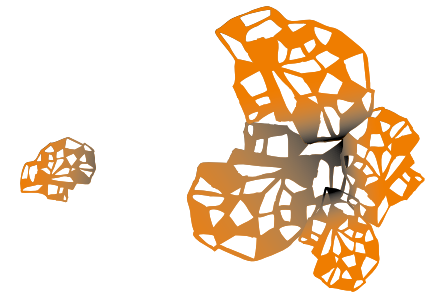


# LEADERSHIP FRAMEWORK

*"A great conductor (and leader) is the one who just not only knows what to do, but knows how to enable his entire musician group to perform effectively. They not just create a process, but also create a condition in which the process takes place."*



UNIVERSITY OF TWENTE.



# LEADERSHIP FRAMEWORK

## WHY A LEADERSHIP FRAMEWORK?

Our University aims to foster a talent-powered culture and attitude, where every employee can thrive. Leaders play a pivotal role in achieving this goal, and their conduct is essential. To create a shared understanding of leadership at UT, this leadership framework has been developed. The framework outlines how leadership contributes to realising our objectives and acts as a guiding “music sheet” for leaders to bring it to life through their actions, like a conductor guiding a symphony.

## HOW IS IT DEVELOPED?

This framework stands as a true testament to co-creation, as it was thoughtfully crafted by a diverse group of leaders, each contributing their valuable insights and expertise. The leadership framework is designed to provide clarity on the expectations and responsibilities of leaders in promoting well-being, fostering a safe environment, and enabling the growth and development of employees’ talents. By

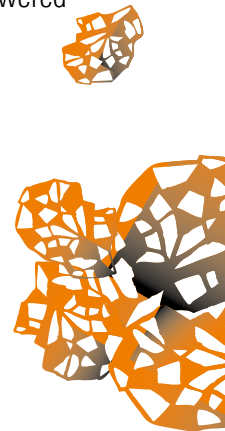
using this framework, leaders can actively contribute to our vision of a talent-powered culture where everyone can flourish.

## WHAT IT IS:

- ✓ Our common language when it comes to leadership
- ✓ A dialogue tool for development conversations like annual reviews
- ✓ Input for recruitment, trainings and assessment programs and tools

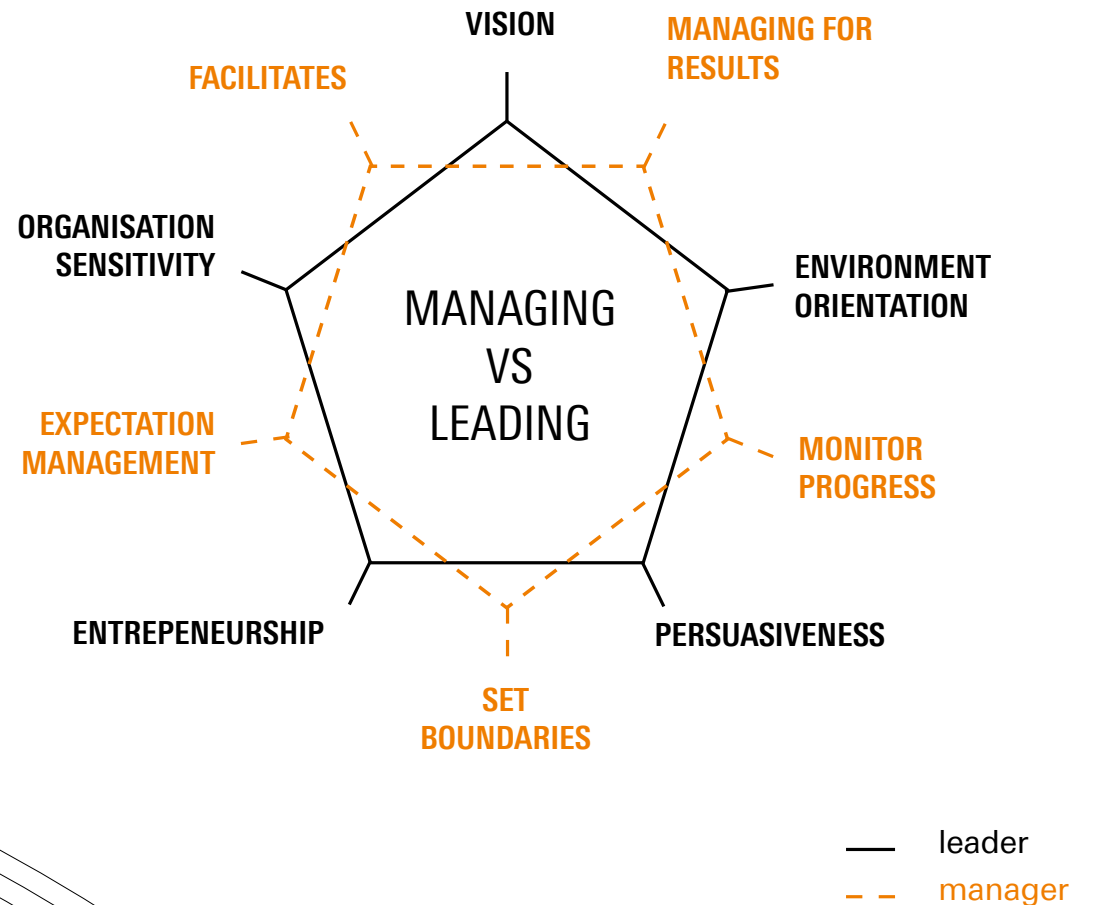
## WHAT IT IS NOT:

- ✗ A check list
- ✗ Additional job profile or requirement
- ✗ An instrument that ensures promotions

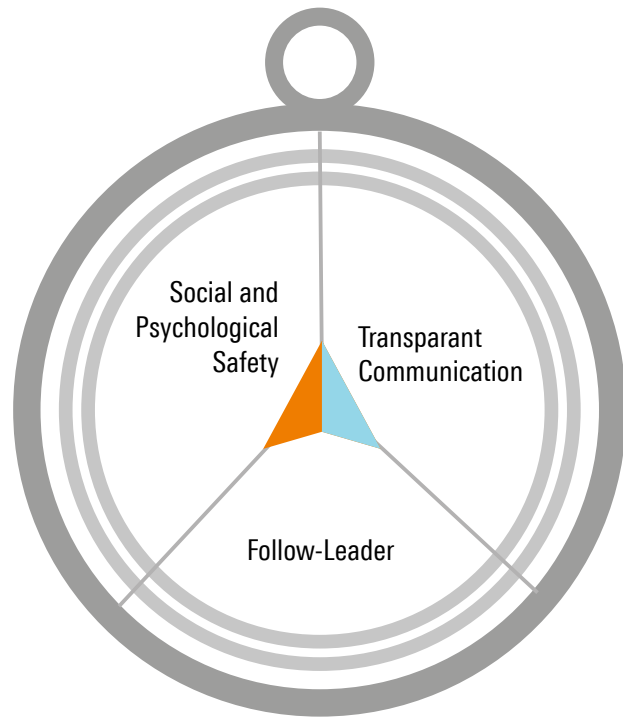


# THE 2 DIMENSIONS OF LEADERSHIP

While they are not the same, they complement each other, and effective leadership often involves a combination of both managerial skills and visionary qualities.



## WHAT LEADS US: GUIDING PRINCIPLES



## HOW WE LEAD: LEADERSHIP FRAMEWORK



### SELF-AWARENESS

self

other

context

### VISION



self

other

context



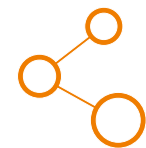
### PEOPLE

self

other

context

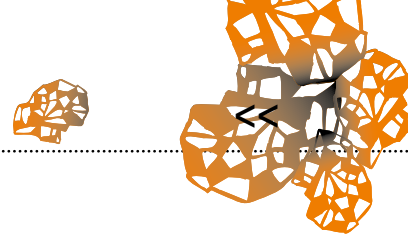
### CONNECT



self

other

context



# WHAT LEADS US: GUIDING PRINCIPLES



## SOCIAL AND PSYCHOLOGICAL SAFETY

- We actively prioritise and deeply respect the vulnerability shown by our team members.
- Within our campus and organisation, we expect and uphold core values such as respect, integrity, and honesty. These values guide our interactions and decisions, fostering an open and supportive environment for everyone.
- As time progresses or our organisation develops, we emphasize the changing dynamics of hierarchical relations.
- We proactively prevent discrimination and bullying, ensuring a safe and inclusive environment for all.



