



Technische
Universität
Braunschweig

Professional and Personnel Development



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Personnel Development Concept

TU Braunschweig 2024 to 2027



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1 Summary

With this personnel development concept, TU Braunschweig is addressing all its approximately 3,700 full-time, temporary and permanent employees in science, science management as well as its technical and administrative staff (hereafter referred to by the German acronym 'MTV' for 'Mitarbeiter*innen in Technik und Verwaltung').



Personnel Development at TU Braunschweig aims to fulfil three Fundamental Tasks:

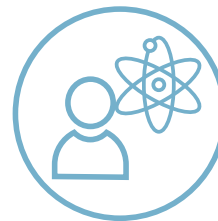
- Supporting employees in fulfilling their individual tasks in the fields of Research, Study and Teaching, Transfer as well as Governance and Administration in line with TU Braunschweig's strategic goals
- Supporting individual development and career planning
- Supporting and promoting health and well-being in the workplace

Personnel development is a process involving various stakeholders at different organisational levels. It is influenced by framework conditions, organisational requirements, and the interaction between management personnel and employees ([see Chapter 2.1](#)).

The central facility 'Professional and Personnel Development' (hereafter referred to by its German acronym 'ZPE') is in charge of the strategic orientation and management of all central personnel development measures at TU Braunschweig. It is responsible for all employees of TU Braunschweig, including all doctoral researchers¹ (for the tasks and portfolio of the ZPE, [see Chapter 2.3](#)).

To address current challenges such as the shortage of skilled workers, to positively shape the changing world of work, and to contribute actively to the implementation of the 2030 University Development Concept, ZPE has identified three key areas of focus: *Strategic Personnel Planning*, *Collaboration and Cohesion* and *Reshaping the Workplace*. These focus areas are divided into fields of action, which are addressed using targeted measures ([see Chapter 3](#)).

This personnel development concept is designed to run for 4 years – from 2024 to 2027. To keep the concept as up-to-date as possible during this period and to be able to react flexibly to changing requirements, this concept primarily outlines the framework and cornerstones of personnel development as well as the aforementioned focus areas for the next four years. Specific measures can be found in a separate document, which is regularly up-dated in cooperation with the Advisory Council for Quality Assurance in Personnel Development.



2 Personnel Development at TU Braunschweig

Competent, motivated, and satisfied employees are crucial to the long-term success of our university. As an educational institution and a place of lifelong learning, TU Braunschweig wants to encourage its employees to continuously develop and create the necessary framework conditions and opportunities.



Personnel development at TU Braunschweig means promoting individual performance and development as well as employee health.

Personnel development fulfils three fundamental tasks: It supports employees in fulfilling their individual tasks in Research, Study and Teaching, Transfer as well as Governance and Administration in line with TU Braunschweig's strategic goals. Furthermore, personnel development accompanies employees in their individual development and career planning. A third aim is to support and promote health and well-being in the workplace. Personnel development in science, science management, technology and administration is planned jointly, taking into account the specific needs of the respective target groups. For example, the transition from a specialist to a management position is supported with appropriate qualification programmes. Furthermore, TU Braunschweig generally qualifies academics at early career stages R₁–R₃² for a labour market outside their own university as well as for positions outside academia³.

The central facility 'Professional and Personnel Development' also bases its programmes on external quality guidelines such as the [Code for Good Personnel Development](#)⁴ in place at

universities belonging to the Network for Personnel Development at Universities (UniNetzPE), the [Principles of Effective Career Support in Academia proposed by DFG](#)⁵ or the Policy Report of the European Commission ([Towards a 2030 Vision on the Future of Universities in Europe](#))⁶. Thus, we are constantly developing in line with national and international standards⁷.

It is important to us that internal targets and guidelines for equality, diversity, family friendliness and sustainability^{8 9 10} are considered in our measures and instruments of personnel development. We also consider the requirements of an internationally orientated academic system for employees and integrate these into our personnel development measures.

Personnel development is to be understood as an ongoing task that must adapt to a constantly changing working environment and changing framework conditions. It is therefore important to anticipate not only current but also future requirements for employees and TU Braunschweig as an organisation. To master this complex task, collaboration is required across all organisational levels.

Personnel Development in Accordance with the UniNetzPE Code of Personnel Development at Universities (2015):

'Personnel development at universities means the scientifically founded and practically tested systematic promotion and further development of the competences of employees in science, science management, administration and technology. It contributes to the fulfilment of the university's tasks, to the achievement and safeguarding of the university's strategic goals and to individual professional development. Personnel Development considers the university's concepts for personnel structure development and personnel planning.'

2.1 Levels and Stakeholders in Personnel Development

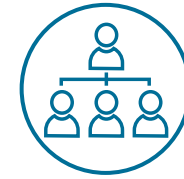
Personnel development is a process involving various stakeholders at different organisational levels. It is impacted by framework conditions, organisational requirements, and the interaction between management personnel and employees.

The central facility for ‘Professional and Personnel Development’ (ZPE) is institutionally responsible for all personnel development matters at TU Braunschweig. At the same time, personnel development takes place across all organisational levels and actively involves a large number of different stakeholders. To organise personnel development in a targeted, systematic and sustainable manner, all involved parties must work together¹¹.

The key stakeholders and their tasks and roles in personnel development are outlined below.



