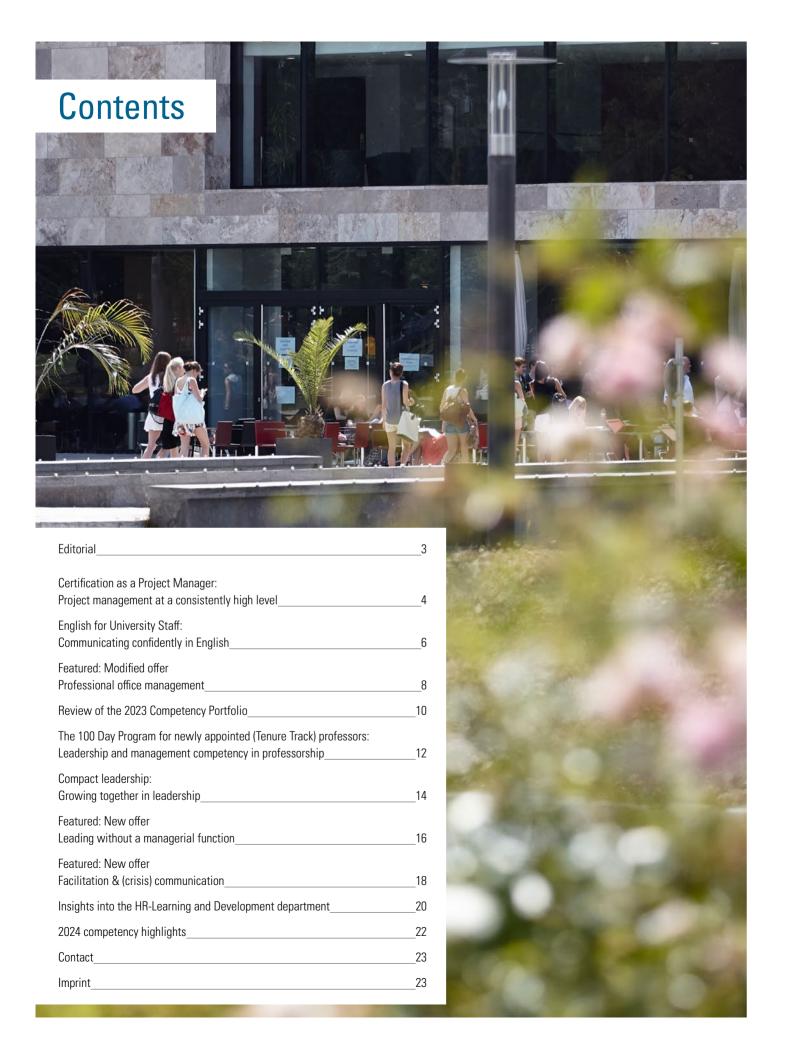
GOETHE-LEARNING JOURNAL

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Successful Learning and Development Transfer

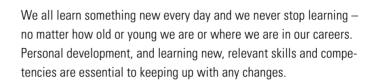


Organisationsentwicklung



Editorial

Dear Readers,
Dear Goethe Learning Community,





With your personality and skills, you are part of a large Goethe Learning Community. Your individual learning experience therefore always becomes an experience for the whole of Goethe University, because you apply your knowledge, contribute and thus shape our Goethe Learning Community.

As the HR-Learning and Development department (HR-L&D), we offer you an attractive portfolio for your competency development and support you in knowledge transfer and thus in your career and professional development.

In this third issue of the Learning Journal, we focus on the topic of "successful learning and development transfer". In interviews, employees, managers, and professors from both academia and administration share their learning experiences and speak about how they manage to integrate their new skills and competencies into daily university life:

Participants in the "Project Management Certification" program can now better manage complex projects, for example, thanks to their new competencies. Two colleagues use their improved English skills from "English for University Staff" in international appointment procedures or advising doctoral students. A newly appointed professor shares how the "100 Day Program for (Tenure Track) professors" has helped her grow into her new role, and executives from different areas report on the "Compact leadership" development training.

We will also introduce you to new offers such as "Leading without a managerial function", "Facilitation & (crisis) communication" and the revised "Professional office management" certificate program, and you will gain insights into our personnel development work.

Take time now for the new Learning Journal, with great insights into the Goethe Learning Community and our competency offers. Get to know real role models for lifelong learning.

I wish you a lot of inspiration and thank everyone who contributed to this issue.

Katja Jäger Head of HR-Learning and Development



Kerstin Dathe is a project manager and has been working at Goethe University for over ten years. She currently manages over 30 projects for the Faculty of Chemistry at the Professorship of Prof. Harald Schwalbe. She is highly experienced in project management. Prof. Catherine Whittaker, Tenure Track Professor of Ethnology, also had experience in project management before continuing her training. In individually conducted interviews, both tell why they have completed the "Project Manager Certification" and how their professional lives have changed since then.