## TRANSPARENT COMMUNICATION

- We value open discussions and actively encourage difficult conversations.
- We communicate comprehensively at both content and personal levels, fostering understanding.
- We dedicate attention to the mental and physical health of our employees, ensuring their well-being.
- As we embrace hybrid working, we maintain ongoing conversations about work-life balance with our team members.



## FOLLOWER - LEADER

- We, as good leaders, understand the importance of being receptive to being led.
- We actively fulfill our roles according to our respective positions.
- We welcome and encourage feedback and constructive criticism from everyone.
- The vision of UT leaders aligns with and incorporates UT's overall vision and direction.

# SELF-AWARENESS

*You know who you are so that you can lead yourself and others*



## SELF

Take responsibility for your behaviour and actively engage in self-reflection and evaluation on your behaviour, viewpoints and methods. You are open to change, when necessary, and actively seek feedback from your colleagues. Prioritise personal leadership by establishing clear plans and appointments. You trust and promote confidence in your team members.

## OTHER

You recognize situations that require one-on-one communication and situations that should be discussed within the whole team. And you find the right balance between these two types of communication. You lead by example. You lead by example and know how to give feedback to others. You reflect on your team's development, considering your own role and that of your team members, so you can grow together.

## CONTEXT

You have a clear understanding of organisational dynamics and are mindful of your role and influence within the organisation. This awareness extends to recognising the various roles and responsibilities you hold both within and outside your team, allowing you to adapt your behaviour accordingly in different group settings. You demonstrate the ability to lead and follow as appropriate.

# VISION

*You have a clear vision which is translated into actionable goals*



## SELF

You can link your personal vision and ambitions to UT's vision and combine these into personal and professional development goals.

## OTHER

You inspire and activate others with your vision that you develop in co-creation with your team. You invite them to contribute to your shared goals and facilitate them in doing so. But you also support colleagues to develop their own vision. You adeptly communicate your team's vision within the organisation and relay valuable insights back to your team.

## CONTEXT

You stay updated on organisational and societal developments, anticipating their impact. You translate these insights into focus areas and actively contribute to driving desired changes within UT and society. You discern between relevant developments for your team and those that can be disregarded safely.

# PEOPLE

*You perceive individuals in their entirety, recognising the person beyond their role as co-workers*



## SELF

You create space and time for your own development and well-being. You know how to be vulnerable. You can admit to not knowing everything yourself and you truly believe that you and your team are in it together. You know your own qualities and pitfalls and actively ask for feedback to reflect and grow. By doing so you lead by example.

## OTHER

You take the time in (one-on-one) conversations to elaborate on what the other person truly needs. You challenge them to take control of their own development and that of the team. You realise that a diverse and inclusive team is a strength and you adapt your leadership style where necessary.

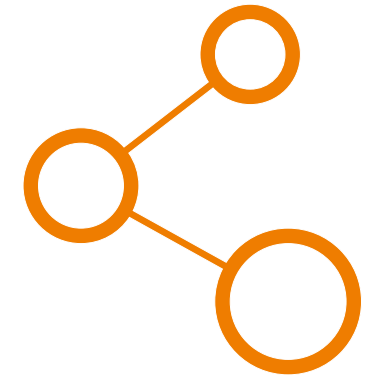
## CONTEXT

You keep up to date with organisational and societal developments on the (inter)national level. Based on these developments you shape the professional context of individuals and teams. You prevent that the workload of your team is becoming too high and that your teammembers are overwhelmed by external developments. You keep the balance in your team by making clear choices.



# CONNECT

*You build strong teams and communities and promote collaborations*



## SELF

You are visible as a leader. You reach out to others, both within and outside UT, to keep up with current developments and knowledge. You are not afraid to engage in difficult conversations and are comfortable in confronting people with their own behaviour. You evaluate the consequences of developments in an active and open way and incorporate ideas and opinions of others in your solutions.

## OTHER

You translate relevant developments and knowledge to the context of your team. In one-on-one conversations you keep looking for ways in which your team members can best contribute to UT. You place team results above individual achievements. You connect individuals who can benefit from each other and promote collaboration. And you create a sense of belonging within your team.

## CONTEXT

You invest in existing connections and collaborations and initiate new ones, both within and outside UT. In doing so, you always keep organisational goals in mind. You always look for ways to foster cross-fertilisation that benefits all parties.

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