GOETHE
UNIVERSITÄT
FRANKFURT AM MAIN

Lifelong learning—yes, please!

A Strategic View of PE/OE

Modern People and Organisational Development
at Goethe University

Personal- und
Organisations-
entwicklung

Contents

1. Our vision: People and organisational development

PE/OE, the Human Resources and Organisational Development department, addresses two challenges on an ongoing basis: providing training and professional development that meets current needs as they arise, and keeping an eye out for future-oriented competencies training and development interventions to support Goethe University with its strategic orientation and objectives.

Our vision

Lifelong learning—yes, please!

Our competency-based approach puts systematic lifelong learning on a firm footing.

Our training and development provision is oriented to the needs of both people and the organisation. The environment we create is intended to be conducive to realising lifelong learning independently.

We consider all organisational and functional levels in our organisation—from regular staff members to management and from academics to administrative staff.

We serve current needs and take up future-oriented topics to support Goethe University in its pursuit of strategic objectives.

People
development
=
lifelong personal
learning

Organisational
development
=
lifelong
organisational
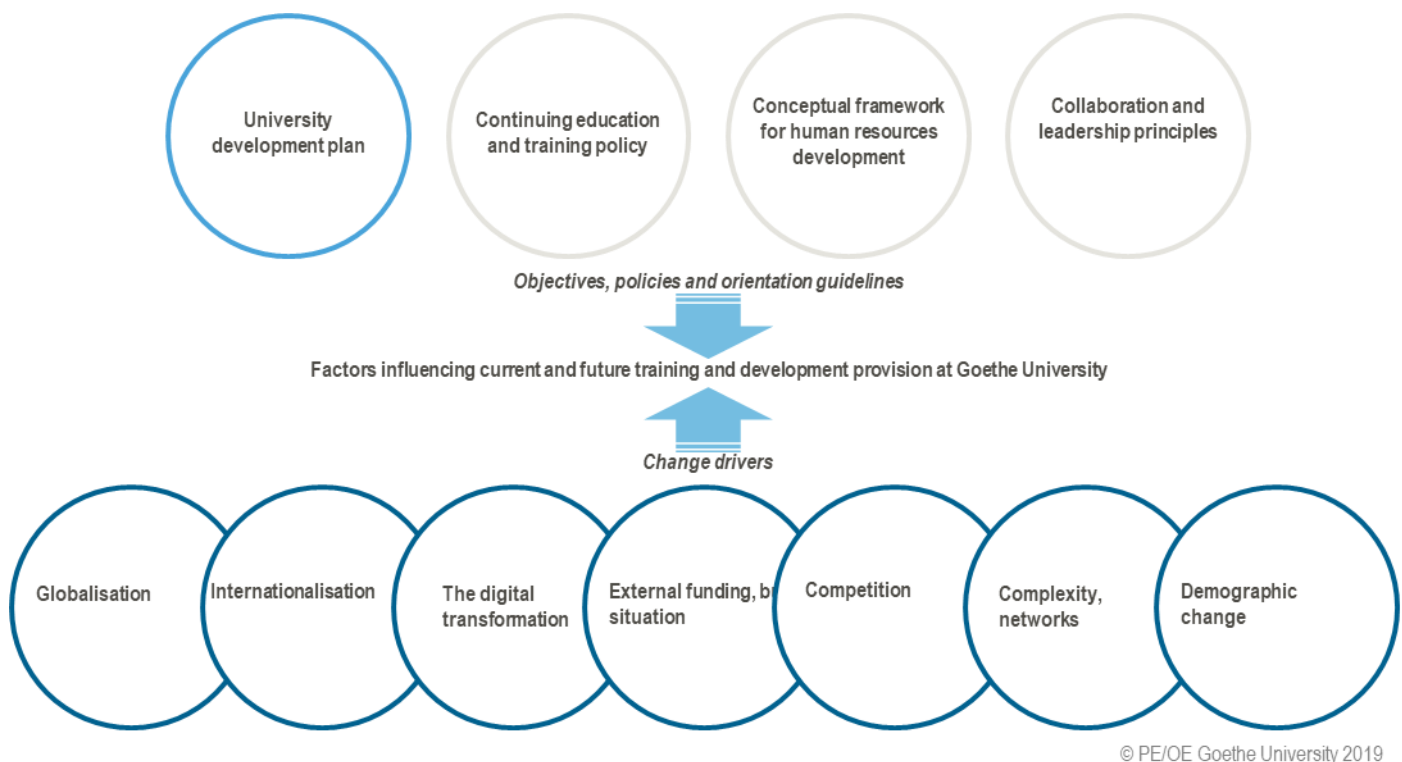learning
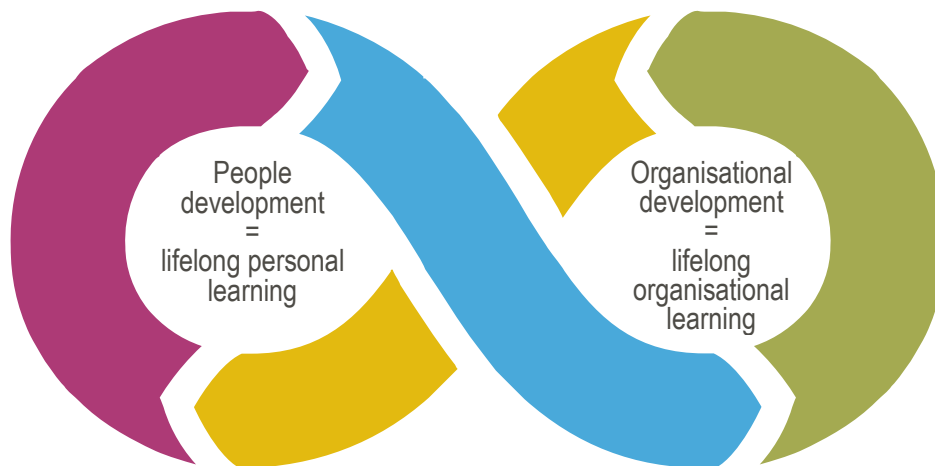
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A mission-critical success factor—Lifelong learning

The environment we operate in today is marked by rapid political, economic and technological change. Not only are globalisation and the digital transformation currently major challenges for organisations, institutions and enterprises around the world; demographic change is also making itself felt and will continue to do so over the coming years and decades, as, indeed, will resource scarcity, increasingly complex structures and processes, and the opportunities and challenges arising in connection with the digital transformation and with internationalisation. People's expectations are also changing. As the higher education sector continues to change and evolve rapidly, new competency requirements affecting managers and staff at Goethe University will continue to emerge. Personal learning at the individual level, within the framework provided by human resources development, always also sparks organisational learning at the organisational level. The flip side of this coin is that change processes at the organisational level can only take root and be delivered successfully when defined organisational changes are implemented in step with human resources development at the individual level (Schulz, 2014). Change at one level invariably involves changes at the other. These interactions between personal and organisational lifelong learning are represented visually by the infinity loop in the PE/OE logo. For many organisations, and Goethe University is no exception in this regard, the strategic significance of systematic lifelong learning with competency-based People and organisational development is considerable and growing.

2. People and organisational development at a glance

The work of the people and organisational development department at Goethe University ("PE/OE" for short, and in this text often simply "we") is oriented towards and moulded by various parameters (see the illustration below). They include Goethe University's current University Development Plan and future development plans, Agreements on Objectives concluded with the State of Hesse, and various other policy documents and orientation guidelines. Major societal, political and economic drivers of change also flow into the content taken up by PE/OE.

Factors influencing the content and nature of training and development provision at Goethe University

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Our self-conception

With the strategic objectives of Goethe University in mind, PE/OE sees itself as a service partner providing support and consultation to enable systematic lifelong learning and foster the competencies of all staff members on an ongoing basis in ways that accord with the organisational development of Goethe University. We consider both the diversity of Goethe University as an organisation and the diversity of all staff groups.

"Change is the only constant in life" (Heraclitus of Ephesus)

Both as an organisation and as individuals, we need to keep our competencies and qualifications fresh and current and keep on learning throughout our lives. PE/OE at Goethe University already provides a varied portfolio of training and professional development options oriented towards the needs of both regular staff members and managers. As we continue to develop this portfolio to serve these groups and the organisation, we will place even more emphasis on competency-based modular options oriented towards the competency framework that has just been developed. This will enable us to provide more flexible, individualised and tailored support for personalised competencies development.

2. People and organisational development at a glance

Change in the higher education sector
— National and international factors influencing *social*, *political* and *economic* dimensions as drivers of change

— Examples: New and existing administrative tasks and requirements are becoming more complex; funding, budgets, tax affairs and external funding increasingly need to be managed; internationalisation; the digital transformation; competition; demographic change

Changes are creating new requirements for ...
— Leadership competencies and staff competencies
— A better understanding and better delivery of management and leadership in research and administration

New job profiles demand new competencies
— The university administration is increasingly providing support for and becoming a partner in research processes, e.g. by contributing: academic expertise, management skills and expertise in areas like budgeting, finance, taxes, human resources, the digital transformation, a comprehensive and holistic understanding of the diverse higher education sector

— Managers are becoming increasingly vital to the success of universities, e.g. through: strategic thinking and practice, management skills, process thinking, entrepreneurial thinking and practice, effective steering of conflicting interests (internal and/or external)

The need for competency-based people and organisational development
— Enables lifelong learning at the personal and organisational levels
— Provision of competency compass for staff at Goethe University
— Provision of orientation guide and recommendations for effective management at Goethe University

Action areas for people and organisational development

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3. Change: Lifelong learning—yes, please!