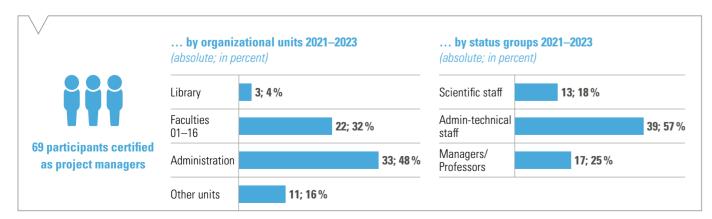
What was your motivation for participating in the "Project Management" competency offer and completing the certification?

Kerstin Dathe: I am very familiar with project management, but I also wanted to show scientists and external partners what I can do by getting certified. I often work with international project partners, and the title "Certified Project Manager" was helpful, opening the doors for me because my counterparts knew that we work with the same standards.

Prof. Catherine Whittaker: I have opted for the "Project Management" offer because it was part of my goal agreement, but also because I will be applying for funding for a larger research project in 2024.

How much experience have you had in project management?

Kerstin Dathe: I have been working in project management all my professional life: in the private sector, in the public sector and now for ten years at Goethe University. The exciting thing about my work at a



university is the variety of projects.

This requires solid processes and project management standards.

Prof. Catherine Whittaker: Before attending further training, I had some experience in project management.

As a scientific employee, I have already worked on projects, but have not yet been responsible for them independently as a project manager.



Kerstin Dathe: I shared the newly acquired knowledge from the project management certification with my scientific colleagues. We then looked at processes together and were able to optimize a lot. For example, the roles and tasks within the project team are now much clearer and we work more efficiently.

Prof. Catherine Whittaker: The knowledge of project management helps me to apply for the new research project. Once we receive approval, I will be prepared to manage the project.

If you think back to the time before certification – what has changed for you in your daily work since then?

Kerstin Dathe: I learned a lot by exchanging ideas with the other participants completing the certification. I was able to look outside the box of my own faculty and benefit from different approaches. This has also helped me to be able to assert myself better in teams with scientists because it is clear that we all speak the same project management language.

Prof. Catherine Whittaker: The exchange with the other participants helped me to understand Goethe University even better now.

How would you describe the three key takeaways?

Kerstin Dathe: For me, the official confirmation of my competency through the certificate was very important. This allows me to show that I work with the currently applicable quality standards in project management. In addition, multi-project management is easier if all colleagues have a good understanding of a project. My third key takeaway is rather superior: I now notice much more that uniform standards in project management contribute to the quality of our entire university and our reputation.



Prof. Dr. Catherine Whittaker, Tenure Track Professor

Prof. Catherine Whittaker: I have learned that the beginning of a project is the most labor-intensive step. Therefore, the right tools and methods help to plan a project well, especially at the beginning. I am now also more aware of the need to carry out a risk analysis for projects. In ethnology, for example, devices and data could be lost in field research. Involving all stakeholders in a project at an early stage and obtaining feedback was also an important learning aspect for me.

Do you have a "special trick" in project management that you use frequently and that could also help other members of the Goethe Learning Community?

Kerstin Dathe: Something is constantly changing in project management, and that is why it is always important to stay up to date. Continuous development has therefore been my philosophy all my professional life.

Prof. Catherine Whittaker: The management of projects in ethnology differs in parts from other projects at the university. I therefore do not have a general tip.

It was worthwhile for me to participate in the certification as a project manager because ...

Kerstin Dathe: ... it is very helpful for anyone leading multiple projects. I have already recommended the certification to many colleagues.

Prof. Catherine Whittaker: ... Project management is also a core task of professors.

Unter lebenslangem Lernen verstehe ich ...

Kerstin Dathe: ... Having fun learning something new. For example, I studied again at the age of 40 and would like to do a doctorate at some point. Lifelong learning definitely keeps you young.

Prof. Dr. Catherine Whittaker: ... to step out of the lecturer role and return to the student role.

All the information on "Project Management Certification" is available under HR-Learning and Development at www.goethe-lerncampus.de

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Dr. Antje Judt and Martina Siebert are currently participating in "English for University Staff". Dr. Antje Judt is the Executive Director of the Dean's Office of the Faculty of Economics and manages, among other things, appointment procedures; Martina Siebert is an Administrator in the Psychology Department at the Faculty of Psychology and Sports Sciences and supervises, among other things, doctoral procedures. In individually conducted interviews, both share the positive feedback they receive when they use English in their daily work at the university.

Why did you decide to advance your English language skills with the "English for University Staff" offer?

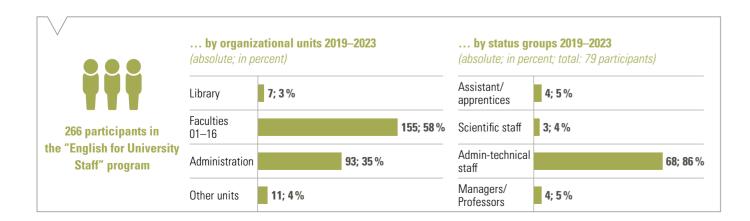
Dr. Antje Judt: For me, it was the first time in 2023 that I participated in "English for University Staff" at Goethe University. Our faculty is becoming increasingly more international, and many meetings and documents in appointment procedures are now in English. I wanted to gain more confidence and courage to speak English more freely.

Martina Siebert: I have regularly participated in English courses, even before the coronavirus pandemic. In between, I stopped.

