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# Leadership in international context

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**TEMPUS IRIS Workshop, August, 28<sup>th</sup> 2013,  
Shenkar College, Israel**



Project number 530315-TEMPUS-1-2012-1-IL-TEMPUS-JPGR  
This project has been funded with support from the European Commission.  
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# Leadership in changing times

- Changed demands and increase in performance
- Modernisation of higher education
- EU-project MODERN
- Mapping of
  - Governance
  - Funding
  - Assuring quality in internationalisation
  - Regional innovation
  - Knowledge exchange



# MODERN outcomes

- The needs and supply of higher education leadership and management training
- 6 Thematic reports
- 4 Executive reports
- <http://highereducationmanagement.eu/activities/reports>



# Findings

- University autonomy needs to increase
- Management of universities needs to be more business like without loosing the academic values and influences
- Funding needs to become more diversified
- Better and closer cooperation with regions and regional stakeholders
- Enhanced knowledge transfer
- Competitive quality is needed



# Results

- From the EU:
- Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems
- The matter is being discussed by national states
- The matter is being discussed mby university rectors
- Changes are beginning to appear



# How to get there

- Training
  - Focus on the younger
  - Focus on the up and coming
- Competence development
  - EFMD, EUA, ACA
  - Universities
  - Custom made
  - etc



# Leadership Needs in Higher Education in Australia and Europe

- Joint Research study by EAIE and IEAA
  - 2 phase Delphi methodology
    - Phase 1: online survey
    - Phase 2: senior leaders interviews
- Objective: identify generic and specific leadership capabilities required by the international educators in Australia and Europe



# Phase 1: the web questionnaire

- Web-based questionnaire (2012)
  - Respondents: 200 international educators, both from EU and Australia
  - Perceived leadership capabilities for now and the future
  - 8 competing leadership roles identified\*:
    - Facilitator, Mentor
    - Innovator, Broker
    - Director, Producer
    - Monitor, Coordinator

*\*(Quinn et al, 2009)*



# Phase 1: the web questionnaire/2

- Objectives:
  - Find differences between EU and AUS
  - Gaps between capabilities employed and desired

– Results

*current roles:*

Table 1. International education leadership profiles, Australia and Europe (descending order; current)

*Continent Leadership profiles in international*

AU	facilitatormentor	director	producerinnovatormonitor	broker	coordinator
EU	facilitatormentor	innovatorproducerdirector	monitor	broker	coordinator

– Significant similarities, exception *director* and *innovator*



# Phase 1: the web questionnaire/3

- Results for *the optimal mix of roles*:

Table 2. International education leadership profiles, Australia and Europe (descending order; optimal)

Continent Leadership profiles in international

AU	facilitatormentor	director	innovatormonitor	coordinatorbroker	producer
EU	facilitatorinnovatormonitor	director	mentor	coordinatorbroker	producer

- Significant agreement in the order of importance with the exception of the *director/innovator* role



# Reflection on the current state of international education

- Final section of the survey on
  - Main benefits of internationalization
  - Key priorities for internationalizing
  - Major obstacles to internationalization

# Main benefits of internationalization

## Outcomes for society

- global mutual understanding, cross-cultural awareness

## Outcomes for students

- Better education, global perspective, open mind set; building of networks; access to global networks

## Outcomes for institutions

- Better research (AUS), quality assurance (EU), programme improvement, innovativeness, revenue (AUS + UK), capacity building

# Key priorities for internationalizing higher education

(in order of importance)

- Mobility of students and staff
- Building institutional relationships, research collaboration (AUS), joint/double degrees (EU)
- Development of an internationalised curriculum
- Cultural awareness, global citizens
- Clear strategy with high level institutional commitment
- International accreditation, quality of incoming students (AUS); transparency and portability (EU)
- Internationalisation at home (EU)
- Adequate funding



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# Major obstacles to internationalization

- Human, infrastructure, administrative and financial resources
- Government policies and regulations (student visas, AUS)
- Lack of leadership, vision and strategy (EU)
- Mismatch of educational systems (EU)
- Economic imperative: enhancing revenues (AUS)
- Lack of foreign language skills (EU)
- Lack of committment from the top (AUS)
- Attitude of academic staff to internationalization
  - resistance to change
  - problematic relationship between administrative and academic staff
- Inward looking country climate, nationalism

# Phase 1: Key findings (EU)

- Leadership roles
  - EU leaders: “facilitator” dominant role
  - “Innovator”, “monitor”, “director” and “coordinator” roles are those EU leaders would like to play more
  - Phase 2: focus on the above mentioned roles



# Phase 1: Key findings/2 (EU)

- Key issues identified
  - Strengthening of international teaching collaboration
  - Lack of resources
  - Barriers to leadership, vision and strategy, lack of awareness of the importance of internationalization
  - Role of academic staff in the process of internationalization





# Phase 2: interviews

- 10 senior international education leaders (DK, EST, D, NL, N, SLO, ES, SE, CH, UK)
- 45 min interview on each of the four identified leadership roles
  - Skills and competences needed
  - Obstacles
  - Professional Development

# The context

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- Economic crisis : major impact on most EU HEIs
- Internationalization a core issue
- Mainstreaming

# Phase 2: Findings

- Strengthen capabilities in four dimensions:
  - “Innovator” role
  - “Monitor” role
  - “Coordinator” role
  - “Director” role

# The innovator role

- International education leaders: change agents
  - Excellent communication skills
  - More than one language
  - Influence and empower others
  - Take initiative and have a vision
- Obstacles:
  - Change is a threat
  - Country and institutional hierarchy
  - No institutional culture that allows change
- Training needed:
  - Change management, advanced intercultural communication skills



# The monitor role

- Focus on internal affairs
  - Stability
  - Accountability
  - Managing performance
- Obstacles:
  - Different priorities
  - Lack of good indicators
- Training needed:
  - Team building and conflict management, HR skills, internal communication



# The coordinator role

- Focus on internal stability
  - Scheduling
  - Coordinating and problem solving
- Capacity to delegate and concentrate on real problem solving
- Obstacles
  - Centralised vs decentralised set-up of international services
- Training needed:
  - Project management, systems thinking



# The director role

- Goal setting, role clarification, clear expectations
  - Delegating
  - Decision making
- Obstacles: lack of international strategy, unawareness by decision makers
- Training needed: change and strategic management, strategic thinking, diplomatic and political skills



# Strengthen international teaching collaboration

- Involving academics in international projects is critical:
  - Good examples to be used as ambassadors
- Obstacles:
  - Professors' workload and lack of funding
  - Non academic staff needs more knowledge on academic program development and delivery
- Strong connections with key players on the academic side





# Lack of resources

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- An international strategy leads to adequate funding
- Set priorities
- Connect to local and regional business
- Resistance to internationalisation in times of financial restrictions
- Fundraising opportunities

# Barriers to leadership and lack of awareness on internationalization

- Organisational position of the International Office
- More research on the outcomes (economics) and benefits of internationalization
- A set of tools for monitoring and measuring internationalization

# Academic staff participation

- Academic staff perception of internationalization (mobility)
- Culture of the institution
- Engagement of academics could be fostered by providing incentives
- Opportunities for academics and professional staff to work together and learn from each other
- Administrative staff could improve interpersonal and political skills to identify with academics