<input type="checkbox"/> Personal development plans	
<input type="checkbox"/> Career development Web site	<input type="checkbox"/> Written guides/booklets	
<input type="checkbox"/> Alternative career paths	<input type="checkbox"/> Job sharing	
<input type="checkbox"/> Common career paths / career ladder	<input type="checkbox"/> Job rotation	
<input type="checkbox"/> Dual ladder / career track	<input type="checkbox"/> Job enlargement	
<input type="checkbox"/> Job enrichment	<input type="checkbox"/> Sabbaticals	
<input type="checkbox"/> Flexitime	<input type="checkbox"/> Secondments to other companies	
<input type="checkbox"/> Temporary assignments	<input type="checkbox"/> 360-degree appraisal	
<input type="checkbox"/> 'Learning-by-doing' elements	<input type="checkbox"/> Cross training	
<input type="checkbox"/> Work shadowing within the organisation	<input type="checkbox"/> Performance appraisal as a basis for career planning	
<input type="checkbox"/> Succession planning/management inventory	<input type="checkbox"/> Retirement preparation programmes	
<input type="checkbox"/> Quality circles	<input type="checkbox"/> Phased retirement	
<input type="checkbox"/> Special career programmes (please specify):	<input type="checkbox"/> Other (please specify):	
Career counselling		
Yes No		

- By direct supervisor
 By Human Resources Unit
 By external professional

Other (please specify):

Assessment centres Yes No

Provided/done by organisation Provided/done by external sources

Please indicate type of assessment tools used:

- No PCD programme exists
 Our PCD programme is under development and will be available by

2. Name the PCD tools under development and when they will be available.

_____ Available by _____
_____ Available by _____

3. Which of the above tools would be available for use in other ECAC States?

4. Under what conditions could they be used in other ECAC States?

- For free as a licence purchase Other (please specify):

B. General principles of your PCD programme

5. Your PCD programme mainly refers to changes of career paths for ATCOs:

- To training instructors Initial OJT Simulator Examiner
 To R&D to become developer of training
 Within the ATC environment Safety regulations to become supervisors
 General management Project management Administration

Other (please specify):

6. Does the programme require specific pre-knowledge, skill or minimum number of years in service/post before staff can attend the programme?

- No Yes (please specify):

7. How is performance in the PCD programme assessed (if at all)?

- by using weighted criteria by a summary report by using rating scales
 not applicable Other (please specify):

8. Do you have a written PCD guide for staff (e.g. a handbook) which describes options that can assist in identifying different opportunities for development across your organisation or within your national CAA?

No (If No, please go to question 10)

Yes (please specify):

9. Does this guide suggest:

Sources of information that can assist the development of different competencies

Definitions of competencies

Resources that help to improve skills

Possible suitable development actions

Learning opportunities

Ways to develop own initiative

How the line manager can assist in PCD

Development activities outside of work

PCD activities within the workplace

Ways to assume own responsibility

Ways to improve coaching skills

Ways to identify development needs

Ways to identify learning styles

Specific career guidance training

Ways to develop staff that might leave

Staff development towards outplacement

Pre-retirement programmes

Further reading material

Other (please specify):

10. Does your PCD programme allow staff to explore new careers (even outside your organisation) that are best suited to them based on their interests and competencies?

No No, current staff shortage cannot allow this.

Yes (please specify):

11. Do you use career development profile questionnaires (for example, scales concerning current performance level, career needs, career introspection, etc.)?

No

Yes (please specify):

12. Does your PCD programme allow feedback to participants?

No

Yes, after each activity / training session

Yes, during the annual evaluation

Yes, after the end of the programme

Other (please specify):

13. Do you have a dedicated unit / staff member for PCD?

No

Yes (please specify):

14. In running your PCD programme does your organisation involve the:

- HRM Supervisors / line managers
 ATC Unit staff

Other (please specify):

15. Does your PCD programme involve training of managers?

- No
 Yes (please specify):

16. In your organisation the communication concerning the career information for the PCD programme is done mainly through:

- E-mail Intranet Web site Booklets Handbook
 Brochures Posting Leaflets

Other (please specify):

17. What is the general experience with your PCD programme?

C. The goals of your PCD programme

18. Your PCD programme is mainly designed in order to:

- Cope with an anticipated retirement wave Fill management positions
 Establish an entrepreneurial corporate culture Link with the reward system
 Develop the potential talent of future managers Respond to union pressure
 Support managers in the development of staff Find solutions for loss of licence
 Prepare for termination of employment Change attitudes and orientation
 Support managers in their own development Promote innovation
 Reconcile career and social/family life Develop OJTIs
 Facilitate transition from OPS to administration Increase profile of the ATCO job
 Respond to demand from staff Meet organisational requirements
 Inform staff about existing career opportunities Show organisation commitment
 Promote opportunities for careers in international organisations
 Ensure employability of staff within/outside of the organisation (please specify):
 Other (please specify):

19. While constructing the PCD programme/tool, your organisation took into account the:

- | | |
|--|--|
| <input type="checkbox"/> Performance appraisal system | <input type="checkbox"/> Social pressures |
| <input type="checkbox"/> Business, market and commercial reality | <input type="checkbox"/> Operational staff shortage |
| <input type="checkbox"/> Provision of alternatives to the promotion system | <input type="checkbox"/> Existing personnel records |
| <input type="checkbox"/> Vacancy management needs | <input type="checkbox"/> External selection ratios |
| <input type="checkbox"/> Organisational strategy | <input type="checkbox"/> Mobility limitations |
| <input type="checkbox"/> Recognition of professional experience | <input type="checkbox"/> Cost of the PCD tool |
| <input type="checkbox"/> Past Manpower Planning mistakes | <input type="checkbox"/> Quality assurance concepts |
| <input type="checkbox"/> Impact of career progression on Manpower Planning | |
| <input type="checkbox"/> All of the above-mentioned | <input type="checkbox"/> None of the above-mentioned |

Other (please specify):

20. The PCD programme(s) used in your organisation is/are mainly associated with (please tick boxes as appropriate):

- | | |
|---|--|
| <input type="checkbox"/> Early career stage (e.g. induction) | <input type="checkbox"/> Middle career stage I (e.g. transition) |
| <input type="checkbox"/> Middle career stage II (e.g. Growth) | <input type="checkbox"/> Late career stage (e.g. maintenance) |
| <input type="checkbox"/> Seniority / number of years in service | <input type="checkbox"/> Number of years in current grade |
| <input type="checkbox"/> Retirement | <input type="checkbox"/> Dual (Ladder) Career |
| <input type="checkbox"/> 360-degree appraisal | |

