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Lively
further education

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Personal- und
Organisations-
entwicklung

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Editorial

Dear readers,

Not a day goes by without headlines that directly or indirectly affect us. They also influence us as the "Goethe-University" with employees from administration and the various departments. The most important subject of all is change.



Change means, among other things, continuously empowering employees and managers to adapt to the unknown, to minimise risks and to develop in a workplace that is changing.

The importance of personnel and organisational development is constantly growing. This also increases the challenge of setting priorities in different design options that pay off for everyone in terms of resources and time. Although the changes around us may be rapid and volatile, it sometimes takes sustained quality time for skills development to resume along the chosen educational path. All of this makes for a vibrant culture of continuing education: lifelong learning.

This is exactly where we, the Personnel and Organisational Development team, can apply our professional expertise and passion or continue and modify the work. This includes, for example, the gradual establishment of a project management culture – with a common understanding of project tools and instruments or a systemic and modular leadership development. Also of importance are "English for University Staff", for the acquisition of English languages skills, and "Professional Office Management", an internal certificate offering that contributes to effective and productive work organisation.

In this second issue of the Learning Journal, you will read exciting testimonials as well as inside views on key offerings in our continuing education portfolios and hear the active Goethe-Learning Community speak. The interviews and portraits give a lively account of what it's like to take part in the further education courses that we offer, and which make a difference in everyday working life. The lively atmosphere can be seen in topics such as "Digital Competencies" as well as in the number of participants.

I hope you enjoy reading through this second Goethe-Learning Journal, and I thank all those who participated in the current issue.

Katja Jäger
Head of Personnel and Organisational Development



Digital change affects us all!

The digital transformation does not stop at professional life. To master new challenges, you need a set of digital skills. What learning opportunities help employees and managers?

It's a familiar moment: you reach for your smartphone and write a message to friends or acquaintances. This is usually done via messenger service. It goes without saying that today we use such digital tools for private communication, exchanging ideas with others or to organise ourselves virtually in groups. The first mobile phones were far less versatile. They were primarily used for making calls. Short messages were also possible. Do you remember your first text message? Maybe it was a greeting – or a Christmas message, like the first SMS ever sent!? That SMS read "Merry Christmas". It was sent from a computer to Vodafone employee Richard Jarvis on 3rd December 1992. Shortly thereafter, the SMS was officially launched on the market. In 2004, the German word "simsen" [English: texting] was included in the Duden dictionary. Abbreviations were also introduced due to the limited length of a text message. In 2011, the abbreviation LOL – in English: laugh out loud – made it into the Oxford English Dictionary. Today, in addition to abbreviations, it is primarily so-called emojis, in the form of smileys and images, that add expression to digital communication.

The smartphone, with all its functions, is now an indispensable part of our everyday life. It belongs to our modern world, along with digital holiday pictures, train tickets, reading apps or networking via platforms. Digital transformation extends far beyond mobile devices – it's about the Internet of Things, cloud computing and artificial intelligence.¹ The so-called digital age not only influences our everyday lives in various areas: it also shapes our professional world. These changes, as they are raised in studies by Initiative Neue Qualität der Arbeit and Stifterverband für die Deutsche Wissenschaft, among others, are also throwing up many new requirements and skills in the world of work. These are referred to as digital competencies, future skills and/or key qualifications that are needed to help shape the digital transformation.

Many employees and managers at the Goethe University also need a modified and adapted set of digital competencies. We are absolutely convinced that everyone can master digitalisation.

“ For about 80 percent of employees in Germany, the technical equipment of the workplace has changed significantly in recent years. ”

Initiative Neue Qualität der Arbeit (INQA)²

“ The following applies to the public sector, in particular: in order to master societal challenges such as digitalisation and climate change, the administration must ensure that its employees have future-oriented skills. ”

