

Project “Leading and Managing Change in Higher Education”
(La MANCHE)

Tempus IV Programme

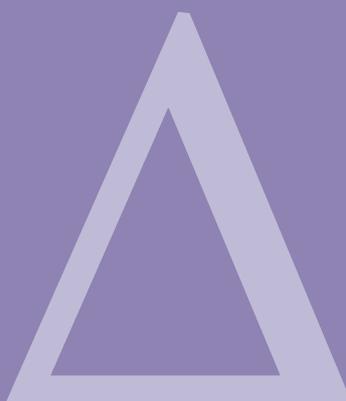


Tempus



La MANCHE Strategy

Strategy for Leading and Managing Change in Higher Education
in Armenia, Belarus, Georgia, Moldova and Ukraine



2015

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Strategy for Leading and Managing Change at the Higher Education Institutions in Armenia, Belarus, Georgia, Moldova and Ukraine

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Table of contents

1. Introduction	4
2. Priorities and chief goals of the La MANCHE strategy	7
3. What is change and why does it need to be managed and led?	12
4. Analysis of the state of play	17
5. The university of tomorrow: an entrepreneurial stakeholder learning organization	24
6. Embedding and implementing reforms in higher education through improvement of universities organizational capabilities	28
7. Leadership in academic settings	34
8. People and engagement. Talent management	40
9. Culture and change	45
10. Building stakeholder support	50
11. Student engagement	54
12. Annex 1: Intervention areas for leading and managing change in higher education	58
13. References and websites	62

1. Introduction

The Leading and Managing Change in Higher Education Tempus IV project, shortly called La MANCHE, combines the efforts of 29 institutions from five EU countries and Armenia, Belarus, Georgia, Moldova and Ukraine, all of them highly committed to turn La MANCHE into a synonym of organizational change in higher education. Over a period of 36 months, stretching from mid-October 2012 to mid-October 2015, a long list of results and outcomes has been produced by the project consortium members.

An External Assessment Report Leadership and Management Skills and Models in the Higher Education Institutions in Armenia, Belarus, Georgia, Moldova and Ukraine was developed and published in Work Package 2. *Changing Higher Education Institutions in Societies in Transition In-depth Study Report* with 23 case studies prepared by the Partner Countries institutions was created in Work Package 3. *Handbook of European Governance Practices in Higher Education* was published by the EU universities in Work Package 4. *Student Engagement Toolkit and Guidance Materials and Syllabi in Leadership and Change Management* were designed by the EU partners and placed on the project website in Work Package 4.

In Work Package 5, 68 trainers were prepared to lead and facilitate local multiplication trainings in Leadership and Change Management organized at the 23 universities in the five Partner Countries involved. In total over 1000 senior and middle management academic and non-academic staff members were trained at the 23 local multiplication trainings. 23 public lectures in Grassroots Leadership and Student Engagement were held at the Partner Countries universities with over 800 student and more than 600 university staff member attendees. Over 70 students from 28 universities in the ten La MANCHE countries attended the Young Leaders Academy held at Varna University of Management (former International University College) in September 2014.

To promote the project and disseminate its results, five La MANCHE National Conferences were held in May and June 2015 and a large-scale Final Dissemination Event was organized in September 2015. In total, more than 500 participants took part in these events, including numerous key

stakeholders in higher education in the five Partner Countries such as policymakers, business representatives, civil society activists, students and academics of universities outside the La MANCHE consortium.

In addition, in order to promote the La MANCHE Virtual Think Tank community created in the project, at institutional level 23 local La MANCHE Virtual Think Tank networking events with more than 700 internal and external stakeholders were organized. The internal and external stakeholders in La MANCHE were divided into six Themed Working Groups with more than 900 members including policymakers, business representatives, other universities representatives, students, civil society activists and gender equality advocates. Thanks to the active online and offline networking, engagement and cooperation, the La MANCHE Virtual Think Tank platform got more than 900 registered users. Over the last year of the project life, 27 online discussions were initiated on various higher education modernisation issues through the La MANCHE Virtual Think Tank platform. More than 900 comments and contributions to the La MANCHE Virtual Think Tank discussions were made.

If we have to summarize the above listed figures and results and the essence of this very large-scale project in one single word, that would be *change*. By change we mean first and foremost the change of mentality, a paradigm shift and the development of new attitudes and approaches towards change in life and in education. The current Strategy for Leading and Managing Change in Higher Education, shortly called La MANCHE strategy, deals with exactly this type of mindset shifts and focusses on the issues of change, leadership and change management in academic settings. It was developed and designed with the joint efforts of various project team members. It draws on the outcomes and results achieved in the project over its 36-month life and reflects the input and contributions of numerous stakeholders.

The La MANCHE strategy was produced in the framework of Work Package 7 and aims to contribute to the achievement of the seventh specific project objective, namely to develop and promote a context-sensitive strategy for leading and managing change in the universities of the Eastern Neighboring Area. The La MANCHE strategy was designed to support the 23 Partner Countries universities in achieving a consistent approach to change.

The document raises awareness on the importance of effective formal and informal leadership in universities. It highlights various human resource and change processes and underlines the importance of inclusive stakeholder management in higher education. In this respect, the La MANCHE strategy represents one of the major legacies of this Tempus IV project and will sustain and be implemented after the project life.

Having been developed in the framework of a joint Tempus IV project, the La MANCHE Strategy's scope of intervention is mainly at institutional level in the 23 Partner Countries involved. However, due to the large number of universities engaged (23) and Partner Countries from the Eastern Neighboring Area involved (five in total), one could argue that the results achieved and the lessons learnt in this strategy and in the project as a whole, are representative, indicative and feasible for the higher education systems and institutions across the region.

2. Priorities and chief goals of the La MANCHE strategy

The La MANCHE strategy is geared towards the achievement of smart, sustainable and inclusive change in higher education institutions from Armenia, Belarus, Georgia, Moldova and Ukraine. Under **smart change** we mean change which happens through training, professional upskilling and personal development of all members of the academic communities in the universities with the aim to maximize their potential and talent. Investment in people is at the heart of the La MANCHE strategy which is dedicated to development of leadership skills, talent and change capabilities of the universities staff members and students.

The main rationale behind the priority for **sustainable change** is the fact that in today's world uncertainty and changes in all aspects of life and in the education are not occasional but constant. This ultimately evokes the development of new attitudes and organizational culture at the universities to create an environment which is reflective of and responsive to the constant changes both inside and outside the institutions.

Inclusive change in the context of the La MANCHE strategy refers to changes in the universities which happen with the support and engagement of all stakeholders concerned. Isolated top-down decisions for changes made by a close circle of people in power positions and automatically imposed on larger academic communities are no longer feasible. The strategy is focused on building an open dialogue and stakeholder engagement and support for institutional changes in higher education.

The La MANCHE strategy priorities formulation for smart, sustainable and inclusive change resembles formally the priorities for smart, sustainable and inclusive growth embedded in the Europe 2020 Strategy. It shall be noted that there was no deliberate search for parallels with Europe 2020 Strategy when defining the La MANCHE strategy priorities. Nevertheless, one could state that the current document is linked to Europe's commitment to create smart, sustainable and inclusive economies across the continent through such main EU framework documents and initiatives in the field of higher education as the Education & Training 2020 Strategic Framework (2009), the European Higher Education Modernisation Agenda (2011), the European Higher Education Institutions in the World Strategy (2013) and the New Priorities for European Cooperation and Training (2015).

In particular, the European Higher Education Modernisation Agenda and its priority to improve governance at the universities has served as a stepping stone for La MANCHE project initiation and development back in the years 2011 and 2012. On the other hand, working in an a consortium of 28 universities from five EU countries and Armenia, Belarus, Moldova, Georgia and Ukraine ultimately enhances the internationalization processes and cross-border cooperation of the universities involved as suggested by both the European Higher Education Modernisation Agenda and the European Higher Education Institutions in the World Strategy.

The overall objective of the La MANCHE Tempus IV project is to contribute to the modernisation of the higher education institutions in Armenia, Belarus, Georgia, Moldova and Ukraine by:

1. Building governance and management capacities at the universities from these countries involved in the project;
2. Initiating sustainable dialogue among relevant stakeholders in higher education;
3. Empowering students of the participating universities to involve more actively in the decision making processes at their institutions.

In the context of the project, the La MANCHE strategy shall contribute to the establishment of mechanisms and development of strategic plan for embedding and implementing reforms at institutional level as well as for managing change in general. In addition, the strategy shall be used for building support from key stakeholders for reforms in the higher education sector. It should be mentioned that the current document represents the evolved understanding of the project partners of the issues of leadership, change management and collaboration with stakeholders in academic settings. The strategy reflects the collective experience and knowledge about these topics generated in the process of project implementation and joint work both at institutional and at consortium levels.

The La MANCHE strategy chief end is two-fold. On the one hand the document will assist the universities in creating and maintaining competitive advantage by building strong organizational capabilities. In strategic management context, organizational capabilities are key intangible assets referring to the organization's ability to manage people by combining collective skills, knowledge and expertise. These are particularly vital for the

universities whose main goal is to create and disseminate knowledge and to contribute to the knowledge-based society.

