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IN.TUNE

Innovative Universities in Music and Arts in Europe

Plan for training courses for management and administrative staff (D5.3)

Capacity building and innovation in learning & teaching
(WP5)

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Innovative Universities in Music & Arts in Europe – IN.TUNE is the only European University Alliance in the field of music and arts. It brings together eight universities from North, East, South and West Europe, striving to deepen their cooperation to bring about institutional transformation and the enhancement of their quality, performance, attractiveness and international competitiveness. In line with the goals set by the European strategy for universities, underlining the important role of higher education in shaping sustainable, democratic and resilient societies, IN.TUNE members are committed to the development of a joint long-term strategy with a strong artistic dimension for high quality education, research, innovation and service to society, becoming a role model for the wider higher education community across Europe and beyond.

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Introduction to the Context

IN.TUNE

The European University Alliance [IN.TUNE – Innovative Universities in Music & Arts in Europe](#) brings together eight universities across the continent, committed to the development of a joint long-term strategy for excellence in education, research, innovation and service to society. This strategy is built on a shared perspective on our institutions' roles within society, a joint vision and approach towards deep institutional cooperation, and a shared dedication to the European values of diversity, democracy, social, and human rights.

Through the establishment of IN.TUNE, we aim to:

- Build an effective, systemic, and sustainable framework for deep institutional cooperation, drawing on our previous and existing collaborations to drive transformational change across our institutions.
- Strengthen, through this deep institutional cooperation, artistic and educational innovation and research, not only within our institutions, but also throughout the higher music education sector and the broader cultural and creative sector industries, providing students and professionals unique with educational opportunities that will improve their ability to access, create and maintain sustainable careers.
- Play an active role in shaping the future of our sector and our societies by addressing contemporary educational, professional, societal, technological, and ecological challenges. Together, through the joint creation of forward-looking institutional environments, we will empower students and staff to engage with these challenges through their creative work, both at institutional and transnational level.

Work Package 5: Capacity building and innovation in learning & teaching

The Capacity building and innovation in learning & teaching (Work Package 5) focuses on developing IN.TUNE Policy on Capacity Building and Innovation in Learning & Teaching aiming to enhance the professional development of teaching and administrative staff across the alliance through tailored continuing education opportunities. The initiative includes two types of annual training: (a) the "Artist as Teacher" courses for educators, which focus on improving didactic skills, incorporating diversity and inclusion, fostering sustainable academic careers, and aligning with IN.TUNE's strategic goals for education, research, and innovation; and (b) training for administrative and management staff, addressing key competencies such as management skills, institutional policies, and sustainability practices. Both programs will leverage the expertise of partner institutions and integrate a European dimension, ensuring collaborative

growth across the network. Regarding training for administrative and management staff, the group agrees to include teaching staff involved in managing teams or projects.

In addition to individual capacity building, the work package will address institutional needs by developing a plan for upgrading technical equipment, research tools, and musical instruments to ensure equity among alliance members. Furthermore, the package will spearhead a joint curricular innovation scheme, promoting student-centred, interdisciplinary approaches to artist pedagogy. This scheme will explore new methodologies, digital technologies, and student-led projects, aligning closely with other work packages to advance innovative educational formats across the IN.TUNE alliance.

Deliverable Summary

This document presents a ***Plan for training courses for management and administrative staff*** within the IN.TUNE alliance (Deliverable D5.3). It has been developed by Working Group 1 (WG1) within Work Package 5, comprising representatives from all partner institutions. The plan aims to support continuous professional development across all alliance institutions and to establish a shared framework for strengthening competencies, enabling the co-creation of training, promoting a sense of importance for establishing a sustainable culture of learning, and sharing resources.

The training and development framework includes training topics, learning objectives, and competency descriptions along the following learning and development dimensions:

1. Leadership and Development
2. International Project Management Skills
3. Diversity, Inclusion, Power Relations, and Social Safety
4. Specialist English for University Professionals
5. Digitalisation /AI competencies
6. Strategy, Communication, and Organisational Culture
7. Health and Well-being

By the end of the year 2027, through its work, WG1 will contribute to the IN.TUNE Policy on Capacity Building and Professional Development.

To that end, the following actions have been agreed upon to be implemented and further developed during 2026 and 2027, aiming to establish a sustainable basis for cooperation and joint development within the alliance for the coming years, while contributing to the institutional culture shift in the IN.TUNE universities:

- An alliance-wide survey to confirm the skills and competence needs, and introduce a collaborative framework
- Workshops to develop specialist English skills for HR professionals
- Fostering peer learning as a valuable instrument in expert learning and development, starting with a pilot in HR
- Exploring project management training opportunities.

The IN.TUNE collaboration enables the co-creation of training and helps reinforce awareness of the importance of establishing a sustainable culture of learning and development across the alliance institutions, while sharing resources and increasing impact.

Direct competence training activities will be accompanied by support measures that foster a culture of learning and development. Without a supportive cultural foundation, competence training remains informational. With one, it becomes transformational.

Working group methodology and key insights

Reflections on process and collaboration

The working group (WG1) held regular monthly online meetings, which provided a space and an opportunity to strengthen the collaboration and mutual understanding of the diversity of working environments across IN.TUNE universities. Members of the working group shared knowledge and insights into HR practices, training needs, and staff development approaches across alliance universities, identified institutional strengths, and explored opportunities for collaborative synergies. During these meetings, the working group:

- Had exchanges and discussions with administrative staff from all partner institutions (including financial officers, heads of academic affairs, study office staff and others) on current practices and needs related to the skill development and training, during the Staff Week, held from 31 March to 4 April 2025 at the University of Music and Performing Arts Vienna (mdw).
- Agreed on delivering a draft Plan for staff training by October 2025 and testing at least one proposed competence development measure in 2026. Insights from this pilot will be incorporated into the final training plan, which will be completed by WG1 by 2027.
- Discussed which topics are most relevant for a shared management and administrative staff capacity-building plan, identifying areas with the greatest potential for impact and synergy, and addressing challenges such as engaging staff with limited contracts and encouraging their participation in training or other interventions.
- Recognised the collaboration within the WG1 itself as a learning opportunity, sharing good practices within the group, committing to integrating their own experiences into the plan and proposing professional development opportunities.
- Reflected on suitable formats for different institutional contexts, including webinars, in-person workshops (potentially supported by Erasmus+ mobility programme), and online modules.
- Explored what the group needs to collaborate effectively, emphasising the importance of understanding each other's institutional contexts to identify development needs better.

