



# LEADERSHIP FORUM

LEADERSHIP LIFE AT THE DORTMUND TECHNICAL UNIVERSITY

01/2021 Issue



FOCUSED



WORTH KNOWING



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LEADING



DESERVED



WORTH READING

**TOP 1** MANAGER LEADERSHIP DEVELOPMENT  
FOR SCIENTIFIC EMPLOYEES

**TOP 2** TOP 2 NEW BLENDED LEARNING CONCEPT



## MANAGER LEADERSHIP DEVELOPMENT FOR SCIENTIFIC EMPLOYEES



Since 2011, there has been a management development programme at the Dortmund Technical University, within which around 140 executives from technology and administration in the service facilities' central offices, the university administration and the faculties have thus far participated. This was supplemented by a programme specifically for new managers, which is carried out on a regular basis. Leadership development has proven itself in every respect from thereon, and since 2016, all managers in the fields of technology and administration have participated in these programmes nationwide. This is unique in this form at German universities.

In autumn 2021, TU Dortmund University will for the first time also offer events on leadership development that are specially tailored to the perpetual and thematic needs of scientific employees.

The programme kicks off with the "Personnel Management, compact" event, which will take place on 30 November in an online format.

This event is aimed at newly appointed professors. In addition to the motivational psychological foundations of leadership and the aspects of delegation, quality as-

urance and behavioural control, the topics will also include project management, decision-making and responsibility. This also includes employer responsibility. Dealing with difficult management situations and legal foundations on various personnel topics round off the programme.

The offer is to be continuously developed and supplemented from spring 2022. On the one hand there will be modules on typical management topics and, on the other, the series of events will be based on the needs at hand and current developments, such as managing employees working from home.

The individual modules are compact in their scope and are offered in several instalments at different times and days of the week, thereby giving as many managers as possible the opportunity to participate. The modules do not build on each other thematically, but each deal with a self-contained subject area.

The series of events is flanked by the Moodle learning platform, on which all materials and supplementary information on the individual modules are stored and remain continuously accessible to all participants. In ad-

dition, scientific managers are expected to have the opportunity to take advantage of individual coaching from autumn 2022.

Alexander Bergert from the Human Resources Development Department will be happy to answer any questions about the programme and content; telephone: 0049 (0) 231 755 4875; [E-mail:alexander.bergert@tu-dortmund.de](mailto:alexander.bergert@tu-dortmund.de)

*Alexander Bergert*

## NEW BLENDED LEARNING CONCEPT FOR FURTHER EDUCATION AND TRAINING



The pandemic has shown us that a complete switch from face-to-face seminars to online offers is possible if no more alternatives are available. However, it has also shown us that certain formats only work or make sense in presence. If networking and trustful professional exchange are particularly desired, face-to-face seminars will continue to be an important component within the scope of what we offer.

As part of the training and further education, we are therefore planning to introduce a blended learning concept for some of our offers. This is intended to ensure a mix of formal and informal learning, or a mix of different learning methods in order to achieve the highest possible level of knowledge gain and practical application.

E-learning refers to learning scenarios with information and communication technologies, as well as e-learning systems based on them (e.g. WBT = Web Based Trainings), whereby it is not limited to this, but includes a variety of conceptual elements of learning with the aim of promoting self-directed or organised forms of learning.

Blended learning is an integrated learning arrangement in which a network of "classic" learning methods and media is combined with the possibilities of networking via Internet/Intranet. These blended learning solutions have a particularly high learning efficiency for action-orientated learning goals if, among other things, learning takes place in a change of workshop, self-organised learning phases and transfer phases.

As part of leadership development, we would therefore like to start with this concept and will offer the seminar: **“Successful handling of challenging employees”** next year.

Target group: All managers

## 1. Phase

→ (from 1 January 2022)

Linked in Learning Seminar (accessible free of charge to all employees of TU Dortmund University): **“Dealing with difficult employees” by Corinna Kriesemer** (Duration: 1 h 22 min). **One of the ten most popular LinkedIn Learning courses that leaders have viewed in the past year.**

Can be carried out in blocks and bound to a specific location. Mandatory theoretical input before the seminar.

## 2. Phase

→ (8 February 2022; 9 a.m. – 5 p.m. at the Hotel Dortmund Technology Centre)

Participants take part in the one-day face-to-face training. To prepare, they receive a task on the topic from the trainer Corinna Kriesemer, which is then worked on during the course of the training. The task is based on the concrete experiences of the participants.

The face-to-face training itself focuses on the following content:

- > Self-reflection: My attitude towards difficult employees
- > Trainer input to deepen the content of the video training with a view on what causes the reasons for performance and the role of the manager
- > the central importance of communication for the successful handling of difficult members of staff
- > further instruments and solutions
- > the consequences and risks for the team
- > the limits of the manager's options for action
- > Final exercise on the application of what has been learned in practice after the seminar

## 3. Phase

→ (18 May 2022; 8:30 a.m. – 12:30 p.m. via ZOOM)

Ensuring knowledge transfer takes place via a half-day follow-up (online, via zoom).

To prepare for this part, participants receive key questions in advance, with which they can reflect on their own experience since the face-to-face training. These key questions are dealt with during the course of the online training. In addition, participants will have the opportunity to exchange their experience

and to lay the basis for a collegial exchange after further training.