Other (please specify):

D. The implementation process of your PCD programme

21. The implementation of your PCD programme took place:

- | | |
|---|---|
| <input type="checkbox"/> First in one region | <input type="checkbox"/> First in one ATC Unit |
| <input type="checkbox"/> Simultaneously in a number of ATC Units | <input type="checkbox"/> From start all across our organisation |
| <input type="checkbox"/> Not yet implemented. Implementation will start (please specify). | |

Other (please specify):

22. While implementing the PCD programme your organisation encountered problems of:

- | | |
|---|---|
| <input type="checkbox"/> Staff shortage in OPS | <input type="checkbox"/> Shortage of OJT instructors |
| <input type="checkbox"/> Staff wishes to stay in OPS | <input type="checkbox"/> High expectations of staff |
| <input type="checkbox"/> Lack of opportunities for career moves | <input type="checkbox"/> Passive approach of staff |
| <input type="checkbox"/> Budgetary constraints | <input type="checkbox"/> Retirement pension regulations |
| <input type="checkbox"/> Move constraints related to staff's family | <input type="checkbox"/> High number of staff at senior age |
| <input type="checkbox"/> Quality of training | |

Other (please specify):

23. Any other general information on your PCD programme:

**END OF PART ONE
PLEASE CONTINUE TO PART TWO**

PART TWO: DETAILED DESCRIPTION OF PERSONAL AND CAREER DEVELOPMENT (PCD) TOOLS / PRACTICES IN USE AND/OR UNDER DEVELOPMENT

Please specify the tools and give detailed information on each tool on the following pages. If necessary, please make further copies of the following pages 8-10, for each tool that you use.

General information on the tool/practice

1. What is the title of the tool/practice (including the version number, if applicable)?
2. Who developed the tool (for example, your organisation, consultancy company)?
3. Who owns the copyright?
4. When was the tool developed?
5. In which language(s) is the tool available?
6. When was the last update of the tool?
7. The tool is also in use in the following organisations/countries (please mention a contact person):
8. The PCD tool was designed for:
 ATCOs ATS staff Other (please specify):
9. The PCD tool/practice is used as a (tick ✓ as appropriate) Selection tool Development tool:
Instructors training for: Initial OJT Simulator Examiner
 Within the ATC environment To R&D
 To become supervisors Safety regulations
 To become developer of training Project management
 General management Administration
Other (please specify):
10. What is the aim of this PCD tool?
11. While designing this PCD tool, your organisation consulted:
 ATCOs Supervisors
 Union representatives Manpower planning experts
 The financial department External consultancy company
 Other air traffic service provider organisations
Other (please specify):

12. The approach/philosophy behind the PCD tool is:

- | | |
|--|---|
| <input type="checkbox"/> Based on potential identification of staff | <input type="checkbox"/> Participative |
| <input type="checkbox"/> Tailored to refresher training needs | <input type="checkbox"/> Customer-oriented |
| <input type="checkbox"/> To best fit between the person and the job | <input type="checkbox"/> Career counselling oriented |
| <input type="checkbox"/> Geared towards application of staff regulations | <input type="checkbox"/> Assessment-oriented |
| <input type="checkbox"/> Based on a dialogue after assessment | <input type="checkbox"/> Transparency-oriented |
| <input type="checkbox"/> Based on familiarisation with new technology | <input type="checkbox"/> Focused on gaining knowledge |
| <input type="checkbox"/> Integrating cost and qualitative issues | <input type="checkbox"/> Based on job rotation |
| <input type="checkbox"/> Geared towards outplacement | <input type="checkbox"/> Proactive |
| <input type="checkbox"/> Focused on succession planning | <input type="checkbox"/> Strategic |
| <input type="checkbox"/> Associated to career transitioning | <input type="checkbox"/> Related to downsizing |
| <input type="checkbox"/> To ensure accessibility to all employees | <input type="checkbox"/> Career-related |
| <input type="checkbox"/> Personalised/tailored to the individual | <input type="checkbox"/> Fixed Career Path |
| <input type="checkbox"/> Based on a psychological contract | |

Other (please specify):

13. Does your PCD tool refer to:

- | | |
|--|---|
| <input type="checkbox"/> Technical or professional skills | <input type="checkbox"/> Proficiency |
| <input type="checkbox"/> 'Where do I go from here with my life'? | <input type="checkbox"/> Career development |
| <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Motivation and commitment |
| <input type="checkbox"/> Supervisor development | <input type="checkbox"/> Public speaking |
| <input type="checkbox"/> Teamwork skills | <input type="checkbox"/> Team building |
| <input type="checkbox"/> Self-development | <input type="checkbox"/> Training |
| <input type="checkbox"/> Self-esteem | <input type="checkbox"/> Assertiveness |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Cognitive styles |
| <input type="checkbox"/> Communication skills | <input type="checkbox"/> Watch briefing for operational staff |
| <input type="checkbox"/> Self-confidence | <input type="checkbox"/> Technical writing |
| <input type="checkbox"/> Decision-making skills | <input type="checkbox"/> Creativity development |
| <input type="checkbox"/> People management skills | <input type="checkbox"/> Negotiation skills |

- | | |
|--|---|
| <input type="checkbox"/> Empowerment | <input type="checkbox"/> Quality assurance |
| <input type="checkbox"/> Organisational commitment | <input type="checkbox"/> Your corporate values |
| <input type="checkbox"/> Coping with changes | <input type="checkbox"/> Adaptability |
| <input type="checkbox"/> Planning skills | <input type="checkbox"/> Setting priorities |
| <input type="checkbox"/> Time management skills | <input type="checkbox"/> Responding to customer needs |
| <input type="checkbox"/> Commercial awareness | <input type="checkbox"/> Secondment opportunities |
| <input type="checkbox"/> Guidance material for managers | <input type="checkbox"/> Performance appraisal |
| <input type="checkbox"/> Accountability of staff to own initiatives | <input type="checkbox"/> Promotion to a higher grade |
| <input type="checkbox"/> Gaining formal education,
academic qualifications (e.g. MBA) | <input type="checkbox"/> High-flyer programmes |
| | <input type="checkbox"/> Counselling / coaching / mentoring |
| <input type="checkbox"/> Achieving personal goals by target days | <input type="checkbox"/> Employability |

Other (please specify):

14. How many people are required to administer this tool/method?.....

15. The administrator of the tool needs: Basic training Special training

Please specify the minimum qualification needed, if any, for tool administration (e.g. ATCO, psychologist):

16. If special training is needed, do you provide the training? Yes No

17. Are there any criteria to evaluate success in using this PCD tool?

18. What experience has been gained so far with this tool?

None, just started None yet, under development Will be implemented by.....