To support progress, the group agreed to continue monthly online meetings, form task forces as needed, and document discussions through meeting minutes. Members assigned as liaisons facilitated communication between the working group and the WP5 Committee to ensure that views and work were aligned, and to address any questions and challenges that may arise.

The working group invested considerable effort and time in developing a comprehensive framework of training topics with strategic importance for our higher education institutions. To develop the annual training courses plan for management and administrative staff, the group started discussing the training topics as outlined in the Description of the Action / Grant Agreement, in the overview of the relevant alliance task (T5.3 *Elaborate a plan for the capacity building of teaching and administrative staff*), milestone (M41 *Training courses for management and administrative staff developed*) and deliverable (D5.3):

1. Addressing management skills
2. Issues on diversity, inclusion, power relations, and social safety
3. Institutional policies.

After a thorough discussion within the Working Group, it was decided to add further topics considered necessary for inclusion in the Training Plan for Administrative and Management Staff:

4. Professionalisation through peer-learning and colleague-case counselling
5. Language skills
6. Project management in the international setting
7. Institutional belonging
8. Digitalisation/AI competencies
9. Communication styles and communication in general
10. Health and well-being.

From the very first meetings of the WG1, the following two main topics were agreed to be addressed in the Plan:

- Project Management in international settings
- English language skills to improve communication and tasks in the Alliance.

Later in the process, five main task forces were formed to divide responsibilities, accelerate progress and help establish a clear and manageable workflow:

- Task force 1: Work on the deliverable D5.3
- Task force 2: Facilitate the development of English courses for HR officers and staff

- Task force 3: Establish a training and development framework. Develop and conduct a survey on (management and administrative) staff needs for professional development to identify the needs across the entire Alliance
- Task force 4: Explore and develop an offer for training in international project management
- Task force 5: Plan all the processes needed for implementation of each training action (communication, registration, payment, evaluation), taking into account the existing governance procedures in the alliance and across partner institutions.

From the main ten dimensions agreed, the group used a collaboration tool (padlet.com) to discuss all the training and development subtopics. The Task Force Survey / Framework gathered and analysed all those dimensions and their subtopics, and consolidated them into seven main dimensions for the Plan for training:

1. Leadership and Development
2. International Project Management Skills
3. Diversity, Inclusion, Power Relations, and Social Safety
4. Specialist English for University Professionals
5. Digitalisation /AI Skills
6. Strategy, Communication, and Organisational Culture
7. Health and Well-being.

Once the working group had identified these key themes for proposed professional development measures, a central question emerged: how to ensure these truly meet the needs of the target groups? While it's impossible to capture everyone's needs fully, the group aimed to design impactful and relevant development opportunities. To avoid overcomplicating the process, the group focused on feasibility. This led to the idea of launching a survey to validate whether the proposed measures align with the actual development needs of management and staff. The original plan was to launch the survey in the autumn semester of 2025. However, given the overlap with the Questionnaire for IN.TUNE participants (QIP), the general survey for all alliance participants conducted as part of the internal quality assurance processes, it was considered more appropriate to schedule it for a later date.

In the early stages of the WG1's work, navigating the online Teams environment (the internal IN.TUNE communication platform) proved challenging. Questions arose about how to collaborate effectively and organise documents clearly. This experience highlighted the importance of developing international project management skills.

All working group members speak and write English, which is the official language of communication in IN.TUNE, well. Nevertheless, the members of the working group experienced in their own ways how collaborating in a professional international setting can sometimes be challenging. Communication in English, which is not the first language of any of the members, especially when expressing more nuanced thoughts or feelings on specific topics and challenges, requires more than just language proficiency. This led to the realisation that improving English speaking and writing skills is essential to strengthen collaboration and connection between the institutions involved. The target groups in each institution are usually too small to organise their own training in English. Therefore, the institutions lack trainers who can deliver courses in English and are familiar with the university setting; these are elements that would ensure higher-quality outcomes. Alignment was also ensured with the work being done in WP2 on seamless mobility for students and staff, where language support opportunities and a “language kit” are being developed.

Some trainings may be offered in a language other than English, depending on the target group, the institutional context, and the availability of the coach. When training needs to be offered in each institution's language, the working group will design the objectives and content, and each university will engage a (local) coach best placed to deliver it.

Throughout the process, time constraints and workload were ongoing challenges. Balancing working group responsibilities with regular duties in the institutions required open communication. The working group meetings provided a space for sharing concerns and offering mutual support.

To get a bigger picture and to grasp the assignment of the WG, alignment meetings with the WP committee would be valuable. The institutions should be responsible to check the availability (and commitment) of the (potential) group members. Coaching and supporting in grouping would be helpful in the initial phase. Reflecting on the ongoing work should be part of the process to benefit from it, both as an individual and as a collective.

The importance of competence training and a learning and development culture for IN.TUNE collaboration

The goal of competence development is to ensure that each employee possesses the necessary skills for their current position and has the ability to face the challenges of future working life. Managers and supervisors play a key role in enabling and supporting competence development. Goal-oriented competence development supports coping at work, increases work engagement and strengthens professional identity.

Competence is built on four dimensions: knowledge, skills, attitudes and motivation. Higher education institutions follow the generally recognised 70–20–10 model for learning and development¹, in which:

- about 70% of learning takes place in everyday work: taking on new responsibilities, problem-solving, experimentation
- 20% in communal interaction and networks: mentoring and coaching, peer feedback, collaboration, shadowing
- 10% in formal education: structured courses, workshops, reading and e-learning.

