

# Implementing leadership development programmes for university leaders

An inspirational guide

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## Project Partners



## Associate Partners





# Introduction

This guide is an output of the EU-funded [Innovative Leadership and Change Management in Higher Education \(NEWLEAD, 2020-2023\) project](#), whose main objective is to build the capacity of university leaders across Europe in steering change and addressing new priorities on the institutional transformation agenda.

When it comes to leadership development and institutional transformation in higher education, except for anecdotal information, there has not been much evidence on the institutional and system level approaches in Europe.

That is why NEWLEAD started with a survey-based mapping exercise on leadership development and institutional transformation at universities in Europe. This led to the publication of [a comprehensive study \(2021\)](#) presenting key findings on drivers and support for institutional transformation, (changing) profiles of institutional leaders in higher education, and existing leadership development schemes at universities as well as the support from which such initiatives generally benefit. First and foremost, the intention of the report was to start a meaningful conversation on the importance of capacity-building for higher education leaders to support post-pandemic institutional adaptation and transformation.

Building on insights from the above-mentioned study, in 2022 two focus groups on leadership development and institutional transformation were organised. They were aimed at higher education executives interested in further enhancing their leadership skills. The focus groups primarily targeted members of the executive leadership teams at universities, with

both academic and non-academic profiles. Key takeaways and insightful reflections from these focus groups are featured in [this NEWLEAD report \(2022\)](#).

This guide aims to take the work on leadership development one step further, by introducing a framework for considerations, ideas and reflections for all those university leaders, university sector representatives and policy makers who envisage setting up a leadership development programme (LDP) in their systems and/or higher education institutions.

Based on guidance and insights from the aforementioned NEWLEAD reports, as well as from previous EUA work on the topic, this guide is the result of document analysis and semi-structured interviews conducted in summer 2022 with providers and users of 10 national leadership development programmes in higher education currently running in eight European systems – CH, DE, DK, IE, NL, NO, PL, SE (see Annex for the list of LDPs that informed this guide). What these programmes have in common is that they are not temporary projects or specific workshops but programmes that are sustainable and designed for the long term.

These programmes covered by the interviews target either top-academic leadership at the central level (rectors and/or vice rectors) or at decentralised level (deans), professional university management (heads of professional support services, policy advisors) or heads of study programmes. One programme exclusively addresses women professors who aspire to leadership positions at universities in Switzerland.

# Why a leadership development programme?

## Key reasons to have a leadership development programme:

- ▶ equips current and/or aspiring higher education leaders with the skills, competences and knowledge to successfully steer big institutional transformations
- ▶ helps with vertical mobility within the institution by creating a pipeline of future qualified leaders
- ▶ helps enhance the understanding between the different areas of the institution, as well as between the different leadership roles and challenges
- ▶ facilitates inter-institutional cooperation at national level
- ▶ enhances gender equity in higher education by specifically targeting women in or aspiring to leadership positions

The pace and intensity of change taking place in our societies increase pressure on universities. Tasked with multiple and challenging roles, universities need to accommodate evolving student expectations, address changing labour market needs and sustainability pressures, innovate for societal progress, while coping with major crises like the Covid-19 pandemic or the war in Ukraine, which have affected all European universities. As Birnbaum (1988, p.26) puts it, leadership in higher education appears in short supply particularly in bad times, such as eras of decline or of student unrest<sup>1</sup>. Therefore nowadays, not

<sup>1</sup> Birnbaum, R. (1988), *How Colleges Work: The Cybernetics of Academic Organization and Leadership*, Jossey-Bass Publishers

surprisingly, institutional leadership has become a game-changer in the capacity of universities to adapt and succeed during times of big transformations.

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However, in many cases in Europe, leadership development is not covered by a full range of support mechanisms and most often is provided for at institutional level via rather soft mechanisms, such as access to national and/or international professional networks, and via participation in thematic peer groups at national and international/European level. Fully-fledged and targeted LDPs for higher education leaders are still not the norm across Europe. Top management programmes, whether for senior leaders, leadership teams or open to all university members and staff either at institutional or sector level, seem to be more often catered for in some Northern and Western European systems (with some exceptions). More generally, there is a low awareness of resource materials and resource people on the topics of leadership development and institutional transformation<sup>2</sup>.

<sup>2</sup> Bunescu, L., Estermann, T. (2021), "Institutional transformation and leadership development at universities. A mapping exercise. Report from the Innovative Leadership and Change Management in Higher Education project (NEWLEAD)", European University Association, p.24, <https://eua.eu/downloads/publications/newlead%20report%20v2.pdf>

According to the 2021 NEWLEAD report, a large majority of the surveyed national university associations see untapped potential for an LDP in higher education in their respective systems. Even those that have LDPs in place would recommend a more systemic approach to reach a wider audience.<sup>3</sup>

In systems where LDPs have supported higher education leaders at different levels, they have been considered effective instruments for professionalisation and advancement of leadership. Responding to the need to work more strategically, such programmes make (aspiring) university leaders think about the larger context, broadening their perspectives and understanding of relevant trends as well as developing new leadership skills. Programmes that bring together a diversity of leaders' profiles (academic and non-academic) enhance the understanding between different areas of the institution, sometimes acting as bridges from an academic to a managerial position. They help with horizontal mobility inside the sector and cooperation at the national level between institutions.

Some leadership programmes are used as tools to enhance gender equity in higher education, for instance by specifically targeting women in or aspiring to leadership positions.

Leadership programmes at system level are strategic in capacity-building of future executive leaders, as well as for working on common challenges and improving collaboration between universities. They usually complement institutional leadership programmes in their approach, content and composition of groups.

While **knowledge sharing** is an important goal of any LDP, **networking and building relationships** are equally relevant. Networking as a core objective was identified in the majority of mapped national LDPs, with interviewees pointing to the creation of a group of peers from other universities, who otherwise, in the absence of the programme, would be considered competitors.

National university associations usually play an important role in sponsoring, setting up and implementing system-level LDPs. In Germany, Ireland, the Netherlands, Norway, Poland, Switzerland and Sweden, the respective national university associations either fully run, co-implement or supervise the programme implementation.

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<sup>3</sup> *Idem*, p. 25



## How to develop the programme?

The analysis of 10 LDPs at system level reveals several similarities, but also differences in the way these programmes are constructed. This guide is primarily intended as a framework for reflection on those elements that need to be considered while developing LDPs. Although the analysis is based on national programmes, it can also to some extent be relevant for the development of programmes at institutional or other levels. This following section starts with examples of who has developed those programmes, which are the target groups and profiles of participants and how these are selected. It then describes some common elements in terms of programme content, architecture, conception, themes, format, speakers, contributors, selection of participants, social learning, evaluation, organisation and logistics.



