

FINDINGS FROM THE NEWLEAD PROJECT

LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

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new,lead
INNOVATIVE LEADERSHIP AND CHANGE
MANAGEMENT IN HIGHER EDUCATION

AGENDA OF TODAY

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NEWLEAD OBJECTIVES



Equip universities and their leaders with skills and competences to address policy priorities and challenges



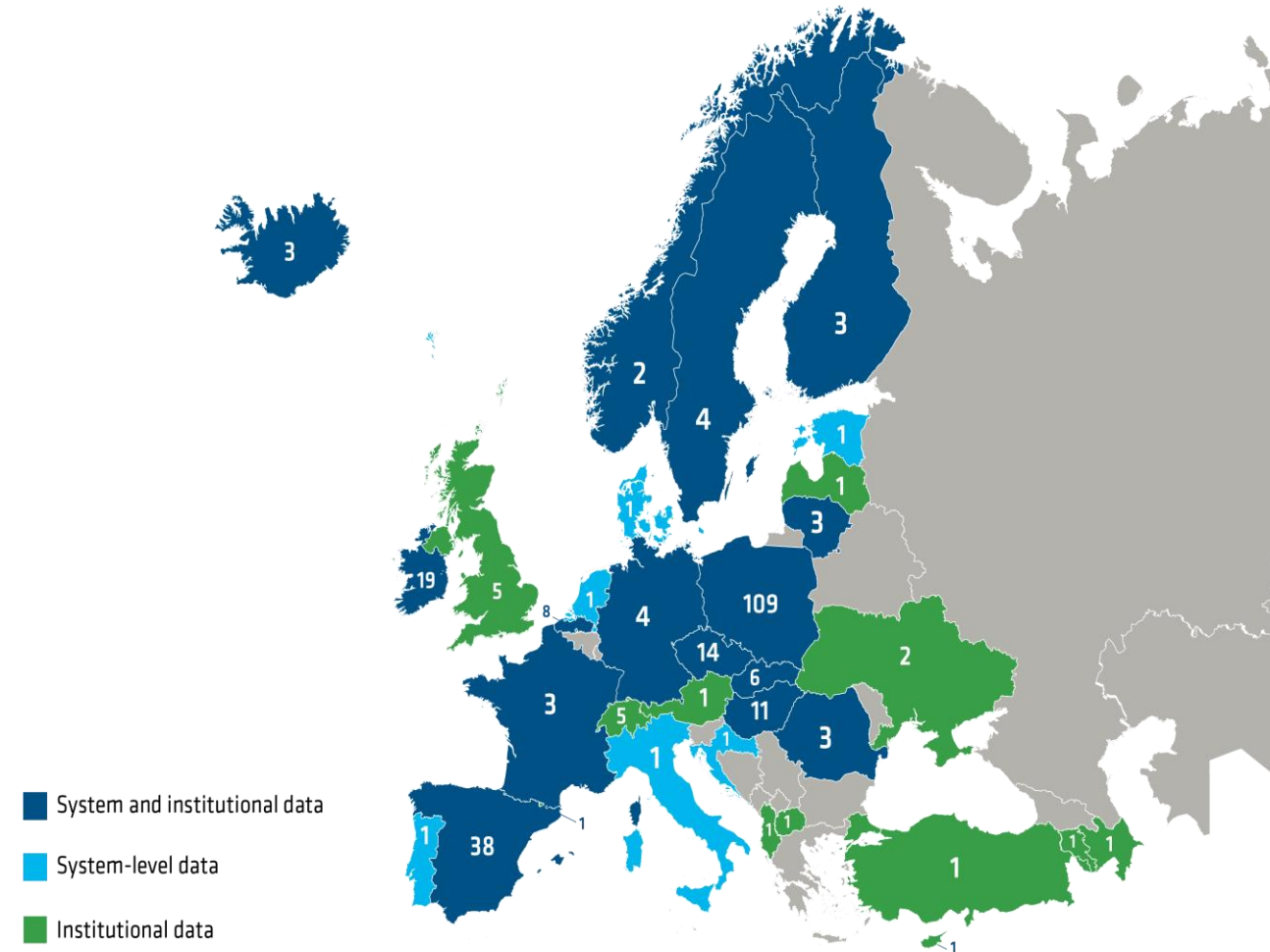
Enable leaders and senior managers to successfully steer complex institutional transformation agendas