Stifterverband für die Deutsche Wissenschaft e. V.³

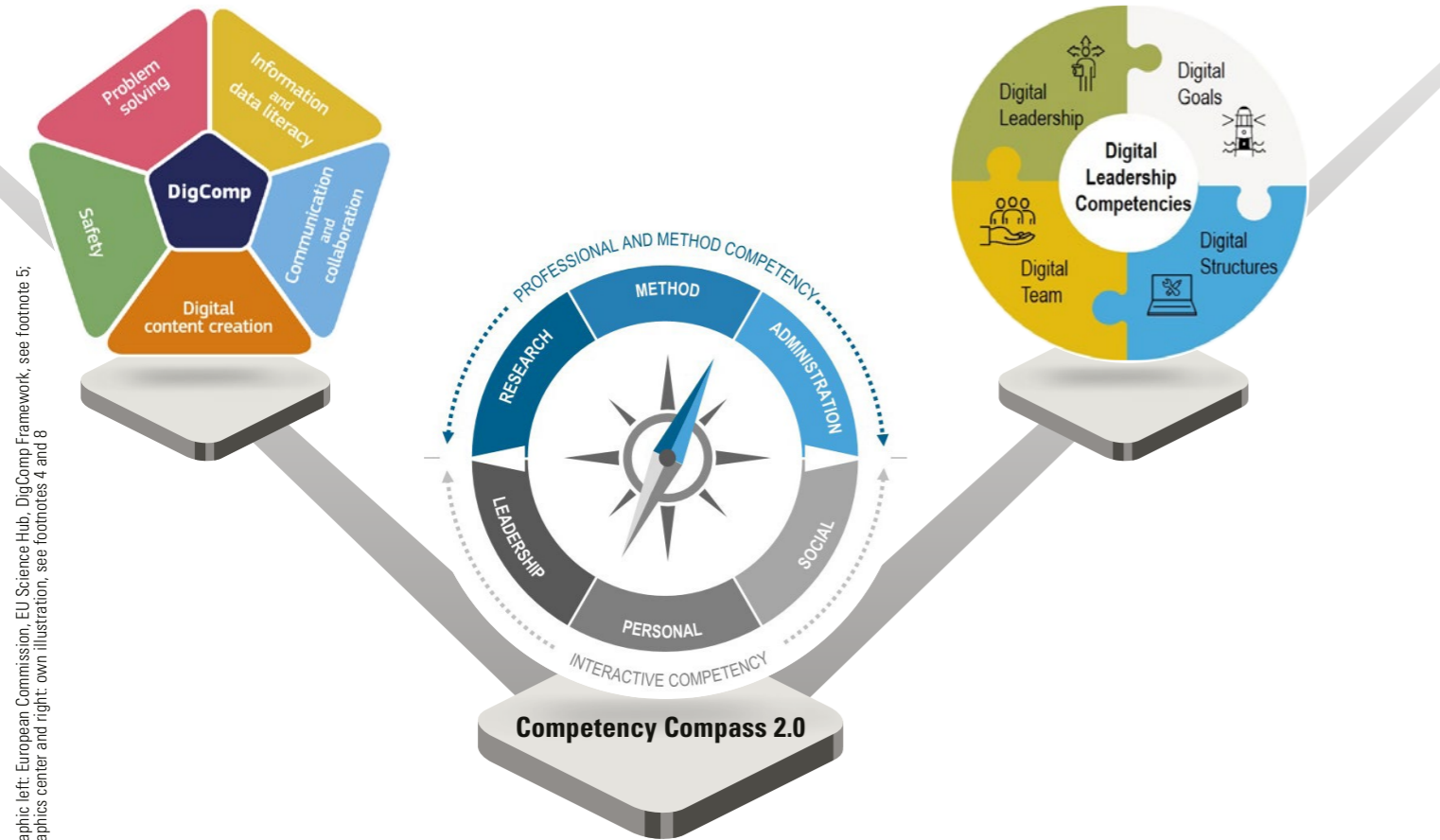
¹ European Parliament, 'Digital transformation: importance, benefits and EU policy',

<https://www.europarl.europa.eu/news/en/headlines/society/20210414ST002010/digital-transition-importance-benefit-and-eu-politics> [accessed on 12/01/2023]

² Federal Ministry of Labour and Social Affairs – Initiative neue Qualität der Arbeit (2022, 19th December). Digitisation of the world of work

<https://www.inqa.de/DE/wissen/kompetenz/digitalisierung-der-arbeitswelt/digitalisierung-arbeitswelt-anforderungen.html> [in German, accessed on 21/12/2022]

³ Stifterverband für die Deutsche Wissenschaft e. V. (2021) – Discussion Paper No. 5 <https://www.stifterverband.org/medien/die-lernende-verwaltung> [in German, accessed on 21/12/2022]



Graphic left: European Commission, EU Science Hub, DigComp Framework, see footnote 5; Graphics center and right: own illustration, see footnotes 4 and 8

A university in the digital age needs digitally competent employees and managers

The digital transformation is placing new demands on politics, companies and organisations, as well as on employees. This also applies to universities – and affects research and teaching, as well as administration. Digitalisation affects all areas of work and, at the same time, changes work tasks and skills requirements. What may sound like challenges at first promises to be of particular benefit – for organisations as well as for employees. Digitalisation is often accompanied by leaner processes and support processes. And the use of new technologies and tools can be learned.

Analogue has its place too! After all, we live our lives in an analogue world. And a life without real encounters is hardly imaginable. But work processes, collaboration and communication are becoming increasingly digital. We want to bring both worlds, the digital and the analogue worlds of work, into harmony and to support our employees on their way to a hybrid world of work.

A university in the digital age needs digitally competent employees and managers. In order to give even more importance to this principle, in the context of the idea of lifelong learning, we will implement the targeted and attractive internal certification offer “DigiFit”.

The planned new internal certification offers “DigiFit Employees” and “DigiFit Leadership” aim to make digital competencies available for living, learning and working under the conditions of digitalisation and also to make them tangible in real, face-to-face encounters. To this end, we are modifying our tried and tested competency compass (middle figure⁴) with new digital competencies. This will allow participants to expand their technical and methodological skills and sharpen their skills with interactions in view of digital challenges.

Initial research and consulting of reference models made it clear that the DigComp competence framework as defined by the European Council (top left⁵), as a scientifically based reference framework, is exactly the right guide.

The European Framework of Reference for Digital Competencies covers five areas of development^{6,7}:

1. **Information and data literacy:** dealing with digital information & data
2. **Communication & collaboration:** effective digital communication & collaboration
3. **Digital content creation:** editing, processing and creating digital content
4. **Safety:** Securing and protecting data, technical infrastructure, privacy & the environment
5. **Problem solving:** solving “problems” & designing processes using digital technologies

The hybrid world of work, consisting of digital elements and in-person learning, often places special demands on managers. For example, in mobile work and teleworking, they lead their employees from a distance. At the same time, they keep hybrid teams together. An integrated digital leadership model is intended to support managers in gaining a “digital” mindset in addition to the “analogue” mindset, in order to integrate and apply tried and tested as well as innovative leadership instruments in their leadership work. This enables them and their employees to actively and independently shape their working environment. The model named “Digital Leadership Competencies” (right-hand illustration page 6⁸), which is based on scientific sources (Hensellek, S.⁹, Van Dick, R.¹⁰, Heitger, B.¹¹) defines competencies explicitly for managers, serves as a sound digital leadership reference framework (own graphic), offers a suitable aid for orientation, and is easy to integrate.

