

"Shaping Change – Developing a Culture of Leadership at Johannes Gutenberg University Mainz"

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Table of contents

1. The current situation – The JGU profile: participation and expertise	2
1.1 University-wide processes of change.....	2
1.2 Main emphases of teaching and research at JGU.....	3
1.3 Conclusion: Areas for improvement.....	5
2. Target position – Leadership as a core element in shaping change.....	5
3. Project description.....	8
3.1 Developing JGU Leadership (sub-project I)	8
3.2 Integrating JGU Leadership into leadership development programs (sub-project II).....	9
3.1.1 Newly appointed deans (element 1)	9
3.1.2 JGU Leadership for new management staff (element 2)	10
3.1.3 Further development of existing tools for leadership development (element 3)	10
3.3 Implementing JGU Leadership in other areas of human resources development (sub-project III)	11
3.3.1 Utilize experiences, adopt new viewpoints (element 4).....	11
3.3.2 Orientate staff recruitment to JGU Leadership (element 5).....	11
3.3.3 Conduct appraisal interviews within the context of JGU Leadership (element 6)	11
3.4 Project evaluation and sustainability (sphere of activity)	12
4. Sources of information.....	12
5. Literature	12

Editorial team:

Professor Dr. Mechthild Dreyer, Elke Karrenberg, Franziska Mientus, Professor Dr. Elisabeth Oy-Marra, Dr. Uwe Schmidt, Götz Scholz, Dr. Cornelia Stadlbauer

Responsibility for the proposal:

Elke Karrenberg, Dr. Cornelia Stadlbauer, Human Resources Development at JGU

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1. The current situation – The JGU profile: participation and expertise

As a learning organization, Johannes Gutenberg University Mainz (JGU) has for many years been shaping processes of internal change in response to changes in external conditions. The reforms of course structures brought about by the Bologna Agreement and the federal and state excellence initiatives, for example, have provided the impetus for extensive profile building in the areas of learning, teaching, research, and university management. At the same time, JGU has endeavored and continues to endeavor to proactively initiate changes of its own accord. To date these efforts have led to the university gaining more financial and substantive autonomy and being able to make and secure sustainable improvements to its existing quality management system.

JGU sees itself as a comprehensive university understanding research and teaching as two equal elements of academic excellence and combining clear prioritization in its research activities with a wide variety of subjects being taught.

JGU bases its processes of change on two basic pillars:

1. The first is the idea of participation, i.e. the classic group university. The university community can be divided up into four groups: professors, academic staff, students, and academic support staff. Participation is realized by involving members of all four groups – in the executive committees of the institutes and departments, in the faculty councils of JGU's eleven faculties, and by participation in the Senate with its about 40 members. JGU's approach springs from the conviction that creative ideas can be generated from the entire university community.
2. The second pillar alongside participation is expertise and the shared strength of a body of experts. Using promotion of individual excellence as a basis and with the University Council acting as an advisory committee, flexible expert structures – including research centers and colleges such as the JGU Gutenberg Research College (GRC) – and short-term projects can be developed. The remit of such structures is to serve as think tanks which advise the university management and JGU's democratically elected committees. The interplay between participation and expertise in the processes of change at Johannes Gutenberg University Mainz can be illustrated with two examples. One is the program of structural and administration reforms grouped together under the heading "New Management Model" (see 1.1). The other example is the establishment of research priorities and reforms in teaching and learning (see 1.2). Finally, the strengths and weaknesses of the current situation are assessed, and areas where there is work to be done are highlighted (see 1.3).

1.1 University-wide processes of change

The New Management Model

As far back as 1999, JGU introduced a comprehensive reform process under the motto "Ensure performance, gain autonomy." At the core of this process was the so-called New Management Model. Based on an overarching management approach, the New Management Model had the following goals:

- to further develop and adapt administration to meet higher quality expectations and service standards;
- to increase the efficiency and effectiveness of administration;
- to strengthen service and customer orientation.

The reforms made use of existing internal expertise, setting up a broad participatory process within a systematic project structure. All groups and committees took part in sub-project groups in workshops, large group events, surveys, and individual and group interviews. Contributions from this process were used to develop the JGU Mission Statement and the JGU Strategy Concept. Furthermore, the structure of the faculties was changed, administration was reorganized, personnel development was conceptualized and a

global budget and management accounting system were introduced. This process received the 2002 Best Practice award from the Center for Higher Education (CHE).