The impetus for me to re-register for "English for University Staff" in 2023 came from the experts in the HR-Learning and Development department. I am truly grateful for this recommendation because the current course has really helped me.

How do you use English in your daily work?

Dr. Antje Judt: I speak English with our international colleagues in the faculty and respond to many emails in English. In some cases, appointment procedures for professorships are also in English, for example, meetings of the Appointment Committee.



Martina Siebert: I get a lot of inquiries and emails in English, especially from doctoral students. And I also speak English with international colleagues in hallways and offices. Frankfurt and Goethe University are so international that not everyone has to be able to speak German.

If we take a closer look at the course, what has particularly helped you to develop your language skills?

Dr. Antje Judt: I was able to integrate the weekly online sessions of 90 minutes

into my day-to-day work. The course consists of 36 sessions, so I spent almost a whole year studying English, which helped me a lot. We had eight participants in our course, and our lecturer encouraged us to speak using different methods. I learned a lot about speaking in general.

Martina Siebert: The small group size helped me a lot with learning. We regularly worked together in groups and presented our results in plenary. The lecturer alleviated my fear of speaking freely, even if I make minor mistakes. After the weekly 90-minute sessions, I was so motivated that I continued to engage with the content even after work, which allowed me to make progress more quickly.

How did you perceive the exchange with other learners from other faculties and from different areas of responsibility? What was enriching for you?

Dr. Antje Judt: The participants come from different university departments. Although we hardly have any points of overlap in terms of content, we motivate each other. The entire atmosphere in the course was open and appreciative so that nobody was afraid to speak freely.

Martina Siebert: The course takes place online, but we also met with all participants and the lecturer on campus, which I liked. Thanks to our lecturer, I was not afraid to make mistakes and thus became more confident in speaking.

What is easier for you in English now than before attending the English course?

Dr. Antje Judt: In the past, I had to think longer before being able to say something in English. Now I have become much more spontaneous when speaking and deal much more routinely with English texts, records, and emails. What also helps me is the certainty that it doesn't have to be perfect, and almost everyone whose native language is not English makes mistakes.



Dr. Antje Judt, Head of the Dean's Martina Siebert, Administrator Office of the Faculty of Economics in the Psychology Department, Faculty 05



individual words.

Why do you also recommend other colleagues to participate in "English for University Staff"?

Dr. Antje Judt: I appreciate the easily accessible offer to learn English. The placement test was conducted online and was easy to do, the individual sessions fit into my daily work schedule and, above all, the focus on speaking freely is great. I am so enthusiastic about the course that I have already registered for 2024.

Martina Siebert: I recommend the "English for University Staff" course because it has not only helped me professionally, but also personally. I am going to retire soon and then want to work as a "Granny Au Pair" in South Africa for a few months. In the past, I would not have dared to do that. And my granddaughter is also happy that I practice English with her.

It was worthwhile for me to participate in "English for University Staff" because ...

Dr. Antje Judt: ... I have gained more confidence in speaking freely.

Martina Siebert: ... it has spurred my interest in the language and the course has helped me both professionally and personally.

By lifelong learning I mean ...

Dr. Antje Judt: ... to always keep the ball rolling in various subject areas.

Martina Siebert: ... to engage in learning again and again and to be rewarded for doing so.

All the information on "English for University Staff" is available under HR-Learning and Development at www.goethe-lerncampus.de



Creating a more efficient everyday office life

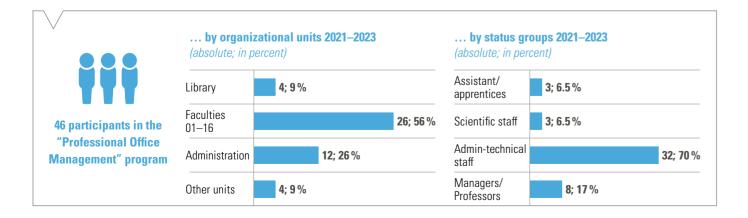
The "Professional Office Management" certificate program has been an integral part of the portfolio since 2021. In the past three years alone, 46 employees have successfully participated.

The university administration is becoming increasingly digital with new tools and we all work in hybrid settings, for which we have to adapt processes. In order to prepare optimally, to make the learning experience even more practical, and to promote the transfer even better, the HR-Learning and Development department has revised the "Professional Office Management" program.

Your competency roadmap

From 2024, the individual building blocks and competencies will build on each other even more. The various learning formats have been didactically revised, and self-learning phases will alternate with seminars in the group.

To acquire the internal certificate, you will attend various events within about two years — partly in person, online, or in an e-learning setting. You will participate in higher-level compulsory seminars and e-learning courses on the basics of office and work organization, office communication, and time and self-management. In the elective courses, you will then set further priorities and can choose from **15 course offers.** By the way, courses you have already completed can be credited for the new offer.