Figure 1: Levels and stakeholders in personnel development



I. Framework Conditions, Organisational Levels and Stakeholders

a. Framework Conditions and Legal Requirements

Personnel development is a complex task the entire university is responsible for. It is framed by constantly changing social processes and the changes inherent in the academic system (e.g. digitalisation, changes in the world of work, demographic change, shortage of skilled workers). Personnel development is also determined by external and internal regulations such as service agreements and legal requirements (e.g. as part of company integration management through Section 167 (2) SGB IX and other legal provisions, e.g. NPersVG, WissZeitVG, ArbSchG).

b. Executive Board

Since TU Braunschweig's Executive Board decides on the strategic orientation of the university, it also determines the strategic goals for personnel development as well as its structure, resources and organisational links. Thus, the Executive Board has a decisive influence on the status of personnel development within the university.

c. Staff Council

As an elected representative body, the Staff Council also represents the interests of employees regarding personnel development. It uses its co-determination rights in committee work to shape personnel development instruments and creates a binding framework through service agreements.

d. Central Facility 'Professional and Personnel Development' and Advisory Council for Quality Assurance in Personnel Development

As a key player in personnel development, the ZPE is responsible for the strategic orientation and coordination of personnel development measures at TU Braunschweig.

The Advisory Council set up by the Senate functions as an advisory body for the ZPE and acts on behalf of the Executive Board and Senate. It ensures the coherence and permeability of ZPE's services and provides recommendations for quality assurance. The President and the Vice-President for Human Resources, Finance and Infrastructure jointly chair the council. In addition, two further voting members from each of the following status groups are appointed by the Senate: two professorial representatives, two representatives of academic members of staff, especially doctoral researchers and post-docs and two technical and administrative members of staff. The Staff Council, the Representative Council for Employees with Severe Disabilities, the Head of the Equal Opportunities Office and the Head of the Human Resources, Legal Services and Student Services division have an advisory role on the Advisory Council. The regulation of the ZPE also provides for the involvement of external consultants as members and in evaluations. For further details on the role of the ZPE, [see Chapter 2.3.](#)

e. Faculties, Institutes, Administration and Facilities

The professional training and further education of employees is predominantly carried out 'on the job' in the faculties, institutes, administrative divisions and facilities. Individual needs in personnel development or training tailored to the respective job are often identified and implemented or initiated at this level (e.g. in the departments, staff units and institutes). Here, the ZPE primarily has an advisory role regarding individual measures, the selection of suitable training providers and the development of overarching instruments and exchange formats.

In a scientific context, e.g. in large research projects funded by the DFG (Deutsche Forschungsgemeinschaft), specific measures to support scientists in the early stages of their careers are already developed during the application phase (e.g. within the framework of Collaborative Research Centres, Research Training Groups, Clusters of Excellence). A mutual exchange between the stakeholders and the ZPE creates new synergies and promotes a consistently transparent concept of support in the early career phase.



II. Management Personnel

Management personnel play a key role in the personnel development process. They act as *'operational personnel developers on site'* and are essentially responsible for recruiting, hiring and supporting the development of their employees. In doing so, they act as role models, promote an attitude of lifelong learning and are responsible to structure work in a way that promotes employee's health.

Ideally, they are in regular dialogue with their employees about the work situation, performance, job satisfaction and development opportunities. An overarching and structured exchange takes place in the annual review¹².

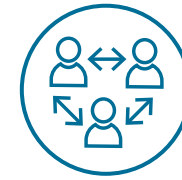
The central facility for personnel development uses targeted measures and provides personnel development tools to support and accompany management personnel in developing and expanding their leadership skills.

At the same time, managers play a dual role in the personnel development process: they are also employees whose development must be promoted. The following paragraph

III. Employees therefore also applies to them.

Management Personnel

For the purposes of personnel development, we define management personnel as persons with management tasks, irrespective of their position under employment or personnel law. The extent of the management tasks, competences and responsibilities assigned may vary. This especially concerns the authority over personnel and organizational decisions, as well as the extent to which the leadership role involves strategic or operational management.



III. Employees

Employees are at the centre of personnel development processes and take on an active role: they need to develop their own skills and must take responsibility for their individual learning progress and career development. This means reflecting on personal needs and development goals, articulating these and utilising development opportunities and offers. Ideally, this is done in line with the strategic goals of the university, the respective manager and with the overarching support of ZPE. Annual reviews with supervisors are available to all employees for this purpose.

IV. Other Stakeholders

In addition to those listed here, there are other internal stakeholders in personnel development. Didactic support and programmes provided by the *Project House* and the *Center of Excellence in Lower Saxon Higher Education* (German acronym 'kh:n') should be highlighted here.

The *Corporate Health Promotion (CHP)* located at the *University Sports Centre* offers a comprehensive prevention programme covering areas of exercise, nutrition and relaxation to complement the *Occupational Health Management (OHM)*. The *Academic Advice Service* offers a comprehensive, subject-specific qualification, information and exchange programme (German acronym 'BeN') for all those involved in advising current and prospective students at TU Braunschweig. The *Equal Opportunity Office*, the *Project House*, the *Family Office*, the *International House* and others also have programmes concerning personnel development. Here, the ZPE acts primarily as a cooperation partner in the (further) development of programmes and formats (e.g. workshops on implicit bias) and at the same time as a platform for the programmes offered by these respective institutions (e.g. for workshops on intercultural competence or language courses at the International House, which are included in the ZPE's training programme).