The two (described) reference frameworks will be successively integrated into the new internal certificate offerings and the existing Competency Compass 2.0.

What contribution will the internal “DigiFit” certificate offer make in the future?

You can expect an offer for employees and leaders that makes all participants digitally fit for their daily work. When skills are developed systematically, digital competencies can be acquired in a targeted manner. If you have a digital mindset, you can act more safely in your everyday work and feel more relaxed about new tools and technologies. The promotion of digital competencies is also intended to promote understanding and participation in the digitalisation process at Goethe-University. In addition, the internal certificate supports the needs-based expansion of further education certification.

How is the internal certificate offer structured?

The internal certification offering “DigiFit Employees” and “DigiFit Leadership” includes re- and upskilling ...

- ... by developing an understanding of digitalisation and digital competencies: DigiFit Mindset
- ... through voluntary digital, individual review of the status quo in relation to digital (management) competencies: DigiFit Self-Checks
- ... on digital topics or methods for everyday work on the basis of the five digital competency areas of DigComp: DigiFit Competencies
- ... on leadership in digital transformation based on a holistic model: DigiFit Leadership

There is still a lot of preparatory work to be done in the first half of 2023. Our goal: pilot launch in 2023 for the internal certification offerings “DigiFit Employees” and “DigiFit Leadership” through a smart mix of face-to-face seminars and online formats.

⁴ Copyright Competency Compass Personnel and Organisational Development Department (HR-PEOE) at the Goethe-University, 2019

⁵ European Commission, EU Science Hub, DigComp Framework: https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en [accessed 18/01/2023]

⁶ Vuorikari, R., Kluzer, S. and Punie, Y. (2022). DigComp 2.2: The Digital Competence Framework for Citizens – With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg.

⁷ European Commission, Directorate-General for Education, Youth, Sport and Culture, Key competences for lifelong learning, Publications Office (2019) <https://data.europa.eu/doi/10.2766/569540> [accessed 21/12/2022]

⁸ Copyright Digital Leadership Competencies Personnel and Organisational Development Department (HR-PEOE) at the Goethe-University, 2023

⁹ Hensellek, S. (2020). Digital Leadership – Ein Rahmenwerk zur erfolgreichen Führung im digitalen Zeitalter (A framework for successful leadership in the digital age) In: Handbuch Digitale Wirtschaft, Springer Gabler.

¹⁰ Van Dick, R., Gross, M., Helfritz K.H., Holz, F., Stickling, E. (2016). Digital Leadership – die Zukunft der Führung in Unternehmen (The future of leadership in business) DGFP study.

¹¹ Based on: Heitger, B. (2015). Unternehmensentwicklung: Wissen, Wege, Werkzeuge für morgen (Business development: knowledge, methods and tools for tomorrow). Freiburg: Schäffer-Poeschel Verlag für Wirtschaft Steuern Recht GmbH.



A bit of personality development

Dr Mathias Jehn leads teams at the management and subject area level in the Central Library. Almost two years ago, he completed “Compact leadership”: a conversation about challenges when it comes to leadership and the benefits of the offering.

Dr Jehn, what was the trigger for you to participate in the “Compact leadership”?

I am very interested in leadership topics, and I am keen to continue my education in this area. I am convinced that without support, it is harder to lead effectively. What's more, I had taken on a leadership role in the university library a year earlier. I had been head of the subject department before. But when managers come into their own leadership area, the result can be a different type of leadership.

Which areas of leadership are you specifically interested in?

Earlier, in the 1980s and 1990s, leadership was still different – mostly hierarchical from top to bottom. Today, leaders need to cover the entire repertoire – from delegating to coaching and advising. They

have to be familiar with a lot of leadership topics and apply them in a very situational manner. I would like to take advantage of the various possibilities and methods to behave appropriately in different leadership situations.

What is having a leadership role about?

In my experience, it is about providing a good framework in which employees can operate independently. My idea of leadership is defining this framework and shaping it together. The role of a manager is also to carry over the various interests to the next largest framework – i. e., to balance interests with the next highest level and to play a mediatory role. I see myself less as a motivator: instead I take care to break down obstacles and avoid slowing down the motivation.

What were you able to apply directly from what you learned?

I remembered the initial questions at the beginning of a round, before it went directly into the practical phase via the theoretical content. For example, the consultants asked the participants at the beginning about their best professional moment from the week prior. Through this entry point, each person is brought along, and you get into professional discussions. I've been doing that at meetings ever since. The friendly environment and the experiences of colleagues in other areas were also helpful. There are leaders with whom I still meet regularly online today, and we exchange ideas in a collegial way.

“ I find the offer as it relates to leadership development to be sustainable and I can highly recommend it. ”

Have you experienced your team differently since then?

I don't know if I can tie that to “Compact leadership”. But because I am interested in leadership as such and I deal with these issues continuously, this leadership offering has been an important building block for me. It has strengthened me a bit in my personality development and in my leadership responsibilities. I find the offer to be sustainable for the purposes of leadership development, and I can highly recommend it. You have the entire spread of the leadership palette at hand and you get friendly feedback.

