

# Leadership Development Programme

## Implementation plan template

[Name of the institution]

[Leadership Working Group x]

[Names of people in the institutional team]

Date for last update: [dd/mm/yy]

Appendix 2 to the LOTUS final report



This implementation plan serves as a portfolio for higher education institutions (HEIs) involved in the LOTUS Leadership Development Programme (LDP), as a support document for:

- Preparing inputs into the LDP, and reflecting on inputs from peer-learning exchanges in the Leadership Working Groups (LWG),
- And documenting their progression towards developing ideas for changes for the enhancement of learning and teaching at their home institution.

Disclaimer:

Implementation plans are shared with other members of the Leadership Working Group and the group facilitators, and the LOTUS project partners may also access them for project management-related purposes. However, each participating institution owns its implementation plan, and the plans are not considered as public documents. Written permission should be submitted for reproducing or publicly citing other institutions' implementation plans, or part of them.

# Part 1: Leadership in teaching

1. At the induction workshop, we discussed what “leadership in teaching” means, including at your institution, with the following questions:
  - a. How would you describe “leadership (in teaching)” at your institution? Who’s doing what for bringing a change in learning and teaching, where needed?
  - b. What works well in this model, and what remains difficult or would need to improve?

Reflecting on the exchanges and discussions based on these questions, as a starting point...:

- Was there something specific that struck you, or captured your attention, in others’ views about leadership in learning and teaching?
- What aspect or approach expressed by others would you take forward at your own institution?

Please briefly present to your working group **1-2 priority area(s) you feel could benefit from change at your institution**. These should be priorities in the field of learning and teaching, where you believe a change is required (or a change has been planned already).

For each of these priority areas, **please describe how your institution has started working on them**, and what the ultimate objectives would be. This is an opportunity to provide an insight as to how your institution’s decision-making works for learning and teaching.

2. Please reflect on the **challenges related to advancing the agenda in these priority areas, and discuss them with your group**:
  - a. Why is this a challenge for moving on in the defined priority area?
  - b. What are the weaknesses (inherent to your institution) and threats (coming from outside your institution) related to this challenge?
  - c. Who (what group or structure in the university community) would be involved in addressing this challenge? To what extent do they see this challenge in the same way?
  - d. What factors can contribute/have an impact for you to successfully lead a solution for this challenge? E.g. decision-making, management approaches, human factors, communication, strategic plans, clarity about directions, expertise, etc. What expertise/support would you as a leader need to be able to lead and implement change in this area? What hinders you, or the introduction of change, in this space in general (if anything)?

### Resources available under the shared Teams folder:

“Leadership and Change Management in learning and teaching”, presentation by Oliver Vettori, Vienna University of Economics and Business (WU Wien), recording from the LOTUS Leadership Development Programme induction workshop (4 October 2021).

“Institutional transformation and leadership development in higher education”, a presentation of results from a European survey under the [NEWLEAD project](#), by Luisa Bunescu and Tho as Estermann, EUA.

*Have you identified common priority areas and shared challenges? Was it useful to exchange about how to lead such changes?*

At the end of this Part, each LWG is invited to prepare a short summary of the group’s conclusions on leadership in teaching, and share it with the project consortium:

*What are the different approaches to leadership in teaching that came up in the group discussions?*

*What would be your lessons learnt from this exchange of views with peer institutions? What would be your recommendations for other institutions sharing similar challenges?*

# Part 2: Exchanging good practices

1. Please prepare to present **one or several examples of practices at your institution**, which address a recent positive development in the area of learning and teaching, one that contributed to addressing the challenges discussed in Part 1 of the implementation plan.

Presentations can be followed by group discussions that can address but are not limited to the following questions:

- a. Why was this practice a successful action?
- b. What were the enabling factors and the main barriers for implementing it?
- c. Who was leading this change (one person/unit/department, several...), and how did (s)he/they do it?
- d. How did all stakeholders (staff, students, others) react to the changes initiated? How were they involved in this change, and how did your institution initiate action for this involvement?
- e. What type of monitoring/assessment was undertaken? How did it work?

If you wish, please share concise material and/or links to more information through your working group's dedicated platform (Teams).

2. Based on the examples of practices presented through the questions above, the other members are invited to reflect and provide feedback:
  - a. Would such a practice have an impact on enhancing teaching in my institution? How?
  - b. Would this also work at my institution? How could it be adapted?
  - c. Do we actually have something similar? How would I identify the pros, cons and lessons learnt?
  - d. What would be the potential benefits/downsides of introducing a similar practice at my institution?
  - e. Identify three specific aspects that could support and help you implement this practice at your institution.

# Part 3: Action plans

1. Reflecting on the challenges you have identified in Part 2 of the implementation plan: what actions could you undertake to solve them?

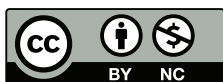
Please present a plan in a form of a document/presentation to the colleagues in your group, to explain:

- a. How would you define the overall goal?
- b. How would you make the plan commonly shared/owned across the institution?
- c. Whom to involve at your institution and with what responsibility (who would lead each part)?
- d. How could they be incentivised or empowered to engage and take part in this? What kind of framework could be used to achieve this?
- e. Could this implementation take place in an existing process or activity at your institution?

2. Please provide feedback on other group members' presented plan:

- a. Would this plan be clear and complete enough to be implemented at your institution?
- b. In what kind of existing process or activity would that plan take place at your institution? What 'place' would you grant to such a plan at your institution?
- c. What would you do differently, and why?
- d. What other factors could contribute to this plan's success?

The last question of this template aims to provide you with inputs for possibly revising your plan, and further progressing with a pilot. In this case, please report back to, and share impressions with the group.



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More information:

<https://www.eua.eu/resources/projects/786-lotus.html>

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