Our experience is basically:

Could you provide additional relevant material developed by your organisation, such as in-house publications, reading material, videos, computer based-training, Web-based tools, interactive CD-ROMs, etc. (please specify and send the material with this questionnaire or provide us the reference):

THANK YOU FOR YOUR COOPERATION!

END

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ANNEX 2: DETAILED SURVEY RESULTS

PART ONE: GENERAL INFORMATION ON ORGANISATIONAL CAREER MANAGEMENT PRACTICES

Question 1: Please outline what your PCD programme includes.

Organisations were asked to outline what their career management programme included. They were also provided the opportunity to state if they had a career management programme and/or if the programme was under development.

A frequency count of organisational career development practices was produced to determine which were used most and least frequently. Table 2 presents the distribution of the practices as spread across the participating organisations. The order is from the most frequent to least frequent use per category.

Table 2: Career management tools and practices

CATEGORY / ITEM	Frequency
Employment self-assessment tools	
Seminars / training sessions: internal	10
Individual counselling / career discussion with direct supervisor	10
Retirement preparation programmes	8
Personal development plans	8
Individual counselling / career discussion with Human Resources Unit	7
Seminars / training sessions: external	6
Individual counselling/career discussion with external professional	4
Career planning workshops: external	3
Career planning workshops: internal	2
Career development Web site	2
Job-matching systems	
Internal job postings	10
Succession planning / management inventory	3
Quality circles	2
Organisational potential assessment process	
Performance appraisal as basis for career development	10
Assessment centres internal	4
Assessment centres external	3
360-degree appraisal	3
Assessment centres (not specified)	1

Table 2: Career management tools and practices (continued)

CATEGORY / ITEM	Frequency
Internal labour market active management	
Learning by doing elements	9
Written guides/booklets	8
Common career paths / career ladder	6
Alternate career paths	6
Flexitime	5
Temporary assignments	5
Cross training	5
Phased retirement	5
Special career programmes	3
Secondments to other companies	3
Sabbaticals	3
Career resource / learning centres: internal	3
Career resource / learning centres: external	3
Dual ladder / dual track	2
Work shadowing within the organisation	1
Developmental programmes	
Management training programmes: internal	13
Management training programmes: external	10
Career development information: internal	8
Job enrichment	7
Formal education: internal	7
Formal education: external	7
Job rotation	6
Job enlargement	6
Mentoring / career coaching: internal	6
Job sharing	4
Career development information: external	2
Mentoring / career coaching: external	1
Other: mid-career benefits planning	1
Other: one-to-one coaching	1

PART TWO: GENERAL PRINCIPLES OF THE PCD PROGRAMME

Questions 2-4: Name the PCD tools under development.

In this section of the survey organisations were requested to detail any tools under development, when and if they would be available for use in other ECAC States and under what conditions (see [Figure 4](#) for description of specific tools).

Question 5: Your PCD programme mainly refers to changes of career paths for ATCOs to:

Organisations' PCD programmes mainly referred to changes of career paths for ATCOs as noted in [Table 3](#).

Table 3: Career paths

ITEM	Frequency
Become supervisors	10
Training instructors: OJT	9
General management	9
Within the ATCOs environment (not specified)	8
Training instructors: simulator	7
Training instructors: initial	7
Project management	6
Not yet determined: under development	5
Training instructors: examiner	4
Developer of training	3
Administration	3
Safety regulations	2
R&D	2
Other: in air traffic control management	1

Question 6: Does the programme require specific pre-knowledge, skill or minimum number of years in service/post before staff can attend the programme?

Four reports stated that there were no specific eligibility requirements. Nine of them required specific pre-knowledge, skill or minimum numbers of years in service/post, prior to attending the programme (see [Table 4](#)). Four States, whose programmes are under development, were not able to respond at this time.

Table 4: Eligibility requirements

ITEM	Frequency
A number of years service as operational controller	3
Type of service as operational controller specified TWR: 1 year; APP: 2 years; ACC: 3 years; instructor: 6 years; ATM specialist: 6 years	1
Previous specific other experience - OJTI, examiner, supervisor, manager	1
Several years (number of years not specified) for qualifying as instructors for ATCOs supervisors	1
2 years operational ATCOs; All ATCO-related training	1
Years of service as prerequisite (number of years not specified)	1
Several years (number of years not specified) for qualifying as instructors and for watch supervisors	1

Question 7: How is performance in the PCD programme assessed (if at all)?

Performance was/is assessed in the respective PCD programmes by:

Table 5: Assessment of performance

ITEM	Frequency
Rating scales	3
Summary reports	2
Other: individual evaluation	1

Eleven organisations indicated that assessment of performance was “not applicable” at this stage of their programme development and/or with the use of PCD practices.

Question 8: Do you have a written PCD guide for staff (e.g. a handbook) which describes options that can assist in identifying different opportunities for development across your organisation or within your national CAA?

Five organisations have written PCD guide(s) for staff and provided the following details of these tools:

- “stand-alone” pre-retirement handbooks issued during pre-retirement seminars;
- general rules and information on PCD directives, and systemised job descriptions;
- information relating to training and development (on the Intranet);
- personal development programme;
- competency supply guidelines.

Question 9: For those organisations (cited in response to [Question 8](#)) with written PCD guide(s) for staff, the guide(s) suggests:

Table 6: PCD guide contents

ITEM	Frequency
Possible suitable development options	4
How the line manager can assist in PCD	4
Ways to identify development needs	3
Specific career guidance training	3
Learning opportunities	3
Definitions of competencies	3
Ways to develop own initiative	2
Ways to assume own responsibility	2
Sources of information for development of different competencies	2
Pre-retirement programmes	2
Development activities outside of work	2
Ways to improve coaching skills	1
Ways to identify learning styles	1
Staff development towards outplacement	1
Resources to help improve skills	1
PCD activities within workplace	1
Manager's appraisal methods guide	1
Further reading material	1

Question 10: Does your PCD programme allow staff to explore new careers (even outside your organisation) that are best suited to them based on their interests and competencies?