Equal opportunities

JGU pursues a consistent strategy for providing equal opportunity. For over two decades, the university has made a point of promoting women in research and teaching, its aim being to eliminate all kinds of disadvantage and to promote individual excellence. These activities are grounded in a participatory process supported by a parity committee and by explicit participation of women's representatives as experts in the area of equal opportunity on all of JGU's committees. The success of these efforts has already been attested twice by being granted the Total-E-Quality award in 2005 and 2008.

Quality assurance and quality development

JGU leads the way among German universities when it comes to quality assurance and quality development, both of which are seen as important for the entire university. Under the direction of the JGU Center for Quality Assurance and Development, the university has engaged in some important new initiatives and integrated these into its working practice. The Center, which was founded as an expert body, supports the university administration by carrying out evaluations and by providing and collecting data on the management of the university. The JGU Center for Quality Assurance and Development functions as an internal consulting service both for the university administration and for the faculties. It sets the standard in terms of quality assurance for all research, teaching, and administrative processes (in cooperation with the Organizational Development staff unit) and supports those involved throughout the process of change. The Center's work in the field of quality management was recognized in 2008 by the Donors' Association for the Promotion of Sciences and Humanities in Germany and the Heinz Nixdorf Foundation.

1.2 Main emphases of teaching and research at JGU

The focus on teaching and research at JGU has already been mentioned. Both are seen as equally important in the context of a comprehensive university, and the following measures have been taken to integrate participation and expertise.

Setting priorities in research

JGU's goal is to achieve research performance that can compete on the international stage. To this end, the university focuses on the targeted promotion of individual excellence and concentrates on a limited number of priority areas. The resulting expertise should be used more intensively to help develop JGU. For this reason, the Gutenberg Research College (GRC), which is devoted to individual excellence, was founded in 2007 as an expert body to advise the university administration and committees of JGU on all issues relating to profile building and further development. Furthermore, all faculties and committees at JGU agreed to the creation of five areas of excellence (research centers), which are intended to accelerate excellent research and receive separate funding. These areas are managed collegially and are characterized by interdisciplinary teamwork. In the humanities field, individual research is supplemented by increasing collaborative research. In addition, new cooperative arrangements between the humanities and the natural sciences are being established.

Examples of the use of participatory processes and internal expertise are given below.

1. The President is advised by the GRC on the setting of research priorities within the scope of the Rhineland-Palatinate Research Initiative. To this end, a special fund of EUR 64 million was made available to the universities in Rhineland-Palatinate, of which EUR 34 million went to JGU's research projects. After further external consultation and compilation of an overall strategy, the GRC proposals became the foundation for decision making by the university administration and the University Senate. The combination of individual excellence as a criterion for membership of the GRC and the democratic legitimization by the Senate has proven to be a successful strategy: it ensures the highest academic standards on the one hand while promoting university-wide acceptance of the proposals on the other. In addition to the research centers which are already strong in the area of research, seven ideas were selected for the establishment of future focus areas or research units.

2. The development of graduate schools. Among others, the Graduate School of Excellence Materials Science in Mainz (MAINZ) was established with the support of the Excellence Initiative. Graduate schools are to support the structured doctoral programs, which have already been successfully implemented. There are also plans to create a Gutenberg Center for Young Researchers (GCYR).

3. Close collaboration with top-level partners, who, as external experts, support and provide advice on research at JGU. These include the two Max Planck Institutes located on the JGU campus, i.e. the Max Planck Institute for Chemistry and the Max Planck Institute for Polymer Research, and the GSI Helmholtz Center for Heavy Ion Research. In cooperation with both Max Planck Institutes, JGU founded the Max Planck Graduate Center, which is breaking new ground in the area of graduate education. Cooperation with the GSI has led to the establishment of the Helmholtz Institute Mainz, which structures cooperation between the two institutions. The Institute of Molecular Biology (IMB) was established through donations from the Boehringer Ingelheim Foundation with a laboratory building financed by the state of Rhineland-Palatinate. This institute plays an important role in collaborative work carried out with the Mainz University Medical Center and in the reorientation of the Biology faculty. Other external partners include the Institute of Translational Oncology (TRON), the Roman-Germanic Central Museum, and the Institute of European History.