Internal specialist departments and experts also contribute to personnel development. With their expertise, they support their colleagues in carrying out their tasks in the respective specialist areas – e.g. through information and Q&A sessions, by initiating external training courses or by organising seminars. They are supported by the ZPE in the realisation of seminars and, if necessary, in the search for suitable external trainers. Subject managers are responsible for the scope and content of these seminars and ensure they match the university's strategic goals.

External collaborations exist through TU Braunschweig's membership of 'Hochschulübergreifende Weiterbildung Niedersachsen' (German acronym 'HüW', an organisation that provides further education for all universities in lower-saxony) and *Center of Science and Research Management Speyer* (German acronym 'ZWM'). Further collaborations currently exist in academic careers, e.g. with *Braunschweig University of Art* (German acronym *HBK*) or with other universities as part of joint research projects. Currently there are two *transregios* with *TU Munich* and the *University of Stuttgart*. The cooperation here consists primarily of opening the programmes to doctoral students from the participating universities. Further opportunities for cooperation particularly with universities in the region and with non-university research institutions are to be examined and expanded where possible.

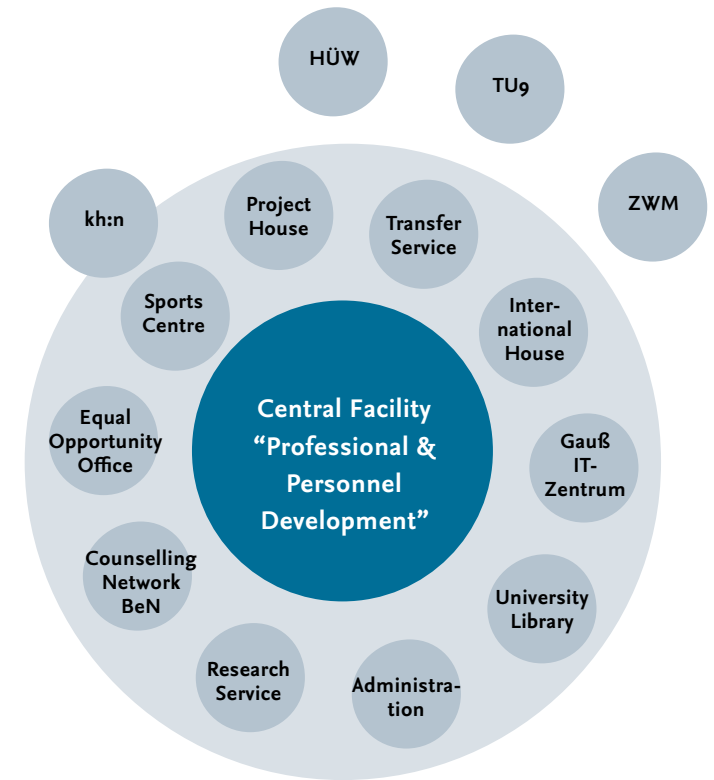


Figure 2: Internal and external cooperation partners of ZPE

2.2 Target Groups

With this personnel development concept, TU Braunschweig is addressing all its approximately 3,700 full-time, temporary and permanent employees in science, science management¹³ as well as its technical and administrative staff ('MTV').

The group of academic staff includes doctoral students and postdocs (in the qualification levels R1–R3 of an academic career¹⁴), academic staff with permanent tasks and professors. The MTV group includes employees and management personnel who are employed in accordance with the collective labour agreement of the federal states (TV-L) or are employed as civil servants at TU Braunschweig. They work in central units, such as designated offices, central administration, facilities, and in decentralised units, such as deaneries, institutes, and research centres.

TU Braunschweig provides vocational training in 18 different professions such as office and laboratory jobs as well as jobs in IT and skilled trades.¹⁵ Approximately 120 trainee positions are available. Specialised training takes place in laboratories, workshops, the library, institute secretariats, the central administration, and the training workshop (learning factory). All this is coordinated by the HR department.



Scientific Career Phases

The division of scientific careers into the four phases R1–R4, originally introduced by the EU Commission, is described as follows in the Federal Report on Young Scientists:

R1: Doctoral phase – start of academic qualification, regardless of institutional affiliation or type of funding.

R2: Postdoc phase following the doctorate; doctoral candidates who are employed at universities or non-university research institutes, but are only partially independent researchers and pursue the career goal of a professorship or an academic leadership position.

R3: Probationary phase until obtaining a professorship or other academic leadership position (e.g. junior professors, junior research group leaders, postdoctoral lecturers).

R4: Permanent position in academia, usually in the form of a lifetime professorship or other management position.

2.3 The Role and Portfolio of the Central Facility ‘Professional and Personnel Development’

The ZPE was founded as a central service unit with the aim to combine existing offers and programmes for personnel development and health management and to align these offers more closely to an overall strategy. Through this overarching collaboration, synergies are created and requirements better coordinated.

In 2022, TU Braunschweig took on a pioneering role by merging scientific personnel development and personnel development for MTV employees. The overarching goal was to turn personnel development into a holistic, cross-disciplinary and cross-institutional service unit for all employees at TU Braunschweig. This should improve cooperation between university stakeholders at different organisational levels and promote a consistent understanding of personnel development.

The structure of the ZPE is based on the target group-specific programmes and overarching services outlined below.