## Who develops the programme?

Programmes at national level are developed in different ways and can either build on existing programmes or evolve or emerge from a new need or demand.

In most countries National Rectors' Conferences play a key role in developing and organising LDPs. They usually set the content and format, supervise the execution of the programme and are closely involved in their evaluation. In Sweden the Swedish Association for Higher Education Institutions (SUHF) has been leading and developing several of their programmes, starting already in the early 2000s. In some cases, a third party (university, foundation, external consultancy firm, external expert) can be involved in the design and organisation of the programme. In the Netherlands, for example, one university with specific expertise and academic knowledge has played a leading role in the national programme's development. In Ireland the Irish Universities Association has commissioned Advance HE, a member-led charity of and for the higher education sector in the UK, to develop a programme, which they based on their national top management programme for higher education leaders. The Norwegian programme provides another example of a joint task force consisting of staff at Universities Norway and staff of an external provider. If external providers are involved, they usually have knowledge of the national higher education sector.



# Profile of participants

As the 2021 NEWLEAD report shows<sup>4</sup>, there is a varied understanding of who is part of the institutional leadership. While the role of rectors and presidents is specific, there is a wide range of leadership roles in universities, and LDPs are often targeted across the spectrum. The focus groups also showed how important it is that both elected academic leaders and professional leaders cooperate. Professional managers can bring the necessary specialised knowledge and, in some cases, experience from other sectors. A balanced team formation enables different perspectives and experiences to be efficiently brought into the strategic development and implementation of the university's goals.

The analysed LDPs show a wide variety in terms of the profile of participants, who serve both in academic and administrative functions. At the academic level there is a broad range of functions, most typically those of vice rectors and deans. Administrative functions include those of heads of professional services, chancellors, bursars and educational managers. Apart from Sweden, none of the programmes analysed focuses exclusively on rectors or presidents. In Poland, the School of Governance consists of two programmes, one aimed at rectors and vice-rectors and one at chancellors and bursars.

The programme of Universities Netherlands brings together executive board members and deans. The interaction between the two groups is

seen as a major added value. Similar deliberate groupings of different profiles can be seen elsewhere. The programme run by Universities Ireland aims at a mix between current senior management and aspiring senior leaders, both with academic and professional profiles.

The Swedish National Rectors' Conference runs three LDPs, targeting three different but complementary target groups. The first brings together rectors, the second, members of the rectors' teams, irrespective of the portfolio they cover, and a third focuses on administrative leadership. Diversity is a specific emphasis throughout. Mutual understanding and even mobility within and between higher education institutions becomes a direct benefit of participating in these programmes.

The programme "Leadership as an Opportunity" in Germany is aimed at vice- and prorectors.

The basic course in educational management at Danish universities is more specifically aimed at leaders in the educational mission of universities, such as heads of studies, study board chairmen and vice heads of departments.

In some systems, the issue of gender and leadership is addressed in special programmes.

<sup>4</sup> Bunescu, L., Estermann, T. (2021), Institutional transformation and leadership development at universities. A mapping exercise. Report from the Innovative Leadership and Change Management in Higher Education project (NEWLEAD), p.20, <https://eua.eu/downloads/publications/newlead%20report.pdf>

The High Potential University Leaders Identity and Skills Training Programme - Inclusive Leadership in Academia (H.I.T) in Switzerland is specifically and exclusively aimed at female leaders.

The box gender and leadership contain further examples outside the analysed programmes.

The [High Potential University Leaders Identity and Skills Training. Inclusive Leadership in Academia \(H.I.T\)](#) programme is a leadership initiative for female professors at Swiss universities who aim to undertake leadership roles at the institutional level. It is a nationwide cooperation programme, inspired by the gender-integrated leadership program AKKA run by Lund University (Sweden) between 2004 and 2014.<sup>5</sup> Organised on behalf of all 12 Swiss higher education institutions, it has the University of Zürich as its leading host. The goal of the programme is to increase the number of women in academic leadership and to ensure that they are optimally prepared for these roles. Professional networking is a key component of the programme, in addition to senior leadership training, coaching and peer mentoring. Three main themes are addressed in the programme: leadership identity and personal influence; core leadership skills in academia; power and politics: research and science politics in Switzerland and Europe.

<sup>5</sup> European Institute for Gender Equality, AKKA leadership programme, Attracting more women into academic leadership positions, <https://eige.europa.eu/gender-mainstreaming/good-practices/sweden/akka-leadership-programme>

## GENDER AND LEADERSHIP

The growing participation of women in higher education is not yet reflected in university leadership. While female students represent half of enrolments in higher education globally, the number of women in leadership positions does not yet reflect their growing participation rate.<sup>6</sup> Talent and potential of women across the career pipeline are lost as in a labyrinth.<sup>7</sup>

There are multiple reasons for this, ranging from biased beliefs about leadership skills and behaviours, care responsibilities at home that slow down career progression, or selection bias to women's lack of self-confidence in their own leadership skills and competences.<sup>8</sup> For a long time it

<sup>6</sup> Kerstin Mey (2022), "More than just a matter of style: female leadership in higher education", Expert Voices, European University Association, <https://eua.eu/resources/expert-voices/285:more-than-just-a-matter-of-style-female-leadership-in-higher-education.html>

<sup>7</sup> See Alice Eagly & Linda L. Carli (2007), "Women and the Labyrinth of Leadership", Harvard Business Review, <https://hbr.org/2007/09/women-and-the-labyrinth-of-leadership> and Levke Henningsen, Alice Eagly, Klaus Jonas (2021), "Where are the women deans? The importance of gender bias and self-selection processes for the deanship ambition of female and male professors", *Journal of Applied Social Psychology*, <https://onlinelibrary.wiley.com/doi/full/10.1111/jasp.12780>

<sup>8</sup> Estermann, T., Bunescu, L. (2022), "Leading through disruptive transformations in higher education. Key takeaways from the NEWLEAD focus groups on institutional transformation and leadership development in higher education", p. link: [https://eua.eu/downloads/publications/newlead%20report\\_leading%20through%20disruptive%20transformations%20in%20higher%20education.pdf](https://eua.eu/downloads/publications/newlead%20report_leading%20through%20disruptive%20transformations%20in%20higher%20education.pdf)

was assumed that effective leaders must be confident, task-oriented, competitive, objective, decisive, and assertive, all qualities which were traditionally viewed as masculine attributes.<sup>9</sup>

Findings in research on the impact of gender on one's leadership style have, so far returned mixed results, such that no firm conclusions can be derived. This is understandable: as most leadership positions require multiple types of skills, gender is unlikely to be a useful, and even less, the sole predictor of leadership effectiveness for top executive positions. The statement made by Powell (1990) remains valid:

*“There is little reason to believe that either women or men make superior managers, or that women and men are different types of managers. Instead, there are likely to be excellent, average, and poor managerial performers within each sex. Success in today's highly competitive marketplace calls for organizations to make best use of the talent available to them. To do this, they need to identify, develop, encourage, and promote the most effective managers, regardless of sex.”<sup>10</sup>*

To address women's underrepresentation in leading positions in academia, some universities, national (university) associations or registered charities (e.g., [the](#)

[Aurora programme by Advance HE](#)) in the field of higher education launched LDPs specifically designed for women.

