



MAPPING THE FIELD

Report on the Needs and the Supply of Higher Education Leadership and Management Training in Europe

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The MODERN project

The new communication from the European Commission “Supporting growth and jobs – an agenda for the modernisation of Europe’s higher education systems” stresses the vital role of European higher education in developing human capital and driving research and innovation in the knowledge economy. The Commission emphasises once again the need to enhance the performance and international attractiveness of Europe’s higher education institutions. European higher education institutions need to modernise their governance and prepare their leaders to operate in increasingly complex sets of interactions at the institutional, regional, national and European levels. European policies call for universities to play a strong role to achieve the objectives of the Lisbon Agenda and in making Europe a strong knowledge-based economy. Although the need to prepare university leaders for increasingly complex positions is so obvious, the supply of management support to higher education institutions, their leaders and managers is highly fragmented in Europe.

The MODERN project, European Platform Higher Education Modernisation (www.highereducationmanagement.eu), is an open platform as a key instrument for innovation, state-of-the-art knowledge, dissemination of good practice and joint action on university leadership, governance and management for the professionalisation of the sector. MODERN contributes to raising awareness in European higher education institutions on the strong need to invest in people, to support potential leaders, and to encourage management training at all levels (junior and senior, academic and administrative staff), with as background the aim to ensure their competitiveness to respond to external challenges.

Under the leadership of ESMU, the European Centre for Strategic Management of Universities, MODERN is a consortium of 10 core and 32 associate partners joining forces through a Structural Network under the EU Lifelong Learning Programme (ERASMUS). All project partners are institutions and associations active in the field of higher education management.

MODERN has been mapping the supply of management development programmes and its adequacy to the demand, leading to the creation of a European online tool on short and long term programmes in higher education management in Europe.

The report was written by Peter Maassen, Higher Education Development Association, University of Oslo, and Attila Pausits, Danube University Krems, MODERN project partners.

I would like to thank all our partners in the MODERN project for their valuable contributions in developing our European platform. It is with their strong support and significant expertise that we have been building together a powerful tool to support the modernisation agenda and the further professionalisation of higher education in Europe.

*Frans van Vught
ESMU President
MODERN academic leader
January 2012*

1. Introduction

European higher education is in an important transition phase. Traditional ways of governing and funding higher education institutions are regarded as being no longer effective, and in most European countries reform initiatives have been taken the last 20 to 25 years to change the conditions under which higher education institutions operate. However, it has been doubted whether these reforms are effective enough. It is claimed that while Europe aspires to become “the most competitive and dynamic knowledge-based economy in the world”, there is a lack of adaptation and innovation capacity of its higher education institutions that contributes to Europe’s low levels of economic growth and competitiveness, as well as to brain-drain. It is argued that European universities and colleges are not globally competitive. They have not learned to operate effectively in world markets and handle structural change, and most of them lack a competitive mindset. Overall, the picture painted, e.g. by the European Commission, is not very flattering:

“After remaining a comparatively isolated universe for a very long period, both in relation to society and to the rest of the world, with funding guaranteed and a status protected by respect for their autonomy, European universities have gone through the second half of the 20th century without really calling into question the role or nature of what they should be contributing to society. The changes they are undergoing today and which have intensified over the past ten years prompt the fundamental question: Can the European universities, as they are and are organized now, hope in the future to retain their place in society and in the world?”

(European Commission 2003: 22)

How are higher education institutions expected to ‘retain their place’? National and European reform agendas have recently focused on a number of measures that are argued to lead to the modernisation of higher education as a sector and turn the higher education institutions into strategic organisational actors. A core aspect in this is the combination of increased institutional autonomy, the professionalisation of institutional leadership and management, and the increase of private funding in higher education. A central assumption underlying these reform agendas is in order for autonomous higher education institutions with a more diversified funding basis.

To be effective in their relationship with society at large and especially the private sector, they need a professional leadership and management structure. The Humboldtian model with its collegial intra-university governance traditions does not fit the modern European university anymore. It is argued that drastic reforms are needed, and while many reform initiatives are taken, the results are until now not in all respects in line with the expectations.

The reasons for this are not 100% clear, but it can be argued that part of the explanation is that it is not enough to change an institutional governance and management structure. What is also needed is a cultural change, allowing for an effective cooperation between professional institutional leaders & managers and academic staff. This has not been achieved yet in all respects in European higher education institutions. As a number of studies (see, e.g. Reed 2002) show, there is a relatively high level of mistrust between leaders & managers and academics in universities and colleges. In addition, in many European countries the continuing governmental control orientation in the national public sector in general has driven the institutional leaders and managers in higher education to become 'rule-hunters' instead of strategic actors.

Further, the developments with respect to the professionalisation of institutional leadership and management functions have not been accompanied by an emerging training and support structure for institutional managers and leaders (Pausits and Pellert 2009). Compared to the USA, where there are more than 150 graduate programmes in higher education, most of which are professional training programmes, and a growing number of executive Master and PhD management training programmes for higher education managers, Europe is lagging behind. There are only a handful of graduate higher education programmes in Europe, and practically all of them are research oriented, implying that there are very few training programmes focused on the professional development of institutional leaders and managers in higher education. Attempts to set up the equivalent of the US executive training programmes in higher education leadership and management have not been very successful until now, with the exception of the UK, but even there the number of applicants and participants in these programmes is low compared to the USA.

This report addresses the demand for and provision of education and training activities in the area of higher education management and leadership in Europe. It presents and discusses the outcomes of a needs assessment and a supply survey conducted spring 2010. The surveys are part of a larger EU-funded project called MODERN.

The report starts with a short presentation of the approach used in the surveys. Next the results of the needs assessment survey are presented, followed by a presentation of the outcomes of the supply survey. Hereafter the report discusses the background of the higher education leadership and management developments in Europe. The report ends with a section discussing the state of the art of management training in European higher education as emerging from the MODERN surveys.

2. Approach to examine the needs and supply of higher education leadership and management training in Europe

Since the 1980s many academic publications and policy papers have been produced about the importance of effective leadership and management structures in European higher education institutions. In line with this, national reforms have been launched aimed at strengthening the leadership and management functions of higher education institutions, while also a growing number of higher education institutions in Europe has introduced measures to improve the competences and skills of their leadership and management staff. In this report we interpret institutional leadership in higher education as being about strategic direction giving and setting; institutional management is about outcomes achievement and the monitoring of institutional effectiveness and efficiency in the distribution of resources; and institutional administration is about the implementation of procedures (Reed *et al* 2002; Maassen 2003). In the remainder of the report the term ‘management’ refers to functions and activities that are covered by the institutional management or the institutional administration definitions presented above.

Elaborating the above general definitions we can say that the verb 'to lead' refers to path, road, the course of a ship at sea or a journey. The leader is therefore accompanying people on a journey by guiding and steering them to a (right) destination. Perhaps Drucker's explanation "leaders do the right things and managers do the things right" (Drucker 1999) also fits in the context of higher education institutions. There is a limited value in doing things right without knowing where you should go. In the tradition of academic organisations, the leaders of the organisation are academics. For the success of the higher education institution, it is important to have academic leadership since academics are at the heart of the organisation and comprise the core set of competences and knowledge of any higher education institution.

The general picture that emerges from the reforms and institutional measures in Europe is one of fragmentation and a lack of coordination. One specific area where little structured development can be observed is management and leadership training. Through the MODERN surveys we aim at contributing to a better understanding of the demand for higher education needs, the current provision in training activities, and the reasons for the gap between the two.

This report is based on three international surveys. The first questionnaire was designed to examine the demand for higher education leadership & management training, in the sense of the need for training programmes aimed at developing general leadership & management competences and skills in higher education.

We realise that leadership and management in higher education have a strong personal, institutional as well as cultural quality and there is no set of standardised characteristics based on behaviour, style or action and reaction in a given situation that can be said to typify a successful leader or manager that can be replicated to produce another. Proven leadership and management approaches in one organisation may fail in another. So when we talk about higher education institutions, it is important to consider that they differ from each other in type, size, strategy and culture and that there can be no one-size-fits-all solution to problems.

The second questionnaire was dedicated to the supply side and looked for existing higher education leadership and management training programmes.

Obviously, the results and information related to this part of the 'mapping the field' exercise are limited to the number of programmes and providers that took part and filled in the questionnaire. After all we analysed 34 training activities and programmes across Europe. We are aware that this is not covering the whole scene and does not represent a comprehensive overview of the field. But the 34 different programmes from different parts of Europe and diverse higher education systems give a reasonably representative overview of the current training programme portfolio in Europe. So the survey allowed us to see certain tendencies at the supply site.

The third questionnaire was an extension of the first questionnaire. Because the number of respondents was relatively low after the first round it was decided to run a second survey on needs analysis. While in the first questionnaire only one respondent per institution could respond, in the second needs analysis survey there was no limit on the number of respondents per institution. This approach was, amongst other things, based also on feedback from the European Commission.

The results of the three surveys are used to discuss the relationship between needs and expectations and personnel development solutions and trainings. Based on this 'mapping the field' exercise the authors discuss the match between market needs and current management training structures within the European Higher Education Area. Rooted in the surveys this report provides a state of the art overview of the training tendencies and classifications as well as suggestions for further developments for training activities for higher education leadership and management actors.

3. Needs assessment

The needs assessment questionnaire is divided into six different areas (see Appendix A). First we will introduce briefly the respondents in a general way. Next we identify the main challenges and needs regarding leadership and management at higher education institutions. Based on the responses, this part of the report will present institutional activities with respect to which the respondents indicated to see a need for professionalising higher education leadership and management.

Major gaps between the actual support provided at various levels for the professionalisation of institutional leadership and management and the (identified) training needs in practice will be discussed in order to contribute to an increased insight into the areas where developing training activities are most urgent.

3.1 Respondents' background information

In order to do justice to the complexity and diversity with respect to the higher education leadership & management training needs in European higher education it was necessary for our survey to operationalise the notion of higher education leadership & management. Taking the definitions presented in the previous section as a starting point, we have identified four groups of 'leaders & managers', each with several sub-categories:

Group 1: Institutional leadership, incl.

- Central institutional leaders: rectors, presidents, vice-chancellors
- Other members of institutional leadership structure, e.g. pro-rectors, vice-presidents and pro vice-chancellors
- Deans, pro-deans
- Central institutional administrative leaders: institutional administrative directors, chancellors, etc.
- Heads of central administrative offices, e.g. international office, personnel office, budget/salary office, etc.
- Faculty level administrative leaders

Group 2: Senior managers outside decision making positions

- Central level senior administrative staff
- Faculty level senior administrative staff
- Departmental level senior administrators
- Senior administrators at research institutes/centers

Group 3: New, incoming administrative staff

- Institutional level
- Faculty level
- Departmental level
- Research institutes/centers

Group 4: Academic management, i.e. know-how how to run academic teams and raise funding

- Research management
- Educational programme management

The first survey was completed by 95 respondents from various European countries: the largest single group of respondents came from Germany. In the third survey 168 questionnaires were completed. The largest single group was Italy (almost one third). Most respondents are working at comprehensive universities, with slightly more female than male respondents. Almost half of the respondents are institutional leaders. About 30% are senior managers or administrators outside decision making processes and 20% have an academic management position, e.g. as research manager.

3.2 Main challenges and needs

Overall, survey respondents in both needs assessment questionnaires suggest that more needs to be done in their institution with respect to higher education Management & Leadership (M&L) training (Figure 1).

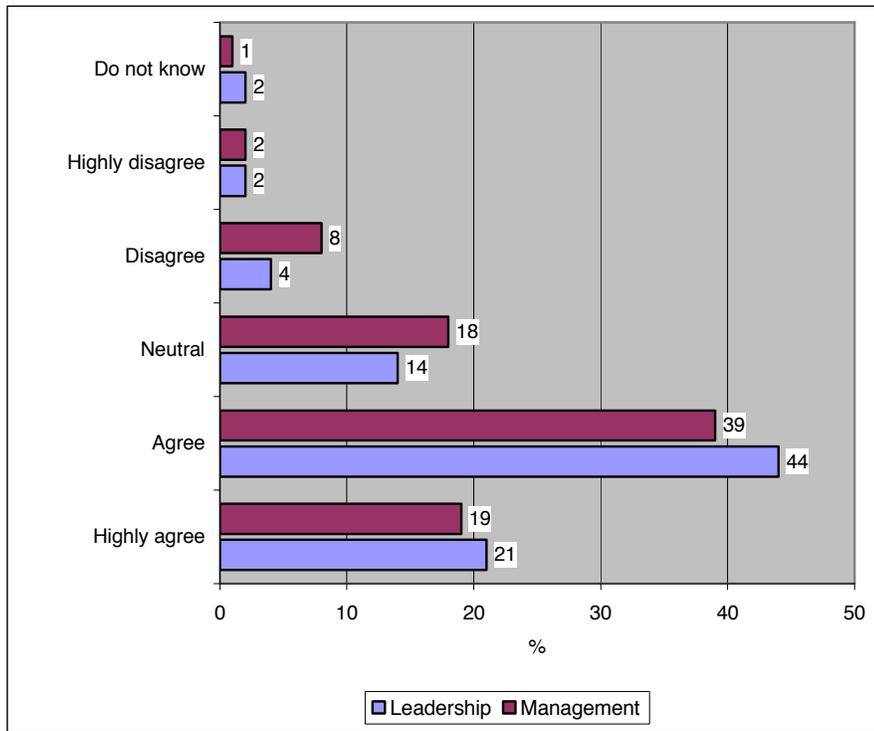


Figure 1: In my institution, not enough is being done to satisfy the training needs

At the same time, a lack of time of institutional leaders and managers in M&L training, a lack of institutional funding for M&L training, and resistance against M&L training, are seen as major challenges for strengthening the M&L training practice, more than a lack of relevant M&L training programmes (Figures 2a and 2b).