### Profile of the trainer:

Corinna Kriesemer is a trainer for leadership and communication as well as a coach. Her customers include authorities from the municipal to the federal level, as well as seminar providers and companies. Her focus is on the public sector. Since the beginning of the COVID crisis, about 2,000 people have benefited from her digital offering. As a trainer for LinkedIn Learning, she presents numerous topics in a compact and vivid way for a broad audience. Hundreds of millions of viewers have already watched her video training. More comprehensive information can be found at [www.cpwconsulting.de](http://www.cpwconsulting.de)

**If you have any questions about the seminar or blended learning, please contact us directly:**

Christian Brenner

[christian2.brenner@tu-dortmund.de](mailto:christian2.brenner@tu-dortmund.de)

Telephone: +49 (0) 231 755 3394

**Registrations are now possible under the link:**

→ <https://personal.tu-dortmund.de/personal-qualifizierung/fuehrungskraefteentwicklung/programm/>

**Further reading:**

- > Erpenbeck/Sauter/Sauter: E-Learning and Blended Learning, 2015
- > Kuhlmann/Sauter: Innovative Learning Systems, 2008

Christian Brenner





## TU DORTMUND WELCOMES 32 NEW APPRENTICES IN 13 DIFFERENT TRAINING OCCUPATIONS

Once again this year, TU Dortmund University was able to warmly welcome its new apprentices at the beginning of August. 32 school leavers have decided to start a commercial or industrial career at the Technical University. This increased the number of newly appointed trainees by four compared to the previous year.

On the day of the welcome event, which took place at “Mensa Nord”, the new trainees were from the outset familiarised with relevant information on the course of the hybrid introductory week and the COVID regulations at the technical university. All trainees were equipped with our starter package and laptops. The start of training was this year also somewhat different due to the pandemic. Getting to know each other during the introductory weeks initially primarily took place online. Basic information about the university was also provided during Zoom meetings. In online formats, for example, an escape game as well as the trainee etiquette and operational health management topics were carried out.

In compliance with the hygiene regulations, however, it was possible to hold a face-to-face event at which the trainees could prove their communication and team skills. Divided into small groups, a two-metre-high and

six-metre-long marble run and ski jump were to be created from newspaper within a set time limit. Each group was responsible for an individual section of the track. When the track was put together, it became clear how well the communication with each other worked. The result is impressive.



*Marble run*

*Bianca Elting und Dirk Kanwischer*

## NEW APPROACHES FOR MARKETING TRAINING



Recruiting junior staff is an increasingly important challenge. The number of applications for an apprenticeship has been decreasing for several years, not only at TU Dortmund University, but throughout Germany. For some training occupations, the quality of applications is low. This not only applies to technical professions such as electronics technicians and IT specialists, but also to commercial and administrative professions.

TU Dortmund University is regarded as a very good training entity and offers trainees many benefits that are in demand on the training market. This content has been further brought into focus for some time and is increasingly drawing attention to TU Dortmund University as a trainer. This is because many students associate the technical university with a course of study. The marketing measures for training are intended to appeal to a broad target group: ranging from the student body and teachers, all the way to parents and grandparents. A wide range that requires the use of various marketing measures.

In spring 2021, the Training and Personnel Marketing team shot an initial training video about the training profession of media design with images and sound. The video introduces the training profession and informs about the advantages of the technical university. The video was produced by trainee media designers with images and sound on their own in close coordination with personnel marketing. Further films about the other 17 training

occupations are planned. This provides potential applicants with intensive insight into the individual training occupations and gives them an all-round view of training at TU Dortmund University. The videos are presented on social networks and on the homepage, with the aim of achieving a greater reach.

As further step towards increasing the level of awareness of TU Dortmund University, a radio spot has been planned for broadcast on the regional station Radio 91.2. This will be aired in October this year. The advertisement draws attention to the many training occupations at TU Dortmund.

In addition to the new measures to increase the number of applications in the field of training, common methods such as job boards like Azubiyo, for example, advertisements on Google Ads, social media or advertising on our homepage are also used. Furthermore, a vocational training day for schools in Dortmund and the surrounding area will take place at TU Dortmund next spring.

The success of the campaigns is measured by how many applications are received. But it is also about long-term success. Because a strengthening of the training and employer brand serves the reputation of TU Dortmund and makes many curious about the technical university.

*Karoline Bihl*

## APPLICATION MANAGEMENT SYSTEM FOR SCIENTIFIC VACANCIES



Since 2018, job advertisements in technology and administration have been published via the HR4You application management system. This option is now also available for all scientific job advertisements. The publication of job advertisements in science via the application management system is possible and mandatory for permanent job advertisements. This procedure was coordinated with the staff council of scientific and artistic employees. The advantages of the application management system include higher data protection and a completely digital application process. Personnel recruitment now also offers its proven service for accompanying recruitment procedures for academic staff: from advice on job advertisements and communication with applicants to

the organisation and support of job interviews. This service is an offer. The selection of applicants remains in the hands of the hiring institution at all times.

In order to be attractive on the international job market, job advertisements can now be published in German and English. The publication of the job advertisements is then carried out via an application management system. In addition to the English application form, communication with applicants can also be made in English. The application portal (<https://karriere.tu-dortmund.de>) of the Technical University of Dortmund can now also be used in English.

*Leonie Schneider*



## NEW: “Competence Compass Secretariat”



The Competence Compass Secretariat of TU Dortmund University is an orientation aid for employees with regard to the qualification profile for working in the University Secretariat.

The offers of further education and training in the field of university secretariat have been bundled into various areas of competence (e.g. work and office organisation, IT, etc.). In particular, new secretaries receive support from the compass during induction and can use the offers there for collegial exchange and networking within and outside the university.