Learning has evolved alongside working life. The first wave of learning focused on education and courses, the second on lifelong learning. The third wave, with digitalisation and internationalisation, emphasises agile learning: learning takes place in everyday work, interaction and joint development.

Today's expertise requires the ability to quickly learn new things based on one's own substantive expertise. As work tasks and working methods change, there is a need for continuous adoption of new knowledge and skills. Learning takes place in connection with work – exactly when learning is needed. A key condition is to create a strong learning culture that encourages development and reframes failure as a learning opportunity.

The IN.TUNE collaboration enables the co-creation of training, supports spreading a sense of importance for establishing a sustainable culture of learning and development within the alliance institutions, and offers the opportunity to share resources and expertise. It also fosters strategic relationships that may lead to new projects, research cooperation or staff mobility. The international dimension adds relevance and appeal to training activities. Staff feel that their development is part of a broader community, which enhances motivation and commitment to learning, benefiting both the individual and the collective. Working in an international context additionally enhances staff's cultural sensitivity and language skills.

Staff in leadership positions play a pivotal role in shaping the direction, culture, and well-being of an organisation. In the transnational cooperation between IN.TUNE institutions, leadership development holds a central position within the co-creation of a competence development plan for all staff groups. Through targeted training and peer support, leaders strengthen their capacity to foster inclusive and diverse work and study communities, promote learning and growth, and navigate complex environments.

¹ See "70/20/10 model (learning and development)", *Wikipedia*, [https://en.wikipedia.org/wiki/70/20/10_model_\(learning_and_development\)](https://en.wikipedia.org/wiki/70/20/10_model_(learning_and_development)) (accessed 5 December 2025). The underlying model is generally attributed to Michael M. Lombardo and Robert W. Eichinger, *The Career Architect Development Planner*, 1st ed. (Minneapolis: Lominger, 1996), p. iv, ISBN 0-9655712-1-1.

The aim of capacity building of IN.TUNE staff is also to support competence development through peer learning, and the working group aimed to create structures for this during the project. Collaborative networks and events such as the IN.TUNE Staff Week provide a platform for staff to discuss their work, challenges and good practices with peers in similar roles across institutions. This strengthens professional identity and supports reflective learning.

Plan for training courses for management and administrative staff (D5.3)

This document outlines the training plan for management and administrative staff (Deliverable D5.3), developed by Working Group 1 (WG1) within Work Package 5 *Capacity building and innovation in learning & teaching*. It also presents formats for fostering a culture of communication, knowledge exchange and peer learning. The plan has been developed to support the continuing professional development of management and administrative staff across the IN.TUNE alliance institutions. While the proposed measures vary in focus, they share common goals and guiding principles:

- Existing training resources and expertise within partner institutions will be utilised and combined, adding a European dimension through alliance-wide collaboration.
- Without a supportive cultural foundation, competence training remains informational. With one, it becomes transformational. Direct competence training activities will be accompanied by support measures that foster a culture of learning and development.
- The primary target group includes management and administrative staff at IN.TUNE institutions and includes teaching and research staff which is leading teams or projects.
- Each proposed initiative includes a clear objective and outlines the skills and competencies to be developed.
- Training activities address themes such as leadership skills, diversity and inclusion, power dynamics, social safety, institutional policies (including recent EU developments), and sustainability.

Professional training and development framework

A professional training and development framework is designed to provide a strategic foundation for systematic development of a concrete annual training plan for university managers and administrative staff.

Challenges, values, cross-cutting themes and competency requirements that concern all alliance universities were collected and discussed, from which initial schematic outlines and a thematic matrix were created. Seven content dimensions were defined and assigned different priorities. Learning objectives and competencies were formulated (Bloom's taxonomy² aligned) in order to translate the desired learning outcome into applicable and measurable skills.

² The Taxonomy of Educational Objectives, known as Bloom's Taxonomy (Bloom, Engelhart, Furst, & Krathwohl, 1956) is one of the most recognized learning theories in the field of education. Educators often use Bloom's Taxonomy to create learning

These seven dimensions of the training and development framework will be presented initially and followed by a concrete action and training plan for the years 2026–2027:

1. Leadership and Development
2. International Project Management Skills
3. Diversity, Inclusion, Power Relations, and Social Safety
4. Specialist English for University Professionals
5. Digitalisation /AI Skills
6. Strategy, Communication, and Organisational Culture
7. Health and Well-being.

1. Leadership and Development

Leadership and Development training is designed to strengthen the ability of managers and supervisors to lead effectively in a rapidly changing academic and cultural environment. These trainings focus on practical and strategic skills that enable leaders to guide individuals and organisations through transitions, manage resources responsibly and create healthy, equitable work environments. By developing competencies in agile leadership, change management, communication and HR fundamentals, participants will be equipped to lead with clarity, empathy and resilience in diverse and international contexts.

Training topics and goals are:

1	Training Topic	Learning Objective	Competency Description
1.1	Agile leadership vs. other leadership styles	Analyse various leadership styles and apply agile principles to enhance team adaptability, collaboration, and innovation.	Applies agile methods to lead teams effectively, fostering flexibility, accountability, and continuous improvement.
1.2	How to lead (yourself and others) through change. How to organise or reorganise a team,	Design and implement strategies to lead individuals and teams through change, structure	Leads organisational transitions strategically, promotes cooperative team environments, and leverages

outcomes that target not only the subject matter but also the depth of learning they want students to achieve, and then create assessments that accurately report on students' progress toward these outcomes (Anderson & Krathwohl, 2001).
https://en.wikipedia.org/wiki/Bloom%27s_taxonomy (accessed 5 December 2025).