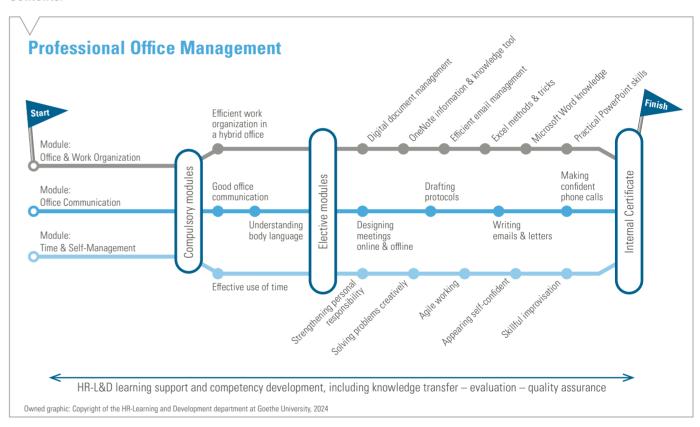


Designing knowledge transfer

In order to put the acquired knowledge into practice even more successfully, the individual modules each deal with only one topic. They last between 30 and 90 minutes in an e-learning setting and just under a day for in-person seminars. This allows you to apply your new knowledge immediately after the learning module, for example, the next time the phone rings, or you revise a PowerPoint presentation.

You will be on the learning path for professional office management over a longer period. Through this long-term study of **office management**, **office communication and time and self-management** in its various facets, you will consolidate your competencies and be able to apply them in a situation-appropriate manner in your everyday office life: Knowledge transfer on the iob!

Contents:

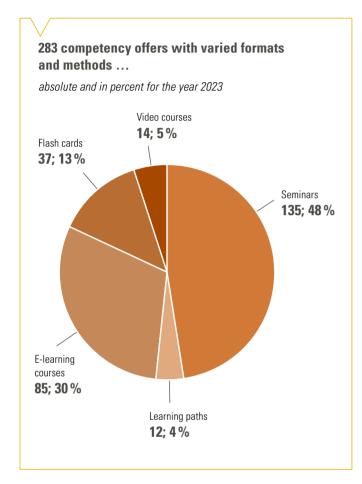


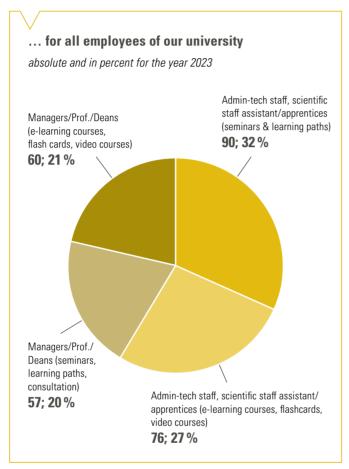
All the information on the "Professional Office Management" certificate program is available under HR-Learning and Development Department at www.goethe-lerncampus.de

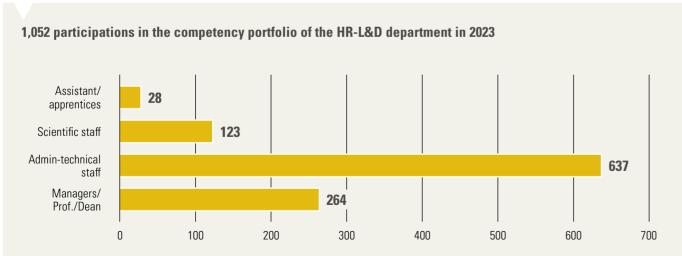
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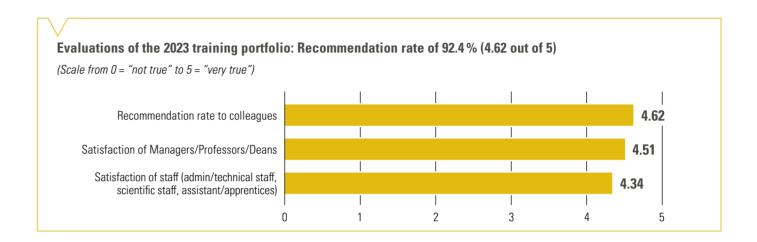
Review of the 2023 Competency Portfolio

In 2023, enthusiastic members of the Goethe Learning Community took advantage of the offers by HR-Learning and Development to develop professionally and personally (as of November 6, 2023):

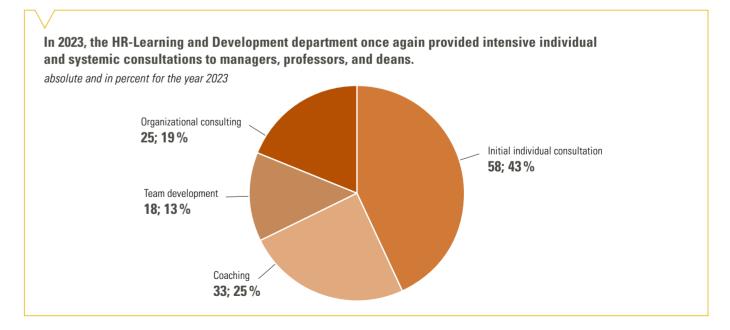














The 100 Day Program: Leadership and management competency in professorship

Prof. Christine Wenona Hoffmann is a Tenure Track Professor of Practical Theology. She has been at Goethe University since January 2023 and has participated in the "100 Day Program for newly appointed professors". As one of the first tenure-track professors in her field, she has benefited above all from the experiences of others and from peer-to-peer case consultation.