The training courses take place both in the in-house training of TU Dortmund, as well as in cooperation with external providers, such as the Academy MontCenis and the inter-university educational support establishment, HÜF.

Further information on the topic of “Competence Compass Secretariat” can be found on the Personnel Development homepage:

→ <https://personal.tu-dortmund.de/personalqualifizierung/fort-und-weiterbildung/kompetenz-kompass-sekretariat/>

If there are any additions, wishes or suggestions from you, we would be very grateful to receive this information.

For questions and individual advice, please contact Ms Aileen Fischer on 0231 755 2778 or by e-mail.

*Aileen Fischer*



# ENGLISH TRAINING PROGRAMME FOR UNIVERSITY ADMINISTRATION AND THE CENTRAL SERVICE FACILITIES



Internationality plays an important role in research and teaching at the Technical University of Dortmund. Currently, about 4,000 international students from more than 100 nations are studying at TU Dortmund. Furthermore, TU Dortmund University is the workplace for numerous international employees and visiting scholars.

In order to take this into account, competent support from the university administration and the central service facilities of the university is indispensable. In May of this year, a programme was therefore initiated to promote and further develop the English language and writing skills among the employees of the administration and the central institutions.

Since the beginning of the 2nd half of the year, Personnel Development has been offering a series of events at different language levels in cooperation with the International Affairs Department and the Foreign Languages Department of the ZHB course platform. The range B1 to C1 is covered. A placement test is available to employees on the Moodle learning platform. This can be used for self-assessment and provides orientation when choosing the language level.

For areas of work in which special English terminology is required, special courses can also be separately requested in order to impart the necessary specialist knowledge in a targeted manner.

Since there are already inquiries from the faculties, the programme will be opened to all interested employees from the 1st half of 2022 and further expanded.

The International Affairs Unit and the Foreign Languages Division of the zhb course platform already offer some accompanying measures, which will be further developed in the future. These include, for example, regular language cafés, language exchange mediation in tandem, including between guest researchers and administrative staff, and the provision of self-learning materials on the Moodle English page for administrative employees. After the end of the pandemic, internships in the International Affairs Department are also planned in order to test the English language in real conversation situations.

One programme that can already be used is staff mobility within the framework of the Erasmus programme, which also enables administrative staff to work at a partner university. In addition, this year, for the first time, a virtual staff exchange with Lehigh University in the USA took place, which is to be continued in the future.

If you are interested in the offer, have questions about participation or the language level test, Ms Aileen Fischer is available in the Personnel Development Department (telephone: 755 2788, E-mail: [weiterbildung@tu-dortmund.de](mailto:weiterbildung@tu-dortmund.de)).

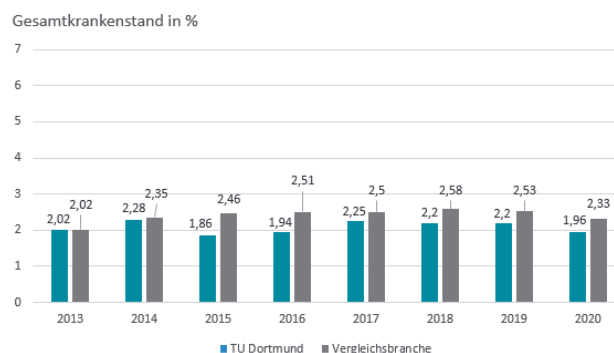
*Alexander Bergert*

## REDUCED ABSENTEEISM IN 2020



The health of employees has a high priority at TU Dortmund. We therefore regularly carry out a differentiated analysis of the health situation at TU Dortmund University. The absenteeism report of the Techniker Krankenkasse (Technician's Health Insurance Fund) is very positive for the year 2020:

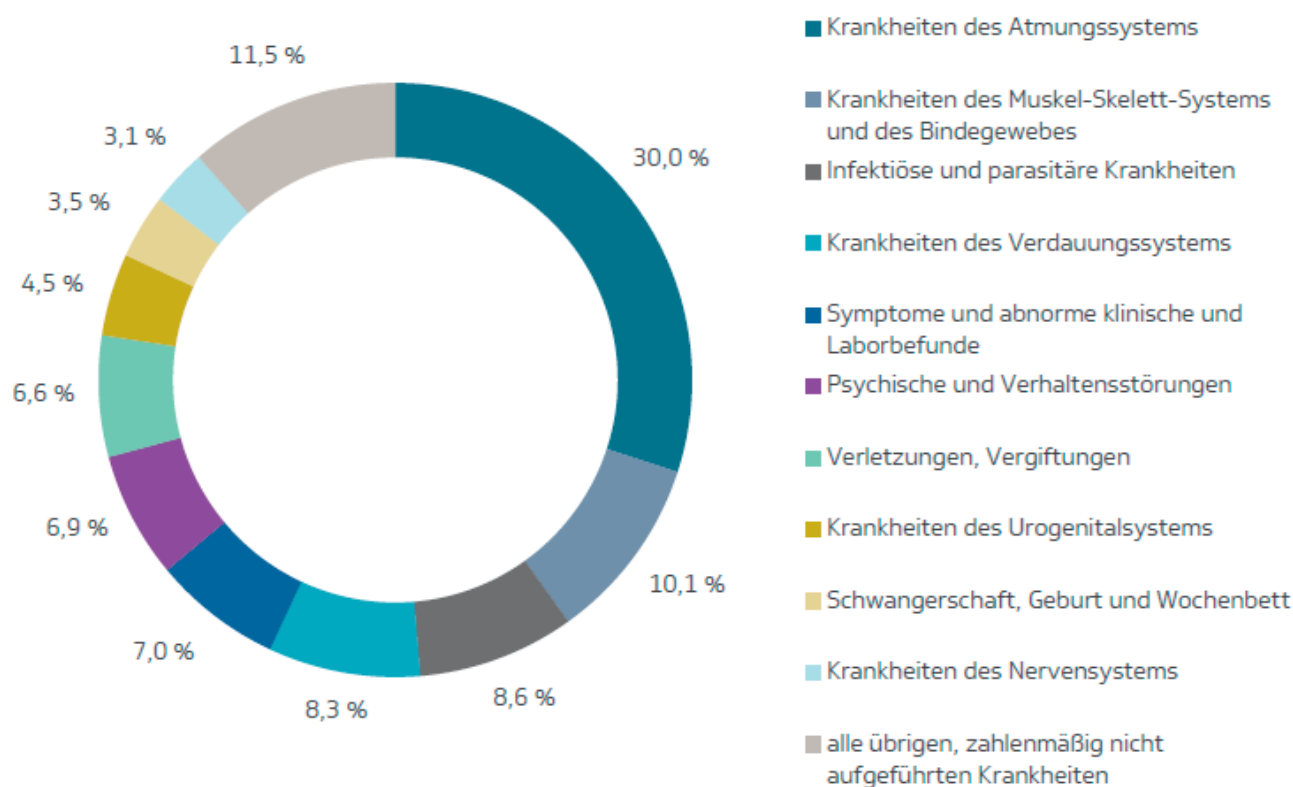
According to the current absenteeism report of the Techniker Krankenkasse, the sick leave rate of TU Dortmund University for 2020 was 1.96%, thereby 0.24 percentage points lower than in the previous year (2019: 2.20%). Employees of TU Dortmund University were on average on sick leave for 7.1 days last year, 0.9 days less than in the previous year. TU Dortmund University is also in positive territory in an industry comparison: Here, the sick leave rate in 2020 was 2.33% and thereby 1.4 sick days higher than at the TU Dortmund.



Source: Techniker Krankenkasse Absenteeism Report, 2020

The largest number of inability-to-work cases at TU Dortmund University in 2020 fell under the diagnoses “diseases of the respiratory system” (30.0%), “diseases of the musculoskeletal system” (10.1%), “certain infectious and parasitic diseases” (8.6%) and, among others, “mental and behavioural disorders” (6.9%). As a result, both the number of cases of diseases of the musculoskeletal system increased compared to the previous year (+0.3 percentage points) and, above all, the number of cases of mental and behavioural disorders (+1.8 percentage points).

### Verteilung der AU-Fälle auf die max. zehn wichtigsten ICD-Hauptgruppen nach Anteil an den Gesamt-AU-Fällen in Ihrem Unternehmen 2020



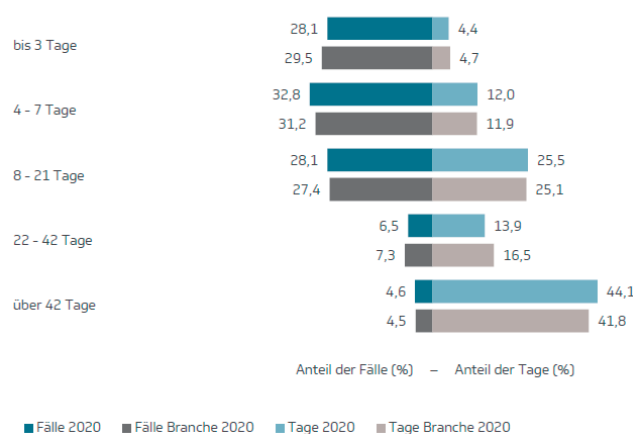
Source: Techniker Krankenkasse Absenteeism Report, 2020

While 60.9% of inability-to-work cases reported to the Techniker Krankenkasse lasted a maximum of one week in 2020, only 11.1% of reported inability-to-work cases lasted longer than three weeks. Ascertained to be 21.4%, this was mainly due to mental and behavioural disorders in 2020 (2019: 11.2%), thereby significantly more than in the previous year.<sup>1</sup>

In order to keep absenteeism at TU Dortmund as low as possible, you as a manager can have a significant influence on the health of your employees. Above all, you can positively influence the mental health of your employees. An important aspect here can be to maintain and promote relationships with, and within your team despite the personal distance when working from home. More about this in the article “Virtuelle Teams – Führung auf Distanz braucht Nähe” (Virtual teams – leadership at a distance needs proximity).

Franziska Wallmeier

Anteil der AU-Fälle und der AU-Tage auf Zeiträume bezogen



Source: Techniker Krankenkasse Absenteeism Report, 2020

<sup>1</sup> Note: We would like to point out that the sick leave stated in the absenteeism report, as well as other key figures, may differ from company absence statistics for various reasons. Only the incapacity to work reports forwarded to the health insurance fund are taken into account in the absenteeism report. Since an inability-to-work notification is usually only mandatory for more than three days of incapacity to work, shorter incapacity to work notifications may be under-recorded.



# → LEADING

## NEW MANAGERS AT TU DORTMUND

### An interview with Christian Kirsch, head of the Printed Media and Authority Data Department of the University Library



*“For me, a good manager is always available. My team can always approach me with content or organisational questions and talk openly about difficulties.”*

As head of department, I take care of the administration of our new library management system, ALMA. We switched to this cloud-based system in a pilot project together with five other NRW university libraries in the spring. For this purpose, a number of agreements had to be made with the other libraries, as well as the University Library Centre in Cologne. Due to the system change-over, we have had to completely redefine and design our workflows and processes in the last 18 months

#### How big is your team?

It includes 10 people, although we have some part-time and half-time employees, some of whom also work in other departments.