On the other hand, the La MANCHE strategy will pave the way and contribute to the creation of entrepreneurial universities in the five Partner Countries which in the long term will start operating as dynamic entrepreneurial stakeholder learning institutions. The concept of entrepreneurial university has gained significant importance over the last decade and is particularly relevant to the La MANCHE project and strategy as it maximizes the universities potential to address the ever increasing uncertainty and complexity in the higher education sector and in society as a whole.

For many years across the world the universities have enjoyed the protected status of places dedicated to teaching and research. The sense of protection was rooted mainly in the secured public funding provided by their governments. With the general increase of the number of higher education institutions and the gradual student numbers growth, the old fashioned public funding model could not be sustained any more. Universities have come under constant pressure to start applying entrepreneurial approaches and skills and to look for new funding sources including introduction or increase of tuition fees collected from students and commercialization of knowledge and research outcomes.

As a consequence of the altered funding models and the growing economic and political uncertainty in the societies at large over the last decade, universities are no longer solely responsive to the governments and public authorities but also to other stakeholders such as students, parents, businesses and the labor market, NGOs etc. The creation of partnerships with these stakeholders and their engagement in the universities governance and functioning are at the heart of the La MANCHE strategy.

The key elements of a capable organization are shared mindset, innovation, talent, effective management practices, capacity for change and leadership, and diversity. Key characteristics of the entrepreneurial university are learning and interdependence between a wide range of both internal and external stakeholders and implementation of entrepreneurial approaches, knowledge and skills in all academic domains and university governance processes.

In the context of the above stated chief goals of the La MANCHE strategy, it could be concluded that embedding and implementing it at the universities involved would lead to the following main improvements:

1. Development and maintenance of strong leadership capacities at the senior and middle management level.
2. Introduction and embedding of practices for shared/horizontal/distributed leadership which would have an equal value and impact as the traditional/vertical leadership.
3. Establishment of sustainable mechanisms for talent management.
4. Promoting of culture of support for change and innovation at the universities through enhancement of the change management capabilities of both the academic and non-academic staff.
5. Overall improvement of the organizational culture at the universities.
6. Fostering stakeholder management and networking and engagement with a wide range of stakeholders in all university domains.
7. Promotion and enhancement of student engagement policies and initiatives across the universities.

The La MANCHE strategy suggests a number of practices, activities and measures for the universities to undertake and embed in their day-to-day operations and management, which in the long-term will improve their organizational capabilities, will create competitive advantage for them and will bring them closer to the concept and reality of the entrepreneurial university. The necessity for some of these practices and measures became evident only in the process of project implementation and they were not initially thought through in the application form. In other words, the La MANCHE strategy captures to a great extent the collective learning journey of the project consortium members. It introduces such terms and realities as shared leadership, succession planning, talent management, knowledge management, stakeholder management and student engagement which are considered a novelty and a result of the collective experience and evolved knowledge of the consortium as a whole.

Like any strategy, the La MANCHE strategy provides a series of recommendations to close the gap between the current status quo and the desired future. It is based on an analysis of the current situation and an informed view of the future of the universities. The list of recommended actions is forward looking and by no means exhaustive. Universities are encouraged to look for further innovative and creative techniques to

achieve smart, sustainable and inclusive change at institutional level. The strategy is designed as a working reference and describes various generic approaches that could be used selectively depending on the concrete contexts and academic environments.

3. What is change and why does it need to be managed and led?

The current document does not aim at providing a comprehensive review of the terms of change and change management in the context of the organizational behavior studies. Nevertheless, it seems reasonable to clarify in the very beginning what do the terms of change and change management actually cover in the context of this documents. In particular, the term change needs to be defined more precisely as it often means different things to different people and in reality depends primarily on the subjective perceptions of the people concerned.

Like both real life and literature show, when it comes to change, perception and attitude are crucial. Still, many managers seem to underestimate the importance of the so called “soft issues” as a rule whereas these often end up being the hardest nut to crack. Fritz Roethlisberger has developed a diagram known as Roethlisberger’s X chart which displays the links between change and attitudes:

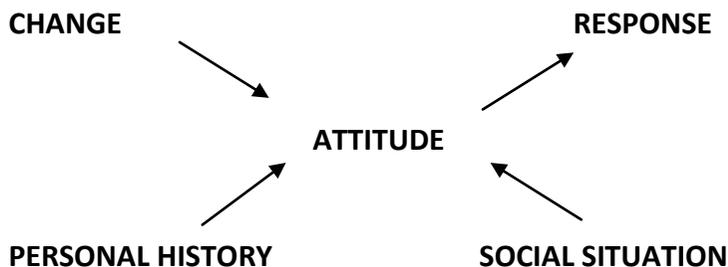


Figure 1. Roethlisberger’s X chart (Broach 2001:14)

In truth, attitude plays a central role in determining a person’s response to change. The key concept is that our reaction to change is justified by the psychological advantage we may or may not obtain from it. In reality change is always a complex, long-term, non-linear process which requires adjustments of people’s habits, attitudes, beliefs and values. How people react to change depends predominantly on such personal characteristics as their past experiences, degree of flexibility, adaptability etc.

By definition, change is an inseparable and the most permanent, as Heraclitus famously said, part of life. Peter Drucker, the renowned

management expert and consultant, compares change to death and taxes being something unavoidable which everyone tries to postpone though. At the same time, in times like those we are living in, according to Drucker change has become a norm. If we do not adapt and change, we are unlikely to survive.

The “change or die” quote may seem a little exaggerated, but in reality any organization including universities which assumes that it will be serving the same market with the same products in two, five or ten years’ time, will sooner or later fail. The organizational literature likes to quote J. F. Kennedy saying that great change dominates the world and unless we move with change, we will become victims. This ultimately suggests another universally acknowledged truth about change, namely the fact that change does not just happen, it needs to be led. It was Machiavelli who said centuries ago that “there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of new things”.

The complexity of leading and managing change is rooted in the fact that this process is at end of the day about moving ahead and transitioning people and organizations to a preferred future state (Early 2013:4). Change always concerns people and successful change as a rule is equal to successful management.

In reality change represents a complex learning and/or unlearning process for all key players and therefore it always requires strong and persistent motivation from everyone involved. The lack of motivation and resistance to change are often caused by a number of psychological reasons, namely loss of security, inconvenience, distrust or uncertainty and cognitive dissonance reduction (Browne 2006:7). The latter is a well-documented psychological phenomenon and refers to situations when people’s inner beliefs are challenged or shattered. As psychological observations and research show, typically in such situations people tend to “rationalize away” from the new information in order to maintain the existing state of play and to stick to their initial firm beliefs. This process is often referred to as a process of rationalizing away versus being fully rational.

The topic of change resistance and how to overcome it within the organizations occupies a major part in the change management and

leadership literature. Being reluctant to change contradicts openly the famous Churchill belief that “to improve is to change, to be perfect is to change constantly”. If change leads to perfection, why avoid it? In any case, practice and statistics show that 70% of all institutional change initiatives across the organizations fail. The reasons for failed change management efforts are often rooted in problems at one or more stages of the project management processes. Kurt Lewin recognizes three major stages of these processes as follows:

1. Unfreezing old attitudes
2. Introducing the change
3. Re-freezing attitudes around the new approach.

When it comes to change management, most of the experts and practitioners prefer to rely on the theory of change management guru John Kotter, professor at Harvard Business School. He introduced the eight-step change model in his 1995 *Leading Change* book. The eight-step Kotter model indicates the following milestones in the processes of successful organizational change:

1. Create urgency
2. Form a powerful coalition
3. Create a vision for change
4. Communicate the vision
5. Empower action
6. Create short-term wins
7. Build on the change
8. Anchor the changes in corporate culture.

At organizational level change may sometimes mean a single event and move from one state to another one. Such simple changes, however, should not be confused with the so called “running the business” routine processes of every-day decision making necessary to ensure the smooth and streamlined processing of operations at institutional level.

In most cases, however, institutional change signifies a major adjustment or rearrangement or a paradigm shift which affects large numbers of people and/or significant institutional processes. Figure 2. presents the major types of change depending on the change process’ speed and outcome.

		OUTCOME	
		Transformation	Readjustment
PROCESS	Incremental	Evolution	Adaptation
	Rapid/Big bang	Revolution	Reconstruction

Figure 2. Types of change (adapted from Balogun and Hailey, 1999)

Another wide spread organizational change classification in the business literature is provided by D. Wilson. He differentiates between two types of change, namely simple and transformational and distinguishes two types of approaches, namely cooperative and coercive. As a result, he has developed four generic change strategies presented in Figure 3. below:

	SIMPLE CHANGE (reproduction or expansion of existing state)	TRANSFORMATIONAL CHANGE (changes incurred to existing state)
COLLABORATE	The organization is in fit but needs fine tuning. Time is available. Key interest groups favour the proposed changes. 1. PARTICIPATIVE EVOLUTION	The organization is out of fit. There is little time. Key interest groups support radical change. 2. CARISMATIC TRANSFORMATION
COERCE	The organization is in fit but needs fine tuning. Time is available. Key interest groups oppose the proposed changes. 3. FORCED EVOLUTION	The organization is out of fit. There is little time. Key interest groups oppose change, but change is central to the organization's survival. 4. DICTATORIAL TRANSFORMATION

Figure 3. Change strategies and conditions for their use (after Wilson)

Wilson's change strategies make it also evident that changes within the organizations could happen with trust and truth or through dissent and conflict. In this regard, the organizations are facing major challenges creating trustworthy and honest environment that leads to a constructive process of change and improvement (Ringel 2010:2).