What do you think are special challenges for tenure-track professors?

Prof. Christine Wenona Hoffmann: The challenges depend greatly on the respective faculty. For example, the model of a tenure-track professorship is not yet very common in the humanities, and I am one of the first in our faculty. However, in other fields, such as medicine, there is already a lot of experience that we can benefit from.

Overall, the model of the tenure-track professorship is a great opportunity for the entire university and the development is very well supported internally.

Prof. Christine Wenona Hoffmann: Especially at the beginning. I found it difficult to grasp the topic of managing a professorship and the large

> university as a whole. Therefore, it helped me a lot that I received support - right from the start. Even when I was still in the application process for the professorship, I saw that Goethe University offered this program. This showed me: I will receive support and there are high quality standards. This is another reason why Frankfurt has become even more attractive to me as a location. When it was clear that

Why was it important to you to participate in the 100 Day Program?

I used the peer-to-peer case consultation very intensively because I am convinced of the method, having

worked in coaching supervision myself. Another seminar I attended, for example, was "Rights and Duties of the Professorship". Individual coaching has also helped me to structure processes at the professorship. This intensive exchange in coaching was an excellent addition to peer-to-peer case consultation.

I would get the job, I immediately contacted the

HR-Learning and Development department; they

from the "100 Day Program for newly appointed

The program consists of various modular ele-

ments - individual consultation, peer-to-peer

case consultation for tenure-track professors,

offers for strengthening leadership and manage-

ment skills, and coaching. What did you select

Prof. Christine Wenona Hoffmann: The first step

was the individual consultation. As further elements,

various seminars and e-learning courses,

professors" for me.

and why?

consulted me and helped me select suitable modules

Let's take a look at the individual modules you have taken - to what extent have they facilitated your start at Goethe University and helped you to deal with the challenges in your day-to-day work as a professor?

Prof. Christine Wenona Hoffmann: Initially, it is difficult to understand the complexity of the university. At the beginning of my appointment, all the procedures and processes were new to me. The 100 Day Program helped me to shape these and to reflect and find my way in my new role. I also know that I can always contact the HR-Learning and Development department and that I will continue to receive support – even after the 100 Day Program has been completed.



Prof. Christine Wenona Hoffmann is a Tenure Track Professor of Practical

How did the exchange with other tenure track professors take place (e.g. in the case of peer-to-peer case consultation) and to what extent was this helpful?

Prof. Christine Wenona Hoffmann: We were a permanent group of newly appointed professors from various faculties. We exchanged once a month in a peer-to-peer case consultation. Since we were all in the same situation, i.e. new to Goethe University and new to the role of professors, we were able to support each other well and develop a very appreciative network.

Based on your experience as a newly appointed professor and participant in the 100 Day Program: What would you recommend to newly appointed professors?

Prof. Christine Wenona Hoffmann: I would tell you that it helped me personally that I guickly contacted the HR-Learning and Development department and used the building blocks of the 100 Day Program And I would advise you to invest the time in the 100 Day Program at the beginning. This will save you a lot of time later when you manage your professorship because they know how it works most effectively.

It was worthwhile for me to participate in the 100 Day Program

Prof. Christine Wenona Hoffmann: ... I can shape my role and task in the best possible way.

By lifelong learning I mean ...

Prof. Christine Wenona Hoffmann: ... to remain curious and open in the exchange with other people to create good ways of working together.

All the information on the "100 Day Program for newly appointed (Tenure Track) professors" is available under HR-Learning and Development at www.goethe-lerncampus.de

... by status groups 2022-2023 (absolute; in percent) 3; 12 % TT professors 25 participants in 20; 80 % **Professors** the 100 Day Program for newly appointed BLP-TT professors 2;8% (Tenure Track) professors



Prof. Susanne Schnell and Andreas Pintaric completed the "Compact leadership" program in January 2024. The leadership program consists of seven modules and lasts about one year. Both come from different areas of Goethe University – Dr. Susanne Schnell is Tenure Track Professor at the Institute for Teacher Training Mathematics and Computer Science and Andreas Pintaric is the acting head of the Department of Operations and Service of the Bockenheim/Ginnheim/ Westend campus and group leader of the workshops – and found precisely these different perspectives enriching in their leadership development. In a joint interview, they talk about their experiences.

12; 16 %

What was your motivation for participating in "Compact leadership"?

program

Prof. Susanne Schnell: Last year I came back from parental leave. Before, I already had management responsibility, but when I returned, my team consisted of more staff members, there were new projects and new requirements. With "Compact leadership", I wanted to

Other units

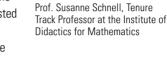
grow even better into the leadership role. I contacted the team of the HR-Learning and Development department for coaching and during the consultation with the department's experts; they introduced me to the "Compact leadership" program.

Andreas Pintaric: I have had management responsibility for a long time and lead larger teams. I want to keep developing both my teams

and myself. That is why I have already attended some external seminars on leadership. Unfortunately, these were not quite right for me because the participants came from other fields and had little understanding and knowledge of university administration. This was different with "Compact leadership" as internal leadership development. I also became aware of the leadership offer during a consultation with the HR-Learning and Development department.