Continuing to provide staff members with effective support during different stages of life can be challenging. As staff members must be able to take advantage of training and development just when it is needed, provision must match these requirements.

Employee "journeys" or professional life cycles

Life events are particular milestones, turning points or decisive periods in the personal and work biographies of individual staff members. Their impact does not only affect individuals—it also has significant indirect consequences for employers and in the workplace. At such turning points, employees reorient their personal and professional lives, and this has consequences for their roles, responsibilities and tasks (Armutat, 2009).

Anticipating these major life events and turning points is one of the biggest challenges for human resources development. Appropriate consideration must be given both to the changing personal situation of employees and to their changing professional situations, including all relevant tasks and requirements.

The "employee journey" model depicts exactly this kind of professional life cycle and reflects the increasing importance of ongoing support for staff members as they move through different life phases within an organisation:

As soon as we join an organisation, we experience some kind of onboarding that kick-starts a learning process connected to our new role or task. This learning phase may, depending on the role and on our previous experience, last for several days, weeks or months before we reach the point at which we can contribute value to our organisation, department, or specialist unit. We then continue to grow and develop in ways that depend on the learning and development opportunities available to us internally as we need new tasks, responsibilities, challenges and competencies and search for suitable opportunities to continue our lifelong learning. The employee experience is the sum of all the experiences that a staff member has with their employer on this journey.
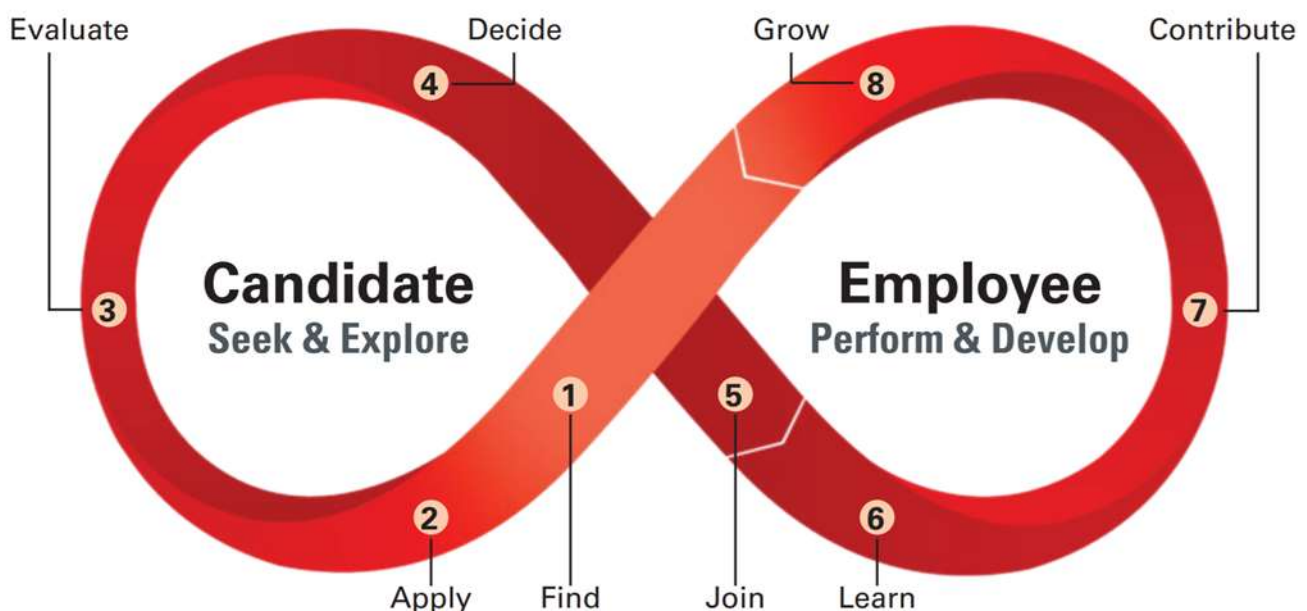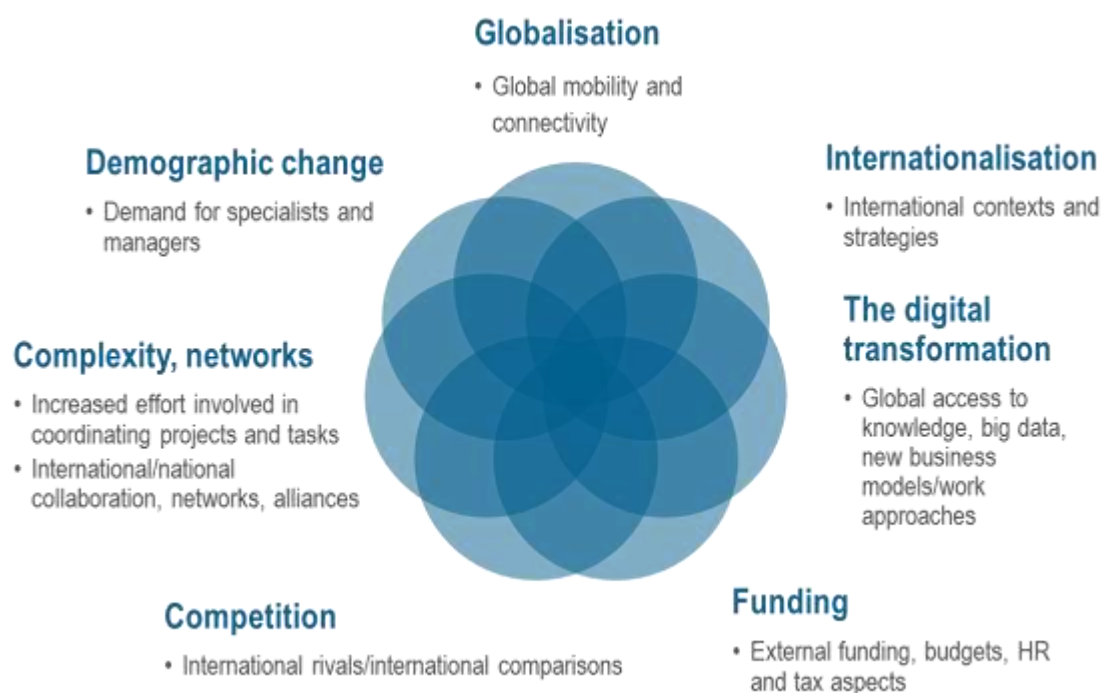

Source: Oracle- The Candidate/Employee Journey

4. A changing higher education sector

The German **higher education system** is currently undergoing **profound change** (Haering, 2107; Kleimann, 2011; Maasen, 2017). Universities have obligations in three areas: research and scholarship, teaching and learning, and the state and its administrative structures. But as autonomy increasingly passes from state-level ministries to the universities themselves, universities are changing. They are being transformed from social institutions contributing to society into organisations that must increasingly meet business criteria (Kleimann, 2011). They are expected to operate efficiently, effectively and transparently (Osterloh, 2012). As such, universities are "also organisations, but somehow different from others" (Maasen, 2017, p. V). The main drivers of change at universities including Goethe University are national and international factors exerting influence at the social, political and economic levels. As universities interact with society, politics and the economy, trends in the higher education sector largely reflect national and international developments (Haering, 2017).

Key trends include internationalisation/globalisation and the resulting dynamic interplay between national and international cooperation and competition (Haering, 2017), the emergence of strategic coalitions in combination with the retention of unique institutional characteristics, the cultivation of distinctive identities and profiles, and global mobility with the concurrent global competition for the best minds. In addition, the transfer of growing autonomy to universities has gone hand in hand with funding cuts that have made universities more dependent on third-party funding (Aljets and Lettkeman, 2012). Externally-funded projects now need to be managed, and new stakeholders and networks in the sector (among them foundations and enterprises) have emerged. These developments are flanked by progressive demographic change, mixed-age teams and, especially, the digital transformation and the powerful change it has unleashed, not least in the university sector.

