

Human Resources Development@ UniMünster

Human Resources Development
at the University of Münster

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PART A

Basic principles of human
resources development at
the University of Münster

1. Human resources development at the University of Münster – Profile, roles and responsibility

With around 7,300 full-time employees, the University of Münster is one of the biggest employers in Münster. In addition to the 570 professors and 4,720 research associates we have today, there almost 2,000 staff in university and knowledge management, technical services and administration who create the ideal conditions for research and learning at the University. Every year, around 750 processes are completed leading to doctoral degrees and habilitations; and, with approximately 150 young people in vocational training and apprentices in at present 20 different occupations, the University of Münster is also one of the largest organisations providing such vocational training in the Münsterland.

The University owes its success and the reputation it enjoys at home and abroad to its members, who represent the mind, the heart and the backbone for development, innovation and excellence in research, teaching and transfer. We pursue the principle of attracting the best minds to the University and offering them the best conditions in which to work – not only to continually progress the University as a whole, but also to develop all members individually and support them systematically in developing their professional competences in line with their needs. This means that human resources development at the University of Münster is a task relating to the entire organisation, addressing and involving all the staff.

In order to do justice to its responsibility towards the entire organisation and to the development of individual members, human resources development at the University of Münster is organised in line with the principles of participation and subsidiarity. A constant process of communication and participation results in a common, widely supported understanding of human resources development at the University of Münster. This shared embedded understanding is the basis for the decisions made regarding human resources development and its implementation in the administration, the central units and the faculties. Of particular importance here are leadership skills and the engagement shown by the professors: as supervisors of PhD students and postdocs, and as supervisors of staff in 15 faculties, they are the initial points of contact as regards both academic training and the development of their staff. In their departments they ensure that individuals' own aims, the challenges presented by tasks undertaken, and the goals of the organisation all fit together. The result of this is a strongly decentralised culture of human resources development with innumerable offers, measures and programmes available in the subject areas and faculties, in the

Clusters of Excellence, Collaborative Research Centres, Research Training Groups, and so on, which characterise the image of the University of Münster as a centre of research and learning and as a progressive employer. These offers are augmented by central measures and programmes.

In order to provide support for all supervisors at the University in the special responsibility they have, and to give them the tools necessary for developing their staff individually, in a manner specific to their jobs, and in line with the organisation's goals, the University of Münster offers structured leadership development for professors and supervisors in technical services and administration. It also promotes continuous exchanges with other supervisors, between supervisors and staff, with the Human Resources Development Department and with the University's management.

Participation is embedded institutionally at the University of Münster, reflected in orderly processes and in various bodies and committees. Examples of this are the joint structure and development planning on the part of the Rectorate and the faculties, the establishment of a Rectorate's Commission for Academic Human Resources and a Vice-Rectorate for Strategic Human Resources Development. They complement central units such as the Human Resources Development Department, the Centre for Teaching in Higher Education and the Münster Centre for Emerging Researchers (CERes). The continuous communication and participation process – between the University management, faculties, the central and decentralised institutions, those offering human resources development measures and the target groups for human resources development – ensures that a common, widely supported understanding of human resources development has emerged at the University of Münster.

Initiative, responsibility and autonomy on the part of all staff is promoted through opportunities for participating in the communication process, the transparency of offers, and staff being urged to report their individual human resources development needs. Being able to reflect on individual human resources development needs, as well as showing initiative in putting these needs into practice, are also required (cf. Fig. 1).

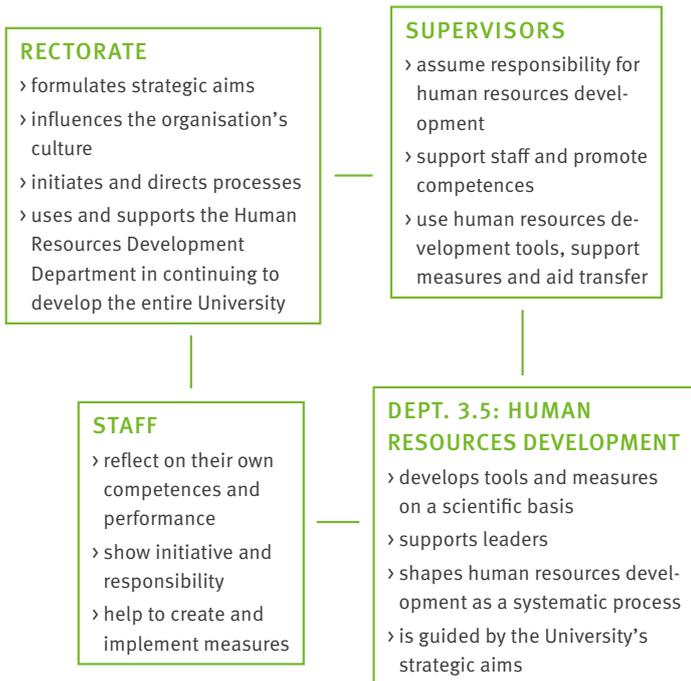


Fig 1: Responsibilities for human resources development at the University of Münster

The participatory nature of human resources development supports the long-term embedding of strategic issues. As a result, aims and strategies are co-developed out of decentralised practices and implemented in line with specific needs and departments. This principle proves its worth in particular in those strategic issues relating to human resources development which, based on common guidelines, transport the University's stance and aims (cf. Box 1). Gender equality, diversity, family-friendly policies and internationalisation are not only strategic, cross-cutting issues but also ideals which dictate behaviour at the University of Münster; they are systematically discussed and drawn up within the University and implemented progressively in all departments, where they are structurally embedded. The University of Münster sees itself as an open, cosmopolitan, internationally oriented employer which not only supports and develops its members regardless of their ethnicity, religious and sexual orientation, age, gender and social background, but also sees diversity, in all its dimensions, as representing an enormous enrichment and opportunity. Active diversity, equal opportunities, a compatibility of career and different lifestyles, open and friendly dealings with one another, as equals: these are the fundamentals for innovation and excellence at the University of Münster.

This HR development concept was drawn up by the Vice-Rectorate for Academic Career Development and Diversity, and the Human Resources Development Department, with the involvement of the Rectorate Committee for Academic Personnel Development (RAP) and the "Karrierewege" ("Career Paths") working group. It was then discussed in various central committees,

Human resources development at the University of Münster is a task and a duty for all supervisors in administration, the faculties and the central units. It ...

1. ... is oriented towards needs and is targeted and systematic
2. ... supports members of staff who show initiative, request in-service training and thus actively shape their own careers
3. ... focuses systematically on the individual and professional phases in staff members' lives
4. ... is oriented towards current and future areas of activity and strategic aims of the entire University
5. ... promotes equal opportunity, diversity and gender equality at all levels and utilises their innate potential
6. ... promotes a culture of mutual support and networking across the entire University
7. ... evaluates all activities and measures offered for the purpose of continuous improvement
8. ... ensures the effectiveness and sustainability of specific offers and measures
9. ... supports staff members' development through a defined feedback culture
10. ... strengthens all members' overall identification with the University as their employer

Box 1: Guidelines for human resources development at the University of Münster

where the perspectives of all members groups were included. At the same time, the concept serves not only as a common vision and orientation framework for staff and supervisors, but also as a compass for collaboration between the institutions and the service centres offering for human resources development measures for specific target groups (cf. Fig. 2).