	team dynamics and collaborations. Decision-making and delegation as powerful tools in leadership	collaboration, and delegate effectively to enhance performance.	delegation and decision-making to empower others.
1.3	Time and Priority Management (Self-leadership), Burnout Prevention, both for leaders and teams	Apply advanced time and priority management techniques to maintain productivity and evaluate strategies for preventing burnout in oneself and one's team.	Demonstrates mastery of self-leadership by applying prioritisation frameworks and promoting resilience and well-being across the team.
1.4	Financial and resource management: Designing structures and processes to ensure efficient administration and clear responsibilities	Evaluate financial and administrative processes and design efficient structures that promote transparency, accountability, and resource optimisation.	Implements efficient management systems, aligning financial and human resources with organisational goals in a transparent and fair manner.
1.5	How to manage a remote working group (inner and inter-institutional projects). How to conduct and host efficient meetings online, create a group culture, etc.	Develop and implement effective practices for managing remote teams, facilitating online meetings, and creating cohesive digital work cultures.	Leads remote and hybrid teams with clear communication, digital facilitation skills, and strategies that sustain engagement and trust.
1.6	Training on HR fundamentals: recruitment, onboarding, performance management and development, employee reviews, and establishing an individual improvement and training plan	Apply HR principles to design and evaluate recruitment, onboarding, and employee development processes, including individual improvement plans.	Implements structured HR processes to attract, develop, and retain employees while supporting continuous professional growth.
1.7	How to promote a healthy, inclusive and equitable environment. Conflict management strategies. Communication	Create and evaluate initiatives that foster inclusivity, resolve conflicts constructively, and establish a sustainable	Fosters inclusive leadership and models, non-violent communication to maintain equity, respect, and collaboration in the workplace.

	practices, e.g. developing a feedback culture, non-violent communication, etc.	feedback and communication culture.	
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2. International Project Management Skills

WG1 proposes the development of an accessible, alliance-wide training programme on International Project Management. The training topics, learning objectives and competency descriptions are:

2	Training Topics	Learning Objective	Competency Description
2.1	Project management principles in classic and agile frameworks	Apply project management principles to plan, execute, and monitor projects using both traditional and agile methodologies.	Demonstrates the ability to manage projects efficiently by selecting appropriate methodologies and ensuring successful delivery.
2.2	Adapting project management approaches to academic contexts	Evaluate and adapt project management tools and frameworks to fit the specific needs of academic and research environments.	Applies flexible and context-sensitive project management approaches suited to higher education institutions.
2.3	Digital tools for virtual international collaboration	Utilize digital platforms to organize, monitor, and communicate effectively within virtual project environments.	Uses digital tools to enhance transparency, accountability, and collaboration in distributed teams.
2.4	Leading (international) projects with facilitation and clarity ('hosting and harvesting')	Design and facilitate project processes that promote collective ownership, reflection, and learning.	Leads teams with clear facilitation strategies, ensuring shared understanding and collaborative outcomes.
2.5	Building and managing virtual international teams	Develop strategies for building trust, engagement, and efficiency in geographically dispersed teams.	Creates cohesive virtual teams that collaborate productively and maintain psychological safety.
2.6	Intercultural communication and collaboration	Analyse and apply communication strategies for international and intercultural project settings.	Collaborates effectively across cultures, demonstrating intercultural competence and adaptability.

2.7	Fostering shared responsibility and trust	Create a team environment based on mutual trust, shared accountability, and continuous improvement.	Builds and sustains a culture of collaboration and shared responsibility within project teams.
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3. Diversity, Inclusion, Power Relations, and Social Safety

In the context of universities of the arts — where creativity, cultural richness and individual expression are at the core — it is especially important that every member of the community feels a sense of belonging and is valued for who they are.

Recognising diversity and developing inclusive practices are not only ethical responsibilities; they also strengthen our universities' ability to evolve, learn and respond to the challenges of a changing world. When staff learn to identify their own biases, understand different lived experiences and build respectful interactions, they create space for creativity, collaboration and collective growth.

Learning about inclusion and diversity is not a one-time effort, but a continuous process that requires time, reflection and shared commitment. It is a strategic part of organisational development and cultural transformation — supporting the well-being and growth of all members of the community.

3	Training Topics	Learning Objective	Competency Description
3.1	Power relations, equity, diversity, and inclusion awareness	Recognise, analyse, and evaluate how power dynamics and institutional structures affect inclusion, equity, and diversity.	Promotes equity and inclusion by identifying and addressing bias, discrimination, and systemic barriers.
3.2	Preventing and addressing workplace harassment and discrimination	Apply institutional policies and ethical principles to prevent, identify, and respond appropriately to harassment, bullying, and discrimination.	Demonstrates accountability and allyship by fostering a respectful, safe, and inclusive work environment.

4. Specialist English for University Professionals

Training tailored to enhance professional English language skills for administrative and services staff working in specific areas such as Human Resources, Finance, Legal Affairs and Student

Services. The training focuses on the vocabulary, communication styles and written formats relevant to each professional context.

Participants will improve their ability to write emails, conduct meetings and handle complex interactions in English. Department-specific tracks provide targeted exercises, such as drafting legal clauses, explaining financial reports or advising international students.

4	Training Topics	Learning Objective	Competency Description
4.1	Specialist English for departments (HR, Finance, Legal, Student Registration, etc.)	Apply advanced English communication skills in specific professional and academic contexts.	Utilises precise, context-specific English terminology to communicate effectively within the department.

5. Digitalisation / AI Skills

Digitalisation and AI are transforming higher education and administrative processes. The training courses in this area will equip staff to integrate digital tools effectively, use AI responsibly and maintain cybersecurity standards. Participants will learn to adapt to digital workflows, enhance collaboration through technology and apply ethical principles in AI use. These competencies ensure institutions remain agile and future-ready in a rapidly evolving digital landscape.

The training topics and goals are:

5	Training Topics	Learning Objective	Competency Description
5.1	Understanding digitalisation and adapting to digital logic	Analyse the implications of digital transformation and apply adaptive strategies to integrate digital workflows.	Demonstrates digital literacy and flexibility in adapting to evolving digital environments.
5.2	Safe and responsible AI use	Evaluate ethical considerations and apply responsible practices in the use of AI for workflow enhancement.	Implements AI tools responsibly to improve efficiency while maintaining data integrity and ethical standards.
5.3	Cybersecurity awareness	Identify cybersecurity risks and apply preventive measures to protect institutional and personal data.	Maintains high standards of digital security and promotes safe online behaviour across teams.