Drivers of change (modelled on Haering, 2017)

Globalisation
- Global mobility and connectivity

Demographic change
- Demand for specialists and managers

Internationalisation
- International contexts and strategies

The digital transformation
- Global access to knowledge, big data, new business models/work approaches

Complexity, networks
- Increased effort involved in coordinating projects and tasks
- International/national collaboration, networks, alliances

Competition
- International rivals/international comparisons

Funding
- External funding, budgets, HR and tax aspects

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5. Changing competency requirements

Significance of change for competency requirements and emerging new demands for competencies (including leadership competencies) and on the higher education system

These changes are making new demands of all stakeholders in higher education and on the system itself. The specific competencies required from staff members and managers at an individual level are in flux. At a more general level, perceptions of how leadership in higher education is understood, delivered and experienced are also shifting. This is triggering changes at the organisational level that can, for example, involve adapting processes.
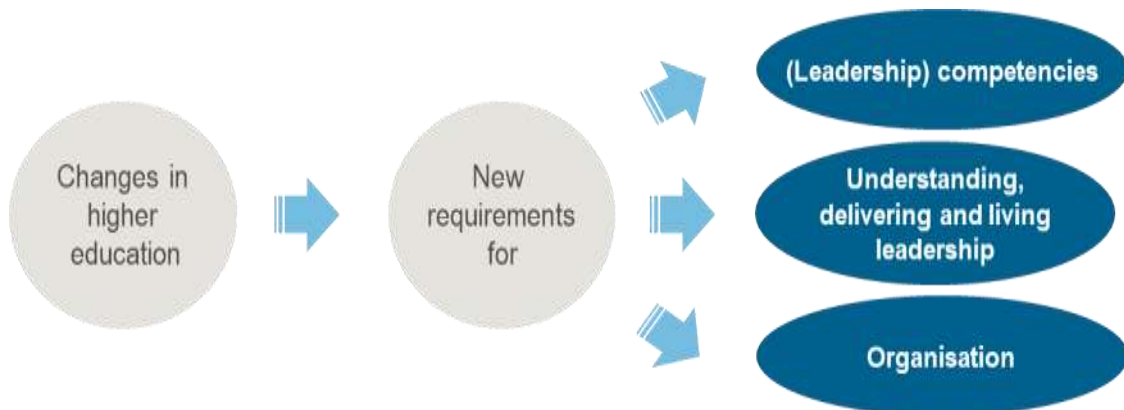
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The first question to be addressed here relates to the consequences of these ongoing and future changes for the competencies of university staff and managers. This will be followed by an exploration of specific features of management in the higher education sector. Once this backdrop has been established, the new PE/OE competency compass for personal and organisational lifelong learning will be introduced. The compass will initially serve as an orientation guide supporting competency-based training and professional development.

Changed competency requirements affecting university staff

The competencies administrative and academic staff are now expected to demonstrate are no longer clearly distinguishable. As they converge, they have also started to overlap. In recent years, the university administration has evolved into an important internal services provider and an active partner shaping academic processes and research. Traditional function profiles and role profiles are evolving, and new job profiles geared to supporting research and teaching have emerged (Gornitzka and Larsen, 2004; Nickel 2012). These include positions in research management and the management of degree programmes and roles in controlling, marketing, and quality assurance. Staff in the university administration need new competencies to meet the requirements associated with these new roles in which they are, for example, expected to combine research management competencies with general management skills and a broad understanding of the diverse higher education sector. This should enable them to support and coordinate research successfully and to advance the development of the university (Nickel, 2017).

Changed competency requirements affecting university managers

In parallel with this development, new competencies are also increasingly expected of managers. Management is becoming increasingly dynamic and complex, and its significance in all functional areas across the university is growing. "Leadership in research organisations (…) is a decisive factor influencing the success of research organisations today" (Schmid, Knipfer and Peus, 2017, p. 123). Managers in academic contexts (such as heads of department or faculty deans) and in the university administration (such as division and department managers) increasingly have a decisive role to play in ensuring the success of the university. This calls for more strategic thinking and action and also for more entrepreneurship (Nickel, 2017). Over and above this, linking strategic and systemic thinking has become necessary.

5. Changing competency requirements

Further important tasks involve "planning (goal setting, decision making), delivery (communication, organisation) and monitoring (feedback, target-performance comparisons)" (Maasen, 2017, p. VI). New role profiles and in some cases also new roles have, moreover, been created at senior management level (directors, executive officers, coordinators) to support the development and steering of universities (Kleimann, 2011). Despite the emergence of these new positions, researchers and professors are increasingly having to shoulder management and entrepreneurial tasks along with their teaching loads and research. Expectations of those in leadership roles now additionally encompass the capability to consider, steer and reconcile the different and at times contrary interests of internal and external stakeholders with empathy, but also in a focused way (Hanft and Maschwitz, 2017).

The status quo
- Universities as workplaces are **being transformed.**
- Universities chart a course between autonomy and dependence in the dynamic space between research, the economy, and politics.
- Societal, economic trends
- Confronted with increasing complexity
- Ever more intense national/international competition
- Major changes for human resources (evolving role profiles)
- Budgets cuts/external funding ever more vital

Challenges
- New requirements for all university stakeholders, e.g.
  - Administration:
    Formerly concerned with ensuring compliance with legal norms and political priorities
    → Now increasingly an internal service provider and pro-active partner shaping research processes
  - Rectors, faculty deans, heads of departments
    Formerly coordination/representative roles
    → Now often responsible for organisational success

    → More strategic action required
  - Researchers/professors are increasingly performing management tasks as well as teaching and carrying out research

Solutions

Lifelong learning with competency-based human resources development and organisational development

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6. Management in the higher education sector

Before considering how competencies requirements for managers and leaders in higher education institutions are evolving, it is worth noting that management structures in higher education are exceptionally complex. Some specific aspects meriting consideration will be explored below.

Special features of management in the higher education sector

Managers at universities operate in distinct, yet closely linked spheres. Leadership is needed both in the spheres of **teaching and research** (e.g. faculties, academic departments) and in the **university administration** (e.g. finance and accounting, human resources, the library, IT services and so on.). Liaison with external partners is another area that often concerns managers (Kleimann, 2011), but that need not be dealt with further here.

The management realities of both spheres (administration on the one hand, and research and teaching on the other) are different. Because of how they diverge in their functional logic and their operating environments, both challenge managers in different ways (Baitsch, 2017). Fundamental differences between these different management realities manifest in several dimensions: the different periods of time available for management tasks, the focus of the tasks tackled, the degree of formalisation, the designation of management as a core or subordinate task area, and the kinds of staff members being managed (Symanski and Grün, 2013).

Differences between management in research and teaching and in administration (Dorando and Symanski, 2013)

Research and teaching	Administration
Management as a time-limited electoral office (e.g. deans)	Management permanently linked to position (exceptions: chancellor, president)
Management/leadership as subsidiary tasks	Management/leadership as principal tasks
Mainly time-limited positions, high staff turnover	Mainly permanent (civil service) staff, low staff turnover
Many employees with academic training	Many employees with administrative, technical or commercial training
Project-oriented	Permanent and project tasks
Increasingly organised in clusters and networks that must be steered	Organisational units with long lives
Bottom-up, flat hierarchies	Top-down, clear hierarchies
Fluid dividing lines between manager and colleagues ("primus inter pares")	Clear dividing lines between staff and managers
Self-assignment of tasks	Assigned tasks
Possible/necessary to manage and guide people by persuading them	Possible to manage and guide people by issuing instructions/orders
Responsibilities often unclear	Work and responsibilities clearly allocated
Span of control often small	A large span of control is possible
Not many kinds of staff members (research assistants, post docs, office staff)	Large variety of staff members (civil servants, employees with permanent or project contracts, academically trained staff, administrative experts, technicians,...)
High degree of autonomy	High degree of formalisation
Interest organisation	Classic work organisation
Low degree of organisation	High degree of organisation

6. Management in the higher education sector

Management in research and teaching

Managers in research must deal skilfully with the dynamic interplay of competing demands. Pursuing the strategic objectives of the university must be reconciled with the pursuit of autonomy by research in general and by individual researchers. Fresh, innovative knowledge needs to be generated against the background of structures and (legal) parameters that have evolved over long spans of time (Schmid, Knipfer and Peus, 2017). Leadership is often exercised in network structures or clusters or tied to specific projects that may be international in their scope. Small spans of control predominate, and responsibilities are not necessarily clearly defined. Autonomous research, teaching obligations, ensuring higher-level organisational goals are reached and managing staff must all be dealt with in parallel (Nickel, 2012). Teaching can, like the administrative sphere (see the illustration below) be structured more formally and guided and directed by higher-level objectives more easily than research, which is characterised by strongly autonomous processes, a culture of specialist expertise, and self-assigned tasks (Nickel, 2012).

Managing research staff involves some specific challenges; as well as typically time-limited employment agreements, they also include the advanced specialist qualifications of staff members and the resulting expectations of e.g. autonomy, development opportunities, support, and mentoring (Bryman, 2007; Schmid, Knipfer and Peus, 2017; Vilkinas and West, 2011). Successful leaders need to create an environment in which staff members can enjoy autonomy without losing sight of wider organisational objectives. Management tasks and roles can be complicated further by taking on time-limited electoral offices such as the role of a faculty dean (Peus, 2015).

The tripartite organisation of universities (Nickel, 2009, p. 89)

6. Management in the higher education sector

Management in the university administration

Management in the university administration is characterised by a high degree of formal organisation. Leadership roles here are hierarchically structured and encompass clearly defined duties and functions (Dorando and Symanski, 2013). In comparison to management processes in research, processes in administration are standardised to a greater degree and have less scope for the individual interpretation of roles. As defined process specifications are often already in place (Nickel, 2009), managers in the university administration have less autonomy to design and manage processes (Schimank and Winnes 2001).