What was the biggest lesson you took away?

The “Changes” module and the practical examples based on the change curve. It shows which phases people usually pass through when they are going through a change. First, they go through a so-called valley of tears. This is because a common characteristic of people is that they often do not want to change themselves. The development curve for change is almost always the same and applies to individuals as well as teams. There are certain stages that are necessary during a change, even where things are not going so smoothly. This valley has a reason and is not a bad sign. As a leader, I have to accompany the team through this mood, not prevent it.

Dr Mathias Jehn heads Conservation and Digitalisation (BuD) as well as the Archive Centre and the Frankfurt & Rare Prints Collection in the Central Library. Since 2008, he has been working for the Goethe University library.



Internal certification offering: “Compact leadership”

“Compact leadership” is a modular element of the leadership development. In a practical leadership journey with seven modules (face-to-face and online seminars), we support you in (further) developing your own leadership compass and looking at yourself and your daily leadership challenges from new perspectives and with creative solutions through professional impulses, a peer-to-peer network and personal reflection.

An overview of modules and dates can be found here: www.goethe-lerncampus.de.



A common understanding of the project

Dietrich Ebert's department takes care of business applications in the area of finance and controlling. The team attended the basic seminar on "Project Management". Some team members then completed the modular offer "Certification as a Project Manager".

In 2020, Dietrich Ebert was in contact with the Personnel and Organisational Development Department (HR-PEOE). His task: a summary training programme in project management running from classic to agile for his entire team. Ultimately, the Business Application Management (BAM) department works mainly on projects and tasks.

"We have relatively little day-to-day business," says Dietrich Ebert.

The department is mainly concerned with the operation and further development of SAP systems. These include accounting and reporting systems. So it was a good fit that Personnel and Organisational Development was just about to set up a modified project management offering, by initially teaching the basics of project management. The whole BAM team took part. Afterwards, two team members registered directly for the "Certification as a Project Manager" course. In the second round, another person took

“It was very compact and gripping, and backed up with good examples.”

part – as did Ebert himself. His wish was that, gradually, other team members would also go through certification, or the basic project management course, depending on their area of responsibility.

thinks it makes sense if project management is implemented according to a certain standard. Otherwise, projects could falter and produce meagre results. This would be neither personally fulfilling nor of benefit to the Goethe-University. Ebert describes the contents of the certification offering as each building on one another. Depending on the module, participants were called to solve practical tasks as a group: set up milestone plans, create cost overviews or submit a project application.

Projects can be designed in different ways. Many roads lead to Rome. But: "Those who follow certain plans and certain work steps have better chances of success," says Ebert. He

Project management as a certification

Certification as a project manager is carried out in accordance with international standards in cooperation with TÜV SÜD. Participants not only get to know the individual phases of project management, but also learn how to implement projects effectively and efficiently. In addition to classic approaches, agile methods will now also be introduced from 2023 onwards. The certification offering consists of four modules of two days each, as well as a certification examination – accredited according to ISO 17024, DIN ISO 21500. Those wishing to attend the basic seminar "Project Management – Foundations and Methods: Successfully Planning and Organising Projects" can have this credited towards their future studies for certification as a project manager.

More information about the content can be found here: www.goethe-lerncampus.de.

"It was very compact and gripping, and backed up with good examples," he recalls. This was of great value for him.

Added value of certification

Ebert describes the topic of "project delimitation" as a eureka moment. By this, the leader means questions that a project team should ask itself about its goals: What do we want to achieve with the project, and what could others expect from the project? Are the goals measurable, reasonable and realistic? What could not be achieved through this project (so-called non-objectives)? Who is entrusted with which tasks, and what can we expect from each person? "Expectations and role distributions are best clarified right at the start of a project," says Ebert. He and his team like to use the classic methods of project management. His team is currently in the process of setting up a new project and writing a project application for it. "We are already thinking in the categories we learned in the seminar modules," he explains.

Dietrich Ebert heads the Business Application Management Department, Finance and Controlling. He has been working at the Goethe University since 1999 – first as an engineer for energy and heating technology, and later in projects dealing with SAP systems.



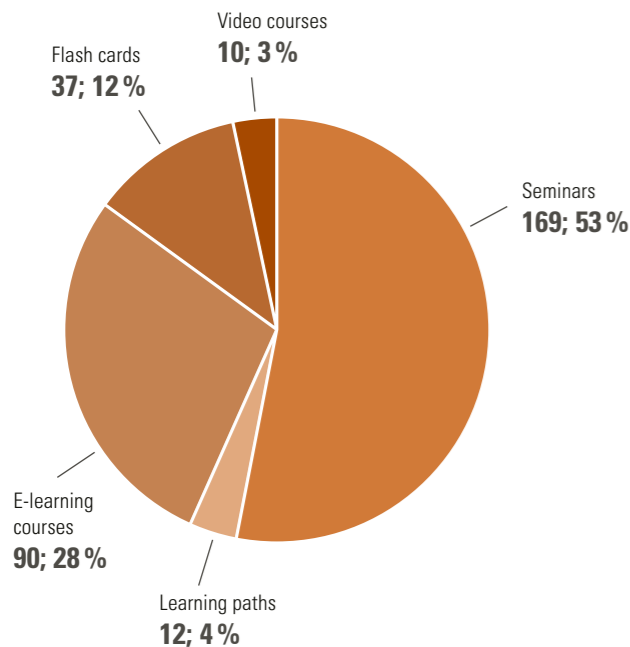
Ebert sees the added value of the certification in the fact that the participants can apply what they have learned in practice. And the more people participate, the deeper the shared understanding of the project in an organisation. But also for personal development, continuing education with certification is a great incentive. He writes that the Goethe University benefits from continuing education like this being offered in the first place. Dietrich Ebert also emphasises the professional management and support provided by the Personnel and Organisational Development Department.