One element of leadership qualification is the intensive exchange with other managers as well as peer-to-peer advice: How did you experience the exchange with the other managers, and how were you able to benefit from it?

Prof. Susanne Schnell: In addition to the technical input, the most important thing for me was the exchange with the other participating managers. We trusted each other rather quickly. As a result, very open conversations were possible and we gave very honest feedback.



Especially because we came from different areas of the university, I was able to get to know Goethe University as a whole in a different way. This helps me a lot in my day-to-day work.

Andreas Pintaric: The participants came from different areas of the university and the management span was between two and 100 employees. As colleagues we all face similar challenges, we worked together superbly and formed learning tandems and learning groups with each other. For example, I have seen how other managers deal with difficult conversational situations. This helped me a lot to reflect on my own leadership.

How did you use the time between the modules? To what extent have you already been able to apply what you have learned and try out new things?

Prof. Susanne Schnell: For example, we dealt with communications and conversations with employees in one module. Two weeks later, I had such a conversation and was able to apply the methods that I had learned. The conversation went well because I was prepared.

Andreas Pintaric: For example, the model of the "team development clock" helped me a lot — meaning that a team goes through different phases before it becomes fully powerful. I remembered the sentence: "Those who work alone, add; those who work together, multiply." I have already benefited from this new knowledge in the phases between the modules.

If you think back to the time before certification, what has changed for you in your daily leadership behavior since then?

Prof. Susanne Schnell: A lot has changed for me. Now I know that leadership and management are just as important as research. Because only if I can lead my team well we can work together well and, in turn, be fully efficient and motivated in research and teaching.



Andreas Pintaric, acting Head of the Department of Operations and Service of the Bockenheim/ Ginnheim/Westend campus and Group Leader of the Workshops

Andreas Pintaric: I now understand the different character traits of my employees even better. I now know that there is not one perfect leadership style, but that I need different leadership styles in different situations and with different employees.

Whom would you like to recommend the "Compact leadership" program to and why?

Prof. Susanne Schnell: I recommend the leadership program to anyone who is open to getting to know

different leadership styles. I also particularly recommend it to all professors, because leadership is just as important as research and teaching in everyday university life.

Andreas Pintaric: Whether in administration or science — all managers can benefit from "Compact leadership". I recommend it to everyone who is currently a leader at Goethe University. My tip for getting the best learning outcome: look outside the box, get involved and be open to reflecting on yourself.

It was worthwhile for me to participate in "Compact leadership" because ...

Prof. Susanne Schnell: ... I learned a lot about myself as a leader and as a person.

Andreas Pintaric: ... I met great people and now understand the university even better.

By lifelong learning I mean ...

Prof. Susanne Schnell: ... always to remain curious and to question yourself again and again.

Andreas Pintaric: ... to always stay motivated and not to stop.

All the information on "Compact leadership" is available under HR-Learning and Development at www.goethe-lerncampus.de

... by organizational units 2019–2023
(absolute; in percent)

Library

12; 16 %

Faculties
01–16

75 participants in the
"Compact leadership"

Administration

33; 44 %



Your path to professional team management

Do you have the opportunity to lead a team on a project-related basis? Are you unsure how you want to act because you do not have disciplinary leadership responsibility? Then let's tackle this together. With the right methods and social and communicative skills, getting started with professional leadership responsibility is not that difficult.

With the "Leading without a managerial function" program, we will expand the leadership development portfolio from 2024, especially for employees who lead teams in science and administration without a managerial function. The competency journey consists of modules that systemically built on each other with learning transfer phases and concludes with an internal certificate.

Your competency roadmap

After the first consultation with the experts in the HR-Learning and Development department, your learning journey will start with a two-day in-person kick-off seminar. In terms of content, you will deal with leadership, communication, and conflict management. The first seminar is followed by various application phases for the transfer into practice, peer-to-peer consultations and a final in-person seminar. During the seminar, you will reflect on how you were able to apply the new competencies.

Designing knowledge transfer

Over a longer period of time, you will be involved in the topic of professional leadership, various leadership styles, communication and methods and can gradually develop professionally and personally through this long-term study.

During the application phases between the seminars, you will work on your personal goal setting. This means that you will directly implement what you have learned during this time, for example, when you lead the next team meeting or discuss tasks and roles with individual members. Qualified trainers support you in integrated peer-to-peer consultations, to guide you to continuously reflect on your knowledge transfer and your competency development as a professional leader.