Managers in the university administration are, nevertheless, also increasingly confronted with change and with new challenges. Staff are becoming more diverse and heterogeneous in several different ways (e.g. more age-diverse, more disparate qualifications, more varied employment relationships). Within departments, divisions or faculty deaneries, staff members may be employed as civil servants, on time-limited contracts, as permanent employees or in roles tied to specific projects. Staff members may have heterogeneous qualifications spanning the gamut from vocational education traineeships to academic qualifications up to and including the title of professor. Staff with research management competencies are increasingly also represented in this mix. Embracing and managing this diversity advantageously represents a challenge. In contrast to the situation in research, providing leadership is the principal function of managers in the university administration. The management component of these roles is permanently linked to the specific positions, and large spans of control are possible (Dorando and Symanski, 2013).

The importance of management and the need for management

While the differences between management in the spheres of research and administration are considerable, both are affected by **change**. **The need for leadership and the importance of management functions** in every part of the university **is continually increasing** in parallel with the **ongoing convergence of and collaboration between the research and administration spheres** (Nickel, 2012).
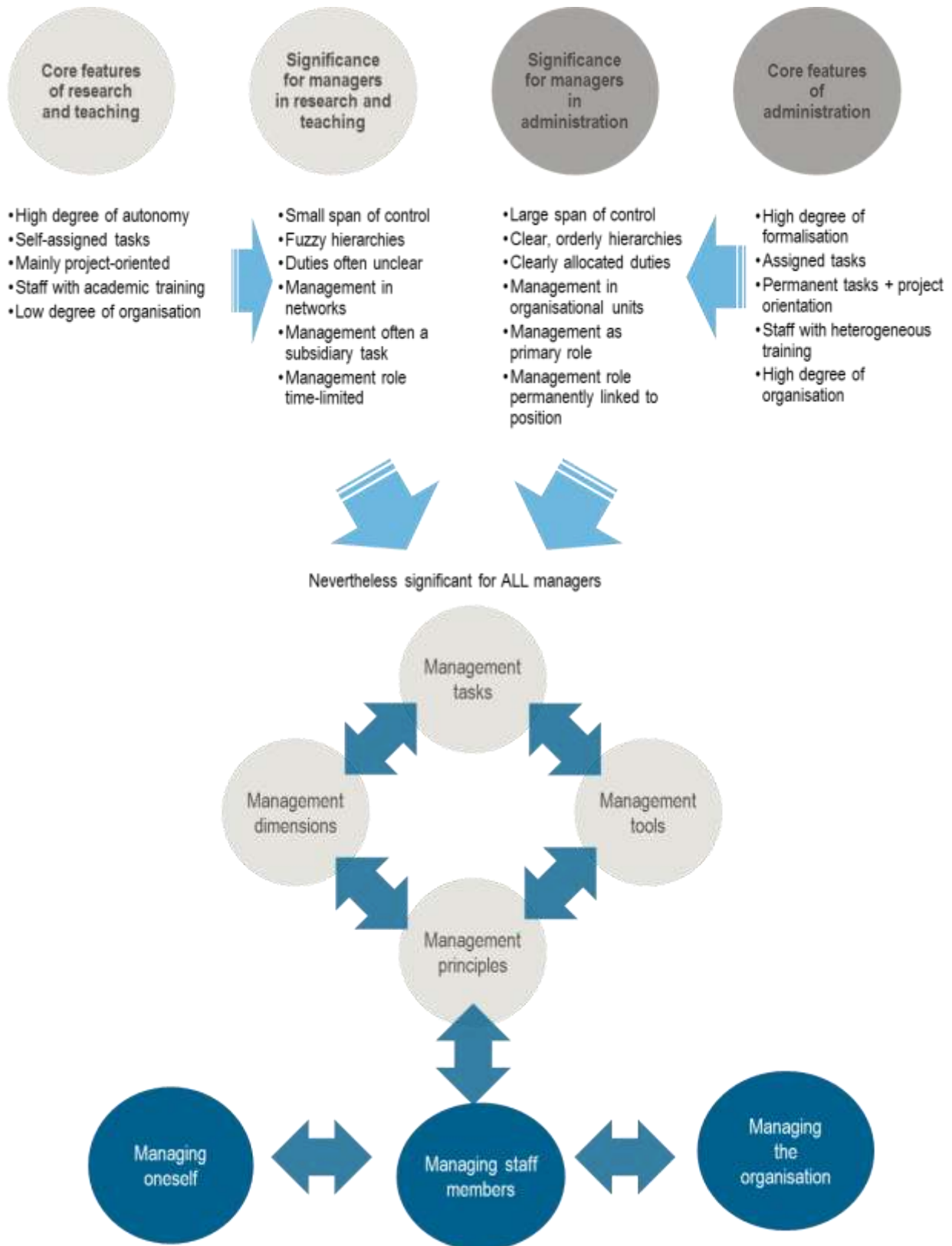
To foster **proactive** rather than **reactive leadership**, all managers need to be empowered not only to respond flexibly to change, but also to shape it actively. It is becoming **increasingly necessary** to manage the complexity of administrative activities in the university context—where budgetary aspects, external funding, human resources, change processes, and risks and uncertainty all demand consideration. Thinking in projects is becoming essential, too, and projects need to be guided, managed and flexibly delivered despite the internal or external resistance that is often encountered. The capacity to build national and international networks is also required, the evolution of continuously changing processes needs to be steered, and taking innovative action has become essential (Hanft and Maschwitz, 2017; Kim and McLean, 2015; Nickel, 2017; Smith and Wolverton, 2010).

Managers as development partners for staff

Leadership does not only need to become more agile and fit for the digital transformation; it also needs to change its style. Managers will increasingly be coaches, mentors or development partners for staff. They must be willing, for example, to delegate responsibility for specific topics to their staff and give staff members room for manoeuvre, to establish a positive error culture, and to communicate it transparently so staff members are empowered to act in a self-organised way. **Managing oneself, others and the organisation goes to the core of what leadership is about** (Maasen, 2017).

6. Management in the higher education sector

A model for management in universities

Core features of research and teaching
- High degree of autonomy
- Self-assigned tasks
- Mainly project-oriented
- Staff with academic training
- Low degree of organisation

Significance for managers in research and teaching
- Small span of control
- Fuzzy hierarchies
- Duties often unclear
- Management in networks
- Management often a subsidiary task
- Management role time-limited

Significance for managers in administration
- Large span of control
- Clear, orderly hierarchies
- Clearly allocated duties
- Management in organisational units
- Management as primary role
- Management role permanently linked to position

Core features of administration
- High degree of formalisation
- Assigned tasks
- Permanent tasks + project orientation
- Staff with heterogeneous training
- High degree of organisation

Nevertheless significant for ALL managers

Management tasks

Management dimensions

Management tools

Management principles

Managing oneself

Managing staff members

Managing the organisation
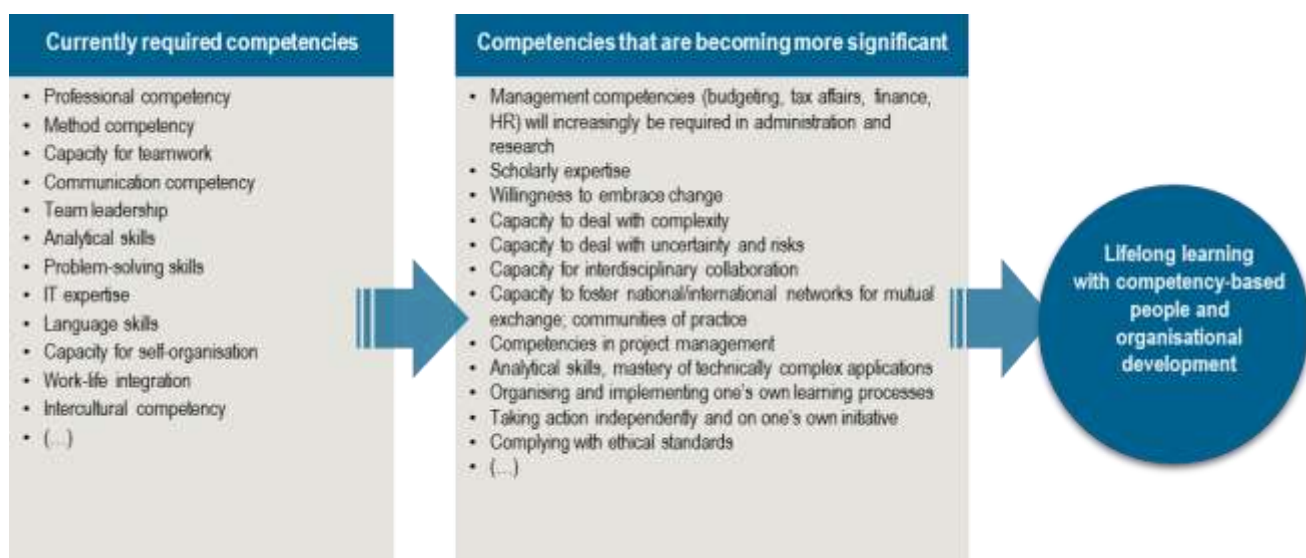
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7. Lifelong learning with competency-based people and organisational development

New competencies are clearly needed in the administrative and research spheres (Kleimann, 2011). Against this background, defining competencies with Erpenbeck and von Rosenstiel (2007, p. XIX) as **dispositions to self-organised action** seems ideal. In addition to such currently required competencies as professional and method competency, a capacity for teamwork, communication skills, IT expertise and experience managing people, a range of other competencies will also be needed in the future. In a higher education environment that can increasingly be characterised using the acronym VUCA—the letters stand for volatility, uncertainty, complexity and ambiguity—competencies that will move into the foreground include readiness to embrace change, the capacity to deal with complexity and to work collaboratively in interdisciplinary and intercultural environments, project management competencies and, especially, digital competencies.