The Goethe-Learning Community in numbers, data, facts

The Goethe-Learning Community was also active in 2022. Its evaluation status from 28 November 2022 indicated the following:

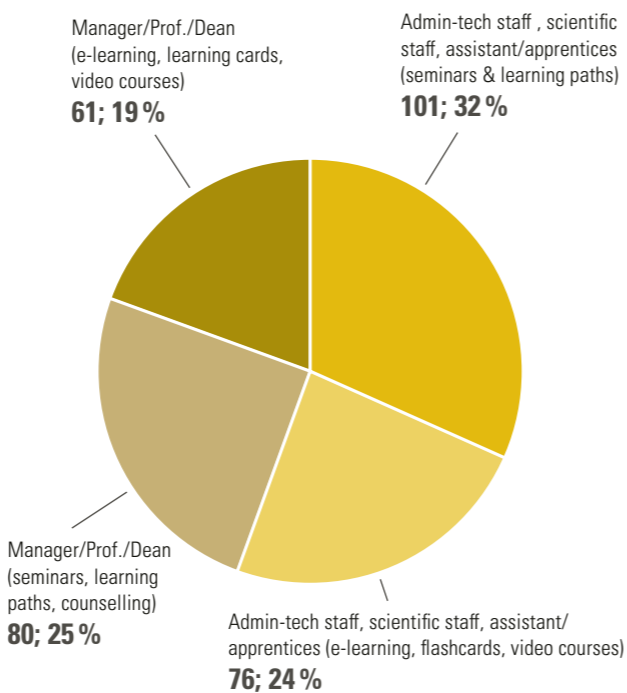
The competence portfolio with 318 offers consists of various in-person and online formats and methods ...

318 Continuing education offerings by learning format in 2022 (absolute; in percent)



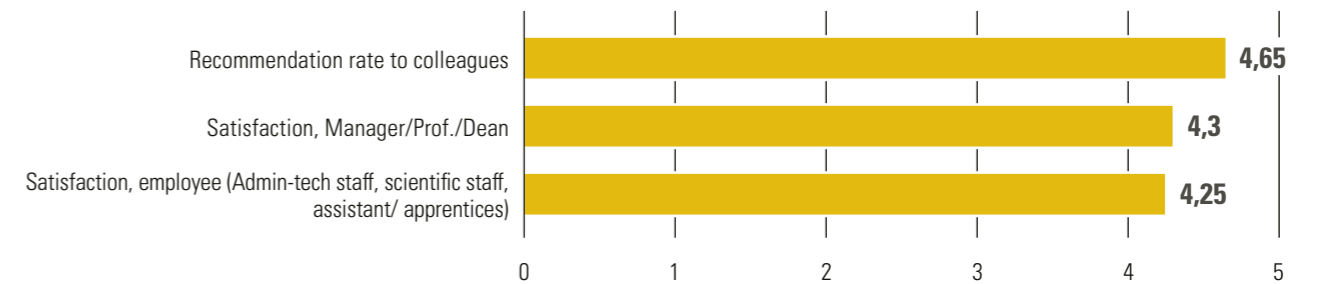
... and addresses all target groups

318 Continuing education offerings by target group and learning format in 2022 (absolute; in percent)



The recommendation rate to colleagues is 93 percent (4.65 out of 5)

Evaluations of the further education portfolio in 2022 (scale from 0 = "not right" to 5 = "perfectly right")



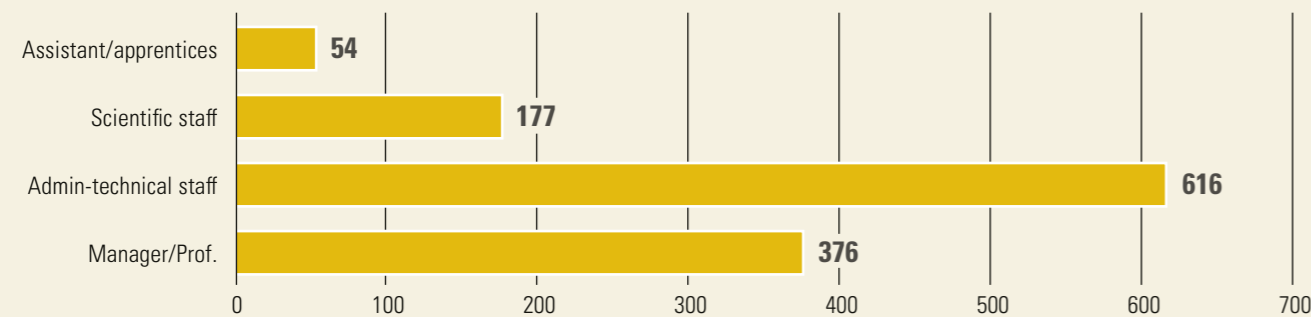
The top 3 further education courses in 2022 for the employee target group

- Internal certification offering "English for University Staff"
- Excel series
- Certification as a project manager in accordance with international standards

The top 3 further education courses in 2022 for the managers, professors and deans target group

