

LEADING THROUGH DISRUPTIVE TRANSFORMATIONS IN HE

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[RESEARCH CONDUCTED AT THE
EUROPEAN UNIVERSITY ASSOCIATION, 2022]

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INNOVATIVE LEADERSHIP AND CHANGE
MANAGEMENT IN HIGHER EDUCATION



NEWLEAD PROJECT 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



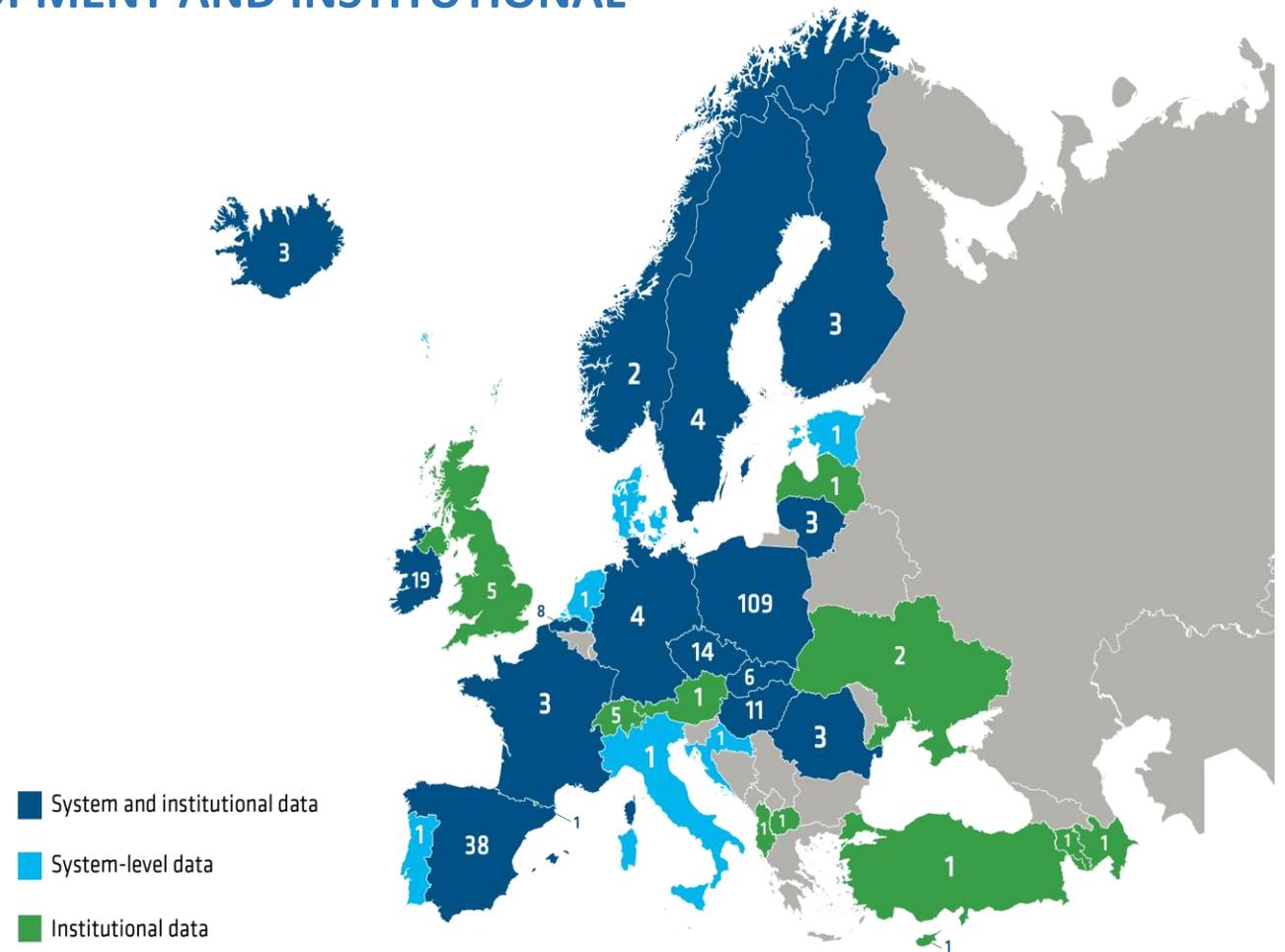
NEWLEAD SURVEYS ON LEADERSHIP DEVELOPMENT AND INSTITUTIONAL TRANSFORMATION (2021)