Defining competencies: "Dispositions to self-organised action"
(Erpenbeck and von Rosenstiel 2007, p. XIX)

Current and future competencies (Franken (2016), Smith and Wolverton (2010))

Currently required competencies	Competencies that are becoming more significant
• Professional competency • Method competency • Capacity for teamwork • Communication competency • Team leadership • Analytical skills • Problem-solving skills • IT expertise • Language skills • Capacity for self-organisation • Work-life integration • Intercultural competency • (...)	• Management competencies (budgeting, tax affairs, finance, HR) will increasingly be required in administration and research • Scholarly expertise • Willingness to embrace change • Capacity to deal with complexity • Capacity to deal with uncertainty and risks • Capacity for interdisciplinary collaboration • Capacity to foster national/international networks for mutual exchange; communities of practice • Competencies in project management • Analytical skills, mastery of technically complex applications • Organising and implementing one's own learning processes • Taking action independently and on one's own initiative • Complying with ethical standards • (...)

Lifelong learning with competency-based people and organisational development

A **lifelong learning process embedded in competency-based people and organisational development** will be mission-critical for meeting the competency requirements detailed above in the spheres of research and administration and successfully surmounting current and future challenges. PE/OE, the people and organisational development department at Goethe University, aims to support all university staff appropriately during this ongoing process of competencies acquisition and development. To this end, the department has set the development in train of a **competency compass for personal and organisational lifelong learning** at Goethe University.

The competency compass reflects the continuous interaction between the personal lifelong learning of members of the organisation and the learning of the organisation or its subsystems during ongoing change processes. The next section will explain how the competency compass has been derived.
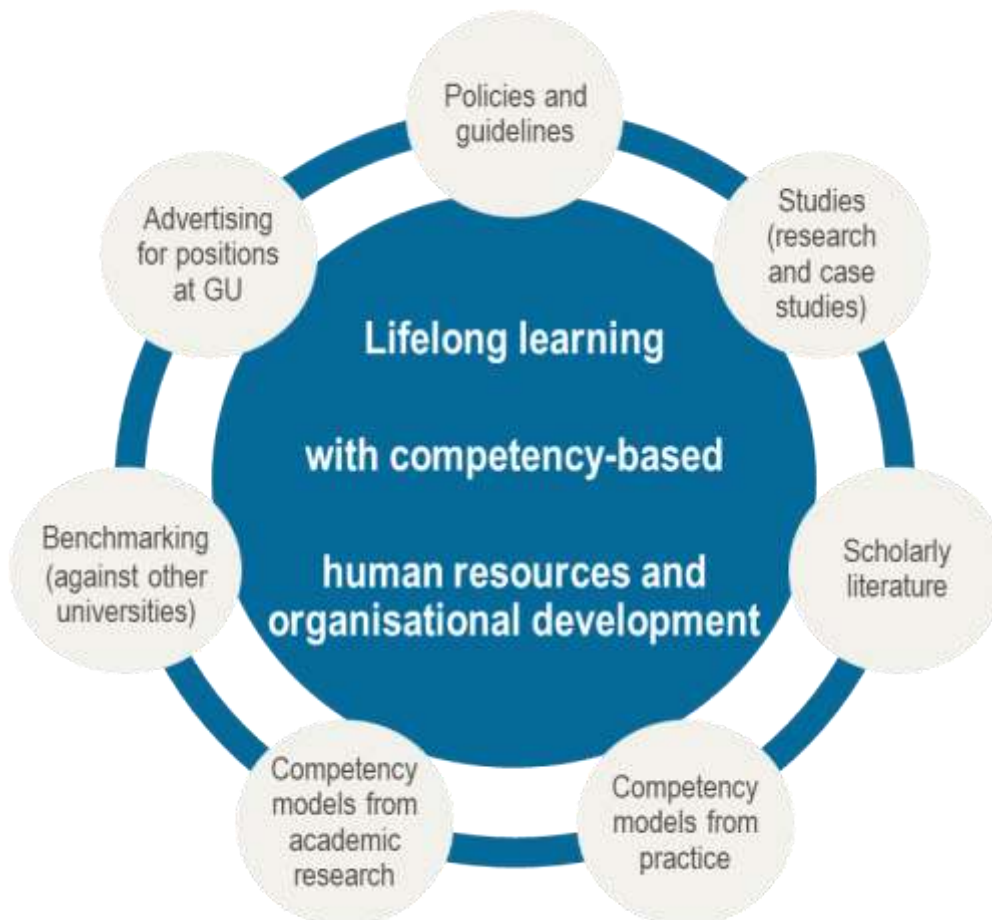
8. The competency compass for lifelong learning

Deriving the competency compass in consecutive iterative steps

The competency compass for personal and organisational lifelong learning represents an orientation guide providing an overview of relevant competencies for staff and managers at Goethe University as far as they have currently been ascertained. The steps used in its development will be described below.

In a first step, **policies and guidelines** were consulted that either state requirements and/or specific interventions for competencies development at universities or make it possible to derive them. These included, for example, the University Development Plan (HEP), the Human Resources Development Framework of the Hessian State Administration, the Cooperation and Leadership Policy of the Hessian State Administration and the 2018 Training Policy of the Hessian State Administration.

Points covered in our analysis

Policies and guidelines

Studies (research and case studies)

Advertising for positions at GU

Lifelong learning
with competency-based
human resources and
organisational development

Scholarly literature

Benchmarking (against other universities)

Competency models from academic research

Competency models from practice

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8. The competency compass for lifelong learning

Numerous **scholarly studies and contributions** also flowed into the development process. These have ensured that the compass and the **orientation it provides** are based on **sound research**. Current scholarly insights into change processes in higher education and their effects on competencies and competency requirements have been incorporated into the compass. The process of deriving, assembling, delivering and testing the competency framework has drawn on research results.

In addition to scholarly studies, **more practically oriented studies, reports and further publications** by expert organisations, consultancies and academic institutions were considered. These provided an overview of trends and changes in areas going beyond the immediate context of the higher education sector. They also provided an unequivocal picture of the competencies that will be relevant and necessary for staff and managers in the future, among them the increasingly sought-after digital competencies, innovation and change management and project management competencies. In iterative loops, the results of the scholarly studies were compared against (and modified and supplemented by) the results of more practically oriented studies and studies from business environments.

To develop a framework for competency-based training and development, **competency models from both research and practice** were considered in the next steps. The Vitae Researcher Development Framework, in particular, proved to be a foundational document for our orientation guide on competency-based training and development. This framework is oriented to continuing education and professional development in the context of scholarship and research. It is used by numerous universities and academic institutions across Europe, especially in the UK. Competency models from business were additionally referenced for comparison purposes, and national and international benchmarking was also carried out.

In a final step, the iteratively developed competency framework was compared against advertisements—no more than one year old—for positions at Goethe University. Proceeding in this way made it possible to supplement the framework with specific competencies that are of particular relevance to Goethe University and to harmonise the framework and the competencies expected of applicants.

8. The competency compass for lifelong learning

This section explains how the competency compass for lifelong learning is structured, what purposes it serves, and how it can be used.