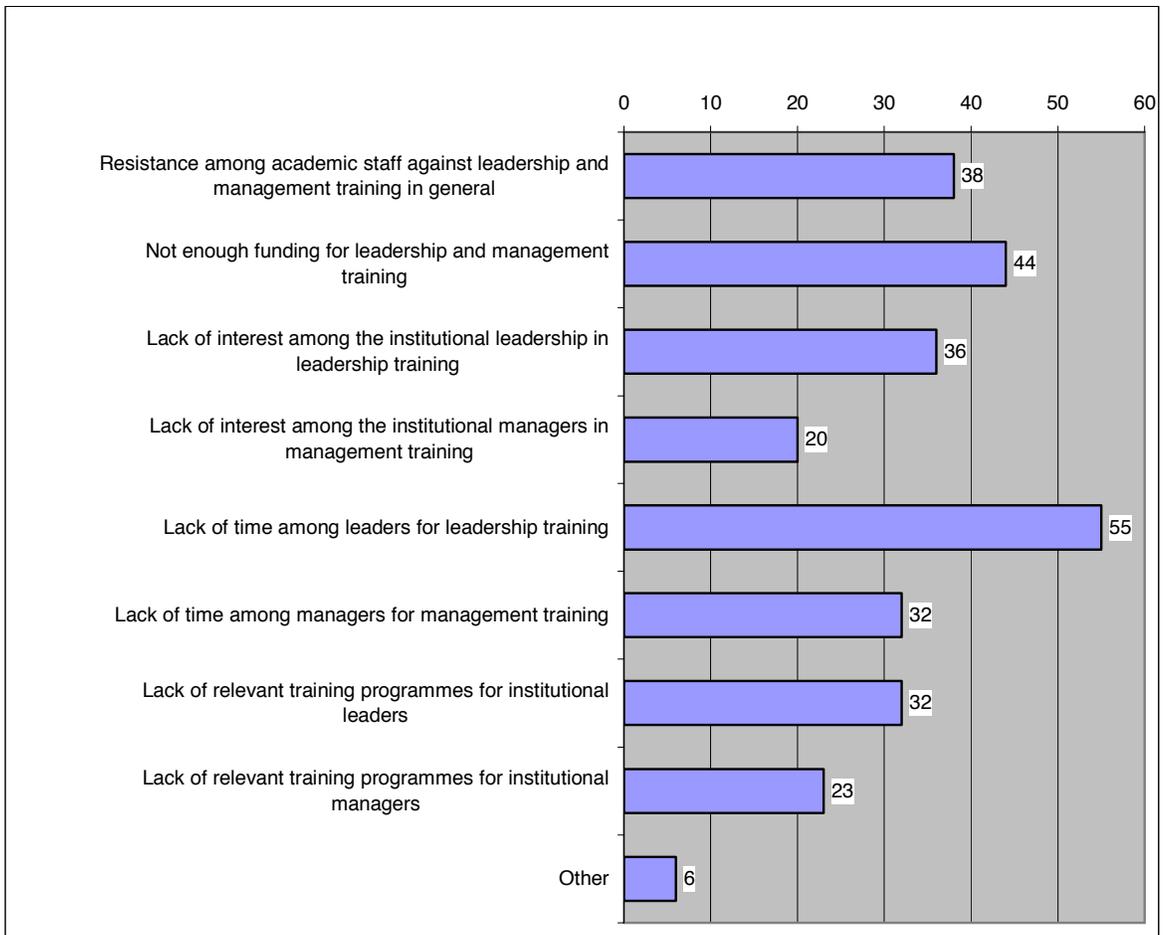


Figure 2a: Most important challenges with respect to the professionalisation of institutional M&L (survey 1)

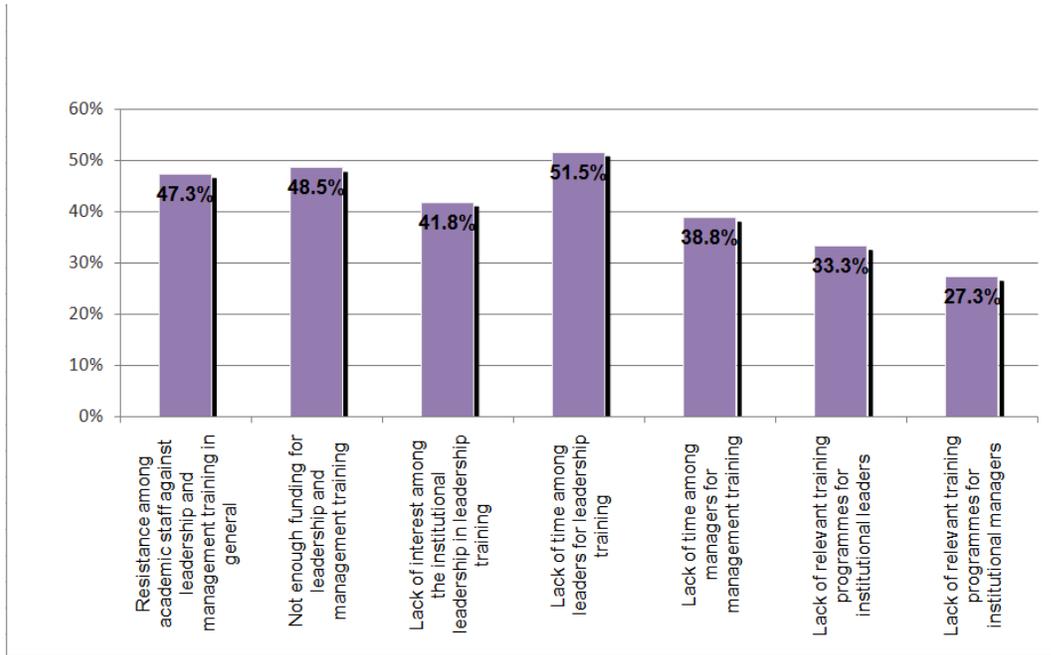


Figure 2b: The top 3 institutional challenges with respect to the professionalisation of M&L through training practices (needs assessment survey 2)

3.3 Institutional activities to address the needs

Training needs are indicated in practically all areas. The most important training needs for leaders are in the area of strategic tasks, while for managers there is an emphasis on the training needs with respect to their operational tasks (Figure 3).

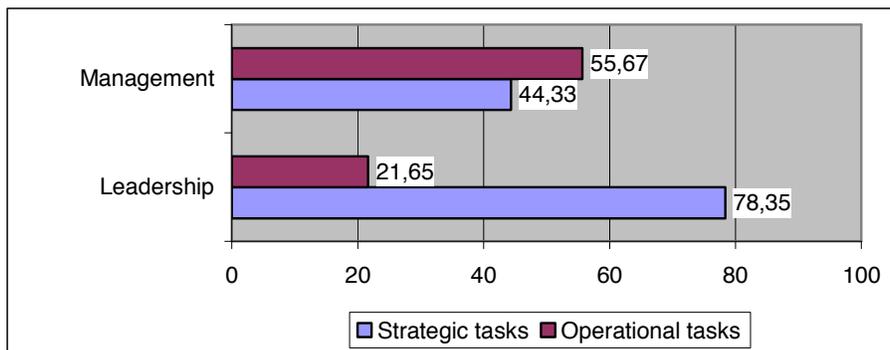


Figure 3: Most important areas of training

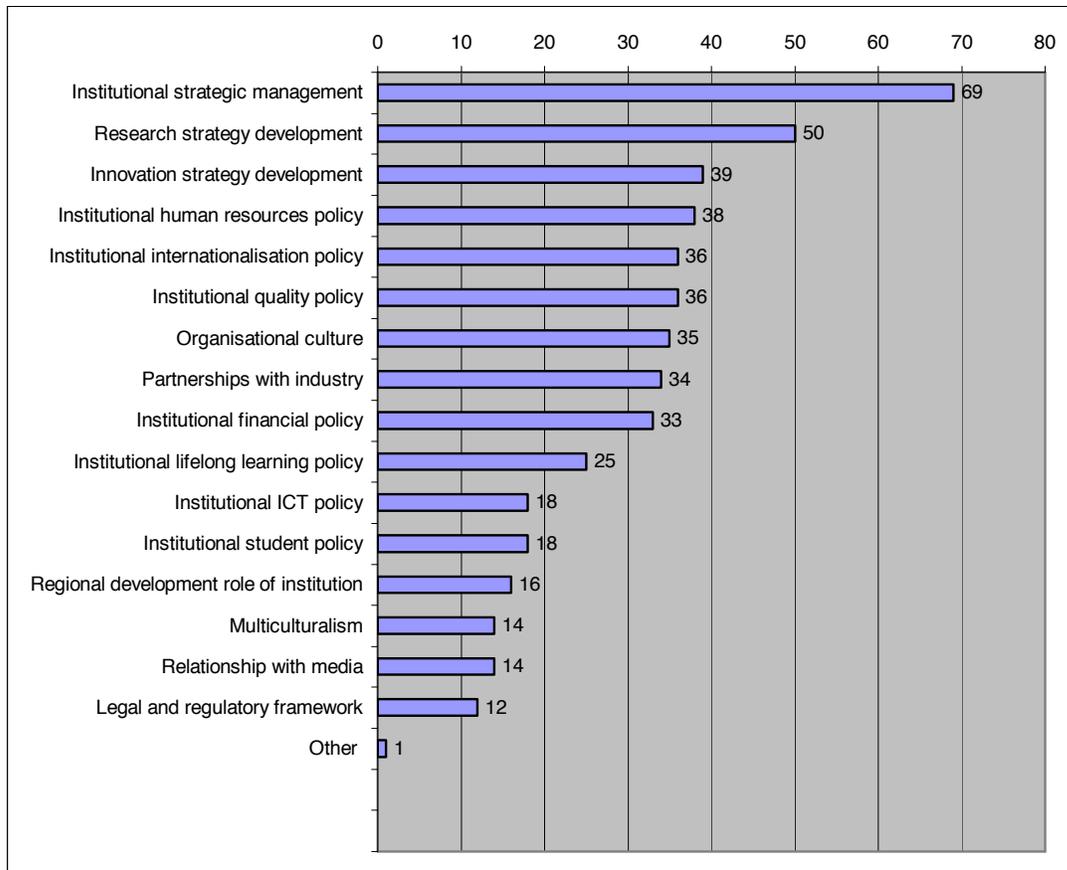


Figure 4: Areas of training needs for institutional leadership

Figure 4 shows the areas of training which are perceived to be needed for institutional leaders. Most important are strategy development issues. Policy issues from HR to finance are also emphasised.

Traditional administrative areas, as can be seen in Figure 5, such as personnel & financial policy, fundraising, and quality assessment, are indicated as areas where training for managers is most needed. Certain relatively new administrative areas, such as ICT policy; regional development; relationship with media; and multiculturalism, are seen as less important for both leadership and management when it comes to training needs.

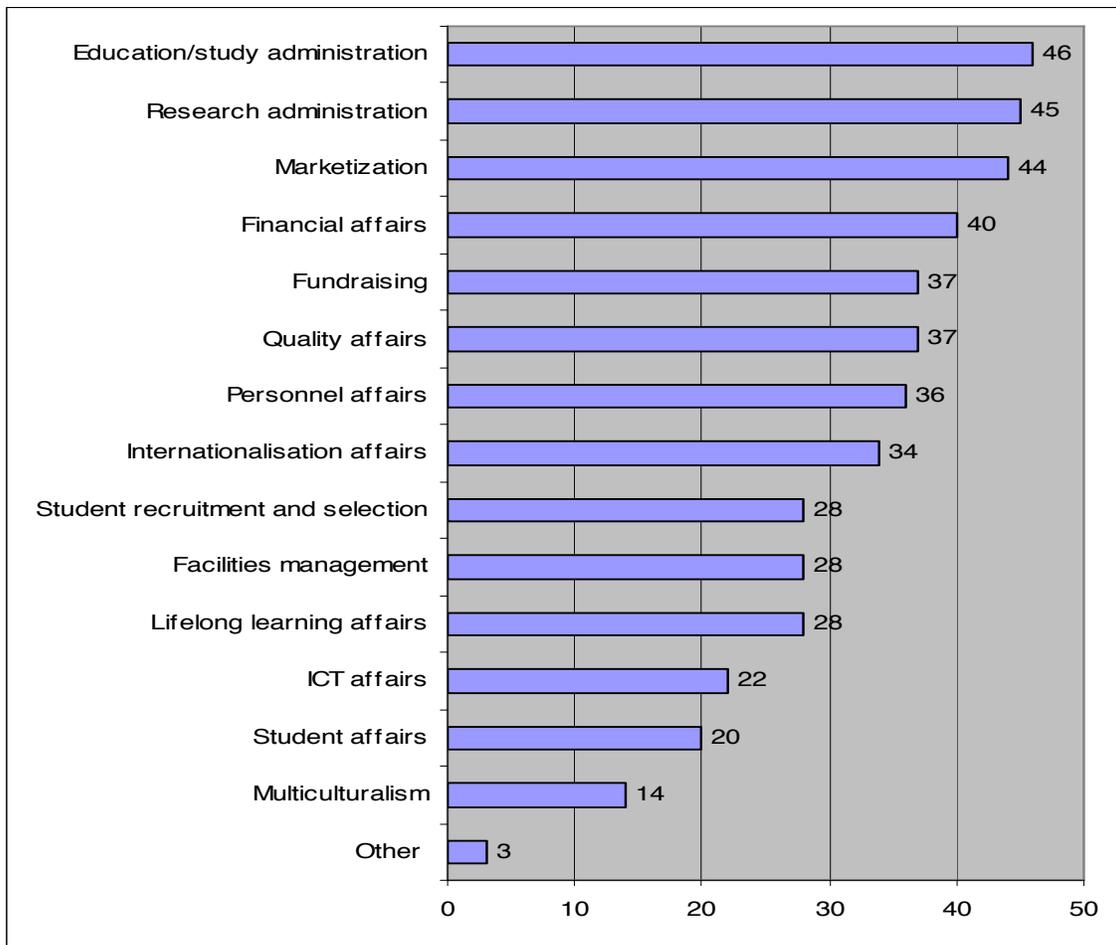


Figure 5: Areas of training needs for institutional managers

The most senior/experienced leaders and managers (incl. rectors, deans, heads of central institutional units) are seen as the ones that should be the main training targets. Junior management staff (less than 4 years on the job) is not seen as a main M&L training target group.