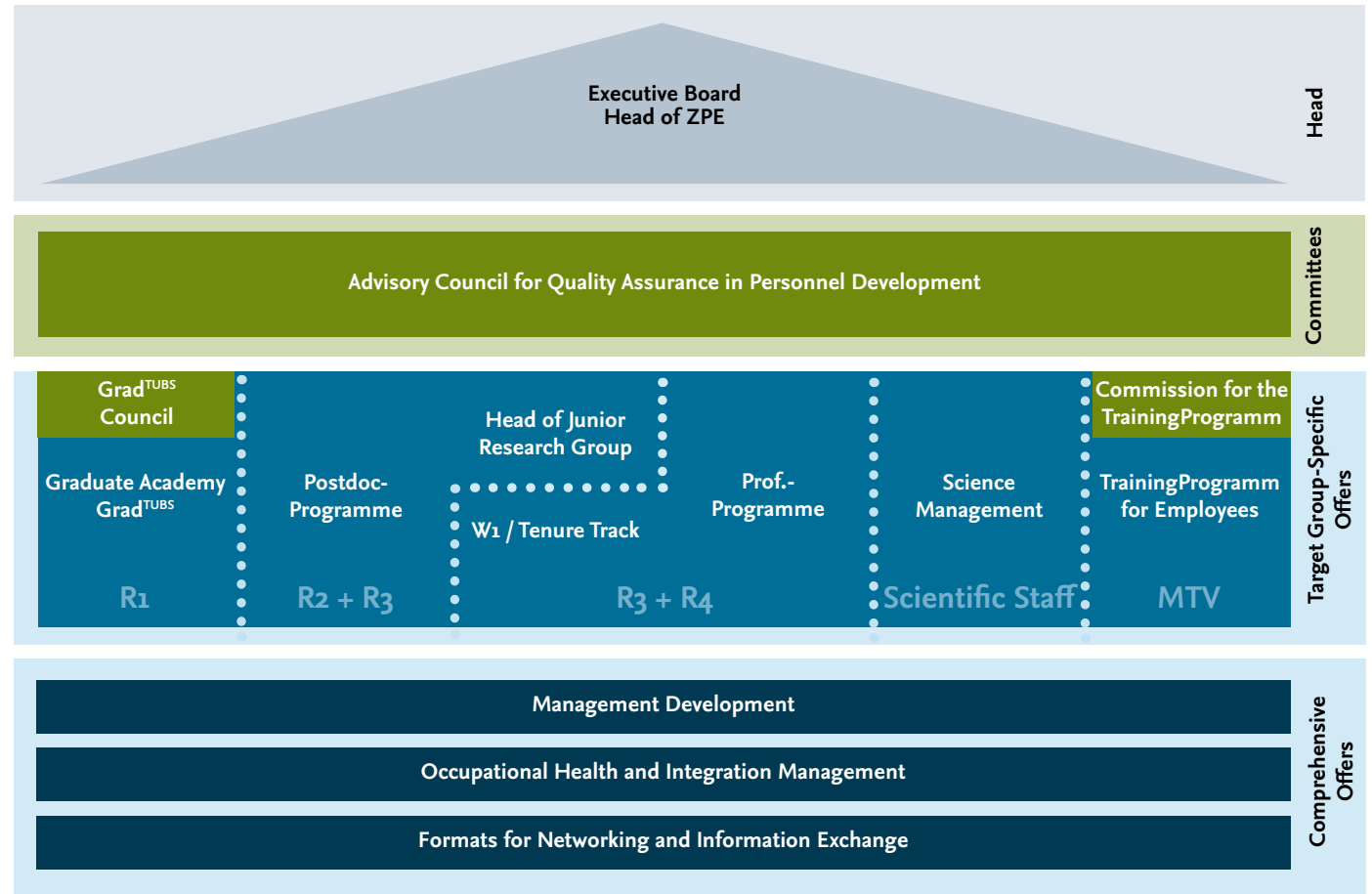


Figure 3: The ZPE as a central facility

I. Programmes

a) Graduate Academy Grad^{TUBS}

Grad^{TUBS} offers interdisciplinary and cross-faculty support on the path to promotion, a target group-specific training programme for career-relevant key qualifications as well as coaching sessions for a targeted approach to the topics of career, work-life balance, and personal development.

b) Postdoc-Programme

The Postdoc Programme offers career advice and a training programme covering relevant key qualifications for careers in and outside academia. It is also a central point of contact for the interdisciplinary supervision and support of postdocs.

c) Prof.-Programm

The Prof.-Programme comprises the welcome programme for newly appointed professors, training and peer formats as well as coaching on career-related skills.

d) TrainingProgramme for Employees of TU Braunschweig

The TrainingProgramme strengthens the professional and interdisciplinary, methodological and social skills of employees, promotes professional flexibility and highlights employee's entitlement to qualification in accordance with Section 5 (1) TV-L and DV 39¹⁶. The programme is open to all employees of TU Braunschweig and primarily considers the interdisciplinary needs of technical and administrative staff and employees in science.

Collective Agreement for the Public Service for Federal States § 5

Qualification measures are

- a) the further development of professional, methodological and social competences for the assigned activities (maintenance qualification),
- b) the acquisition of additional qualifications (further and advanced training),
- c) qualification to secure employment (qualification for another job; retraining) and
- d) familiarisation during or after a longer period of absence (reentry qualification).