Two core competencies make up the core of the competency compass. Each of these categories encompasses several **competency fields**. The competency compass has a total of **six competency fields** that have been identified as relevant and helpful in the higher education work environment encountered at Goethe University. These competencies help staff and managers to respond appropriately, both now and in the future, to changes and shifting requirements arising in this environment.
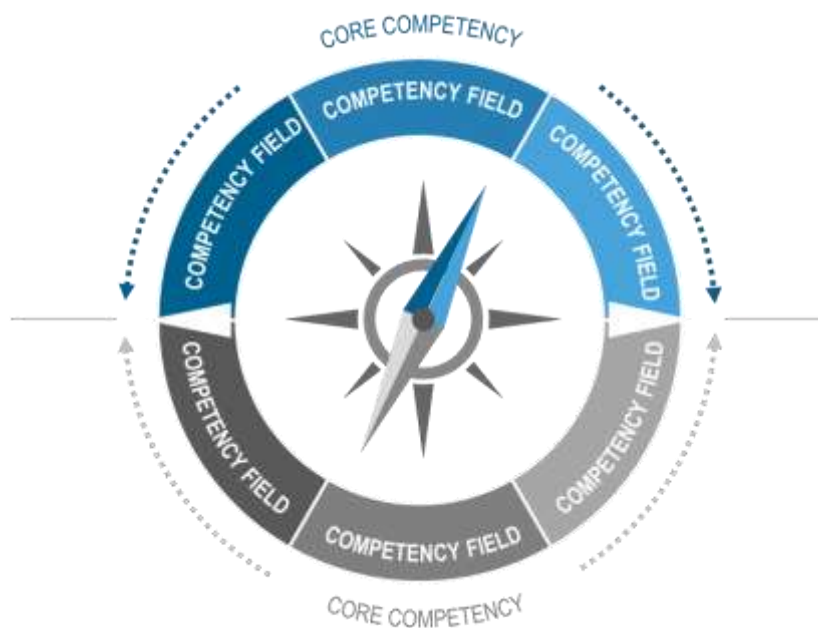
1. PROFESSIONAL AND METHOD COMPETENCY

  a) RESEARCH

  b) METHOD

  c) ADMINISTRATION

2. INTERACTIVE COMPETENCY

  a) LEADERSHIP

  b) PERSONAL

  c) SOCIAL

A series of competency indicators has been defined for both staff and management competencies for each of the six competency fields. These indicators highlight the work behaviours that can be correlated with specific competencies in everyday work situations. Naturally, not all indicators are equally relevant for all staff members and managers. Depending on the position, function and job description of a particular staff member or manager, different competencies may be more relevant and need to be given a higher weighting.

8. The competency compass for lifelong learning
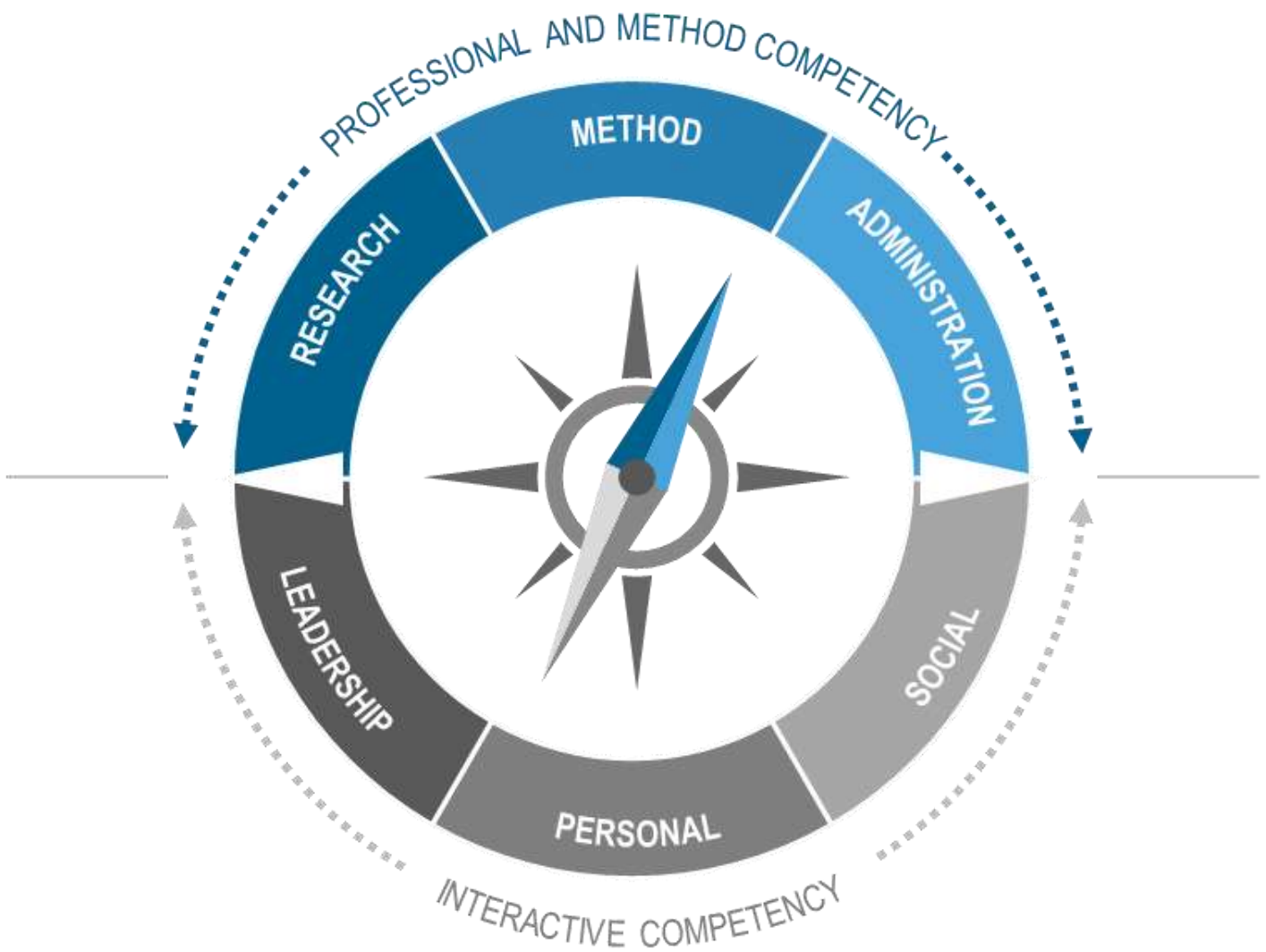
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8. The competency compass for lifelong learning

The competency compass makes it possible to pursue aims both at the structural/process level and at the individual level (staff/managers).

At the level of structures/processes	At the level of individuals (staff/managers)
• **More strategic and systematic derivation** of relevant competencies for all GU staff members • Enabling of **systematic lifelong learning** with a focus on **current/future competencies requirements** at Goethe University • Provision of **competency-based training and development opportunities** by PE/OE • **A framework for continuous target-performance analysis** of existing PE/OE training and development provision on the basis of relevant competencies for the purposes of extending/adjusting provision • **Capacity to adapt and adjust** the competency compass to react to changes/future requirements in the higher education sector and changing competency requirements • Tailoring of provision to enable **training and development provision precisely mapped to needs** • Enabling **more systematic and criteria-driven leadership development** with a more modular approach (competency-oriented modules)	• Overview of all relevant competencies and the behaviour indicators mapped to them—as of today— for staff members/managers • **Orientation guide** for systematic competency-based training and development • **Focused and competency-oriented training and professional development** in the context of lifelong learning for all staff members and managers at Goethe University • **Empowering** all staff members and managers to deal flexibly and appropriately with changing requirements in the higher education sector and to prepare for, actively shape and/or engage with change • Enabling **links** between training and development provision and **annual staff development reviews** • **More systematic training and development planning** in dialogue between managers and staff

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As such, the competency compass allows every staff member or manager at Goethe University to engage in lifelong learning and take advantage of competency-oriented training and professional development options organised by competency field.

In the context of People and organisational development, the compass is a significant aid to structuring competency-based training and professional development provision. We use the competency compass to compare our training and development provision against competency requirements on an ongoing basis. To ensure focused training opportunities, the training and development opportunities we provide are structured on the basis of the six competency fields. Developments in higher education leading to new competency requirements in the future will be reflected in the ongoing development of the competency compass as necessary. Both the defined competencies and the competency indicators can be modified or extended in the future. Our training and professional development provision can then be refocused accordingly and fine-tuned to match the redeveloped compass. This will enable **lifelong learning that remains oriented to current competency requirements.**

9. PE/OE's competencies-oriented provision—Managers

As PE/OE offers managers a modular portfolio of training and development options, managers can make focused choices from this portfolio to home in on the competencies they wish to develop. The overview below lists both options for specific target groups and general management training and development options spanning multiple target groups (e.g. annual performance reviews (MAEG), leadership transition coaching, pit stops).

Modular management training and development provision

(http://www.uni-frankfurt.de/PEOEAngebotFkProf)

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10.   PE/OE's competencies-oriented provision—Staff

Continuing education: Strategic development and situational training

PE/OE addresses two challenges on an ongoing basis: providing training and professional development that **meets current needs as they arise** and keeping an eye out for **future-oriented competencies training and development options** to support Goethe University with its strategic orientation and objectives.

An effective lived learning process that considers diversity is essential for success on both fronts. PE/OE supports this process and intends to **strengthen and extend** it further in the future with:

- Training pathways mapped to employee journeys,

- Training and professional development provision based on higher-level categories from the competency compass with defined competency categories for staff and managers (see p. 16 for further information),

- Blended learning as an integrated learning approach enabling group and individual learning in both formal and informal settings,

- An internal and external cooperation network to nurture diversity in competencies development.