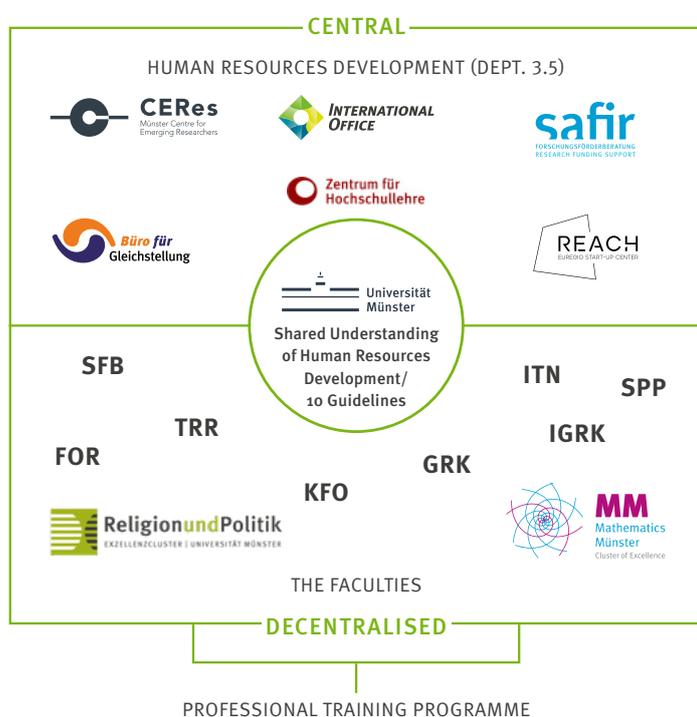


Fig. 2: Central and decentralised providers of human resources development measures at the University of Münster

The concept will support the continuous coordination and linkage processes between decentralised and central players involved in human resources development and, through its transparency, will counteract any possible duplicate structures. Parallel to this, the in-service training offered by all central providers – and, in the longer-term, the wide range of training measures offered at the decentralised level – will be published step by step through the University of Münster In-Service Training portal; more detailed information and human resources development tools are available in the intranet. In this way, the University of Münster creates transparency for outsiders – e.g. sources of third-party funding – as regards the culture and the understanding of human resources development at the University. Both the concept and the online offers are continually updated and adapted both to the changing needs which members of the University have and to external conditions.

2. Evaluation and Development of the Human Resources Development Strategy

Evaluations are an important component of quality control and quality assurance. The human resources development measures carried out at the University of Münster are regularly and systematically evaluated with the aim of assessing their conception, implementation, effectiveness and efficiency. This internal evaluation makes it possible to continue developing the standards, structures and measures in human resources development in a needs-oriented and sustainable manner.

The present human resources development concept is part of this continuous development. It will be updated, adapted and developed on the basis of needs analyses and strategic aims – in close consultation with the Human Resources Development Department, the Rectorate’s Commission on Academic Human Resources Development and other central bodies, and taking into account the perspectives of all member groups. An initial comprehensive evaluation of the overall concept will be undertaken five years after its first publication.

This overall concept offers faculties and decentralised institutions a basis for defining specific needs in their organisational units and making developments themselves. In this process, they are in constant contact with employees’ representative bodies, the Equal Opportunity Office and the University’s representative body for severely disabled employees. The established practice – already widespread – of incorporating both faculty-specific and decentralised gender equality plans will also make it simpler to define courses to be taken, as well as helping to interlock central and decentralised levels.

The University of Münster also uses external audits – including the “familiengerechte hochschule” (“family-friendly university”) audit, TOTAL-E-Quality and the DHV-Gütesiegel (Seal of Quality of the German Universities Association) for fair, transparent negotiations on professorial appointments – in order to review human resources development measures and make them publicly visible. The external expertise acquired through the auditing processes and feedback makes it possible for existing measures to be continually developed and blind spots in the range of measures on offer to be dealt with.

The background is a solid green color. Two white diagonal lines are present: one starting from the top-left corner and extending towards the top-right, and another starting from the bottom-left corner and extending towards the bottom-right. The text is positioned in the lower-left quadrant.

PART B

Perspectives

Perspectives at the University of Münster

Career paths at the University of Münster are heterogeneous, highly individual and marked by good prospects. Activities and requirements from research and teaching overlap increasingly with tasks relating to university and knowledge management. For this reason, demarcation between different career paths does not seem to be a meaningful one, no longer corresponding to the diversity and flexibility desired. In order to provide guidance with regard to the wide range of fields of work and career paths in existence, we use the term “perspective”. This enables staff and supervisors to adopt a variety of perspectives – depending on individual assignment profiles and interests. This is in line with eliminating barriers between career paths and corresponds with the diversity of assignment profiles at the University of Münster. The University distinguishes between three perspectives: research, university and knowledge management, and specialists and supervisors in technical services and administration.

In the presentation of each of these perspectives, a selection of especially relevant human resources development specialists will be included for the target group in question. The aim is not a comprehensive presentation of all potentially relevant offers; rather, the aim is for a selection geared to development fields identified to provide rapid orientation as regards the wide range of human resources development measures on offer at the University of Münster. As the concept should be readable, both as a whole and with regard to specific perspectives and target groups, some duplication of aspects affecting several perspectives and target groups cannot be avoided.

1. PERSPECTIVE FOR RESEARCHERS

Researchers at the University of Münster perform outstanding work in the fields of research, teaching, a commitment to transfer and academic self-administration. On highly heterogeneous career paths they are confronted with constantly changing political and social conditions; with changing profiles relating to their subjects, teaching, leadership and research; and with overriding processes of organisational development. The University of Münster cooperates in creating and continuously improving the overall organisational conditions for excellence in research, teaching and transfer. Individual, flexible human resources development provides the basis for this, although it also requires resources which have to be absorbed for example through the professionalisation of decentralised management structures in the wake of the structure and development planning processes.

From a PhD to a tenured professorship, researchers at the University of Münster assume responsibility for initiating, shaping and steering change processes, as well as for strategic management and staff leadership both in their own departments and at University level overall. Good human resources planning is the basis here for human resources development.

Central and decentralised human resources development at the University of Münster supports researchers in their complex, heterogeneous fields of activity through subject-related and more general advice, in-service training, networking, mentoring and coaching. The University focuses on providing support for junior researchers and (associate) professors, whether in initial or new appointments. The aim is to strengthen researchers at an early stage in their careers for a career in research and/or research-related areas, doing so through transparent, dependable working conditions and plannable, flexible career paths. Special attention is paid to constantly increasing the proportion of women in attractive junior positions, as well as to attracting to Münster highly qualified young researchers, both male and female, from other countries. To this end, a number of programmes have been implemented, including the *tenure-track programme*, *Women in Research (WiRe)*, (international) *doctoral* and *postdoc scholarships*, and the *central internationalisation fund*. The University also enables internally and externally funded scholarship holders, in PhD and postdoc phases, to take part in a wide range of central and decentralised human resources development measures on offer.

Diversity, gender equality, family-friendly policies and internationalisation are crosscutting issues which are highly relevant for the human resources development not only of all researchers but also of staff in other employment perspectives. This not only means that members of the University of Münster receive support within the dimensions of their own individual personalities and needs – it also means that they are trained, and their awareness heightened, with regard to the issues of gender equality, diversity, family-friendliness and international/intercultural competences. Every single onboarding and supervisors’ seminar takes up these topics as central crosscutting issues and tasks for the entire University, supporting the special responsibility that supervisors have for establishing an open, appreciative working atmosphere through practice-related offers of human resources development and human resources management marked by equal opportunities and sensitivity towards diversity.