Participation in a qualification programme is documented and confirmed to the employee in writing.

II. Cross-Cutting Issues and Overarching Programmes

a) Occupational Health Management (OHM)

Occupational Health Management offers support to reduce stress in the workplace and to strengthen health resources with the aim of sustainably improving health and motivation through good working conditions and quality of life in the workplace. Therefore projects, campaigns, programmes and health-related counselling are developed and implemented. More specific information can be found in [Chapter 3.3.3](#) under 'Occupational Health Management'.

b) Health and Integration Management (HIM)

Employees receive counselling and support from the HIM team in the event of prolonged or repeated inability to work. The aim is to overcome the current inability to work as far as possible, prevent a renewed inability to work and maintain the job of affected employees in individual cases.¹⁷ Through the work of its Health and Integration Management, TU Braunschweig also fulfils its legal obligation.

c) Management Development Programmes

The wide range of management development programmes offer the opportunity to build, refresh and expand knowledge, skills and leadership repertoire. We are also increasingly focusing on overarching offers for management personnel in science and administration (e.g. in the management programme 'Führen mit Kurs') as well as on individual support for new management personnel, e.g. as part of onboarding or team-building measures.

d) Counselling for Individuals, Management Personnel and Teams

The ZPE advises and supports individuals, management personnel and teams in the selection of suitable training programmes and specialist seminars as well as in the selection of suitable trainers and the organisation of in-house training courses. This offer is supplemented by counselling on various topics (e.g. career planning or conflict management) as well as measures to improve teamwork (e.g. support for team-building measures) and the provision of coaching.

e) Formats for Networking and Information Exchange

The ZPE organises exchange, information and networking formats, such as the 'Jour Fixe of the Central and Decentralised Administration', the 'Quarterly Meeting for Management Personnel in Technology and Administration' as well as welcome days and network meetings for doctoral students, postdocs and professors.

f) Platform for All Training Services

The ZPE offers programmes that provide the opportunity to make internal continuing education or information services available across the entire TU and effectively reach various target groups. At the same time, ZPE develops formats and services together with internal cooperation partners, which are then incorporated into the established programmes.

III. External Offers

a) Interuniversity Further Education

The Interuniversity Further Education Programme of Lower Saxony (German acronym 'HüW' Hochschulübergreifende Weiterbildung Niedersachsen) supports the internal personnel development efforts of the participating universities. Registration with the HüW is coordinated by the ZPE, which also advises on the selection of suitable courses.

b) Center for Science and Research Management

The Center for Science and Research Management in Speyer (German acronym 'ZWM') is a German science initiative that offers training, counselling and networking formats. By becoming a member of the ZWM, TU Braunschweig enables its employees to participate in these programmes.

3

Strategic Focus Areas and Fields of Action

Keywords such as demographics, shortage of skilled workers, digitalisation, diversity, VUCA world, individualisation and changing values outline developments and challenges that employers must face.¹⁸ For example, the increasing shortage of skilled workers¹⁹ presents significant challenges for German universities in finding and retaining qualified staff for administration and academia²⁰.



TU Braunschweig operates in the region of Southeast Lower Saxony, which is facing a demographic decline and a competitive job market. The university is in direct competition with large industrial companies and an above-average number of non-university research institutions. The collective agreement for public service employees of the federal states and the comparatively low salary ('W-Besoldung') in Lower Saxony further limit TU Braunschweig's competitiveness compared to other universities and public service employers.

To address the outlined challenges, help shape change in a positive way, and actively contribute to the implementation of the University Development Concept 2030, the ZPE has identified three key focus areas: *Strategic Personnel Planning*, *Collaboration and Cohesion* and *Reshaping the Workplace*. This chapter provides an overview of these focus areas and the subordinate fields of action. Some of the objectives and crosscutting issues of the university strategy are either directly defined as fields of action here or addressed through measures within these areas.

The fields of action are interdependent. The categorisation provides structure but is not meant to be selective. Current and future planned measures for the respective fields of action can be found in a separate document, which is updated on an annual basis.



Figure 4: Strategic focus areas and fields of action of the ZPE

3.1 Focus Area Strategic Personnel Planning



Strategic Personnel Planning is a medium to long-term tool (usually for a period of 2 to 5 years²¹) that focuses on both quantifying personnel requirements and changes in required competences. This allows for the analysis of current and future personnel and skills requirements from which the necessary actions can be derived. Ideally, this prevents shortages and provides employees with long-term career prospects. Strategic personnel planning also focuses on utilising the potential and developing the skills of existing personnel.²² In addition, it identifies areas where junior staff is needed.²³

The focus area 'Strategic Personal Planning' comprises the following fields of action:

3.1.1 Field of Action – Personnel Planning and Knowledge Management

Management personnel is responsible for carrying out and implementing forward-looking personnel planning for their own department, taking into account the dynamic environment.

This involves analysing the objectives and requirements of their own department, gaining an overview of the existing and future qualifications and skills required by employees, and identifying any necessary actions and development measures.²⁴ This also includes ensuring the required staffing levels, filling vacancies, and managing the qualification and knowledge of existing staff. Raising awareness among management personnel about these tasks and providing targeted support for their implementation is a field of action that the ZPE will focus on more intensively in future.