Beyond the gender dimension, the topic of equity, diversity and inclusion (EDI) in higher education requires rethinking, in which it is regarded not so much as a challenge as a precondition for quality and excellence. In Europe, more and more universities are taking this up as an explicit position, realising that through ensuring equitable treatment, they improve their learning and teaching, as well as their research.<sup>11</sup>

The [Senior Academic Leadership Initiative \(SALI\)](#), launched by the then Minister for Higher Education in 2019 aims to attract outstanding female applicants to senior academic positions in Irish HEIs. The scheme involves a competitive call for applications to Irish HEIs to apply for senior leadership posts for women. Twenty of these posts were approved and filled in the first SALI cycle in 2020, and in November 2021, the Department for Further and Higher Education, Research, Innovation and Science announced that it was approving a further 10 posts at senior level as part of the second SALI cycle.

9 Yukl, G. (2013), Leadership in organizations, eighth edition, Pearson, p.372

10 Powell, G. N. (1990). One more time: Do female and male managers differ? Academy of Management Executive, 4, 68–75, in Yukl, G. (2013), Leadership in organizations, eighth edition, Pearson, p.375-376

11 Claeys-Kulik, A.L., Jorgensen, T.E., Stöber, H. (2019), “Diversity, equity and inclusion in European higher education institutions. Results from the INVITED project”, European University Association, p. 44, <https://eua.eu/resources/publications/890:diversity,-equity-and-inclusion-in-european-higher-education-institutions-results-from-the-invited-project.html>



## Selection of participants

The selection of participants in the analysed LDPs can be based on an open call, a nomination of the candidates by the participating universities, or the assessment of a motivation letter written by the candidates. One LDP works with personal invitations. The Swedish programme specifically asks for double nominations for each slot (one man, one woman) to guarantee gender balance. In the Netherlands each university is requested to provide multiple nominations to ensure diversity in terms of gender, experience, management level, research background and management positions.



## Content of leadership development programmes

### Key recommendations

- ▶ Design the programme with concrete learning outcomes in mind.
- ▶ Base your programme's architecture on theory, practice and evaluation.
- ▶ Map participants' expectations at the initial stage of the programme and fine tune the design accordingly.
- ▶ Include the concepts of leadership, management, and governance into the programme.
- ▶ Consider the purpose of the programme and the profiles of participants when deciding on the topics to be addressed and on the outlook of the programme (national/international).
- ▶ Reflect on the level(s) of leadership that you would like to address within the programme: personal, team, strategic leadership.

### ARCHITECTURE OF LEADERSHIP DEVELOPMENT PROGRAMMES

The architecture of LDPs encompasses three dimensions: *theory*, *practice* and *evaluation*, with each dimension informing the other. For instance, theory informs practice, but also empirical findings from practice may lead to the adoption and/or adaptation of theory. Based on the evaluation by the participants, adapted iterations of the programme are designed in a co-creative way.

**Graph 1. Architecture of LDPs**



LDPs are based on various theoretical underpinnings. For instance, some programmes may rest on more specific higher education concepts, such as the university as an organisation, its ecosystem, change in universities, awareness of historical aspects, system dynamics. Other programmes may be based on more general management and leadership theories.

In Sweden, both [the Rectors Programme](#) and [the Senior Management Programme \(HeLP\)](#) use [the full range leadership model](#) as theoretical basis. It is a complete approach to leadership styles, covering low to high engagement styles. It includes laissez-faire, transactional and transformational leadership. The Full Range Leadership Model disregards the earlier belief that transactional and transformational leadership styles should be mutually exclusive. In fact, they state that the same leader could use all the styles, depending on the situation at hand.

On the other hand, [the Deans School in Norway](#) is based on general leadership theories, complemented by sector specific leadership input for university senior executives.

### SHARED LEARNING FOR SHARED LEADERSHIP

In line with the collegiate governance culture (shared leadership) at Dutch universities, a shared learning approach was chosen in [the UGOV21](#) leadership development programme, with attention to the development of leadership capacity throughout the institution. Different aspects of leadership are addressed throughout the programme's content, with a specific component that zooms in on adaptive and inclusive leadership.

The theoretical underpinnings of an LDP may be linked to the governance model (e.g., unitary or dual)<sup>12</sup> of the system where the leadership programme is being implemented.

LDPs should also have a practical dimension, where participants apply, through different methods, the concepts and theories earlier presented and discussed. Various guiding questions may steer the practical activities:

- ▶ How does this topic (e.g., leading change, institutional autonomy, international collaboration, etc.) play out at my institution/in my system?
- ▶ What is my role as leader/manager in steering the institutional agenda around this topic?
- ▶ How can I ensure the buy-in of my academic community to rally behind the institutional transformation?

Some LDPs, such as the [Basic course in educational management at Danish universities \(Denmark\)](#) and [Leadership as an Opportunity – Systematic exchange of experience and expansion of skills \(Germany\)](#) have a strong focus on practice. For instance, the workshops in the latter programme approach questions of leadership in universities via concrete leadership situations from the everyday life of university management.

<sup>12</sup> Bennetot, Pruvot, E., Estermann, T. (2017), "University Autonomy in Europe III: The Scorecard 2017", European University Association, p. 18, <https://eua.eu/downloads/publications/university%20autonomy%20in%20europe%20iii%20the%20scorecard%202017.pdf>

This practical, applied dimension in LDPs is delivered through diverse methods and techniques, with options for collaborative working: action learning across the group, problem-based learning, role playing and simulations, etc. (see more under "Format of leadership development programmes").

