



Personal- und
Organisations-
entwicklung



Lifelong learning? Yes, please!

The Competency Compass

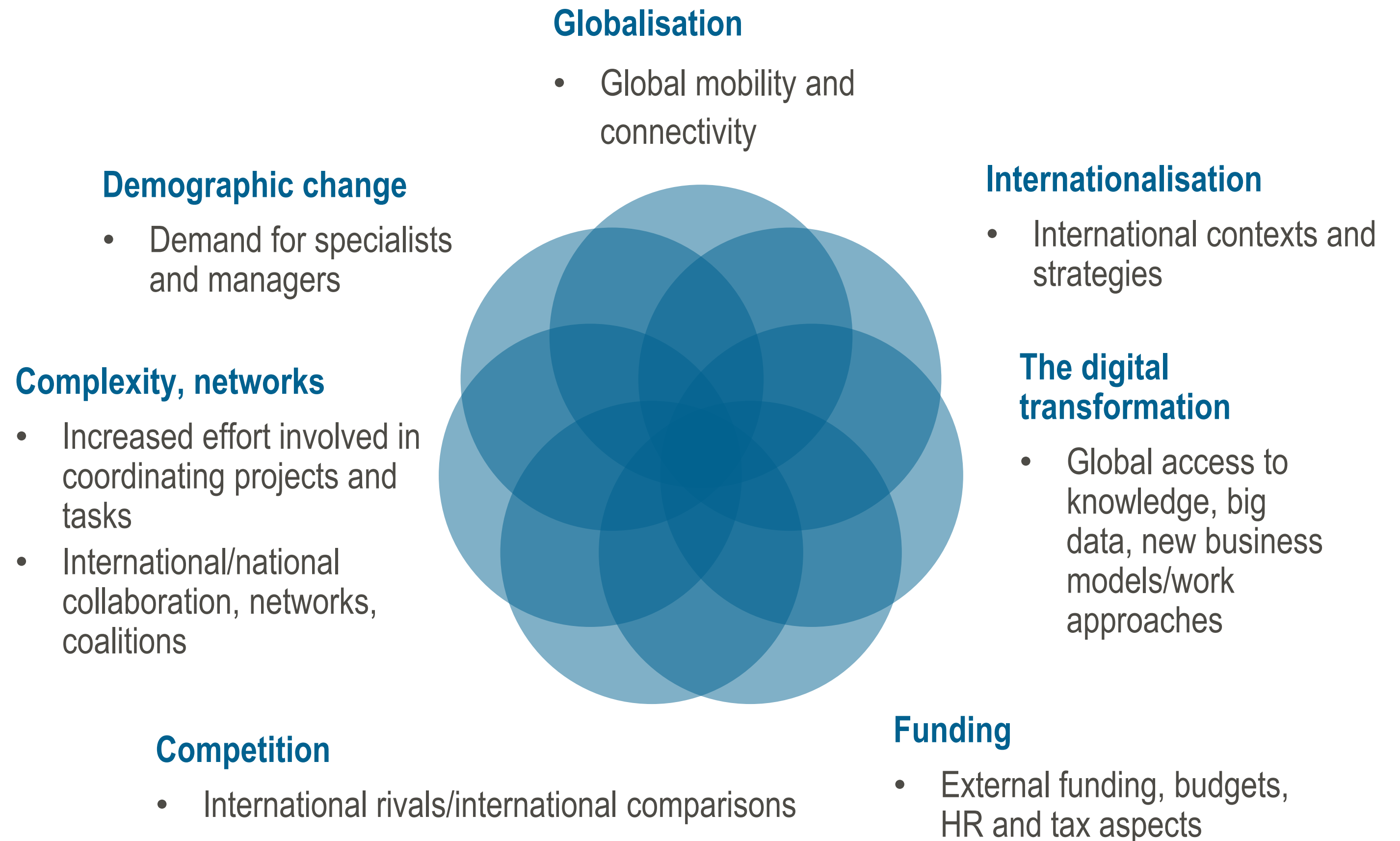
Version: 27.01.2020

https://www.uni-frankfurt.de/84906064/People_and_Organisational_Development_Department

1. Initial situation
2. The competency framework development process
3. Purposes and functions of competencies
4. The competency compass
5. Definitions: Professional and method competencies as a core competency
 - 5.1. Structure and definitions: Competency field RESEARCH
 - 5.2. Structure and definitions: Competency field METHOD
 - 5.3. Structure and definitions: Competency field ADMINISTRATION
6. Definitions: Interactive competency as a core competency
 - 6.1. Structure and definitions: Competency field LEADERSHIP
 - 6.2. Structure and definitions: Competency field PERSONAL
 - 6.3. Structure and definitions: Competency field SOCIAL
7. Practical examples
8. Appendix

1. Initial situation—Reasons for developing competencies framework

- We are increasingly working in complex international networks.
 - As we draw on digital sources of information more, the way we work is changing, too.
 - We compete against other organisations on multiple levels—for talent, for external funding, as a research location.
- Only as a single, coherent actor can we stay competitive and successful amid changing conditions.



2. The competency framework development process

Consultation of:

- **policy documents and guidelines** that either state requirements and/or specific interventions for competencies development at universities or make it possible to derive them
- **research studies and other scholarly contributions** that can place our orientation guide on a solid research-based fundament
- **internal and external requirements and higher-level Goethe University objectives**



© PE/OE Goethe University 2019



Personal- und
Organisations-
entwicklung

2. The competency framework development process: Competencies guide and orient lifelong learning

“It is in the interest of both employees and employers that staff are highly qualified and engage in lifelong learning. Training and professional development serves to increase the effectiveness and efficiency of the civil service, boosts careers and fosters employment-related competencies.” (*Goethe University Collective Labour Agreement, § 5 TV-GU*)

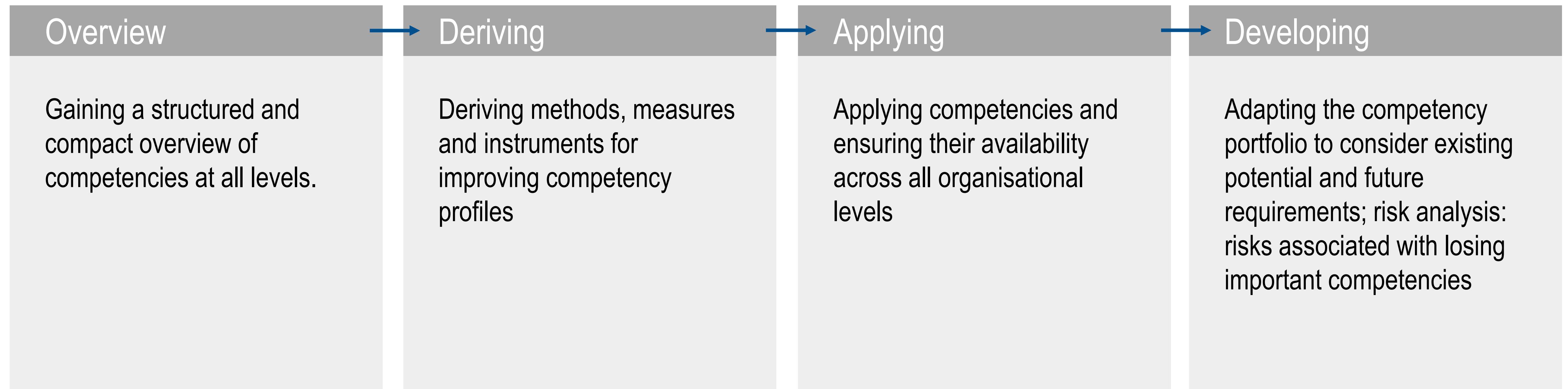
Competencies are ...“self-organisation skills (...), individual prerequisites for adapting to changed circumstances in specific situations, for modifying and successfully deploying behavioural strategies.”
(*Heyse & Erpenbeck, 2009, p. 12*)

Competencies can... be learned and modified. They reflect organisational strategies by showing which requirements are prioritised.
(*Bergner et al., 2016*)

Scholars have identified various competencies that will be particularly important in the world of work in the future.
See the main source for the competencies compass: RDF Research and Development Frame Vitae®, © 2010 Careers Research and Advisory Centre (CRAC) Limited
<https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>

3. Purposes and functions of competencies

Competency management connects the individual and organisational levels of the organisation. It encompasses all measures, methods and tools used in the application-oriented and organisation-specific identification, transfer and development of staff and management competencies to durably strengthen the capacity of the entire organisation to act.