#### Please describe the tasks of your department and in your function as a manager.

I head the Printed Media and Authority Data Department of the University Library. This is responsible for the procurement and indexing of the literature selected by the specialist departments. The needs of the faculties are decisive in the selection, but acquisition proposals are also taken into account. Other tasks further include the segregation of outdated or no longer used literature, for example, in the case of new editions, as space in the library is limited. We additionally support the university bibliography of TU Dortmund, which lists all publications of university members.

#### What do you mean by good leadership?

For me, a good manager is always approachable. My team can always approach me with content or organisational questions and talk openly about difficulties. A trustful and good working atmosphere is the basis for this. It is important to me that my team is motivated and committed. Appreciation of performed work done is also decisive for this.

The work processes should be clearly structured in the team and decisions should be made transparently and justified by the manager. For me, leadership involves for-



ward-looking active planning where bottlenecks or problems in work processes could arise, so as not to have to make hectic ad-hoc decisions under pressure.

**What are the biggest challenges as a manager from your point of view?**

The balancing of the different employee interests in the department. The transport and involvement of all participants in the team. Be it in holiday planning or the distribution of tasks. The regular exchange of information with other departments is also essential. As a manager, I have to keep track of things, even if I can't be involved in all processes and projects to the finest detail.

**You have been working at TU Dortmund University for some time. From your point of view, what have been the biggest changes in recent years?**

For the area of the University Library, the conversion to e-media and the resulting restructuring of the work processes and the library management system.

The assumption of management tasks was a big change for me personally, one that I imagined differently than it actually is.

**What were the things you had imagined differently?**

It surprised me that work organisation is so time-consuming and can also be very complex. For example, employee appraisals require a lot of preparation. I take a lot

of time for the individual conversations. In addition, many coordination processes are required among one another, as well as with the other managers in the division.

**In your division, there has been a major upheaval as a part of the transformations. However, changes can also be frightening. How did you prepare your team for this?**

I prepared the employees through numerous conversations in order to respond to any fears or reservations. The mood was, and still is very good. The new software has been very well received, and work steps have also been simplified. Unfortunately, a planned team building measure of action had to initially be postponed, as we would like to carry it out with the physical presence of those involved. But we will make up for this.

**How do you keep your team together during the COVID period?**

We make regular video conferences with the employees on site and those working from home. Good knowledge management, for example, with regard to the documentation of important information, is essential to keep all participants supplied with the same level of information. It is an advantage that my employees have been working at TU Dortmund for a long time, already know each other well and, therefore, cooperation continues to run well.

Thank you very much!

*The interview was conducted by Stefanie Niemann.*

# An interview with Mr Tim Külow, Department of Finance and Procurement, Head of Third-Party Funding Management



“It is incredibly interesting to utilise colleagues where they can best develop their strengths in the area of responsibility and to see how to organise the work processes efficiently.”

After receiving the grant notification / contract for a project, we set up the project account in SAP and inform the chair. We would like to point out special licensing conditions that may have to be observed. The right to public funding is usually not or only superficially taught, even in classic training courses for public administration, so that intensive induction is generally required.

## What impact does this have on your work as a manager?

Due to the high number of projects, it is important to me that the workload in the team is distributed as evenly as possible. That's why I regularly exchange ideas with my team and check the areas of responsibility and adjust if necessary. The authority to sign the factual correctness of accounting-relevant documents lies with me, so I check the documents prepared by my colleagues accordingly before forwarding them to financial accounting. I also manage large projects myself, such as lines of support of excellence clusters and collaborative research divisions of the German Research Foundation, and take care of statistical enquiries.

## From your point of view: What qualities should a good manager have?

I have already gone through several professional stations in my life and got to know and experienced different leadership styles. Two points are particularly important to me: On the one hand, that objectives for the fulfilment of tasks are clearly communicated to the team. However, each individual must be given the necessary freedom to achieve these goals on their own responsibility – as far as this is possible in the field of activity. On the other hand, that it becomes clear to all employees when making decisions, why I made them this way, and not otherwise.

## What are the tasks of your department?

Our department takes care of the majority of third-party funded research projects at the technical university. The funds can come from both public and private donors. Our team consists of 10 employees, each of whom handles an average of 180 evaluated projects. The total number of projects is significantly higher, but the projects are differentiated according to effort and donor or funding programme.

Therefore, we have structured the department itself into three teams. One team works on “normal” projects (more projects that are less time-consuming); another is responsible for special projects (a smaller number of projects but very time-consuming); and the third team works on the area of projects funded by the European Union.

**This is a very special area of responsibility.  
What inspires you for this topic?**

When I came into this field at the time, I found it very interesting at first, but only had a vague idea of what exactly all this entails. You grow into this area over time. I still find it attractive to me, as the projects are subject to constant change. The funding law remains the same in terms of scope, but the interpretation by project promoters and funding agencies as well as requirements for billing and auditing are constantly changing.

**How did you feel about the change from  
employee to manager in your field?**

It's a big change for everyone involved. But I'm learning every day. The view as a manager on the tasks is also different from that from the point of view of the employee. As an employee, you have your own defined area of responsibility. Of course, you also work together with others, but you do not have the view of the subject area from above, and you do not necessarily need it. As a manager, however, you have to keep an eye on the overall picture.