Reforms to teaching and learning

JGU sees research and teaching as two equal, mutually beneficial elements within university life. Excellent teaching is an important prerequisite and foundation for excellent research and university teaching clearly reflects its research orientation, while students' first encounters with the world of research take place within the context of teaching and learning. Yet excellent teaching is not just research-oriented; it also has a professional bent as well as being interdisciplinary and international in nature. This results in new demands in terms of the skills required of teaching staff.

Over the past few years, using a model developed by external consultants in cooperation with experts from JGU, student advising offices and registrar's offices have been established by the faculty councils in all eleven faculties. These offices aim to ensure that courses and examinations are organized to the highest quality standards. The student advising offices also advise students on all organizational issues related to timetabling and registration for examinations on Bachelor's and Master's programs of study.

The combination of expertise and participatory processes also generates new programs of study. Ideas for programs of study are developed in joint subject committees and in the Senate Committee on Learning, Teaching, and Continuing Academic Education. They are decided upon in the Faculty Council and finally adopted at university level by the University Senate. The JGU Center for Quality Assurance and Development acts as an expert advisory body in this. The Center has by now developed an internationally recognized quality assurance system, as a result of which the university is currently undergoing a process of system accreditation.

In order to guarantee and develop teaching excellence and to strengthen research-oriented and focused teaching, JGU is establishing an organization of experts called the Gutenberg Teaching Council (GTC). This will be designed similarly to the Gutenberg Research College and will advise the university administration and faculties on all matters relating to strategic development of teaching. It also aims to develop and reward innovative teaching methods, promote initiatives to refresh teaching and curricula and develop teaching projects targeting the promotion of research skills. JGU is already setting up a competition to boost individual teaching excellence, with an award for innovative teaching projects to be given each year. Also at faculty level teaching prizes are awarded every year and awards are given for term papers and theses.

The Pro Humanities and Social Sciences project, designed as a "think tank" with an 18 month program, provides internal consulting services comparable to the advisory function of the Gutenberg Research College and the planned Gutenberg Teaching Council. The project has developed strategies and ideas for the areas of teaching, research support, the promotion of young talent, and the library. Its aim is to advance and make better use of the huge potential of subjects in the humanities and social sciences, subjects studied by almost

two-thirds of all JGU students. All its sub-projects and the main project steering committee had equal representation from all of the university's humanities and social science faculties.

1.3 Conclusion: Areas for improvement

In these times of constant change, experience at JGU has shown that a combined approach based on participation and expertise contributes to a sense of unity and purpose. The approach is a step in the right direction to ensure that JGU retains its competitive edge and its ability to deal with the challenges that lie ahead.

However, there is still work to be done on the framework for participation and maximizing of expertise. At present, there is the risk that the two basic pillars could compete in a way that would be damaging for the university, thereby obstructing or frustrating one another. In order to avoid this, the focus must be shifted toward the people involved, their self-awareness, and their skills. To this end, there must be a particular focus on management staff, as they are the main decision-makers and the ones who set targets, norms, and values within organizations.

Example 1: In a group university (a university run by different committees, each overseeing different administrative functions) the division of tasks and powers of decision-making can make it hard to identify hierarchies and to be clear who has responsibility for what. People are often concerned that taking responsibility may be construed as aggressive management behavior and might meet with resistance. At its worst, there will always be a "responsibility vacuum" within such a culture which, if it is never filled, will in turn lead to stagnation. Plainly, managers and would-be managers must be clear about their role and the areas of responsibility associated with it if they are to contribute constructively to processes of change.

Example 2: In the classic group university, leadership becomes increasingly collegiate and consensus-based. If committees are reaching decisions based on participatory processes, this may place special demands on the skills of leaders and managers. Management figures will need negotiation skills and the ability to be persuasive with their counterparts if they are to arrive at sustainable consensus decisions.

Example 3: In flexible expert structures the manager is often seen as an "equal among equals," often acting both as a spokesperson and a manager. Effective management requires ability both to make decisions and to bring about consensus.

In summary, staff in management roles must be able to maintain a balance between expertise and participation. This means that they must both make decisions and take responsibility, and facilitate processes by building consensus. So far, JGU has offered individual human resources development initiatives to help those concerned to adapt to the new patterns of thinking and behavior necessary. These initiatives include leadership development for specific target groups, leadership workshops for experienced managers, and coaching of both individuals and teams. However, all of these initiatives have been offered selectively, they have not yet been introduced systematically and across the board.

A model of leadership culture integral to these considerations is examined below under the key word "leadership" (see 2).