Institutional survey:

- 236 valid responses from 27 EHEA countries

System-level survey:

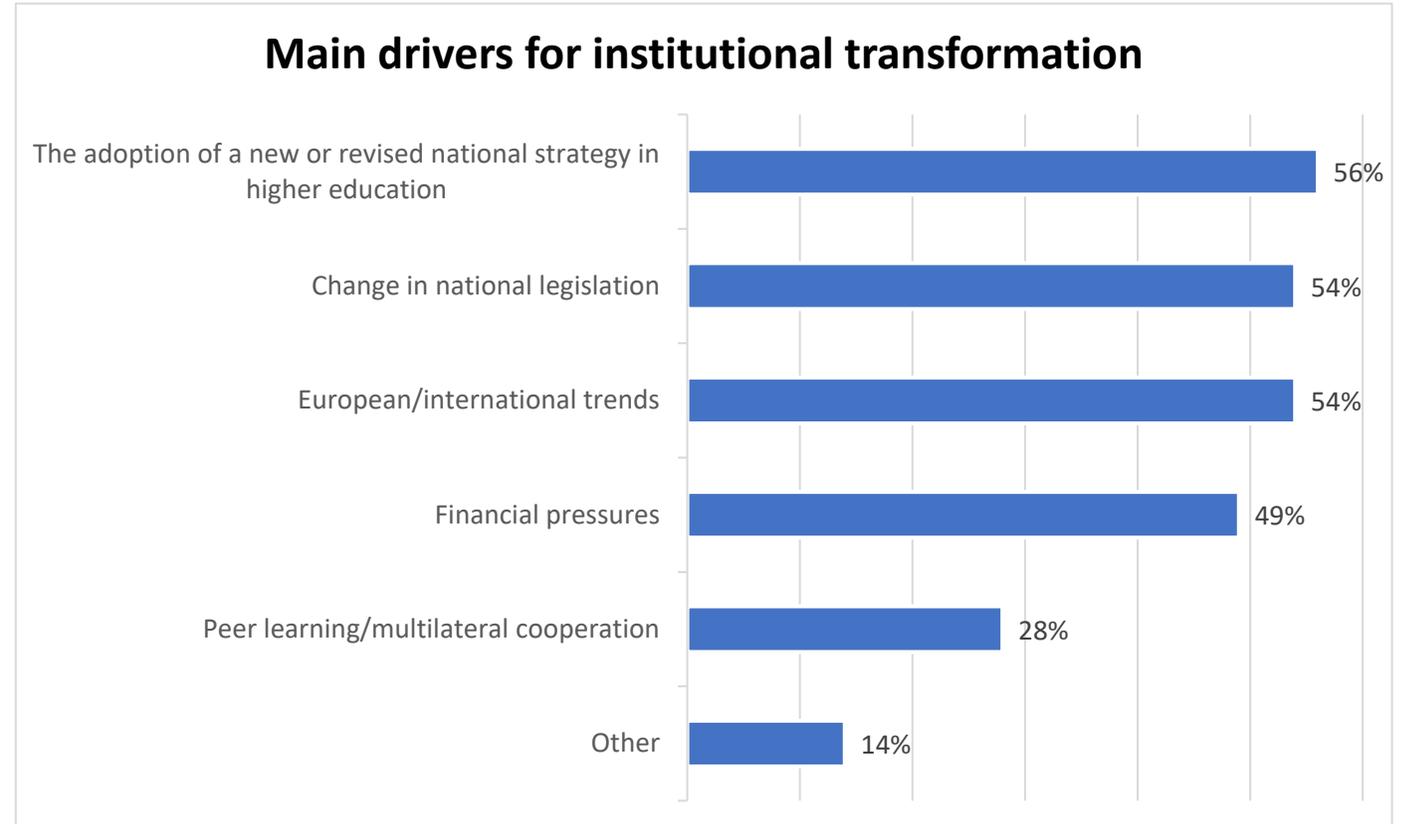
- 21 responses from national university associations (BE-nl, CZ, DE, DK, EE, ES, FI, FR, HR, HU, IS, IE, IT, LT, NL, NO, PL, PT, RO, SE, SK).