3. Purposes and functions of competencies

Overview

Gaining an overview of existing competencies and future competency requirements at Goethe University

Provision

Tailoring training and development measures to provide focused development options for staff and managers

Measures

Tailoring bespoke interventions on the basis of future challenges

Motivation

Boosting staff motivation and retention

Risk management

Detecting gaps in specific competency fields early

Challenge

Competencies are a factor in managing change drivers successfully



Personal- und
Organisations-
entwicklung

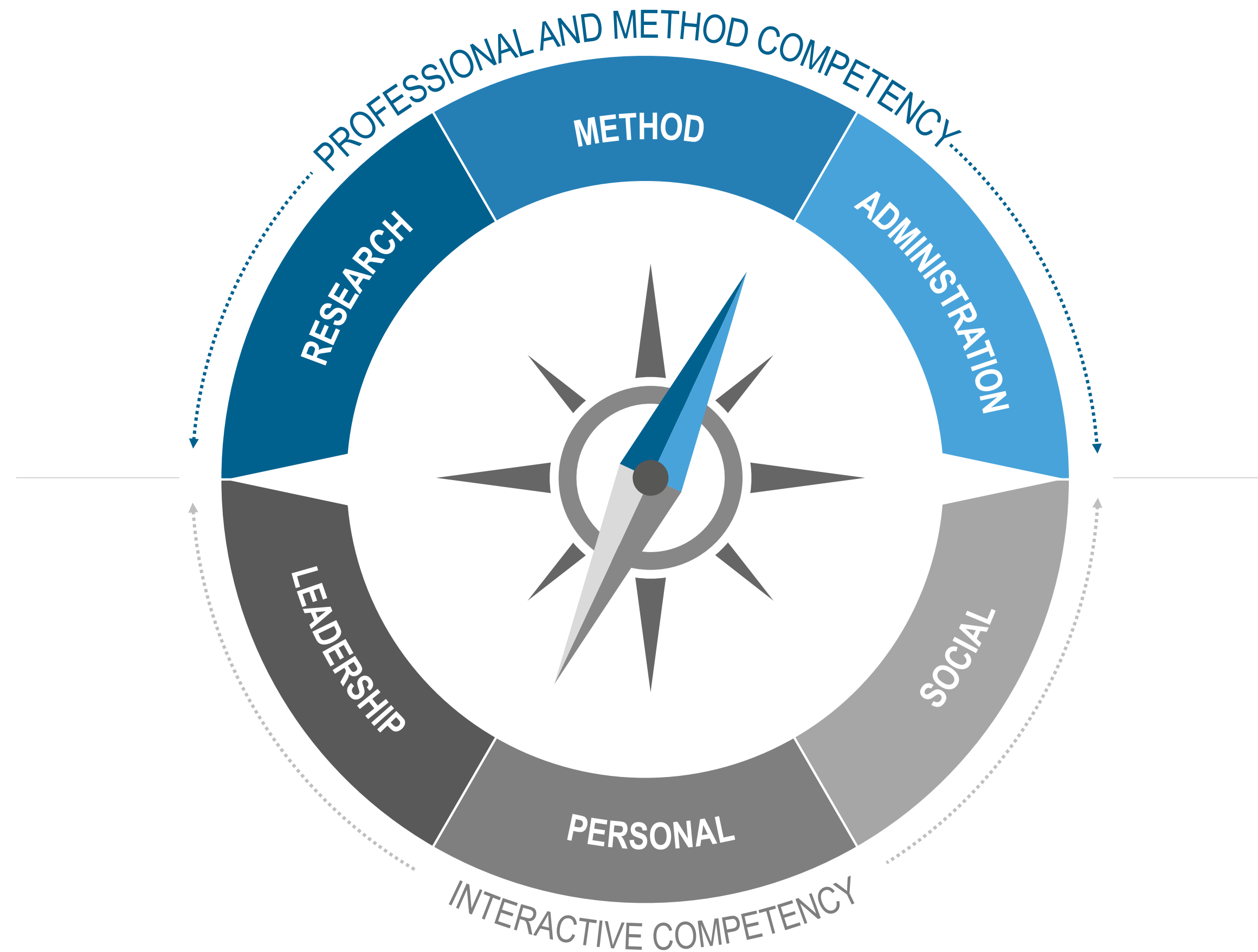
Lebenslanges Lernen? Ja, bitte!

4. The structure of the competency compass

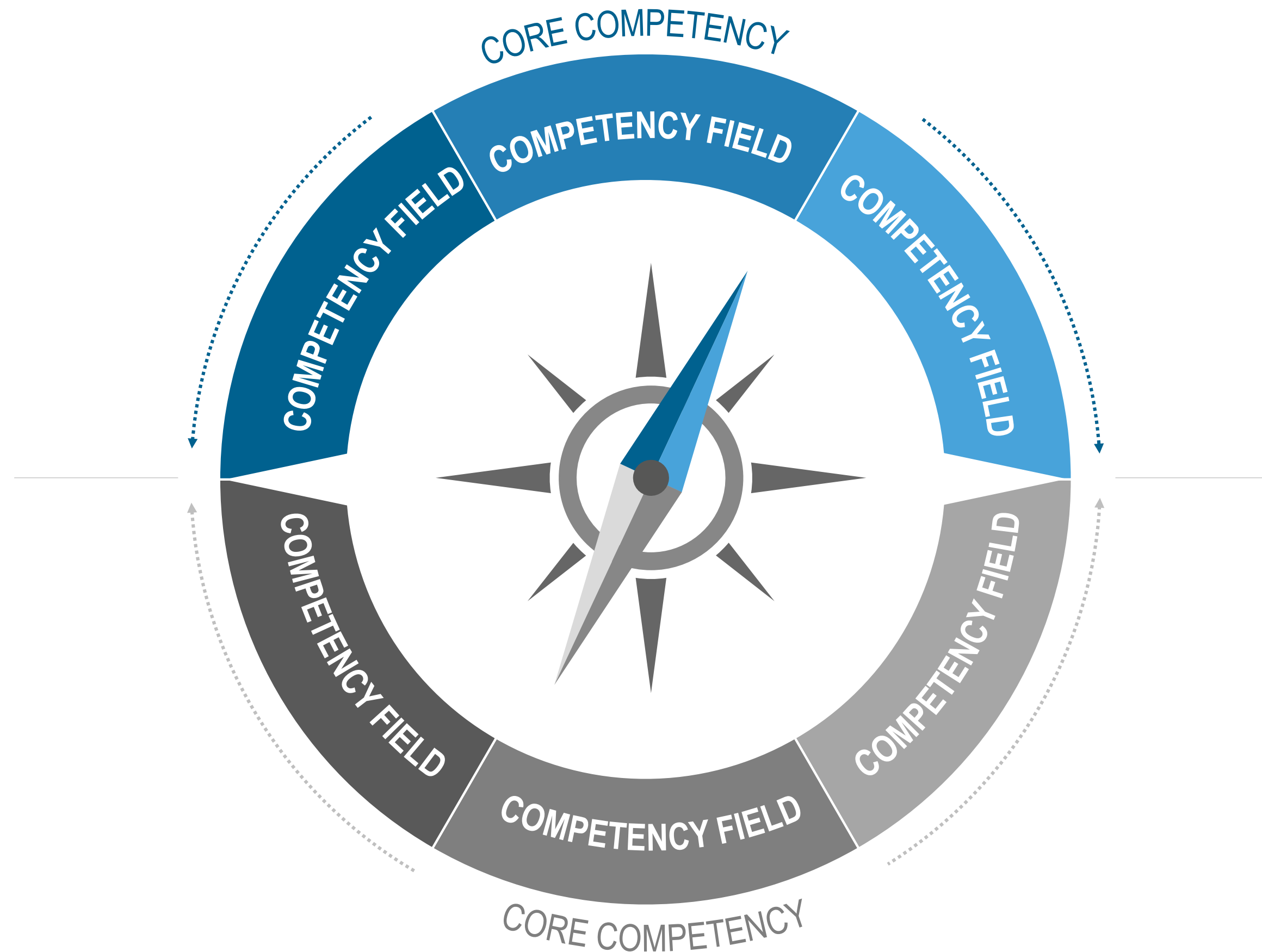


Personal- und
Organisations-
entwicklung

4. The competency compass



4. The competency compass



Two core competencies

Professional and method competency,
interactive competency

+

Six competency fields

Research, Method, Administration,
Leadership, Personal, Social

+

Portfolio of competency indicators

to translate competency fields into
specific capabilities

=

Needs-based training and development interventions

for managers and staff
at Goethe University

5. Definitions: Core competencies Professional and method competencies (A)

A1—Research discipline-specific competencies

Research management

- Research and higher education legislation (federal and state-level regulations)
- Research communication
- Quality management
- Research funding and funding management (e.g. research consortia, securing external funding)