2. Target position – Leadership as a core element in shaping change

It is clear that staff within JGU must professionalize, just as the organizational structure of science at the university has been professionalized through a combination of participation and expertise. This requires a culture of leadership that targets in particular the assumption of leadership roles and the consensus-building through successful negotiation.

The best way to approach this is seen to be the introduction of a leadership culture at JGU, with a mindset based on the self-perception and needs of both academic and administrative leadership figures. This has

already been integrated into the existing leadership development program at JGU for newly appointed professors and managers from administration and technical administration backgrounds, where it has proven its worth. Nonetheless, within the scope of this project it must continue to be adapted to suit conditions at JGU so that the leadership concept is deliberately adopted across the board, with Owen (2008, 2001) being used as a guide - see figure below.

The following figure illustrates management qualities (inner circle), which tend to emphasize control and therefore include more rigid duties and methods in dealing with employees and colleagues. It also illustrates leadership qualities (outer circle) which, in the systemic context, tend to focus on self-organization and self-control of employees and colleagues. Based on our model of leadership, this is how management figures who view the organization as a complex system will be thinking and acting. In doing so, they assume that more control will be less likely to lead to employees and colleagues fulfilling their duties and in so doing achieving the organizational goal, because ultimately only limited control of social processes is possible. Because of this, they will focus more on the employees' own sense of responsibility and will work on the basis that it makes more sense to react flexibly to the internal dynamics of the system and to encourage helpful dynamics within the system.



Figure 1: Duties of a manager in terms of negotiating the conflicting priorities of management and leadership, Marx (2007)

In our model of leadership, managers act in pursuance of a vision which accords with organizational values and future goals. Ideally, this vision takes into account the ideas of all the major target groups involved in daily operations (employees, management, students, competitors, stakeholders, and even the federal state and the Ministry of Science, which reaps the final benefit from an improved reputation). If managers succeed in convincing their employees and colleagues of the importance of an activity, and can genuinely enthuse them about the goal (engaging the "spirit" as defined by Owens), this often avoids the need for much control or discussion. The new vision is more likely to be accepted if it builds on a link from the

organization's past with the key values of the present. In this way the vision conveys clear guidelines for institutional values and, at best, gives a new sense of direction.

Leadership figures shape communication by organizing platforms for exchange and discourse on academic approaches and quality standards. They thereby promote the development of a shared understanding of problems while at the same time creating room for different interpretive approaches (Pellert 2001).

Management figures are able to motivate people towards the shared attainment of a defined outcome. They do this not just by pure monitoring but also by making a commitment to enabling employees and guiding them according to their individual needs. It is especially important for leadership figures to know about their counterparts' desires, values, and expectations to be able to look at things from a different perspective and to convey what is achievable and what is not achievable (Frey 2010). By acting as an enabler rather than a controller, they allow their employees to take responsibility for executing their own duties as well as allowing them to participate in the decision-making process in order to achieve a specific work result.

It is increasingly important for leaders to foster a commitment to the organization shared between employees and managers. Where changes are imminent, leadership figures must be able to reduce fears and resistance among staff or, ideally, prevent such fears or resistance from arising in the first place. The same applies to any potential conflicts within the team, which must be recognized and dealt with early on before they escalate and affect the ability of those involved to perform their duties.

It is therefore clear that leadership is not something that is done "with" or "at" somebody but that, instead, it is a way of behaving that manifests itself in everyday interactions. Under such conditions, leadership figures must be able to assume responsibility for strategically important duties at all levels. In addition, they also bear a lot of responsibility for themselves as role models, in particular for their employees as well as for their audiences (e.g. students). In so doing, management staff – who also function as catalysts within an organization – through their ethical leadership style create a culture that has at its core credibility, respect, fairness, pride, and a team focus, so making it clear that they and their teams are both part of the processes of change taking place.

In essence:

When a specific model of leadership appropriate to JGU becomes part of the university's culture, in other words when it is integrated into the (management) staff's thinking and behavior, processes of change implemented at a structural level can be better accepted and executed at the individual level. Developments which have a negative impact on employees' ability to do their work, e.g. frictional losses, are much less frequent as a result (key word: prevention). At the same time, employees' identification with the values of JGU increases. The result of this is that soft factors like the professionalism and quality of leadership and the organizational structure lead to more mutual trust among stakeholders and ultimately produce the desired results (in terms of staff turnover, sick days, achievement of targets, involvement in work groups, mutual help and support, etc.).

