

The management framework brings insight and inspiration for the tasks, responsibilities and development of managers at VU Amsterdam. It brings a thorough understanding of what is expected of you as a manager and what you need to fulfil your role effectively. It is a useful starting point for selection, staff review, appointment, annual consultation, career promotion and managerial training. There's also a framework education available with responsibility levels in education. Both frameworks fit well side by side and complement each other where relevant.

Why do we need a management framework?

In a knowledge organization like the university, we consider good management to be fundamental to a healthy organization and for realising the ambitions. Managers can facilitate a socially safe and inspiring working atmosphere and create supportive conditions to collaborate more effectively in teams. They are the designated person in helping safeguard our shared priorities, budget and quality control. In terms of Recognition and Rewards we therefore emphasize more explicit the individual management skills in selection, development and promotion to management positions.

Who is this management framework for?

The framework is intended for every manager, whether they are a member of our academic staff or our support staff. Academic staff are more likely to combine management responsibility with a substantial task in education, research or valorisation. Our research and training show many similarities in management skills between scientific and support staff. Both sides can learn a lot from each other. For this reason, the management framework is suitable for both groups.

How is this framework structured?

The framework consists of four management levels:

1. Operational management
2. Tactical management
3. Strategic management
4. Faculty Management / Board

The classification in this framework is based on the organisational level to which a manager's responsibilities belong and the nature of the relevant management activities: either direct, indirect, managing their own unit or across units. In drawing up the framework, the University Job Ranking System (UFO) was used as a guiding principle. This framework elaborates the managerial tasks and responsibilities in more concrete terms and shows more explicit the interrelationships. The framework is not meant as a yardstick but should be viewed as a guideline to be applied within the various HR processes. Comply or explain.

Leadership and management

In this framework you will find a distinction between leadership and management. Leadership is a role or function in which you take formal responsibility for people, finance, processes and/or strategy. Leadership we consider to be a personal responsibility to be demonstrated by every employee. At VU Amsterdam we set out leadership in the [Art of Engagement](#) (AOE). Managers should act as role models when it comes to showing leadership, therefore Art of Engagement is part of the management framework at all levels.

Notes regarding the management framework

- This framework describes the responsibilities of both academic managers and support managers. A manager may delegate tasks under their responsibility to members of their team when, for example, they lack specific competences or have to perform a considerable task in research, teaching, valorisation or profession. However, a manager will always remain responsible for all task areas of the job.
- Employees at a higher job level master the characteristics of the underlying job levels, including the mandatory training. Unless a higher level implies 'letting go' of certain aspects, in which case this is mentioned specifically.
- Strategic tasks may be part of the job description at any managerial level, but responsibility for Strategic Management as a whole applies only to the two highest managerial levels.
- Managers at all levels can be either hierarchical or functional, and both roles should meet the profile.
- Based on the UFO, the three competencies of connecting, open communication and building trust have been formulated as core competencies for all managerial levels. In addition, each management level has one or two level-specific competencies.
- Employees are classified according to the responsibility of their position/role. They may carry out certain aspects of their duties at higher or lower levels, but their overall responsibility concerns the classified level.
- A novice manager may start at an operational or tactical management level, but not usually at a strategic or executive/faculty-management level. An experienced manager can work at any managerial level.

Learn more about management and leadership or bringing feedback on this framework:

Rolien Walinga, manager Leadership Development VU
(020) 598 8359

b.r.walinga@vu.nl

MANAGEMENT FRAMEWORK

Responsibilities	Level	Defining aspects of the role
<ul style="list-style-type: none"> - Direct operational management of employees. - Delegated (partial) responsibility for people management. 	1. Operational management	<i>Concerns novice (<3 years' experience) to experienced managers (>3 years' experience)</i> From content to managing people
<ul style="list-style-type: none"> - Direct management of employees (and sometimes operational management). - Responsible for all aspects of the team. - Contributes to departmental strategy. 	2. Tactical management	<i>Concerns novice (<3 years' experience) to experienced managers (>3 years' experience)</i> From managing people to integral and direct management
<ul style="list-style-type: none"> - Direct and indirect managerial role for tactical managers. - Responsible for all aspects of the department or section. - Contributes to the strategy of their own unit. 	3. Strategic management	<i>Concerns experienced managers</i> From direct to indirect and strategic management
<ul style="list-style-type: none"> - Direct and indirect managerial role for strategic management. - Responsible for all aspects of the unit. - Jointly responsible for VU-wide (long-term) strategy. 	4. Faculty Management / Board	<i>Concerns experienced managers</i> From strategic management to executive management

1. Operational management

From content to people management

MANAGERIAL TASKS	LEADERSHIP	DEVELOPMENT ¹
<p>PEOPLE MANAGEMENT</p> <p>a. Supervises and coaches employees on tasks and development.</p> <p>b. Takes responsibility for the well-being of employees by making regular and empathetic inquiries about their well-being.</p> <p>c. Gives employees effective and constructive feedback.</p> <p>d. Demonstrates an adaptable leadership style in response to the demands of the employee or situation.</p> <p>e. Facilitates a balanced distribution of work between employees, assesses the performance of individuals and the team, and monitors workload.</p> <p>f. Promotes diversity, encourages social cohesion and ensures effective and inspiring cooperation among team members.</p> <p>g. Proactively monitors the physical and social safety of the team.</p> <p>h. Carries out basic employer tasks in the field of HR, usually including annual interviews and monitoring absence through illness.</p>	<p>ART OF ENGAGEMENT</p> <p>Self-managing as a basis for managing others. Knows their own strengths/weaknesses, deploys them actively in the interests of VU Amsterdam. Regularly and visibly reflects on their own actions, invites feedback and invests in their own development.</p> <p>Complies with the Art of Engagement in contributing to a collaborative culture at VU:</p> <ol style="list-style-type: none"> 1. Contributes to the bigger picture 2. Is bold and decisive 3. Is clear and transparent 4. Listens and gives room for growth 	<p>MANDATORY TRAINING FOR ACADEMIC STAFF</p> <p><i>Managing academic staff (p)</i> <i>(successor to Supervising PhD candidates)</i></p> <p>Recognizing (social) safety (w)</p> <p>Annual consultation for new supervisors (w)</p> <p>Workshop Teamscan (w)</p> <p>MANDATORY TRAINING FOR SUPPORT STAFF</p> <p><i>Leadership for support staff (p)</i></p> <p>Recognizing (social) safety (w)</p> <p>Annual consultation for new supervisors (w)</p> <p>Workshop Teamscan (w)</p>
<p>FINANCIAL MANAGEMENT</p> <p>Not in this role.</p>	<p>POSITIONS AND ROLES²</p> <p>POSITIONS AND ROLES OF ACADEMIC STAFF <i>Endowed Professor; Associate Professor 2; Assistant Professor 1,2; Lecturer 1,2,3,4; Researcher 1,2,3,4; Chair of Faculty Examination Board; Team Leader; Project Manager; Co-supervisor</i></p> <p>POSITIONS AND ROLES OF SUPPORT STAFF Head of Department 4; Team Leader 1,2; Operations Coordinator 3,4; other position with management aspect (e.g. Policy Officer; Controller; Project Manager; IT Consultant)</p>	<p>FURTHER DEVELOPMENT</p> <p>Training-on-demand: difficult conversations</p> <p>Coaching</p> <p><i>Thematic peer consultation</i></p> <p><i>Project management</i></p> <p><i>Conducting motivational conversations</i></p>
<p>PROCESS MANAGEMENT</p> <p>a. Carries out professional commissioning for projects.</p> <p>b. Monitors the quality of all substantive processes and projects under their responsibility and safeguards this in processes.</p> <p>c. Continuously improves existing processes and initiates chain renewal where relevant.</p>	<p>COMPETENCES FOR MANAGERS</p> <ul style="list-style-type: none"> - Connecting - Open communication - Building trust - Focusing on results - Planning and organising 	<p>CAREER STAGE</p> <ul style="list-style-type: none"> - Direct management of employees. - Delegated (partial) responsibility for people management. - Ranging from novice (1-3 years) to experienced manager (>3 years).
<p>STRATEGIC MANAGEMENT</p> <p>Not in this role.</p>		

¹ p = programme, w = workshop, the blue programme is the basic training for this management level, programmes shown in italics are under construction.