Research governance

- Internal: university committees
- External: German Council of Science and Humanities (Wissenschaftsrat, WR); Joint Science Conference (Gemeinsame Wissenschaftskonferenz, GWK); Standing Conference of the Ministers of Education and Cultural Affairs (KMK)

A2—Method competencies

Time management, self-management

Analytical and conceptual thinking

Presenting, moderating

Advising, mentoring

Project and process management (agile, classic)

IT & the digital transformation

Language skills, foreign language skills

PR and marketing

A3—Administrative specialist competencies

Legal expertise

- Public sector employment law (employment and personnel law, civil service law)
- Tax and state aid legislation
- Public procurement regulations
- Governance standards (anti-discrimination, data protection, occupational health and safety)
- etc.

Finance and controlling

- Budgets (internal budgeting, resource allocation)
- Cost centre management
- State and external funding
- Accounting (internal, external)
- Infrastructure (real estate)

Human resources expertise (e.g. advertising, filling positions, academic appointments etc.)

5. Definitions: Core competency Professional and method competency (A)

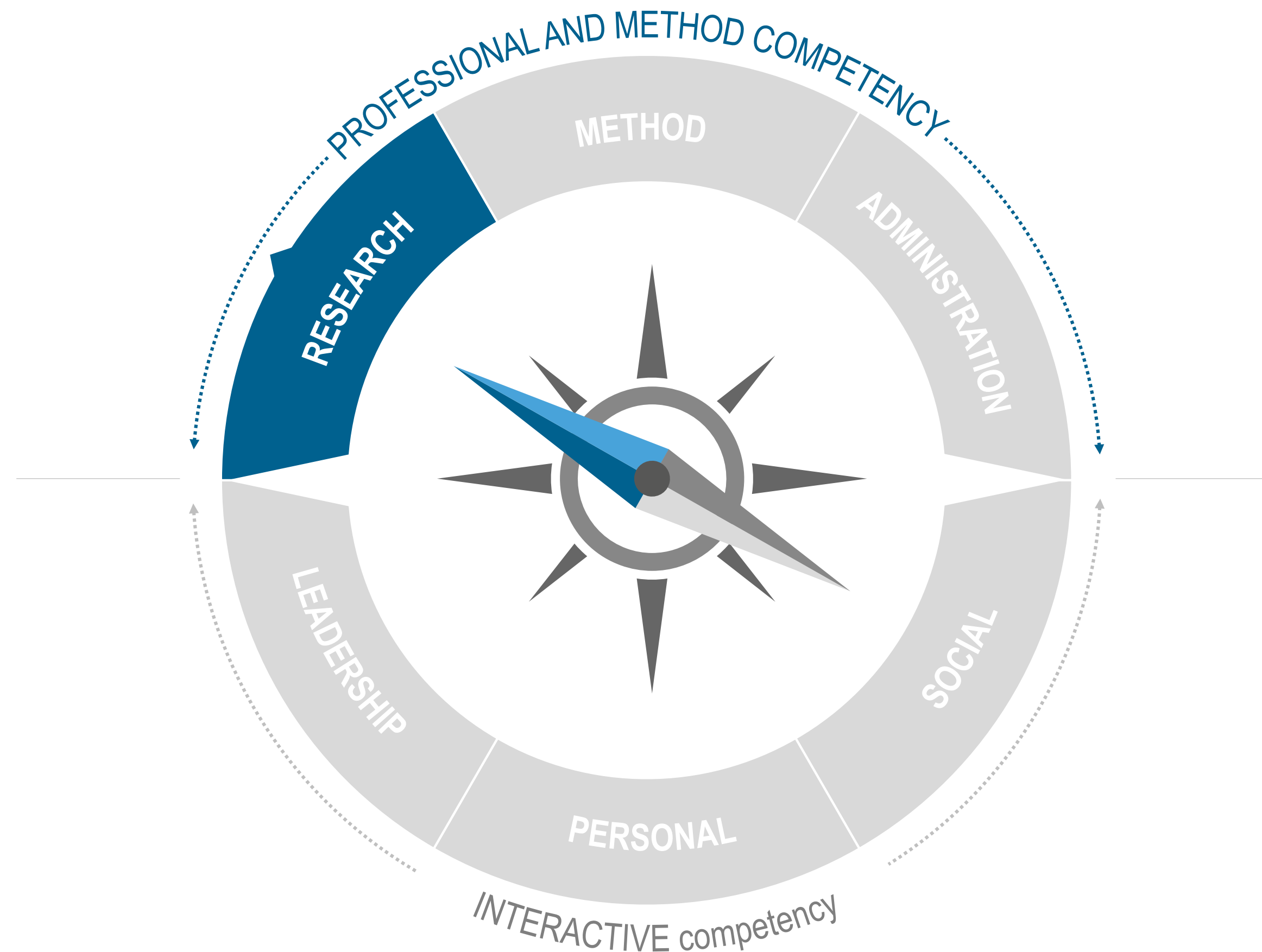
Method competency

- Being capable of using work techniques, procedures, analytical methods and learning strategies
- Method competency encompasses the capability to procure, structure, evaluate, re-use and illustrate information, to interpret the results of information processing correctly, and to present information appropriately. It also includes the ability to apply problem-solving skills and shape problem-solving processes.

Professional competency

- Being capable of procuring discipline-specific and interdisciplinary knowledge, of cross-referencing, deepening and critically interrogating this knowledge, and of applying it in methodologically sound practice.

5.1. Structure and definitions of the competency compass—Competency field RESEARCH



Competency indicators

- Research management
 - Research and higher education legislation (federal and state-level regulations)
 - Research communication
 - Quality management
 - Research funding and funding management (e.g. research consortia, securing external funding)
- Research governance
 - Internal university committees
 - External: German Council of Science and Humanities; Joint Science Conference, Standing Conference of the Ministers of Education and Cultural Affairs

5.1. Structure and definitions of the competency compass—Competency field

RESEARCH

- **Research management**

Strategic planning of research processes; administration of programmes; efficient use of external funds; transfer from research to practice, communication

- *Research and higher education legislation*
Federal and state-level regulations

- *Research communication*
Communicating research, scholarship and results attained—both within the scholarly community and to a broader public