4. Analysis of the state of play

As already mentioned, the La MANCHE strategy is aimed at closing the gap between the current situation and the desired future concerning the organizational capabilities of the universities involved as well as their progress towards the entrepreneurial university concept and reality. The strategy indicates the milestones of the institutions' learning journeys. In order to capture these learning journeys as precisely as possible, the provision of a clear picture of the starting point and status quo is pivotal. In the following pages we will take a close look at the various challenges and critical circumstances higher education institutions in Armenia, Belarus, Georgia, Moldova and Ukraine are facing at the moment.

4.1. Global challenges in higher education

The higher education systems and institutions in the five Partner Countries concerned operate in highly intense political, social and economic environments and experience a huge amount of pressures for change coming both from outside and inside the universities. It is only fair to mention though that some of the major change forces these universities are confronted with are global rather than regional and affect universities and higher education systems around the world.

Firstly, it shall be noted that in today's globalized world mobility of people, knowledge and ideas across countries' borders is a reality and the internationalization in academia is not the exclusive responsibility of the international offices any more. It has become a horizontal policy within the universities concerning more and more processes and members of the academic communities. The competition between the universities is severe. Students could relatively easily move to another university and/or another country and the pressure on higher education providers to offer better higher education is constantly increasing.

The universities in the five Partner Countries are clearly competing not only with their peers at national level but with many other universities across the region and around the world as well. This competition is primarily for the trust and commitment of the students whose role and awareness of being consumers of the educational product becomes more and more evident in the five Partner Countries too.

The increasing consumer rights movement in higher education requires constant improvement of the quality of the education product. University excellence is nowadays judged by such criteria as students' employability, employment and salaries etc. Student employability is directly linked to the issue of (ir)relevance of university research and teaching aimed to enhance knowledge transfer and to contribute to economic growth and social innovation. The pressure for accountability towards a wide range of stakeholders is also constantly growing. Universities are exposed to an ever increasing scrutiny from various stakeholders including the government, employers, students, parents, social partners etc.

All these stakeholders are eager to experience high quality of teaching and learning and research and knowledge transfer at the universities, while this must be achieved by utilizing far less public funding than ever before. Apart from living in times of economic and financial turmoil, the rationale behind the decreasing public funding policy is linked to two dramatic shifts in the perception of the higher education, namely:

1. Education is not really a public good but a private benefit
2. Education is not really an investment but a cost (Scott 2003:1).

Another universal key driver for change in higher education is the growing use of ICT and the global IT revolution. New technologies are challenging the universities' traditional role of sole generators, providers and disseminators and of knowledge. A good example of a game-changing technological development in higher education is the emergence of the Massive Open Online Courses (MOOCs) over the last years. MOOCs are led by elite universities around the world which successfully offer high quality of teaching and knowledge to more and more students and independent learners across the globe despite the pending issues with MOOCs accreditation and recognition of credits awarded towards degree obtaining.

Like elsewhere in life, higher education faces challenges that might represent both opportunities and threats. In other words, the above listed global pressures in higher education and the new opportunities for improvement they create are two sides of the same coin. The pursuit of international partnerships in teaching and research shall ultimately lead to improvement of the education and research product and therefore will make the universities more competitive. The urge to engage and build wider networks and relationships with various stakeholders shall also

enhance leveraging of resources. Partnering with stakeholders shall also bring to the academic communities better understanding of the wider context and therefore will improve relevance and value of teaching and research (NCEE 2013:11). In terms of ICT spread and use in teaching and research at universities, the benefits go far beyond the issues of education and training accessibility, flexibility and affordability. The IT revolution has, inter alia, created also opportunities for teaching and training costs reduction, competitive student tuition fees and cost effective management and governance of the universities.

4.2. Challenges in managing change in academic settings

Organizational change and enhancement of collaborative behavior is never an easy task. Experience shows that organizational change in an academic environment is an even more challenging undertaking than change in the corporate world. Compared to the corporate world, academic institutions have a very distinctive culture which opposes rapid changes and is characterized by permanence rather than change readiness (Angehrn, Maxwell 2008:8). It is a well-known fact that higher education institutions have historically been hesitant and slow in adopting corporate management practices and in innovating their governance systems. As Clark Kerr argues in his famous book *The Uses of the University*, universities have very conservative nature and unlike other types of organizations, they have remained more or less the same since medieval times.

General resistance to change in higher education could be also explained through the fact that university professors are trained to be independent thinkers who traditionally enjoy academic freedom and are used to freedom of mind. As various experts mention, the so called non-invented syndrome appears to be quite wide spread at the universities too. People in academia tend to be often quite reluctant to introduce new practices and to embrace new approaches when these have been invented or developed by someone else.

Typically the academic communities consist of members with diverse profile and interests. In addition, exposure to different external stakeholders' scrutiny and variety of expectations makes change in academic settings even more complicated. As Angehrn and Maxwell rightly point out, all these internal and external stakeholders often have different values, beliefs, needs and skills and finding the right balance between the various co-

existing subcultures within the academic environments proves to be quite a challenging task.

The sources of resistance to change in higher educations are complex and require a wide variety of approaches. A non-exhaustive list of these resistance sources include fear of losing identity, quality and job satisfaction, fear of incompetence, trust-related issues, values such as openness and belonging, attitudes such as status-quo satisfaction or unwillingness to produce additional efforts, discomfort with the pace of change, tendencies to protect existing processes and structures (Angehrn, Maxwell 2008:9).

4.3. Challenges faced by higher education institutions in societies in transition

In the framework of the La MANCHE Tempus IV project the 23 participating universities from the five Partner Countries involved have jointly developed the *Changing Higher Education Institutions in Societies in Transition In-depth Study Report*. The Report aimed, inter alia, at revealing the social and economic changes and transformations in societies in transition and their impact on higher education institutions. Since the dissolution of the Soviet Union, most countries in Eastern Europe including the five La MANCHE Partner Countries have embarked on a long and often challenging journey of political, social and economic transformations and reforms. This learning journey is often defined as a period of transition.

Societies in transition, despite their local peculiarities, show some common features and face some common problems. These as a rule include underdeveloped and poorly functioning market economies, lack of sufficient capital and public funding, social tensions and political instability, resistance to modernisation and change stemming in old beliefs and habits or in fear of the new and the unknown. The transition processes present high level of uncertainty and risks. One of the main threats is the instability of these processes which could easily fail and drag the societies into an even deeper political, social and economic crisis.

It goes without saying that the fragile nature of the social and economic processes in the transitional societies deeply affects their higher education systems. It seems that societies which are undergoing major political, social and economic transformations have a collective experience of these change

implications on their higher education systems. Higher education systems in societies in transition are much more vulnerable and exposed to higher risks than the education systems in societies with stable inclusive democracies and functioning market economies. Sometimes higher education systems in societies in transition could also be exposed to political instability and even political pressure. The lack of stable legal framework or broad consensus among stakeholders on major issues and policies may also create challenges and affect the every-day functioning of the higher education institutions.

Very often in transitional economies far less funding per student is spent in the higher education systems. On the one hand this is due to limited public funding and, on the other hand, it is the consequence of lacking mechanisms for attracting private funds in higher education. This ultimately leads to problems related to outdated and often inadequate academic facilities and to lack of new up-to-date equipment and libraries. The reduced public funding due to austerity measures has direct impact on the teaching processes and the quality of education.

Faculty and administration are less motivated as they are insufficiently rewarded for their work. The opportunities for further training and professional development are limited and skills shortages in human resources are not timely addressed. This could easily lead to brain drain, unwillingness to commit to an academic career, low prestige of the academic career in society, unemployment etc. Human resource management weaknesses in the 23 Partner Countries universities in La MANCHE have also been subject of the analysis conducted by the EU experts of the La MANCHE project in the *External Assessment Report Leadership and Management Skills and Models at the Higher Education Institutions in Armenia, Belarus, Georgia, Moldova and Ukraine* in Work Package 2.

The pessimistic picture of human resource management would be not so dramatic, if it did not go hand in hand with low quality of teaching and research at the higher education institutions leading to unsatisfied students and poorly qualified and unsuccessful graduates. The links between the presence of labour force equipped with the right skills and knowledge and the performance of the economy are evident. Education could also enhance the innovation capacity and technology readiness in the economy and society at large. The relation between education and growth is also at the

heart of the Europe 2020 Strategy for the development of the EU until 2020. In addition, education is considered a key instrument for building a civil society of informed and socially responsible citizens.

4.4. Challenges in managing change in the five La MANCHE Partner Countries

The challenges in introducing and managing change at the 23 Partner Countries universities have been investigated and presented in details in the *External Assessment Report Leadership and Management Skills and Models at the Higher Education Institutions in Armenia, Belarus, Georgia, Moldova and Ukraine* published under the La MANCHE project in 2013. When it comes to potential and readiness for change, the findings of the Report showed a less than desirable picture at most of the universities involved.

One of the main obstacles for change outlined by respondents from almost all universities across the consortium is poor funding and shortage of resources in general such as time, personnel, materials, facilities. Lack of sufficient funding and general limited financial autonomy are even more threatening to the processes of change due to the over-centralized financial management and the low levels of transparency and accountability at the universities.