Doctoral students

TARGET GROUP

Doctoral students at the University of Münster obtain the qualification for independent research work in a stimulating and appreciative environment. The University supports researchers, in early phases of their careers, in successfully completing their qualification – in an appropriate period of time and an appropriate employment relationship. Doctoral students at Münster are enrolled members of the University. When they begin their work, they sign a supervision agreement with the person supervising their PhD thesis, and this agreement shapes and reflects the content of the PhD work and also provides transparency as regards the time factor – so that there is a common understanding of the expectations on both sides.

The University of Münster supports doctoral students – both in structured PhD programmes and in individual processes – through a range of human resources development measures. While the key to success for doctoral students lies in acquiring scientific competence within their area of research and their faculty, the University places a further focus in its human resources development for PhD students on the acquisition of fundamental methodological knowledge and soft skills beyond the confines of their subject – paving the way for remaining long-term in research both inside and outside a university, or for switching to non-scientific professional fields.

AREAS OF DEVELOPMENT FOR DOCTORAL STUDENTS

- › Academic subject competence
- › Written and oral communication skills
- › Competence in ethics and scientific practice
- › Intercultural competence
- › Teaching skills/university didactics
- › Basics of project management
- › Systematic working
- › Self-management
- › Teamwork skills

ISSUES SPECIFIC TO LIFE AND CAREER PHASES

- › Compatibility of family and career, advice and support on care provision
- › Financing a PhD
- › Promoting health, incl. dealing with mental stress
- › Diversity
- › Equality

SUPERVISORS' RESPONSIBILITIES

Supervisors and managers have a responsibility to follow the individual development of the doctoral student both from an academic perspective, as a supervisor, and from the human resources development perspective, as well as to point out and promote development perspectives and career paths through a fair, transparent and defined feedback culture. Regular discussions on development and perspectives – to be fixed in the PhD supervision agreement – are therefore expressly recommended.

CONTACTS AND OFFERS (SELECTION)

The supervisor of the PhD thesis: The supervisor of the PhD thesis – generally speaking, the professor – is the first person for doctoral students to contact, especially (but not only) in individual cases. The professor has the immediate responsibility for the subject-specific training and also supports PhD students through a wide range of offers and measures, mostly of a subject-specific nature, on relevant soft skills. Regular discussions on the progress of the PhD have proved their worth at the University of Münster as a communication format for clarifying expectations and needs on both sides as regards such progress. In addition, there are many bodies and functions which have been set up especially to support young researchers (e.g. commissions for junior researchers, vice-deans for research and junior researchers) through which many subjects and faculties offer their doctoral students a structurally embedded forum supporting human resources development measures, for example in the form of needs analyses, quality assurance and the provision of funding.

Graduate Schools: The University of Münster offers PhD students numerous programmes and paths for a structured doctoral degree. The wide range of structured PhD programmes at the University – including at present 11 Graduate Schools, a large number of coordinated Research Training Groups funded by the German Research Foundation, Innovative Training Networks funded by the EU, as well as other externally funded PhD programmes – show not only the high status which structurally embedded support for researchers has in early phases of their careers, but also the high national and international reputation which the University of Münster enjoys with regard to its training for graduates.

Graduate Schools offer structured or partially structured PhD programmes, geared to the culture of each subject, as well as related offers covering training, advice and mentoring. Besides subject-specific training and familiarisation with the specific challenges and practices of the doctoral student's research field, the human resources development portfolio in the Graduate Schools also includes overriding competences designed to open up career perspectives both inside and outside the academic system. Doctoral students at Münster can avail themselves individually of numerous offers. Overall, the offers and advice structures which the many Graduate Schools have enable PhD students to complete their range of subject-related skills and overriding competences in line with their individual needs.

Münster Centre for Emerging Researchers (CERes): CERes provides offers of qualification and advice for doctoral students. In close consultation with individual subject areas, faculties, Graduate Schools and other human resources development players, generic competences are developed in the CERes Academy and are offered systematically to PhD students, for example in the areas of soft skills, career development and networking. In addition to the comprehensive Academy programme, CERes provides a room for PhD students to meet and discuss, as well as supporting their internationalisation in the form, for example, of scholarships. By participating in recruiting events and career fairs, CERes contributes to strengthening the University in the national and international competition for the most promising doctoral students.

Equal Opportunity Office: In close cooperation with the Human Resources Development Department, the Equal Opportunity Office offers specific human resources development measures for women researchers and PhD students – including workshops on career development and the Support Circle, in which, using the collegial advice instrument, support networks are built up and maintained across subject borders.

Centre for Teaching in Higher Education (ZHL): The Centre for Teaching in Higher Education is a central institution at the University of Münster. It provides offers for teachers to gain further qualifications – including for online teaching in the ZHLdigital Centre – and carries out research on pedagogical and psychological issues relating to teaching in higher education. The ZHL also initiates networking among teaching staff in the University of Münster Teach Tank and awards the NRW certificate “Professional Teaching Competence for Higher Education”. Among the courses offered by the ZHL, PhD students who take on independent teaching assignments can find a low-threshold offer for professionalising their teaching, examination and supervisory activities. This includes voice training for teaching purposes, designing teaching sessions, implementing innovative teaching formats and supervising term papers and final papers.

Researchers in the postdoc phase

TARGET GROUP

At the University of Münster, postdocs carry out research (predominantly) independently and, with their work, make an essential contribution to solving pressing questions relating to science and society. The phase after the acquisition of a PhD is of central importance for the individual's further career. In this phase, young researchers sharpen their academic profile and build up networks with the aim of subsequently qualifying for a professorship. In this phase they need a professional academic and administrative environment for their research and individual further qualification. Postdocs receive active support in developing alternative career paths within and outside (university) research and in qualifying themselves for such. The University of Münster provides central and decentralised support for researchers in early phases of their careers, in line with their individual needs, by offering a wide range of subject-related and generic human resources development measures.

AREAS OF DEVELOPMENT FOR POSTDOCS

- › Academic subject competence
- › Teaching skills/university didactics, incl. supervision of final papers
- › Fundamentals of staff management
- › Acquisition and administration of third-party funding and financial management skills
- › Knowledge communication and transfer
- › Active career planning (incl. alternative career paths)

ISSUES SPECIFIC TO LIFE AND CAREER PHASES

- › Compatibility of family and career, advice and support on care provision
- › Limited career plannability
- › Promoting health, incl. dealing with mental stress
- › Equality
- › Diversity

SUPERVISORS' RESPONSIBILITIES

Supervisors and managers have a responsibility to follow the individual development of the postdoc from the human resources development perspective, as well as to point out and promote development perspectives and career paths through a fair, transparent and defined feedback culture. At Münster, postdocs are on a variety of career paths: some remain in the academic world (incl. tenure-track professorships, lifetime positions), while others choose a path out of the academic world and into business or university management and so on. Supervisors need to deal with this heterogeneity by means of suitable human resources

development offers. Regular discussions on development and perspectives are therefore expressly recommended to augment the young researchers' own initiative and responsibility.

CONTACTS AND OFFERS (SELECTION)

The supervisor of the postdoc project: The supervisor of the postdoc project – besides possibly the relevant leader – is the first person for postdocs to contact. The supervisor provides an environment for individual support of their academic career. Together with his/her subject and faculty colleagues, the supervisor has responsibility for training in the postdoc's subject and supports him/her by means of subject-related measures and overall organisational conditions. In addition, there are many bodies and functions which have been set up especially to support young researchers (e.g. commissions for junior researchers, vice-deans for research and junior researchers) through which many subjects and faculties offer their doctoral students a structurally embedded forum supporting human resources development measures, for example in the form of needs analyses, quality assurance and the provision of funding.