One of the respondents who answered “yes” specified that the staff members were able to explore new careers within EUROCONTROL, ICAO and Nordic States’ CAAs.

As retention of staff has been identified as a critical need area, it is not surprising that organisations have limited capacity to encourage employees to explore new careers outside the organisation. Current staff shortages and the desire of organisations to retain and develop the expertise of staff are evidenced by these responses (see [Table 7](#)).

Table 7: Exploration of new careers

ITEM	Frequency
Not applicable	8
No	5
Yes	2
No, current staff shortages cannot allow this	2

Question 11: Do you use career development profile questionnaires (for example, scales concerning current performance level, career needs, career introspection, etc.)?

Twelve organisations stated that no profiles were used. Five organisations specified the following career development profile tools were used:

- self-assessment;
- personal development contemplation/expectation;
- performance appraisal, Belbin team roles;
- performance evaluation questionnaire;
- annual staff appraisal.

Question 12: Does your PCD programme allow feedback to participants?

Table 8: Feedback procedures

ITEM	Frequency
Yes, during the annual evaluation	7
No	1
Yes, after each activity, training session	3
Yes, after the end of each programme	3
Not applicable	3

Question 13: Do you have a dedicated unit / staff member for PCD?

Three organisations out of five that had requested to have dedicated staff identified the dedicated unit / staff member as follows (see [Table 9](#)):

- general training, Human Resources;
- personnel manager;
- corporate development centre - personnel development staff.

Table 9: Dedicated staff

ITEM	Frequency
No	7
Yes	5
Not applicable	5

Question 14: In running the PCD programme does your organisation involve the following:

Table 10: Involvement of staff

ITEM	Frequency
Supervisors / line managers	10
HRM	7
Not identified at this time	6
ATCOs unit staff	5
Personnel manager	2
Unions	1

Question 15: Does your PCD programme involve training of managers?

Table 11: Training of managers

ITEM	Frequency
Yes	11
No	6

Of the eleven organisations reporting that their PCD programme involved training of managers, five provided specifics:

- two weeks of leadership development and labour relations followed by one week of development 12-18 months later;
- ad hoc external training;
- basic management and leadership in air traffic control sector;
- special qualification programmes.

Question 16: In your organisation the communication concerning the career information for the PCD programme is done mainly through which of the following:

Table 12: Communication of programme

ITEM	Frequency
Intranet	6
Posting	4
Brochures, leaflets	4
Booklets	4
Handbook	3
E-mail	2

Table 12: Communication of programme (continued)

ITEM	Frequency
Web site	1
Other: benefits information	1
Other: meetings	1

Question 17: What is the general experience with your PCD programme?

The responses from organisations' general experience ranged from "not applicable" and/or "in progress". Several reported that work had started and was in progress but it was thus too soon to specify any particular reactions or trends. In one organisation the programme was embedded in a more general management training programme. One reported that their programme was well appreciated. Yet another described a system of job rotation to part-time adjacent jobs. One organisation reported that the programme was impacted by a passive attitude on the part of controllers themselves and operational management.

Question 18: Your PCD programme is mainly designed to:

Table 13: Design of PCD programmes

ITEM	Frequency
Meet organisational requirements	10
Support managers in development of staff	10
Develop potential talent of future managers	9
Fill management positions	9
Change attitudes and orientation	8
Develop OJTIs	7
Facilitate transition from OPS to administration	7
Support managers in their own development	7
Cope with anticipated retirement wave	5
Increase profile of the ATCO's job	5
Show organisation commitment	5
Find solutions for loss of licence	4
Inform staff about existing career opportunities	4
Promote innovation	4
Establish an entrepreneurial corporate culture	3
Prepare for termination of employment	3
Reconcile career and social/family life	3
Ensure employability of staff within organisation	2
Link with the reward system	2

Table 13: Design of PCD programmes (continued)

ITEM	Frequency
Not indicated	2
Respond to demand from staff	2
Ensure employability of staff outside organisation	1
Use of ATCOs' potential	1
Promote opportunities for careers in international organisations	1
Respond to union pressure	1

Question 19: While constructing the PCD programme/tool, your organisation took into account the following:

Table 14: Items included in PCD development

ITEM	Frequency
Organisational strategy	9
Vacancy management needs	8
Performance appraisal system	7
Impact of career progression on MP	6
Recognition of professional experience	5
Past MP mistakes	5
Operational staff shortage	5
Business, market commercial reality	5
Quality assurance concepts	4
Mobility limitations	4
Social pressures	3
Provision of alternatives to the promotion system	3
Existing personnel records	3
External selection ratios	1
Cost of the PCD tool	1

Question 20: The PCD programme(s) used in your organisation is/are mainly associated with:

Table 15: Target of PCD programmes

ITEM	Frequency
Middle career stage 1 (transition)	6
Seniority / numbers of years in service	5

Table 15: Target of PCD programmes (continued)

ITEM	Frequency
Middle career stage 2 (growth)	5
Retirement	3
Late career stage (maintenance)	3
Dual ladder career	3
360-degree appraisal	3
Early career stage (induction)	2
Number of years in current grade	1

Question 21: The implementation of PCD programmes took or will take place:

Table 16: Implementation

ITEM	Frequency
From start all across our organisation	7
First in one region	6
Simultaneously in a number of ATC units	2
First in one ATCO Unit	1
Not yet implemented	1

Question 22: During the implementation of PCD programmes, organisations encountered problems of (or have indicated possible problems of):

Table 17: Implementation issues

ITEM	Frequency
Passive approach of staff	7
Lack of opportunities for career moves	6
Staff wishes to stay in OPS	6
Budgetary constraints	5
Staff shortage in OPS	5
Shortage of OJTIs	3
High expectations of staff	2
Move constraints related to staff's family	2
Retirement pension regulations	2
High number of staff at senior age	1
Quality of training	1

ANNEX 3: TOOL(S) DESCRIPTION

This section presents a description of the tools and practices currently in use and/or under development within ANSPs and ATM organisations. The descriptions of the tools and practices have been reviewed by the contributing organisations as to their accuracy of content.

In summary, a matrix chart of those tools and practices that can be reported in this document is presented in [Chart 1](#).