INSTITUTIONAL TRANSFORMATION

Main drivers for 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.

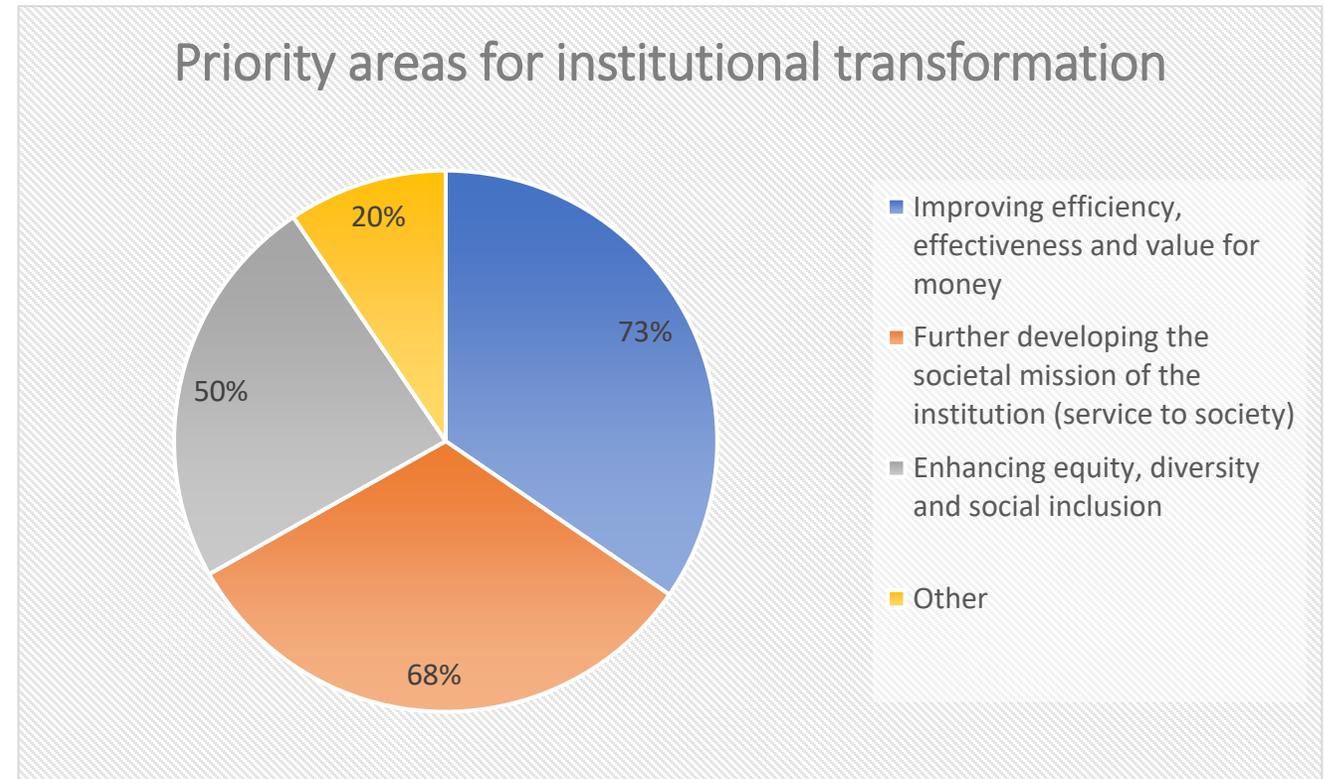


Q1 (institutional survey): At your institution, what would you say are the main drivers for the institutional transformation? Please select all options that apply. *