Garner the attention of policymakers at both the national and European levels

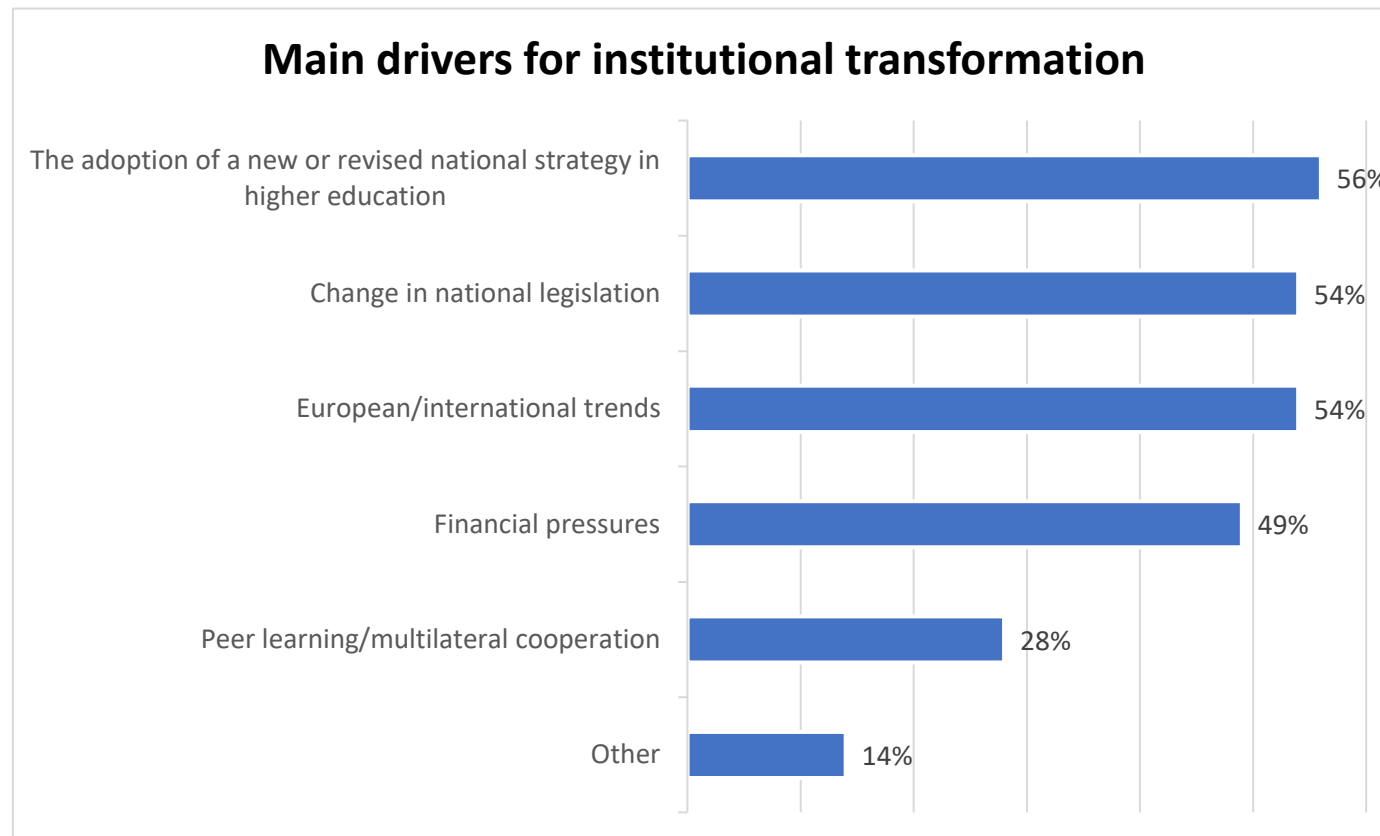


- Mapping state of play through surveys to higher education leaders and to sector (21 national university associations / 236 universities from 27 systems)
- Peer-learning approach - exchange of experience and best practices among the participants
- Two focus groups and a partnership event with HUMANE
- In-depth Analysis of 10 Leadership development programmes at system level
- Link to other topics (green transition, international collaboration,...)