5.4	Digital communication and project management tools	Use and integrate digital tools (Microsoft 365, Teams, Planner, etc.) to enhance communication and collaboration.	Manages projects and communication channels effectively using digital systems and collaborative technologies.
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6. Strategy, Communication, and Organisational Culture

Strategy, culture and communication are at the heart of building strong, resilient universities. These training areas focus on aligning institutional strategies with everyday practices, fostering a sense of belonging, navigating challenging conversations with empathy and clarity and promoting sustainable organizational cultures. By mastering these competencies, universities enhance coherence, trust and commitment.

The training topics and goals are:

6	Training Topic	Learning Objective	Competency Description
6.1	Policy development and institutional alignment	Design and evaluate policies that align with institutional strategies and foster coherence across departments.	Contributes to institutional growth through evidence-based policy design and strategic alignment.
6.2	Institutional belonging and organisational culture	Assess the factors influencing institutional culture and develop initiatives to strengthen a sense of belonging and engagement.	Fosters an inclusive and participatory organisational culture that enhances commitment and identity.
6.3	Challenging communication and feedback skills	Apply communication techniques to handle difficult conversations and provide/receive constructive feedback.	Communicates effectively and empathetically, enhancing collaboration and mutual understanding.
6.4	Digital communication and netiquette	Demonstrate appropriate digital behaviour and maintain professionalism in online communication.	Promotes respectful and effective digital communication practices across platforms.
6.5	Inclusive communication	Design and implement inclusive communication strategies that consider diverse audiences and perspectives.	Ensures all communication reflects equity, accessibility, and respect for diversity.

6.6	Aspects of sustainability	Integrate sustainability principles into decision-making and communication within the institution.	Applies sustainable thinking in leadership and organisational practices.
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7. Health and Well-being

Health and well-being are critical for sustaining motivation, resilience and productivity in academic environments. This training area focuses on strategies for preventing burnout, promoting psychological safety and fostering empathy-based communication. By prioritising well-being, universities strengthen engagement and long-term performance.

7	Training Topic	Learning Objective	Competency Description
7.1	Self-awareness and personality in leadership	Analyse personal traits and their influence on leadership, communication, and decision-making styles.	Demonstrates emotional intelligence and self-reflection in leadership practices.
7.2	Health and well-being for leaders and teams	Develop and apply strategies that promote psychological safety, motivation, and social connectedness.	Creates and sustains healthy, balanced, and motivated teams that thrive collaboratively.
7.3	Burnout prevention, stress relief, and time management	Evaluate stress factors and apply tools to manage time effectively and prevent burnout.	Implements proactive strategies for maintaining mental and physical health at work.
7.4	Constructive and respectful communication, empathy, and respect	Apply empathy and active listening techniques to build respectful and collaborative relationships.	Communicates constructively and fosters empathy-based connections within teams.

General forms of learning and format suggestions

The training formats will vary based on participants' needs and organisational needs. They will be planned in collaboration with external trainers and (internal/external) experts. The structure, agenda, methods and schedule will be defined to achieve the learning objectives, aligned with approved practices in the university context.

In this way, training becomes not an isolated intervention but part of a living ecosystem where learning can take root, evolve, and ultimately transform both individual performance and institutional capacity. IN.TUNE fosters a unique opportunity to help both individuals and

institutions to integrate a learning culture that meets both upcoming needs and long-term goals.

Options may include intensive online sessions, blended learning, webinar-style events or inspiring short talks in a TED Talk format. Some programs may adopt a flipped learning approach, where participants explore the topic beforehand to enable deeper discussion and interaction. Each format is chosen to support learning best and meet the specific needs of the target group. Possible training formats include: online and on-site trainings, hybrid/ blended learning (both online and in-person), expert panel, peer learning network (Intervision / Colleague Case Counselling³), train-the-trainer concept, and MOOCs (massive open online courses).

³ A Peer Learning Network — often called *Intervision* or *Colleague Case Counselling*—is a structured way for colleagues to learn from each other by discussing real work-related challenges. Unlike traditional supervision, Intervision has no external expert or coach. Instead, a small group of peers meets regularly and uses clear steps to explore one person's case at a time. The focus is not on giving quick advice but on asking clarifying questions, sharing perspectives, and reflecting together.

Actions and Training Plan for 2026–2027

Based on the theoretical framework above, the working group decided to develop and deliver the following actions and training topics in 2026–2027:

- A survey to identify needs across the IN.TUNE alliance, and
- The organisation of several pilot trainings based on the initial discussions in the working group on institutional needs.

Survey on the staff training needs

As described in the methodology chapter, the working group first brainstormed on the strategically important training topics that should be part of the theoretical framework. Following the initial identification of two main topics – project management in international settings, and English language skills to improve communication and work in the Alliance – a short internal survey was conducted among the WG1 members via Padlet, with the aim of prioritising the main training dimensions. This internal survey identified the seven main aforementioned dimensions: Language skills; Leadership and Management; Digitalisation/AI skills; Project Management skills; issues related to diversity, inclusion, power relations, and social safety; Strategy, Culture and Communication; and Health and Wellbeing.

This prioritisation needs to be validated by the wider IN.TUNE community, to ensure the alliance's needs are met and that the training opportunities offered are aligned with its goals. To that end, a survey will be launched in January 2026 to identify any blind spots in the established framework, gather feedback and corroborate or adjust the relative weight of each training based on the survey results. The questionnaire will also explore the potential for Peer Network Learning opportunities. In the meantime, the working group will launch pilot training sessions in areas that have already been identified.