Knowledge Management

Knowledge management is about mitigating the loss of knowledge associated with personnel changes through suitable processes, tools and methods, thereby contributing to the resilience of the organisation. The state government of Lower Saxony addressed this topic in the brochure 'Guidelines on knowledge management for the state administration of Lower Saxony' published in 2022.

Based on Probst et al.²⁵ five core processes of knowledge management are described:

1. determine required knowledge
 2. consider existing knowledge
 3. acquire required knowledge
 4. impart knowledge, make it available
 5. maintain knowledge
-

3.1.2 Field of Action – Supporting Careers and Career Decisions

Given the challenges posed by the shortage of skilled labour and the need to enhance employer attractiveness, it is essential to support skilled staff, key personnel, and high-potential employees in developing suitable career paths at TU Braunschweig. Providing opportunities for personal development can boost job satisfaction and increase staff retention at the university.

The topic of career paths is of particular importance within academia: the high number of early-career academic staff contrasts sharply with the limited number of permanent positions available, not only at TU Braunschweig, but at universities nationwide. Therefore, it is crucial to provide academics with transparent information regarding career opportunities, both within TU Braunschweig and in other academic institutions, as well as in industries, governmental organisations, and entrepreneurial ventures. This approach also applies, under different conditions, to technical and administrative staff ('MTV') on fixed-term contracts.

ZPE plays a key role in raising awareness about diverse career paths, supporting staff in proactively managing their careers, and promoting the acquisition of skills that are in demand in the job market. In doing so, TU Braunschweig acknowledges its responsibility towards staff whose careers cannot be permanently accommodated within the institution. Regional partnerships, e.g. with non-university research institutes, can help expand individual career options and contribute to retaining skilled professionals in the Braunschweig region.

3.1.3 Field of Action – Onboarding and Offboarding

Onboarding refers to the familiarisation and integration process for new employees. A successful onboarding not only accelerates the productivity of new employees, but also lays the foundation for further collaboration. Onboarding has significant influence on job satisfaction, productivity, employee retention and employer attractiveness.^{26 27} Therefore, the onboarding process at TU Braunschweig is to be expanded and further systematised in collaboration with various university stakeholders.

Similarly, the process of offboarding, regardless of the reasons for departure, should be handled with respect. Beyond fulfilling social responsibilities, the way in which employees leave the institution influences team morale. Former employees often serve as brand ambassadors for the university, so a well-structured offboarding can benefit employer branding. In addition to an appropriate farewell, exit interviews can provide valuable insights into potential improvements and help prevent further turnover. Additionally, offboarding should prioritise knowledge transfer, ensuring that valuable information remains within the organisation.^{28 29}

3.2 Focus Area Collaboration and Cohesion



The TU Braunschweig is a place of collaborative learning and working. Achieving the university's objectives and fulfilling its strategic development goals requires clear processes, constructive teamwork, and a sense of belonging across all departments and levels of management. It is therefore important to establish a positive and open organisational culture in which conflicts are dealt with constructively and in which each individual is recognised and valued. The ZPE aims to contribute to fostering collaboration and cohesion through the following fields of action.

3.2.1 Field of Action – Visibility and Appreciation

Recognition, appreciation and 'feeling seen' are fundamental prerequisites for employee well-being and job satisfaction. Conversely, a lack of appreciation can negatively affect mental health.³⁰ For many employees, appreciation from their direct supervisor is of central importance. This is usually expressed through respect, communication at eye level and constructive feedback. Appreciative leadership positively influences the emotional loyalty of employees. Additionally, the contributions of teams and departments to the university's overall success should be acknowledged, enhancing both competence and social connection. For constructive collaboration, it is essential to stay in contact, exchange information

and experiences, broaden awareness of the work done in other departments and areas, and learn from one another.

Through various initiatives, the ZPE aims to contribute to an appreciative organisational culture, raise awareness among management personnel for this topic and create opportunities and spaces for exchange and networking. This is achieved, for example, through practical sessions on health topics, the Postdoc Network, participation in 'Postdoc Appreciation Week' or the 'Jour-Fixe of the Central and Decentralised Administration'.

Self-Determination Theory According to Deci/Ryan³¹

The experience of competence, autonomy and social integration are basic needs whose degree of fulfilment contributes decisively to the motivation of employees. The experience of competence means the effectiveness and success of one's own actions, or also participation in important tasks and confidence in one's own abilities.

Autonomy means perceiving self-determination in one's own actions and having the ability to choose and organise. Connectedness with others, mutual support and recognition determine the feeling of social inclusion.

3.2.2 Field of Action – Leadership and Leadership Culture

Leadership culture encompasses the shared assumptions and behaviours of all manager within an organisation. Visible elements of this culture include management tools, decision-making processes, areas of responsibility and tasks of managers, communication style, as well as established guiding principles and value frameworks. Implicit factors also play a major role, such as expectations around values, performance, and attitudes towards personal responsibility. Managers therefore play a central role in fulfilling the university's tasks, achieving strategic goals and ensuring the satisfaction, motivation and performance of employees.

Supporting managers and shaping their role, particularly in terms of personnel management, is a central task of personnel development. It is essential to establish a university-wide understanding of what constitutes 'good leadership'. Through appropriate measures at various levels, ZPE can help embed an understanding of leadership at TU Braunschweig, raise awareness of its importance within the university and make good leadership recognised as a key performance and success factor.