The overall model of leadership is basically compatible with both organizational forms. Socialization and identification promotion are inherent in the classic group university, which does not have any detailed hierarchical structure and which therefore relies on leaders' own self-awareness as well as on their willingness to assume responsibility and to act on their own initiative. The ability to exert influence over employees and colleagues – which, in a leadership context, is based on consensus-building – is also an absolute necessity for the group university. The model of leadership is also compatible with the structure of the modern expert organization where, although hierarchical structures provide orientation, a cooperative leadership style promises much greater success in terms of teamwork outcomes.

In order for leadership to become part of the culture and for the management role of management figures to be accepted, a sustainable, systematic, participatory development and introduction is required.

3. Project description

The Shaping Change – Developing a Culture of Leadership at JGU project, which runs from January 1st, 2011 to December 31st, 2012, is managed by the university's Human Resources Development department, who are taking on the project management and administration of the initiative. Staffing for the project consists of the Manager and the Representative of the Human Resources Development department. Further support will be provided by a project assistant, an assistant for finance and organization, and a student assistant, who will provide administrative support for the wide range of processes and events planned.

The project is controlled by a steering group (consisting of the Vice President for Learning and Teaching, the Chancellor, a dean, the Head of the Center for Quality Assurance and Development, and the Human Resources Development department), which is responsible for advising the university management and the project managers throughout the various project phases based on the results of the process evaluation. As the project plan below shows, the project can be divided into three key sub-projects and a fourth stage, i.e. the project evaluation.

The measures described below demonstrate how the idea of participation and expertise is also reflected in the human resources development strategy and, with it, the development and introduction of the JGU Leadership program.

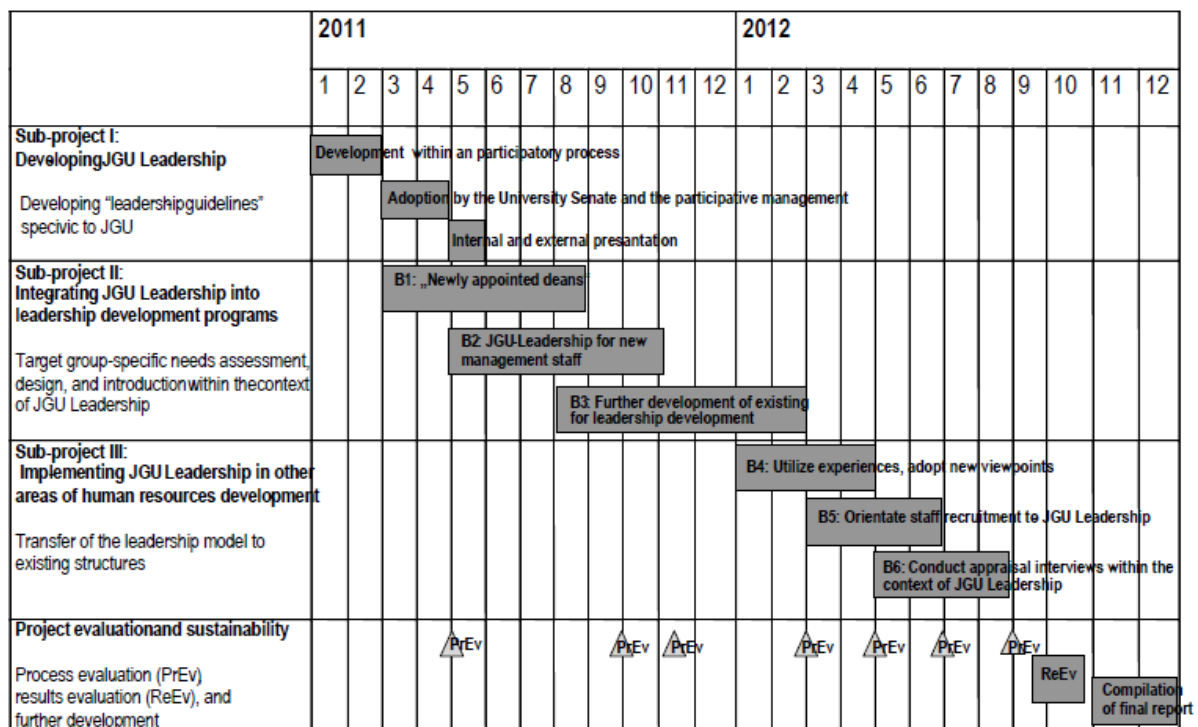


Figure 2: Project plan "Shaping Change – Developing a Culture of Leadership at JGU"