Human Resources Development Department/Equal Opportunity Office: By means of targeted human resources development measures, the University of Münster promotes a constant increase in the proportion of women in the postdoc phase. To this end, the Human Resources Development Department and the Equal Opportunity Office work together in offering joint programmes such as the mentoring programme "Erstklassig!" ("First Class!") which offers targeted support for women postdocs on their way to a professorship. Proven individual measures such as collegial advice are put on a broader footing in cooperation with several human resources development players, for example in the Support Circle. And, last but not least, the Human Resources Development Department offers seminars especially for women researchers in early phases of their careers – also in the sense of an intersectional approach combining gender equality and diversity perspectives.

Münster Centre for Emerging Researchers (CERes): CERes provides offers of qualification and advice for postdocs. Its overall aim is – in close consultation with the faculties, Graduate Schools and other human resources development players – to develop generic competences and offer them systematically to PhD students in the areas for example of soft skills, career development and networking. These offers are pooled in the CERes Academy. In addition to a comprehensive course programme,

CERes provides room for researchers in early phases of their careers to meet and discuss, as well as cooperating with the International Office in supporting postdocs aiming at internationalisation for example by offering scholarships.

Centre for Teaching in Higher Education (ZHL): The Centre for Teaching in Higher Education is a central institution at the University of Münster. It provides offers for teachers to gain further qualifications – including for online teaching in the ZHLdigital Centre – and carries out research on pedagogical and psychological issues relating to teaching in higher education. The ZHL also initiates networking among teaching staff in the University of Münster Teach Tank and awards the NRW certificate “Professional Teaching Competence for Higher Education”. Among the courses offered by the ZHL, postdocs who, in addition to their own research activities, take on independent teaching assignments can find an offer for professionalising their teaching, examination and supervisory activities. This includes voice training for teaching purposes, designing teaching sessions, implementing innovative teaching formats and supervising term papers and final papers. Postdocs are recommended to obtain the NRW certificate “Professional Teaching Competence for Higher Education” as evidence of their professional teaching skills.

REACH: Together with the University of Twente, the University of Münster of Applied Sciences and the Digital Hub münsterLAND, the University of Münster established the REACH – EUREGIO START-UP CENTER. In addition to a variety of initiatives interlocking research, teaching and entrepreneurship (including a cluster of professorships), REACH supports anyone interested in establishing a start-up by organising workshops, networking events, individual and structured coaching, and eleven other formats for transferring innovative research results into marketable products and economically viable start-ups.

SAFIR: The advisory service for research funding at the University of Münster supports academic employees in learning administrative and project management-related skills in the area of third-party funding. The training programmes focus on funding opportunities, practical tips on submitting applications, and legal and administrative aspects of third-party funding. SAFIR also networks applicants and project managers with colleagues within the University, as well as with review board members at the German Research Foundation (DFG), for example, and with researchers with strong third-party funding.

International Office/Welcome Centre: The International Office and the associated Welcome Centre at Münster University offer workshops promoting the acquisition and extension of international and intercultural competences (such as building up and maintaining international networks); they also develop needs-specific offers and in-service training formats in consultation with individual subjects and faculties.

Permanent posts among non-professorial academic staff

TARGET GROUP

Non-professorial academic staff in permanent posts at the University of Münster carry out a wide variety of tasks in research, teaching, technical services and academic self-administration, as well as in science communication and internationalisation. Through their work they make an essential contribution not only to processes running in a sustainable, structured way, but also to the development and transmission of a (subject) culture. Also, they are often involved in University-wide projects. As job profiles for these researchers are highly heterogeneous and subject to continual processes of change and adaptation both in their subjects and overall at the University, they receive support in developing and professionalising their skills beyond their subject field.

The University of Münster supports its research associates in permanent posts and its freelance lecturers in their proactive and continuous specialist further qualification for special tasks within their subject fields and faculties. Permanent posts among non-professorial academic staff are inextricably bound up with constant exchanges with current research. Whether in teaching, their own research, support for research being done by others, teaching and/or academic tasks in (self-)administration – specialist (further) qualification for those in permanent posts should be continually suggested, actively supported and consequently ensured by the individual subject and the faculty.

AREAS OF DEVELOPMENT FOR NON-PROFESSORIAL ACADEMIC STAFF IN PERMANENT POSTS

- › University management, knowledge management
- › Academic subject competence
- › Teaching skills/university didactics, incl. supervision of final papers
- › Acquisition and administration of third-party funding and financial management skills
- › International mobility, intercultural skills
- › Knowledge communication and transfer

ISSUES SPECIFIC TO LIFE AND CAREER PHASES

- › Compatibility of family and career, advice and support on care provision
- › Promoting health, incl. dealing with mental stress
- › Diversity
- › Equality

SUPERVISORS' RESPONSIBILITIES

Supervisors and managers have a responsibility to follow the individual development of staff in permanent posts from the human resources development perspective, as well as actively demonstrating a fair, transparent and defined feedback culture. Supervisors need to deal with the heterogeneity of the range of tasks by means of suitable human resources development offers, as well as enabling staff to learn from experience on the job and in academic work. Regular discussions on development and perspectives are therefore expressly recommended to augment permanent staff's own initiative and responsibility.

CONTACTS AND OFFERS (SELECTION)

Subjects/Faculties: The immediate supervisor in the subject/faculty is the first person for staff in permanent posts to contact. He or she is responsible for profile descriptions/job descriptions and for the subject-related training measures based on these. The supervisor also provides support in the form of a wide range of subject-related offers and overall organisational conditions.

Human Resources Development Department: For human resources development relating to non-professorial academic staff in permanent posts, the Human Resources Development Department provides support especially to supervisors in developing the generic professional skills of their staff in the form of numerous and varied training programmes and offers, incl. the areas of university management, leadership, team-building and human resources. As staff in permanent posts are often involved in the development of structures and processes in their faculties, the department provides advice and support in, for example, the implementation or further development of annual development reviews (the employee-supervisor meeting), the implementation of measures relating to in-house health management, and opportunities for mentoring and collegial advice.

The Human Resources Development Department also provides conceptional support for large-scale projects undertaken University-wide (e.g. the Campus Management System/CMS project) in which permanent staff are regularly involved. The Human Resources Development Department offers structured programmes on professionalisation in academically related fields of university management and knowledge management. The "Women Manage University" Programme (in cooperation with the Equal Opportunity Office) alternates with the University Management Programme. Both programmes provide comprehensive qualification for staff in permanent posts, with a systematic connection to a field of activity in management and administration at the

University of Münster. To support project managers and coordinators in projects funded by the German Research Foundation (DFG), the Human Resources Development Department coordinates exchange meetings on issues relating to human resources development, as well as designing seminars catering specifically to the needs of people working on the projects.

Equal Opportunity Office: In close cooperation with the Human Resources Development Department, the Equal Opportunity Office offers specific human resources development measures for women researchers.

Centre for Teaching in Higher Education (ZHL): The Centre for Teaching in Higher Education is a central institution at the University of Münster. It provides offers for teachers to gain further qualifications – including for online teaching in the ZHLdigital Centre – and carries out research on pedagogical and psychological issues relating to teaching in higher education. The ZHL also initiates networking among teaching staff in the University of Münster Teach Tank and awards the NRW certificate “Professional Teaching Competence for Higher Education”. Among the courses offered by the ZHL, freelance teachers for special assignments and permanent staff with a lower teaching load can find offers for professionalising and constantly updating their teaching, examination and supervisory activities. This includes voice training for teaching purposes, designing teaching sessions, implementing innovative teaching formats and supervising term papers and final papers.