N=236

INSTITUTIONAL TRANSFORMATION PRIORITY AREAS

Improving efficiency, effectiveness and value for money has become the top priority for institutional transformation.



Q3 (institutional survey): At your institution, what are the key priority areas for (institutional) transformation? Please select all options that apply.
N=219

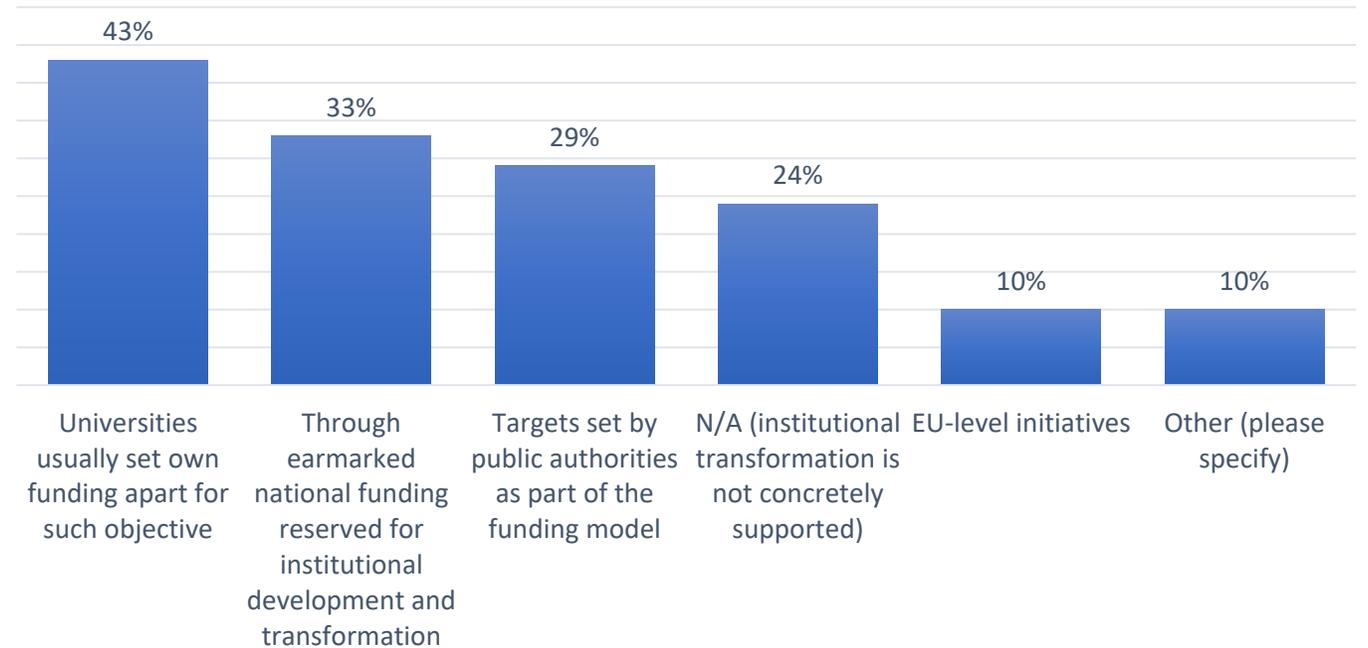


INSTITUTIONAL TRANSFORMATION SUPPORT

Institutional transformation is mostly supported by universities themselves.