In the first survey about 25% and in the second survey less than 4% of the respondents indicated that their institution has a policy with respect to training its leaders. The respective figures for the institutional policy with respect to training its managers are 35% and 43%. These figures indicate that only a small part of the higher education institutions in Europe has an explicit institutional policy for training its leaders, while around 40% of the institutions have an explicit policy for training its managers.

3.4 Major gaps

Most respondents feel that not enough is being done within their institution or within their country to satisfy training needs of institutional M&L (Figure 6). It is interesting that there is no significant difference between the leadership and management opinions at institutional, national or EU level. At the same time it seems that the picture regarding M&L at different governance levels is not homogeneous. The results show that more than 40% of the respondents does not have an explicit opinion about the role of the European/EU level in M&L training. Of the remaining respondents only between 25% and 30% feels that more training activities should be undertaken at the European/EU level. Overall, between 50% and 60% of the respondents is of the opinion that more should be done at the national and institutional level to satisfy the M&L training needs in higher education. These figures suggest that in general the development of M&L training activities in higher education is first and foremost seen as a national/institutional responsibility, with a relatively limited explicit interest in a European level dimension in these activities.

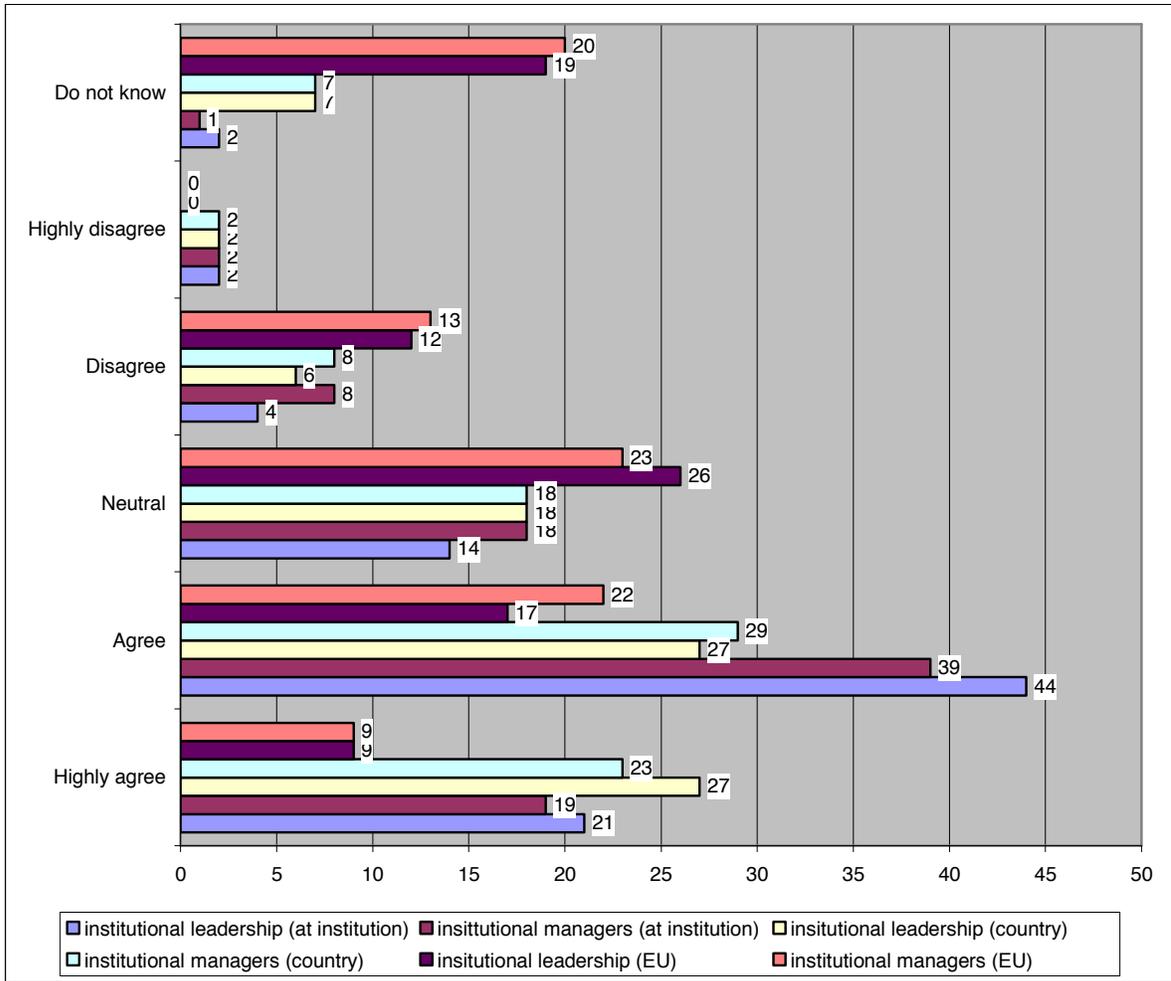


Figure 6: Not enough is being done at institutional, national and EU level to satisfy the M&L training needs

If we look at the desired areas of leadership training at the institutional level most of respondents see a need for further development in strategic management, innovation strategy development and human resources policy (figure 7).

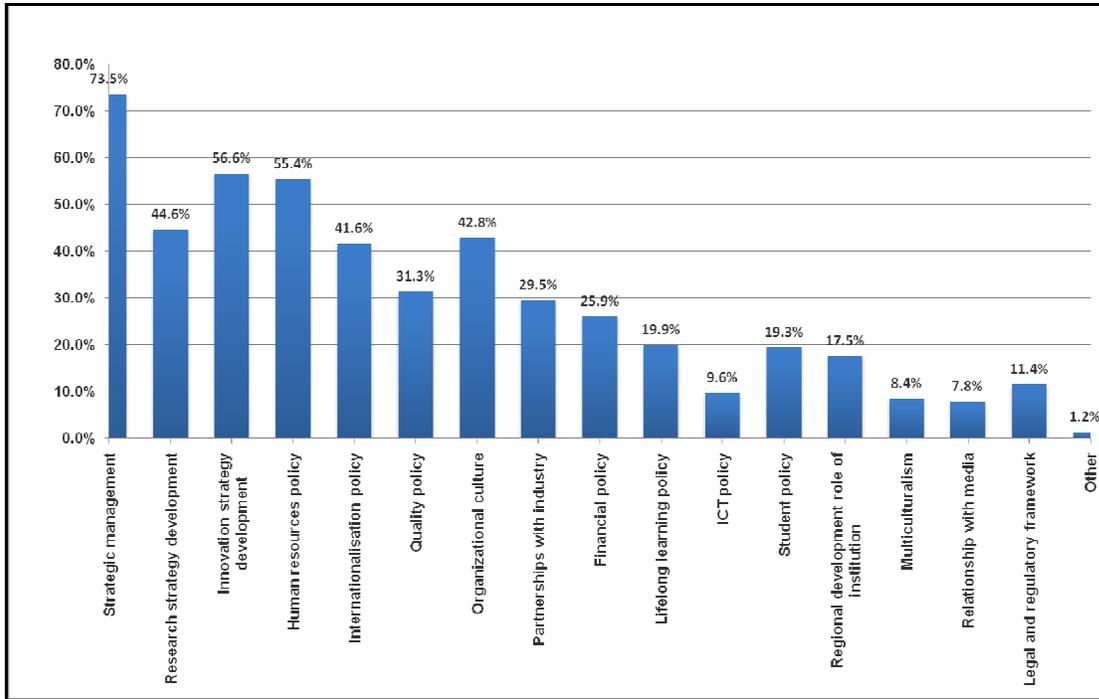


Figure 7: Desired areas of leadership training

From the individual perspective strategic management and innovation strategy development are mentioned as top priorities, followed by HR policy and research strategy development for career development (figure 8).

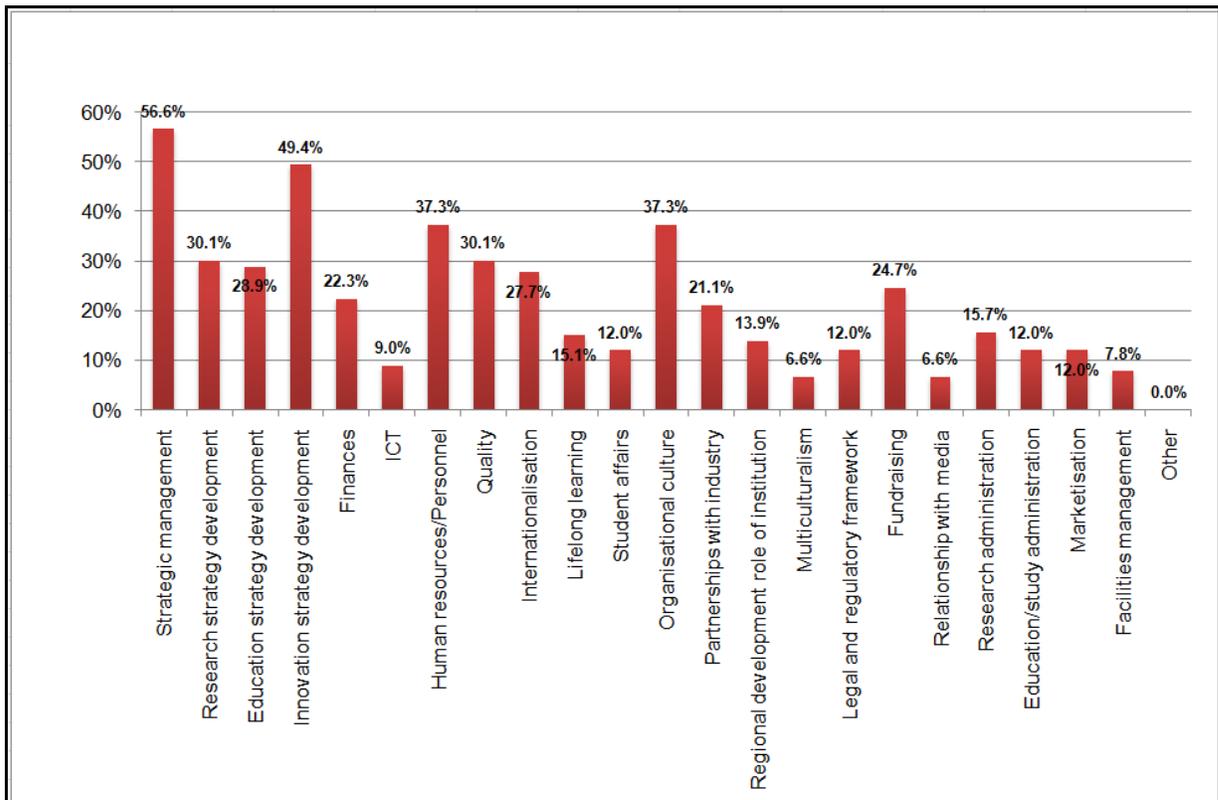


Figure 8: Priorities for further institutional leadership and management training for personal career development

Concerning the development of formal higher education management training degree programmes, the majority of the respondents state that they want their institution to support the development of such programmes. But at the same time, the majority of the respondents does not want having a higher education management degree become a condition for getting a higher education management job in their institution.

When it comes to the discussion about teaching staff in training programmes, the respondents differentiate between researchers, peers and practitioners or professional trainers from outside the higher education sector (figure 9). The most effective way would be to work with peers. The respondents rank trainers coming from outside higher education on second place. And still more than half of the respondents see academic experts and researchers as most effective or effective.