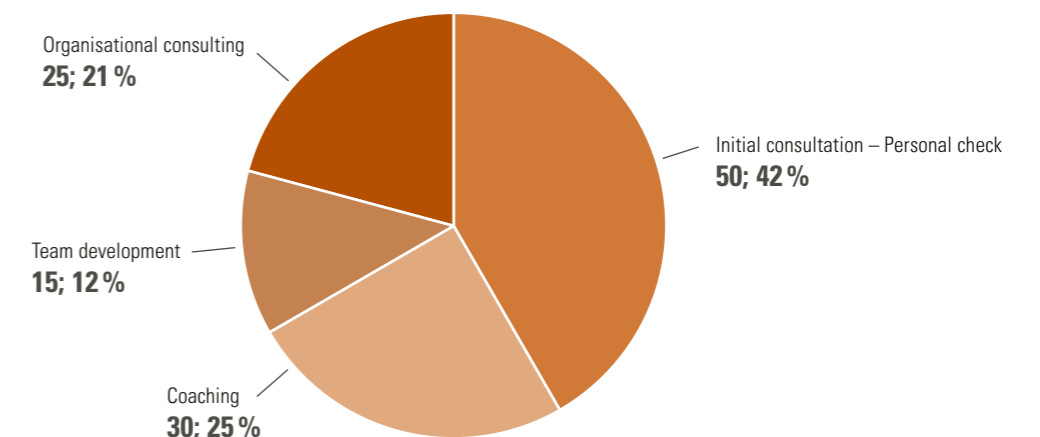
- "Compact leadership" internal certification offering
- Individual coaching
- Lateral leadership seminar

In 2022, 1,223 people took part in further education schemes at the Personnel and Organisational Development Department across all status groups



In 2022, the Personnel and Organisational Development Department carried out 120 individual consultations

120 annual individual consultations by type of staff and organisational development consultancy (absolute; in percent)





Effectiveness in everyday office life

Within the university administration, Astrid Czerwonka supervises the administrative side of three professorships. Last year, she went through learning modules for the internal certification in “Professional Office Management”. In this interview, she talks about how her work has improved.

Ms Czerwonka, why did you choose this training course?

Compared to other seminars, this learning path consists of many different topics that cover the majority of what comes up in everyday work. You can pick out different parts that interest you and cover the different aspects of your everyday work. You can also take advantage of all the topics offered, but you don't have to. The whole thing goes on for an extended period of time.

“ It is a large and broad offering. Above all, the mix of theoretical and practical content is great – as are the different types of learning. ”

So you appreciate continuous models of learning.

This learning path is not made to be done in one day. You stay on the topic for an extended period. This brings a certain continuity. I think it is an interesting concept to be supported over the longer term.

Which topics did you focus on?

I primarily chose practical content: for example, how to improve virtual communication or how to organise full email inboxes more effectively. Courses such as stress relief are also offered. I find these interesting too, but I opted for practical topics instead, because I can apply them directly in my work and try them out.

What hurdles in office management do you overcome in everyday life?

Workload often comes in waves. There are times when everything comes at once and much of it needs to be done in a hurry. I have to keep an overview and communicate if something urgent does have to get left for a short time. I also have to prioritise and know how to organise myself so that work stays productive and I don't get overcome by stress.

How did the course help you?

It helped me a lot because you get a lot of practical tips and personal assistance. You are given tools for self-organisation and strategies on how to use these tools. The next day I can test what I have learned in practice. The learning path for further education promotes direct implementation of these things.

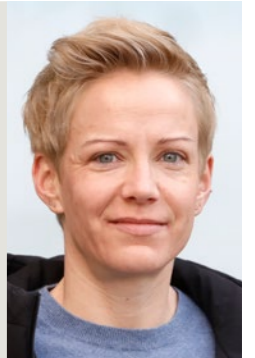
How did you find the selection of the topics and the learning path?

It is a large and broad offering. Above all, the mix of theoretical and practical content is great – as are the different types of learning. For example, there are courses with trainers on fixed dates as well as self-directed learning modules, which can be worked on independently and divided up flexibly. Self-directed learning cards are also included. I would describe the internal certification offering as varied and instructive and I would say it broadens one's horizons.

Do you approach office management differently compared to before?

Yes, I can say that I do. One thing is my email inbox. Among other things, I have learned how to write emails faster but keep the tone friendly. I have also learned to adapt subject lines and make it clear whether something is just for information or requires an action. I also use the tasks in Outlook to put emails on hold and use OneNote to organise other tasks. I am gradually applying the things I took from the learning path.

Astrid Czerwonka is a member of administrative and technical staff. Since 2015, she has been working at the Institute of Human Geography where she supervises the administrative work of three professorships – be it human resources processes or billing for business trips.



Internal certification course in “Professional Office Management”

Whether it is about work organisation, office communication or time and self-management: the learning path “Professional Office Management” supports participants through online and face-to-face seminars as well as e-learning sessions to make office management more effective and productive. Those who complete a certain number of pre-selected compulsory and elective modules by the end of 2023 will receive an internal certificate.

An overview of modules and dates can be found here: www.goethe-lerncampus.de.



Exchange in an atmosphere of trust

What added value does case counselling from colleagues bring to tenure-track professorships? And how exactly do the rounds of discussions take place? We talked to Professor Mirco Göpfert about his personal experience.

More than four years ago, Prof. Dr Mirco Göpfert was appointed as a tenure-track professor at Goethe-University. The first 100 days went by quickly. For various reasons, he only later opted for the learning opportunities for newly appointed professors. The professor of social and cultural anthropology chose peer-to-peer advice. A new position with more responsibility prompted him to take up this offer of training and support.