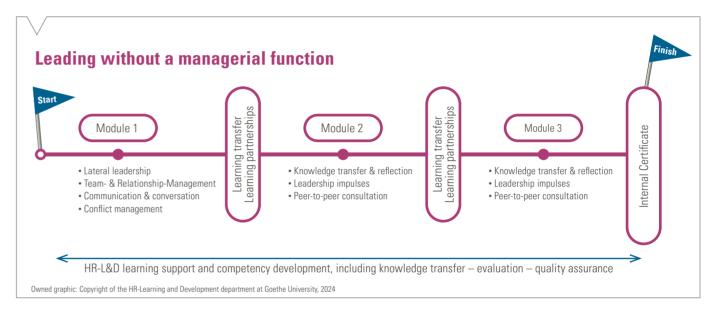
Target group:

- Employees without disciplinary leadership responsibility with leading tasks and responsibilities from science and administration
- For example, project managers, project coordinators, deputy department, group, and team leaders

Objectives:

- Strengthening leadership work at Goethe University through joint competency development for employees with lateral leadership responsibility
- Increasing the efficiency of cross-organizational and cross-departmental, interdisciplinary work and projects

Contents:



Benefits:

- You develop and expand your skills for managing projects and teams, even without disciplinary responsibility
- You reflect on your lateral leadership responsibilities and consolidate your understanding of the role
- You learn methods of lateral leadership and apply them in your daily work
- You gain confidence, acceptance and assertiveness in your lateral leadership role
- You develop your communication skills in a targeted manner
- You understand and can control group-dynamic processes
- You build lasting networks with other lateral leaders
- You receive an internal leadership certificate at the end of your learning journey

All the information on "Leading without a managerial function" is available under HR-Learning and Development at www.goethe-lerncampus.de

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Moderating events eloquently and dealing with conflicts

A typical discussion event at Goethe University: As a facilitator, you welcome participants and guide them through the event. Experts give keynote speeches. The discussion round that follows is academically constructive and the audience asks interesting questions. Applause sounds, you say thank you and take a deep breath. Everything went well. You say goodbye with a smile and the participants move on to the buffet. The next day, the media reports positively about the event and you also receive praise on social media channels.

However, it can also be very different: interjections, technical glitches, critical questions from media representatives, a social media disaster. To ensure that you are prepared for such situations, the HR-Learning and Development department developed the new "Facilitation & (crisis) communication" offer.

The modular competency offer makes you fit for the facilitation of high-profile events and is aimed at experienced academic staff, professors, and coordinators at Goethe University.

Your competency roadmap

The starting point is an individual consultation with the experts of the HR-Learning and Development department. Based on this consultation, you will select suitable competency offers from Modules 1 and 2 as well as other support offers in Module 3. The program takes place in person and online.

Designing knowledge transfer

You can expect an offer that is tailor-made to your needs, the elements of which you can choose according to your requirements, and which helps you to remain eloquent and confident even in difficult situations during an event. In the time between the modules, you can already use and evaluate your new competencies.

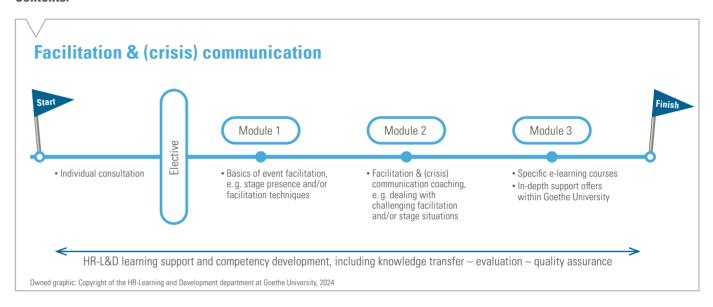
Target group:

Experienced academic staff, coordinators, professors

Objectives:

- Increasing skills for the moderation of high-profile events
- Raising awareness and professionalization in dealing with conflicts and media at high-profile events

Contents:



Benefits:

- You increase your media and communication skills so that you can react reliably, decisively and adequately when facilitating
 and presenting during high-profile and media-effective events
- You gain confidence, acceptance and assertiveness in the facilitator role
- You develop your stage and media presence and test stage and facilitation situations
- You reflect on and strengthen your professional media impact
- You exchange ideas with external experts on challenging high-profile and media-effective events and prepare yourself in a targeted manner

All the information on "Facilitation & (crisis) communication" is available under HR-Learning and Development at www.goethe-lerncampus.de



Learning, professional and career adviser

We are one of three Human Resources departments. We are experts in HR-Learning and Development (HR-L&D) and support you in your **personal learning, professional and career development** at our university. We use **modern L&D approaches** in our work and are constantly developing the **competency portfolio** for your development.

From individual competency development to internal consultation and organizational changes, the L&D expert team supports you as an employee, team member, manager, and professor and offers effective competency, learning, and consultation services.

Systemic personnel development

Personnel development at universities means **scientifically based** and **practically proven** systematic promotion and further development of the competencies of employees.

This contributes to the fulfillment of the university's tasks, to the achievement and safeguarding of its strategic goals and to individual professional development. Personnel development is based on **competency models**, is oriented towards the present and future and is planned according to needs and target groups. In addition,

it will be further developed on the basis of data and evidence. Personnel development has the goal of empowering organizations, teams and individual employees so that they can optimally use and expand their skills. This supports university development and promotes **attractiveness as an employer.**

Systemic personnel development tools

We work with established **personnel development systems** for a quality-assured **competency portfolio**. **Competencies** are the key to **lifelong learning**.

Our **competency compass** is an important building block for us to provide an attractive portfolio, including certificate programs, learning paths, seminars, e-learning courses and consultation. Our **modular learning formats and methods** reach a wide variety of **learning styles**.

Our guidance and evaluation support an effective transfer of learning into daily university and work life. These important PE systems are integrated into our digital learning platform **Goethe** Learning Campus.