It is incredibly interesting to use colleagues where they can best develop their strengths in the area of responsibility, and to see how to organise the work processes efficiently.

**How do you and your team shape the  
work under COVID conditions?**

We still have the files as physical files. We have started digitalisation in this area. However, many of the project promoters and sponsors have not yet been digitised. We have modified and organised our work processes in such a way that we can digitally sign accounting documents. Nevertheless, all members of the team go to the office on a daily basis to do the work concerning files on site. As a manager, I also regularly try to meet my employees in person, as personal exchange is simply essential from my point of view.

**Are there any developments and challenges that  
will come to your area in the coming years?**

There are two major topics: on the one hand, the introduction of the digital file, which must also be designed in a legally secure manner for the funding agencies. On the other hand, the accounting system will be renewed, as many changes will have to be mastered in the future.

Thank you very much.

*The interview was conducted by Stefanie Niemann.*



New thematic series:

## NEW WORK OR WORK 4.0? – WHAT IS IT ACTUALLY?



Numerous ideas for new work structures and changes in companies have appeared in recent years under the keywords “New Work” or “Work 4.0”. But what exactly is behind it, and which of these ideas can possibly be transferred to TU Dortmund?

With a series of topics, we would like to take up the term “New Work” as well as various ideas that are mentioned in this context and shed more light on them.

The term “New Work” itself originally goes back to the theory of the social philosopher Frithjof Bergmann at the end of the 1970s. In contrast to the capitalist view of wage labour prevailing at the time, he developed a new model for the understanding of life and work. In this approach to “New Work”, people should focus on the meaningfulness of their work when aligning their gainful employment. Today, this term is used in literature to summarise a variety of new approaches and innovations for the improvement of working conditions and the working atmosphere in organisations.

### What are the advantages of implementing New Work approaches?

Companies expect increased work productivity, higher employee satisfaction and better employer attractiveness.

In their book, authors Nils and Anna Schnell take the view: “New Work is first and foremost an attitude and way of thinking – so it is a “mindset”. This means that individual measures and changes in working methods such as setting up table football, enabling home-office work or introducing health measures, do not automatically lead to an improvement in the climate in cooperation within the company. Rather, a correspondingly accompanied cultural change must also take place. In summary, the authors speak of a necessary comprehensive renewal of the corporate culture:



*“Only the holistic approach of a change, which takes place on a cultural level in the company and is supported with different measures suitable for the company, makes New Work come alive as a movement in the company.”<sup>2</sup>*

In the sense of the New Work understanding, the focus should therefore be on the question of the meaningfulness of the activity and drive. For managers, it is important to question their own motivation, but also to reflect on that of individual team members.

*“Are you just doing a job or are you excited about what you’re doing? Leaders differ from superiors and managers at this point: Above all, they are interested in the ‘why’ of their employees and support them in their growth and better resolving their tasks.”<sup>3</sup>*

## Conclusion.

The New Work concept aims at a more self-determined and self-responsible employee way. This requires a high degree of flexibility in terms of working hours, place of work and organisational way of working, and a corresponding change in the corporate culture. In order to achieve this change, the manager is to be understood as a personnel developer who derives suitable measures and changes in relation to their team and the organisational division in the sense of New Work. In order to establish innovations and achieve a real upheaval, it is imperative that employees are involved and taken along.

**Stefanie Niemann**

## Literature:

- > Bergmann, F. (2005): Die Freiheit leben. Arbor Verlag (Freiburg).
- > H. Deimling (2021) Führung und New Work, S.43
- > B. Hackl, M. Wagner, L. Attmer, D. Baumann (2017): New Work: Auf dem Weg zur neuen Arbeitswelt, S.3
- > N. Schnell, A. Schnell (2019): New Work Hacks, S.10

<sup>2</sup> N. Schnell, A. Schnell (2019): New Work Hacks, p. 16

<sup>3</sup> H. Deimling (2021) Leadership and New Work, p. 43

# ! WORTH KNOWING

## TALENT MANAGEMENT



At the end of the 1990s, the consulting firm McKinsey & Company noted a “war of talents” within the industrialised nations, in which a shortage of skilled workers was predicted due to the expected demographic development.

One response to this is talent management (TM), which associates the fight for the best, as it is vital for organisations to have talent.

### But what is TM?

TM subsumes all internal and external measures, strategies and methods that have the goal of filling the key positions within a company with the right people. The goal of TM is to discover, attract, promote, place and retain talent within the company.

TM can follow both a conventional and an integrative approach. The conventional approach assumes that all employees have a talent to discover, with the integrative approach solely focusing on the most talented 5-10% employees.

Since both the terms talent and talent management are very complex, each company must develop its own talent management system that accounts for the specifics of its own employees, goals, strategies and culture.

The four core TMS areas form an aid to setting up a Talent Management System (TMS):

- > **Attraction:** As an employer, how can I be attractive to both internal and external talent? Both to create a brand that is attractive for talents in the recruitment process, and to ensure a systematic assessment of talents and their potential as part of potential management.
- > **Development:** Recording, promotion and development of employee competencies. Pursue these further and show clear career paths and development opportunities that are attractive to talents
- > **Retention** If the performance in the company is rewarded and transparent, career paths are formed from it, and the talents are motivated to remain in the company

- > **Placement:** How is career planning carried out in the company? If the key positions are filled with internal employees, then a stringent action within a succession management can be recognised.

## What does this have to do with leadership?

The manager is responsible for the development, assessment and retention of talents and thereby acts as a direct link between talent and human resources.