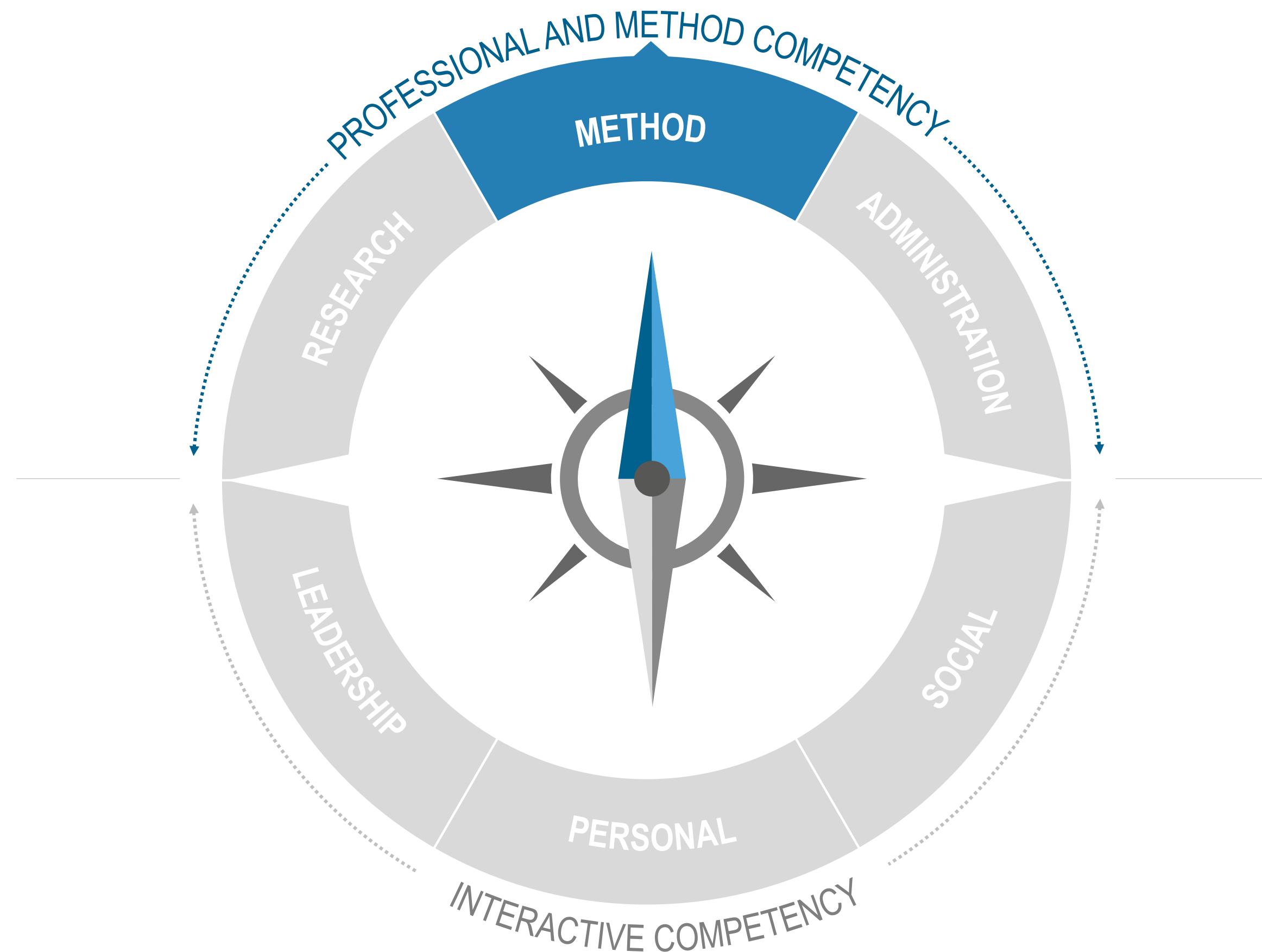
- *Quality management in research*
Comparing progress against targets in the sphere of research, teaching, career development for early-career and mid-career researchers, securing and expanding the research capacity of the organisation, elaborating an outlook and strategies for the future, contributing to strategic institutional decision-making processes at management level

- *Research funding and funding management*
Research consortia, securing external funding

- **Governance in the research landscape**

Being familiar with German and European research governance systems (German Council of Science and Humanities, Joint Science Conference, Standing Conference of the Ministers of Education and Cultural Affairs); having knowledge of both discipline-specific (scientific or academic) and technical-administrative details; being familiar with control and steering mechanisms; understanding interactions and connections between individual stakeholders and the complex interplay between collaboration and competition in research

5.2. Structure and definitions of the competency compass—Competency field METHOD



Competency indicators

- Project and process management (agile, classic)
- IT & digital skills
- Language skills, foreign language skills
- PR and marketing
- Time management, self-management
- Analytical and conceptual thinking
- Presenting and moderating
- Advising, mentoring

5.2. Structure and definitions of the competency compass—Competency field

METHOD

- **Project and process management (agile, classic)**

Planning, delivering and managing projects/work processes; knowing how to communicate with all stakeholders and communicate the status of projects to the organisation as a whole; being familiar with existing process chains and connected (possibly cross-departmental) processes as they affect processes in one's own work area; delivering process workflows and steps in a structured fashion; maintaining an overview of how processes can be continuously improved; keeping a constant eye out for ideas/opportunities to boost service quality. Being familiar with and shaping/modelling business processes, defining roles and rights for processes, shaping processes flexibly to facilitate adaptation to new opportunities, establishing clear process interfaces so that processes (including any sub-processes) can run unbroken; working in defined process chains; depicting, monitoring and (if applicable) optimising processes; continuous analysis and monitoring of processes; planning and intervening to steer processes and ensure objectives are reached, adjusting processes as necessary

- **IT & the digital transformation**

Having an overview of what technology makes possible, being familiar with and having mastery of standard software packages in one's area of responsibility, being capable of understanding and analysing data of relevance to one's own work area; creating an agile operational culture, being familiar with relevant tech factors, having an overview of tech trends, having a solid knowledge of digital tools and techniques, being able to analyse and understand data sets

- **Language skills, foreign language skills**

Learning new languages and expanding one's grasp of languages

- **PR and marketing**

Being familiar with corporate identity fundamentals and with branding and corporate design; being capable of successfully deploying marketing strategies and tools and reaching specific target groups; being familiar with success factors in good PR and having mastery of fundamental PR tools

5.2. Structure and definitions of the competency compass—Competency field

METHOD

- **Time management, self-management**

Planning and structuring tasks to use one's time as productively as possible; planning one's time wisely, prioritising tasks appropriately

- **Analytical and conceptual thinking**

Understanding complex issues holistically, being able to view them from different perspectives, to simplify them appropriately and structure them in ways that reflect interrelationships and dependencies while also retaining sight of the overarching context and higher-level issues. Being able to grasp, analyse and systematically group extensive or complex issues, observe and understand aspects of issues in context, pinpoint fundamental issues, and derive consequences/solutions analytically that facilitate appropriate action.