The rigid, conservative and highly bureaucratic administrative culture is perceived as another major threat to any institutional change. The universities and higher education systems in the five Partner Countries are typically dominated by the principles of strict hierarchy and top-down management. Despite being strictly hierarchical organizations, the universities often present too many levels of individual and collective decision makers which increases dramatically the bureaucratic burden and could easily compromise any change initiative. Lack of coordination between different administrative units is often mentioned as another key obstacle for change. Many of the higher education institutions involved had reported also on lack of organizational and financial autonomy and to a lesser degree of staffing and academic autonomy.

When it comes to changes and reforms, most of the universities and their academic community members are challenged by the absence of general agreement on the initiatives to be introduced. Experience shows that this

often leads to inconsistent and poorly communicated measures and activities on behalf of the senior management. Lack of sufficient information and communication of the processes of change and their final goals often create tensions and fears in the staff members. Their low levels of motivation and involvement are often based on the fact that most staff members could not see their personal and professional goals directly linked to the institution's objectives. This lack of sense of belonging to a community clearly refers to a poor organizational culture to supports change and innovation.

5. The university of tomorrow: an entrepreneurial stakeholder learning institution

This chapter presents the concept of entrepreneurial university as a vision for the university of the future. The imperative to develop entrepreneurial capacities in higher education stems from the high level of uncertainty and complexity of the environment universities are operating in today. The global and regional challenges higher education institutions are currently being faced with require non-traditional creative responses developed by leaders and academic communities with entrepreneurial mindset. The former constitutes an array of skills and behaviors linked to intuitive decision making, leadership capacity, capacity to innovate, networking, initiative ownership taking, learning by doing, creative problem solving, critical thinking, strategic thinking, self-efficacy etc. (NCEE 2013:10).

The capacity for change and innovation may be linked to both individual enterprising behaviors and to entrepreneurial organization design. Typically, the entrepreneurial organizations are dominated by bottom-up initiatives which are strongly supported and empowered by the management. Informal relationships and networking between internal and external stakeholders are encouraged; the shared values and culture are perceived as more important than the formal mechanisms for control and management (NCEE 2013:16).

The concept of entrepreneurial university is sometimes wrongly perceived as being linked exclusively to the processes of teaching entrepreneurship or knowledge transfer and commercialization of university intellectual property. In reality, the entrepreneurial university concept covers a large number of areas of university development, namely mission, governance and strategy; organization design and development; inter-departmental cooperation and transdisciplinary links; financial leverage and financial independence; public value and international, national, regional and local stakeholder engagement including student ownership and alumni engagement; knowledge exchange, transfer and support; curriculum development, enterprise, entrepreneurship education and employability; internationalization.

Figure 4. displays the synergies and interdependencies between these areas and their impact upon the key strategic university goals of innovation,

research excellence and research relevance, competitiveness, diverse revenue flow, student employability, teaching quality, learning organization and stakeholder orientation (NCEE 2013:53).

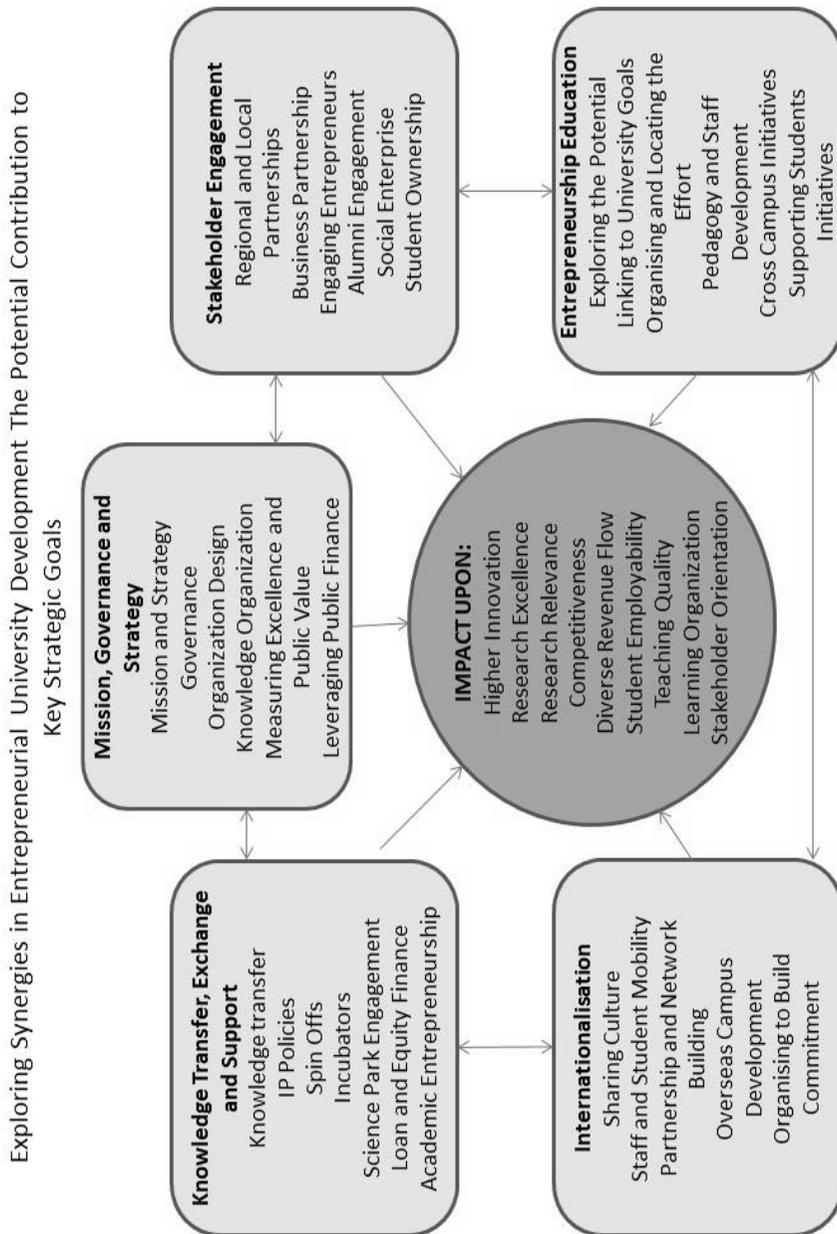


Figure 4.

The university of tomorrow or the entrepreneurial university to be created and developed through leading and managing change and innovation in higher education will have a strong community orientation. Its academic community members will constantly interact and learn from each other and at the same time will engage and learn from a wide range of external stakeholders. In fact, university performance and success will be evaluated through the eyes of both internal and external stakeholders.

Student engagement and empowerment will be embedded in all university domains and students' roles as change agents, co-creators of curriculum, producers of knowledge and key evaluators of the quality of higher education will be more emphasized than ever before. The university of the future will combine excellence with relevance of research aimed to contribute to economic growth and social prosperity. The university of tomorrow will develop global curricula designed to encourage active learning and crossing of disciplinary boundaries.

This will be achieved through recruitment of enterprising staff often lacking experience in academia and coming from the real world of business. University professors will not be afraid to welcome external stakeholders with diverse skills in the academic communities and to allow them to provide active input in research, teaching and curriculum development. Academic communities will not only open towards the world outside the universities but will also overcome internal boundaries between the various faculties and units. It is expected that the academic community members in the future will unite and collaborate more often on project-based principles.

A common culture of trust and collaboration will dominate higher education organizations. More over, universities will be geared to empowering and implementing various bottom-up initiatives. Talent, leadership and entrepreneurial skills will be highly valued across the organizations and will dominate staffing practices and human resource management in general. Leaders of the university of tomorrow will be people with strong entrepreneurial skills who become role models for enterprising behavior. They will act as constant opportunity seekers who create and maintain change and innovation in a friendly academic environment and encourage risk taking, horizontal/distributed leadership and bottom-up management

initiatives. The leaders of the university of tomorrow will be good communicators and trusted advisers with high level of empathy.

Over the next pages a series of intervention, new policies and practices will be introduced which would improve universities organizational capacities in the long term and would eventually lead to the much aspired entrepreneurial university reality described.

6. Embedding and implementing reforms in higher education through improvement of universities organizational capabilities

On the surface most universities may look the same compared to their competitors, facing the same global and regional challenges, having similar strategic goals and aspirations, providing similar type of education, targeting the same education markets etc. But if we put them under close scrutiny and probe more deeply in the various universities makeup, we would notice very distinct and diverse combinations of institutional attributes and features. These are subject to close observation and research within the strategic planning and competitive advantage literature. In strategic planning context typically four main capabilities could be distinguished, namely the financial, strategic, technological and organizational capabilities of the institution.

The La MANCHE strategy is geared towards the improvement of the universities organizational capabilities. It is developed and shall serve as a stepping stone for higher education institutions in their learning journey through changes, crisis and reforms in order to become better and more competitive entrepreneurial stakeholder learning organizations. The term organizational capabilities emerged initially in the corporate world and refers to the institution's ability to manage people and to gain competitive advantage through them. It covers anything the organization does well that differentiates it from its peers and competitors.

The La MANCHE strategy argues that a good understanding of the above mentioned organizational capabilities is even more pivotal for the universities whose three key missions, namely to provide education, research and knowledge transfer, are a direct function of the universities staff members' personal and professional skills, knowledge and competence. The organizational capabilities theory is based on the premises that the organizations, e.g. universities in the La MANCHE strategy's context, do not think, generate and diffuse knowledge, make decisions etc.; people do.