INSTITUTIONAL TRANSFORMATION

Changes in national legislation and national strategies can play out as important factors for institutional transformation in systems where they are underway, but overall European/international trends and financial pressures drive institutional transformation.



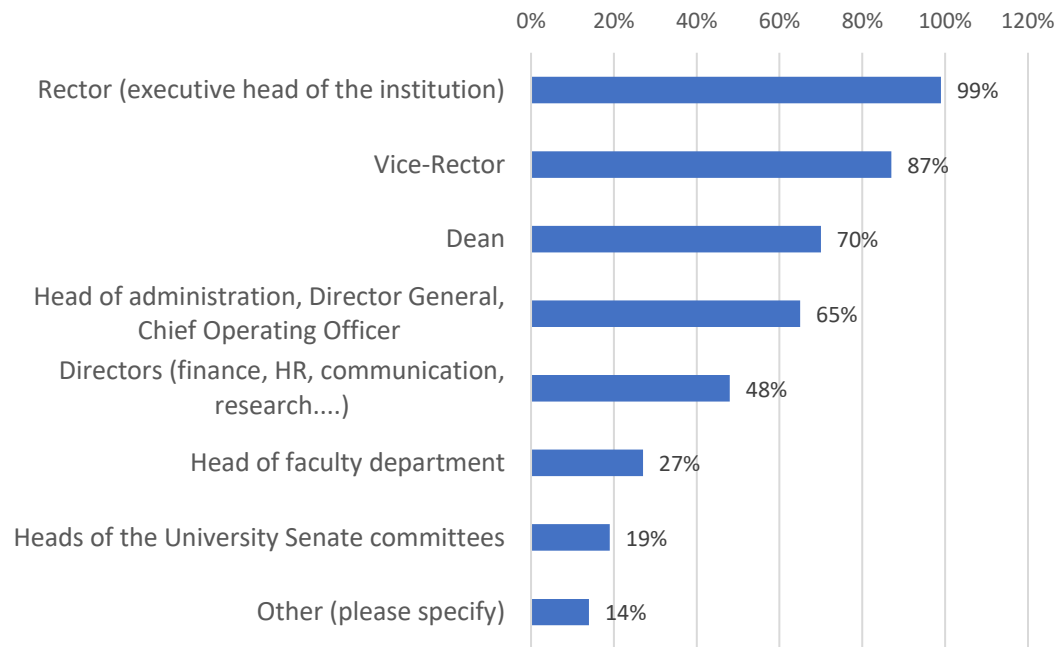
Q1 (institutional survey): At your institution, what would you say are the main drivers for the institutional transformation? Please select all options that apply. *

N=236

INSTITUTIONAL LEADERSHIP

Q8: In your institution who is considered to be formally part of the institutional leadership team? Please select all options that apply. *

N=219



- Rectors and Vice-Rectors are universally considered part of the formal leadership team
- 70% consider Deans part of the formal leadership team.
- 65% consider Heads of administration, Director Generals, COO as part of the leadership team
- Heads of the University Senate committees are least often considered to be part of the formal leadership team (19%)
- But a boarder leadership concept is important (throughout institution, informal)

LEADERSHIP AND MANAGEMENT



Leadership involves engaging people in the vision, creating the conditions for transformation and change, empowering people, guiding and coaching through challenging periods