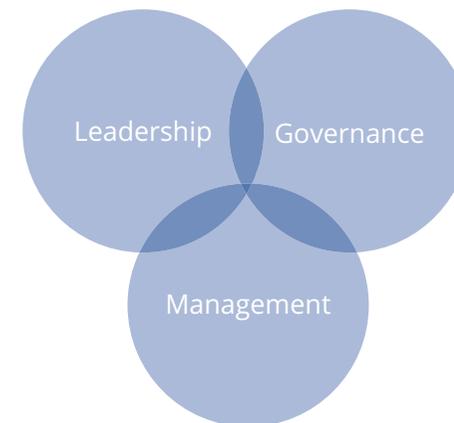
LDPs usually include evaluations of the programme and individual reflections on the learning journey. These play an important role as their results feed into future adjustments and adaptations of the programme (see more under "Evaluation of the programme").

### CORE CONCEPTS AND THEMES

Most LDPs share a core conceptual basis composed of three distinctive elements: **Leadership, Management and Governance.**

The extent to which *leadership, management and governance* are conceptually distinguished varies; often, there is some degree of overlap between these three elements, as shown by the diagram below.

**Graph 2. Three main thematic elements of LDPs**



As they are social constructs, there are multiple definitions for both *leadership* and *management* with no single “correct” definition. Describing *managing* and *leading* as entirely distinctive roles may lead to a simplistic theoretical approach dissociated from empirical research.

### LEADING VS. MANAGING

The NEWLEAD focus groups showed that the differentiation between *leading and managing in higher education* is not clear, with the two concepts often being used interchangeably. This may be because most higher education senior executives have both dimensions in their roles.

Gary Yukl sees leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.”<sup>13</sup>

Kotter suggested that *managing* seeks to produce predictability and order, whereas *leading* seeks to produce organisational change. According to him, both play an essential role, which depends in part on the situation. As an organisation grows bigger and more complex, managing becomes more important. As the external environment becomes more dynamic and uncertain, leadership becomes more important.<sup>14</sup>

<sup>13</sup> Yukl, G. (2013), *Leadership in organizations*, eighth edition, Pearson

<sup>14</sup> Kotter, J. P. (1990), *A force for change: How leadership differs from management*, New York: Free Press, quoted from Yukl, G. (2013), *Leadership in organizations*, eighth edition, Pearson, p.6

Often, very few top executives are able to carry out both roles effectively.

Birnbaum posits that complex social organisations such as universities cannot function effectively over the long term without leaders to coordinate their activities, represent them to their various public, and symbolise the embodiment of institutional purposes. Additionally, he stresses that not only a high level of technical competence and skills are required to effectively interact with external constituencies, but also an understanding of the nature of higher education and the culture of the individual institution to avoid failures.<sup>15</sup>

One of the key takeaways from the NEWLEAD focus groups was that leaders can manage a university without having a vision, but they cannot lead a university without a vision — **true leadership requires a vision.**

<sup>15</sup> Birnbaum, R. (1988), *How Colleges Work: The Cybernetics of Academic Organization and Leadership*, Jossey-Bass Publishers, p.27

Within *leadership, management* and *governance*, there seems to be a set of core topics more frequently covered than others by LDPs.

**Table 1. Topics covered by LDPs**

	Topics frequently covered	Topics less covered
<b>Leadership</b>	Development of personal skills Communication Leading change	Power & politics
<b>Management</b>	Financial matters Human resources IT	Quality assurance and performance Technological transfer Infrastructure and campus Risk and crisis management
<b>Governance</b>	Organisational structure and culture Decision-making processes Policy frameworks and regulations	Governance models Higher education landscape (system dynamics) Responsibility Accountability Liability

While *leadership, management* and *governance* are the main pillars for all LDPs that informed this guide, several other themes may also be considered. The content of LDPs is not a static, but rather a dynamic process, with topics updated depending on their immediate

and national or global relevance. For instance, greening, sustainability and cybersecurity have been new topics recently added to LDPs across Europe, such as in the [UGOV21](#) LDP. During the pandemic, in [the Senior Management Programme \(HeLP\) from Sweden](#), themes such as how to telework, how to conduct and facilitate meetings online were also covered. LDPs are especially dependent on current changes, reforms and challenges and should be sensitive to what happens at both national and international levels.

*Strategy* should be another theme very relevant for any LDP, with discussions and activities around strategic planning, future scenarios and foresight, risk and impact assessment, etc.

Which topics should be included very much depends on the purpose of the programme and the intended target group(s). Considering these criteria, LDPs may also have a more **national or international outlook**.

Programmes targeting professional support services, heads of department, unit directors, policy advisors management tend to be more *nationally than internationally oriented*, having as their focus, in addition to leadership, the management of the institution. The topics addressed are varied, and usually cover:

- ▶ Organisational purpose and organisational culture
- ▶ University governance
- ▶ Resources and budgeting/financial leadership
- ▶ Communication with university stakeholders, e.g., with the administrative staff as well as with the teaching staff

In Germany, [the LDP “Leadership as opportunity – systematic exchange of experience and expansion of skills”](#) has an entire module on *Leadership in the context of external challenges – media, ministries and politics*, where participants sharpen their knowledge and skills regarding contact with politics, local actors, companies and media. Sessions are organised on how to prepare for and give interviews and on how to communicate around a crisis situation (such as social harassment, plagiarism, etc.)

In the Netherlands, [the LDP “Governing the University in the 21st Century \(UGOV21\)”](#) contains a module on the *Mission and position of the university in a changing global context*, where topics ranging from globalisation, internationalisation, alliances, networks, consortia to competition, rankings, excellence, benchmarking and bench-learning are tackled.

On the other hand, LDPs for senior university executives such as rectors, vice rectors and deans) tend to have a more international outlook. Although they cover a considerable range of aspects internal to the university (such as change and challenges in governing universities, organisational structure and culture, funding and legislation), the distinctive feature of such programmes is their strategic dimension, which implies learning how to interact with both internal and external stakeholders, including international partners. Themes such as internationalisation, EU policies in higher education, foreign interference, AI and cybersecurity, open access and sustainability should all be addressed in such programmes. They are extremely

relevant for both institutional strategies as well as senior executives who want their universities to benefit from growing opportunities (especially within the EU), while responding to global challenges.

Where LDPs are aligned to European and international trends and discussions, international case studies, speakers from abroad and international advisory boards can be present. Study visits are another way to enhance the international dimension of a programme.

Moreover, cooperation between neighbouring countries on leadership development in higher education is already observed, for instance between Norway and Denmark, and Poland and Ukraine.

The Tripartite Agreement between CRASP (i.e., the Polish Rectors’ Conference), the Polish Rectors’ Foundation and the Union of Rectors of Higher Education Institutions of Ukraine (URHEIU) was signed in 2017, with the purpose to facilitate strategic cooperation and capacity building of top executives at Polish and Ukrainian universities.