PE/OE's competencies-oriented provision—Staff (Examples from over 150 options)

(http://www.uni-frankfurt.de/PEOEAngebot)

11.   How we understand and contribute to organisational development

Universities are complex systems

From an organisational perspective, the university can be seen as a system that is internally differentiated and diverse. At the same time, it is also an organisation of experts and has many individual components and partially autonomous subsystems that are, by and large, not interdependent. The diverse elements in the system that a university is can be compared to planets forming a planetary system or linked in a mobile (Schulz, 2014).
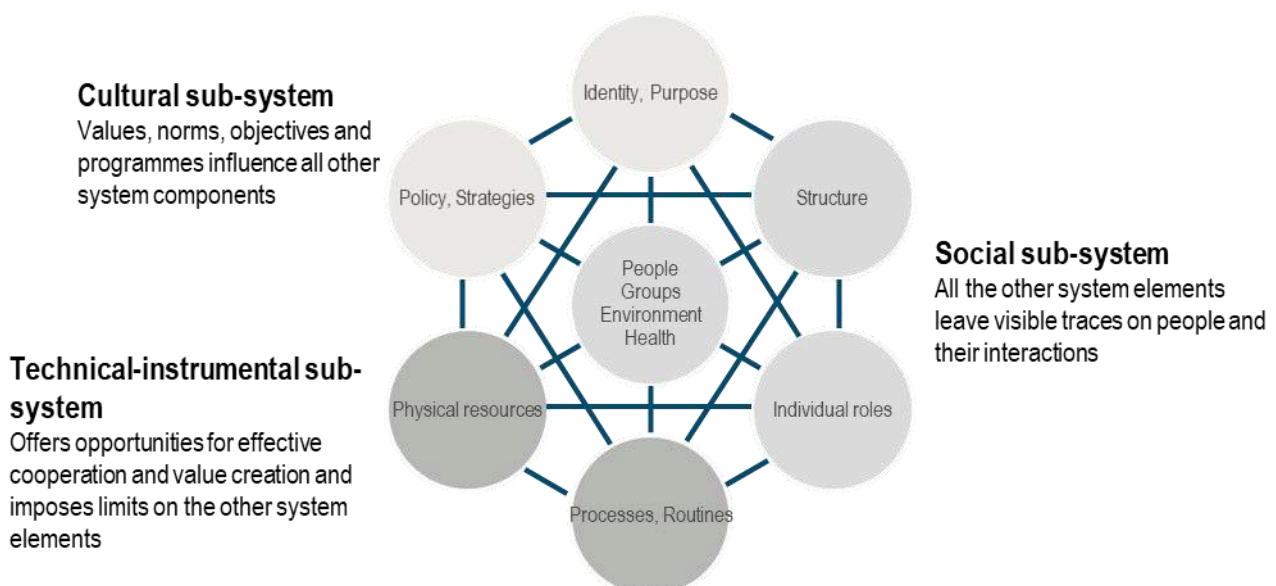

The dynamic forces and drivers of change listed in Section 3 will exert even greater outside influence both on internal subsystems and on the university as a whole organisation in the future. In consequence, organisational development will be stimulated and guided by the university's governing bodies and by managers in administrative divisions and academic faculties.

Change processes can only take root and be delivered successfully when defined organisational changes are implemented in step with appropriate human resources development interventions at the individual level and staff buy-in is achieved (Schulz, 2014).

Organisational development methods and techniques

Organisational development is **not a single standard procedure**, but a term encompassing a large and varied range of methods and techniques. It focuses on long-term change processes (such as changes in the structure of the organisation) and on the staff learning processes and participation needed for these to take root (Werther and Jacobs, 2014). A bird's-eye view shows that organisational development is concerned with structures, people, tasks and technology. Organisational development interventions within or extending across subsystems like faculties or departments can affect the following seven elements:

Cultural sub-system
Values, norms, objectives and programmes influence all other system components

Technical-instrumental sub-system
Offers opportunities for effective cooperation and value creation and imposes limits on the other system elements

Social sub-system
All the other system elements leave visible traces on people and their interactions

Identity, Purpose · Policy, Strategies · Structure · People Groups Environment Health · Physical resources · Individual roles · Processes, Routines

Source: We thank Trigon for permission to use this illustration from Ballreich and Glasl (2011).

11. How we understand and contribute to organisational development

Typical challenges triggering organisational development

- Developing a mission statement for the organisation or its leadership

- Making structural changes with an impact on technical and organisational issues or on people and how they interact

- Delivering transparent long-term change processes

- Managing expectations and emotions

- Delivering human resources and structural interventions

- Handling resistance in change processes

- Developing assertiveness and conflict skills in work groups/teams/departments/divisions

- Improving cooperation in or between teams

- Delivering change more robustly

- Clarifying power and influence structures

- Developing teams/departments/divisions after internal reorganisation, as a team reset, if conflicts have developed, or when two or more teams are merged

Organisational consulting and development

Systemic organisational development (OD) consultants provide support to organisations undergoing various change processes. They can work at the level of the whole organisation or with subsystems, management teams, or managers and their teams. They **always** work **in close partnership** with managers and all other involved parties. OD consultancy is a form of processes and systems consulting that avoids pulling instant solutions out of a hat and is conducted in logically organised phases.

This is the backdrop against which PE/OE sees itself as a consultant actor in change processes. We can provide an (initial) consulting session to clarify the nature of the consultancy mandate for a proposed change project internally. We can then consider—together with whoever is responsible— what individual measures or combinations of measures appear suitable for the planned organisational development in the given change context.

As PE/OE is itself part of the university organisation, we at PE/OE are mindful of, and able to professionally highlight, those scenarios in which we are too close to the organisation and to managers and decision-makers to support or deliver organisational consulting successfully. This explains why we work closely alongside qualified external organisational consultants and see this as an essential aspect of successful organisational development.

PE/OE's organisational development consultancy services

PE/OE offers organisational development options from a modular portfolio. Focused options can be selected as required to meet the demands of specific situations. Many of our programmes are offered in cooperation with external OD consultants and/or moderators.

Organisational development options listed by challenges triggering them

(http://www.uni-frankfurt.de/PEOEAngebotOE)

*These options are also available in the Leadership area

12.   The new learning of the future

Continuing education and professional development—technical solutions

New digital and future-proof solutions are needed to deliver competency-based lifelong learning successfully at Goethe University. We have already seen that the digital transformation is a significant driver of change in the university sector. While the impact of the digital transformation on enterprises in the private sector has been striking, the higher education sector would already be completely unimaginable without it. Digital technologies are a mission-critical factor in the continued reinvention of universities and of their teaching. The Higher Education Forum on Digitalisation has been established as a national platform for "discussion of the manifold influences of digitalisation on higher education institutions and especially on their teaching." (Hochschulforum Digitalisierung, 2018).

Aside from its obvious relevance for students, however, the digital transformation also has a key role to play in the context of **lifelong learning** for university staff. The potential of **digital learning formats** like, for example, collaboration and knowledge management platforms for influencing change in the working environments of staff in an agile way is considerable (Bearing Point, 2015). This also applies in the higher education environment. Digital learning should enable **employees** to deal with changes in their everyday work routines flexibly and with agility (Bearing Point, 2015).

Face-to-face seminars, meet new kinds of learning!

This flexibility and agility is not achievable solely through the use of traditional learning formats such as face-to-face seminars (Schmid, Goertz, Behrens, 2018). These must be complemented by new, digital learning formats based on approaches such as **blended learning** to enable speedy and proactive responses to changing compliance issues (such as GDPR) and new issues like internationalisation, for example in European networks. Small "micro-learning" chunks can be integrated into staff members' day-to-day work routines without creating conflict between work tasks waiting to be tackled and seminars lasting for several hours. In addition, the use of, say, collaboration platforms makes it possible to channel broad and diverse expert knowledge that already exists within the organisation so that it becomes accessible and useful to colleagues working in different areas. Opportunities to network, exchange experiences and collaborate can thus be brought right to the desks of staff members.

Blended Learning—A learning philosophy

"Blended learning is an integrated learning approach that makes optimal use of the currently available opportunities to network on the internet or intranet in connection with classical learning methods in a meaningful learning arrangement. It enables learning, communication, information and knowledge management, independently of location and time, in combination with experience, role play and personal encounters in traditional face-to-face training." (Sauter and Bender, 2004, p. 68). Classical formal learning formats such as face-to-face seminars (see the quadrants on the next page showing formats used for formal learning in groups) are not being superseded; they will continue to be linchpins in training and development provision. But they will be complemented by new forms of learning and collaboration that can be incorporated easily into increasingly digital learning environments in ways that respond to needs. These new (and often more informal) learning formats place staff members and their personal learning needs and learning styles at the centre of learning and enable **"learning on demand"**.

12.   The new learning of the future

Learning thus dovetails with applying what has been learned. This new learning is oriented towards the situational needs of the learner and takes place ad hoc in real time as information is looked up, fine-tuned and used directly at work.