REACH: Together with the University of Twente, the University of Münster of Applied Sciences and the Digital Hub münsterLAND, the University of Münster established the REACH – EU-REGIO START-UP CENTER. In addition to a variety of initiatives interlocking research, teaching and entrepreneurship (including a cluster of professorships), REACH supports anyone interested in establishing a start-up by organising workshops, networking events, individual and structured coaching, and 13 other formats for transferring innovative research results into marketable products and economically viable start-ups.

Associate professors and junior research team leaders

TARGET GROUP

The phase of being an associate professor (with or without tenure track) or the leader of a team of junior researchers is of central importance for a person's further career. They are seen as independent researchers who, through their work, make an essential contribution to solving pressing scientific or social problems. In this phase, for their research and their individual further qualification, they are given a professional academic and administrative environment for which they are responsible. Associate professors and leaders of junior research teams receiving third-party funding have the right to award doctorates. Associate professors have the status of professors; the same applies to leaders of junior research teams upon application.

Associate professors and leaders of junior research teams also belong to management and, as such, may for the first time be in a position of choosing, leading and continuously developing staff. The University of Münster therefore provides them with human resources development offers for specific target groups. These offers comprise not only a large number of individual training, mentoring and networking measures but also, in particular, leadership and team management skills.

AREAS OF DEVELOPMENT FOR ASSOCIATE PROFESSORS AND LEADERS OF JUNIOR RESEARCH TEAMS

- › Building an academic profile
- › Leadership and team management skills
- › Teaching skills/university didactics, incl. final papers and doctoral dissertations
- › Acquisition and administration of third-party funding and financial management skills
- › Knowledge communication and transfer

ISSUES SPECIFIC TO LIFE AND CAREER PHASES

- › Compatibility of family and career, advice and support on care provision
- › Mental stress
- › Promoting health
- › Equality
- › Diversity

CONTACTS AND OFFERS (SELECTION)

Subjects/Faculties: As a key element in career development for young researchers, the University of Münster has implemented the tenure track professorship as a career path by means of three measures: the International Young Faculty Tenure Track Programme (which aims at identifying and attracting high potentials); the introduction of associate professorships (salary grade W1) with tenure track at all faculties; and support for self-established junior research teams and associate professorships through incentives for specific target groups (e.g. attractive provision of equipment under self-administration, right to award doctorates). The Professorial Appointments Regulation and additional guidelines ensure that any evaluation for the establishment of tenure track is carried out in a standardised procedure. For quality assurance purposes, a Tenure Board was set up to supervise tenure track procedures – from the definition of performance criteria to intermediate and final evaluations.

Human Resources Development Department: The Human Resources Development Department introduced the Young Professors Programme (YPP) to accompany the University of Münster tenure track programme supporting associate professors and junior research team leaders. The YPP provides a variety of individual, flexible offers and thus addresses the challenges presented by a new working life and an important career step. The YPP also offers excellent opportunities for sharing experiences and receiving collegial advice. In content, the programme combines individual support – for example through mentoring, leadership skills and onboarding measures – with offers from the fields of gender equality, diversity and family-friendly policies. The YPP thus stands for aware young leaders who, as multipliers, bring the ideas of equal opportunity and a family-friendly outlook into their departments and teams, where they live out these ideas in the spirit of an open, considerate and accommodating leadership culture.

Equal Opportunity Office: In close cooperation with the Human Resources Development Department, the Equal Opportunity Office offers human resources development measures specifically for the target group of researchers, for associate professors and professors, including coaching for professors.

Centre for Teaching in Higher Education (ZHL): The Centre for Teaching in Higher Education is a central institution at the University of Münster. It provides offers for teachers to gain further qualifications and carries out research on pedagogical and psychological issues relating to teaching in higher education. The

ZHL also runs networking among teaching staff (e.g. the University of Münster Teach Tank) and advises members of the University on creating their online teaching. Among the courses offered by the ZHL, associate professors and junior research team leaders who take on teaching assignments can find an offer for professionalising and constantly updating their own teaching, examination and supervisory activities. This includes voice training for teaching purposes, designing teaching sessions, implementing innovative teaching formats and supervising final papers and doctoral dissertations.

SAFIR: The University of Münster has the aim of attracting young researchers, early in their careers, to work on large-scale research projects and funding programmes at the University. Associate professors and junior research team leaders with experience of third-party funding are therefore not only role models for young researchers at the University but also potential cooperation partners for research alliance projects etc. To this end, the SAFIR advisory service for research funding at Münster supports them with programmes training them in general competences relating to third-party funding, as well as providing advice for applicants relating to specific requirements. The training programmes focus on funding opportunities, practical tips for submitting applications, and legal and administrative aspects of third-party funding. SAFIR also networks applicants with colleagues within the University of Münster, as well as with review board members at the German Research Foundation (DFG) and renowned researchers both within and outside the University's internal funding lines, e.g. the Topical Programs.

REACH: Together with the University of Twente, the University of Münster of Applied Sciences and the Digital Hub münsterLAND, the University of Münster established the REACH – EUREGIO START-UP CENTER. In addition to a variety of initiatives interlocking research, teaching and entrepreneurship (including a cluster of professorships), REACH supports anyone interested in establishing a start-up by organising workshops, networking events, individual and structured coaching, and various other formats for transferring innovative research results into marketable products and economically viable start-ups.

International Office/Welcome Centre: the University of Münster aims to continually increase the proportion of international associate professors and junior research team leaders. The International Office and the associated Welcome Centre support international incomings centrally through needs-specific funding lines and training programmes (e.g. WiRe – Women in Research), as well as through individual workshops which aim not only to help people arriving in Münster and in the German university system but also to promote the acquisition and expansion of international and intercultural skills.

Professors

TARGET GROUP

Professors at the University of Münster are outstanding personalities, recognised as experts in their fields, who advance and shape their subjects and specialist discussions through their contributions in research and teaching. They are role models for younger researchers in the early phases of their careers and they support them on their academic paths. As supervisors they shape the University. Professors are open, considerate, accommodating supervisors – supervisors and human resources development managers “on the front line”. They also take on a wide range of tasks in transfer and knowledge communication and play a leading role in university management. In addition, they contribute their specific subject expertise for example in the steering committee of CERes, the International Office and the Rectorate’s Commission on Academic Human Resources Development.

In addition, professors are themselves recipients of human resources development offers. In order to provide the best possible support for its professors, the University of Münster provides them with human resources development offers specific to their target groups which, besides including individual coaching and further training, also relate in particular to leadership and team management skills. Human resources development instruments at the University of Münster are constantly adapted or new ones are drawn up (e.g. the guidelines on annual development discussions, doctoral dissertation agreements, exchange forums on issues relating to university management and executive management) in order that professors are as well-equipped as possible for their roles as supervisors and “front-line human resources development managers”.