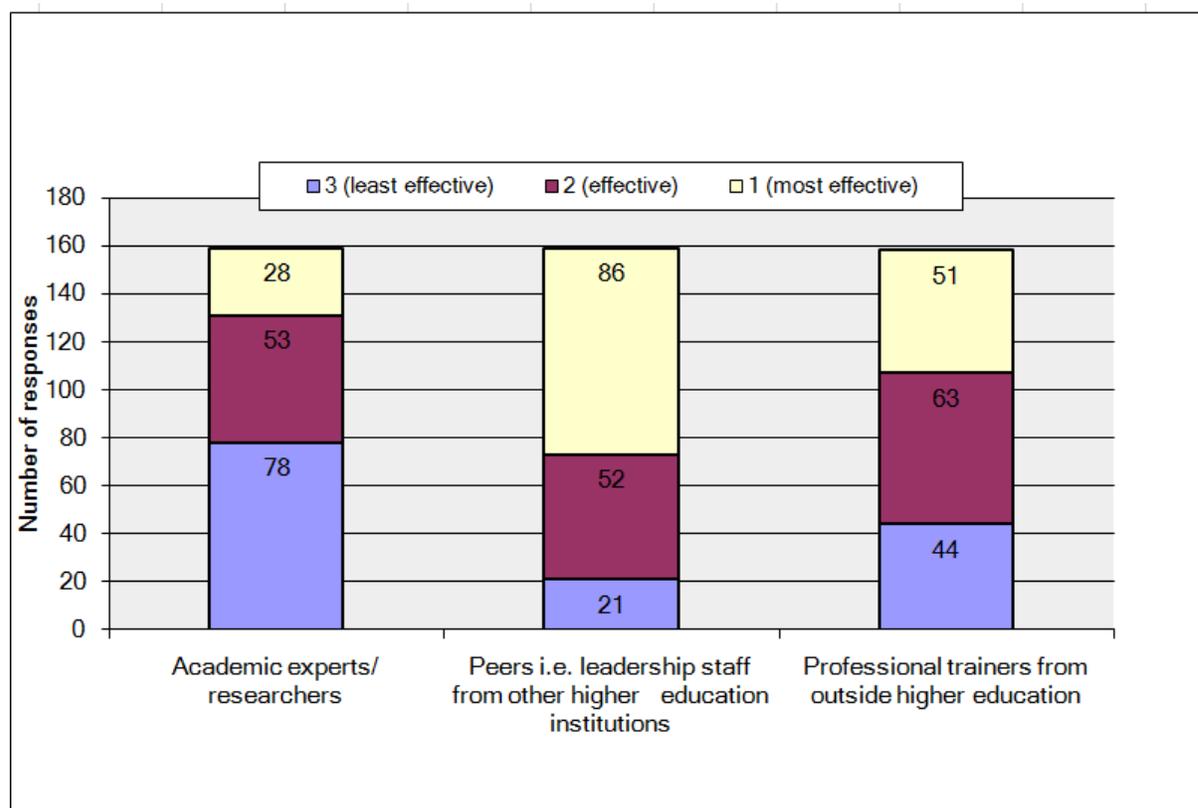


Figure 9: Effective M&L trainers

The respondents have a very strong opinion with respect to the statement on “Institutional staff should be following management training programmes and degree courses in their own time”. Only 10 to 15% of the respondents agree with the statement.

3.5 Priorities/Urgency

Around 50% of the respondents indicate that their institution does not have specific criteria for assessing professional skills and competences of applicants for management positions. In addition, around 25% does not know whether their institution has such criteria. When indicating which criteria are used (by the remaining 25 % of the respondents) having management experience in higher education is the most important criterion. Having a degree in higher education management is less important (see figure 10).

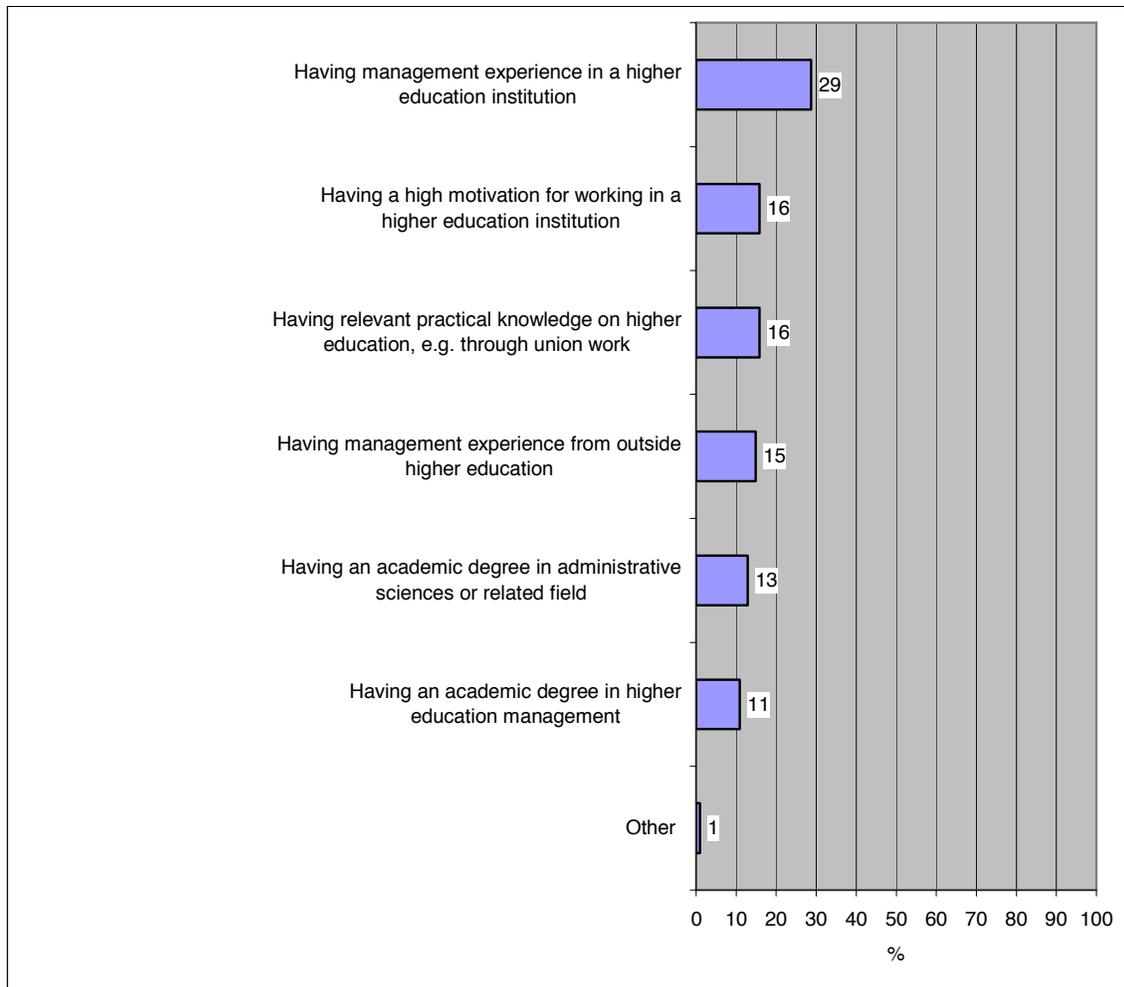


Figure 10: Most important assessment criteria for applicants for management positions within higher education institutions

At a number of European universities specific in-house training programmes have been developed for strengthening the research management skills of senior research staff in areas such as leading and managing research groups, raising funds, and developing effective research funding applications. Most of the respondents' institutions do not have such programmes but would appreciate, if their institutions introduced such programmes (68%).

Around 1/3 of the respondents is of the opinion that a formal higher education management degree will become a requirement for a management job in their institution in the future. However, more than 50% do not feel that this is a likely development.

Around 70% of the institutions do not have a specific training programme for senior research staff; and almost 70% of the respondents feel that their institution should have such a programme.

Finally, a large majority (77%) of the respondents supports the establishment of the MODERN Platform (Figure 10).

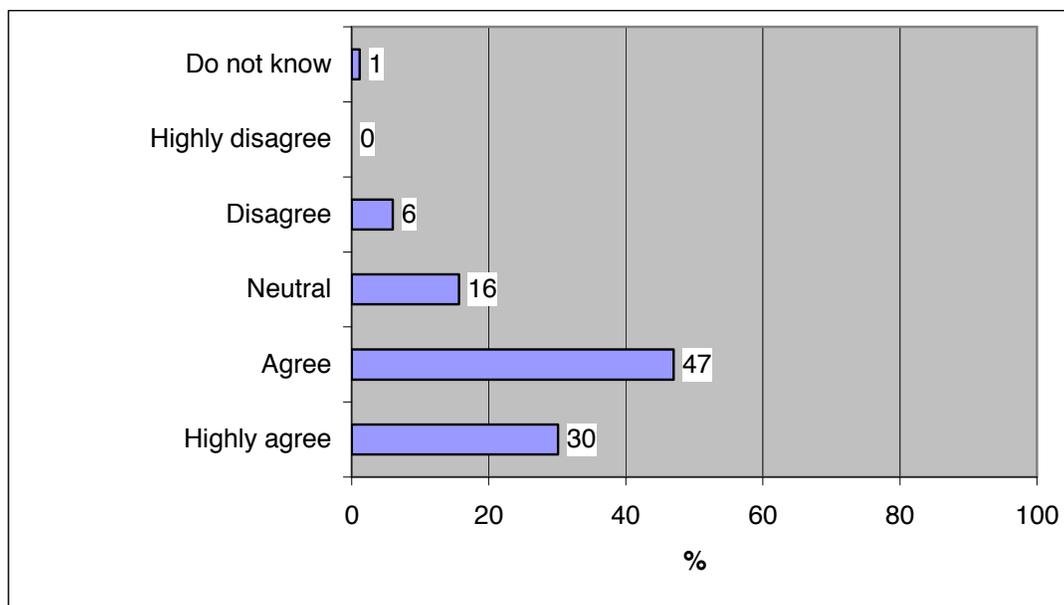


Figure 10: A European Platform with respect to institutional leadership and management for institutional leadership and management is very relevant

4. Provision assessment

The questionnaire on “Study Programmes and Training Activities in the Area of Higher Education Leadership and Management” (Appendix B) consists of three parts. The first part is aimed at gathering basic information about providers. Part two collects information regarding the programme or training activity in question, while the final section focuses on target audience(s), contents, teaching modes and methodology of study programmes/training activities. It is important to mention here that the survey was aimed at providers of study programmes and training activities that are open to a broad set of users.

We did, for example, not include the M&L training activities of individual universities and colleges that were developed for and open to their own staff only.

As discussed in the first part of the report, it is evident that the growing importance of formal, professional leadership and management functions in higher education institutions is accompanied by a growing awareness that a specific training for these functions is needed (Pellert 2000). Responsibilities, such as strategy development, service agreements, PR concepts, or conversion of the curriculum to the Bologna structure, demand "professional skills and competencies" for which very few academic functionaries who have achieved their present positions on the basis of their specialist knowledge are adequately prepared. At the same time, it is also important to equip young academic staff with leadership talents right from the start with management know-how appropriate to new challenges and future career perspectives. In addition, it is essential to provide those academic functionaries who perform an M&L function temporarily, for example, deans, and who have full-time administrative support staff, with the tools they need to cope with their increasingly complex spheres of executive responsibility (Del Favero 2003). Furthermore, the interface between the State and the higher education institution is shaped by the establishment of more and more committees and boards (Brown 2000), whose members also fulfil important control and management responsibilities and must therefore also be prepared for this role.

What is being done at present to meet this growing need in European higher education for qualified leadership and management training? Although it is noticeable that special know-how is increasingly being offered in thematically focused training activities – such as internationalisation, controlling, and fundraising – most programmes tend to come in the form of seminars and do not constitute continuous, associated continuing education; furthermore, there is not always a focus on the specific needs of universities and colleges. There are, for example, few possibilities for university and college leaders and managers to acquire the specific set of skills and competences that would enable them to actually function effectively as change agents; of these few, hardly any are sponsored in one way or another.

This kind of training activity is offered on the general educational market without any specific reference to higher education institutions; moreover, these programmes require heavy investments by individuals, which are almost never affordable given the salary structure for management and administrative staff at public universities. With regard to the academic side of the universities, management qualifications are particularly difficult to integrate in the system since the attitude towards leadership and management is ambivalent. In any case, systematic preparation for management functions for academic personnel at universities and research institutes is very rare (File *et al* 2005, Hanft 2000).

The acquisition of 'professional' expertise by academic functionaries in M&L functions takes place mainly by means of rectors' conferences and in the form of information events; formal "skills and competences" training occurs only in very rare cases. When individuals try to learn management techniques, they usually do so on a private basis rather than via channels organised by their institution. Finding appropriate approaches for the further training of academic M&L staff is an especially sensitive topic in higher education.

Nonetheless, some degree programmes exist in Europe for the professionalisation of institutional management and for the trainee manager who can imagine a full-time career in institutional (middle) management. As indicated by the supply survey (see in annex), over the last ten years a number of graduate and basic courses or seminars have been introduced, many of them designed to be completed in parallel with a (full-time) job. Unfortunately, people who enrol in these programmes currently suffer from the fact that they are rarely financed by their employers, because there is still no real career track in institutional middle management in most European countries (Pausits and Pellert 2009). Therefore, it is still not clear to what extent there is a return of investment via increased salaries.

Some of the teaching staff involved in such programmes are university researchers specialised in the international comparison of university systems, the organisational dynamics of universities and colleges and the major topics of education policy "inspired by Europe".

