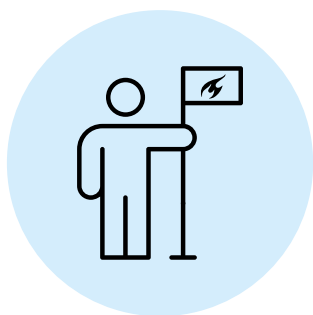


Leadership profile

4 leadership roles

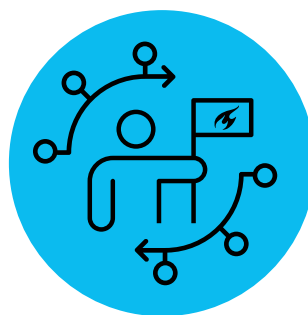
1. PERSONAL LEADERSHIP



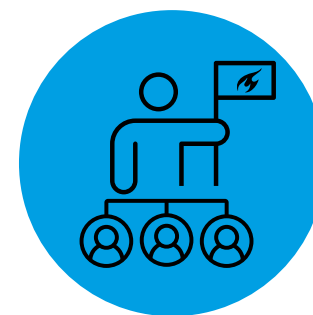
2. LEADING A PROJECT OR TEAM



3. LEADING A PROGRAMME OR MULTIPLE TEAMS



4. LEADING AN ORGANISATION



Personal leadership by all

As a staff member of TU Delft, in your own role and on the strength of your expertise, you contribute to science, education, innovation and service provision. As such, you display personal leadership in performing your role as best you can. You possibly also have a role as a leader – leading a team or a project, supervising or helping students or colleagues, or implementing change. This requires good leadership skills, built on professionalism, collaboration and openness. This is the way we build a stimulating and motivating work environment in which everyone can perform at their very best.

This makes life pleasant for you and for those around you. In addition, we need this to be able to contribute to TU Delft's vision: Making a contribution to solving global challenges by educating new generations of socially responsible engineers and by pushing the boundaries of the engineering sciences. The way in which you can develop your leadership skills is something you discuss with your manager during your development meetings. Read here about the components that form part of the leadership profile, the various leadership roles, and how you can develop your personal leadership skills. See the back of this leaflet for the behaviour that TU Delft expects of you personally and of you as a leader.

The development of your personal leadership skills is built on our core values: **Diversity, Integrity, Respect, Engagement, Courage and Trust (DIRECT).**

The six components of the leadership profile

OWNERSHIP AND COLLABORATION



You take responsibility and collaborate with colleagues towards achieving good results.

VISION AND STRATEGY



You have vision and are able to get others on board, you set goals and implement them.

SELF-AWARENESS AND SITUATIONAL AWARENESS



You consider your actions and are open to the ideas of others. You are aware of developments in your field and in the organisation, and know how decisions are made.

TRUST AND INTEGRITY



You have integrity. You behave in a committed and transparent manner. You create an inclusive and diverse work environment which allows everyone to function optimally.

ATTRACTING AND ENCOURAGING TALENT



You focus on spotting, attracting and developing talent.

INITIATIVE AND COURAGE



You make decisions, show initiative and instigate change.

How can you develop your leadership skills?

The back of this leaflet lists a description of the behaviour required in each leadership role and for each component.

Self-reflection

Read through the leadership profile and consider where you do and do not (yet) exhibit this kind of behaviour.

Feedback

Engage in dialogue with other people, for example your supervisor, a colleague, someone who is receiving your guidance or supervision. Ask these people to provide feedback based on the leadership profile. You could also conduct a team discussion or ask for 360-degree feedback.

Development

Consider what aspects you would like to develop and what you would need for this.

- What experience would you like to gain? Examples might include participating in a project, committee, conference or think tank.
- What training would you like to take in order to develop your competences and increase your effectiveness? It is important for the training to be interactive and to focus on your own situation and learning objectives.
- Who would you like to learn from? Consider an exchange with colleagues and peers in your field and meetings with a mentor or on-the-job coach.

Discuss your leadership profile and your development needs with your manager. You could also ask your HR advisor for advice.

4 Leadership roles					
The six components of Leadership		1. PERSONAL LEADERSHIP	2. LEADING A PROJECT OR TEAM	3. LEADING A PROGRAMME OR MULTIPLE TEAMS	4. LEADING AN ORGANISATION
					