OFFERS FOR PROFESSORS

- › Selection of staff
- › Leadership and team management skills, conflict management
- › Teaching skills/university didactics, incl. supervision of final papers and doctoral dissertations
- › Acquisition and administration of third-party funding and financial management skills
- › Knowledge communication and transfer

ISSUES SPECIFIC TO LIFE AND CAREER PHASES

- › Compatibility of family and career, advice and support on care provision
- › Mental stress
- › Promoting health
- › Diversity
- › Equality

CENTRAL CONTACTS AND OFFERS (SELECTION)

Human Resources Development Department: The University of Münster provides support for its professors in the role expected of them as supervisors. For this reason, developing professors’ leadership skills is an essential instrument of human resources development at the University. In order to achieve lasting results and a joint understanding of leadership, the University of Münster comprehensively, and in particular, prepares professors in their initial appointments, as well as newly appointed ones, for their leadership tasks. Besides the Young Professors Programme (see section 3.4), the Human Resources Development Department has created a format for supporting such professors with its Onboarding of Professors programme, which helps them to familiarise themselves with the special structural and organisational features in place at Münster. The programme combines two components: short talks – brought together in a colloquium providing opportunities for questions, discussions and networking – and intensive workshops on issues relating to “leadership in academic life”, including aspects such as staff selection as a leadership task in academic life, working with doctoral students, and conducting constructive development discussions with staff in a professional manner.

Professors already established at the University of Münster receive individual coaching as necessary, as well as training on issues such as conflict management, how to steer group processes in meetings and/or leadership and communication. Members of the Human Resources Development Department advise professors in matters of human resources development for their staff and provide support in applying and implementing human resources development instruments such as measures relating to in-house health management or conducting annual development discussions. The Human Resources Development Department also provides advice and support for professors on issues relating to staff selection and onboarding for new staff. For deans, a workshop is regularly offered on the theme of “Deans and their leadership tasks”.

Equal Opportunity Office: In close cooperation with the Human Resources Development Department, the Equal Opportunity Office provides specific human resources development offers for women academics, as well as coaching for women professors.

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Centre for Teaching in Higher Education (ZHL): The Centre for Teaching in Higher Education is a central institution at the University of Münster. It provides offers for teachers to gain further qualifications and carries out research on pedagogical and psychological issues relating to teaching in higher education. The ZHL also runs activities for networking teaching staff (e.g. the University of Münster Teach Tanks) and advises members of the University on creating their online teaching. Among the courses offered by the ZHL, postdocs who, in addition to their own research activities, take on teaching assignments can find an offer for professionalising their own teaching, examination and supervisory activities. This includes voice training for teaching purposes, designing teaching sessions, implementing innovative teaching formats and supervising final papers. The ZHL also supports professors with (external) coaching on teaching development.

SAFIR: The SAFIR advisory service for research funding at Münster supports professors with information and workshop programmes on both general and specific issues relating to third-party funding, as well as providing advice for applicants at any time in line with their specific requirements. The training programmes focus on funding opportunities, practical tips for submitting applications, and legal and administrative aspects of third-party funding. SAFIR also networks applicants with colleagues within the University of Münster, as well as with review board members at the German Research Foundation (DFG) and with researchers with particularly strong third-party funding.

2. PERSPECTIVE FOR STAFF IN UNIVERSITY AND KNOWLEDGE MANAGEMENT

The management of university and research activities at the interface between academia and administration, i.e. in the so-called ‘third space’, is becoming increasingly important, and, accordingly, the call for professionalisation in this complex field is becoming louder. University and knowledge managers at Münster work in highly heterogeneous and demanding fields between research, teaching and public administration and are often faced with volatile issues and complex, multifaceted requirements. University and knowledge management at a modern international university comprises not only the classical core areas of university administration but also, for example, research activities, human resources management, managing finance and third-party funding, graduate support, quality assurance, diversity management, internationalisation and public relations. This means that university and knowledge managers are in demand both as university-educated specialists and as generalists – knowledgeable and far-sighted in their fields, and with a bridging and mediating function beyond their particular fields of activity.

In addition to staff working full-time in university and knowledge management, specialists and supervisors from the academic and administrative sides often take on additional functions and responsibilities in university and knowledge management which require of them extra management skills.

It is important for the University of Münster that people working in university and knowledge management, both in central and decentralised areas of the University, should be able to discharge their complex duties as well as they possibly can. As a result of freedom of research and teaching in the faculties, collaborative research centres, graduate schools, centres, clusters and so on, there exists enormous heterogeneity as regards the organisation of tasks in university and knowledge management – and likewise in the way activities are carried out by people with very heterogeneous backgrounds in training and studies. The aim is to continue professionalising all staff working in the third space and to support them in their work by providing offers specific to their needs.

Gender equality, diversity, family-friendly policies and internationalisation are crosscutting issues which are very important for human resources development relating to all groups of members. This means that people working in university and knowledge management are not only supported as far as their own personal and skills-related development needs are concerned, and in an open and appreciative working environment, but also

that they receive further training to raise their awareness in the areas of diversity, gender equality, family-friendly policies and international/intercultural competences. Not only are these cross-cutting issues and tasks incorporated into onboarding measures and leadership training, but training measures raising awareness of diversity and gender equality are also being created for all staff and published via the *University’s continuation* training platform.

TARGET GROUP

University and knowledge managers draw up and organise the framework within which excellent research, teaching and knowledge transfer activities can succeed, at both central and decentralised levels. Their fields of activity and profiles are highly heterogeneous and constantly changing. As multipliers in their areas, they make an essential contribution to an open culture in faculties and the University overall – a culture of equal opportunity and sensitive to diversity.

Because of the volatile and complex nature of the tasks involved in university and knowledge management, training aimed at conserving skills, expanding on topics, and covering future-oriented issues – and which, as a result, make change and adaptation in the future possible – are essential for the further development of the University. The University of Münster also promotes the development of university and knowledge managers’ skills in the strategically key areas of diversity, gender equality, family-friendly policies and internationalisation by offering relevant training.

AREAS OF DEVELOPMENT FOR UNIVERSITY AND KNOWLEDGE MANAGERS

- › Specialist skills in university and knowledge management
- › Communication skills
- › Leadership, teamwork, staff
- › Acquisition and administration of third-party funding and financial management skills
- › International mobility, intercultural competences
- › Foreign language skills
- › Self-management skills

ISSUES SPECIFIC TO LIFE AND CAREER PHASES

- › Compatibility of family and career, advice and support on care provision
- › Mental stress
- › Promoting health
- › Equality
- › Diversity

SUPERVISORS' RESPONSIBILITIES

Supervisors advise and support their staff in university and knowledge management as part of their responsibilities for leadership and human resources development, and they do so just as they would with academic staff. Regular development discussions are therefore expressly recommended for supporting the development of university and knowledge managers in a rapidly changing area.

CENTRAL CONTACTS AND OFFERS (SELECTION)

Human Resources Development Department: The department's specialists provide support for supervisors and their staff on issues relating to human resources development. As regards the activities in university and knowledge management, the department provides support and advice in connection with in-house health management and opportunities for mentoring, work-shadowing and collegial advice. The Human Resources Development Department also offers many varied continuation training programmes, for example on leadership, team-building and staff, as well as two structured programmes in the fields of university and knowledge management: "Women Manage University" (in cooperation with the Equal Opportunity Office) alternates with the University Management Programme. Both programmes provide comprehensive qualification for staff, with a systematic connection to a field of activity in management and administration.

International Office/Welcome Centre: In its efforts to strengthen the University as a place of intercultural exchange with a culture of active, living internationalisation, the University of Münster promotes the acquisition of international and intercultural skills on the part of its members – not only through opportunities for international mobility, but also through specific offers of intercultural and foreign language training as part of the Internationalisation at Home programme. The International Office advises staff who are planning a stay abroad or who wish to welcome an international guest to the University. Also, the International Office and the associated Welcome Centre organise workshops on the acquisition and extension of international and intercultural skills, as well as liaising with subjects and faculties to develop needs-related training formats.