Others are teachers with classical business management knowledge that can be integrated as a new kind of expertise in the new logic of the higher education institution as an entrepreneurial organisation.

An important side effect of combined, longer courses of training is also the aspect of networking among the participants and the creation of a communication platform for exchanging experiences. This networking is an important part of the professionalisation of new professions in any sector.

4.1 Providers' background information

A variety of in total 18 providers responsible for 29 programmes and courses responded to the survey. Of these 18 providers, 8 are 'traditional' public higher education institutions, 1 is a private higher education institution, and 1 is a higher education institution specialised in public management. The remaining providers include a European Association, a national buffer organisation for higher education institutions, a European network, a further education centre, and a number of other mainly private agencies. The providers are located in 10 different countries. All in all 6 are from Germany, 2 from Norway, 2 from Belgium, 2 from Denmark, and 1 from Finland, 1 located in the Netherlands, 1 in Portugal, 1 in Russia, 1 in Serbia, and 1 in Austria.

Concerning the programmes and courses they offer, 12 of these are formal degree programmes, while 17 are non-formal degree programmes. Of the 12 degree programmes, 10 are at the Masters level, one programme is at the Bachelor level, while one programme is a PhD programme. The non-degree activities consist mainly of courses and seminars of various lengths. Only three of the programmes and courses originate from before 2000; all other 26 were introduced after 2000, 8 of which introduced after 2006.

4.2 Characterisation of relevant degree programmes

In general, the providers of higher education M&L training activities are pioneers, in the sense that they had to discover the needs for such activities themselves, while they also had to develop themselves a market for their programmes, courses or seminars. There are no national support and incentive structures available for the development of M&L training activities in Europe, with the exception of the UK.

However, the potential target group for higher education M&L training activities is increasing in Europe. This is first and foremost a consequence of the professionalisation of institutional leadership and management functions. This has led to the introduction of staff development programmes in many European universities and colleges. As also our needs assessment survey is showing, these staff development programmes address specific training needs within an institutional context, and do not 'lift' the supply of training needs to a higher level.

Despite this situation, currently there is in general a lack of institutional support for those M&L staff members that would like to improve their leadership and/or management skills and competencies through externally provided, 'open access' focused training activities. Both time, in the sense of having an opportunity to follow external programmes and courses during working time, and funding, in the sense of the reluctance of most higher education institutions to fully finance external training activities for their M&L staff, are barriers to a more direct and effective linkage of M&L training needs of institutional M&L staff in higher education with the programmes of external actors aiming at a national or international M&L training market.

Currently there is a large heterogeneity in higher education M&L training activities. This concerns the titles or names of these activities, the required access qualifications and requirements, the expected preparation, the linkage to the current working place or professional experience of students, the costs (in the form of tuition fees), and the length of the training activities.

As indicated, important differences can be observed when it comes to the pricing of the training activities.

In some activities the students are expected not only to cover all the costs but also to provide the activity with a profit, while in other cases all programme costs are in essence subsidised by the national tax payers, or another external actor.

Concerning the provision in Europe of degree programmes in higher education or higher education management, most are located at UK universities. However, the last 5 to 10 years a growing number of national higher education M&L programmes have been set up at continental European universities, including Central and Eastern European countries, with as a common rule that they are offered in the national language. This limits access to these programmes to students who speak the language, implying that at best Flemish students can enrol in a Dutch programme, and the other way around, Austrian students can enrol in a German programme, etc. An important point here is that most of these national programmes are nationally oriented, taking national funding, regulatory/legal, policy and political frameworks as the basis for programme. As a consequence, they will be of limited relevance to institutional M&L staff from other countries.

Most of the training programmes, seminars and courses included in the survey are professionally oriented without a clear, transparent explanation which specific professional training (in the area of M&L) they provide. In general, when it comes to the mission of the activities, no clear distinction is made between professional training (for specific higher education M&L professions), and lifelong learning or further education programmes, courses and seminars. In addition, also degree programmes in higher education studies that are research oriented indicate to be of relevance for practitioners, without it being clear why that is the case, what this means, or how it is achieved.

A relatively new development in Europe is the offering of joint degree programmes in higher education. Most of these have been developed in the framework of the Erasmus Mundus programme. Consequently, these programmes had a majority of non-European students.

In line with the variety of programmes there is a great diversity of requirements for potential students.

All Master level degree programmes require the students to have a Bachelor degree as a minimum enrolment condition. Practical experience and practice based learning outcomes are appreciated by a number of the programmes, but are not recognised as entrance qualifications.

When it comes to the content of the M&L training activities, very few of these explicitly include strategic management as a core issue of training. Also from this perspective a better, i.e. more effective connection between the training needs of institutional leaders and managers and the provided programmes and courses needs to be developed. There are no examples in our sample of tailor-made programmes for institutional leaders or senior managers that cover the needs indicated in our needs assessment survey.

The profiles of the higher education M&L training activities show a wide variety. These range from a broad, general higher education focus to specific administrative topics, such as internationalisation and science marketing.

When it comes to degree programmes in higher education, the providers consist of a small group of institutions and academics, who are well-connected, and usually include also practitioners in their networks and teaching staff.

The target groups of the non-degree courses and seminars are more clearly defined than the target groups for the degree programmes. This has to do with the career path of M&L staff in universities and colleges, as well as the lack of a structured link between demand for M&L competences and skills training, and the provision of courses and programmes. As indicated above, the providers of higher education M&L training activities in Europe still have to operate in at best a weak marketplace.

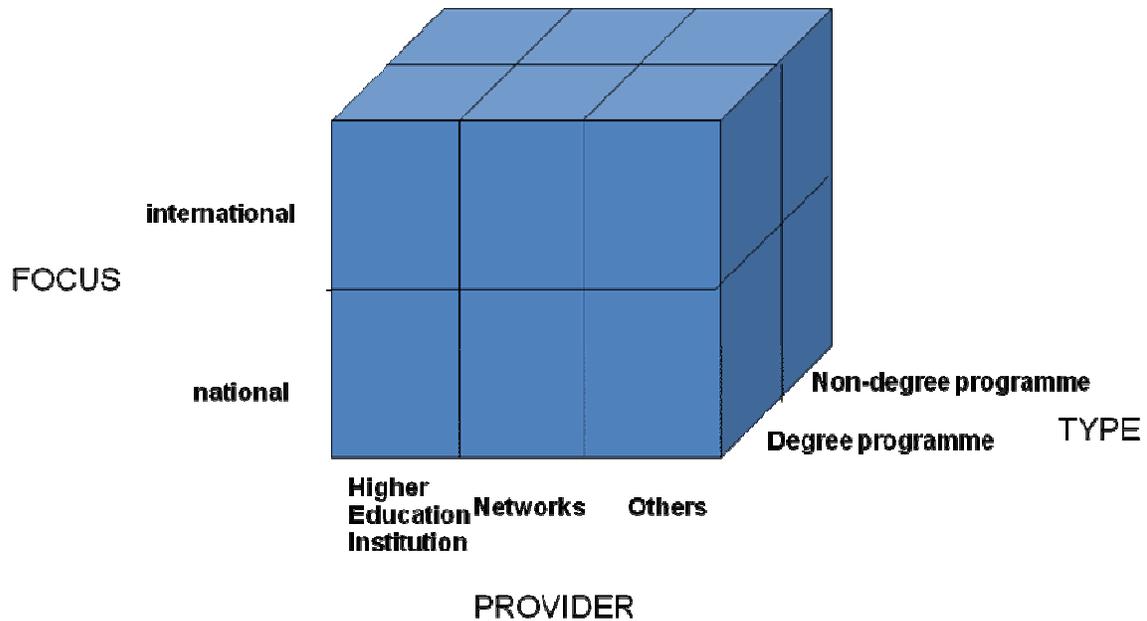


Chart 1: Classification framework for higher education programmes

The chart provides a classification framework for the supply side. We distinguish between providers, focus and type of the programmes. Most of the degree programmes are provided by individual higher education institutions. Many Master level degree programmes in Higher Education have a strong international focus, while degree programmes in professional development and continuing education are related more to national issues. This again underlines that the national differentiation of higher education at the system level requires a strong focus on the national context in M&L training. Even though professionals are interested to learn more about international developments and trends, at the same time they are looking for solutions to specific M&L challenges in their own context.

Other providers, such as professional associations, are offering non-degree, mainly short term programmes and seminars. The short term training activities can have an international (=European) as well as a national focus. Short term programmes are usually related to emerging topics and state of the art developments in higher education management and less focused on an introduction or further training in basic M&L knowledge, competences and skills.

4.3 In-house Trainings

Having done a web-based desk review of universities in Western Europe it seems that the majority of universities in countries such as the Netherlands, Norway, the UK or Germany either have established or are in the process of establishing personnel and leadership development programmes. Some of these examples will be presented here. Programmes which did not have information available online in English, German or French may exist but were not considered in the below examples.

University of Twente

As outlined in its strategic vision, the University of Twente (UT) has a leadership development programme to promote the implementation of innovations within each organisational unit. The goal is to support the continuous development of all employees. The programme components comprise change management, entrepreneurship, work and talent focused HRM. All UT leaders are required to take part in this program.

University of Maastricht

Maastricht University has established an academic leadership programme (ALP). Its aim is to provide a sound basis for and continued development of managerial competences. In this way, the university anchors leadership and continually invests in the quality of its managers. The ALP aims to form part of a culture at Maastricht University which promotes personal development, exchange of knowledge and experience and cooperation. On-the-job learning and self-reflection are inextricable parts of this.

The ALP course offer focuses on competences that managers should develop based on a profile of their position and their own competences. Participation is organised in line with individual development needs in consultation with line managers but in personal responsibility. There are three groups of programmes for upper and middle management as well as new leaders.

University of Utrecht

The University of Utrecht offers career development for management and support staff.

Talented management and support staff with potential leadership skills and the capacity to take up diverse management and policy positions, are offered a customised development track, the so-called 'talented management and support staff network' (netwerk OBP-talent).

The University of Utrecht also offers intensive training aimed at scholars who have leading positions in university teaching. The track consists of multiple-day thematic meetings, an individual project, and one or more study trips. Participants are recommended by their Deans; the programme management decides on admission to this training. The Center of Excellence in University Teaching also provides a Master Class in Quality Assurance. This programme is only open to scholars in management positions who have been called on by the Rector Magnificus to participate in the master class.

Within the University of Utrecht, also a range of networks exist comprising professionals and specific members of staff such as Research Directors, Programme Directors, HR officials, communication advisers, Heads of Learning, Teaching and Students Affairs, and secretaries. Other networks include the Women's Network and the Network of Consultative Bodies. These networks are predominantly self-directed and organise various training activities with and for each other. All staff members do also have a personal HR adviser.

University of Bremen

The University of Bremen is offering leadership development programmes for their management staff ("*Führungskräfteentwicklung*"). The university employs trainings as well as work placements, coaching and networks. They also offer personnel development and leadership training for their professorial for their non-professorial scientific staff.

University of Hannover

The University of Hannover is offering their administrative and scientific staff the possibility to take part in over 100 training courses and seminars in the areas of leadership, communication & collaboration, languages, administration, law and IT. Participation in courses should be decided in coordination with line managers, but is open to all interested staff.

University of Bonn

Since 2007 the University of Bonn has a dedicated department for staff development which provides support to administrative as well as scientific personnel. The department offers regular induction seminars for new professors, trainings in Team Development, Leadership Development, Moderation, Communication, Project Management and IT (e.g. CMS, PPT, Office). It also designs custom-tailored trainings for other units within the university, acts as an in-house consultancy for organisational change processes and offers coaching of staff in leadership positions in situations of conflict and in questions of personal leadership development. Members also have the possibility to take part in trainings organised by external providers such as CHE, DHV and others. The University of Bonn understands this offer as a component towards becoming a more internationally oriented research-university, requiring greater efforts in personnel development and retention of highly qualified staff.

University of Mainz

The University of Mainz started their staff development activities in the 1980s and has since expanded it by including target agreements, performance appraisals and premiums for their civil servants and team development activities for all of their staff. The university aims at thus maintaining and improving its attractiveness externally and its capacities internally. Personnel and organisational development must always complement each other and cannot function independently. Beyond the formal PD activities every line manager is responsible for talent development in his sphere of influence by assigning new tasks and expanding the competences of his employees. Building on this foundation the university offers leadership development and trainings for scientific and non-scientific leadership staff. There are induction programmes for new professors, a leadership development scheme for academic and technical leaders, trainings in strategy and leadership, support in the selection of personnel as well as individualised leadership coaching.

University of Vienna

The University of Vienna offers training and qualification programmes to all of their management staff.

It is done on an individual (Coaching, Mediation), a team (team development) and an organisational level (organisational development, assessment centres for potential assessment). A special curriculum for women in leadership positions is also being offered by the University of Vienna.

University of Bath

The University of Bath is offering an extensive management staff development programme for all staff levels. The Staff Development Unit offers courses in the areas of Personal Effectiveness, Equality & Diversity, Safety, Environment & Wellbeing, Staff Induction, Management & Leadership, Student Support and Customer Care.

Based on a scheme of annual meetings between a member or staff and their supervisor / line manager achievements are reviewed against the previous year's objectives and broader career aims and plans for supporting the professional development and career aspirations of the staff member are discussed. On this basis, training needs are planned. Keeping a personal development plan is encouraged.