3.1 Developing JGU Leadership (sub-project I)

The first step must be to develop a model of leadership specific to JGU. This should be generated within a participatory process, in other words including as many managers and other relevant groups as possible (e.g. students, external partners) from the academic, academic support, and administration areas within JGU¹. Particularly appropriate here is the use of the Open Space method², which promises to engage as

¹ This should include as many managers as possible from all levels, in particular from the following target groups: university administration, deans, heads of institutes, executive managers, heads of major central institutions and research centers, departmental and unit heads of the JGU Central Administration, members of the University Senate and the University Council, representatives from special-interest groups (staff council, Gender Equality Officer, and spokeswoman for the severely disabled).

² Open Space is a conference method for large groups, further developed by H. Owen in 1986.

many members of the university community as possible in order to work through and solve complex collective or personal issues and key topics. It is anticipated that this will link together abilities and knowledge across the spectrum of the university staff and channel them into creativity, innovation, and solutions. Committed participation by the organization's members is central to developing a generally applicable model of leadership, the definition of which is as consistent as possible and relevant to members' needs. Doing this should make it possible to reach a broad commitment to and mutual understanding of the idea of JGU Leadership. The concept of equal opportunity is a guiding principle here, one which must always be borne in mind across the board.

The process for developing a model of JGU Leadership is outlined here. The first step is for the steering committee to form a working/preparatory group representative of the large group which will be convened for the subsequent Open Space event. This preparatory group should consist of representatives of the university administration, university staff units, offices and departments, faculties and institutes. The group should discuss both the current and the target situation in the areas which provide the framework for leadership behavior.³ From this, the group is able to work out appropriate guiding questions and a framework concept. The key topic provides a general direction for proceedings while still leaving room for individual suggestions and ideas which may arise among the participants on the day of the Open Space conference.

The second step is to hold an Open Space conference for around 500 people, lasting one or one-and-a-half days. Once the meeting is opened and the principles of Open Space are briefly introduced, the participants have an opportunity to present the issues that matter to them. All the issues are then brought together on a pre-prepared agenda wall. Times and places for discussion of each topic are agreed, with participants free to choose which topics they will work on. The topic discussion groups organize and document their own work and post their results on a noticeboard. At the end of the event, participants receive the documentation submitted by each discussion group. After this, topics that are similar in nature can be combined, priorities set, and the first concrete steps agreed upon.

It will be useful for the preparatory group to hold a follow-up meeting to reflect on the Open Space conference. This will also influence the process evaluation and will be reported to the steering committee. In order for the results obtained to be sustainably integrated into the everyday life of the organization, they must first of all be adopted by the University Senate and the participative management. Following this, they must be communicated both internally and externally. To this end, it may be appropriate to make presentations to the individual faculties, offices, and at staff meetings as well as publishing on the internet, etc.

3.2 Integrating JGU Leadership into leadership development programs (sub-project II)

As described, leadership must not be seen as a technique but rather as a behavior based on certain values, which managers must internalize. In times of constant change they will, in addition to their qualifications and subject knowledge, also need interdisciplinary skills, such as social-communicative, methodical, personal, and reflective skills (Sevsay-Tegethoff, 2004). If the entire organization is to become familiar with and internalize a JGU-specific model of leadership, it must be imparted through systematic leadership development for different target groups. This will be achieved by the three elements set out below.

3.1.1 Newly appointed deans (element 1)

Deans are key players at the decentralized level. They are responsible on the ground for all key processes within the faculties — teaching and research as well as the deployment of staff, property and space resources. However, the underlying conditions of the post are problematic because deans manage on a temporary basis and manage professorial colleagues to whom they are not superior within the existent hierarchy. In addition, they usually wish to keep a foothold within their own subject area and are only partly

³ Possible questions might include: How is the situation perceived in each case? What structure is currently in place and how is this judged? Are opportunities for action perceived? If so, which ones? What processes have already been initiated and how are they understood or judged? What objectives can already be identified? What is in the pipeline? Are there quantifiable goals? In what legal or material circumstances do managers at JGU work? How are they supported?, etc.

relieved of their teaching duties. In other words, the leadership behavior of deans has to follow the principle of consensual management and must have a collegial structure. The particular challenge in this area is therefore, within the context of constantly changing underlying conditions, 1) to "roll into" the new role as soon as taking up the post, i.e. to adapt to the office and to give this new role greater importance than one's own subject specialty and responsibility for one's own subject, 2) to share management with colleagues, and 3) as far as possible to bring about consensus decisions with all groups. The understanding of leadership developed by the program should provide some helpful orientation here.