Management drives the accomplishment and implementation of strategies and goals

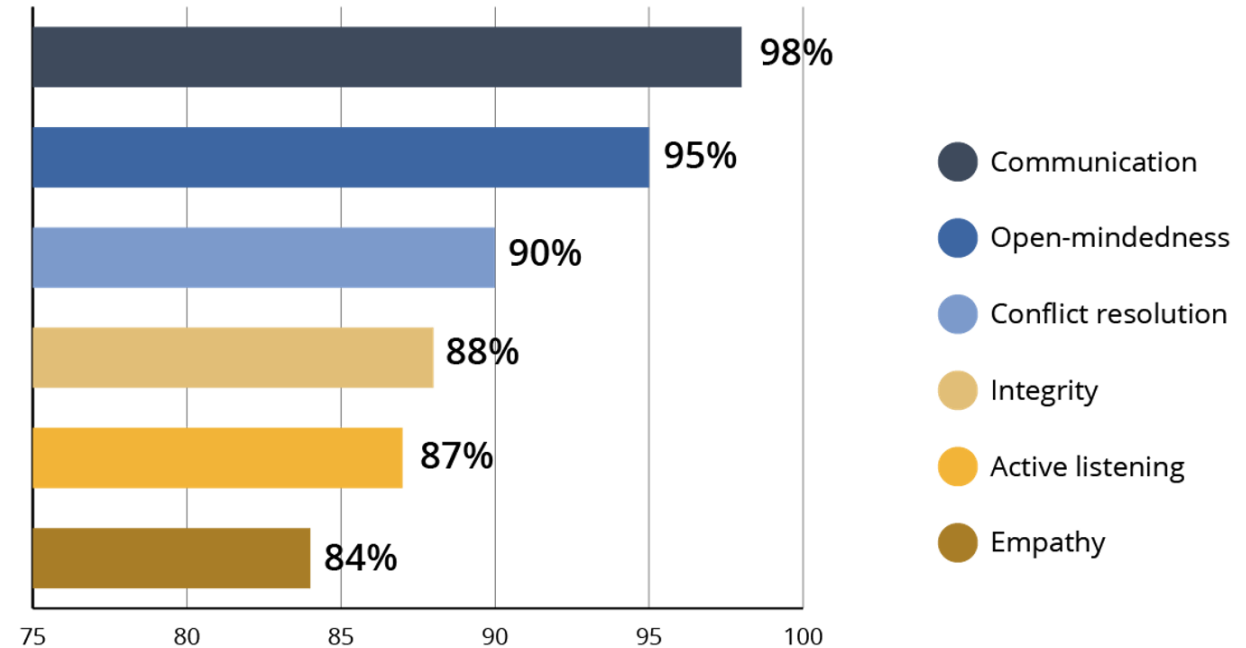
- **Many leaders from the focus groups found it difficult to dedicate time to core leadership topics**

SKILLS FOR SUCCESSFUL HE LEADERS

➤ **People management skills**

➤ **Strategic skills**

➤ **Technical skills**



Q19: According to you, how important are the following people management skills for a successful higher education leader?

N=207 (institutional survey)



Barcelona

31 March-1 April 2022

20 senior leaders and members of executive leadership teams from 12 countries



Reykjavik

2-3 June 2022

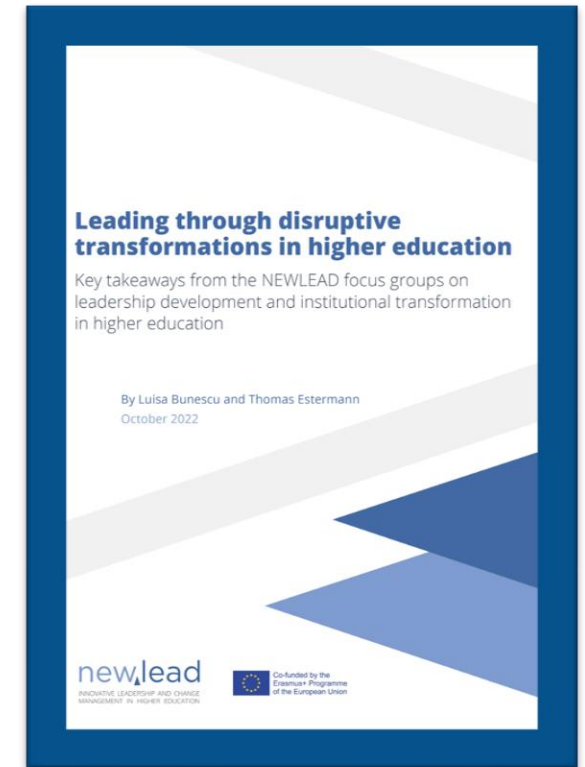
25 senior leaders and members of executive leadership teams from 15 countries

- peer-learning and co-creative approach
- reflective conversations



Themes addressed:

- Greening & Sustainability
- Female leadership
- Transnational collaboration (European Universities Initiative)



CHALLENGES FACED BY UNIVERSITY LEADERS

➤ Transformation of HE:

- Digital transformation
- Green transformation
- Equity, Diversity, Inclusion
- Career development

➤ Response to social transformations and big challenges

➤ Constant crisis

➤ Underinvestment and financial constraints

➤ Internal

Integrating different missions

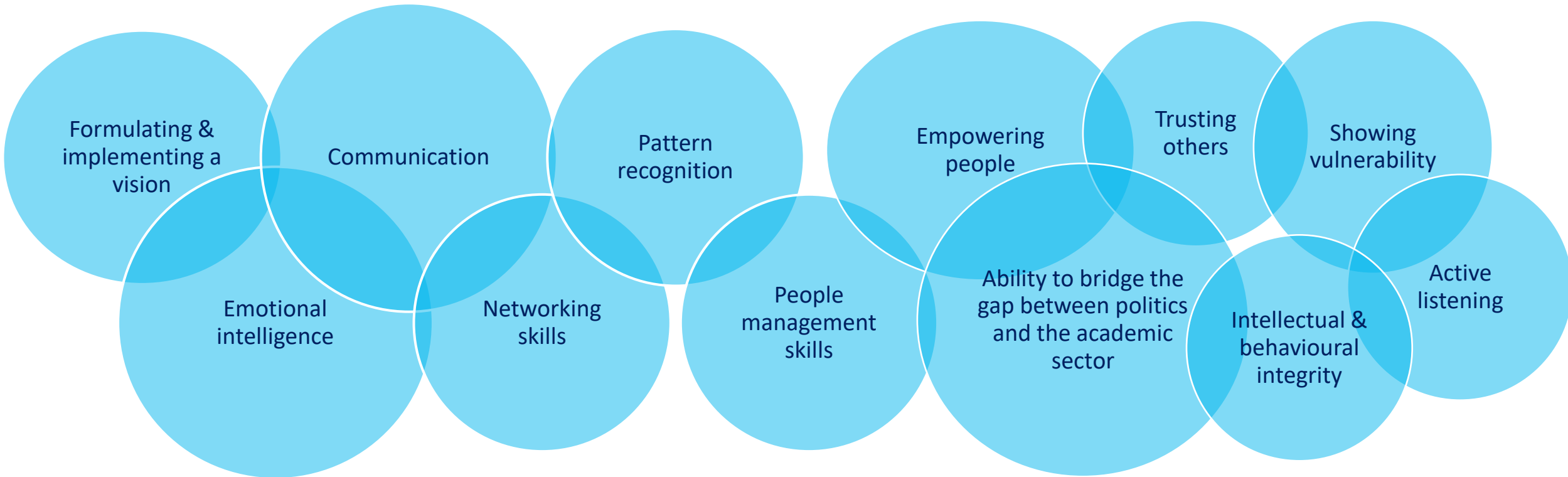
Resistance

Efficient collaboration

Time management

.....