A McKinsey study asked HR managers and executives who is responsible for a TMS, which resulted in the executives being of the opinion that the HR department has responsibility, while the HR department saw this diametrically.

Managers as the first personnel developers already draw insights for personnel planning during strategic planning, actively participate in recruiting, manage, evaluate and promote their talents, which they then release from their responsibility when the talents are ready and use them for the benefit of the entire company.

## Findings for TU Dortmund?

Especially in the public sector, Germany is heading for a dramatic shortage of skilled workers, as one in three employed people will retire by 2030.

According to current calculations, the average age of all management positions in the administration of TU Dortmund University is 48.5 years. In the next five years, a total of 12 management positions are to be filled by succession. This is without accounting for replacements due to fluctuation, creation of new management positions and leaving under early-retirement.

The search, determination, development and retaining of specialists is a core priority of all companies within the framework of the "War of Talents", in the course of which a high standard must be placed on personnel management.

The Herculean task in the context of the introduction of a TMS is certainly the sensitisation of all those involved to the fact that this is a comprehensive task and is intended for the benefit and further development of the entire organisation

## Conclusion

The need for managers at TU Dortmund University is there and will not subside in the future due to demographic developments.

Therefore, it makes sense to counter this need with a strategic personnel development measure in the form of a TMS.

This TMS is intended to help ensure that the strategy of TU Dortmund University as a partnership provider for science and research can continue to be achieved with qualified and motivated managers and employees.

*Christian Brenner*

### Literatur und Links:

- > Enaux, C./ Henrich, F.: Strategisches Talentmanagement, 2011
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- > Hehn, S. von: Systematisches Talent Management, 2016
- > Jäger, W./Lukasczyk, A.: Talent Management, 2009
- > Kamluk, D.: Strategisches Talent Management - Vorübergehender Trend oder innovativer Erfolgsfaktor?, 2017
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## VIRTUAL TEAMS – LEADERSHIP AT A DISTANCE NEEDS PROXIMITY



For successful cooperation, one of the main tasks of managers is to build trust with their employees and to keep the team together. Especially in virtual work, as has primarily been practiced at TU Dortmund University since the COVID pandemic, this presents managers with new challenges.

While the exchange and contact with your own team in the office takes place quite naturally and casually, it is inevitably lower if the employees are predominantly working from home. This not only makes cooperation in the team more difficult, but above all the informal, personal conversations that usually take place during joint coffee or lunch breaks are largely eliminated. Social isolation is one of the biggest challenges for employees working from home. In order to maintain the team feeling, as well as cooperation and smooth workflows, we will show you how you as a manager can ensure the operational and personal exchange within your team despite spatial separation:

- > Maintain your usual meetings and regular fixed meetings with individual team members, even when working from home, by conducting them digitally.
- > Set additional, fixed daily or weekly appointments where the whole team can virtually meet and exchange to structure work within the team and keep each other up to date (e.g. a morning “wake up call”).
- > In order to also promote informal exchange and, thereby, the team feeling, you can introduce virtual coffee rounds 1-2 times a week, in which you and your employees can talk about off-duty topics for 15 minutes. In addition, you can also organise joint lunches, morning breaks or after-work meetings within your team. For this purpose, we recommend so-called “Skill Sharing Sessions”, in which one person from the group presents their special skills, hobbies, last holiday destinations, etc. You share your skills and thus expand those of others.



- > Schedule a few minutes for small talk during your meetings. How was the weekend? Where are you going for your next holiday? What was for lunch? All topics discussed before a normal meeting can also be discussed digitally.
- > Despite the lack of personal contact, you can integrate new employees into the team, for example, as part of “blind dates” or break-out sessions during a Zoom meeting.
- > Plan some virtual team building, for example, in the form of a virtual escape room (bookable via further education and training).

Since virtual forms of work will become increasingly more important in the future, regardless of the current COVID pandemic, due to increasing globalisation and digitisation, this topic will continue to accompany us. In order to ensure a health-promoting working environment in the future, you are welcome to contribute your own experience and share your findings with us. Please

contact Mr Christian Brenner (Head of Personnel Qualification) or the Occupational Health Management department of TU Dortmund University.

*Franziska Wallmeier*

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## WHAT MAKES A GOOD TEAM



### Team – “Great someone else does it” or “together everyone achieves more”?

We all use the word team daily and rarely ask ourselves the question: What actually makes a team? A diverse mixture of people working together? An (un)harmonious bunch? Distribution of tasks?

Wikipedia first soberly defines a team as an organisational unit of at least 2 people who should fulfil a common task and/or pursue common goals.

But what distinguishes successful teams from less successful ones? For most managers, their team works well when it delivers results – in high quality and within the given time frame.

But – how should a team be composed to do just that? And what can we as managers contribute so that a team becomes or remains “good”, i.e., functional and efficient?

### Google’s Project Aristotle

In 2012, Google spent two years analysing 180 of its own teams of different performance in terms of composition and group dynamics (code name “Project Aristotle”) to find out what makes a good team: Educational background? Identical interests? Personality traits such as open-mindedness or shyness? Gender balance? Certain skills?

In fact, it turned out that none of these characteristics decided on the success or failure of a team. Whether team members were friends or more or less strangers, whether they preferred flat or steep hierarchies, what training or skills were available – no patterns could be found. Relatively quickly, it became clear that Google’s strategy “we hire the best minds and then have the best teams” did not work easily.

Only after the search was extended to so-called “group norms” did the research team of psychologists, statisticians, sociologists and engineers finally find what they were looking for.