Organizational capabilities are key intangible assets linked to the capacity of the organization to manage people by combining collective skills, abilities

and expertise of all employees. These capabilities are the outcome of investment in staffing, training, compensation, communication and other key areas in the human resources and talent management (Smallwood, Ulrich 2004).

Over the next pages the La MANCHE strategy presents and suggests possible solutions and practices for successful leadership and management of change which concern both human and the organizational resources of universities. It is worth mentioning that by human resources we understand the skills, talent and knowledge of the individuals working at the institution. Organizational resources, on the other hand, stand for the ability of the universities as a whole to mobilize and sustain through changes necessary to achieve their strategic goals. In other words, organizational capabilities are not a pure sum of the individuals' skills and competences but rather refer to the numerous links, relationships and interdependencies of the individuals within the organization (Eikelenboom 2005:18).

Strategic planning literature exploits quite extensively the organizational capabilities theme and suggests various lists of essential capabilities an organization shall possess in order to succeed. Some of the short lists emphasize the importance of leadership, collaboration, adaptability, creativity and innovation. Other organizational capabilities lists, like the one suggested by Smallwood and Ulrich in their 2004 *Capitalizing on Capabilities* article in Harvard Business Review, includes talent, speed, shared mind and coherent brand identity, accountability, collaboration, learning, leadership, customer connectivity, strategic unity, innovation and efficiency.

The La MANCHE strategy draws upon the findings and conclusions of the *Organization of the Future – Designed to Win. Organizational Capabilities Matter* report prepared and published in 2012 by The Boston Consulting Group, a global management consulting firm and leading adviser in business strategy. The report relies on the outcomes and results of a survey conducted among 1600 senior managers of various types of organizations across a large number of sectors from various countries around the world.

The study results clearly demonstrated that organizational capabilities drive corporate success and that the behavioral aspects combined with the organization's structural capabilities, e.g. organization design and efficiency and control of the main processes, are of key importance for the

organization's overall performance and success. Figure 5. is based on the table with the 20 vital organizational topics revealed in the study. It presents in a nutshell the six key capabilities groups, namely structural design, roles and collaboration mechanisms, processes and tools, leadership, people and engagement, and culture and change.

Key capabilities	Description
1. Structural design	
1.1.Organization structure	Reporting lines, including profit and loss accountabilities
1.2. Role of the center	The corporate center's role with regard to involvement and leadership
1.3. Layers and spans of control	The number of reporting layers in the hierarchy; the number of people reporting directly to the managers
1.4. Organizational cost-efficiency	The level of cost-efficiency enabled by the organization
1.5. Shared services, offshoring and outsourcing	Internal service provider, subcontracting to external companies.
2. Roles and collaboration mechanisms	
2.1. Role clarity	Understanding of the role's responsibilities in the organization
2.2. Cross-functional collaboration mechanisms	Lateral coordination effort between functions or units
2.3 Informal/virtual networks	Important but informal channels for reinforcing culture and communicating key information
3. Processes and tools	
3.1. Process excellence/optimization	Processes optimized for high quality, short processing times or low cost
3.2. Process management	Roles, processes and tools
3.3. Business analytics and information management	Skills, technologies, applications and practices to drive business planning

4. Leadership	
4.1. Leadership performance	Capable and effective individual leaders and leadership teams
4.2. Leadership pipeline	Preparing for the next generation leadership team
4.3. Middle management effectiveness	Middle managers empowered to carry strategy into the organization
5. People and engagement	
5.1. Recruitment and retention	Providing the necessary talent to meet strategic and growth goals
5.2. Employee performance management	Systems and processes aligned to ensure that goals are achieved
5.3. Employee motivation	The willingness to exert discretionary effort
6. Culture and change	
6.1. Change management capabilities	The organization's ability to manage change efforts
6.2. Adaptability and flexibility	A flexible structure that allows adapting to external challenges
6.3. Culture	The set of shared values in the organization

Figure 5. The 20 vital organizational capabilities (based on BCG 2012:5).

The first three groups of capabilities (structural design, roles and collaboration mechanisms, processes and tools) concern mostly the structural attributes of the organizations. In the context of the La MANCHE project the structural design of the 23 Partner Countries universities involved was explored and some of the major findings of this research were included in the *External Assessment Report Leadership and Management Skills and Models at the Higher Education Institutions in Armenia, Belarus, Georgia, Moldova and Ukraine* published in 2013. The main conclusions made based on the primary research data provided by the universities themselves present quite a grim picture. Significant bureaucracy burden and strict hierarchy stemming from organizational charts with various layers of reporting, sophisticated reporting lines and centralized decision making power held exclusively by the rector and the vice rectors are considered a major obstacle for change in the universities across the consortium and the region. Often the universities are struggling with the lack or low levels of organizational, financial and/or staffing autonomy.

Technically, this status quo is in most cases stipulated in the national legislation and public universities in particular possess very limited powers to change their structural design. The La MANCHE strategy generally recommends reduction of the bureaucracy burden at universities through optimization of the institutions internal structural design. The La MANCHE strategy also welcomes any efforts leading to the enhancement of the universities organizational, financial and staffing autonomy. Such measures would, however, exceed the scope of intervention of any joint Tempus or Erasmus+ project implemented at institutional level as these would suggest structural changes possible only on national level through amendments to major legal acts. The La MANCHE Partner Countries institutions are encouraged to initiate public debates and prepare green papers with suggested reforms on national level concerning the issues of existing university bureaucracy, strict hierarchy and lack of organizational, financial and/or staff autonomy.

Unlike the structural design of the universities which may be amended and updated only through structural changes on sectoral and national level, the other two major structural capabilities of the universities, namely the roles and collaboration mechanisms as well as processes and tools, could be improved significantly through series of internal measures and reforms applied at institutional level. Role clarity, cross-cultural collaboration between departments, faculties and administrative units as well as the improvement of informal networks could be enhanced significantly through in-depth analysis and subsequent optimization of the internal communication channels effectiveness and efficiency.

One of the major obstacles for change at the La MANCHE universities in Armenia, Belarus, Georgia, Moldova and Ukraine is the combination of internal communication issues and lack of understanding of the university's strategic goals and the day-to-day routine processes' logic and links to these goals. In addition, general lack of awareness on the contribution and roles of the employees in the context of the big picture has been pointed out. Experience shows that no long-term vacuum in communication is possible and whenever there is lack of information, people would eventually make it up for themselves. The La MANCHE strategy suggests various measures to improve internal communication at the universities. They may summarize those measures in the framework of a communication plan they could create and implement.

The communication plan shall rely on an in-depth survey and analysis of the current situation and may include such measures as update of the communication channels and introduction of new ones by benefiting from digital technologies; optimization of the existing systems for up/down and side-to-side message transmission (emails, intranets, voice mails, newsletters (both staff-to-staff and institutional), quarterly and annual reports, memos of staff meetings etc.); introduction of schedules for regular one-on-one meetings and joint staff meetings across the various units and along the hierarchical ladder).

The third group of organizational attributes mentioned above refers to the processes and tools applied across the institutions. The quality of all major processes at the universities including teaching and learning, research and innovation, student engagement, stakeholder management, internationalization etc. is a subject to observation and analysis in the framework of the systems for quality assurance in academia. The La MANCHE project has only occasionally touched upon issues related to the quality assurance theme and priority in higher education and therefore the La MANCHE strategy does not include any recommendations related to quality management and optimization of the main ongoing processes at the universities.

In the next three chapters the La MANCHE strategy will focus on three of the main and most relevant to the La MANCHE project organizational capabilities, namely (1) leadership including shared leadership as well as development of leadership pipelines, (2) people and engagement with focus on talent management and (3) culture and change including change management capabilities, adaptability and flexibility and commitment to shared values within the universities.

7. Leadership in academic settings

According to Yukl, leadership is the process of influencing others to understand and agree what needs to be done and how it can be done effectively so that a shared objective is accomplished (Enslye, Hmieleski, Pearce 2006:220). In line with the newest leadership theories and based on the collective project experience and knowledge generated through the La MANCHE project, the La MANCHE strategy argues that leadership in universities begins with the people occupying leading positions such as rectors, vice-rectors, deans etc., but by no means ends with them. The ability of any type of organization, including a university, to change, grow and innovate is not a simple function of the leadership skills of one or more formal leaders. The leadership culture of a certain organization is actually defined by the collective actions of all formal and informal leaders acting together to achieve organizational success.

The La MANCHE strategy claims that leadership culture is not simply underpinned by the number and/or qualities of universities individual leaders but depends on the existence and quality of the relationships and interdependencies between them (Pasmore 2014:2). In this respect the La MANCHE strategy targets both the formal and informal leaders at the universities involved. The notion that leadership goes beyond the traditional concept of formal vertical leadership and is distributed and shared among various informal leaders across the organization is often named shared or horizontal or distributed leadership.

For the purposes of the La MANCHE strategy the shared leadership term is used predominantly. The rationale behind shared leadership is that communication, influences and collaboration happen up, down and across the organizations which ultimately leads to the establishment of various informal networks or groups also known in literature as “communities of practice”. This entails that the influence processes in the organizations are not just downwards and power is actually shared among many individuals instead of being centralized in the hands of the close circle of people formally occupying managerial positions (Pearce, Manz, P. Sims Jr. 2009:1).