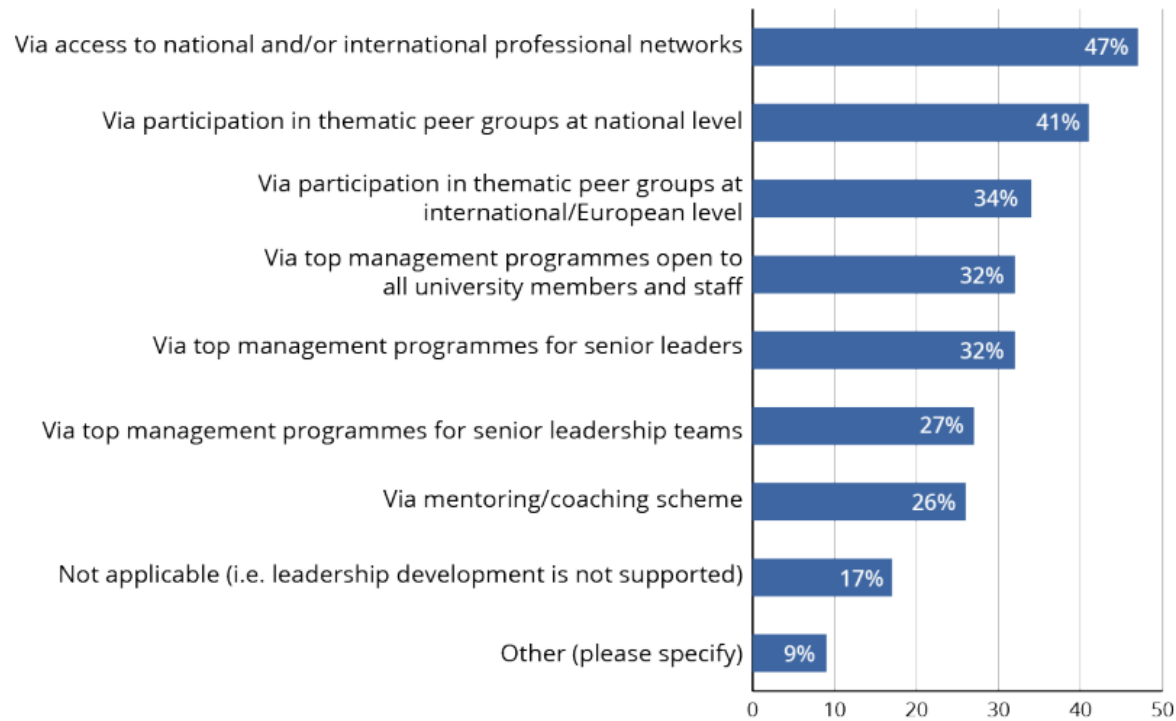
SKILLS SETS FOR SUCCESSFUL HIGHER EDUCATION LEADERS



- Relevant skills according to focus group participants

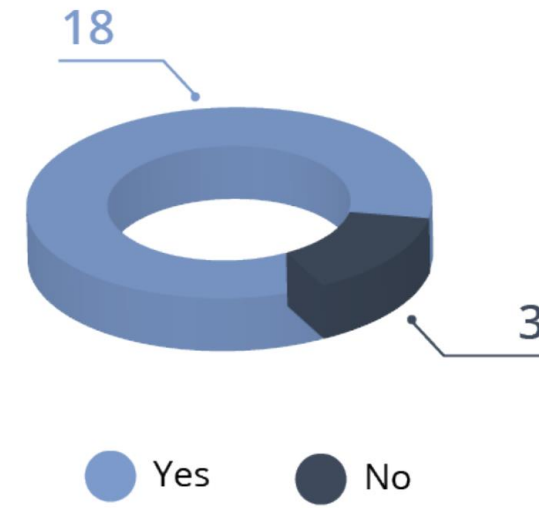
LEADERSHIP DEVELOPMENT OFFERS AT INSTITUTIONS

Support for leadership development



Q13 (institutional survey): At your institution, how is leadership development supported?
N=229

Untapped potential for leadership development



Q13 (system survey): In your system, do you see untapped potential for a leadership development programme in higher education? *
N= 21

Formal leadership development programmes are still not the norm across Europe

LEADERSHIP DEVELOPMENT SCHEMES GROUPS AT THE INSTITUTIONAL LEVEL

Institutional Leaders

Rectors, Vice rectors, Deans, COO

- **UCL** (different programmes targeting staff moving into senior leadership positions).
- **University of Zurich** (targeting staff performing leadership tasks; 5 modules over 19 days).

Education leaders

- **Dublin City University** (programme runs over a 4-month period and is intended for academics appointed to leadership positions).
- **Tampere University** (12 months KOHA programme is a study module worth 40-50 ECTS targeting HE experts and students in HE administration).

Specific groups

Leadership for Women

- **Queen Mary, King's College London, Imperial College London** (UNlque – online women's development programme for early career researchers).

LEADERSHIP DEVELOPMENT SUPPORT THROUGH NETWORKS

HUMANE

- 1-week residential programmes for **senior managers of professional services** in higher education.

EARMA

- Event-based courses and seminars for **leaders and future leaders of research offices**, grant offices and sponsored programmes offices.