### Five characteristics actually distinguished successful from less successful teams:

1. Psychological safety! (being able to take interpersonal risks)
2. Reliability (in terms of completing tasks on time and taking responsibility)
3. Structure and clarity (clarity regarding expectations and team goals)
4. Sense (individually different: self-realisation, financial security, etc.)
5. Influence/effect (results of one's own work and their contribution to organisational success)

## Key factor; psychological safety

Psychological safety turned out to be by far the most important principle of functioning teams; a term coined by Harvard psychologist Amy Edmondson.

But what is it? Edmondson defines psychological safety as a common belief of all members of a team that the safety within the group is given to take interpersonal risks (Edmondson, 1999).

1. anyone can contribute their (even dissenting) opinion without having to fear sanctions.
2. each team member has approximately the same proportion of speeches.
3. high social sensitivity is given: the team members pay empathetic attention to the fact that the needs of all are satisfied.
4. Mistakes are seen as a learning opportunity – there is an atmosphere of experimentation and curiosity.
5. Strength orientation as an imperative: individual skills and talents are seen and appreciated.

The effect is that all team members feel that their voice counts and is heard. That is why they dare to contribute their ideas – which may seem crazy at first, but possibly brilliant. That they have the courage to point out mistakes to their colleagues and superiors (which can be lifesaving in an aircraft cockpit or hospital).

Psychological security is therefore not synonymous with “being nice” or the absence of conflict. On the contrary: In an atmosphere of openness, differences tend to become clear and lead to friction.

### What does this mean for managers?

#### Six tips for your own practice

6. Be curious about ALL ideas
7. Conducting in an appreciative way
8. Ensure that everyone in the team has about the same amount of voice
9. Becoming visible as a human being with your own mistakes and weaknesses
10. Spending time in the LEARNING ZONE (attitude: I don't know the answer/solution)
11. Communicate clear goals and expectations

*Aira Schöttelndreier*

### further literature and links:

- > Amy Edmondson: Building a psychologically safe workplace <https://www.youtube.com/watch?v=LhoLuui9gX8>
- > Artikel in der NY Times (auf Englisch): <https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?smid=pl-share>
- > Artikel in der Süddeutschen (auf Deutsch): <https://sz-magazin.sueddeutsche.de/die-loesung-fuer-alles/was-macht-ein-gutes-team-aus-86087>



# NOTEWORTHY

## OFFERS AND DATES FOR YOU AS MANAGERS:

### Blended Learning Offer “Successful Handling of Challenging Employees”

The offer includes self-learning elements, a face-to-face seminar and a transfer workshop; the combined learning methods enable a high learning transfer as well as more flexible learning times.

Thematically, the focus is on dealing with challenging employees and strategies as well as practice-orientated solutions.

Registrations are now possible under the link:

→ <https://personal.tu-dortmund.de/personal-qualifizierung/fuehrungskraefteentwicklung/programm/>

Further offers can be found on the homepage under the above link.

1. Phase: from 1 January 2022, Linked in Learning Seminars

2. Phase. 8 February 2022, 9 a.m. – 5 p.m., Face-to-face seminar

3. Phase 18 May 2022, 8:30 a.m. – 12:30 p.m., Follow-up via Zoom meeting

### Vocational Training Day at TU Dortmund University

Students can obtain comprehensive information about all training occupations at TU Dortmund University.

For more information, see:

→ <https://personal.tu-dortmund.de/personalqualifizierung/ausbildung/berufsausbildungstag>

17 February 2022, 8 a.m. – 5 p.m.





## Service anniversary – CONGRATULATIONS

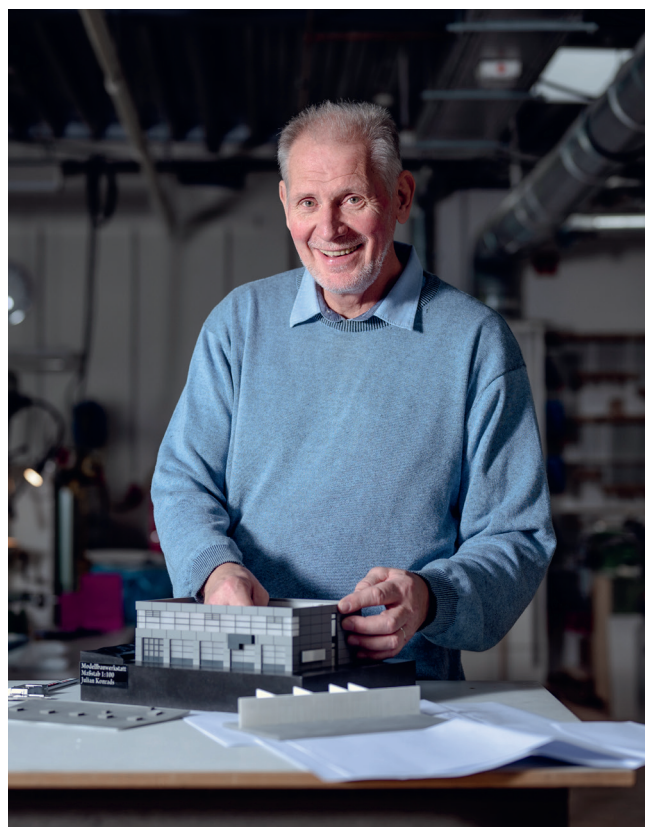
We would like to honour the following executives for their many years of service in the public sector:

### 25 YEARS



*Mr Stefan Hofbeck, Head of Department 2*

### 40 YEARS



*Mr Dirk von Kölln, Model Making Workshop Manager*

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