As part of this cooperation, in 2022 a group of rectors and vice rectors from Ukraine participated in the Polish [“School on Strategic Governance in Higher Education for Rectors and Vice-Rectors”](#). The objective for the near future is to organise a similar leadership development programme also in Ukraine, with certain elements adjusted to reflect the specificities of the Ukrainian academic community.

## PERSONAL, TEAM AND STRATEGIC LEADERSHIP

Irrespective of their national or international orientation, all programmes tackle leadership, both as a challenge and a skill to develop. They start from the idea that leadership is a competence that can be worked on, and that leadership qualities can be developed on the way, through various development opportunities (fully-fledged LDPs, mentoring, peer learning, etc.)

Leadership can be acted upon at different levels, ranging from personal (self) leadership to team leadership and strategic leadership.

**Graph 3. Dimensions of leadership addressed at LDPs**



Whereas self-leadership entails an inward focus to achieve personal mastery and effectiveness, team leadership is about the capacity to motivate and inspire a group of people in achieving a common goal. Strategic leadership entails interacting with both internal and external stakeholders and implies developing a vision for one's institution that enables the latter to remain relevant and successful, especially during disruptive times.

The focus on the leadership level depends on the nature of the programme and its target group. Interviews conducted with representatives of programmes targeting professional support services, heads of department, unit directors and policy advisors showed that the focus in these programmes is *personal and team leadership*. The cornerstone is personal development towards a professional leadership role, characterised by the ability to reflect on one's leadership practice and competence in order to further enhance team leadership skills.

*Strategic leadership* is the mark of programmes targeting rectors, vice-rectors and deans, although it can also be addressed, to various degrees, in other programmes.

Within LDPs, working on leadership as a skill means advancing from personal/self-leadership to team and strategic leadership. It is an incremental process, where one type of leadership builds on another. It would be very hard, if not impossible, to be a good team leader, without having first worked on self-leadership. Likewise, it is difficult to be a strategic leader without having first been faced with the challenge of team leadership.

One of the approaches to studying leadership was the trait approach, which meant a search for traits and skills that predict whether a person will attain positions of leadership and be effective in these positions. In fact, some LDPs, such as the one in Ireland, map their content against a set of skills expected to be covered throughout the various modules.

In Ireland, [Irish Universities Association's Executive Leaders Programme](#) has its three residential modules designed in order to cover specific skills and behaviours expected of higher education leaders. Among the skills and behaviours covered are:

- ▶ empowering and motivating people
- ▶ leading diverse teams
- ▶ people management
- ▶ self-awareness
- ▶ decision making
- ▶ providing great feedback
- ▶ communicating and influencing
- ▶ strategic leadership
- ▶ values-based leadership
- ▶ transformational leadership
- ▶ leading change
- ▶ resilience and political skills.



## Format

In addition to the content, the format and design of the programmes are also important factors for a successful delivery. They should consider different elements such as: intended learning objectives, the adaptation to participants' profiles, choice of learning methods, mix of people delivering and contributing to the programme, sessions and modules, and programme length. All this needs to be accompanied by a reflection on practical considerations such as constraints, partners and costs.

The training methods should be adapted to the content, as well as to the profiles of participants; they should be appropriate instruments for conveying the knowledge, skills, attitudes, or leadership styles to be gained.

*The training methods should be appropriate for the knowledge, skills, attitudes, or leadership styles to be gained through the programme.*

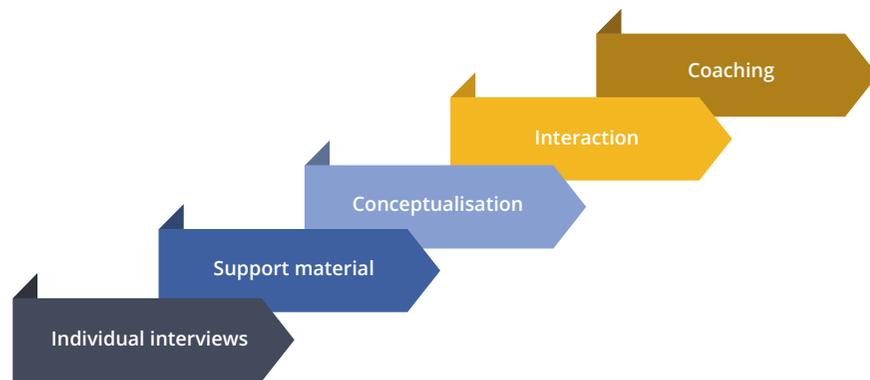
For the delivery of the programmes, it is important to find the right balance between theoretical input and more practice-oriented formats. Many types of methods are used in delivering leadership development programmes, including lectures and keynote presentations, role playing, case studies, simulations, 360-degree diagnostics and fireplace sessions, to name but a few.

Various formats can be used to interact with the participants, to stimulate their experience and learning. These include (but are not limited to):

- ▶ Lectures & keynote presentations
- ▶ Action learning to encourage peer learning and collaboration
- ▶ Guest panels to spark debate and discussion
- ▶ Group work such as problem based collaborative working
- ▶ Round tables
- ▶ Panel discussions
- ▶ Simulation games
- ▶ Fishbowl
- ▶ World café
- ▶ Role playing
- ▶ Self-assessment and 360 diagnostics
- ▶ Fireplace sessions
- ▶ Actor-based session offering participants an opportunity to work with professional actors to develop their presence, confidence and leadership impact using interactive, experiential approaches.
- ▶ 1:1 coaching
- ▶ Fieldwork
- ▶ Reading clubs
- ▶ Leadership shadowing

Programmes can have different structures and sequences. However, there is often a first exchange with the participants on their expectations, a preparatory phase with materials provided by the organisers, a part on leadership concepts, complemented by interactive and practical exercises. The sequence is an example inspired by the Dutch LDP “Governing the University in the 21st Century (UGOV21)”.

**Graph 4. Example of structuring UGOV21**



LDPs may kick off with a 1:1 interview conducted with the participants to find out their expectations from the programme, but also their experience in leadership, strategy processes and usual portfolio of activities. Such interviews help with better preparing both the content and the formats for delivering the programme. Other programme sequence, such as in the Basic course in educational management at Danish universities, may start off with a collective, online session of 1.5 hours used to match expectations of participants with the programme.

Before the programme starts, participants are often provided with **support materials**, either as compulsory reading and preparations

or voluntary and additional. These may include reading articles, going through a case study, listening to podcasts and watching videos on specific subjects. In this way, participants already start with some common knowledge and long introductory lectures are avoided.