British Universities Finance Directors Group

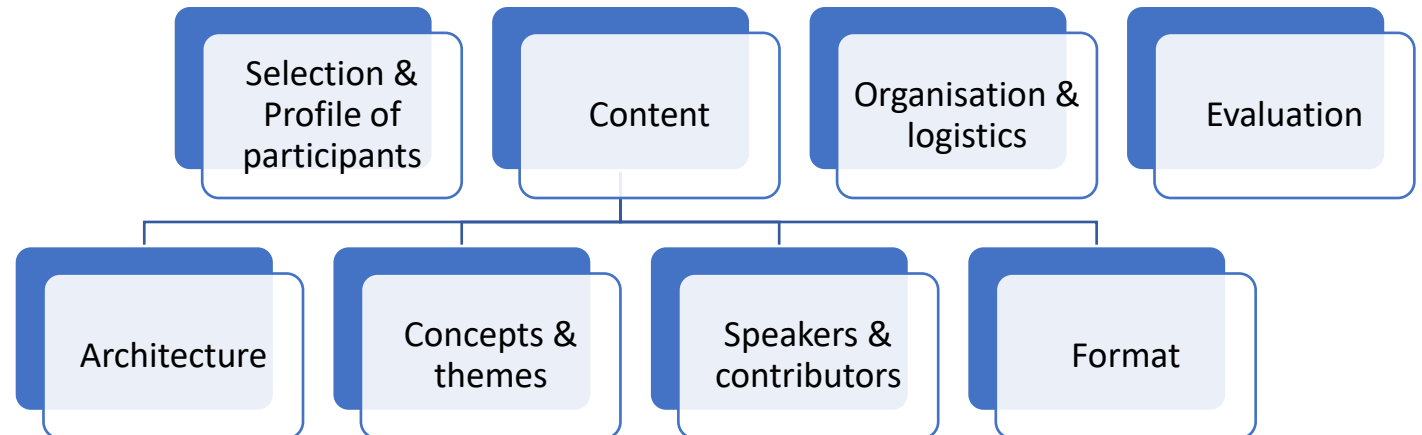
- Action Learning sets (4 days over 8 months) for **senior leaders in finance** based on organisational tasks, challenges or opportunities.

INSPIRATIONAL GUIDE FOR DEVELOPING LEADERSHIP PROGRAMMES

Implementing leadership development programmes for university leaders

An inspirational guide

By Luisa Bunesco, Thomas Estermann, Karen Decancq, Friðrika Harðardóttir, Koen Verlaeckt
 June 2023



LEADERSHIP DEVELOPMENT TARGET GROUPS AT SYSTEM LEVEL

Institutional Leaders

Rectors, Vice rectors, Deans, COO

- Rectors programme SUHF (SE)
- IUA Leadership Development Programme (IE)
- Leadership as an opportunity – (DE)
- UGOV (NL)

Education leaders Deans

- Educational leadership at Danish universities
- Deans programme (NO)

Specific groups

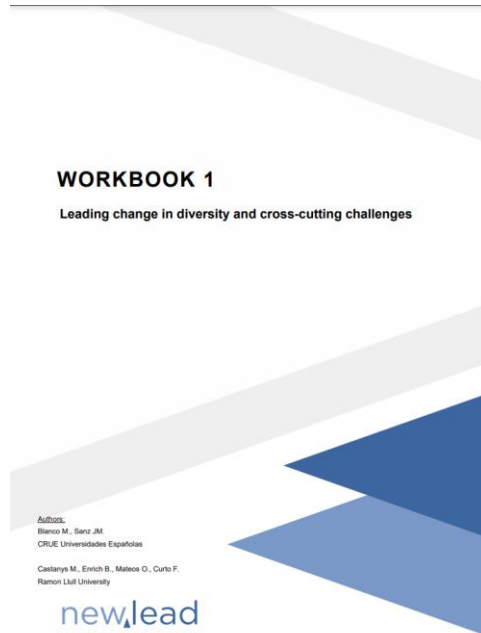
Leadership for Women

- Aurora programme by Advance HE (UK)
- High Potential University Leaders Identity and Skills Training. Inclusive Leadership in Academia (CH)