The University of Bath also maintains Learning Community groups by shared roles, staff groups and career stages. It also facilitates self-organised support groups such as race equality, religious diversity, LGBT and disabled staff.

University of Bristol

The University of Bristol was awarded the "Global Human Resource Development Award 2009" for its highly comprehensive leadership and staff development programme. The university has implemented a staff review and development scheme (SR&D) as an important, if time consuming, means of communication and an occasion to receive structured feedback.

The university's overall activities comprise a staff development programme with formal trainings developing your management and leadership skills, customised consultancy services, formal induction processes, access to experienced confidential external coaches, 360 degree feedback exercises, lunchtime leadership and management fora, including best practice workshops, one-to-one management skills analysis including psychometric evaluation as well as facilitated away days for teams and a comprehensive library of resources. It is possible to gain a formal management qualification such as a certificate or diploma.

The university has published over 40 management pocket books on themes as diverse as absence management, appraisals, assertiveness, balance sheets, giving feedback, coaching and managing cash flow. The university runs its own career coaching service for all questions its members may have.

University of Cambridge

A very comprehensive programme is being offered by the University of Cambridge to its staff. Offers are differentiated between a track for newly appointed University and College lecturers (Pathways in Higher Education Practice), a Graduate Development Programme, a Researchers Development Programme as well as a Heads of Institution programme for current or prospective managers. Within each programme there are a number of modules leading to a certification. Some modules are mandatory for all Cambridge staff. All University Lecturers with probationary appointments and all College Teaching Officers are required to participate in two core features of PHEP. A strong focus is also put on the induction of new staff into the culture of Cambridge University, which is carried out through mandatory events.

University of Oslo

Since 2007, the University of Oslo (UiO) has annually organised a Research Leadership Programme (RLP) tailored specifically for research leaders at the operational level. While the programme has initially been offered in Norwegian only, due to an increased demand, in 2012 an English language version of the programme will be offered. The topics covered in the programme relate to three main areas, i.e. a) leading research groups; b) leadership challenges related to the framework conditions for research, future research systems and the possibilities both within and outside the organisation; and c) self-awareness and development of personal leadership skills.

The programme is supported by the Norwegian Association of Higher Education Institutions (UHR), with funding from the Ministry of Education and Research. The Research Leadership Programme (RLP) is therefore making a number of places available to research leaders from other Norwegian higher education institutions, and is a national pilot project.

The programme is meant for those who function as 'operative' professional research leaders.

This may be heads of research groups/research teams, interfaculty research areas, centres of excellence in research/-centres for research-driven innovation or other large projects/efforts where large staff is involved. At faculties that have established a departmental level professional head of research function, those who hold such a function will be potential participants. Experience has shown that the benefits are greatest when research leaders with different backgrounds and from different professional fields are gathered together.

The programme aims to give participants a good theoretical foundation for reflecting on the role of research leaders and knowledge of the various tools that can help translate theoretical knowledge about research leadership into good leadership in practice. Using a combination of experience sharing, case studies and exercises, the programme maintains a constant and steady focus on the individual participant's development as a research leader.

5. Supply of M&L training activities: Conclusion

It can be argued that the characteristics of the providers (and their training activities and programmes) which completed the survey are indicative of the state of the art of the higher education leadership and management training field in Europe. The group of providers is relatively small and varied, degree programmes are offered mainly at the Masters level, and most of the providers have started their activities after 2000. In addition, as presented on the websites of the providers, most of the programmes and training activities have no clear description of their mission, target group and intended learning outcomes. When compared to, for example, US graduate programmes in higher education, the descriptions of the mission and target group of the M&L training programmes in Europe are rather general, suggesting in many cases a broad set of activities and a comprehensive target group, not entirely in line with the contents of the curriculum, course or seminar. Also the intended learning outcomes are not presented in terms of the specific skills, competences and knowledge levels the students are expected to have achieved at the end of the activity.

In line with the increasing importance of professional management skills more and more higher education institutions establish in-house training activities and programmes as part of the institutional personnel development strategies.

We see here a huge variety of different types, target audiences for such programmes as well as topics. However, only in rare cases are these programmes open to participants from other institutions.

6. Analysis and discussion

The call for institutional leadership and management reforms is a relatively new phenomenon in higher education. The term 'institutional management' and an explicit management function are recent phenomena in the long history of the university. Until the 1980s institutional administration was seen by many inside and outside higher education as a 'necessary evil' (see, for example, Clark 1983), and the terms leadership and management were hardly ever used in higher education. Since then 'management' has become in many respects a self-justified activity in higher education institutions (Maassen 2003: 45-47), and this development has been referred to as a 'management revolution' in higher education (see, for example, Keller 1983). National, and in the European case supranational white papers and other policy documents have contributed in many respects to this development by clearly setting the mark: universities and colleges are expected to be more responsive, more effective, and more efficient. It is argued that a more direct and dynamic interaction between universities and their environments is necessary and an important condition for this to be realised is the professionalisation of institutional leadership and management as well as the intra-institutional governance structures (Clark 1998, Olsen and Maassen 2007).

As discussed in the introduction to this report, empirical studies on the effects of the changes in institutional M&L reveal rather ambiguous results of reform initiatives. In many countries, it is difficult to conclude that higher education institutions have become more effective and efficient, new decision-making structures do not always lead to the desired behavioural changes, and the outcomes of the new M&L arrangements seem to have a number of unintended consequences (Reed 2002, Maassen and Stensaker 2003, Kezar and Eckel 2004, Carmeli and Schaubroeck 2006, Whitchurch 2006, Meister-Scheytt 2007, Larsen *et al* 2009).

Reform failures in higher education are usually explained by the mismatch between reform design and cultural and historical characteristics of higher education institutions, where different institutional logics collide and create turmoil, inertia, and contestation (Maassen and Olsen 2007). Less attention has been given to the option that reform packages may be poorly designed, and that various reform intentions could also be contradicting. For understanding the current poor state of affairs of leadership and management training in higher education in Europe we want to briefly discuss the weak links between demand and supply in higher education M&L training.

First, specific management tasks are more strongly concentrated in full-time institutional administration positions, i.e. the traditional institutional administration must progress at all levels in the direction of management rather than administration (Enders *et al* 2005, Nullmeier 2000). Second, the academic staff must also become more involved in administrative work because more fund-raising and acquisition of third party funding is required from the individual organisational units. Meanwhile, more intensive communication with the public is also becoming increasingly necessary in more and more fields of science (Cordes *et al* 2001, Hansen 1999, Müller-Böling 2000). The trend towards more interdisciplinary work in teams also requires a high management input. Thus, management represents a new or intensified task in the field of academia while "managerialism" also implies professionalisation of the classical university administration. This is accompanied by new, different kinds of responsibilities, such as intensified PR work, relationships with alumni, international relations, career development, e-learning, fund-raising, and internal and external communication, all of which require special know-how as well as the involvement of experts. Although persons with the appropriate special expertise have been increasingly attracted to working with universities in recent years, this group is not yet large enough to transform the traditional university administration as a whole in the direction of management orientation (Clark 1998). The newly-arrived specialists are therefore confronted with the important task of defining processes of change in their immediate environment in order also to be able to bring their expertise into the university organisation in an appropriate and adequate way.

The trend towards professionalisation must be considered from two perspectives: institutional leaders and managers must be provided with appropriate skills, competences and knowledge with respect to the functional logic and specific characteristics of their higher education organisation, amongst other things, to strengthen the effectiveness of their change-agent function. Meanwhile, members of the traditional administration who are moving towards stronger management orientation must be provided with the specific management know-how they need in order to bring their special skills and competences to the organisation in a modern form.

As confirmed by our surveys, on the one hand there is a growing awareness of the special skills, competences and knowledge needed for the new leadership and management functions and roles in higher education institutions. However, this awareness is currently not focused and interpreted around a number of core aspects, but very diversified. It is also not expressed and organised in a focused and recognisable demand for specific training activities. Unlike the situation in the USA where the massification of higher education has led from the 1960s on to a professionalisation of administrative and management positions in the universities and colleges for which a formal qualification was required, in Europe higher education institutions have until now not taken similar kinds of initiatives to professionalise their administrative and management functions. Very rarely formal competences, skills and knowledge on higher education management are required for applying for a management or an administrative position in a European higher education institution. Consequently, European higher education institutions, with the exception of the UK higher education institutions, have not created a market for specific higher education administrators and managers. A general administrative training or experience background, or specific experience in a higher education management area is regarded as sufficient for entering a management position in a higher education institution in Europe.

As a consequence, there have been few incentives for the development of specific higher education management programmes and courses, and many initiatives have either experienced limited success, in the sense of few enrolled students, or have had such a general mission and such broad intended learning outcomes, that one can hardly speak of professionally oriented higher education management (and leadership) training programmes.

7. Mapping the field conclusions

There is a clear (emerging) need for higher education M&L training in many areas. This concerns in the first place training in strategic leadership aspects and in traditional management tasks, in areas such as quality assessment, personnel affairs, internationalisation, and financial administration. Training with respect to non-traditional management tasks, such as institutional ICT policy and relationship with the media, is regarded as less important. However, the expressed training needs show a great variety, and cover a large number of areas.

In general it can be argued that in the development of M&L training European higher education systems are in one of three categories. In the first category there is a clearly articulated focus on M&L training in higher education, with a long experience in a research-based understanding of the need for M&L training and some form of a specifically established national resource structure which provides a clear framework for the (further) development of M&L training and an impetus for the formalisation of training needs of higher education leaders and managers. In Europe only the UK is in this category. The second category consists of countries where there is an emerging national structure for M&L training issues in higher education, but this structure is not fully developed yet. In the countries in this category, there will be one or more national higher education M&L training programmes, courses or seminars, e.g. for rectors or deans, or internationalisation administrators, but these activities are in general not needs assessment based, and are often provided by the institutional buffer organisation.

However, in these countries there is no sign yet of these training activities becoming part of the formal requirements for entering an institutional M&L position. In this category one finds countries such as Germany, the Netherlands, Finland, and Norway. Finally, many countries are at an early stage of the development of M&L training in higher education. M&L training activities are not nationally organised, and in general M&L training takes place 'on the job' in the higher education institution. There is no national agency that has taken the responsibility for developing M&L training activities, nor are there national M&L training programmes. In this category one finds many of the Southern, Central and Eastern European countries.

Only a minority of the included higher education institutions have a specific staff development programme that is based on a well-articulated and needs-based M&L training strategy. These institutions organise most of the training activities themselves or in cooperation with other higher education institutions. But for most of the higher education institutions in Europe the emerging M&L training needs have not been translated yet in a clear demand for training programmes & courses of external providers. An additional factor here is the entrance requirements for M&L functions in European higher education institutions. These do not include a specific training in higher education management.

The providers included in our sample develop and offer programmes, courses or seminars either aimed at a very general set of target groups or a narrow professional group. This gives a picture of providers either located in a higher education institution offering broad academic degree programmes, or in a quasi-market environment with short specialised courses or seminars. Compared to the situation in the USA, in Europe there is not yet a development of specialised professional training programmes for specific administrative tasks in higher education institutions, such as student affairs, institutional research, strategic planning. The majority of the respondents would support such a development, but is rather sceptical about its actual realisation.

Most respondents feel that more should be done with respect to M&L training in their institution as well as their country.

However, a majority of the respondents does not feel that there is a need for M&L training activities at the EU/European level. This mentioned reason in the needs analysis and the results of the programme provision lead to following final conclusions:

- The widely recognised need in the practice of European higher education to professionalise institutional M&L functions and staff underlines the importance of training in higher education leadership and management in Europe. This market is not diversified so far and is in an early stage of professional development.
- Focus on national aspects is needed because higher education is still mainly a nationally funded and regulated sector. Therefore we see more a national and institutional need of establishment of new and an improvement of existing degree programmes and training activities, rather than a need for investing in European level programmes and activities.
- As long as strategic M&L development at the institutional level is not linked to certain training activities and programmes, the attention for and involvement in training activities will be limited.
- Involvement in training activities relies on power, institutional culture and opportunity as well as benefits for the participants. Therefore career pathways as well as clear staff development strategies need to be developed at an institutional level.
- Administrators need more management skills but also academics with leadership and management responsibilities need to be trained. Skills and competences in M&L have to be developed in an evolutionary way for both groups. These improvements have to be stimulated by the top leadership of higher education institutions.
- It might be beneficial in the further development of the European M&L programme and training activities supply to stimulate a close cooperation between different providers of these programmes and activities. Up to now the providers are isolated 'entities' responsible in most of the cases for institutional initiatives. International providers like associations provide usually short term programmes, and are in general not connected to the institutional providers.

- Both sides (demand and supply) could potentially benefit from a closer cooperation between providers. Content monitoring, learning from each other, faculty exchange could lead to possible benefits for the supply side. International student exchange, broader understanding of different elements as well as solutions within higher education systems and institutions could be discussed and analysed jointly.

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APPENDIX A: Training needs for leadership and management professions in European Higher Education Institutions (first questionnaire)

Section 1

Background information

Institutional affiliation

Type of HEI (public, private)

Number of employees (up to 100, 100-500, 500-1000, over)

Function:

Group 1:

Institutional leadership, incl.