Focus on personal leadership in own role and position. Applies to every single staff member.		Focus on leadership in relation to managing others, projects or changes.	Focus on personal leadership when directing groups, programmes, movements and partnerships, within and beyond TU Delft.	Focus on administrative leadership. Represents TU Delft in the national and international context.	
1	 OWNERSHIP AND COLLABORATION Taking full responsibility, achieving results, working together.	<ul style="list-style-type: none">Where necessary, ensures others are aware of his/her own activities.Assists colleagues when requested to do so.Takes an active interest in the specialisation, motivations and interests of others he/she is collaborating with.Shows respect towards others and their work.Takes responsibility for the work and achieves results.Shares successes and involves and acknowledges colleagues who have made a contribution.	<ul style="list-style-type: none">Exchanges information, knowledge and ideas with staff members/colleagues at his/her own initiative.Identifies problems within the team and applies him/herself to solving these together with others and achieve results.Is aware of, respects and understands mutual interests.	<ul style="list-style-type: none">Helps colleagues in determining objectives that are not necessarily in their own interest.Initiates collaboration between different groups in order to achieve results together.Creates a context in which mutual understanding and respect can be taken for granted.	<ul style="list-style-type: none">Focuses on actions and projects involving productive and constructive collaboration with other divisions or organisations.Brings together the interests, actions and activities of different parties in order to achieve joint results and create a win-win situation.
2	 VISION AND STRATEGY Having vision, implementing it, influencing others and having an impact by taking risks.	<ul style="list-style-type: none">Understands and highlights the broad outlines of his/her own group/team's objectives, within the wider context.Is able to recognise other people's interests.	<ul style="list-style-type: none">Converts project/department strategy and goals into a course for his/her own research and education and/or own project team. Encourages others to contribute ideas to this.Sets long-term objectives and develops scenarios to enable the team to achieve them.Thinks several steps ahead and acts accordingly.	<ul style="list-style-type: none">Has a clear picture of the strategy of the department/faculty/service department, formulates appropriate objectives, works towards them and sets the chosen course in a way that inspires others.Encourages others to do the same.	<ul style="list-style-type: none">Provides the organisation with direction by translating (societal) developments into new directions in the faculty.Initiates large-scale movements within and outside the organisation and gets others on board.Promotes synergy.
3	 SELF-AWARENESS AND SITUATIONAL AWARENESS Reflecting on one's own actions and being open to ideas and comments from others, from an independent perspective. Awareness of the specialisation, organisation and the influencing and decision-making processes, and responding to these.	<ul style="list-style-type: none">Reflects on his/her own role and own personal development.Is aware of his/her own behaviour and how it affects those around them.Shows that he/she can critically assess and modify his/her own behaviour where necessary. Is open to feedback.Is aware of his/her immediate surroundings, has insight into how the department is organised, an understanding of other people's interests and points of view and the ability to act accordingly.Organises feedback on his/her own actions.	<ul style="list-style-type: none">Is aware of his/her own intrinsic motivation and the direct/indirect impact this has on their surroundings.Shows exemplary behaviour, courage and resilience.Is aware of decision-making processes and how they are influenced.Is visible within the organisation to the departmental director, dean, director and colleagues from other (service) departments.Knows and respects other disciplines and recognises	<ul style="list-style-type: none">Reflects on the development of others and his/her own role in their development.Shows an understanding of group dynamics, including the impact of his/her own behaviour, and acts accordingly.Encourages others to reflect on their own behaviour and be aware of their own motivation.Is a discussion partner on strategic subjects and can generate leverage in this respect.	<ul style="list-style-type: none">Uses forces from within and outside the organisation to achieve strategic goals and create broad support.Provides administrative support and backing for ideas developed and implemented in the faculty/service department.Creates team spirit within TU Delft.
4	 TRUST AND INTEGRITY Acting with integrity, expertise, commitment and transparency. Creating an inclusive and diverse working environment in which everyone can perform at their best.	<ul style="list-style-type: none">Speaks respectfully to others, also when disagreeing.Provides accurate information to others, even if it is to his/her disadvantage.Respects the values, standards, knowledge and skills of others.Recognises and utilises what others have to offer.Shares relevant information so that trust can grow.Acts reliably (do what you say and say what you do).	<ul style="list-style-type: none">Safeguards the integrity, expertise, commitment and transparency of his/her own actions in research, teaching and in the group.Is transparent about what is and is not part of his/her own area of expertise; encourages others to act in the same way.Facilitates and creates a diverse group, and encourages everyone to perform to the best of their abilities. Provides a safe social environment.Makes sure that agreements about duties and powers of authority are clear.Gives feedback to people from the group and is willing to accept feedback; encourages and motivates others to do the same.	<ul style="list-style-type: none">Raises matters of integrity.Shows others how to be committed and transparent, as well as being trustworthy and knowledgeable, and how to discuss these issues.Gives staff members room to question authority and content, and shows that disputes are not settled by power and position.Communicates the intended goals and results with stakeholders and encourages team members to achieve them together.	<ul style="list-style-type: none">Ensures an environment in which questions of integrity can be discussed.Acts on violations of integrity.Is a visible example of acting with integrity to people from both within and outside the university.Widely promotes the virtues of a diverse organisation, stimulates an inclusive work environment and explicitly raises this subject at various levels.
5	 ATTRACTING AND ENCOURAGING TALENT Focusing on spotting, attracting and developing talent.	<ul style="list-style-type: none">Creates a good atmosphere (space, trust and attention), in which others are encouraged to make use of and develop their talents.Takes care of rapid induction of new colleagues and ensures they feel at home within the team.Celebrates successes with others and ensures that everyone's contributions are recognised.	<ul style="list-style-type: none">Creates opportunities and encourages colleagues to take full advantage of them.Puts others in the spotlight.Focuses on identifying and attracting talent and creating diverse teams.	<ul style="list-style-type: none">Gives talented staff members the chance to grow to a level that may even exceed his/her own level within or outside the organisation.Encourages colleagues to be visible in the organisation as well as beyond.Is always actively scouting for talent.	<ul style="list-style-type: none">Always plays an active role in developing and attracting talent for the organisation and creates the right conditions and context for talent recruitment and development.
6	 INITIATIVE AND COURAGE Taking responsibility, making decisions and instigating changes.	<ul style="list-style-type: none">Flags up issues and comes up with ideas and proposes strategies at his/her own initiative.Initiates activities and takes the lead.Takes responsibility and dares to take risks, understands his/her own impact on decisions.	<ul style="list-style-type: none">Recognises opportunities for improvement, innovates within his/her own specialisation, challenges the status quo.Organises conferences and network meetings.invites speakers and is impactful.Dares to stand out, shows determination and gets things done.Is visible and active within relevant networks.	<ul style="list-style-type: none">Is visible in the international academic or professional field, brings about changes in the department/faculty/service department.Takes responsibility in order to increase his/her own impact in a broader context and enable others to do so.	<ul style="list-style-type: none">Explores and utilises new partnership opportunities and applications in teaching, research and valorisation for faculties (and similarly for service departments), both within and beyond TU Delft, beyond the boundaries of faculties and universities. Boosts these opportunities by applying focus and prioritisation.Takes an active part in improving the university.