CONTENT OF LEADERSHIP DEVELOPMENT PROGRAMMES

	Topics frequently covered	Topics less covered	Topics missing or only recently included
Leadership	<ul style="list-style-type: none"> • Development of personal skills • Communication • Leading change 	<ul style="list-style-type: none"> • Power & politics • Negotiation • Media training 	<ul style="list-style-type: none"> • Informal leadership • Micro politics
Management	<ul style="list-style-type: none"> • Financial matters • Human resources • IT 	<ul style="list-style-type: none"> • Quality assurance and performance • Technological transfer • Infrastructure and campus • Risk and crisis management 	<ul style="list-style-type: none"> • Open science • Cyber security
Governance	<ul style="list-style-type: none"> • Organisational structure and culture • Decision-making processes • Policy frameworks and regulations 	<ul style="list-style-type: none"> • Governance models • Higher education landscape (system dynamics) • Responsibility • Accountability • Liability 	<ul style="list-style-type: none"> • Reputation • Foreign interference • EU policy

Spanish case



- Leading change in **Equity, diversity, inclusion**
- Transformational impact of integrating the Sustainable Development Goals (**SDGs**)
- Related leadership challenges
- Strenght of **collective leadership** in advancing institutional transformation.

Polish case



- Collective leadership in crisis
- **Pandemic & War in Ukraine**
- Polish university leaders unite in coordination network

LEADERSHIP STYLES

Authoritarian
(Autocratic)
leadership

Participative
(Democratic)
Leadership

Delegative
(Laissez-faire)
Leadership

Transactional
Leadership

Transformational
Leadership

Visionary
Leadership

Decentralised
Leadership

Inclusive
Leadership

Servant
Leadership

Reasonant
Leadership

- Different leadership styles fit different situations, purposes, people, and cultures.
- Effective leaders will need to switch between different leadership styles
- More directive or controlling styles have relatively lower appeal and effectiveness
- **No one-size-fits-all** approach will work for all scenarios or teams



Leading universities today requires an increasingly diverse skill set.



Strong leadership is crucial for universities to reap the benefits of institutional autonomy and effectively address big transformative agendas.



Leadership development is an ongoing process that requires continued learning and implementation, addressing various groups within the institution.



Professional leadership development programmes play a vital role in reinforcing the institutions' capacity to tackle challenges and deliver impactful solutions.

6 RECOMMENDATIONS FOR UNIVERSITIES



Design and implement a comprehensive leadership development strategy



Foster leadership development throughout the institution for both academic and professional service leaders



Support and diversify the range of leadership development opportunities including peer-learning, mentoring, coaching, and formal leadership development programmes.



Provide a varied portfolio of internal and external leadership development programmes



Recognise that no single leadership development programme may cover all relevant aspects



Integrate leadership development in existing career progression frameworks and incentive schemes

National policy makers should:

- 1 Acknowledge and reward institutions with a diverse range of leadership development opportunities.
- 2 Provide incentives and financial support to institutions to establish leadership development programmes.
- 3 Offer financial and other support to establish leadership development programmes at system level.

European policy makers should:

- 1 Provide dedicated financial support through European funding programmes for the **sustainable development** and **delivery** of European leadership development programmes for university leaders.
- 2 Provide financial support and scholarships for participation in European leadership development programmes.
- 3 **Recognise** the importance of leadership for the successful implementation of European policies in relation to education and research and **include recommendations in related policies**.

Institutional
transformation

Leadership
development

Collective
leadership

View all
products

The
Consortium

Executive summary
and recommendations

newlead

INNOVATIVE LEADERSHIP AND CHANGE
MANAGEMENT IN HIGHER EDUCATION

Repository

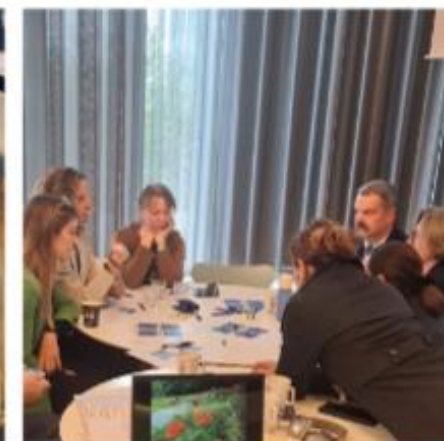
Compilation of products and results from the NEWLEAD project.

To navigate through the repository, please use the menus at the top of this presentation or click any of the buttons below.

MORE ABOUT NEWLEAD

VIEW BY TOPICS

VIEW ALL PRODUCTS



Co-funded by the
Erasmus+ Programme
of the European Union

Thank you for your attention!

Any questions?