Chart 1: Tools and practices

Tools / practices refer to:	Estonian ANS	DFS Germany	ANS Denmark	NATS UK	Belgocontrol	ANS Czech Republic	Swedish CAA
Academic qualifications			X				
Achieving personal goals by target days	X				X		
Adaptability			X				
Assertiveness		X	X				
Career development			X		X	X	
Cognitive style			X				
Commercial awareness		X		X			
Communication skills		X	X	X	X	X	X
Coping with changes			X	X	X		X
Counselling / coaching / mentoring			X				
Creativity development	X						
Decision-making		X	X	X	X		
Employability			X				
Empowerment			X		X		
Gaining formal education			X				
Guidance material for managers					X		
High-flyer programmes			X				
Human factors					X		
Independence			X				
Instruction and classroom techniques					X		
Leadership skills	X	X	X	X	X		X
Motivation and commitment	X	X	X		X		X
Negotiation skills		X	X				
Organisational commitment	X		X				

Chart 1: Tools and practices (continued)

Tools / practices refer to:	Estonian ANS	DFS Germany	ANS Denmark	NATS UK	Belgocontrol	ANS Czech Republic	Swedish CAA
Our corporate values		X	X				X
People managing skills	X		X	X		X	
Performance appraisal	X				X		
Planning skills		X	X	X			
Proficiency			X		X	X	
Promotion to a higher grade	X	X	X		X		
Public speaking		X	X				
Quality assurance	X		X		X		
Responding to customer needs				X			
Self-confidence			X	X			X
Self-esteem			X			X	
Self-development	X	X	X	X	X		X
Setting priorities		X	X	X			
Supervisor development			X		X	X	
Team building	X		X		X		X
Teamwork skills	X	X	X	X	X		
Technical or professional skills	X		X		X	X	X
Time management skills		X	X	X			
Training	X		X		X	X	
Watch briefing for operational staff			X			X	

BELGOCONTROL

Service Provider: BELGOCONTROL

Contact Person: Johan DELAURE
Title: Expert ATS

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Vooruitgangstraat 80, Bus 2
1030 BRUSSELS
BELGIUM

Tool under development

This tool was developed by the organisation that owns the copyright. The latest revision and update was in 1997, and is available in Dutch and French.

The tool was designed for ATCOs as a development tool within the ATCOs environment for initial, OJT, simulator and examiner instructors. It is also targeted for developing potential to become supervisor, developer of training, general management, R&D skills, and for opportunities within safety regulations.

The aim of this tool is to provide career opportunities to ATS staff.

While designing this tool, the organisation consulted ATCOs, union representatives, the financial department and MP experts.

The approach/philosophy behind this PCD tool is based on potential identification of staff and focused on succession planning. It is tailored to refresher training needs, is assessment-oriented and career-related. It aims to ensure accessibility to all employees and is proactive.

This PCD tool refers to:

Technical or professional skills	Leadership skills
Supervisor development	Teamwork skills
Self-development	Self-esteem
Communication skills	Decision-making skills
Empowerment	Coping with changes
Guidance material for managers	Achieving personal goals by target days
Proficiency	Career development
Motivation and commitment	Team building
Training	Quality assurance
Performance appraisal	Promotion to a higher grade

There was no indication in the report of the number of people required to administer this tool. However, the person who does administer this tool requires basic training which is provided by the organisation with minimum qualifications of ATCO, administrator or with appraisal skills.

Regular assessment is undertaken to evaluate the success of this tool. The experience gained so far with this tool is “basically a good system but can be improved”.

ANS OF THE CZECH REPUBLIC

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160 08 PRAHA
CZECH REPUBLIC

Instructions for new ATCO functions in air traffic control

Currently under development by the ANS of the Czech Republic, this tool is planned for release in June 2002. The copyright is owned by the ANS of the Czech Republic and is only available in the Czech language. As this tool is still under development there has been no update on the tool and it is not in use in any other countries or organisations.

This tool was designed for ATCOs and is used as a development tool within the air traffic control environment for initial, OJT, simulator and examiner instructors training, and to become supervisors.

The aim of this tool is to enable ATCOs to acquire knowledge and skills for training and supervision tasks in air traffic control.

When designing this tool, the organisation consulted ATCOs, supervisors and human resources specialists. The philosophy behind this PCD tool is associated with career transitioning and is career-related.

This tool will be designed for PCD within operations (ATC units) and in the ANS Training Institute. For a general managerial PCD a special procedure will be used.

The PCD tool specifically refers to:

Technical or professional skills	People management skills
Proficiency	Self-esteem
Training skills	Communication skills
Human factors skills	Watch briefing for operational staff and instruction
Supervisor development	Classroom techniques
Career development	

Approximately three-four people are required to administer this tool and special training is needed and provided by the organisation. The minimum qualification for the tool administration is ATCO instructor, human factors specialist and/or psychologist.

As this tool is currently under development, criteria to evaluate the success of this tool have not yet been determined. Additionally, no experience has thus been gained with this tool.

ANS DENMARK

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DENMARK

Various tools under development

These tools are under development and are designed for ATCOs and other ATS staff. It will be used within the ATCOs environment for initial, OJT and simulator instructor training, to become supervisors, project management and administration.

While designing these tools, the organisation consulted management, training staff (instructors, training planners, etc.), ATCOs, union representatives and supervisors.

The approach/philosophy behind this/these tool(s) is based on the potential identification of staff and tailored to refresher training needs. It aims to ensure a best fit between the person and the job, and is based on a dialogue after assessment and familiarisation with new technology. It ensures accessibility to all employees, is customer- and transparency-oriented. The focus is on gaining knowledge, proactive and strategic.

This/these PCD tool(s) refer(s) to:

Technical or professional skills	Proficiency
Career development	Leadership skills
Motivation and commitment	Supervisor development
Public speaking	Teamwork skills
Team building	Self-development
Training	Self-esteem
Assertiveness	Independence
Cognitive styles	Communication skills
Watch briefing for operational staff	Self-confidence
Decision-making skills	People management skills
Negotiation skills	Empowerment
Quality assurance	Organisational commitment
Your corporate values	Coping with changes
Adaptability	Planning skills

Setting priorities

Time management skills

Promotion to a higher-grade

Gaining formal education

High-flyer programmes

Academic qualifications (MBA)

Counselling / coaching / mentoring

Employability

Eight to ten people are required to have special training to administer the tool(s). The training is provided by the organisation. To administer the tool(s) the persons concerned must be appointed by management and hold the appropriate training level for the particular tool. They can be administrative staff or operational technicians, ATCOs, supervisors, assistant controllers and AIS personnel.

The criteria to evaluate the success of the tool(s) have not yet been consolidated as it is / they are under development.