3.2.3 Field of Action – Integration of Equality and Diversity

Promoting equality and diversity in terms of equal opportunities is a university-wide task, with management personnel bearing particular responsibility. As part of the statutory equality mandate, the aim is to increase the representation of women in academia, particularly in STEM subjects, as well as in top leadership positions, and to ensure their equal participation in decision-making processes. In addition, diversity among university members is becoming increasingly important, with the aim of reflecting the diversity of society at the university, promoting the personal and professional development of all individuals regardless of their background, and reducing structural inequalities.

ZPE works closely with the Equal Opportunities Office to support these efforts, particularly by developing measures aimed at increasing diversity among employees, reducing structural discrimination e.g. based on gender, age or background, and promoting women in management positions. Managers and HR personnel are sensitised to these issues, with the aim of incorporating more perspectives, opening up new ways of thinking and recognising diverse life paths.

Furthermore, equality and diversity must be considered as crosscutting themes when developing and implementing personnel development initiatives in other fields, such as the selection of trainers, ensuring accessibility, or planning diversity- and gender-sensitive events.

3.2.4 Field of Action – International and Intercultural Competences

Internationalisation is a central component of TU Braunschweig's development strategy and a crosscutting task. In this field of action, personnel development focuses on developing and expanding the necessary skills and raising awareness for working in an international context, both in central and decentralised units.³² Measures in this field of action are intended to promote a welcoming culture at TU Braunschweig.

3.3 Focus Area Reshaping the Workplace



TU Braunschweig is committed to positioning itself as a competitive employer in the race for talented and dedicated employees in both academia and administration. This involves embracing key developments in modern working culture and adapting them, where necessary, to the framework conditions of the public sector.

Fixed-term contracts in the academic sector will continue to play an important role, particularly in light of changes to the *WissZeitVG* (the German law governing fixed-term contracts in academia). Another major focus will remain the balance between work and family life, and the potential for family-friendly work arrangements. The opportunities presented by digitalisation, new working time models, and flexible work arrangements not only benefit employees with caregiving responsibilities but also serve as a valuable incentive in the competitive job market.

However, these new forms of work also bring about changes in the organisation of work, safety processes, employee health, team development, collaboration, leadership behaviour, and employee motivation.

Through the following fields of action, the ZPE addresses these trends in the new world of work, supporting both employees and TU Braunschweig as an organisation in managing these new demands and fostering a health-promoting approach to change.

3.3.1 Field of Action – Qualification in Job-Related Competences

Professional competences encompass all the skills, knowledge, and abilities required to carry out a qualified professional activity in an evolving work environment. These competences are usually divided into technical expertise, methodological skills, self-competence, and social competence, although the terminology may vary.

As working environments change, there are increasing demands on both management personnel and employees to continuously develop their professional competences. Purely technical skills are generally no longer sufficient for success in today's complex and interconnected working world. For example, technological, digital, and transformative competences, known as 'Future Skills',³³ as well as the ability to manage ambiguity, are becoming increasingly important.

As a place of education in a changing world of work, it is TU Braunschweig's responsibility to actively promote the further development of all areas of expertise among management personnel and employees and to foster a culture of lifelong learning. ZPE focuses on strengthening interdisciplinary skills, while professional development primarily occurs in institutes and facilities on site or through external specialised seminars.

Competence models, such as those provided by [UniWiND](#)³⁴ or the [European Framework for Research Careers](#)³⁵, can offer both employees and supervisors³⁶ a guideline for deciding on the necessary/desired development of specific competences for job performance, career advancement, and improving employability. It is important to create opportunities to apply and test competences ('experimental spaces') in addition to expanding competences.

3.3.2 Field of Action – New Work and Digitalisation

The term *New Work* describes the structural change in the world of work and the associated changes in the requirements and needs of employees. To help employees and man-agers navigate a digital environment and actively participate in the new world of work, ZPE supports the development and enhancement of the necessary skills. It offers initiatives and programmes aimed at improving digital skills, adopting new working methods (such as agile working), and introducing new management concepts. This dedicated field of action goes beyond simply teaching job-related skills; it also addresses the cultural shift associated with New Work. This includes, among other things, addressing any fears and resistance among employees, promoting a culture of error, trust and feedback, and supporting both management personnel and employees through this transformation. The ZPE plans to act as a collaborative partner in this change process, working alongside other stakeholders at TU Braunschweig, and will focus more intensively on these developments as part of its four-year personnel development concept.

New Work

‘New Work’ or the ‘New World of Work’ is both an approach and a movement. It is caused by far-reaching change processes at a social and corporate level and the associated new demands on managers, executives and employees. The aim is to change the understanding and organisation of work in practice.³⁷

A distinction can be made between the three dimensions of *people, places and technology*, which organisations must harmonise with one another:

People = guiding, supporting and training employees towards a digital mindset, based on an organisational culture that promotes collaboration-compliant ways of thinking, acting and working

Places = targeted spatial design and equipment, tailored to the respective work character

Technology = includes all location- and time-independent technologies that promote collaboration³⁸

3.3.3 Field of Action – Occupational Health Management

Health is an essential prerequisite for the motivation and performance of employees. Occupational Health Management (OHM) therefore offers employees and managers support in reducing stress in the workplace and enhancing health resources. OHM not only focuses on individual employees, but also highlights organisational structures that might contribute to stress, applying a preventive approach.