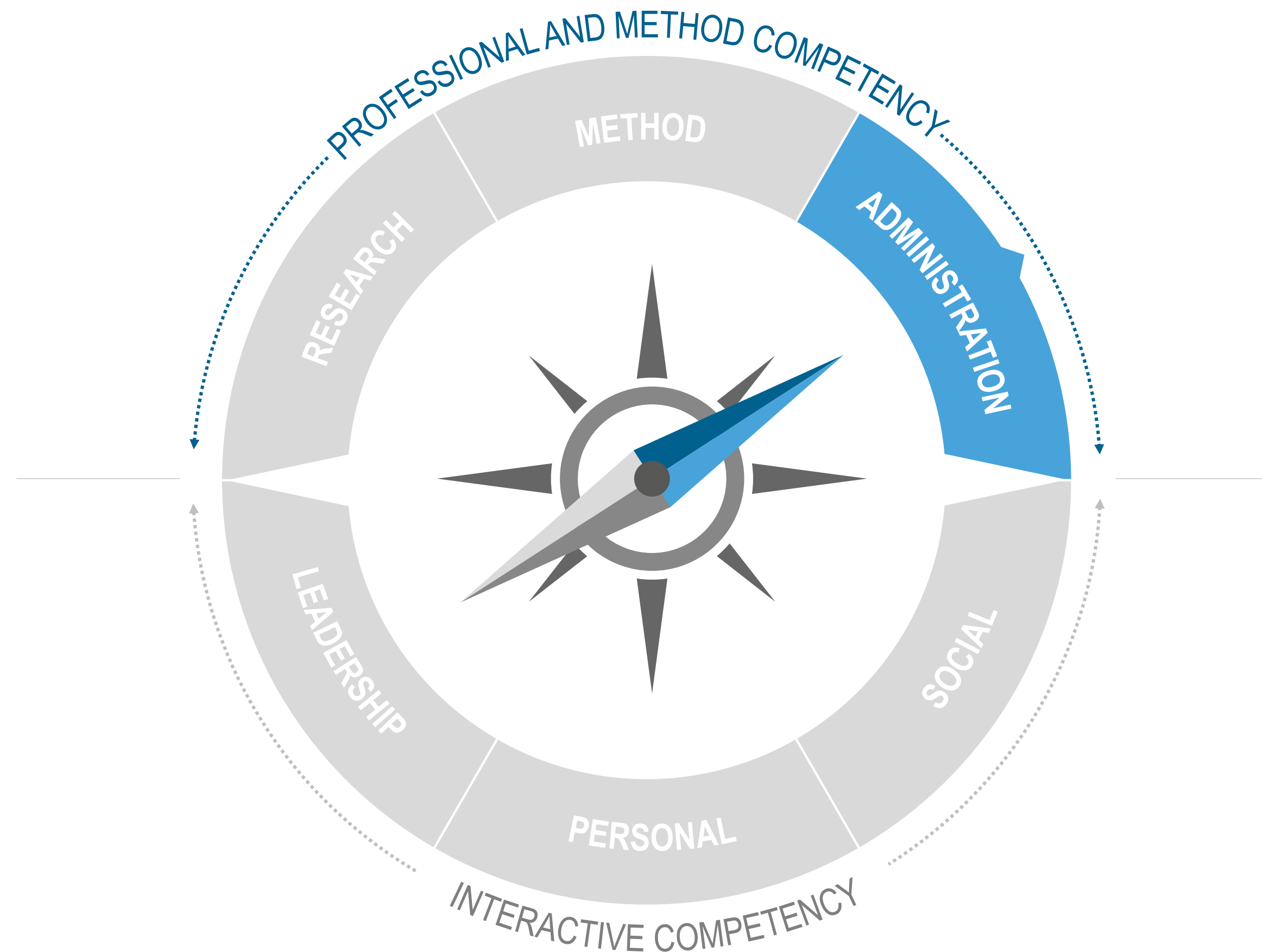
- **Presenting, moderating**

Knowing and exploiting the success factors for successful presentations; structuring presentations purposefully and appropriately for their target audiences; deploying media purposefully in a way that fits the context; adding value for listeners by speaking convincingly and with presence, being aware of critical situations presenters may face and able to handle them; being able to manage meetings involving small and large groups; structuring and moderating group meetings in a results-oriented way, bringing results together and deriving further steps; mastering moderation techniques; using flip charts and Metaplan skilfully

- **Advising, mentoring**

Deploying knowledge of communication in advisory interviews; asking questions to pinpoint relevant issues, being familiar with and able to apply counselling methods; being able to evaluate the competencies of specific staff members; suggesting focused and appropriate courses to develop competencies and foster careers and supporting their delivery; making mentees visible in the organisation and supporting their networking with relevant contacts; learning from mentees' and continuing one's own professional development

5.3. Structure and definition of the competency compass—Competency field ADMINISTRATION



Competency indicators

- Legal expertise
 - Public sector employment law (employment and personnel law, civil service law)
 - Tax and state aid legislation
 - Public procurement regulations
 - Governance standards (anti-discrimination, data protection, occupational health and safety)
 - etc.
- Finance and controlling
 - Budgets (internal budgeting, resource allocation)
 - Cost centre management
 - State and external funding
 - Accounting (internal, external)
 - Infrastructure (real estate)
 - HR expertise

5.3. Structure and definition of the competency compass—Competency field

ADMINISTRATION

- **Legal expertise**

Being familiar with legislation, regulations, policies and other guidelines of relevance to one's work area; application of these in one's day-to-day work

- *Public sector employment law (employment and personnel law, civil service law)*
- *Tax and state aid legislation*
- *Public procurement regulations*
- *Governance standards (anti-discrimination, data protection, occupational safety)*
- *etc.*

- **Finance and controlling**

Being familiar with management and financial accounting, budgeting and controlling

- *Budgets (internal budgeting, resource allocation)*
- *Cost centre management*
- *State and external funding*
- *Accounting (internal, external)*
- *Infrastructure (real estate)*

- **HR expertise**

Being able to plan and deploy human resources

6. Definitions: Core competencies Interactive competencies (B)

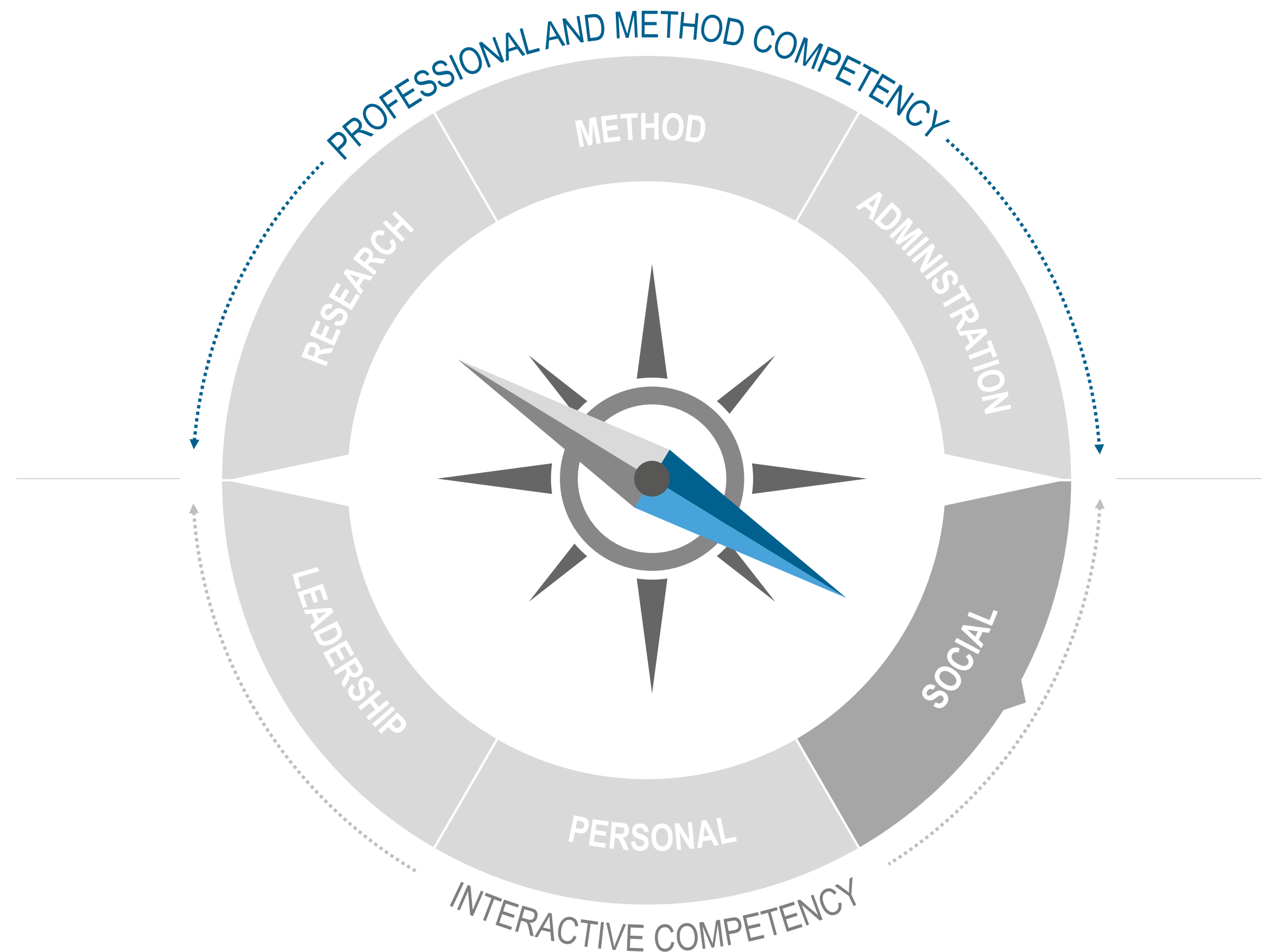
B1—Leadership competencies	B2—Personal competencies	B3—Social competencies
Leadership competency	Health (resilience, self-care)	Ability to address/manage conflicts
Strategic thinking	Compliance, ethical awareness and practice	Communication (e.g. interviewing skills)
Systemic thinking and practice	Willingness to embrace change and innovate	Capacity for teamwork
Change management	Ability to take the Initiative and work independently	Collaboration, networking
Fostering staff growth and development (for example team building, staff-centred leadership)	Capacity for reflection and feedback (e.g. staff development interviews)	Diversity awareness
Diversity-aware leadership	Political education	Internationalisation
Intercultural management		Ability to win people over and carry decisions through

6. Definitions: Core competency Interactive competency (B)

Interactive competency

- Being capable of interacting, communicating and collaborating with others; respecting other people and their contributions; being able to address and manage conflicts, to understand and accept the viewpoints, outlooks and challenges of others; being able to integrate into a team; diversity; creating and drawing on networks; charismatic management