The newly appointed deans element aims to address these underlying conditions. Following an extensive needs assessment, an initiative in line with the model of JGU Leadership will be designed for the deans to be appointed at the beginning of the 2011 summer semester. This will address both the requirements of deans new to the position and deans starting a follow-up period in office.

The aims of the process are as follows. Deans should receive individual support upon taking up their posts. There are plans to offer individual coaching to deal with issues which arise on taking up office and in carrying out the duties of a dean. In order to develop a network and to facilitate introduction to more specialized areas, network meetings should be set up to inform participants about key issues affecting JGU and how to access contact people in other areas (e.g. for an introduction to financing and budgeting at JGU, human resources issues, etc.).

The next stage should include workshops on overarching topics. Depending on specific needs, this could mean method workshops (e.g. on managing committees) or workshops on the subject of leadership development. The needs assessment should start in April 2011, with the first initiatives being provided during the 2011 summer semester.

3.1.2 JGU Leadership for new management staff (element 2)

The implementation of a leadership culture provides an opportunity to support and guide those managers who are new to the university, or new to their post within the university, as they define and exercise their new role. The aim is to ease their start into their new position and at the same time win new managers over as advocates for the new model of leadership.

As with element 2, mentoring processes should be brought in here. This could mean peer mentoring opportunities (such as the existing initiatives in the area of leadership development) or the inclusion of experienced managers (see element 4). This is not to mean mentoring in the traditional sense (the mentor as a father figure advising the inexperienced mentee) but rather the exchange of views and thoughts on the development of networks, discussions, etc.

3.1.3 Further development of existing tools for leadership development (element 3)

Experienced managers in both the academic and administrative areas are constantly under pressure from change, scarcity of resources, and targets heavily focused on results and cost. They are also expected to manage employees and teams. This is one of the reasons why, alongside the provision of the JGU leadership development program, further professional support is always needed. Up to now this support could be made available only to a rather limited extent. In their daily work there is seldom an opportunity for managers to reflect on the demands placed on their own leadership ability and to improve upon this ability. Only rarely is there a chance for in-depth exchange with colleagues on leadership issues.

This lack of initiatives for experienced managers should be improved by use of new formats. These could include the expansion of existing leadership development programs to include permanent leadership workshops using peer advice and/or peer mentoring, and comprehensive workshops on issues like change management or strategy development.

In addition, individual initiatives like coaching (involving, amongst other things, the development of an internal coach pool), team development, process support, or conflict resolution should be structured so that they can be requested across the board without restriction because they are no longer to be financed by the

individual faculties and central institutions. Coaches or trainers in all initiatives will work with the JGU Leadership concept in mind.

3.3 Implementing JGU Leadership in other areas of human resources development (sub-project III)

The new values of leadership and cooperation can only be absorbed into the university's culture when they are transferred to other existing structures, become established, and are then absorbed into JGU's "unwritten rules" and so become part of the staff's value system. Not until this has been done can the values in question be lived in everyday life at the university and also lead to increased identification with JGU. With the implementation of JGU Leadership, the various stakeholders at JGU are prepared for the processes of change which will arise and are building capacity to achieve a sustainable change in culture. The following three elements should help towards this goal.

3.3.1 Utilize experiences, adopt new viewpoints (element 4)

Within this element, experienced managers should be included in human resources development activities as specialist and experienced experts, offering supplementary discussions with the participants in the leadership development programs for instance. Furthermore, experienced managers should be sought to conduct specialized events and facilitate networks, e.g. for the new deans.

JGU wants to offer its managers rotating posts – in collaboration with cooperating companies, research institutions, other universities, and academic institutions. There are plans to introduce observation periods of between one and two weeks in partner companies and organizations, the aims being to get acquainted with new approaches, to change perspectives, and to develop networks.