² Italics means it's not a formal UFO position but a VU-specific position or role.

2. Tactical management

From managing people to integral and direct management

MANAGERIAL TASKS	LEADERSHIP	DEVELOPMENT ¹
<p>PEOPLE MANAGEMENT</p> <ul style="list-style-type: none"> a. Monitors responsible and diverse recruitment and selection, actively works towards diversity and application of Collective Labour Agreement (CAO). b. Encourages development and career planning of employees and facilitates deployment of everyone's individual talents. c. Coaches employees and teams in setting effective performance goals in line with strategy. d. Invests proactively in the social cohesion of the team and creates a natural learning environment. e. Takes clear decisions and proactively manages the division of tasks in order to clarify expectations and keep the workload healthy. f. Conducts periodical strategic personnel planning and utilises succession management. g. Informs employees proactively about organisational developments, policy and everyone's responsibilities in these regards. 	<p>ART OF ENGAGEMENT</p> <p>Develops own leadership qualities proactively and takes responsibility for improving points raised in feedback.</p> <p>Complies with the Art of Engagement in contributing to a collaborative culture at VU:</p> <ol style="list-style-type: none"> 1. Contributes to the bigger picture 2. Is bold and decisive 3. Is clear and transparent 4. Listens and gives room for growth 	<p>MANDATORY TRAINING FOR ACADEMIC STAFF <i>Leadership and management development (p)</i></p> <p>MANDATORY TRAINING FOR SUPPORT STAFF <i>Leadership and management development (p)</i></p>
<p>FINANCIAL MANAGEMENT</p> <ul style="list-style-type: none"> a. Draws up a budget for the project plan. b. Actively and regularly manages budget spending and cost control. c. Engages in the department's budget processes and critically questions those involved on planning and spending. d. Accounts for own budget and realisation in P&C cycle and reports on progress. e. Always applies the second check principle in financial management. 	<p>POSITIONS AND ROLES²</p> <p>POSITIONS AND ROLES OF ACADEMIC STAFF <i>Full Professor 1,2; Associate Professor 1; Section Head; Director of Studies</i></p> <p>POSITIONS AND ROLES OF SUPPORT STAFF <i>Department Head 3; Operations Coordinator 1,2</i></p>	<p>FURTHER DEVELOPMENT <i>Management Skills Lab Management mentoring</i></p>
<p>PROCESS MANAGEMENT</p> <ul style="list-style-type: none"> a. Carries out professional commissioning for programmes. b. Monitors progress, quality and (financial) reporting of projects and programmes. c. Invests in their own digital knowledge and applies it to strategy, planning and process management. d. Monitors the safety and security of facilities (e.g. lab). 	<p>COMPETENCES FOR MANAGERS</p> <ul style="list-style-type: none"> - Connecting - Open communication - Building trust - Focusing on results - Organisational sensitivity 	<p>CAREER STAGE</p> <ul style="list-style-type: none"> - Direct management of employees (and sometimes operational management). - Responsible for all aspects of the team. - Contributes to departmental strategy. - Ranging from novice (1-3 years) to experienced manager (>3 years).
<p>STRATEGIC MANAGEMENT Not in this role.</p>		

¹ p = programme, w = workshop, the blue programme is the basic training for this management level, programmes shown in italics are under construction.

² Italics means it's not a formal UFO position but a VU-specific position or role.