ESTONIAN ANS

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Individual development through potential identification

This tool is under development by the organisation, which owns the copyright. The tool is available in the Estonian language.

While designing this tool, the organisation consulted ATCOs and MP experts. The company management organised and conducted a special internal seminar dedicated to discussion on this matter. The organisation also consulted external consultancy companies.

When the tool is developed, the organisation can share their experience with other service providers both inside and outside Estonia and others. However, at this time, the conditions under which the tool could be available for others have not been determined.

The tool is designed for ATCOs as a development tool within the ATCO environment for OJTIs, to become supervisor, developer of training and project management.

The aim of this tool is towards performance evaluation and individual development of ATCOs. It seeks to analyse knowledge, abilities and skills of ATCOs, and to provide them with objective feedback regarding their work. It is intended to motivate staff, and supports their professional and individual development, seeks feedback and evaluates the effectiveness of work. It is also focused on analysing training needs in order to obtain information for planning of personnel, etc.

The approach/philosophy behind this tool is based on potential identification of staff, based on a dialogue after assessment, is participative and assessment-oriented.

The PCD tool refers to:

Technical or professional skills	Leadership skills
Teamwork skills	Self-development
People management skills	Organisational commitment
Achieving personal goals by target days	Motivation and commitment
Team building	Training
Creativity development	Quality assurance
Performance appraisal	Promotion to a higher grade

Two or three persons, namely a personnel manager, ATS manager and one of the supervisors, should administer the tool to about forty people. Due to the size of the ATS service/company there will not be a specially appointed administrator. However, the personnel manager will be responsible for administration and will be assisted by an ATS supervisor.

The personnel manager will work in close cooperation with ATS manager, training manager, team leaders (we have introduced team management methods in ATS for conducting both OPS and non-OPS work), while evaluating the performance, developing training and activities plans, proposing the reward, etc.

The qualification requirements are not described in the document, because the persons responsible for running the system are already trained. Moreover, performance evaluation and development of staff is a part of the management function, one of the responsibilities of the managers; for instance, those persons have the necessary knowledge and training. If special training is needed, it will be provided. This organisation describes itself as a “learning company” and pays significant attention to training to achieve organisational goals.

The criteria to evaluate success are under development. The existing criteria for evaluation operational and teamwork (improved work efficiency, environment and working conditions, etc., via questionnaires) will be taken as a basis.

DFS

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Potential assessment centre (senior management level)

A full description of the management development programmes, tools and practices employed by DFS is provided in Annex B in EATMP (2000).

This tool was developed in 1997 by the Department of Personnel Development within the Organisation and an outside management-consulting firm. The copyright is owned by the DFS and is not available outside of the DFS. The tool undergoes updates/revisions as part of a continuous assessment programme.

This tool was designed for prospective managers of DFS and newcomers. It is used as a development tool for general management and administration.

The aim of this tool is to capture the potential of employees for possible careers in leadership and senior management.

While designing this tool, the organisation consulted psychologists and management leaders.

The approach/philosophy behind this tool is based on potential identification of employees, integrating cost and qualitative issues, focused on succession planning, career counselling oriented, assessment-oriented, transparency-oriented, proactive, strategic and career-related.

This PCD tool refers to:

Leadership skills	Teamwork skills
Self-development	Communication skills
Decision-making skills	Planning skills
Time management skills	Commercial awareness
Motivation and commitment	Public speaking
Assertiveness	Negotiation skills
Our corporate values	Setting priorities
Promotion to a higher grade	

Twelve participants plus six observers are required to administer this tool. The observers will need special training provided by the organisation. The minimum qualification needed for the tool administration is a psychologist according to company policy.

The experience gained in the use of this tool is based on an agreement with staff associations as to how this tool is applied. Leaders and managers actively ask the personnel department and the results are accepted by both managers and participants.

Selection assessment centre

This German language tool was developed by the organisation that owns the copyright and a consultant company in 1993, and is not available outside the DFS. This tool is updated through continuous adaptation of services.

This tool was designed for all employees as a selection tool for supervision, junior management and training staff. The aim of this tool is to assist in the selection of suitable candidates for management and leadership development.

When designing this tool, the organisation consulted ATCOs, supervisors, external consultancy company, personnel development experts and psychologists.

The approach/philosophy behind this PCD tool is based on potential identification of staff to ensure best fit between the person and the job. It is focused on succession planning and personalised/tailored to the individual, assessment and transparency-oriented. This tool is career-related and linked to fixed career paths.

This PCD tool refers to:

Leadership skills	Teamwork skills
Self-development	Communication skills
Decision-making skills	Planning skills
Time management skills	Motivation and commitment
Public speaking	Training
Assertiveness	Setting priorities

One to twelve participants and one to four observers are required to administer this tool. Special training for the observers is provided by the organisation. The minimum qualification for tool administration is psychologist.

Criteria used to evaluate the success of this tool are based on a catalogue of criteria that have been worked out together with external consultants. The experience of this tool is that participants accept the results.

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Competence supply in general with special attention to competence development

This tool was developed in the year 2000 internally within the ANS division. Swedish CAA owns the copyright and the last update/revision was in 2000. This tool is available in Sweden. The tool is available outside Sweden as an example of “best practice”, with no special conditions, and it is free of charge.

This tool was designed for all staff in ANS as a development tool within the ATCO’s environment, to become supervisor and for general management.

The aim of this tool is to secure required competence in the future to meet the needs of the organisation.

While designing this tool, the organisation consulted ATCOs, the union, supervisors and MP experts.

The approach/philosophy behind this tool is based on potential identification of staff to ensure best fit between the person and the job. It is based on a dialogue after the assessment, and will integrate cost and qualitative issues. It is associated with career transitioning, personalised and tailored to the individual, and is assessment-oriented. This is considered a strategic planning tool.

This PCD tool refers to:

Technical or professional skills	Leadership skills
Teamwork skills	Self-development
Communications skills	Self-confidence
Coping with changes	Motivation and commitment
Team building	Our corporate values

The number of people required to administer this tool is expected to equal one man-year. This includes follow-up, training, coaching and adjustments according to changes of needs.

No specific requirements other than knowledge of ATCO working conditions are required for administration of this tool.

A criterion used to evaluate the success of this tool is by interview on an individual basis. As this tool is currently under development, the experience gained is limited and therefore not reported.

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Development Centres

This tool/practice was designed in liaison with an external occupational psychologist consultancy in 2000 for NATS. The copyright remains with the occupational psychologist consultancy that licences NATS to use the material. The tool/practice is delivered in English and is regularly updated with slight modifications.