Plan for pilot trainings

A. English Technical Vocabulary in Use: A Workshop Series for HR Professionals in European Higher Education

Higher education institutions across Europe are becoming increasingly international workplaces. HR professionals in higher education must navigate diverse legal frameworks, multilingual environments and culturally varied expectations from all staff members. Clear and consistent communication in English – the common working language across many institutions – is essential.

English Technical Vocabulary in Use is a three-part workshop series designed specifically for human resources (HR) professionals in the IN.TUNE alliance. It aims to strengthen the shared

understanding of HR terminology, enhance cross-border cooperation, and improve the clarity with which HR teams communicate employment-related concepts to international academic, artistic and administrative staff (see training framework 4.1).

Goals of the workshop series:

- Establish a shared and consistent understanding of key English HR terms used in European higher education settings.
- Support HR professionals in explaining policies, employment conditions, and procedures clearly to international staff, visiting scholars and external partners.
- Facilitate cross-institutional exchange among HR professionals across the alliance by aligning language use and reducing misunderstandings.
- Build practical communication skills for everyday HR work in multilingual university environments.
- Provide a jointly agreed HR glossary.

Workshop Structure

The workshops are planned to be delivered as three online sessions (3–4 hours each), each focusing on a core area of HR vocabulary relevant to European universities. Sessions include guided discussions, collaborative definition-building, and peer exchange supported by an external facilitator.

❖ Workshop 1: Employment and Compensation

- Labour Law Terms: compliance, labour law, employee rights, data protection
- Employment Terms: employment contract, probationary period, notice period, confidentiality clause, work permit, residence permit
- Compensation and Benefits: salary, travel expenses, bonuses, commissions, perks, pension schemes, health insurance, taxes.

Preparation and Execution of Workshop 1: The first workshop is scheduled for mid-February 2026. Before the session, participants will receive curated lists of terms related to workshop topics and key terms.

❖ Workshop 2: Development and Performance

- Onboarding New Staff: onboarding, orientation
- Training and Professional Development: training, professional development, upskilling, career pathing
- Performance Reviews: performance appraisal, feedback, goals, evaluation.

❖ Workshop 3: Communication and Culture

- Employee Communication: conflict resolution, grievance procedures, mediation
- Diversity and Inclusion: equal opportunities, workplace culture, discrimination, unconscious bias
- Health and Safety: workplace health, safety regulations, well-being, work environment, guidance.

Participants will be invited to identify unfamiliar terms, terms they know but use differently, terms that often lead to misunderstandings in their universities, as well as terms requiring simple, clear definitions for use with international staff.

They may also contribute additional terminology relevant to their institutional context. During the workshops, participants will engage in group discussions aimed at creating shared, functional definitions suitable for European higher education HR communication. An external facilitator will support the process, ensuring clarity, constructive dialogue and progress.

Due to the limited workshop time, refinement of the terminology lists will continue in the post-workshop follow-up. To that end, the working group will also evaluate the approach and methods used, the quality and usefulness of the outcomes, as well as any necessary adjustments, before implementing Workshops 2 and 3. This evaluation will guide the development of the workshop series to support HR professionals across the alliance universities in the future.

B. Pilot for Human Resources – Peer Learning Network Model

IN.TUNE provides a unique opportunity to build a professional network based on sharing expertise and best practices among specialists of the same profile, allowing for reflection on our practice, facilitating professional growth, and contributing to the professionalisation of each institution's teams.

As most of the WG1 members belong to Human Resources offices, the pilot programme will begin within the working group itself, with the aim of establishing the foundation for a peer learning network that supports professional development in an international setting. One HR-focused pilot will explore professional approaches to competence development in the context of IN.TUNE universities.

Following thorough discussions of current work, shared challenges, needs and strengths, it was agreed that the pilot would offer the opportunity for:

- Peer support through structured sessions and informal exchanges
- Sharing resources and best practices to improve HR processes and collaboration
- Creating inter-institutional networks for knowledge sharing and joint initiatives

- Gaining an international perspective on leadership and team building to enrich local practices
- Start colleague case counselling, intervention, and other peer support methods to address shared challenges and needs
- Strengthen sense of belonging by analysing and improving welcoming procedures and cultural practices
- Establish clear yet flexible procedures to ensure consistency and adaptability
- Develop digital skills for both administrative staff and faculty
- Professionalise management skills and reinforce sense of purpose for artistic/academic managers
- Provide unconscious bias training to foster inclusive practices
- Support the administrative staff's well-being and motivation
- Through the pilot, a trust-based network among HR professionals will be established to strengthen mutual support, creating a valuable community in and beyond the Alliance.

The pilot refers to points 6.2 and 7.4 of the training framework, and contributes to fostering a culture of communication, knowledge exchange and peer learning.

To make the most of this opportunity, two challenges were identified:

- The group needs to improve its English skills in specific Human Resources vocabulary.
- In most institutions, the information and documentation that may be required are not available in English.

These issues point to the need for both short- and long-term actions. In the short term, targeted training in Human Resources English needs to be addressed in order to enable progress. In the longer term, the group should assess which documentation is already available in English and determine whether it is sufficient to initiate practice-focused discussions, contribute to the best practices collection, or whether additional documentation should be considered mandatory in English and requested from each institution.

Currently, three workshops are planned to strengthen specialised vocabulary, scheduled from February to April across the next two years. Two places will be available per institution, enabling participation to be shared with colleagues and supporting the professionalisation of local departments.

The IN.TUNE Summit in Vienna, bringing together members from all alliance work packages and planned for May 2026, will be used as an opportunity to begin shaping how this peer support programme can make the most of collaboration — either through Colleague Case Counselling or through deeper reflection on professional practice using the Intervention Method.

The long-term ambition is to extend this approach to other target groups, structured around role-based communities, and to establish peer learning network arrangements that support both administrative staff and leaders across the alliance. Networks may be organised through role-based groups and include both one-to-one meetings for confidential discussions and group sessions focused on specific themes. The network would operate on a self-directed basis, with participants jointly agreeing on the timing and content of meetings. Participation may be voluntary and confidential, fostering trust and openness. Light coordination will be provided to support the initial formation of groups, and participants will be encouraged to propose relevant themes for discussion and identify any training or coaching needs.