3. Strategic management

From direct to indirect and strategic management

MANAGERIAL TASKS	LEADERSHIP	DEVELOPMENT ¹
<p>PEOPLE MANAGEMENT</p> <p>a. Sets priorities in the development plan with the team and monitors implementation.</p> <p>b. Is alert to warning signs of an unsafe situation, acts proactively in that regard and maintains measures for a safe climate.</p> <p>c. Inspires teams to show commitment in contributing to VU-wide and departmental goals, helps tactical management make the necessary adjustments in this area.</p> <p>d. Coaches tactical management, facilitates difficult conversations, opens conflicts up for discussion, acts as case manager for absence through illness and creates solutions.</p> <p>e. Monitors implementation of strategic personnel planning, monitors consistency and links conclusions to annual plan and departmental compliance management.</p> <p>f. Is aware of the impact of their own position of authority, transparent about their efforts and considerations, and invests in supported decisions.</p>	<p>ART OF ENGAGEMENT</p> <p>Is open about their own development, makes feedback a natural part of working together, invites constructive discussion of points for improvement.</p> <p>Complies with the Art of Engagement in contributing to a collaborative culture at VU:</p> <ol style="list-style-type: none"> 1. Contributes to the bigger picture 2. Is bold and decisive 3. Is clear and transparent 4. Listens and gives room for growth 	<p>MANDATORY TRAINING FOR ACADEMIC STAFF</p> <p><i>Strategic Leadership</i> (successor to Personal Leadership)</p> <p>MANDATORY TRAINING FOR SUPPORT STAFF</p> <p><i>Strategic Leadership</i> (successor to Personal Leadership)</p>
<p>FINANCIAL MANAGEMENT</p> <p>a. Draws up a (multi-year) budget for the department's annual plan and monitors consistency between the sub-budgets.</p> <p>b. Translates the cost allocation model into financial ambitions for the unit's budget.</p> <p>c. Provides input for the unit budget and critically monitors realisation.</p> <p>d. Develops generation of revenue, entrepreneurship and knowledge transfer and safeguards these in the department.</p> <p>e. Actively manages revenue, cost control and financial-administrative tasks.</p>	<p>POSITIONS AND ROLES²</p> <p>POSITIONS AND ROLES OF ACADEMIC STAFF <i>Head of Department; Director of Education; Director of Research; Director of Educational Institute; Director of Research Institute.</i></p> <p>POSITIONS AND ROLES OF SUPPORT STAFF Director of Service Department 1,2 (note: UFO position under policy director; not to be confused with accountable director of services); Head of Department 1,2</p>	<p>FURTHER DEVELOPMENT</p> <p><i>Crisis communication</i></p>
<p>PROCESS MANAGEMENT</p> <p>a. Monitors progress, quality and development of projects/programmes.</p> <p>b. Invests in their own digital knowledge and applies this to work processes and professional content in own department.</p> <p>c. Manages, safeguards and monitors the safety and security of facilities (e.g. labs).</p>	<p>COMPETENCES FOR MANAGERS</p> <ul style="list-style-type: none"> - Connecting - Open communication - Building trust - Contributing a strategic perspective - Taking an active and enterprising approach 	<p>CAREER STAGE</p> <ul style="list-style-type: none"> - Direct and indirect managerial role for tactical managers. - Responsible for all aspects of the department or section. - Contributes to the strategy of their own unit. - Experienced manager (>4 years).
<p>STRATEGIC MANAGEMENT</p> <p>a. Proactively monitors the long-term perspective, prepares a departmental annual plan in line with strategy and monitors its implementation.</p> <p>b. Takes a hands-off approach to management and delegates authority.</p> <p>c. Represents the department in external relations, promotes group interests.</p> <p>d. Works towards strategic external partnerships.</p>		

¹ p = programme, w = workshop, the blue programme is the basic training for this management level, programmes shown in italics are under construction.

² Italics means it's not a formal UFO position but a VU-specific position or role.