EU support for institutional transformation is the least widespread source of funding, while national funding also remains limited.

Support for institutional transformation



Q16 (system-level survey): How is institutional transformation of higher education supported in your system? Please select all options that apply.

N=21

LEADERSHIP DEVELOPMENT: a key instrument for a successful institutional transformation

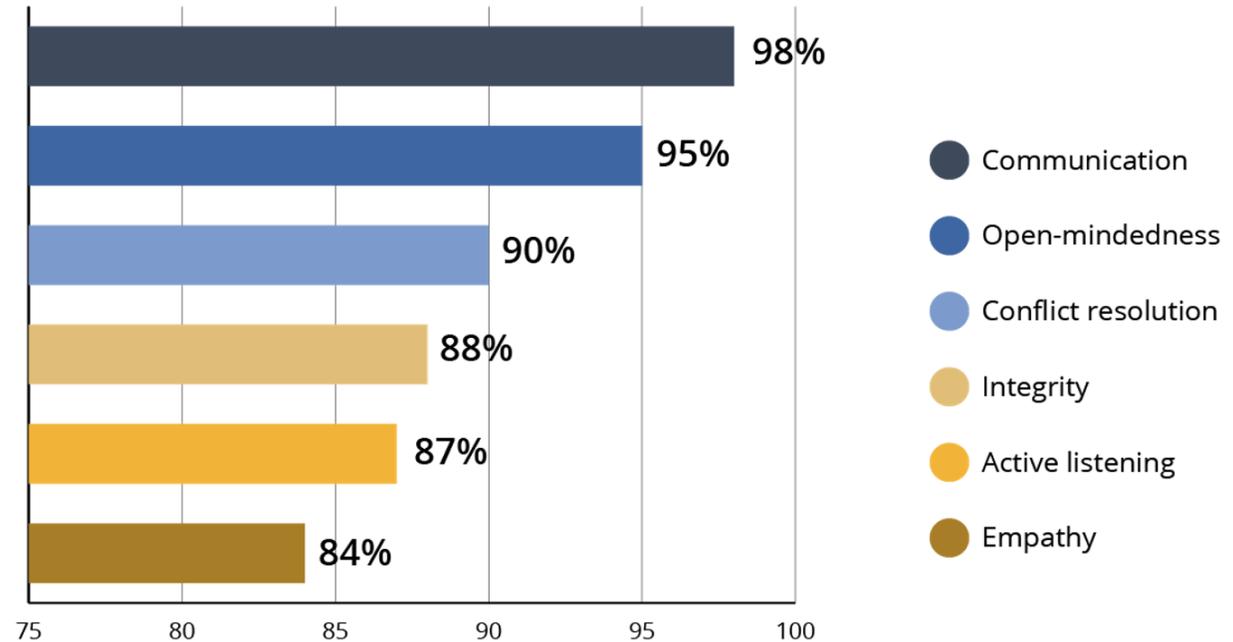
- HE leaders are walking a tightrope, oscillating between managing and leading HEIs
- Leadings vs managing a university is linked to different cultures, positions and interpretations given to who constitutes leadership team at HEIs
- Managerial profiles are on the rise across Europe (* in Eastern Europe such profiles are less recognised)

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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)



LEADERSHIP DEVELOPMENT

Most often, in Europe, leadership development is supported through soft mechanisms such as access to professional networks and thematic peer groups.

Leadership development schemes at HEIs



Q13 (institutional survey): How is leadership development supported at your institution? Please select all options that apply.