In [Leadership as an Opportunity – Systematic exchange of experience and expansion of skills \(Germany\)](#), participants prepare a sociogram with their most important work relations to show their professional circle and work environment.

The **theoretical analysis and conceptualisation** within LDPs are often ensured through lectures, keynote presentations but also panel discussions.

Irrespective of its target group(s), duration, mode of delivery and topics addressed, every LDP should incorporate **interactive methods** through which theoretical concepts and input are analysed, applied and co-created. Dynamic and participatory programmes also have the advantage of including all participants.

*Participants should have multiple opportunities to practice the skills they are learning during the programme (e.g., by applying principles in doing a task, simulation games, role playing, etc.).*

**Facilitated peer learning groups** are one of the widely used interactive formats in LDPs, aimed at collaboratively developing and extending leadership thinking and practice. Usually, participants work in small groups of five to seven, supported by a facilitator. The group meets

several times over the course of the programme, working together on joint assignments, reflecting on the learning acquired and identifying implications for practice. If participants find this programme element valuable, they may wish to continue it independently, through self-facilitated sessions, after the end of the programme.

**“Action-learning” groups** ensure that leadership development occurs through completing a work-related task that achieves a real objective. Such goal-oriented assignments are one method employed in LDPs, for instance in the LDP “Governing the University in the 21st Century (UGOV21)” from the Netherlands, where action-learning groups form a major component of the programme. To accomplish their assignment, the groups work on their own during 20% of the programme. The assignment is then presented to the rest of the participants during one of the meetings. Within [the Deans School in Norway](#), participants get a **learning mate** from a different institution and they are assigned a common task. These learning mates can develop into discussion friends, as they know each other’s situation but are not within their power structure, which allows them to talk freely about their issues.

In addition to peer and action-learning groups, dilemma-based exercises are also used as interactive methods in LDPs. The [Leadership as an Opportunity – Systematic exchange of experience and expansion of skills \(Germany\)](#) uses the so-called **peer case consulting**, where a dilemma/difficult case is proposed by each participant, based on their leadership experience and challenges currently confronting them. Their peers, after raising clarification questions and taking some time to reflect on the dilemma, offer recommendations and potential ways ahead.

**Simulations**, for instance in terms of media training, are used as method by several LDPs to prepare university executives for unexpected

and difficult mediatic situations. In the Leadership and Governance at Universities programme from Switzerland, for example, such media training involves standing in front of a camera in a real studio, and having to answer questions about several sensitive and difficult topics.

**Self-assessment and 360-degree feedback** feedback are at times used in such LDPs and are meant to enable a comparison between a leader’s self-perception in various leadership areas and the views of a range of others, including their line manager, peers, direct reports, etc.

Also known as “multisource feedback” or “multi-rater feedback”, the 360-degree feedback is a method used to identify the strengths and developmental needs of individual leaders. The basic assumption behind its use is that most leaders lack accurate knowledge about their skills and leadership style, and the feedback can be used to improve those. In [the Rector’s Programme](#) offered by SUHF in Sweden, 360-degree interviews are conducted, so that participants (rectors) receive feedback from the people that they work with on their leadership styles, how they tackle challenging situations, how they give feedback, etc. A detailed report is produced which shows self-perception compared to the views of others who have provided feedback to them.

The results of 360-degree feedback may be used to inform **peer-to-peer or individual coaching** sessions, enabling each participant to achieve their leadership aspirations with insight and skill.

Finally, the duration of the LDPs must take into consideration the target groups of the programmes, usually associated with the workload and schedules of higher education leaders.



# Facilitators, speakers, contributors

In addition to content and format, **choosing the right facilitators, speakers** and contributors for the programme is key. Ideally, speakers should bring into the programme a rich mixture of skills, experience and backgrounds. They may form a constellation of experienced professionals who have a close, but not exclusive association with higher education and who together represent meaningful experience and expertise in leadership development.

In Poland, within the LDP [“PRF School on Strategic Governance in Higher Education for Rectors and Vice-Rectors”](#) representatives of selected public and governmental institutions are invited to participate as lecturers and special guests. Often, such speakers come from the Ministry of Education and Science, the Ministry of Finance, Ministry of Digitization, Ministry of Regional Development, National Council of Science and Higher Education, Public Procurement Office, etc.

Some examples of speaker profiles include academics with significant experience of higher education leadership and management, who in addition have a strong reputation as engaging facilitators. Also present are former alumni of LDPs, as well as leadership consultants who work with international clients in the public and private sectors and who have

a deep understanding of individual, group and organisational dynamics and change management. Other speakers are higher education policy makers, either working for a governmental structure or for an international association of universities, having a specific expertise, for instance in university governance, international collaboration, academic freedom, etc.

Speakers from sectors outside the academia, for instance from private and public (e.g., governmental institutions) sectors are invited as guest speakers in LDPs. Usually, such speakers hold very senior leadership positions and have a previous professional connection with the field of higher education.

LDPs should find a combination of national and international speakers. While the national ones know very well the higher education system specificities, international speakers are best placed to bring in fresh and diverse reflections on the same topic, thus widening perspectives and inviting new interpretations. However, within the mapped LDPs, international speakers are only occasionally invited to deliver input. Nevertheless, in [the Leadership as an Opportunity – Systematic exchange of experience and expansion of skills \(Germany\) programme](#), some international speakers were invited for the more informal fireplace sessions and evening lectures, while in the [High Potential University Leaders Identity and Skills Training. Inclusive Leadership in Academia \(H.I.T\)](#) from Switzerland, international speakers (from Ireland, Sweden and UK) are much featured, especially considering their well-established

## Social learning

expertise and experience with the intersectionality between gender and leadership, which has been feeding into the programme's creation and implementation.

Psychologists and professional coaches may also be used to guide participants in discovering their own leadership styles, skill strengths and aspects to be improved when leading teams at home. As part of [the Senior Management Programme \(HeLP\)](#) in Sweden, participants have individual talks with psychologists on personal leadership styles, while in the H.I.T ([High Potential University Leaders Identity and Skills Training. Inclusive Leadership in Academia \(H.I.T\)](#)) programme in Switzerland, every participant benefits from two or three sessions of individual coaching with colleagues from academia that hold a qualification as coaches or professional trainers.

Media professionals, such as TV presenters, journalists, reports, talk show moderators are also used in such programmes, especially in those with a strong communication and media component (e.g., in the [Leadership as an Opportunity – Systematic exchange of experience and expansion of skills \(Germany\) programme](#)).