6.1. Structure and definitions of the competency compass—Competency field SOCIAL



Competency indicators

- Ability to address/manage conflicts
- Communication (e.g. interviewing skills)
- Capacity for teamwork
- Collaboration, networking
- Diversity awareness
- Internationality
- Ability to win people over and carry decisions through

6.1. Structure and definitions of the competency compass—Competency field

SOCIAL

- **Ability to address/manage conflicts**
Acknowledging multiple views/interests; actively addressing conflicts; applying suitable strategies to resolve them; identifying and making focused modifications to conflicts and group dynamics; developing suitable measures to resolve conflicts together with those involved
- **Communication (interviewing)**
Conveying information, knowledge, insights, ideas to others (across hierarchies) intelligibly, precisely and in a timely fashion in writing and verbally; showing respect and appreciation for others; active, attentive listening and empathy; making sure that what has been said has been correctly understood; giving objective, focused feedback, including critical feedback; being willing and able to take feedback and criticism on board and consider them in ongoing processes
- **Capacity for teamwork**
Working constructively and collaboratively as a team member; collaborating and working towards shared objectives; taking on as much work as others; responding to other team members' concerns; accepting, respecting and appreciating other team members
- **Collaboration, networking**
Structuring, maintaining and continuing to develop work-related team and higher-level collaboration; structuring, maintaining and shaping long-term university-internal and external (strategic) partnerships; representing the interests of one's own area in national/international networks, representing the university within networks

6.1. Structure and definitions of the competency compass—Competency field

SOCIAL

- **Diversity awareness**

Being tolerant of and valuing individual differences between team members (along gender, age, origin and other lines); being sensitive towards cultural and personal differences in communication styles

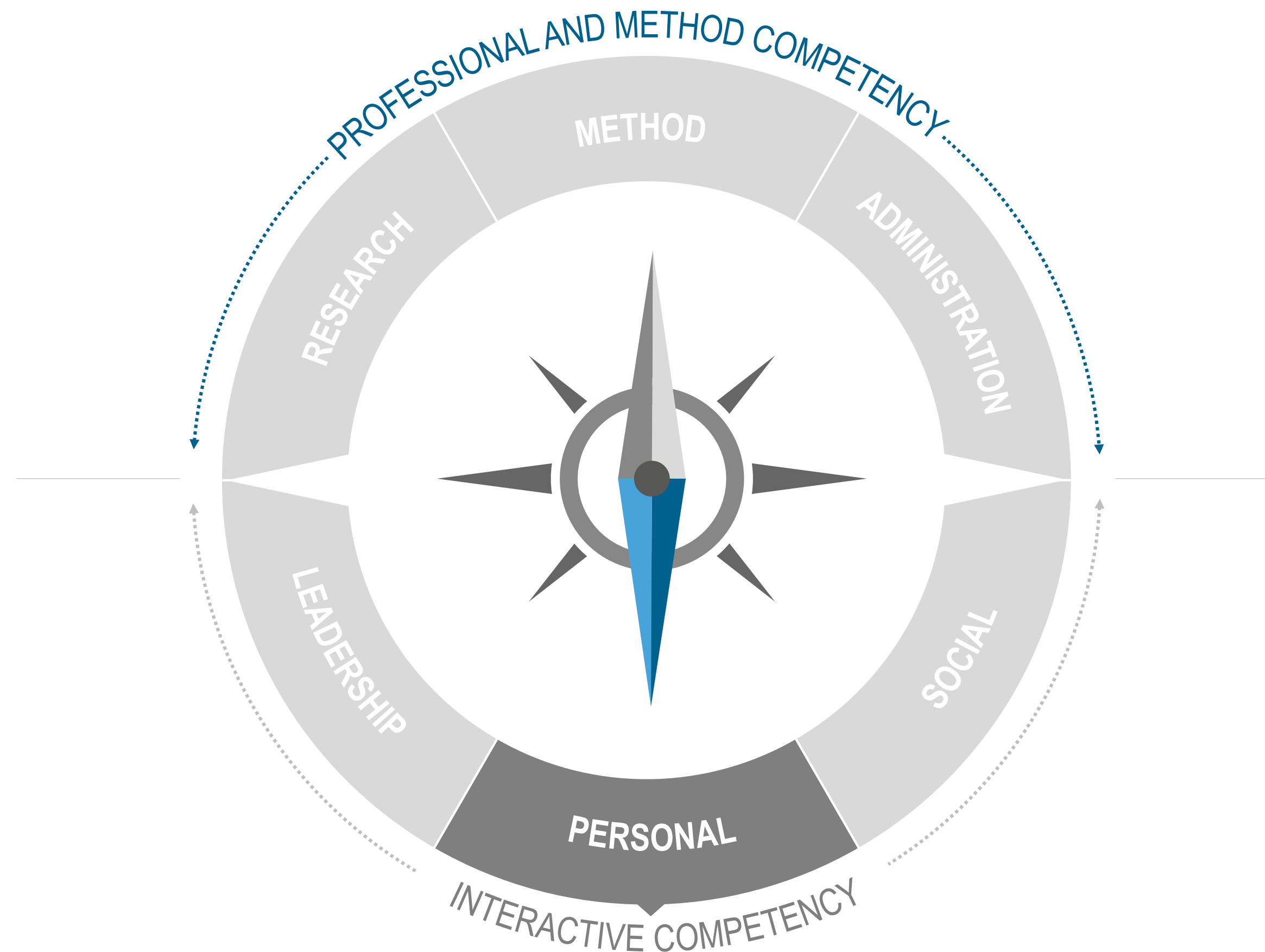
- **Internationalisation**

Understanding international issues, working successfully with people from different places and backgrounds, understanding and embracing different ways of thinking and working; being able to prevent misunderstandings and conflict; being familiar with behaviours expected in different cultures; accommodating diverse cultures side-by-side

- **Ability to win people over and carry decisions through**

Being able to garner support for one's aims from people at different hierarchical levels; communicating well and convincingly; making logical arguments, deploying rhetoric and body language purposefully; being persuasive in negotiations; being able to recognise and surmount stumbling blocks; representing standpoints while also considering the interests of negotiation partners; being able to strike compromises

6.2. Structure and definitions of the competency compass—Competency field PERSONAL



Competency indicators

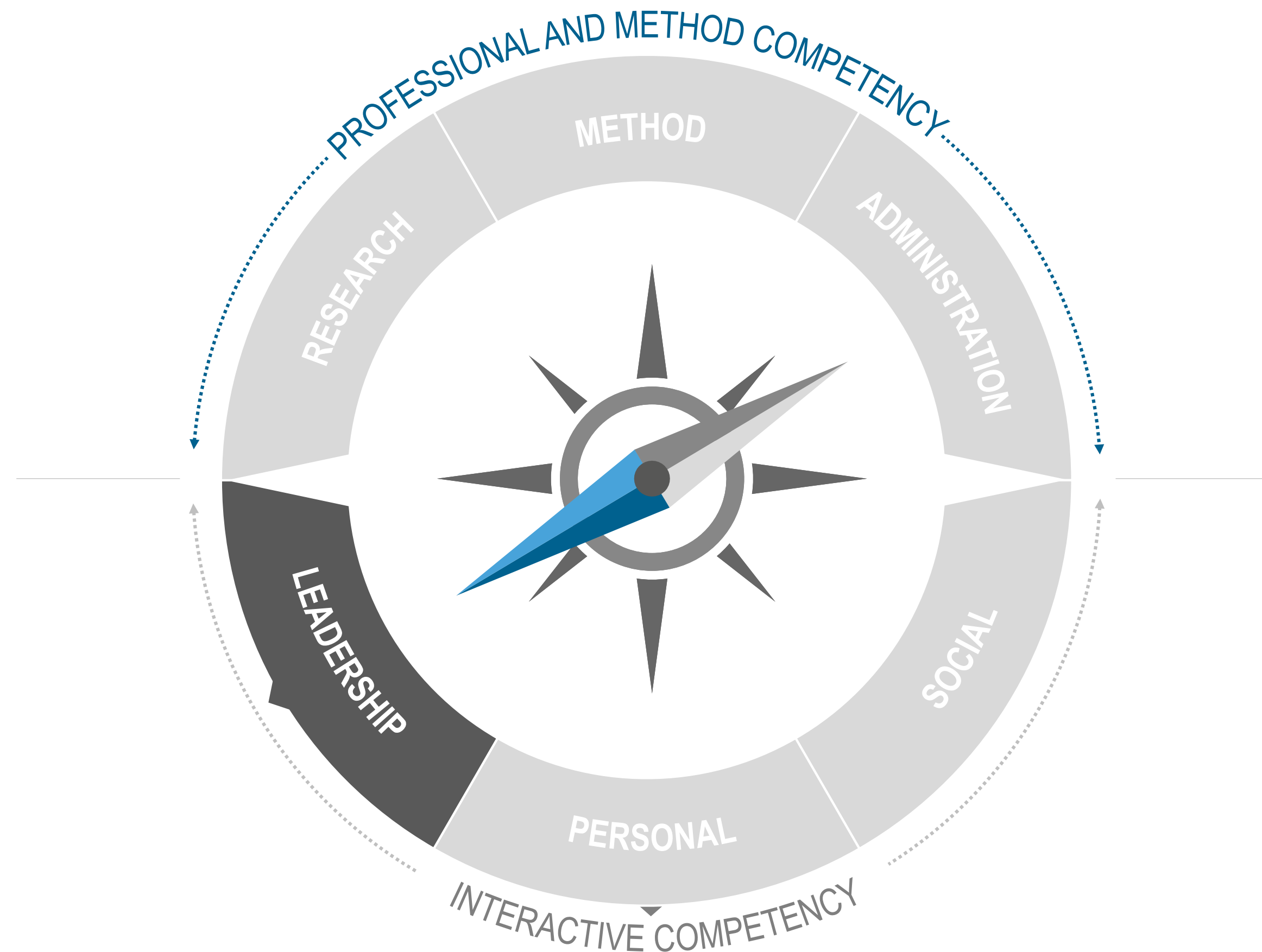
- Health (resilience, self-care)
- Compliance, ethical awareness and practice
- Willingness to embrace change and innovate
- Ability to take the Initiative and work independently
- Capacity for reflection and feedback (e.g. staff development interviews)
- Political education