For the academic, the professorship means a new leadership role also a new self-image – in terms of the tasks and expectations from others. “To deal with this uncertainty, I thought it was a wise idea to start talking to other people – especially to professors who are similarly affected,” says Mirco Göpfert.

“As part of the collegial consultation, we are provided with a guided setting in which challenges can be discussed.”

The peer-to-peer case counselling, which is specifically tailored for people in tenure-track professorships, connects people who are taking on leadership responsibilities for the first time and facing similar challenges. “As part of the discussion among colleagues, we are provided with a guided setting in which we can talk about challenges,” says Göpfert. And often these problems are not as insurmountable in the end as they initially seem.

Göpfert remembers the first case he brought to the case counselling session. At the time, he had to contend with different expectations, which he viewed as challenges – be they from the team or from doctoral students. Over the course of the discussion with colleagues, someone told him: “Mr Göpfert does not dare to want anything.” This phrase has remained in his memory to this day. What the person meant was that the social and cultural anthropologist ought to look at what he actually wants in addition to the expectations of others. “I had forgotten that

Peer-to-peer advice for tenure-track professors

Peer-to-peer counselling for tenure-track professors is an element of leadership development within the framework of the 100-day programme for newly appointed professors. During the systematic consultations, tenure-track colleagues exchange views on professional issues and key topics and discuss solutions together. The format is moderated by a professional consultant, who works with the Personnel and Organisational Development Department.

More information about the content can be found here: www.goethe-lerncampus.de.

I was now in a position where I could want things myself,” he says. Today, he perceives the creative freedom of a professorship less as a burden and more as a joy.

Discussions with method

One does not need to bring up a case of one’s own to benefit from these sessions with colleagues. Göpfert describes the conversations and facts that others bring to the sessions as instructive in themselves. Often, the cases revolve around staff or teaching responsibilities. At its core, the process is about everything a person is bombarded with when in a new position. The case counselling sessions among colleagues take place about once a month. Usually five to six people are present, sometimes more. The discussion rounds are based on a specific method. What is special about them is that participants have to find solutions together. The round is moderated and structured by a qualified consultant. After a person has described their situation, they listen in silence as others discuss. In the end, they have the opportunity to comment on what is proposed and try it out for themselves.

Mirco Göpfert is Professor of Social and Cultural Anthropology at the Institute of Ethnology. He has been working for the Goethe University since 2018 and went through the appointment process of a tenure-track professorship.



“Basically, this is about personal development – and making room for this in the cramped world of everyday working life has done me good,” says Göpfert. For him, the format is characterised primarily by the possibility of exchanging ideas with others in a safe space. Mirco Göpfert describes this exchange as incredibly valuable.

Springboards into the new role



Whether in terms of administration, personnel management or time management: newly appointed professors face different challenges – how selected modules of the 100-day programme support the work of Professor Stefanie Kaiser.

The 100-day programme for newly appointed professors resembles a kind of modular system. Prof. Dr Stefanie Kaiser, Professor of Pharmaceutical Chemistry at the Institute of Pharmaceutical Chemistry, chose the building blocks that she considered particularly helpful for herself.

The professor started at the Goethe University in November 2020 – the first winter of the COVID-19 pandemic. She felt that she was “somehow incognito” in the beginning. Hardly anyone was on site, meetings usually took place virtually.

Nevertheless, the scientist describes the welcome as cordial. From the start, she was involved in everything and received support from the body of staff whenever she had questions. “Every university has different rules and infrastructures,” says Stefanie Kaiser. What she means by this is issues such as how third-party funding is reported, or staff recruitment.

“The portfolio of the Personnel and Organisational Development Department at the Goethe-Learning Campus is fantastic, and I point this out to my team again and again.”

On why the scientist chose modules from the 100-day programme after starting her work: “A professorship is different from a junior research group.” Kaiser previously headed a junior research group at the Ludwig Maximilian University of Munich, where she learned a

lot about project management and leadership. But with a professorship, she has completely different responsibilities and faces a larger number of tasks. She mainly deals with the topic of time management. After all, the professor invests a large part of her work in administration, in

addition to research, teaching and her team. To carry off this balancing act, she uses modules from the 100-day programme.

With respect to her time management, the academic was concerned with the question: “How can I manage all my tasks for myself so that my workload remains at a manageable level of hours per week?” From the 100-day programme, she opted for individual coaching with a focus on her leadership role in the field of science, mediated by the Personnel and Organisational Development Department (HR-PEOE). This is well-regulated at Goethe-University: with the start of an initial meeting with the experts from the Personnel and Organisational Development Department to the placement of a suitable coach from an exclusive coaching pool. Based on her individual needs, three people were proposed. Kaiser then had a 20-minute conversation with each of them – and finally decided on one of the coaches. Every six to ten weeks she meets him for about two hours.

Eureka moment in coaching

In the discussions, the professor describes current challenges or problems and tries to translate possible solutions into concrete actions. Recently, she spoke in a coaching session about how difficult it is to find employees. Starting in January 2023, four new interns will join her team. The coach had asked Kaiser: “What does it take for one of them to stay with you? Why did you choose to stay with your boss when you were an intern?”

Stefanie Kaiser is Professor of Pharmaceutical Chemistry at the Institute of Pharmaceutical Chemistry. She was appointed at the Goethe University in November 2020.