The enhancement of the universities leadership capabilities shall envisage interventions in the following key leadership dimensions:

1. Quantity of leaders needed as indicated by the current formal leadership positions displayed in the organization charts of the respective universities.
2. Quality, e.g. characteristics of individual leaders such as demographics, diversity, background, level of experience etc.
3. Skills, behavior, knowledge, competences and abilities needed by the leaders to carry and implement changes and reforms.
4. Collective leadership capabilities of leaders acting together in groups and across various units and faculties at the universities in the processes of implementing strategies, solving problems, adapting to change etc.
5. Leadership culture, e.g. leadership practices in use including collaboration across the university, engagement of employees, developing other leaders, ability to learn etc. (Pasmore 2014:3).

In terms of leaders' quantity and quality at the 23 Partner Countries universities the La MANCHE strategy strongly recommends the conduct of careful analysis at institutional level which will provide a clear picture on the current number and profile of leaders included in the organization charts. The La MANCHE universities are advised to assess the efficiency of their organization charts on a regular basis and to consider their timely optimization whenever relevant. The analysis of leaders' numbers and their general profiles shall also focus on the number and background of internally promoted leaders and, respectively, externally hired ones. Predominance shall be given to internally promoted leaders which, however, is possible only if careful conscious succession planning policy is introduced at the universities.

Succession planning including leadership pipeline development is a process closely linked to talent management. The issue of talent management versus human resource management as well as mechanisms for successful talent such as acquisition, support, integration and transition suggested by the La MANCHE strategy are presented in chapter 8. People and talent. Talent management. Unlike talent management, whose focus is on the individual, the focus of succession planning and management is on the system, e.g. on the organization as a whole.

In order to improve the leadership capacities at the universities involved, the La MANCHE strategy strongly recommends a series of measures to build and develop leadership pipelines in them. Succession planning brings together the demand and supply of professional and technical expertise,

leadership and the future capability and success of the organization. It is a process where one (or more) successor is recognized for career moves and key roles and series of activities are planned to develop these individuals. Succession planning takes into account both the necessary skills and roles.

There are numerous benefits of the succession planning and leadership pipeline development. When properly executed, it could influence the organizational strategies by using intelligence from the talent pool to feed into strategic planning. Succession planning also mitigates risks as it prepares people to step into key roles whenever the current holders become unavailable. Succession planning may also increase diversity at the top and possibly correct inequalities by setting out to “fast track” people from under-represented groups. Inequalities at the top may stem for instance from lack of gender balance at the universities’ senior management level.

The chief end of succession planning is to improve institutional governance by providing more suitable candidates for senior management positions. By widening the conversation about what the organization needs, the organization capacity for self-criticism and transparency would also improve. Developing a leadership pipeline, also called building a leadership bench, is crucial for the universities as it increases individuals’ interest in leadership roles and also improves the performance levels and retention in the long term. Last but not least, it contributes to mapping the learning and development to organizational needs.

Succession planning and leadership pipeline development bring legitimate gains not only to the organizations as a whole but also to the individuals. Succession planning improves transparency, provides clear career directions to the individuals, maps learning and development to individual needs and supports them in the development of their leadership skills. Considering the strong benefits of streamlined succession planning, the La MANCHE strategy recommends the following methods and approaches to leadership pipeline development:

1. Mentoring
2. Staff development courses
3. Specific development courses
4. Coaching
5. Shadowing

6. Secondments

7. Career moves.

The *External Assessment Report Leadership and Management Skills and Models at the Higher Education Institutions in Armenia, Belarus, Georgia, Moldova and Ukraine* has clearly identified the issue of insufficient staff development at most of the universities involved. In particular, organization and facilitation of trainings in leadership have proved to be only sporadic. In the framework of the La MANCHE project a series of local multiplication trainings in leading and managing change were organized between late 2013 and mid-2014. The participating trainers were firstly prepared at the trainings for trainers organized at consortium level in October 2013 in Braganca, Portugal.

In addition, guidance materials in Leadership were developed in the La MANCHE project. These materials are accessible through the project website and could be used by both trainers and trainees. As a part of the project sustainability plan and in the context of the succession planning efforts, universities are expected to continue the organization and facilitation of annual trainings in leadership for both representatives of the senior and middle management as well as for young researchers and lecturers and new comers to the organization.

Unlike the staff development courses and trainings which are one of the mostly applied capacity building approach, practices and initiatives for streamlined and planned mentoring and coaching are still considered a novelty at the Partner Countries universities. The main differences between mentoring and coaching are provided in Figure 6. below (Starcevich 2009).

	Mentor	Coach
Focus	Individual	Performance
Role	Facilitator with no specific agenda	Specific agenda
Relationship	Self selecting	Comes with the job
Source of influence	Perceived value	Position
Personal returns	Affirmation/learning	Teamwork/performance
Arena	Life	Task related

Figure 6.

In terms of leadership capabilities enhancement the establishment of mechanisms for mentoring and coaching within the universities is of particular importance. Therefore, the La MANCHE strategy recommends the development and introduction of mentoring and coaching programmes at the universities. In addition, the creation of opportunities for online mentoring and the identification of a pool of mentors and networking between people in academia across the universities on national and/or regional level would be beneficial to both individuals and universities.

As already stated above, the leadership capabilities improvement aimed by this strategy concerns capacity building and upskilling of the existing formal and informal leaders as well as the enhancement of the collective leadership capacities and leadership culture at the universities. In respect of the array of skills and behaviours of the individual leader, it shall be noted that certain leadership qualities and attributes such as integrity, courage, intelligence, clear judgment, vision and ambition are considered timeless (BCG 2010:2).

Given the numerous pressures on and within the higher education systems and institutions mentioned in chapter 4. of the present document, and based on the *New Leadership Roles* report published by Boston Consulting Group in 2010, it could be stated that four more additional leadership qualities are needed (BCG 2010:3). These include the abilities to:

1. Navigate the institutions through complex environments entailing not only analytical skills but also the ability to interpret signals and make decisions based on insufficient information.
2. Empathize with people, e.g. understand perspectives different from one's own; the ability to collaborate and find a common language with stakeholders with diverse profiles and background.
3. Self-correct, e.g. unlearn outdated behaviors and question, re-examine and rethink the status quo and the established norms and habits.
4. Win and win, hence deliver sustainable success to both the organization and its stakeholders.

Along with the already recommended leadership pipeline analysis and development and the above listed approaches for skills development and acceleration, for the development of these *N – S – W – E* group of leadership attributes the La MANCHE strategy also recommends the implementation of so the called learning by doing methods. Apparently, the

N – S – W – E leadership attributes could not be acquired in the classroom but in a different environment when leaders are put outside their comfort zones. This could be achieved through rotation between the universities' units whenever relevant, deeper and more efficient engagement and interaction between both internal and external stakeholders in leading positions in the management of various university processes or through embedding of various social causes into the universities agenda.

The La MANCHE strategy strongly supports the concept of shared leadership and therefore recommends development of leadership capacities of the informal university leaders as well. The above suggested approaches including leadership trainings, mentoring, coaching and shadowing as well as the creation of opportunities for learning by doing, shall be equally accessible to all members of the academic communities including students at the Partner Countries institutions who act as informal leaders.

The identification of the informal leaders shall be a result of various focus groups, team buildings, public debates on various topics and surveys to be organized and facilitated at universities through the human resource management departments and student councils. Universities are recommended to develop also emerging leaders' cohort programmes streamlining all shared leadership initiatives at institutional level.

As a rule, shared leadership is a dynamic team process relying on the collective knowledge and experience of the team. Unlike it, traditional vertical leadership is primarily about the influence of one leader over the team (Enslye, Hmieleski, Pearce 2006:220). Simply put, the dichotomy traditional/vertical versus shared/distributed leadership could be perceived as the opposition between the leader and the team. Enhancement of team work, empowerment of team members and promotion of team spirit is crucial for the establishment of leadership culture at the university. It is also closely linked to the issue of organizational culture underpinned by shared values and commitment to common goals which is touched upon in chapter 9. of the La MANCHE strategy which focuses on culture and change at the universities.

8. People and engagement. Talent management

Talent management represents a major paradigm shift in the processes of managing human capital in organizations which goes beyond the traditional human resource services and puts employees' talent among the most important organizational capabilities. Historically, when it comes to dealing with people within the organization, the corporate world has seen the following main stages (Bersin 2006:1):

Stage 1: Personnel department

In the 1970s and 1980s, the personnel department was mainly responsible for hiring people and paying them; the focus was put on payroll systems and the process was considered mainly a business function. Based on the survey results included in the *External Assessment Report Leadership and Management Skills and Models at the Higher Education Institutions in Armenia, Belarus, Georgia, Moldova and Ukraine* in Work Package 2, it could be concluded that some of the Partner Countries institutions involved in the La MANCHE project still have a similar narrow understanding of the human resource management processes and limit their human resource management efforts to technical procedures.