1. Central institutional leaders: rectors, presidents, vice-chancellors
2. Other members of institutional leadership structure, e.g. pro-rectors, vice-presidents and pro vice-chancellors
3. Deans, pro-deans
4. Central institutional administrative leaders: institutional administrative directors, chancellors, etc.
5. Heads of central administrative offices, e.g. international office, personnel office, budget/salary office, etc.
6. Faculty level administrative leaders

Group 2:

Managers/administrators outside decision making positions

1. Central level administrators
2. Faculty level administrators
3. Departmental level administrators
4. Administrators at research institutes/centers

Group 3:

New, incoming administrative staff

1. Institutional level
2. Faculty level
3. Departmental level
4. Research institutes/centers

Group 4:

Academic management, i.e. know-how how to run academic teams and raise funding

1. Research management
2. Educational programme management

Age

Gender

Country

Section 2

Main Training Challenges and Needs

Please indicate your level of agreement with the following statements:

1. At my institution, the professionalisation of leadership activities and functions is a high priority for the ***institutional leadership***

Highly agree Agree Neutral Disagree Highly disagree Do not know
 ↑ ↑ ↑ ↑ ↑ ↑

2. At my institution, the professionalisation of leadership activities and functions is a high priority for the ***academic staff***

Highly agree Agree Neutral Disagree Highly disagree Do not know
 ↑ ↑ ↑ ↑ ↑ ↑

3. At my institution, the professionalisation of management activities and functions is a high priority for the ***institutional leadership***

Highly agree Agree Neutral Disagree Highly disagree Do not know
 ↑ ↑ ↑ ↑ ↑ ↑

4. At my institution, the professionalisation of management activities and functions is a high priority for the ***academic staff***

Highly agree Agree Neutral Disagree Highly disagree Do not know
 ↑ ↑ ↑ ↑ ↑ ↑

5. At my institution, ***leadership*** training is first and foremost seen as a national activity that has to take place in our national language(s)

Highly agree Agree Neutral Disagree Highly disagree Do not know
 ↑ ↑ ↑ ↑ ↑ ↑

6. At my institution, ***management*** training is first and foremost seen as a national activity that has to take place in our national language(s)

Highly agree Agree Neutral Disagree Highly disagree Do not know
 ↑ ↑ ↑ ↑ ↑ ↑

7. In the professionalisation of their leadership and management/administrative functions higher education institutions face various challenges. What are in your view the three most important challenges at your institution? (Please rank order three most important challenges from 1 to 3)

- ↑ Resistance among academic staff against leadership and management training in general
- ↑ Not enough funding for leadership and management training
- ↑ Lack of interest among the institutional leadership in leadership training
- ↑ Lack of interest among the institutional managers in management training
- ↑ Lack of time among leaders for leadership training
- ↑ Lack of time among managers for management training
- ↑ Lack of relevant training programmes for institutional leaders

↑ Lack of relevant training programmes for institutional managers

8. When it comes to the training needs for leadership and management staff a number of needs can be identified with respect to the strategic as well as operational tasks of the institutional leadership and management functions.

a) In which area does your institution face the most important 'training needs' when it comes to the professionalisation of its **leadership**?

↑ Strategic tasks

↑ Operational tasks

b) In which area does your institution face the most important 'training needs' when it comes to the professionalisation of its **management staff**?

↑ Strategic tasks

↑ Operational tasks

9. At your institution among the staff in leadership and management functions the main target groups for professional training activities **are** (Please rank order five most important target groups from 1 to 5)

↑ Rector/Pro-rector (president, vice president / vice-chancellor, pro-vice-chancellor)

↑ Institutional head of administration

↑ Heads of central institutional administrative units

↑ Members of central institutional boards

↑ Deans/Pro-deans

↑ Heads of faculty administration

↑ Directors/leaders of research centers

↑ Department heads

↑ Senior managers/administrators (at least 10 years of work experience in higher education management/administration)

↑ Middle managers/administrators (between 4 and 10 years of work experience in higher education management/administration)

↑ Junior managers/administrators (less than 4 years of work experience in higher education management/administration)

↑ Principle/Top researchers

↑ Academic degree programme coordinators

↑ Other (Please specify)

10. At my institution among the staff in leadership and management functions the main target groups for professional training activities **should be** (Please rank order five most important target groups from 1 to 5)

↑ Rector/Pro-rector (president, vice president / vice-chancellor, pro-vice-chancellor)

↑ Institutional head of administration

↑ Heads of central institutional administrative units

↑ Members of central institutional boards

↑ Deans

↑ Heads of faculty administration

↑ Directors/leaders of research centers

- ↑ Department heads
- ↑ Senior managers/administrators (at least 10 years of work experience in higher education management/administration)
- ↑ Middle managers/administrators (between 4 and 10 years of work experience in higher education management/administration)
- ↑ Junior managers/administrators (less than 4 years of work experience in higher education management/administration)
- ↑ Principle/Top researchers
- ↑ Academic degree programme coordinators
- ↑ Other (Please specify)

11. With respect to which of the following aspects of institutional **leadership**, training needs can be identified in your institution? (More than one aspect possible)

- ↑ Institutional strategic management
- ↑ Research strategy development
- ↑ Education strategy development
- ↑ Innovation strategy development
- ↑ Institutional financial policy
- ↑ Institutional ICT policy
- ↑ Institutional human resources policy
- ↑ Institutional quality policy
- ↑ Institutional internationalisation policy
- ↑ Institutional lifelong learning policy
- ↑ Institutional student policy
- ↑ Organisational culture
- ↑ Partnerships with industry
- ↑ Regional development role of institution
- ↑ Multiculturalism
- ↑ Legal and regulatory framework
- ↑ Fundraising
- ↑ Relationship with media
- ↑ Other (Please specify)

12. With respect to which of the following aspects of institutional **management**, training needs can be identified in your institution? (More than one aspect possible)

- ↑ Research administration
- ↑ Education/study administration
- ↑ Student recruitment and selection
- ↑ Marketization
- ↑ Facilities management
- ↑ Financial affairs
- ↑ ICT affairs
- ↑ Personnel affairs
- ↑ Quality affairs
- ↑ Internationalisation affairs
- ↑ Lifelong learning affairs
- ↑ Student affairs
- ↑ Multiculturalism
- ↑ Fundraising
- ↑ Other (Please specify)

13. With respect to which of the following aspects of institutional leadership and management do you **personally** feel the greatest need for (further) training and development in your own career? (More than one aspect possible)

- ↑ Institutional strategic management
- ↑ Research strategy development
- ↑ Education strategy development
- ↑ Innovation strategy development
- ↑ Institutional financial policy
- ↑ Institutional ICT policy
- ↑ Institutional human resources policy
- ↑ Institutional quality policy
- ↑ Institutional internationalisation policy
- ↑ Institutional lifelong learning policy
- ↑ Institutional student policy
- ↑ Organisational culture
- ↑ Partnerships with industry
- ↑ Regional development role of institution
- ↑ Multiculturalism
- ↑ Legal and regulatory framework
- ↑ Fundraising
- ↑ Relationship with media
- ↑ Research administration
- ↑ Education/study administration
- ↑ Student recruitment and selection
- ↑ Marketization
- ↑ Facilities management
- ↑ Financial affairs
- ↑ ICT affairs
- ↑ Personnel affairs
- ↑ Quality affairs
- ↑ Internationalisation affairs
- ↑ Lifelong learning affairs
- ↑ Student affairs
- ↑ Multiculturalism
- ↑ Other (Please specify)

Section 3

Institutional investments and actions with respect to leadership and management training needs

1. Does your institution have an overall policy with respect to the training of its **institutional leaders**?

- ↑ Yes (please continue with 1a)
- ↑ No (please continue with 1b)
- ↑ Do not know (please continue with 1b)

1a. Which of the following elements are included in the institutional policy with respect to the training of its institutional leaders?

- ↑ Earmarked funds for the training of institutional leaders
- ↑ Institutional training seminars, workshops or courses for its own leaders
- ↑ Institutional degree programme in the area of higher education leadership

- ↑ Cooperation with other institutions for joint seminars, workshops or courses for institutional leaders
- ↑ Agreement with one or more other institutions to let institutional leadership participate in their training seminars, workshops or courses
- ↑ Participation of leadership in a fixed set of specifically identified external training seminars, workshops or courses
- ↑ Stimulation for institutional leaders to enrol in a degree programme in the area of higher education management offered by another higher education institution

1b. Do one or more of the faculties (or comparable organisational units) of your institution have a policy with respect to the training of their leaders?

- ↑ Yes all of them have a leadership training policy
- ↑ Yes some of them have a leadership training policy
- ↑ No
- ↑ Do not know

2. Does your institution have an overall policy with respect to the training of its **management staff**?

- ↑ Yes (please go to 2a)
- ↑ No (please go to 2b)
- ↑ Do not know (Please go to 2b)

2a. Which of the following elements are included in the institutional policy with respect to the training of its management staff?

- ↑ Earmarked funds for the training of institutional managers
- ↑ Institutional training seminars, workshops and/or courses for its own managers/administrators
- ↑ Institutional degree programme(s) in the area of higher education management
- ↑ Cooperation with other institutions for joint seminars, workshops and/or courses for institutional managers/administrators
- ↑ Agreement with one or more other institutions to let institutional managers/administrators participate in their training seminars, workshops and/or courses
- ↑ Participation of institutional managers/administrators in a fixed set of specifically identified external training seminars, workshops, and/or courses
- ↑ Stimulation for institutional managers/administrators to enrol in a degree programme in the area of higher education management offered by another higher education institution

2b. Do one or more of the faculties of your institution have a policy with respect to the training of their management staff?

- ↑ Yes all of them have a management training policy
- ↑ Yes some of them have a management training policy
- ↑ No
- ↑ Do not know

Please indicate your level of agreement with the following statements:

3. In my institution, not enough is being done to satisfy the training needs of the institutional **leadership**

Highly agree Agree Neutral Disagree Highly disagree Do not know
↑ ↑ ↑ ↑ ↑ ↑

4. In my institution, not enough is being done to satisfy the training needs of the institutional **managers**

Highly agree Agree Neutral Disagree Highly disagree Do not know
↑ ↑ ↑ ↑ ↑ ↑

5. In my country, not enough is being done to satisfy the training needs of the institutional **leadership**

Highly agree Agree Neutral Disagree Highly disagree Do not know
↑ ↑ ↑ ↑ ↑ ↑

6. In my country, not enough is being done to satisfy the training needs of the institutional **managers**

Highly agree Agree Neutral Disagree Highly disagree Do not know
↑ ↑ ↑ ↑ ↑ ↑

7. In the training of institutional **leadership** different groups of trainers can be used. In your opinion, how effective is the use of each of the following groups of trainers in the training of **leaders** at your institution?

a) Academic experts/Researchers

Highly effective Effective Neutral Ineffective Highly ineffective Do not know
↑ ↑ ↑ ↑ ↑ ↑

b) Peers, i.e. leadership staff of other higher education institutions

Highly effective Effective Neutral Ineffective Highly ineffective Do not know
↑ ↑ ↑ ↑ ↑ ↑

c) Professional trainers from outside higher education

Highly effective Effective Neutral Ineffective Highly ineffective Do not know
↑ ↑ ↑ ↑ ↑ ↑

8. In the training of institutional **management staff** different groups of trainers can be used. In your opinion, how effective is the use of each of the following groups of trainers in the training of **managers** at your institution?

a) Academic experts/Researchers

Highly effective Effective Neutral Ineffective Highly ineffective Do not know
↑ ↑ ↑ ↑ ↑ ↑

b) Peers, i.e. leadership staff of other higher education institutions

Highly effective Effective Neutral Ineffective Highly ineffective Do not know
↑ ↑ ↑ ↑ ↑ ↑

c) Professional trainers from outside higher education

Highly effective	Effective	Neutral	Ineffective	Highly ineffective	Do not know
↑	↑	↑	↑	↑	↑

9. In leadership and management training different forms of peer learning, i.e. learning from leaders and managers from outside your institution, can be used. Please indicate for each of the following forms of peer learning the extent to which they might be of relevance for the training of **leaders** at your institution

Training courses

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

Coaching

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

Benchmarking

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

Peer review/site visits

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

Case studies

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

Workshops

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

10. In leadership and management training different forms of peer learning, i.e. learning from leaders and managers from outside your institution, can be used. Please indicate for each of the following forms of peer learning the extent to which they might be of relevance for the training of **management staff** at your institution

Training courses

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

Coaching

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

Benchmarking

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

Peer review/site visits

Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
↑	↑	↑	↑	↑	↑

Case studies	Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
	↑	↑	↑	↑	↑	↑
Workshops	Highly relevant	Relevant	Neutral	Irrelevant	Highly irrelevant	Do not know
	↑	↑	↑	↑	↑	↑

Section 4

Major gaps

1. Given the current investments and actions of your institution in **leadership** training do you feel there are any areas where additional investments and actions are needed?

- ↑ Yes
- ↑ No (please continue with 4)
- ↑ Do not know (please continue with 4)

2. What are the main areas where additional **leadership** training investments and actions are needed?

- ↑ Strategic tasks; strategy development
- ↑ Institutional policies (incl. internationalisation, lifelong learning, student affairs, partnerships with industry)
- ↑ Institutional management (incl. HRM, ICT, financial, quality)
- ↑ Soft skills training
- ↑ Other, please specify
- ↑ Do not know

3. Where should the additional **leadership** training investments be made and actions be undertaken?

- ↑ Only own institution
- ↑ Mainly own institution
- ↑ Own institution as much as elsewhere
- ↑ Mainly outside the institution
- ↑ Only outside the institution
- ↑ Do not know

4. Given the current investments and actions of your institution in **management** training do you feel there are any areas where additional investments and actions are needed?