Learning on demand in a blended-learning environment can supply rapid solutions to eminently practical challenges as they crop up. By combining analogue and digital learning components, blended learning generates maximum utility for learners.
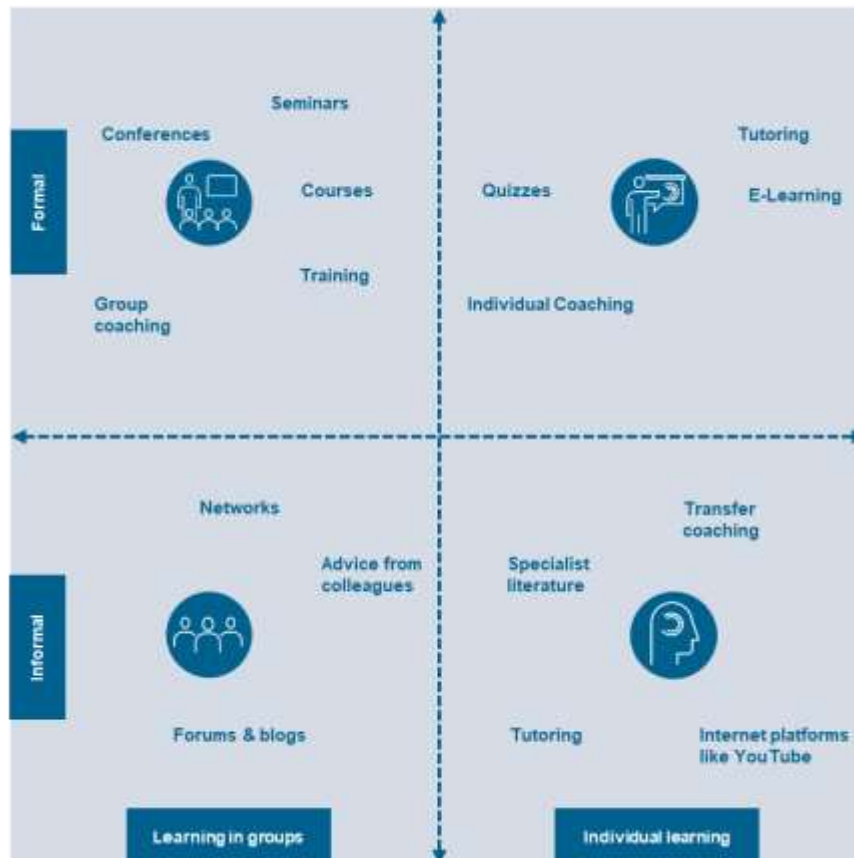
Own representation based on source: Haufe (2018, p.13)

Tried and tested tech solutions for delivering modern learning formats are already available in the form of learning management systems (LMS). These are noted for being highly user-friendly, and their functionality makes learning accessible, attractive and transparent. Staff members can thus be empowered to react flexibly to transitions and change (Meierwisch, Milo, 2018). When the need for information or learning arises, staff need to be empowered to access learning content rapidly, independently, and in a focused way and to use the knowledge acquired for competency development.

Attractive, modern, vibrant and future-proof learning architecture at Goethe University
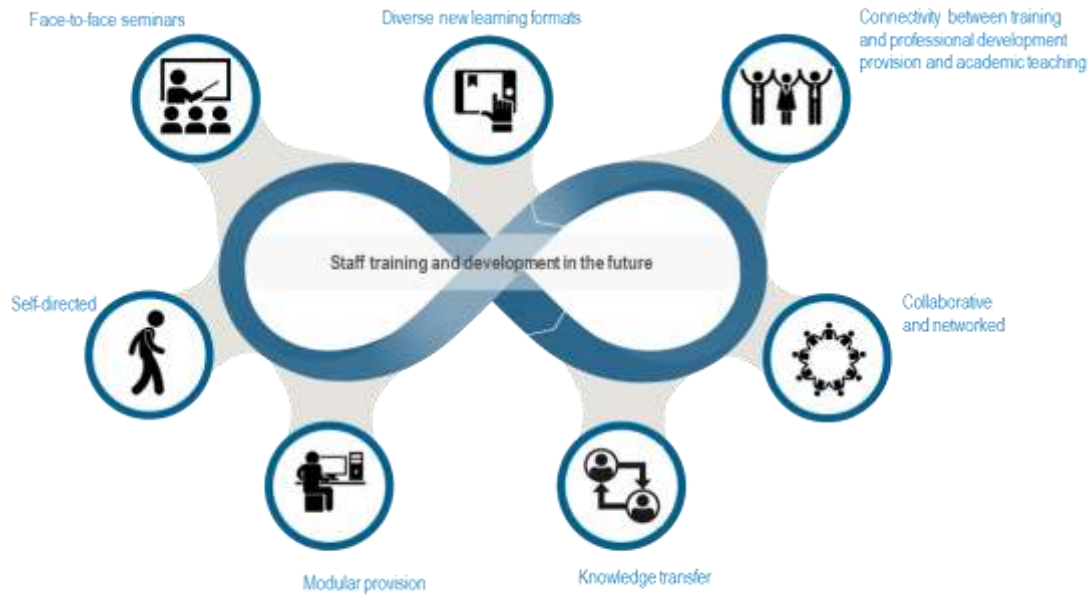
12. The new learning of the future

Digital learning architecture—new opportunities for individuals, new opportunities at the processes level

A future-proof digital learning architecture utilising a blended-learning approach can provide staff with many additional learning options and support the process of lifelong learning at Goethe University at the level of the individual. As it contributes to modernising the university administration, such a modern IT solution can also be effective at the level of processes (Bearing Point, 2013, 2015). Modern IT solutions offer excellent usability and powerful customisation options and can react quickly, and in a service-oriented way, to the changing requirements of users. Users profit from clearly defined, fast and user-friendly processes. The entire operational process cycle for managing PE/OE's training and development provision (with steps such as registration, confirmation, reminders to attend and the issuing of certificates) could be speeded up and made easier, more flexible and more intuitive for our users with the introduction of modernised IT architecture.

13. The strategic outlook for PE/OE

Our role at Goethe University encompasses more than creating the right learning environment. We are also tasked with establishing a culture of learning and ensuring that all our staff members and managers—and not only our students—receive the support and training they need to develop the competencies they require now and in the future. We have taken up the idea of lifelong learning and are using it to establish an environment in which the organisation can continue to evolve constantly. Providing individuals with training and development opportunities is also a decisive factor contributing to employer attractiveness and hence boosting the recruitment of new employees and the job satisfaction and long-term retention of existing employees (TNS Infratest, 2017).

The solutions for attractive, modern, vibrant and future-proof people and organisational development already exist. In concrete terms, what this means for Goethe University is that we want to establish a learning landscape that does justice to modern standards. Learning strategies today can make use of more learning formats than ever before. Composing and planning these individual learning formats in such a way that every individual staff member and manager receives just the support they require to develop the specific competencies they need is a challenge we will continue to address.

This will make training and development provision at Goethe University …

more sustainable
through greater opportunities to support the preparation, delivery and follow-up (transfer) phases complementing face-to-face learning

more collaborative
through opportunities to exchange information, share content and network that extend beyond face-to-face training phases

more activating
through opportunities to allow participants to tackle tasks themselves (with the help of various media) and to share and discuss their solutions with others

more diverse
through varied methods, media, languages and formats that can support and extend face-to-face training phases (blended learning)

more open
through expanded opportunities to bring external resources (information and/or experts) into training sessions

more self-directed
through expanded opportunities to access learning content at any time in ways that meet individual needs

better networked
through opportunities to share information outside of face-to-face training and build up networks

more competency-oriented
through the competency compass and the creation of modular training and development provision

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PE/OE sees itself as providing support, momentum and inspiration for shaping the questions of the future and topics around lifelong learning at Goethe University in close collaboration with the university's leaders and staff, its governing bodies, the staff council and other university committees. The role of PE/OE in this process will be:

The role of PE/OE, the people and organisational development department…

oriented towards the strategic objectives of Goethe University

shapes learning environments and training and development provision

supports employees and managers in their competencies development with a good mix of provision (for example blended learning)

supports managers and teams with organisational development and change processes

creates conditions and opportunities for self-organised, informal, collaborative learning

uses and extends the current portfolio of media, methods, formats and programmes

develops and supports lifelong learning tools and interventions for staff

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13.   The strategic outlook for PE/OE

To conclude, it is worth noting the remarks of Friedrich Hubert Esser, President of the German Federal Institute for Vocational Education and Training (BIBB), on how the world of work in the future will prioritise ongoing training and professional development (Esser, 2018). Writing in BIBB's specialist magazine "BWP", in an issue dedicated to continuing education, Esser makes the comment that "continuing education has been a must rather than an optional extra for some considerable time" in a world of work now characterised by increasing quantities of data in which "the half-life of knowledge is becoming ever shorter."

The digital transformation, the deployment of robots and the growing influence of artificial intelligence are, he remarks further, bringing about unprecedented structural change in work and manufacturing processes. The very fundaments of work and learning are changing. The future is already here, or, as Esser puts it, "The ability to handle high-performance IT infrastructure and to work and learn in virtual and augmented reality environments or with the help of explanatory videos and online tutorials has long become part of the here and now." Esser considers that only "an intelligent and creative mix of face-to-face and networked continuous education provision" can constitute a qualitatively appropriate route to delivering future-proof continuing education to skilled workers. However, he adds an important caveat: smart continuing education provision can only be put in place by adept training providers who can creatively combine tried and tested teaching methodology with new technology. We need to act today, Esser maintains, to train the architects of tomorrow's learning.

14. Trend studies and reports

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