The aim is to sustainably improve health and motivation by ensuring good working conditions and quality of life in the workplace. To achieve this, OHM conducts systematic assessments of working conditions through employee surveys on workplace health and analysis of work situations to identify health-related stress and resources. Specific concepts tailored to different themes and work areas are developed, and measures to train social skills, improve collaboration, foster team building, and promote health prevention are implemented. This takes the form of campaigns (e.g. Health Week), projects (e.g. Mental Health First Aid), counselling and conflict resolution services (e.g. work-related coaching), as well as team workshops and networking (e.g. Health Network Working group).

3.3.4 Field of Action – Opportunities and Challenges of Artificial Intelligence

The role of artificial intelligence (AI) in the workplace grows. So does the need for employees to understand both its applications and limitations, as well as to acquire practical knowledge. Personnel development measures should support employees and management personnel in utilising the potential of AI applications, while considering the critical aspects, and integrating them profitably into their day-to-day work.



4

Quality Assurance in Personnel Development

Personnel development at TU Braunschweig takes place at various levels and involves a large number of stakeholders. This is also reflected in the approach to quality assurance, which also operates on multiple levels and with different focal points.



4.1 Quality Assurance of the Measures

Quality assurance in the context of personnel development pursues various objectives:

- The measures and programmes should address the needs of both employees (or the respective target groups) and the organisation.
- The content and formats must be adapted to the respective learning and development objectives, ensuring the transfer of what has been learnt into professional practice.
- In planning measures and programmes, new topics must be continuously integrated, and formats should be adjusted to reflect new working conditions, evolving participant needs, and, if necessary, shifts in learning behaviour.

At the same time, the ZPE aims to organise all processes in a customer-friendly and efficient manner, in line with the standards of a modern service facility, and to improve its internal quality management. This includes consistently (re)evaluating the cost-effectiveness of our actions.

Various instruments are used by the central facility 'Professional and Personnel Development' to ensure the quality of its measures and programmes.

All workshops, training courses and programmes are evaluated *by participants using evaluation forms* which may be supplemented by qualitative interviews if necessary. Based on this feedback, the content, the organisational framework (duration, presence vs. online formats, etc.) and the selection of trainers are regularly reviewed and adjusted as needed.

The *trainer selection process* itself follows general service guidelines, in which selection criteria are defined and justified. Criteria such as qualifications, certifications, professional experience, experience with the target group, references, and where applicable, participant feedback from previous events at TU Braunschweig are assessed.

Furthermore, *registration numbers, registration times, waiting lists* and actual *attendance figures* are used to regularly review and design the programme. This database will be further

refined in the future, for example, the usage of training programmes will be systematically analysed to gain insights into awareness and relevance to needs. Cancellation rates and recommendation rates³⁹ will also be included to further enrich the data.

Needs Assessments are an integral part of the above-mentioned evaluation forms and are regularly analysed by ZPE to shape future programmes. Furthermore, target group-specific exchange and network formats (e.g. in the Postdoc Network) allow for direct contact, needs and topics to be recorded.

4.2 Quality Assurance of the Overall Concept

Equally important as ensuring the quality of individual measures is the evaluation of personnel development activities, processes, and programmes from a broader perspective.

This is achieved through the involvement of various committees. The *Advisory Council for Quality Assurance in Personnel Development*, the *Grad^{TUBS} Council* and the *Commission for the Training Programm* are key players in the design of a permeable, needs-based programme, and ensure the appropriate use of resources. In particular, the *Advisory Council for Quality Assurance* oversees higher-level monitoring in line with the university's strategy, sets priorities for key areas of focus, and reviews and further develops all programmes. Regarding health, the *Health Network Working Group* facilitates discussions and developments with relevant experts.

The *Employee Survey on Working Conditions and Health*, which is conducted every four years by the Occupational Health Management Team, provides an overview of the general work situation of the various status groups at TU Braunschweig. The findings allow ZPE to identify areas for action or refine existing measures. Additionally, needs assessments (e.g. conducted as part of master's theses) are used when designing and implementing new topics and formats to ensure that the programmes are well-targeted.

In accordance with §5 of the [ZPE regulations](#)⁴⁰, the ZPE, including its associated programmes, are evaluated at regular intervals. The *Advisory Council for Quality Assurance in Personnel Development* will establish an *Evaluation Commission* involving at least two external members or appoint an external provider to carry out the evaluation.

Quality assurance is also achieved through regional and national networks such as UniNetzPE⁴¹, UniWiND⁴² or the TU9⁴³ alliance, as well as through regional partnerships like the cross-university programme *HüW*. These networks allow the ZPE to align with current standards, gain new impulses from outside, and contribute to the exchange of experiences and the advancement of personnel development practices across universities.

The ZPE's internal quality assurance also includes the continuous *improvement of internal processes and procedures*. These are analysed with the aim of successively standardising and streamlining them where necessary and developing them further in line with the 'Governance and Administration' performance dimension of the [University Development Concept 2030](#)⁴⁴.

5

Outlook and Development Potential 2024–2027

The separate action plan outlines areas in which the ZPE already offers personnel development measures and where potential for further development exists. Over the next four years, the identified focus areas and fields of action will be addressed through specific measures, which will be regularly evaluated.



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¹³In science management, employees can be on the payroll either as scientific staff or as technical and administrative staff (MTV).

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