Perspectives for individual development

To be able to respond to your individual development needs and interests, the annual **Employee Development Interview (MAEG)** offers you space for joint reflection in a trusting dialogue. As an employee (including new employees during the probationary period), you can talk to your manager/professor in a structured manner about current and future tasks, about potentials and competencies, as well as about your development wishes.

Certificate programs and learning paths

Goethe University supports **lifelong learning** and offers you a variety of opportunities to further your education and develop skills — including for new tasks. The various **high-quality certificate programs** and **learning paths** for your **individual development** consist of modules that build on each other didactically and have a lasting effect on your personal knowledge transfer.

Collaboration

All our services offer you a **trusting space** for **collegial exchange** and **interdisciplinary networking**. These collaboration spaces are integrated into the respective offer design. Individual reflections on one's own learning also take place during the knowledge transfer phases. Collaboration also plays an important role in the **RMU network** (Rhine-Main University Alliance).

Leadership development

Leadership is always highly relevant in science and administration. For you as a manager and professor, it is important to understand in which leadership environment you work and act today and in the future. Leadership in everyday university life takes place under constantly changing complex conditions. Successful leadership therefore requires continuous reflection and adaptation. Systemic leadership systems, models, and tools are available to support you. According to your desired competency development, you can select targeted leadership and management offers from the modular system. Leadership development enables continuous career and leadership guidance as well as team development.

Expert network for personnel and organizational development

Within the Rhine-Main University Alliance (RMU), there is an active L&D cooperation, which is currently being further expanded in the field of L&D collaboration.

As an active member of various networks, such as the Network for Personnel Development at Universities (<u>UniNetzPE</u>), we are following the Code of Good Personnel Development at Universities.

We are also members of the German Society for Personnel Management (DGFP), the Federal Association of Personnel Managers (BPM), the German Society for Transactional Analysis (DGTA), the Institute for Systemic Counseling (ISB), and the International Association of Coaching Institutes (ICI).

We benefit from these and other networks that deal with **personnel development**, **competency development**, **organizational development** and other **personnel topics**.

Further information on HR-Learning and Development is available on our intranet page at www.uni-frankfurt.de/PEOEHome

2024 competency highlights

Competency offers for employees

1. Project Management – Basics and Methods (in-person seminar)

Start: March 12, 2024

Registration until: February 27, 2024

Registration link

2. Internal offer: "Project Management Certification" (modular in-person series)

Start: September 17, 2024

Registration until: August 27, 2024

Registration link

3. Internal certificate: "English for University Staff" (online seminar series)

Start: February 1, 2025

Registration until: November 30, 2024

Registration link

4. Internal certificate: "Professional Office Management" (modular learning path)

Start: any time Registration link

5. Constructive communication – How do I say it well when things get difficult? (in-person seminar)

Start: April 18, 2024

Registration until: March 28, 2024

Registration link

6. Controlling for Non-Controllers (in-person seminar)

Start: June 13, 2024

Registration until: May 30, 2024

Registration link

7. DigiFit Employees (modular series)

Start: in planning

Competency Offerings for Leadership Development for Executives, Professors, and Deans

1. Internal certificate: "Leading Without a Managerial Function" (modular in-person series)

Start: March 5, 2024

Registration until: February 20, 2024

Registration link

2. Internal certificate: "Compact leadership" (modular in-person series)

Start: September 25, 2024

Registration until: August 23, 2024

Registration link

3. Conflict as an opportunity – resolving tensions constructively (in-person seminar series)

Start: November 6, 2024

Registration until: October 23, 2024

Registration link

4. Collegial advice for tenure-track professors 2024 (online seminar series)

Start: any time

Registration link

5. The 100 Day Program for newly appointed (Tenure Track) Professors (modular learning path)

Start: any time

Registration link

Internal certificate: "Facilitation & (crisis) communication" (modular learning path)

Start: any time

Registration link

7. DigiFit Leadership (modular series)

Start: in planning

Competency Offers in the Rhine-Main University Alliance (RMU)

Since 2017, the RMU L&D departments have been cooperating by opening selected competency offers. The cooperation is currently being expanded. You can look forward to new RMU offers coming soon.

1. Self-assertion and confidence in everyday work (in-person seminar)

Start of seminar 1: March 13, 2024 Registration link
Start of seminar 2: November 19, 2024 Registration link

2. Writing minutes (online seminar)

Start of seminar 1: April 24, 2024 Registration link
Start of seminar 2: November 19, 2024 Registration link

3. The Perfect Team Assistant – Tasks & Challenges (in-person seminar)

Start: May 14, 2024 Registration link

4. Serenity training (in-person seminar)

Start: June 5, 2024 Registration link

5. Body Language: Looking Confident and Authentic (in-person seminar)

Start: June 27, 2024 Registration link

6. Some People! – Finding the Right Way to Deal with Unusual People (in-person seminar)

Start: November 5, 2024 Registration link

Contact

How to find us:

www.goethe-lerncampus.de

www.uni-frankfurt.de/PE0EHome

www.uni-frankfurt.de/ PersonalOrganisationsentwicklung

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