6.2. Structure and definitions of the competency compass—Competency field

PERSONAL

- **Health (resilience)**
Being conscious of one's health and health needs; strengthening one's own resilience; shaping structures, processes and routines in ways that prevent strain, overwork and harmful stress; empowering others to engage in health-promoting behaviours; coping with stress and managing stress and difficult situations; being conscious of one's health and that of others as a resource that needs to be conserved
- **Compliance, ethical awareness and practice**
Being familiar with the ethical principles and guidelines of the organisation and considering them in one's day-to-day work; being familiar with and considering compliance issues and regulations as they affect one's own task areas
- **Taking the initiative, working independently**
Working independently and motivating oneself without needing instructions; looking ahead and pro-actively taking the initiative
- **Willingness to embrace change and innovate**
Being open to new ideas and change, recognising the need for change, being willing to adjust processes or one's approach to tasks to match changes in priorities or focus, identifying future opportunities for one's own task area; being able to make and deliver decisions
- **Capacity for reflection and feedback**
Reflecting on one's work and social behaviours and one's dealings with other team members; being able to give focused, objective feedback and criticism; being willing and able to take feedback and criticism on board and consider them in ongoing processes
- **Political education**
Recognising how political events are related; tolerance and critical thinking; active citizenship; participation in society; political participation

6.3. Structure and definitions of the competency compass–Competency field LEADERSHIP



Competency indicators

- Leadership competency
- Strategic thinking
- Systemic thinking and practice
- Change management (complexity)
- Staff development
- Team development
- Staff orientation
- Diversity-aware leadership
- Intercultural management

6.3. Structure and definitions of the competency compass–Competency field LEADERSHIP

- **Management skills**

Being familiar with and performing management tasks, mastering and using appropriate management tools; using moderation techniques for team, department, division, senate and other meetings; being able to pull results together and derive a plan of action for the group, being able to consider foreign language skills in doing so, being able to make decisions

- **Strategic thinking**

Developing and delivering a suitable and realistic strategy and processes for one's own sphere of responsibility to reach organisational goals; moving from the strategic level to defining transparent and specific goals, plans and measures to achieve objectives

- **Systemic thinking and practice**

Being able to see relationships and interactions between individual units in the university; being able to see the big picture and think holistically

- **Change management**

Being able to recognise and analyse the need for change; shaping and advancing (extensive) change processes actively; identifying how others react to change; building buy-in for change processes, persuading people of the need for change as it arises; knowing and using strategies to help others navigate change processes constructively

6.3. Structure and definitions of the competency compass–Competency field LEADERSHIP

- **Nurturing and developing staff**

Recognising and nurturing/developing the potential of one's staff; being able to motivate staff and deploy them appropriately; fostering and enabling lifelong learning; leading by example

- *Team development*

Establishing and promoting collaboration across teams between people with heterogeneous professional/method knowledge and approaches, anticipating synergy effects and planning their exploitation

- *Staff-centred leadership*

Respecting and esteeming staff as people; recognition of their dedication and their achievements; having a favourable attitude towards staff members; treating other people/staff as one would like to be treated; being fair, consistent, honest and open in one's dealings with staff members and with people in general

- **Intercultural management**

Working successfully with people from different backgrounds, understanding and embracing different ways of thinking and working; being able to prevent misunderstandings and conflicts at work; being familiar with behaviours expected in different cultures; fostering harmony between diverse cultures

- **Diversity-aware leadership**

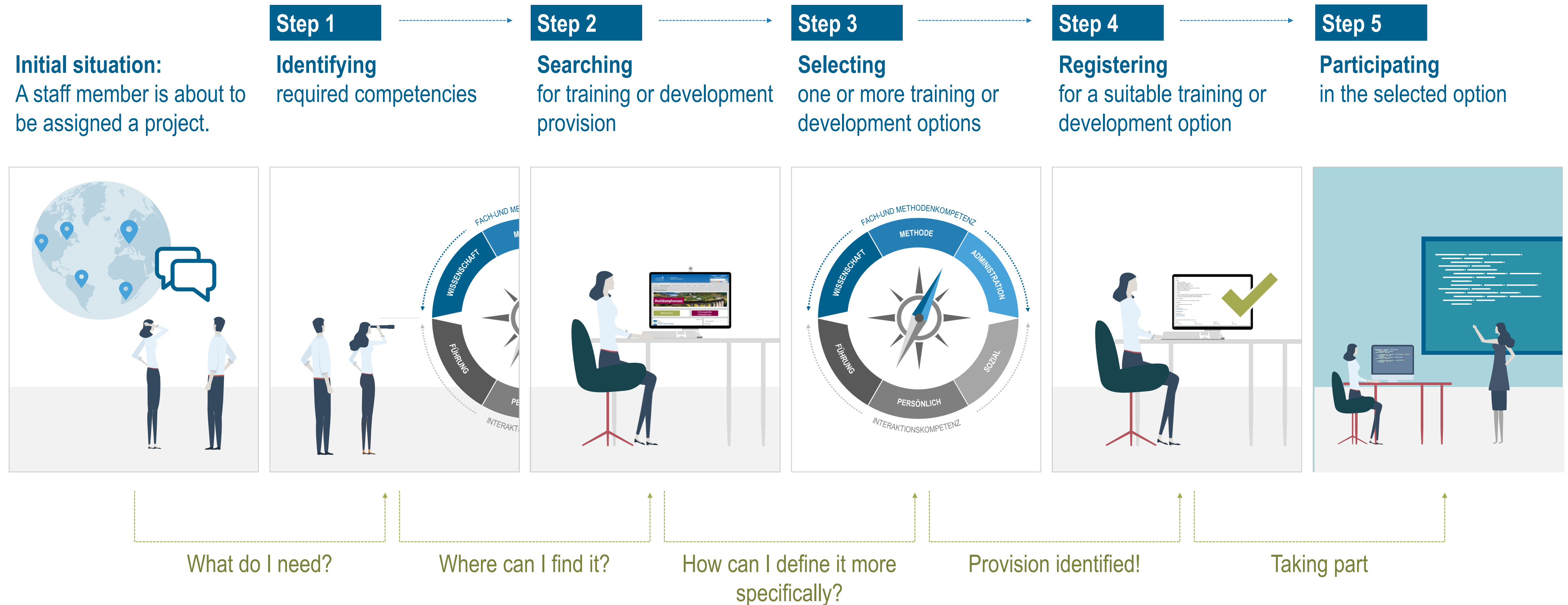
Esteeming the diversity of staff and navigating it skilfully; pro-actively reducing and preventing discrimination; creating equal opportunities for all team members

Lebenslanges Lernen? Ja, bitte!