Social learning is an important aspect of LDPs. The goal is to determine whether mutual trust and confidentiality are stimulated among participants, whether there are social interactions outside of the formal programme, and finally whether the participants form an alumni network either formally or informally upon the completion of the programme. [The Association of Swedish Higher Education Institutions Rector's Programme](#) promotes a certain number of alumni reunions after the end of the programme to sustain a network of alumni.

There are some differences between the programmes. Most use a combination of knowledge sharing and social learning, though the content vary greatly.

The extent to which social learning is addressed varies across LDPs and can be stimulated through a variety of formats: group discussions, role plays, communication experiments, world café, fishbowl, panel discussions, group work, simulations, games, case studies, learning partners and joint walks. A few programmes employ action learning groups (which can change or remain consistent) of three to five participants, who choose their own topic and present their output at the end.

Only a few programmes use co-creation, either before, during, or after the programme. Examples of using co-creation include conducting extensive needs analysis prior to designing the programme, conducting interviews with each participant prior to the start of the programme, stimulating participants through interactive formats during the programme, later adjusting the programme based on evaluation results. This can be expanded by involving participants in planning and carrying out workshops. In some cases, social learning is heavily shaped by peer-learning arrangements, such as peer case consulting.

Most programmes view social networking as an important goal, and they work to develop future leaders while addressing common challenges and improving university collaboration.

Only one LDP stated that it did not place an emphasis on the social dimension, and that networking was not its primary purpose, arguing that there were other venues for creating social networks (DK).

Others stress the importance of the informal networking or social interactions that take place outside of the formal agenda, such as during breaks, lunches, and dinners. Some programmes even organise excursions or evening events to encourage participants to engage in social interactions. Others mention minor rituals or traditions designed to help participants bond (PL).

In terms of the alumni network, organised alumni activities are only observed on rare occasions. However, several LDPs describe self-organised alumni meetings at the end of the programme, indicating some bonding and team formation. While some LDPs have encouraged participants to organise alumni events, they also note that a successful network of this type must be built from the bottom up, and some even see the organisation of a formalised network as an additional bureaucracy. Informal networks, such as through LinkedIn or Twitter, can be an extremely valuable alternative.



## Evaluation of the programme

Assessing the effectiveness of LDPs means looking at skills learning, behavioural change and enhancement of participants' performance as well as their subsequent career path. The outcomes depend on several factors such as the personality and competences of participants, the way they internalise the learning achievements of the programme, but also the supporting conditions at their university and in their higher education system. Evaluation can take place not only at individual level but also at sector level, looking at the impact of the LDP. Some programmes, like "Leadership as an Opportunity" in Germany, monitor the career progression of their alumni. In Sweden the programmes have also been considered essential in supporting women's progression towards top leadership positions in universities.

Evaluation of LDPs is being organised at several levels. In all programmes individual participants are asked to give their feedback on the spot or directly after the end of the programme. Evaluation is usually carried out for every module, allowing organisers to fine-tune or adapt the content and format, matching them with the specific needs and expectations of participants. The quality of speakers and facilitators has been considered a key success factor for programmes, and bringing in new speakers or changing contributors is a regular process following the evaluation.

Evaluations are both quantitative (asking participants to provide scores) and qualitative.

Regular meta-evaluations are carried out at central level by the organisers. The steering committee in Sweden, for example, meets with the cohort several months later to assess impact. Evaluation results are largely incorporated in the preparations for the LDP's next edition. In some cases (Ireland) the evaluation is carried out by the body that helped develop the programme (Advance HE). The Polish programmes publish their evaluation results in an academic magazine.



# Organisation and logistics

The practical organisation and logistics of leadership development programmes are either handled at the level of the National Rectors' Conference, or by a third party (university, foundation, external consultancy firm).

## Number of participants

The average number of participants per cohort varies between 15 and 30.

## Fees

All LDPs are entirely funded by participation fees, which range between EUR 2,000 and EUR 10,000. Those fees are generally covered by the sending institutions. The Swiss H.I.T programme keeps individual registration fees low, with additional funding coming from the Swiss National Rectors' Conference and the participating universities.

## Location

LDPs are either organised at a fixed location, or different modules are delivered at different places within a country. The location can be remote to avoid outside interference as much as possible, or the choice of location is dependent on an explicit wish of the organisers to show as much of the country as possible. One LDP organises its courses outside of traditional academic cities.

## Duration

The length of LDPs ranges between 4 and 18 days, often spread out over a longer period (sometimes a full academic year) in multi-day modules.

## Mode of delivery

The Covid-19 crisis has forced organisers to shift to digital modules or even entire programmes for a certain period, but this has not been perceived as positive because it erodes the added value of physical get-togethers. In some cases, a hybrid format for specific modules may be maintained in the future, for example, in inviting speakers from abroad, but the general preference is for 100% physical interaction.

## Confidentiality

All programmes try to create a safe environment in which problems or sensitive issues can be freely discussed without fear of repercussions. Confidentiality plays an important role in this. Most use Chatham House rules. In the case of the Norwegian School of Deans participants sign a formal declaration, but most often the level of participants and the fact of belonging to a small community that shares an in-depth programme breeds a natural form of trust. In some programmes the use of social media has been banned during sessions.

## Preparation

Participants can prepare in several ways for their upcoming LDP. Both compulsory and voluntary readings are sent out beforehand or are made available on a permanent learning platform, such as is the case in Switzerland. In Norway participants are invited for a personal video talk with the organisers. The Polish programmes expects participants to come fully prepared but doesn't send out additional material. In Germany every participant is interviewed, and participants prepare a sociogram with their most important work relations.

**Table 2: Basic characteristics of the analysed programmes**

Programme	First edition	Target groups	Number of participants per cohort	Location	Duration	Participation fee
CH (H.I.T)	2019	Female professors/ female aspiring leaders (deans, vice-rector)	20-24	Each meeting at a different university	5 days	CHF 2.000 + extra funding from NRC and universities
DE	2013	Vice rectors, newly elected or in the first 2 years of their term	10-15	Always in the same location	3 x 3 days	EUR 4.950
DK	2017	Head of studies, programme coordinator, vice head of department and etc.	17-24	Residential	2 x 2 days	EUR 2.000
IE	2020	Recently appointed or prospective members of the senior management team	Universities nominate 4 delegates across the 2 cohorts	Not specified	8-10 days	EUR 8.000
NL	2020	Members of the Executive Board, Deans	c. 20	Not specified	10 days	EUR 10.000
NO	Not specified	Acting deans	28	Always in the same location	4 x 3 days	EUR 6.000
PL1 (Rectors)	2005	Rectors and vice rectors	25-45	Always at a different location	4 days	Not specified
PL2 (other)	2006	Chancellors and bursars	50-80	Always at a different location	4 days	Not specified
SE1	Not specified	Rectors	5-8	Not specified	11 days	Not specified
SE2 (HeLP)	2009	Senior managers, staff working in the rector's team	25	Not specified	18 days	Not specified



# Conclusions and recommendations

The findings from the NEWLEAD project demonstrate that leading universities is a complex endeavour, requiring a diverse skill set, adaptability, and the ability to navigate through ever-evolving challenges. Leadership and management also prove to be one of the many prerequisites to reaping the benefits of institutional autonomy. New policy priorities and developments are equally driving universities towards bigger transformation processes, such as green and digital transitions or intensified cross system collaborations.