Her answer: she was enthusiastic about the inspiration and the creative approach. This was a eureka moment for Kaiser, which helped her see the need to work to inspire others and transmit her vision in a way that is motivating. Since her appointment, she had put too little time into this kind of effort, but she now wants to change this in the future.

“The portfolio of the Personnel and Organisational Development Department at the Goethe-Learning Campus is fantastic, and I point this out to my team again and again,” says Stefanie Kaiser. She appreciates the fact that she has not only been promoted as a leader but also has the opportunity to support her employees.

100-day programme for newly-appointed professors

The 100-day programme is aimed at newly-appointed professors during their first 100 days at the Goethe-University. Participants can choose between modular courses, as elements of leadership development, which strengthen them in their new roles in a needs-oriented and individually-tailored way. The support on offer includes an initial consultation with the Personnel and Organisational Development Department, in which options are weighed up between individual coaching, a workshop on team development and/or seminars on leadership and management competencies.

More information about the content can be found here: www.goethe-lerncampus.de.



The Personnel and Organisational Development Department

Four relevant systematic approaches for quality-assured personnel and organisational development

The Personnel and Organisational Development Department is always faced with the challenge of offering qualifications for tasks at the specific moment of need, but also with keeping an eye on future-oriented skills offers, which we can use to support the strategic and organisational goals of the Goethe-University.

- We assist 6,773 employees in administrative and technical roles as well as scientific staff, assistants, leaders and professors at the Goethe University in developing their skills by means of a broad portfolio of skills consisting of various in-person and online formats and methods, with more than 318 offers.
- We develop hybrid certification offers and learning paths for employees of the Goethe University and thus offer a combination of internal further qualifications and possible career options.
- All certification offerings and learning paths are didactically and methodically coordinated; they support the strategic goals of the Goethe University and increase one's attractiveness as a modern employer.
- In leadership development, we assist leaders, professors and deans with a modular portfolio. At the same time, a common leadership language is brought to life and developed.

And all this can only work with quality-assured and modern methodologies, which form the basis of our work and the basis of a quality-assured portfolio:

- 1. systemic lifelong learning** oriented towards the Employee Learning Cycle,
- 2. systematic orientation on competencies** through the competence compass,
- 3. modular further training** with a systematic structure and
- 4. systematic learning architecture.**

Further explanations of the methodology can be found [in the Personnel and Organisational Development strategy concept](#).



Further education highlights of 2023

Competency offers for employees

1. Internal offering of “Certification as a Project Manager” (modular series)

Classic and agile project management according to international standards.

Start: 26/09/2023

Registration until: 26/08/2023

[Link for registration](#)

2. Internal certification offering “English for University Staff” (online seminar series)

Improve your English communication skills for everyday professional university life.

Start: 06/03/2023

Registration until: 28/02/2023

[Link for registration](#)

3. Excel 1 to 4: From Basics to Pivot (online seminar)

Save time and work effectively with Excel.

Start of seminar series 1: 15/03/2023

Start of seminar series 2: 08/11/2023

Registration until: 01/03/2023 or 08/10/2023

[Link for registration](#)

4. Communicating Coherently and with Presence (in-person seminar)

How voice and mood interact in personal presence.

Start of Seminar 1: 27/02/2023

Registration until: 23/02/2023

[Link for registration Seminar 1](#)

Star of Seminar 2: 11/10/2023

Registration until: 09/10/2023

[Link for registration Seminar 2](#)

5. Internal certification offering “Professional Office Management” (modular learning path)

Modular qualification for efficient office and self-organisation

Start: possible at any time

[Link for registration](#)

6. Employee Development Appraisals (MAEG; modular learning path)

Preparing and carrying out employee development appraisals as a manager and/or employee.

Start: possible at any time

[Link for registration](#)

Competency offers for leadership development for leaders, professors and deans

1. Internal certification offering “Compact Leadership 2023/2024” (modular in-person and online series)

Develop your own management compass and successfully lead teams.

Start of Closed Module Series 1: 15/03/2023

Registration until: 01/03/2023

[Link to registration for Module Series 1](#)

Start of Closed Module Series 2: 11/05/2023

Registration until: 25/04/2023

[Link to registration for Module Series 2](#)

2. Conducting Difficult Conversations Confidently as a Manager (in-person seminar)

Analysis and communication skills for difficult conversational situations in everyday working life.

Start: 19/10/2023

Registration until: 01/10/2023

[Link for registration](#)

3. Onboarding for (New) Deans (modular learning path)

Needs-based elective and support offers with initial consultation, coaching, team development and individual leadership and management offers.

Start: possible at any time

[Link for registration](#)

4. The 100-Day Programme for Newly Appointed (Tenure-Track) Professors (modular learning path)

Needs-based elective and support offers with initial consultation, coaching, team development and individual leadership and management offers.

Start: possible at any time

[Link for registration](#)

Would you like to share your training experience with other colleagues?

Using the star-based rating function, you can anonymously rate a course, once completed, in the categories of comprehensibility, level of difficulty, scope of content and structure – a process you’ll be familiar with from other portals. If you want, you can also leave a comment.

Just get started – and share your learning experience with colleagues. You will find the star-based rating function with the relevant course description.



Your point of contact for the Personnel and Organisational Development Department (HR-PEOE)

Further information and advice can be found in the Goethe-Learning Campus:

www.goethe-lerncampus.de

Websites

Intranet: www.uni-frankfurt.de/PEOHome

Internet: www.uni-frankfurt.de/PersonalOrganisationsentwicklung

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