The tool/practice was designed for all potential senior and middle managers as a development tool for support of preparation for general management positions within NATS.

The aim of the tool/practice is to identify the strengths and development needs of staff assessed against the management competency framework with the objective to produce a personal development action plan.

The organisation consulted an external consultancy company and senior managers while designing this tool. The approach/philosophy behind this tool is participative, assessment-oriented, based on a dialogue after assessment, transparency-oriented, career-related and personalised/tailored to the individual.

The tool/practice refers specifically to:

Leadership skills	Teamwork skills
Self-development	Communication skills
Self-confidence	Decision-making skills
People management skills	Coping with changes
Planning skills	Setting priorities
Time management skills	Responding to customer needs
Commercial awareness	

The number of people required to administer this tool/practice is one person per four participants. The tool/practice administrator needs basic training which is provided by the organisation, if appropriate. There is also one observer per two participants who gives continuous feedback during and at the end of the Centre.

The experience gained so far with this tool/practice and the materials used at the development centres reflect the commercial realities facing the company. It provides practical and realistic scenarios that enable participants to demonstrate various management skills. This together with the feedback given by the observers is well received. The Centre also includes 360-degree feedback. It is though, as yet, unclear as to the extent participants make use of their action plans.

ANNEX 4: UPDATE OF MARCH 2001 SURVEY: LETTER TO THE PARTICIPANTS

Dear «Title» «Surname»,

You will recall that last year, we asked for your participation in a survey “Personal and Career Development for Air Traffic controllers tools, Practices and Programmes” in the context of the Manpower sub-group Work Package HRS/MSP-004. The covering letter of 5 March 2001 (copy attached) refers. I would thank again those that responded.

In the light of changing events, circumstances and priorities, we would like to check that the responses that you gave convey an accurate picture of the situation today and for those who were not able to respond, to take the opportunity to ask again for information about your organisational practices.

Your response to the simple questions below will enable us to update and complete the final deliverable, in line with the wishes and priorities set by the HRT17 recently, prior to submission to the Manpower Sub-Group (MSG) and Human Resources Team (HRT) For ease of completion, of those of you who responded to the survey last year, I attach a copy of your responses.

I thank you in advance for your cooperation. If you have any questions regarding the above or the questions below, please do not hesitate to contact me at EUROCONTROL in Brussels tel. +32 2 729 3600; email: fidel.chetcuti@eurocontrol.int.

1. Prior to 11 September 2002, what was the status of **your Career Management (PCD)** programme? Please give a general response that reflects if specific PCD plans/initiatives were in place, under development, in the planning stages or not really planned. For ease of reference, your responses to the questionnaire on Organisational Practices survey is attached if applicable.
2. Following the events of 11 September 2002, could you indicate what if any were the **impacts on your career management plans/initiatives**. Please give a response that reflects if your PCD initiatives have been unaffected, placed temporarily on hold for a time, still being planned, refocused according to new priorities. What are the current priorities on issues such as management training, supervisor training, succession planning etc.
3. Has there been any other factors e.g. effects of privatisation/corporatisation that have impacted on your plans/initiatives? If so, please detail how this has changed the focus of organisational priorities.

F. Chetcuti
Work Package Leader

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GLOSSARY

For the purpose of this document and in particular the March 2001 questionnaire, the following definitions shall apply:

Alternative Career Paths: Incorporation of the skills which employees already have with what they subjectively want to do and can involve changing career and lifestyles for more meaningful and fulfilling work arrangements (staff may find themselves moving sideways or downshifting).

Assessment Centre: A behaviour-oriented method, which can be used as a selection tool for managers (e.g. to assess social and action competence), as an assessment tool for identifying managerial potential or as a development tool (e.g. general development, or development of managerial roles).

Career: A process of development by an employee along a path of experience and roles in one or more organisations.

Career Counselling: A two-way communication between Human Resources manager and career counselling professional and/or direct manager to discuss needs and aspirations of staff, their abilities, knowledge experience, etc., and requirements of the organisation, existing opportunities and possibilities in the organisation.

Career Development: The outcomes of actions on career plans. The outcomes that are pursued may be based on the needs of the organisation and/or the individual.

Career Information: Booklets, papers, rules and regulations concerning career-related topics (e.g. career opportunities existing, available career development practices, career paths, timescale needed for development, minimum requirements before career change and/or conditions).

Career Path (Career Ladder / Career Tracking): A structured series of predetermined on-the-job experiences, which result in movement up the hierarchy.

Career Workshop: A workshop focusing on aspects of career development to provide managers and staff with relevant career knowledge, skills and experience and to identify future career opportunities.

Cross Training: Where staff are taught skills outside their current job assignment so they can be called upon to perform a variety of tasks as the need arises; done by organisations to help balance workloads, gain a better understanding of the total organisational picture, improve communications and relations, and increase staff value and marketability to the organisation.

Dual (Ladder) Career Tracks: A parallel hierarchy or path of career opportunities for professional or technical staff. It allows them upward/lateral movement without undertaking a managerial role. (This could be worthwhile for ATCOs who may lack managerial potential and/or aspirations or where career opportunities are limited.)

Employability: Providing, maintaining and upgrading skills and competencies of those employees that the organisation plans to utilise.

Fixed Career Path: A commitment to the organisation for a career.

Flexitime: A system which allows staff to set their own schedules within limitations set by the organisation (i.e. all staff to be present during specified 'core hours').

Formal Education: Consists of sending selected people to a formal programme of study as part of their development path (e.g. MBA¹, engineering, post-graduate studies).

High-flyer Programmes: Programmes or practices that address special skilled and/or high potential people.

Internal Transfer (Job Postings): A move to another post, usually on promotion, as a result of a voluntary application and competitive selection process. Job openings may be advertised via notice boards, in the company newsletter or via internal e-mail, Web pages, etc.

Job Enlargement / Lateral Moves: The process of increasing the number of tasks a worker performs with all of the tasks at the same level of responsibility; also referred to as 'horizontal job loading'.

Job Enrichment: The process of increasing a worker's responsibility and control over his/her work; also referred to as 'vertical job loading'. This allows workers to expand their responsibilities or change their role to develop new competencies without leaving their current position or the organisation. Provide five core characteristics: task variety, task significance, task identity, autonomy and feedback.