7. The competency compass in practice –Examples

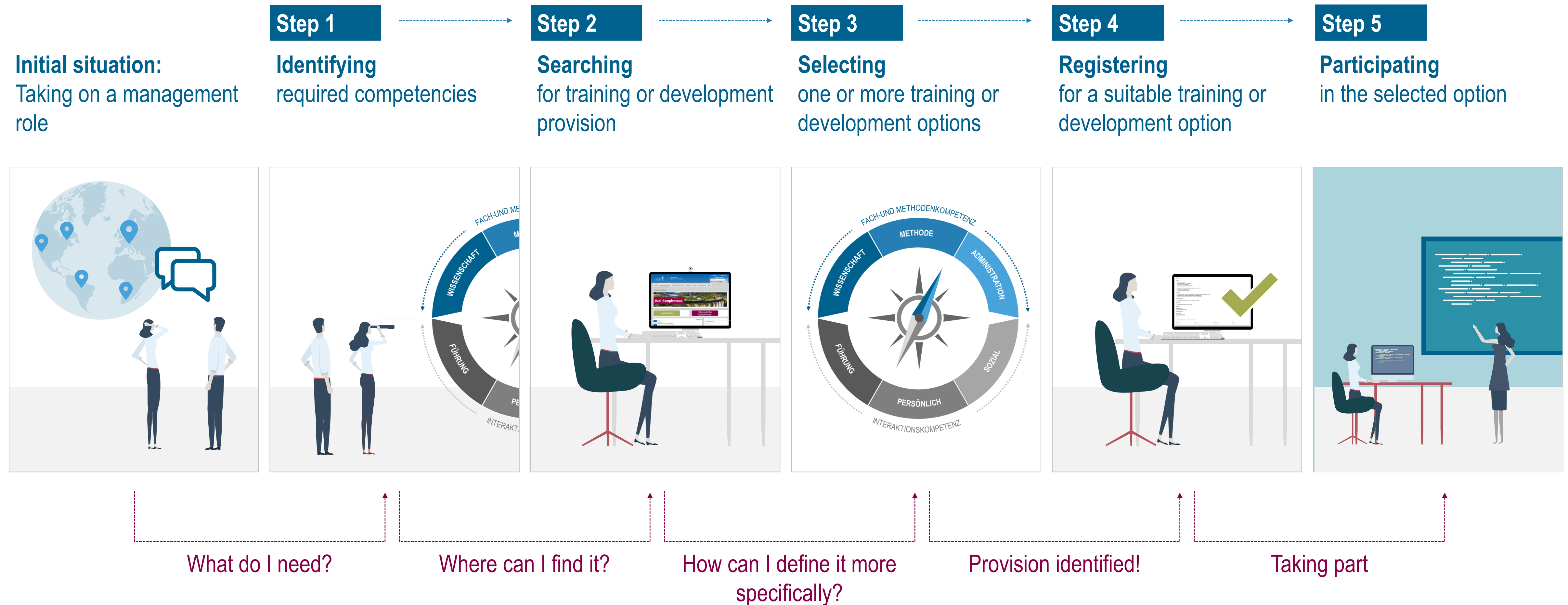
7. Practical examples of tailored competency development in five steps

User example: Staff member

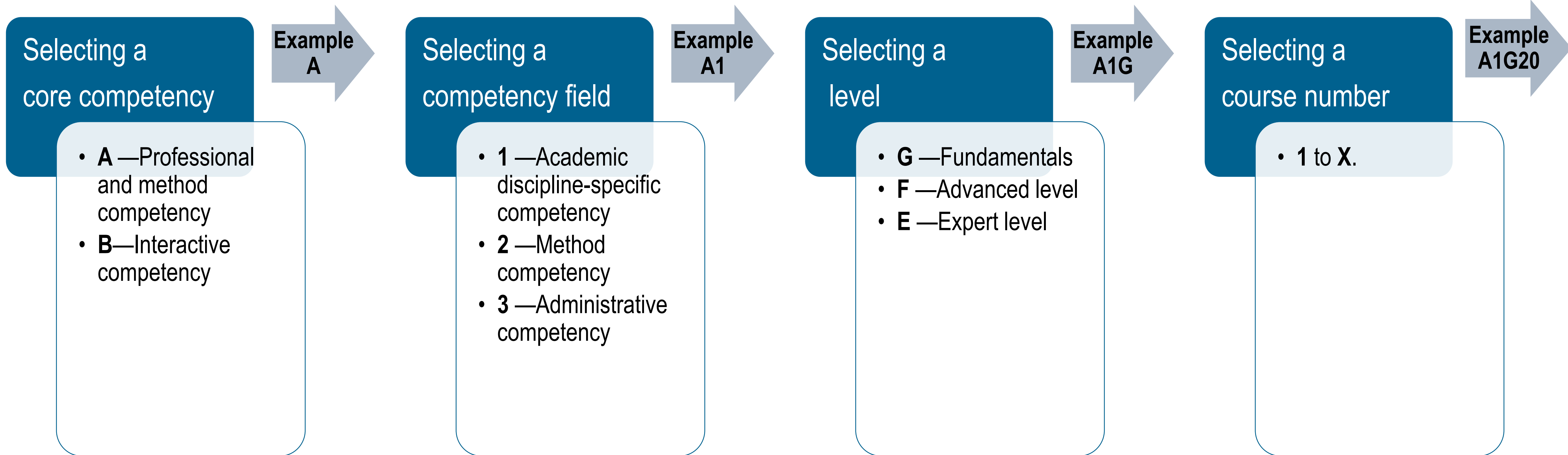


7. Practical examples of tailored competency development in five steps

User example: manager



7. Practical coding logic examples



Lebenslanges Lernen? Ja, bitte!

7. Appendix

- Erpenbeck, J. von Rosenstiel, L. (2007). Handbuch Kompetenzmessung: Erkennen, verstehen and bewerten von Kompetenzen in der betrieblichen, pädagogischen and psychologischen Praxis. Stuttgart: Schäffer-Poeschel
- Fachkompetenz. URL consulted: <https://wirtschaftslexikon.gabler.de/definition/fachkompetenz-35751>
- Interaktionskompetenz. URL consulted: <http://www.enzyklo.de/Begriff/Interaktionskompetenz>
- Kim, J and McLean, G. (2015). An integrative framework for global leadership competency: levels and dimensions. Human Resource Development International, 18(3), 235–258
- Methodenkompetenz. URL consulted: <https://wirtschaftslexikon.gabler.de/definition/methodenkompetenz-39776>
- Smith, Z. and Wolverton, M. (2010). Higher Education Leadership Competencies: Quantitatively Refining a Qualitative Model. Journal of Leadership & Organizational Studies, 17(1), 61–70.
- Vilkinas, T. and West, D. (2011). Leadership behaviour displayed by heads of school—its extent and importance. Journal of Higher Education Policy and Management, 33(4), 347–361.
- Vitae Researcher Development Framework. URL consulted: <https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>
- APEC, Deloitte (2010), Die im Jahre 2020 in Forschungsberufen benötigten Kompetenzen.
- Bearing Point (2015), Studie Business Agility: Bedeutung von Agilität in der Verwaltung. URL consulted: http://toolbox.bearingpoint.com/ecomaXL/files/DI-15005_BEDE15_0972_WP_DE_Agilitaet_final_web.pdf
- Mollbach, A., Studer, T., Bergstein, J. and Held, D. (2017), Future Management Development Studie 2017. Kienbaum.
- Siepman, Frank (2018), E-Learning Benchmarking Studie. Teilstudie: Digitale Transformation & Weiterbildung. Siepman Media.
- Rump, J. and Breitschopf, K. (2017), HR Report 2017: Schwerpunkt Kompetenzen für eine digitale Welt. HAYS.
- Nickel, S. (2009). Partizipatives Management von Universitäten. Zielvereinbarungen, Leitungsstrukturen, staatliche Steuerung. Mering: Hampp.