4. Faculty Management / Board

From strategic management to executive management

MANAGERIAL TASKS	LEADERSHIP	DEVELOPMENT ¹
<p>PEOPLE MANAGEMENT</p> <p>a. Strategically manages a diverse and sustainable staff.</p> <p>b. Coaches strategic management as part of personal talent development and proactively manages their own employees.</p> <p>c. Ensures a physically and socially safe climate, is alert to the warning signs of an unsafe situation and an excessive workload, and intervenes proactively.</p> <p>d. Ensures effective and motivational mutual cooperation. Invests in community building, visibility and exemplary behaviour.</p> <p>e. Applies their own vision but limits hands-on involvement, knows how to delegate at the right time.</p> <p>f. Mediates in difficult conversations, seeks professional support in a timely manner where relevant.</p>	<p>ART OF ENGAGEMENT</p> <p>Invests in their exemplary role by giving a frank account of their own development and mistakes, helps create a safe culture of development and accountability.</p> <p>Complies with the Art of Engagement in contributing to a collaborative culture at VU:</p> <ol style="list-style-type: none"> 1. Contributes to the bigger picture 2. Is bold and decisive 3. Is clear and transparent 4. Listens and gives room for growth 	<p>MANDATORY TRAINING FOR ACADEMIC STAFF <i>Executive programme</i></p> <p>MANDATORY TRAINING FOR SUPPORT STAFF <i>Executive programme</i></p>
<p>FINANCIAL MANAGEMENT</p> <p>a. Draws up the unit budget, incl. investments, is accountable for delivering on it.</p> <p>b. Actively pursues strategic management based on generating revenue, entrepreneurship and knowledge transfer, and assigns these targets to staff.</p> <p>c. Ensures a readily accountable distribution of resources in their own unit.</p> <p>d. Regularly monitors interim progress, establishes links between short-term and long-term forecasts and realisation.</p> <p>e. Co-determines VU-wide investment and resource allocation, and critically monitors progress and realisation.</p>	<p>POSITIONS AND ROLES²</p> <p>POSITIONS AND ROLES OF ACADEMIC STAFF <i>Dean 1,2; Portfolio holder for Research; Portfolio holder for Education</i></p> <p>POSITIONS AND ROLES OF SUPPORT STAFF Policy Director 1; Registrar; Director of Operations 1,2,3</p>	<p>FURTHER DEVELOPMENT</p> <p>Governing Universities in 21st century (deans) Executive coaching</p>
<p>PROCESS MANAGEMENT</p> <p>a. Represents the unit in programmes, monitors progress and decision-making in line with agreed course of action.</p> <p>b. Adapts and incorporates digital developments into their own strategy, challenges strategic management to develop application in work processes.</p>		
<p>STRATEGIC MANAGEMENT</p> <p>a. Translates and incorporates relevant external and internal developments into unit strategy (in line with VU's overall strategy) and obtains the necessary support.</p> <p>b. Contributes proactively to VU Amsterdam's strategy.</p> <p>c. Manages on the basis of quality policy for their own task area, encourages interdisciplinary cooperation and monitors progress.</p> <p>d. Invests in effective administrative relations with employee participation bodies and other administrative consultations.</p> <p>e. Inspires employees to contribute proactively to vision and strategy.</p> <p>f. Represents the unit in external relations.</p>	<p>COMPETENCES FOR MANAGERS</p> <ul style="list-style-type: none"> - Connecting - Open communication - Building trust - Contributing a strategic perspective - Taking an active and enterprising approach - Providing inspiration 	<p>CAREER STAGE</p> <ul style="list-style-type: none"> - Direct and indirect managerial role for strategic management. - Responsible for all aspects of the unit. - Jointly responsible for VU-wide (long-term) strategy. - Experienced in leadership (>4 years) to very experienced in leadership (>8 years for dean).

¹ p = programme, w = workshop, the blue programme is the basic training for this management level, programmes shown in italics are under construction.

² Italics means it's not a formal UFO position but a VU-specific position or role.