Job Rotation: The systematic movement of staff from job to job within an organisation as a way to achieve different human resources objectives (staffing jobs, orienting new employees, preventing job boredom, training employees and enhancing their career development).

Job Sharing: When a full time job is split between two employees (generally) who share the duties, responsibilities, salary and benefits of the job.

Lateral Moves: Horizontal move of people into other jobs by job rotation or role change to create cross-functional experience.

Mentoring / Career Coaching: Provision of advice and tutoring to people with identified managerial potential through experienced managers from within the organisation or external professionals.

¹ Master in Business Administration

Performance Appraisal: An assessment of an employee's performance, which is carried out on a periodical basis. Feedback can take the form of peer appraisal, upward appraisal, committee, or a combination of several sources in addition to that given by the direct manager. Focusing on choosing people for future development, for example, selection of high potential employees for assessment centres can be done based on Performance Appraisal results.

Personal and Career Development (PCD): The systematically planned, designed, implemented and controlled identification and promotion of abilities, skills, attitudes and knowledge of employees in line with individuals' expectations and needs whilst taking account of changes in jobs and tasks and needs of the organisation.

Phased Retirement: An intervention that allows workers who are at the latter end of their career cycle to taper their work schedules gradually until reaching full retirement.

Retirement Preparation Programmes: Career practices for the target population of staff approaching retirement and about to leave the organisation.

Psychological Contract: The unspoken promise, not present in the small print of the employment contract, of what the employer gives, and what the employees give in return.

Sabbatical: An extended leave from work, either paid or unpaid, which allows people time for revitalisation, new professional challenges (pursuing personal or professional interests). Often viewed as a benefit rather than a career development option; are used as a tool for retaining valued employees and as a way to prevent job burnout, or as a 'trial period' for pre-retirees.

Secondment: Programmes that aim to prepare staff for temporary assignments at other workplaces within an organisation or even outside the organisation (for example, with the national CAA, EUROCONTROL, ICAO, etc.).

Special Career Programmes: Programmes intended for women, minorities, expatriates, disabled, dual career couples and/or higher age groups to better manage their potential.

Succession Planning / Management Inventory: Determining the possible replacement of managers/staff in the organisation and evaluating the potential for promotion and succession.

Temporary Assignments: Assignments that are usually classified as special projects or special assignments with a definitive start/end date; used for student workers (interns), pre-retirees, high-potential employees, temporary workers, entrepreneurs and career changers.

360-degree Appraisal: Appraisal by direct manager, peers and higher managers or an appraisal committee to provide feedback to individuals for (career) development purposes.

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ABBREVIATIONS AND ACRONYMS

For the purposes of this document the following abbreviations and acronyms shall apply:

ACC	Area Control Centre
AENA	Aeropuertos Españoles y Navegación Aérea (<i>Spanish CAA</i>)
ANS	Air Navigation Services
ANSP	Air Navigation Service Provider
APP	Approach Control Centre
ATC	Air Traffic Control
ATCO	Air Traffic Controller / Air Traffic Control Officer (<i>US/UK</i>)
ATM	Air Traffic Management
ATSA	Air Traffic Services Authority (<i>Bulgaria</i>)
ATSP	Air Traffic Service Provider
CAA	Civil Aviation Administration/Authority
CEATS	Central European Air Traffic Services (<i>EUROCONTROL, Czech Republic</i>)
DAS	Directorate ATM Strategies (<i>EUROCONTROL Headquarters, SD</i>)
DAS/HUM or just HUM	Human Factors Management Business Division (<i>EUROCONTROL Headquarters, SD; formerly known as 'DIS/HUM' or just 'HUM'</i>)
DFS	Deutsche Flugsicherung GmbH (<i>Germany</i>)
DGAC/DNA	Direction Générale de l'Aviation Civile / Direction de la Navigation Aérienne (<i>France</i>)
DHMI	Genel Müdürlüğü (<i>General Directorate of State Airport, Turkey</i>)
DIS	Director(ate) Infrastructure, ATC Systems and Support (<i>EUROCONTROL Headquarters, SDE</i>)

DIS/HUM <i>or just</i> HUM	Human Factors and Manpower Unit (<i>EUROCONTROL Headquarters, SDE; formerly stood for 'ATM Human Resources Unit'; now known as 'DAS/HUM' or just 'HUM'</i>)
EATCHIP	European Air Traffic Control Harmonisation and Integration Programme (<i>now EATM(P)</i>)
EATM(P)	European Air Traffic Management (Programme) (<i>formerly EATCHIP</i>)
ECAC	European Civil Aviation Conference
ENAV	Ente Nazionale di Assistenza al Volo (<i>Italian ATS Agency</i>)
EUROCONTROL	European Organisation for the Safety of Air Navigation
FAA	Federal Aviation Administration (<i>US</i>)
HRM	Human Resources Management
HRS	Human Resources Programme (<i>EATM(P)</i>)
HRT	Human Resources Team (<i>EATCHIP/EATM(P)</i>)
HUM	Human Resources (Domain) (<i>EATCHIP/EATMP</i>)
IANS	Institute of Air Navigation Services (<i>EUROCONTROL, Luxembourg</i>)
ICAO	International Civil Aviation Organization
IFATCA	International Federation of Air Traffic Controllers' Associations
LVNL	Luchtverkeersleiding Nederland (<i>ATC The Netherlands</i>)
MBA	Master in Business Administration
MFG	Manpower Focus Group (<i>EATM, HRT; formerly known as 'MSG'</i>)
MP	Manpower Planning
MSG	Manpower Sub-Group (<i>EATCHIP/EATMP, HRT; now known as 'MFG'</i>)
MSP	Manpower Sub-Programme (<i>EATM(P), HRS</i>)

NATS	National Air Traffic Services Ltd (<i>UK</i>)
NAV	Navigation
OJT	On-the-Job Training
OJTI	On-the-Job Training Instructor
OPS	Operations
PCD	Personal and Career Development
ROMATSA	Romanian Air Traffic Services Administration
R&D	Research and Development
SD	Senior Director, EATM Service Business Unit (<i>EUROCONTROL Headquarters; formerly known as 'SDE'</i>)
SDE	Senior Director, Principal EATMP Directorate or, <i>in short, Senior Director(ate) EATMP</i> (<i>EUROCONTROL Headquarters; now known as 'SD'</i>)
SRG	Safety Regulation Group (<i>CAA UK</i>)
ST	Specialist Task (<i>EATCHIP</i>)
TWR	Aerodrome Control Tower

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