N=229

LEADERSHIP DEVELOPMENT PROGRAMMES

TARGET GROUP(S)	CONTEXT
Executive roles – rectors, vice-rectors, deans	European
Middle management - heads of department, unit directors	National
Early career heads of study, programme coordinators, aspiring leaders	Institutional



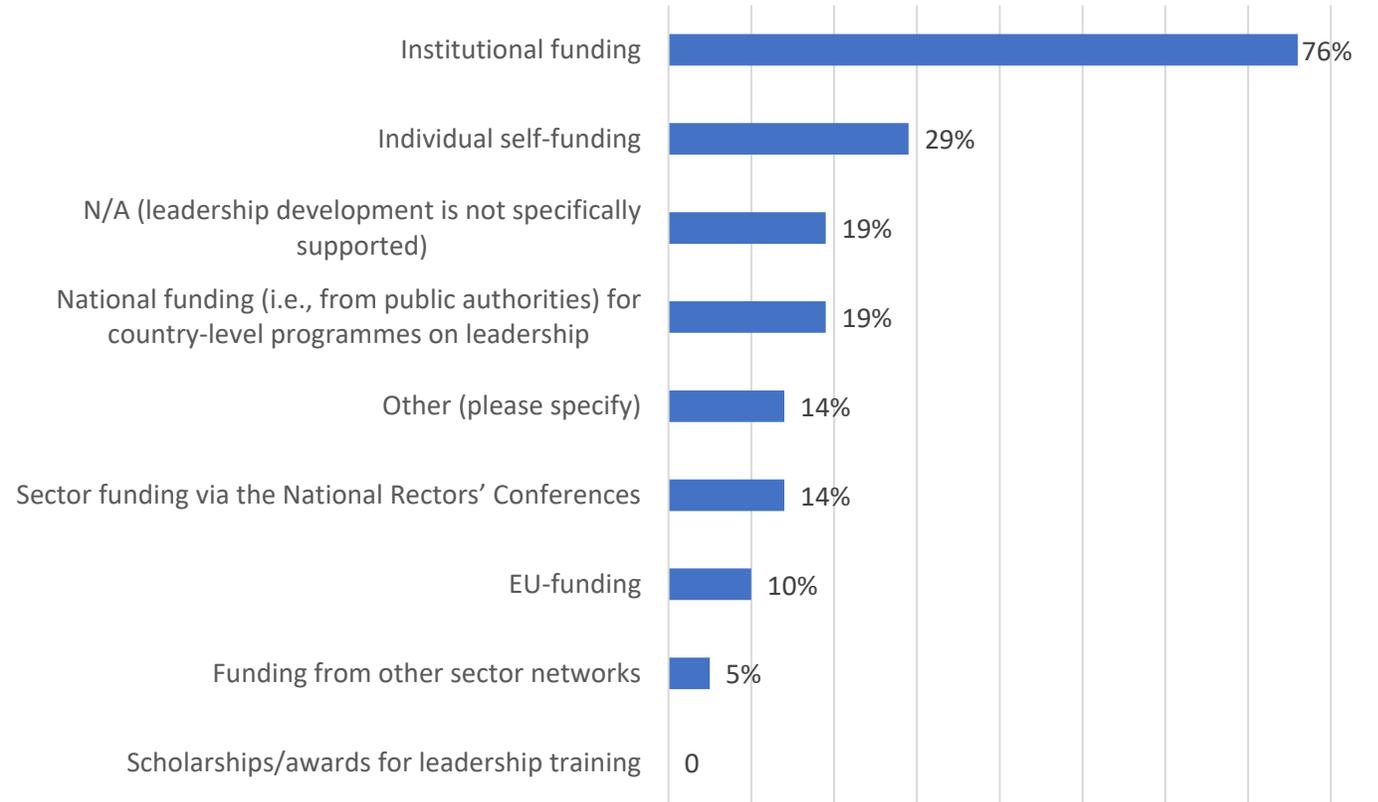
LEADERSHIP DEVELOPMENT

In Europe, leadership development is mostly supported by institutional funding. But only a third of higher education institutions has a special budget for leadership development opportunities.



Need to invest at National and European level

Financial support for leadership development



Q17 (system-level survey): How is leadership development supported financially in your country/system?
 N=21

Thank you very much!

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