State 2: Strategic human resource management

In the late 1980s and in the 1990s, the corporate organizations became aware of the fact that human resource management goes far beyond managing payroll systems and the concept of strategic human resource management emerged. It covers such actions and procedures as recruiting the right people, training them, developing compensation schemes for them etc. The majority of the La MANCHE institutions today seem to have this type of understanding and attitude when it comes to human resource management. As the results in the above mentioned *External Assessment Report* show, the processes of job design, planning, recruitment, selection and induction, staff training and career development, payment and other motivation tools and staff performance appraisal are still deemed challenging by the institutions due to lack of staffing autonomy, poor funding, lack of trained and experienced human resource managers, lack of tools for personnel development, lack of meritocracy in hierarchical positions etc.

Stage 3: Talent management

The emergence of the talent management concept in the corporate world dates back to the beginning of the 21st century. Talent management refers to competence-based recruiting and aims to identify and overcome competency gaps, guaranteeing that employees are held accountable and paid fairly. It identifies and focuses on high performers and talents. Shortly put, talent management is a set of integrated processes designed to identify, acquire, accelerate, support, motivate and retain talented and committed employees so that the organization as a whole could meet its strategic and operational goals and objectives. Figure 7. below summarizes the milestones in talent management processes at any organization.



Figure 7. Talem management: a process. (Bersin 2006:3)

In the organizational studies literature, the dichotomy human resource management versus talent management is often compared to the relation between accounting and financial management or between sales and marketing. This means that human resource management practices are still of high importance but these need to be put in the context of the overall strategic development of the organization. Talent management provides a framework which links the individual's capacity and performance with the strategic development goals of the organization. This ultimately creates a

sense of belonging to a community for the individual and awareness of his/her role and contribution to the organization development.

The La MANCHE strategy claims that the Partner Countries involved shall make every effort to move from the above described Stages 1. and 2. to Stage 3. of talent management. The introduction of sustainable mechanisms for talent management at the Partner Countries universities will be a warrant for smart, sustainable and inclusive change in higher education and will improve the overall organizational capabilities of the universities. In the long term, talent management will also tackle such human resource issues in the Partner Countries universities as aging staff, brain drain, inertia, low academic efficiency and research productivity.

It is a well-known fact that despite all the rhetoric about people being the most important asset of the organization, only little attention is given to talent issues at most companies. It seems that many organizations still rely on serendipity to find and hire the best equipped professionals and experts (BCG 2011:12). The processes of human resource planning and job design are often random and no clear links of these to the organization's business strategy are in place.

Interestingly, when it comes to talent management, most universities worldwide lag behind even more. The subject of talent management in academic settings is also not much researched which underpins once again the little importance given to this concept in reality. At the same time, many universities have already acquired the image of good continuous education providers and companies often rely on higher education institutions for training and development of their workforces. It seems that universities perform in the field of talent development much better when they serve outside organizations while limiting such benefits for their own employees (Riccio 2010:3).

In order to establish mechanisms for talent management at the universities of the five Partner Countries, the La MANCHE strategy recommends actions in the following key areas of talent management:

1. Creation and maintenance of university brand: to the university employees a career in academia shall be much more than just a job; excellence in teaching and research of the faculty makes a difference for the

organization as a whole and this should be clearly communicated to the staff members.

2. Workforce planning: it shall be integrated and aligned with the strategic development plans of the universities; clear projection and planning of workforce, hiring plans and targets as well as compensation budgets should be prepared annually.

3. Recruiting: competence-based recruitment shall be considered and introduced at the universities whenever the national legislation allows it; the recruitment procedures shall be made more transparent even when staff autonomy of the university is legally limited.

4. Onboarding: good practices to train and acclimate newcomers at the universities shall be introduced to ensure that they feel welcomed and valued and that they clearly understand their role at the university; the universities are recommended to introduce comprehensive orientation programmes which go beyond the traditional presentation of institutional policies and procedures and focus on the new hires' attitudes and awareness; the universities are also advised to develop and use onboarding toolkits.

5. Performance management: to guarantee effective performance management, the universities shall conduct ongoing and continuous assessment, evaluation and analysis of the academic and non-academic staff members' day-to-day work and professional achievements; the ultimate goal of the performance management is, again, alignment with the university strategic goals and development; in the long term, the human resource departments at the universities are recommended to develop and introduce tailor-made performance management systems which will include provision of feedback, skill gaps identification, development, performance improvement and reward.

6. Training and performance support: the human resource management departments of the universities are recommended to design programmes and measures for mentoring, coaching, staff development courses, job shadowing and secondments; ideally a separate unit in charge of training and development shall be created at institutional level.

7. Compensation and benefits: it is important that the mechanisms for compensation, incentives and benefits provision are customized to fit with the performance management results at the universities; the universities are advised to develop institutional recognition programmes as a method of acknowledging and honoring the academic and non-academic staff members' work as well as a tool for motivation and encouragement; transparency in compensation and benefits policy and practices is crucial.

8. Retention: high employee turnover could be harmful to any organization, but especially in academic settings, frequent departure of highly skilled workforce could be very damaging; to prevent this and to become an employer of choice, Partner Countries universities are recommended to make systematic efforts not only to retain its talented faculty and administrative tasks performers, but also to foster a welcoming work environment and high-retention culture.

Ideally, the eight areas of talent management intervention listed above would be summarized and reflected in a tailor-made institutional talent management blueprint to be developed and implemented by each of the universities. Reshaping the technical processes and procedures for human resource management at the La MANCHE target institutions was not among the key objectives of the project. Unlike other Tempus IV projects focusing specifically on human resource management issues, the La MANCHE project was aimed predominantly at changing attitudes and approaches towards change in academic settings. To achieve this in the long term, an introduction of streamlined talent management and change favouring culture is necessary.

9. Culture and change

This chapter deals, on the one hand, with building change management capabilities at the universities, which is closely linked to the institutions level of adaptability to changes and new developments, and their flexibility to respond to changes in the most efficient way. On the other hand, it concerns the existing internal culture at the universities, which is based on shared values, common attitudes, beliefs, habits, rituals, norms etc. As Peter Drucker famously said, “culture eats strategy for breakfast”. This suggests that no matter how comprehensive and thoroughly prepared a strategy is, its implementation could be easily sabotaged and compromised by the existing organizational culture and resistance to change.

Overcoming change resistance is at the heart of the change management strategies. Therefore, it has become a major discussion topic at the numerous workshops, lectures, retreats and trainings facilitated both at consortium and institutional levels. The various possible approaches which university leaders could consider and implement when dealing with change resistance, are listed below in Figure 8. The table is based on Ivancevich and Glueck, as presented in their 1999 *Methods for overcoming resistance to change* book:

Method	Recommended in the following situations	Positive outcomes	Problems
Communication and persuasion	Resistance is based on lack of or inaccurate information	Agreement and positive attitude are present if people are persuaded in the advantages of the changes	Requires a lot of time if many parties have to be involved in the process
Cooperation	The subjects of change do not possess all the necessary information to	Helps people understand in the depth the need for changes, as	Requires a lot of time, the results do not match the goals of the administration

	accomplish the change. The objects – the affected parties – have great power potential and substantial resistance capabilities	well as integrate the available information in drawing up an action plan for changes	
Support	People resist because of fear of difficulty with adjustment	Optimal strategy for solving personal problems	Requires a lot of time, costs a lot, there is a serious possibility for failure
Negotiations	Losses for the affected parties who have power and resistance capabilities	Relatively easy way for overcoming initial resistance	Costs a lot, is often ineffective in achieving the preliminary goals in a comparative plan
Manipulation	The other methods are expensive or inappropriate	Used often to enact quick changes with low degree of participation by the affected parties	Future problems if the manipulation is uncovered
Maneuvers	The other methods are unachievable or expensive	This method assists in overcoming resistance through quick and inexpensive problem solutions	Causes new problems and lack of trust

Coercion	Changes must be enacted fast; the subject has strength and power	Can quickly overcome any type of resistance	A risky method: leads to disillusionment of the affected parties, withdrawal and passivity in conducting organizational changes
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Figure 8. Methods for overcoming resistance to change (Ivancevich, Glueck, 1999:67)

Ideally, to deal with change resistance in academic settings, university leaders shall focus predominantly on such methods as communication and persuasion, cooperation, support, and negotiations. To increase the efficiency when tackling change resistance, universities are advised to organize regular trainings, focus groups, retreats and team buildings in order to improve the communication skills of staff members at middle and senior management level. In addition, trainings in conflict management and resolution as well as in change management shall be organized for them as a follow-up of the La MANCHE project in order to identify and train both change agents and change managers at institutional level.

Training sessions in change management may follow the syllabus designed in the project but these need to be adapted to the local contexts and tailored to the actual needs of the targeted audience. Ideally, face-to-face trainings in change management shall be organized in an interactive and engaging manner and facilitated by external experts in organizational behavior and human resource management benefiting simultaneously from the input of the universities' staff members trained.

In line with the current digital agenda in higher education, universities could also develop additional online resources in change management and make them accessible to their staff members, as some of the universities in La MANCHE have already done. The guidance materials in change management designed in the project shall be translated in the national languages and further disseminated online among university staff members.

It goes without saying, that regular capacity building activities are a necessary but insufficient precondition for growing change agility and change flexibility at personal and organizational levels in universities. Dealing with change requires a comprehensive integrated approach. The following solutions on institutional level could be implemented:

1. There is an established fixed group of trained change agents from various units and faculties on which the university managers rely whenever a certain change needs to be communicated, initiated and processed at the institution.