C. International Project Management Training and Development Measures

The target group of these development measures are team and/or project leaders. The aim is to enhance skills in this area while introducing an international dimension. Different possibilities for providing training and development measures, referring to dimensions 1 and 2 of the training framework, were explored, and their feasibility for the Alliance was reviewed.

The following options are based on the principle of blended learning. Participants can engage with theoretical content online and deepen their knowledge through interactive, practice-oriented sessions. Staff may follow one or multiple modules depending on their needs.

Module 1 – Interactive Training (Online or In-Person)

This module suggests interactive online or, if possible, in-person training sessions facilitated by a training expert in international project management, agile collaboration, and team development. The sessions aim to impart basic knowledge on the one hand, and facilitate a discourse about the specific needs of managing projects in the academic and research environment on the other (see proposed actions 2.1 and 2.2 in the framework).

The expert would combine classical and effective project management approaches, using:

- Case studies
- Practical exercises
- Tools tailored to international project settings
- Interactive deep-dives that reinforce theoretical content (for example, as presented in the MOOC mentioned in module 3).

The training can be organised online or on-site, depending on budget and institutional possibilities. Potential on-site participation may be supported through ERASMUS+ funds for staff training mobility.

Module 2 – International Expert Lecture Series

As a second, more interactive component, an International Expert Lecture Series, possibly coordinated with the expert, is proposed. Renowned international artists from various disciplines (music, dance, theatre, musical theatre, circus, etc.) would share their experiences and tips and tricks of working in global project environments (see framework 2.2). Guest speakers would provide:

- First-hand accounts of working internationally.
- Examples of challenges, solutions, and lessons learned.
- Insights on navigating cultural differences and language barriers.
- Practical advice for colleagues preparing for international collaboration.

Each session will include a presentation followed by a live Q&A. Six online lectures are planned to be delivered over several months. Inspiring speakers could be nominated and selected from the institutions.

Module 3 – MOOC: International Project Management

Colleagues who wish to build a stronger theoretical foundation and expand their knowledge of international project management may also undertake a theoretical training course on the topic. A number of solid options are available as free MOOC courses (see point 2.1 of the training framework). However, these do not provide the specific focus required, namely international project management for university staff. In addition, most MOOCs typically involve an extensive learning workload, which may not be realistic to accommodate alongside the day-to-day responsibilities of alliance staff.

Although the proposed programme for international project management offers a balanced, flexible and scalable structure — combining practical skills development and interaction (online or in-person training), real-world professional perspectives (expert lecture series), and theoretical knowledge (MOOC) — it does not fully meet the general requirements outlined above, in particular being tailored to university administrative and management staff. Nevertheless, it offers an opportunity to deepen knowledge of the subject.

Of the three proposed formats, modules 1 and 2 could be developed in a tailored form, while module 3 could provide a more general route for knowledge acquisition, even if it is neither as time-efficient nor as specific as required to fully meet the alliance's staff needs. However, taken together, these modules can form an accessible development pathway for staff across the

IN.TUNE alliance, aligned with the goal of strengthening international project management skills and knowledge to support improved cross-cultural cooperation.

Communication and registration

Communication regarding training activities will follow the established IN.TUNE procedures for announcing opportunities and calls. Calls for participation will be shared through the IN.TUNE internal communication platform (MS Teams), and externally through the Alliance website and social media platforms (Facebook, LinkedIn, and Instagram). In addition, the Human Resources offices at each institution will be informed directly, to ensure that training actions are reflected in institutional professional development plans and that relevant staff profiles are reached. WG1 members will play a key role in supporting this process.

Registration forms will be developed by the working group for each specific training opportunity, drawing on examples from comparable alliance initiatives and calls. Overall, the dissemination of training opportunities will be aligned with the alliance's communication and dissemination strategy and procedures, as described in the [IN.TUNE Communication and Dissemination Plan](#).

Training announcements will therefore include:

- Target Group
- Objectives and contents
- Length
- Training Format
- Dates and time
- Available places
- Registration deadline

Applications will be validated by WG1, including confirmation of eligibility and, where needed, prioritisation to support equal opportunities and balanced participation across IN.TUNE institutions. The course organising team/task force will inform applicants of the outcome by email.

Evaluation

The purpose of evaluation is to ensure that the training programs offered to staff across IN.TUNE universities are effective, relevant and impactful. At the end of each training, participants will complete a final self-assessment document to reflect on their learning and compare it with their initial baseline. A satisfaction survey will be used to evaluate the quality, relevance and delivery of each training, including questions such as:

- Overall satisfaction

- Usefulness of the training
- Trainer knowledge, methodology, and communication skills
- Duration
- Format
- Open comments
- Areas in which the training will be useful in future

All evaluation data will be compiled into summary reports for each training programme. These reports will include key findings, participant feedback and recommendations for future development.

The evaluation approach will also support dissemination of results and stakeholder engagement, while strengthening collaboration through standardised methodologies and continuous feedback procedures developed in the Quality Assurance Work Package as part of the alliance quality culture.

Funding and Payment

To successfully implement and sustain international training programs for staff in IN.TUNE universities, a flexible funding strategy is essential. The Plan includes both primary and alternative models to ensure adaptability.

To make the best use of available opportunities within the Alliance, WG1 will seek financial synergies in addition to using the IN.TUNE budget for training activities, for example, by leveraging the Erasmus+ staff training mobility scheme and institutional funds reserved for the professional development of teaching and non-teaching staff.

If sufficient resources are not available, cost-sharing among institutions may also be explored. Options include:

- Equal cost division, with each university paying the same share
- Proportional cost division, where costs are based on participant numbers or resource use
- Rotational hosting, with institutions taking turns in funding and hosting modules.