3. PERSPECTIVE FOR SPECIALISTS AND SUPERVISORS IN TECHNICAL SERVICES AND ADMINISTRATION

Specialists and managers in technical services and administration at the University of Münster work in highly heterogeneous, constantly changing fields of work. From architects, librarians, IT specialists, lawyers and secretarial staff to commercial staff, service staff, skilled workers and laboratory workers – almost 2,000 employees look after the organisational framework which makes excellent research and teaching possible. They ensure that things run smoothly and transparently in the central and decentralised areas, they support research work and studies, and they make an essential contribution to defining the University's image. The term “in technical services and administration” therefore reflects their position within the overall University structure, but not their job profiles.

By offering attractive overall conditions and meaningful job activities, the University of Münster is engaged in competing to attract the best specialists and supervisors – for example through flexible working times, teleworking options, continuation training, health-promotion measures. The University offers specialists in particular a wide range of perspectives for their development in the form of specific training and support. In this, Münster is especially concerned to strengthen specialists' identification with the University and retain them long-term.

Specialists and supervisors in technical services and administration have a special responsibility. They navigate highly heterogeneous teams through dynamic requirements and constantly changing expectations of their jobs. They use the human resources development instruments at the University of Münster to strike a balance between the University's overall strategic aims and the individual development perspectives and training needs of its employees.

The University of Münster sees supervisors, as well as the entire organisation, as having a duty to ensure that staff in all central and decentralised areas are able to do perform their tasks as well as they possibly can. Because of the pronounced heterogeneity within the perspective for specialists and supervisors in technical services and administration, the University provides training offers centrally via its [online training portal](#). The portfolio is geared towards strategic aims and the requirements reported. In addition to general management topics (such as digitalisation, leadership, staff and project management), there are on offer various forms of specialist training, theme-based workshops, seminars on health promotion, occupational safety and environmental protection. Against a background of con-

tinual changes both within and outside the University, targeted training for specialists and supervisors in technical services and administration contributes to their mastering their portfolios while demands are changing, as well as their getting new ideas for putting them into practice.

The comprehensive digitalisation of the administration makes special demands on specialists and supervisors in technical services and administration. At the University of Münster digital skills are seen, and supported, as crosscutting, interdependent skills which affect and enrich methodological, socio-communicative, activities-related and staff-oriented competences. Accordingly, a continuous acquisition of digital skills is promoted – not only in specialist training with a clear IT connection – but more broadly in a wide range of training on offer.

As a result of freedom of research and teaching, as well as the culture which has grown up in each subject area, there exists an even greater heterogeneity as regards the organisation of tasks in the already very broad spectrum of technical services and administration – and likewise in the way activities are carried out by people with very heterogeneous backgrounds in training and studies. The overriding aim is to professionalise specialists in complex, changing fields of work and to support them as they carry out their tasks. In this context, networking between faculties and institutions of the central University administration is to be further promoted, including the practice of exchanges and mutual work-shadowing.

Gender equality, diversity, family-friendly policies and internationalisation are crosscutting issues which are very important for human resources development relating to all groups of members. This means – in an open work environment in which they and their work are accorded recognition – not only that specialists and supervisors in technical services and administration receive support in their individual personal and specialist needs as regards development, but also that they receive training in the fields of diversity, equality, family-friendly policies and international/intercultural skills. In addition to these crosscutting issues and tasks being included in all onboarding measures and training sessions for supervisors, training offers which raise awareness of diversity and gender issues are constantly being drawn up for employees and published on the [University's training platform](#).

Specialists in the administration

TARGET GROUP

Staff in administration create the organisational and administrative framework necessary for outstanding research, teaching and transfer activities to succeed. They ensure that administrative and communication processes run smoothly. Their fields of activity and their work profiles are extremely heterogeneous and constantly changing. As multipliers in their work areas, administrative staff make an essential contribution to a modern, open culture in faculties and in the University overall – a culture which is marked by equal opportunities and sensitivity towards diversity. Accordingly, the University of Münster provides its specialists in the administration with a wide range of training measures to develop their competences in the central strategic issues of diversity, gender equality, family-friendly policies, internationalisation and digitalisation.

AREAS OF DEVELOPMENT FOR SPECIALISTS IN ADMINISTRATION

- › Subject competence
- › (Digital) work techniques and methodological competence
- › (Digital) communication and collaboration
- › Safety at work and IT security
- › Intercultural competence
- › Foreign language skills
- › Self-management competence

ISSUES SPECIFIC TO LIFE AND CAREER PHASES

- › Compatibility of family and career, advice and support on care provision
- › Mental stress
- › Promoting health
- › Diversity
- › Equality

SUPERVISORS' RESPONSIBILITIES

Supervisors advise and support their staff in the administration as part of their responsibilities for leadership and human resources development, and they do so just as they would with academic staff. Regular development discussions are therefore expressly recommended for supporting the development of university and knowledge managers in a rapidly changing area. As leaders “on the front line” they support their staff in the systematic development of their competences and conduct annual development discussions with them (the Employee-Supervisor Discussion/MVG). They pay special attention to supporting their staff in ways specific to their individual life phases and to this end they use the relevant offers and instruments of human re-

sources development. They also ensure that central strategic issues such as gender equality, diversity, family-friendly policies and internationalisation are integrated into their staff's human resources development. Contacts in the Human Resources Development Department advise them on ways and opportunities for human resources development in specific matters and provide them with appropriate human resources development instruments.

CONTACTS AND OFFERS (SELECTION)

Central administration, facilities and faculties: the central administration, facilities and faculties create for their staff the organisational conditions in which human resources development takes place. They ensure that staff are familiar with the offers and drive the use of human resources development instruments in their organisational areas. They are in close contact and consultation with the major players, for example through active participation in the Deans' Human Resources Discussion Group or the Department Heads' Discussion Group and in joint projects. They take decisions for their institutions on the specific ways of using human resources development instruments, for example the introduction of annual development discussions, and they are responsible for having adequate resources. This means that they are a part of the University's human resources development strategy, deciding in their individual areas on the specific shape and use of the instruments and supporting their supervisors and staff in the systematic selection and use of the centrally developed instruments.

Human Resources Development Department: The human resources and human resources development specialists are the people to contact for supervisors at the University of Münster, and they provide support for supervisors in developing their staff in technical services and administration. The department gives advice on human resources development instruments as well as support in using them, e.g. on measures relating to in-house health management, on opportunities for work-shadowing and collegial advice, and on onboarding sessions for new colleagues. The department designs and organises both specialist and generic seminars and advises on knowledge transfer in practice.

International Office/Welcome Centre: In its efforts to strengthen the University as a place of intercultural exchange with a culture of active, living internationalisation, the University of Münster promotes the acquisition of international and intercultural skills

on the part of its members – not only through opportunities for international mobility, but also through specific offers of intercultural and foreign language training as part of the Internationalisation at Home programme. The International Office advises staff who are planning a stay abroad or who wish to welcome an international guest to the University. Also, the International Office and the associated Welcome Centre organise workshops on the acquisition and extension of international and intercultural skills, as well as liaising with subjects and faculties to develop needs-related training formats.

Equal Opportunity Office: With its series of seminars entitled *M*it Perspekti*V*e*, the Equal Opportunity Office has created an offer for all women employees at the University of Münster, in particular for those working in technical services and administration. The seminars, which seek to strengthen the development potential of the women taking part in them, teach competences and social resources for mastering the challenges they face in their daily working life; they also teach about keeping healthy at work, opportunities for meeting the demands of both family and job, and equal opportunities (e.g. making financial provisions for retirement, social and economic security for women). The SUN (Secretariat-University Network) was set up to network all secretaries working at the University of Münster.