Leadership and staff development are therefore intrinsically connected to these developments. Professional leadership development programmes (LDPs) play an essential role in enabling institutions to make the best use of autonomy, respond to the many expectations, challenges and transformations confronting them and deliver impactful solutions.

Although the findings from the 10 LDPs do not represent a comprehensive analysis of all existing programmes at system level in Europe, some relevant observations can be made.

- ▶ Several programmes have been developed in the early 2000s. The increased challenges might also be the reason for the development of more recent programmes in the last couple of years.
- ▶ Although strategic planning was rated as the most discussed topic in the NEWLEAD survey, it appears to be less often included in an in-depth way in the analysed programmes. In particular, external orientation seems to be less often included.

- ▶ While the NEWLEAD survey identified European/international trends as the top driver for institutional transformation, only a few programmes have an international component that goes beyond inviting one or the other international speaker. Most programmes are focused on national issues and context.
- ▶ Although all programmes evolve and change, it seems to be challenging to respond and adapt fully to new and upcoming challenges and trends.
- ▶ Programmes rarely cover important transformation topics, such as green and digital transitions, diversity, and international collaboration (European University Alliances), which are essential for higher education leaders to navigate through institutional transformation.
- ▶ Although the programmes feature some common elements, there are different approaches towards target groups.

This guide was designed to establish a starting point for developing LDPs and to highlight their importance and value. Through its analysis of commonalities and gaps, it promotes a more systematic approach towards supporting and developing leadership at the European level. By providing a framework, the guide serves to encourage future conversations and initiatives on leadership development for university leaders across Europe.

The following reflections and recommendations are aimed at highlighting to national and European policymakers the importance of such programmes and their role in supporting and investing in them and encouraging more higher education systems to develop such programmes. To university sector associations and institutions these reflections and recommendations offer the basic elements they should consider when developing LDPs.

### **Reflections for national and European policymakers**

The analysis of the 10 programmes has shown that they are a crucial component of modern higher education systems, which are essential contributors to many policy objectives. Not only do they equip current and future leaders at different levels of the university with critical competencies they need in today's higher education ecosystems, but they also have a huge impact on meeting the many expectations placed on universities and higher education systems at large.

Some of the examples in this report have shown that they are also very effective in promoting diversity and inclusion. Programmes addressing this aspect, for example around female leadership development, have led to an increase in female university executives.

However, the analysis of the programmes has also shown that their development requires intensive and professional preparation. Both the development and the implementation of the programmes demand high resources and costs.

The interviews with those responsible for the 10 programmes confirmed the findings of the NEWLEAD mapping study, according to which there is generally no or only little financial support at national or European level for the development of such programmes or participation in them (Ireland is an exception in this sample with public start-up funding for the first cohorts of a programme).

There is a huge gap in this area, and policy makers at national and European level need to rethink and invest significantly in this form of leadership development and skills.

Especially at the European level, where great expectations have been placed on universities in recent years, it is essential that substantial funding is made available both for the development and for the participatory costs of participants. European funding programmes should provide special funding streams and thus contribute to compensating for the uneven distribution of leadership programmes in Europe.

### **Reflections for national university associations and institutions**

The data analysis of the 10 national LDPs has shown that, although they are different, they contain commonalities which, together with the results of the surveys and focus groups, can offer guidance on what to consider in the development and design of such programmes.

This guide reiterates the purpose and importance of these programmes in supporting institutional leaders in major transformation processes and in achieving the multiple objectives of universities today. It focuses on system-level programmes, which constitute one important contribution to the overall portfolio of support for higher education leaders and managers in their roles and in developing their skills. In general, no single programme, whether at institutional, system, or European level, can cover all the important elements of leadership development. It is therefore essential that these programmes are also seen in the overall context of leadership development opportunities.

To ensure long term sustainability of programmes, leadership development should be considered in institutional strategies and included in existing career progression frameworks and incentive schemes.

Developing new programmes should start with an evaluation of what offers exist within a system at institutional or sector level or through other providers. This should be followed by a needs analysis and reflections about which groups a programme will target. The question who will design and deliver such a programme will depend on capacities and experience within the sector. The guide's examples show strong ownership of national rector's conferences, but also the involvement of external support, either through expertise available within the university system or through specialised providers (often developed from within the sector).

The development of the programme should include considerations of the balance of the usual three pillars, such as leadership, management and governance, which target groups should be addressed, which theoretical concepts should be used as a basis, which contents and topics should be conveyed, which formats should be used, and which speakers and experts should be involved.

Finally, flexible formats adapted to the constant global developments and needs of leaders in institutions need to be considered.



## Annex: List of covered national leadership development programmes

Country	Organiser	Programme
Denmark	Administrative further education for university staff (AEU)	<a href="#">Basic course in educational management at Danish universities</a>
Germany	HRK & CHE	<a href="#">Leadership as an Opportunity – Systematic exchange of experience and expansion of skills</a>
Ireland	IUA	<a href="#">IUA Leadership Development Programme</a>
Netherlands	VSNU	<a href="#">Governing the University in the 21st Century (UGOV21)</a>
Norway	Dean School	<a href="#">UHR-Deans School</a>
Poland	Polish Rectors Foundation	<ol style="list-style-type: none"> <li><a href="#">Schools of Strategic Governance in Higher Education for rectors and vice rectors</a></li> <li><a href="#">School of Strategic Governance in Higher Education for chancellors and bursars</a></li> </ol>
Sweden	SUHF	<ol style="list-style-type: none"> <li><a href="#">Rector’s Programme</a></li> <li><a href="#">Senior Management Program - HeLP</a></li> </ol>
Switzerland	University of Zurich	<a href="#">High Potential University Leaders Identity and Skills Training Programme – Inclusive Leadership in Academia (HIT)</a>

The Innovative Leadership and Change Management in Higher Education (NEWLEAD, 2020-2023) project aims at enabling higher education leaders and university senior managers to successfully steer complex institutional transformation agendas.

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