IN.TUNE Impact

Discussions in the working group indicate that the IN.TUNE alliance is regarded as a valuable experience for participants, offering both personal and institutional benefits. Working group members appreciated the opportunity to expand professional networks and exchange best practices and shared challenges. The process encouraged reflection by requiring participants

to articulate and document everyday work procedures, which is often overlooked in routine tasks. Collaboration fostered trust and allowed members to leverage each other's strengths, creating a sense of community and shared purpose. A major insight from this process was a shift in ways of working, moving from cooperative or collaborative approaches towards more co-creative practice.

Calendar of trainings

The following planning will be adjusted according to the outcome of the survey and the results of the 2026 pilots.

	PLAN FOR 2026	PLAN FOR 2027
January	<ul style="list-style-type: none"> Launch of the alliance-wide survey of training needs Confirm 1st English for HR workshop 	2 nd Peer Learning Network Program target group proposal and task force
February	<ul style="list-style-type: none"> Collect survey results and establish next steps 1st English for HR workshop 	HR Pilot – Case Counselling
March	Taskforce 4 – International Project management: after the survey results, confirm the goal of this taskforce or change it to Leadership and management, and establish next steps	2 nd Management training: communication and registration
April	2 nd English for HR workshop	2 nd Management training
May	In-person meeting of the WG1 and with other WGs and committees on crosscutting topics during the IN.TUNE Summit 2026	WG1 live meeting
June	<ul style="list-style-type: none"> Management training proposal 3rd English for HR workshop 	2 nd Peer Learning Network training or Case Counselling proposal
September	<ul style="list-style-type: none"> 1st Management training; communication and registration Planning of the next training topics and actions for 2027 	<ul style="list-style-type: none"> 2nd Management training; communication and registration Planning of the next training topics and actions for 2028

October	<ul style="list-style-type: none"> • 1st Management training • HR Pilot – Case Counselling 	<ul style="list-style-type: none"> • 2nd Management training • HR Pilot – Case Counselling • 2nd Peer Learning Network action
November	1 st Year Review and Final Plan for 2027 activities	2 nd Year Review and Final Plan for 2028 activities
December	Creating WG1 Timeline for 2027	Creating WG1 Timeline for 2028

ANNEX

Survey on the training and competency needs of management and administrative staff: an outline

Within the framework of the IN.TUNE alliance, the aim is to map out common competence needs for service personnel, supervisors and managers. The following survey will be conducted in all the partner universities of the IN.TUNE alliance. The results will be used to identify the alliance's common competence development needs and to build the competence development of each university. The aim is to build a network by utilising common competence development practices and possibly to create joint study modules for the target group.

This survey aims to gather information about the training needs for yourself or for your institution even when they do not apply directly to your role.

How to fill in the survey: Choose as many subtopics as you wish, except when a maximum number is stated.

Leadership and Management (choose a maximum of 3 subtopics):

- Agile leadership vs other leadership styles.
- How to lead (yourself and others) through change. How to organise or reorganise a team, team dynamics and collaborations. Decision-making and delegation as a powerful tool in leadership.
- Time and Priority Management (Self-leadership), Burnout Prevention, both for leaders and teams.
- Financial and resource management: Designing structures and processes to ensure efficient administration and clear responsibilities
- How to manage a remote working group (inner and inter-institutional projects). How to conduct and host efficient meetings online, create a group culture, etc.
- Training on HR fundamentals: Recruiting, Onboarding, performance management and employee development review and establishing an individual improvement training plan
- How to promote a healthy, inclusive and equitable environment. Conflict management strategies. Communication practices, for example, developing a feedback culture, non-violent communication, etc.

Project Management skills (choose a maximum of 2 subtopics):

- Project management basics (classic vs. agile project management) and how to use it best in the academic context
- Virtual team collaboration (also introducing digital tools)
- How to be a good project leader – hosting & harvesting

- How to improve virtual collaboration in an international context – intercultural communication

Issues on diversity, inclusion, power relations, and social safety:

- Raising awareness and understanding of power relations, equity, diversity and inclusion issues and their institutional policies (gender issues, neurodiversity, anti-racism, biases, structural discrimination, etc.).
- Recognise and address workplace harassment, discrimination, and bullying prevention. How to address inappropriate behaviour, where to report it, how to contribute to create an inclusive and equitable workplace environment –co-responsibility and allyship.

Language skills:

- Specialist English (specific training for particular departments: ex. HR, Finance, Legal, Student Registration, etc.)

Digitalisation / AI skills:

- Understanding digitalisation and learning how to adapt to a digital logic
- Training on safe and responsible use of AI and AI use for workflow enhancement, etc.
- Cybersecurity issues
- Training on digital communication and project management tools (emailing, Microsoft 365, Outlook calendar, planner, OneNote, Teams, etc.)

Strategy, Culture, and Communication (choose a maximum of 3 subtopics):

- Policy development and alignment within the institution.
- Understanding Institutional belonging and creating organisational culture.
- Dealing with challenging communication situations, providing constructive feedback (and how to receive it).
- Netiquettes for digital communication.
- Inclusive communication.
- Aspects of sustainability.

Health and Wellbeing (choose a maximum of 3 subtopics):

- Self-awareness to understand how personality affects decision making, communication leadership/work style.
- **Health and Wellbeing** for leaders and to lead healthy teams (Psychological safety, Work-life balance, social connectedness, motivation, collaboration, etc.).

- Tools and techniques for burnout prevention, stress relief, time management, etc.
- Tools for constructive and respectful communication, importance of communication, empathy and respect

Rate the topics from more important (1) to less important (7):

Leadership and Management

Project Management skills

Issues on diversity, inclusion, power relations, and social safety

Language skills

Digitalisation / AI skills

Strategy, Culture, and Communication

Health and Wellbeing

Do you miss any topic? _____

Would you like to provide more specific details about the subtopics you selected?

Peer learning networks offer an opportunity to share experiences, best practices, and solutions to everyday work challenges together with colleagues.

Which topic/s would you be interested in discussing and learn from colleagues in the same field in the alliance (1-2 hours of exchange webinars where we share our practices and challenges)? _____

What benefits do you expect from peer learning?