3.3.2 Orientate staff recruitment to JGU Leadership (element 5)

The remit of the project should include working out and implementing new standards for the recruitment of staff. This should focus on staff selection procedures for filling both academic and non-academic posts. The existing processes should be examined, standardized, and implemented. In concrete terms, this means that expert teams will be appointed to make proposals to specify standards. These must be widely discussed in the context of the understanding of JGU Leadership concept worked out at the beginning of the project, decided upon in the relevant committees, and submitted to the participative management. Implementation is envisaged to be via continuing education courses, publication of guides, and advice to managers.

The aim is to implement shared standards in order to be able to control recruitment processes better and implement them more quickly. At the same time, new recruitment methods should also be considered.

3.3.3 Conduct appraisal interviews within the context of JGU Leadership (element 6)

The appraisal interview is a structured interview between a manager and an employee, introduced at the beginning of the year 2000 and supposed to take place once a year in all areas of work. Because it is executed and prepared for within specific guidelines, it differs significantly from everyday workplace discussions. Important aspects of the interview include, for example, teamwork and cooperation, personnel management and development and agreed targets. By their very involvement in the process, employees' motivation for and identification with their own work should be boosted and teamwork improved. Information and communication are particularly important, as is the establishment of a feedback culture. These are elements that are inherent to the understanding of leadership.

In the fall of 2010, an evaluation of the quality and benefit of the appraisal interview system was carried out. Appropriate steps must be taken based on the results of this evaluation. At present, it seems possible that the appraisal interview system might have to be thought out and/or interpreted in a way that is more specific to individual target groups. For example, questions might arise as to who carries out the appraisal interview for a professor and how it is executed and so on. Comprehensive information events and

individual advice for employees will be needed to ensure that the structure and aim of the implementation are dealt with fully. Finally, a system to ensure the routine use of the appraisal interview will be needed.

3.4 Project evaluation and sustainability (sphere of activity)

The project should be supervised within the scope of a process and results evaluation with the support of the Evaluation Association of Institutes of Higher Education, Southwest. All the evaluation reports serve as opportunities for reflection by the steering committee and the project management, and therefore help in assessing and further developing individual sub-projects and their component parts. The appropriate criteria and methods for both forms of evaluation are defined at the beginning of the project.

At the close of the project, a final report will be compiled based on these results, which should also highlight the prospects for the sustainability of JGU Leadership. This will also include recommendations for action beyond the end of the project.

4. Sources of information

Web link to individual JGU projects (as of August 2010)

JGU Mission Statement: http://www.uni-mainz.de/downloads/JGU_mission_statement.pdf

JGU Strategy Concept: http://www.uni-mainz.de/downloads/JGU_strategy_concept.pdf

Gutenberg Research College (GRC): <http://www.gfk.uni-mainz.de/eng/index.php>

Research Centers: http://www.uni-mainz.de/forschung/103_ENG_HTML.php

Research Units: http://www.uni-mainz.de/forschung/104_ENG_HTML.php

Graduate School of Excellence Materials Science in Mainz: <http://www.mainz.uni-mainz.de/>

Research cooperation: http://www.uni-mainz.de/forschung/124_DEU_HTML.php

Mainz Science Alliance: <http://www.wissenschaftsallianz-mainz.de> (in German)

Center for Quality Assurance and Development: <http://www.zq.uni-mainz.de> (in German)

Human Resources Education and Development: <http://www.personalentwicklung.uni-mainz.de> (in German)

5. Literature

Frey, D. (2010): Ethikorientierte Führung, Macht, Vertrauen und Verantwortung aus psychologischer Sicht. Unveröffentlichter Vortrag auf der Fachtagung Leadership Meets University „Führung und Verantwortung“ an der Ludwig-Maximilians-Universität, München.

Marx, S. (2007): Aufgaben einer Führungskraft im Spannungsfeld von Management und Leadership. Unveröffentlichtes Workshopkonzept des Entwicklungsprogramms für Führungskräfte an der Johannes Gutenberg-Universität, Mainz.

Owen, H. (2001): Open Space Technology - Ein Leitfaden für die Praxis, Stuttgart, Klett-Cotta.

Owen, H. (2008): The Spirit of Leadership. Carl-Auer-Systeme, Heidelberg.

Pellert, A. (1999): Die Universität als Organisation. Die Kunst, Experten zu managen. Böhlau Verlag, Wien, Köln, Graz.

Sevsay-Tegethoff, N. (2004): Ein Blick auf Kompetenzen. In: Böhle, F./Pfeiffer, S./ Sevsay-Tegethoff, N. (Hrsg.): Die Bewältigung des Unplanbaren. VS Verlag, Wiesbaden.