Skilled workers and technical services specialists

TARGET GROUP

At the University of Münster, skilled workers and technical services specialists contribute to University operations functioning day by day. In the workshops, laboratories and technical departments, they support the work done in research and studies and help shape the University's image. In particular, the specialists in IT ensure that the University is well-positioned at a time of digital transformation. Skilled workers and technical services specialists create individual solutions for specific requirements in research and react flexibly to any needs. The University of Münster offers its skilled workers and technical services specialists tailor-made training which not only covers legal regulations but also helps to constantly update knowledge and strengthen individuals' ability to perform their jobs in a dynamic working environment.

AREAS OF DEVELOPMENT FOR SKILLED WORKERS AND TECHNICAL SERVICES SPECIALISTS

- › Job-related skills
- › Safety at work and environmental protection
- › Intercultural competence
- › Foreign language skills
- › IT skills

ISSUES SPECIFIC TO LIFE AND CAREER PHASES

- › Compatibility of family and career, advice and support on care provision
- › Mental stress
- › Promoting health
- › Diversity
- › Equality

SUPERVISORS' RESPONSIBILITIES

Supervisors advise and support their skilled workers and technical services specialists as part of their responsibilities for leadership and human resources development. They support their staff in the systematic development of their competences and conduct annual development discussions with them (the Employee-Supervisor Discussion). In doing so, they include the high degree of variety and heterogeneity found in the work done by skilled workers and technical services specialists and assess training requirements from a strategic, legal and individual point of view. Supervisors are required to integrate in individuals' human resources development topics which support staff in their daily working lives and in finding a balance between the demands of family and job. They also ensure that central strategic issues such as diversity, gender equality, family-friendly policies and internationalisation are integrated into their staff's human resources development.

CENTRAL CONTACTS AND OFFERS (SELECTION)

Human Resources Development Department: The human resources and human resources development specialists are the people to contact for supervisors at the University of Münster, and they provide support for supervisors in developing their staff in technical services and administration. The department gives advice on human resources development instruments and support in using them, e.g. on measures relating to in-house health management, on opportunities for work-shadowing and collegial advice, and on onboarding sessions for new colleagues. The department designs and organises both specialist and generic seminars, e.g. job-related training, courses dealing with safety, specific needs-based IT training, and a wide range of team-building measures.

International Office/Welcome Centre: In its efforts to strengthen the University as a place of intercultural exchange with a culture of active, living internationalisation, the University of Münster promotes the acquisition of international and intercultural skills on the part of its members – not only through opportunities for international mobility, but also through specific offers of intercultural and foreign language training as part of the Internationalisation at Home programme. Also, the International Office and the associated Welcome Centre organise workshops on the acquisition and extension of international and intercultural skills, as well as liaising with subjects and faculties to develop needs-related training formats.

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Supervisors in technical services and administration

TARGET GROUP

Supervisors in the fields of technical services and administration have a responsibility for their staff. They specify the University's aims for their departments and derive tasks and priorities from them. In a formative way they actively contribute to the University's abilities to achieve the aims which the management has defined, and they support their staff as part of their responsibilities relating to leadership and human resources development. They are constantly aware not only of the great diversity and heterogeneity of the work done by staff in technical services and administration, but also of the current and future developments in their departments. They are familiar with the University's human resources development instruments and can assess these in relation to the overall strategic aims of the University. They also incorporate into their staff's human resources development topics which support their staff in their everyday work and in balancing the demands of job and (family) life.

AREAS OF DEVELOPMENT FOR SUPERVISORS IN TECHNICAL SERVICES AND ADMINISTRATION

- › Leadership, team-building, conflict management
- › Human resources management and development
- › (Digital) communication and facilitation skills
- › (Self-)organisation
- › Change management
- › Job-related competences, e.g. labour law, safety at work, environmental protection
- › International mobility, intercultural competences

ISSUES SPECIFIC TO LIFE AND CAREER PHASES

- › Compatibility of family and career, advice and support on care provision
- › Mental stress
- › Promoting health
- › Equality
- › Diversity

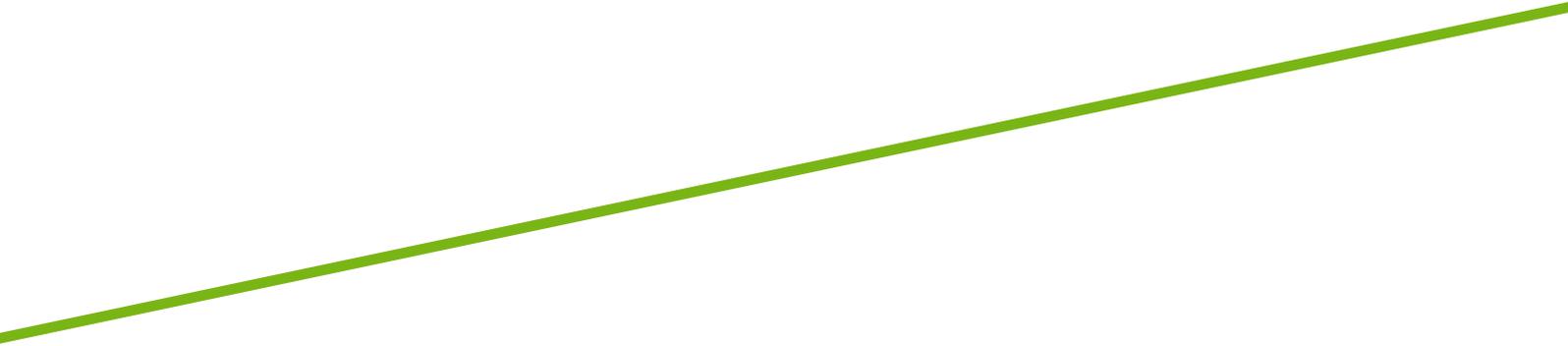
SUPERVISORS' RESPONSIBILITIES

Responsibility for the development of supervisors in the fields of technical services and administration is borne by the University management – which does so by creating transparency on aims and overall conditions – and by the immediate supervisors who provide support in steadily developing leadership skills and providing constructive feedback. They support supervisors in displaying initiative and responsibility for reflecting on their own training needs. They discuss and jointly develop with them the leadership culture at the University and promote a willingness to learn, engagement, openness to change and strategic thinking.

CENTRAL CONTACTS AND OFFERS (SELECTION)

Human Resources Development Department: Supervisors receive support and further advice first and foremost from the Human Resources Development Department, in particular through structured supervisors' development. The direct aim of this structured development is the development of competences which are needed to successfully perform leadership tasks. It includes the components of advice, training (seminars, micro-training sessions, talks) and coaching, and integrates the leadership guidelines stipulated for the central University administration. The Human Resources Development Department are the people to contact for supervisors at the University of Münster, offering advice on human resources development instruments and providing support in applying them.

International Office/Welcome Centre: In its efforts to strengthen the University as a place of intercultural exchange with a culture of active, living internationalisation, the University of Münster promotes the acquisition of international and intercultural skills on the part of its members – not only through opportunities for international mobility, but also through specific offers of intercultural and foreign language training as part of the Internationalisation at Home programme. The International Office advises supervisors who are planning a stay abroad or who wish to have an international guest staying at the University. Also, the International Office and the associated Welcome Centre organise workshops on the acquisition and extension of international and intercultural skills, as well as liaising with subjects and faculties to develop needs-related training formats.



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Schlossplatz 2
48149 Münster

Layout

Stabsstelle Web and Design

March 2022

(This document was updated in April 2024 to reflect the official name change of the University of Münster)