- ↑ Yes
- ↑ No (please go to section 5)
- ↑ Don't know (please go to section 5)

5. What are the main areas where additional **management** training investments and actions are needed?

- ↑ Strategic tasks; strategy development
- ↑ Institutional policies (incl. internationalisation, lifelong learning, student affairs, partnerships with industry)
- ↑ Institutional management (incl. HRM, ICT, financial, quality)

5. At my institution, staff members that want to follow **management** training seminars should do so in their own time.

Highly agree Agree Neutral Disagree Highly disagree Do not know
↑ ↑ ↑ ↑ ↑ ↑

6. At my institution, staff members that want to follow a degree course in higher education **management** should do so in their own time.

Highly agree Agree Neutral Disagree Highly disagree Do not know
↑ ↑ ↑ ↑ ↑ ↑

7. For my institution the development of a **European Platform** (as explained in the introduction to this questionnaire, i.e. as an instrument for the dissemination of good practices and joint actions with respect to institutional leadership and management in higher education) for institutional leadership and management/administration is very relevant

Highly agree Agree Neutral Disagree Highly disagree Do not know
↑ ↑ ↑ ↑ ↑ ↑

Section 6

Management training needs of new managers and senior academic staff

1. Does your institution have a specific set of criteria for assessing the professional skills and competences of applicants for **management** positions?

- ↑ Yes (please continue with 2)
- ↑ No (please continue with 3)
- ↑ Do not know (please continue with 3)

2. Please indicate which are currently the most important assessment criteria for applicants for **management** positions within your institution

- ↑ Having management experience in a higher education institution
- ↑ Having management experience from outside higher education
- ↑ Having an academic degree in higher education management
- ↑ Having an academic degree in administrative sciences or related field
- ↑ Having relevant practical knowledge on higher education, e.g. through union work
- ↑ Having a high motivation for working in a higher education institution
- ↑ Other, please specify

Please indicate your level of agreement with the following statement:

3. In the future having an academic degree in higher education management will become at my institution a requirement for applicants for management positions.

Highly likely

↑

Likely

↑

Neutral

↑

Unlikely

↑

Highly unlikely

↑

Do not know

↑

4. At a number of European universities a specific in-house training programme has been developed for strengthening the management skills of senior research staff in areas such as leading and managing research groups, raising funds, and developing effective research funding applications. Does your institution have such a programme?

↑ Yes

↑ No (please continue with 5)

↑ Do not know (please continue with 5)

5. In your opinion, is there a need in your institution for such a programme?

↑ Yes

↑ No

↑ Do not know

APPENDIX B: Training needs for leadership and management professions in European Higher Education Institutions (second questionnaire)

Your Name: _____
Position: _____
Institution: _____

1. Your current position, please mark the most relevant level

- Institutional leader, including heads of central administrative offices (international, personnel, etc.) and faculty level administrative leaders
- Senior manager/administrator – outside the decision making process
- New, incoming administrative staff
- Academic management, eg. Research management

2. In which country is your higher education institution located?

3. In my institution, **NOT ENOUGH** is being done to:

a) professionalise the management and/or leadership

- Highly agree
- Agree
- Neutral
- Disagree
- Highly disagree
- Do not know

b) provide management and/or leadership training

- Highly agree
- Agree
- Neutral
- Disagree
- Highly disagree
- Do not know

4. At my institution leadership/management training is first and foremost seen as a national activity that should take place in our national language.

- Highly agree
- Agree

- Neutral
- Disagree
- Highly disagree
- Do not know

5. What are the top 3 challenges to improving management and leadership training practices at your institution? Please indicate from 1 to 3 with 1 being the biggest challenge.

- Resistance among academic staff against leadership and management training in general
- Not enough funding for leadership and management training
- Lack of interest among the institutional leadership in leadership training
- Lack of time among leaders for leadership training
- Lack of time among managers for management training
- Lack of relevant training programmes for institutional leaders
- Lack of relevant training programmes for institutional managers

6. Please circle the priority training area in your opinion needed for:

Leadership Strategic Tasks Operational Tasks

Management Strategic Tasks Operational Tasks

7. Desired areas of leadership training on the institutional level (indicate top 5 relevant areas)

- Strategic management
- Research strategy development
- Innovation strategy development
- Human resources policy
- Internationalisation policy
- Quality policy

- Organizational culture
- Partnerships with industry
- Financial policy
- Lifelong learning policy
- ICT policy
- Student policy
- Regional development role of institution
- Multiculturalism
- Relationship with media
- Legal and regulatory framework
- Other _____

8. Desired areas of further institutional leadership/management training for your personal career development (indicate top 5 relevant areas)

- Strategic management
- Research strategy development
- Education strategy development
- Innovation strategy development
- Finances
- ICT
- Human resources/Personnel
- Quality
- Internationalisation
- Lifelong learning
- Student affairs
- Organisational culture
- Partnerships with industry
- Regional development role of institution

- Multiculturalism
- Legal and regulatory framework
- Fundraising
- Relationship with media
- Research administration
- Education/study administration
- Marketisation
- Facilities management
- Other _____

9. Does your institution have an overall policy on training of institutional leaders and/or management staff?

- Yes, for institutional leaders only
- Yes, for both institutional leaders and management staff
- Neither (go to question 10)
- I am not aware of such policies (go to question 10)

9a. Which of the following elements are included in the above policies?

- Earmarked funds for training of instit. Leaders
- Instit. training seminars, workshops or courses
- Instit. degree programme in the area of higher education leadership
- Cooperation with other institutions on joint seminars, workshops or courses for instit. Leaders
- Agreement with one or more other institutions to let instit. leadership participate in their training seminars, workshops or courses
- Participation of leadership in a fixed set of specifically identified external training seminars, workshops or courses
- Stimulation for institutional leaders to enrol in a degree programme in the area of higher education management offered by another higher education institution

9b. At what organisational level do such policies for management and leadership training typically exist?

- At institutional level (central/top policies)
- At department or faculty level

10. In my institution, not enough is being done to satisfy the training needs of the institutional leadership and managers

- Highly agree
- Agree
- Neutral
- Disagree
- Highly disagree

11. In leadership and management training different groups of trainers can be used. Please rank the groups below according to their training effectiveness, based on your opinion, with 1 being the most effective and 3 the least.

- Academic experts/researchers
- Peers i.e. leadership staff from other higher education institutions
- Professional trainers from outside higher education

12. How relevant and useful would you find the following types of training for your institutional leadership and management. Please rank with 1 being most relevant and useful and 6 the least.

- Training courses
- Coaching
- Benchmarking
- Peer review/site visits
- Case studies
- Workshops

13. What are the main areas where additional leadership and management training investment is needed?

- Strategic tasks; strategy development
- Institutional policies (eg. Internationalisation)
- Institutional management (HRM, ICT)
- Soft skills training
- other: _____

14. My institution recognises the importance of formal degrees for its *management staff* – e.g. specialised Masters in higher education management/administration, and supports the staff in obtaining such qualifications.

- Highly agree
- Agree
- Neutral
- Disagree
- Highly disagree

15. Having a specialised degree, such as Master in higher education management /administration, should become a condition for any *management job* in my institution

- Highly agree
- Agree
- Neutral
- Disagree
- Highly disagree

APPENDIX C: Survey on Study Programmes and Training Activities in the Area of Higher Education Leadership and Management

I. Basic Information on the Provider

1. Name and web page address of the provider

Name of responsible organisation
(higher education institution; association; company, etc.)

Name of main responsible unit
(faculty, department, center, etc.)

Web address:

2. Address and contact data of the coordinators (persons responsible)

Academic coordinator:

Name:
Title:
Position:
Address:

City:
Zip:
Country:
Tel.:
Fax.:
Email:

Administrative coordinator:

Name:
Title:
Position:
Address:

City:
Zip:
Country:
Tel.:
Fax.:
Email:

3. Type of training offered (More than one option possible)

- Formal degree programme in higher education studies or higher education management
- Formal general degree programmes with a specialisation track (or possibility) in higher education management
- Non-degree training programmes in higher education management
- Other, please specify

II. Basic Information on Study and Training Programme(s)

(please complete this section for each degree/non degree training programme offered)

1. Name of the programme

2. Type of the Programme

Degree programme

- Bachelor
- Master
- PhD
- Other (please specify)

Course (more than 30 hour workload for the participants)

Seminar (less than 30 hours workload for the participants)

Other, please specify:

3. Web address of the programme

4. Name and address(es) of co-coordinator(s) of the training/programme if different then in A.2

Academic coordinator:

Name:

Title:

Position:

Address:

City:

Zip:

Country:

Tel.:

Fax.:

Email:

Administrative coordinator:

Name:

Title:

Position:

Address:

City:

Zip:

Country:

Tel.:

Fax.:

Email:

5. When was the programme/training activity offered for the first time in its current form?

6. Please indicate the duration of the programme in the appropriate time measure (semester, month, week, day, hour)

Semester(s):

Week(s):

Day(s):

Hour(s)

ECTS (if applicable):

7. Grade/Diploma or Type of Certificate

8. Accrediting Institution and duration of accreditation (if applicable)

III. Target audience(s), contents, mode and methodology of study programmes/training activities

1. What is/are the main target audience(s) for the study programme / training activity?

(More than one group is possible):

Institutional leaders:

- ↑ Central institutional leaders: rectors, presidents, vice-chancellors
- ↑ Other members of institutional leadership structure, e.g. pro-rectors
- ↑ Deans
- ↑ Central institutional administrative leaders: institutional administrative directors, chancellors, institutional secretaries, etc.
- ↑ Heads of central administrative offices, e.g. international office, personnel office, budget/salary office, etc.
- ↑ Faculty level administrative leaders

Managers/administrators outside decision making positions:

- ↑ Central level administrators
- ↑ Faculty level administrators
- ↑ Departmental level administrators
- ↑ Administrators at research institutes/centers

New, incoming administrative staff:

- ↑ Institutional level
- ↑ Faculty level
- ↑ Departmental level
- ↑ Research institutes/centers

Academic management staff:

- ↑ Research management
- ↑ Educational programme management

↑ Other, please specify

2. What are the enrolment/registration/participation requirements for the study programme / training activity?

- ↑ prior knowledge/learning
- ↑ academic degree (equivalent of Bachelor degree)
- ↑ academic degree (equivalent of Master degree)
- ↑ current professional position
- ↑ work experience
- ↑ other, please specify

3. What is the main focus of the study programme / training activity?

- ↑ professionally oriented
- ↑ research oriented
- ↑ both

4. What are the key content areas of the study programme / training activity?
(more than one area possible)

In leadership (see target groups in question 1)

- ↑ Institutional strategic management
- ↑ Research strategy development
- ↑ Education strategy development
- ↑ Innovation strategy development
- ↑ Institutional financial policy
- ↑ Institutional ICT policy
- ↑ Institutional human resources policy
- ↑ Institutional quality policy
- ↑ Institutional internationalisation policy
- ↑ Institutional lifelong learning policy
- ↑ Institutional student policy
- ↑ Organisational culture
- ↑ Partnerships with industry
- ↑ Regional development role of institution
- ↑ Multiculturalism
- ↑ Legal and regulatory framework
- ↑ Fundraising
- ↑ Relationship with media
- ↑ Other (Please specify)

In management/administration (see target groups in question 1)

- ↑ Research administration
- ↑ Education/study administration
- ↑ Student recruitment and selection
- ↑ Marketization
- ↑ Facilities management
- ↑ Financial affairs
- ↑ ICT affairs
- ↑ Personnel affairs
- ↑ Quality affairs
- ↑ Internationalisation affairs
- ↑ Lifelong learning affairs
- ↑ Student affairs
- ↑ Multiculturalism
- ↑ Fundraising
- ↑ Other (Please specify)

5. What are the intended learning outcomes of the study programme/training activity?
6. What is the mode in which the study programme /training activity is offered?
(More than one mode is possible)
- presence, full time
 - presence, part time without on the job training
 - presence, part time combined with on the job training
 - distance education/e-learning
 - other, please specify
7. What is the main pedagogical mode of the study programme / training activity?
- ↑ case study based
 - ↑ problem based
 - ↑ research based
 - ↑ practice oriented
 - ↑ other, please specify
8. What kind of facilities are available to the students?
- electronic support structure (Learning management System, such as Blackboard)
 - electronic support structure (podcasts, etc.)
 - specialised library
 - document center
 - internships
 - tutoring
 - career center support
 - social activities
 - other, please specify
9. What is the main language of instruction used in the study programme/training activity??
10. In which location or locations is the study programme / training activity offered?
11. What is the study cycle of the study programme/training activity?
- Offered once a year with a fixed starting date
 - Offered twice a year with fixed starting dates

- Offered various times per year with no fixed starting date
- Other, please specify

12. Is a tuition fee charged for the study programme / training activity?

- No
- Yes, please indicate the tuition fee level:

13. What kind of follow up courses are available to the graduates after finishing the study programme / training activity?

- No follow up courses available
- Follow up courses can be developed on request
- A specific set of follow up courses is available to graduates
- Other, please specify

14. Does the study programme / training activity have a structure for keeping in touch with its alumni?

- No
- Yes, please specify how