2. Change processes are coordinated on a project-based principle. Whenever necessary, an ad hoc team of change agents is built to deal with the concrete issue and solve it by using specific resources and within a concrete timeframe.

3. All change management processes at the university are coordinated and facilitated via specifically set up internal unit. For example, in the Anglo-Saxon world many universities have already established and incorporated Centers for Change Management in their structures.

Partner Countries universities are advised to choose the most context-sensitive approach to change management by taking into account the resources available, the current university structures and the existing organizational culture.

A change-capable organization is dominated by a change-favouring culture. To change existing reluctance, resistance, inertia, lack of motivation and lack of sense of belonging to a community and to a valuable brand, universities may apply a variety of strategies and tools. Most behavior-change initiatives require, however, a lot of time and efforts and often end up unsuccessful. The following nine steps for changing the organizational culture listed below follow the *define – align – manage* scheme (based on Tim Kuppler 2013) and could be adopted by university leaders:

Define

1. Evaluation of the university current culture and performance
2. Clarification of the university initial vision
3. Clarification of values and expected behaviors

Align

4. Clarification of strategic priorities
5. Engagement of the academic community in a variety of activities
6. Clarification and tracking of key measures

Manage

7. Maintenance of a management system for priorities and goals
8. Management of communication habits and routines
9. Motivation building throughout the process of organizational culture change.

10. Building stakeholder support

Stakeholder management aimed at building stakeholder support for reforms in higher education is closely linked to the La MANCHE strategy's main priority for inclusive change in higher education. The Strategy argues that the only way to achieve effective change in the higher education institutions and systems is through networking and engagement with their internal and external stakeholders. The concept of stakeholder management has emerged in regard with the entrepreneurial university model and the evolution of higher education institutions into entrepreneurial stakeholder learning organizations.

As already mentioned above, the imperative of streamlined stakeholder management in higher education is a clear consequence of a range of changes and challenges universities around the world are facing at the time. These include, inter alia, increased university competition, decreased public funding and limited resources, high labor market expectations concerning study programmes' relevance, graduates' employability etc. In the future, if not already, the quality of education and the university performance will be judged and defined exclusively through the eyes of the stakeholders in higher education.

Traditionally, the subject of stakeholder management has been widely explored in literature in reference with its implementation in the corporate world. Relatively little attention has been paid so far to the issue of stakeholder management in higher education. It shall be noted that stakeholder management in higher education emerged firstly when the university' so called third mission was formulated. According to it, along with teaching and research, universities need to develop and implement a model for networking and engaging with their local communities, and national economies and the society through knowledge transfer and knowledge management.

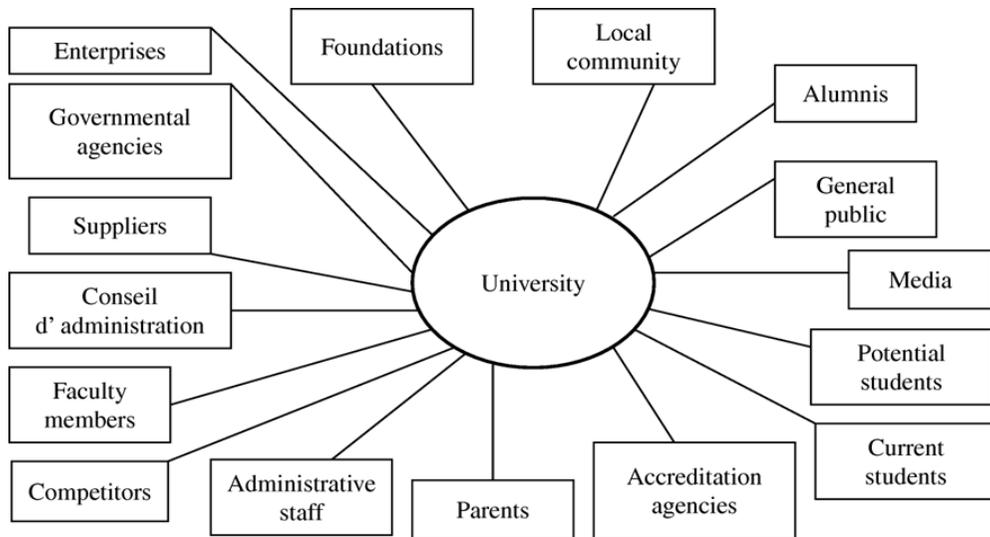
Knowledge is considered the greatest asset of each individual which brings significant value to the organization and the economy as whole. The 21st century is often referred to as the Knowledge Age as opposed to the Industrial Age. Competitive, dynamic and efficient economies and societies are often characterized as knowledge-based. The role of the higher

education stakeholders in building this type of knowledge-based economies and societies is apparently crucial.

Stakeholder management and mechanisms for building stakeholder support for reforms corresponds to one of the major La MANCHE project objectives to initiate sustainable dialogue among relevant stakeholders in higher education. In the course of the 36-month project, various piloting activities have been carried out both at institutional and consortium levels. Project partners have built their institutional capacities for stakeholder management both online, through the La MANCHE Virtual Think Tank platform, and offline through workshops in Stakeholder Management, networking events with various stakeholders as well as in the processes of identification and networking with various types of stakeholders within the six transnational Themed Working Groups established in the project.

The Themed Working Groups with stakeholders in La MANCHE include policymakers, students, representatives of universities outside the La MANCHE consortium, business representatives, civil society activists and gender equality advocates. The cooperation and networking within these transnational stakeholder groups shall sustain beyond the project life. According to the project sustainability plan, the Partner Countries universities are recommended to extend these groups through inclusion of new members.

In the context of the traditional understanding of stakeholder management, external stakeholders are organizations or individuals who are influenced by institution performance and/or have direct impact on the institution's activities and results. In the context of the stakeholder theory, the results of any institution's activity are interconnected or related to its external stakeholders. Typically, in the field of higher education, the external stakeholders are organizations or individuals who have vested sustainable interest and are closely influenced by the practices applied and the results achieved at universities. These include business representatives, civil society, public authorities at regional and national level, other higher educational institutions, alumni associations, parents, students associations, etc. To identify these, for the purposes of the La MANCHE project, the famous Kotter and Fox chart in Figure 9 below was used:



Source: Kotler and Fox (1985)

Figure 9: University stakeholders' map

Although much of the information in this stakeholders' map may seem evident at first, the La MANCHE experience shows that many of the Partner Countries universities involved do not implement a streamlined stakeholder management. The first step in the process of stakeholder management is the identification of external and internal interest groups. The La MANCHE Strategy recommends the elaboration of institutional stakeholder management working document which would outline the following main stages:

1. Identification of the institution's external stakeholders and elaboration of institutional stakeholder map
2. Analysis of the roles and needs of the identified external stakeholders
3. Setting up a list of priorities for the development and management of stakeholders' relations
4. Distribution of responsibilities at institutional level and identification of communication channels with the various stakeholders
5. Establishment of clear criteria and indicators for measuring the impact of relations with stakeholders on the overall institutional development.

In the long term, the Partner Countries universities are advised to update their stakeholder agenda on a regular basis by taking into account stakeholders' feedbacks, changing needs etc. The universities are also advised to discuss and consider the establishment of a Center for Strategic Partnerships at institutional level which would overview and coordinate the

work of various existing internal units, such as the Career Center, the Marketing and Admission office, the International Cooperation department, the Student Welfare department, the Alumni office etc. The establishment of a Center for Strategic Partnerships would ideally generate revenues for the university. Linking the performance of the Center to tangible results, including financial revenues, would be a proof of the clear business and entrepreneurial approach the university concerned is not afraid to adopt.

The Center will work with target groups which include all external stakeholders of the institution. The Center will operate as a hub for all types of activities and initiatives for engagement with business representatives, members of the civil societies and NGOs, public authorities, other higher educational institutions and alumni. The main idea is to streamline the processes of stakeholder management as well as to bring to life a new structural unit at the institution which is aimed at contributing to the achievement of the third mission of the university.

11. Student engagement

Over the last two decades, the topic of student engagement has enjoyed considerable attention in the university governance literature in the Anglo-Saxon world. As advocates for student engagement in higher education argue, the reason behind the increased interest in student engagement is the fact that what students bring to higher education, is of less importance to their success and future development than what they do during their time as a student (Trowler 2010:2). Time at the university spent in a meaningful manner could make a huge difference for the student, the institution and the society.

There are numerous definitions of the term student engagement in the literature. In general, it concerns the interaction between time, effort and other relevant resources invested by both the students and their institutions, intended to optimize the student experience and to enhance the learning outcomes and development of students and the performance and reputation of the institution (Trowler 2010:3). Student engagement was introduced in 2012 in the *UK Quality Code for Higher Education* and it became a reference point for reviews carried out by the Quality Assurance Agency in the UK in June 2013.

On EU level the importance of student engagement was formulated in *Higher Level Group on the Modernisation of HE (2013), Report to the EC on Improving the Quality of Teaching and Learning* which states that student engagement “is essential in governance; curricula design, development and review; quality assurance and review procedures.... (with) students who are partners in the co-creation of knowledge”.

As a rule, engagement is more than involvement or mere participation as it requires feelings and sense making as well as activity (Trowler 2010:5). As Trowler demonstrates in her *Student Engagement Literature Review*, the following three dimensions of student engagement have been identified:

1. Behavioural engagement: “students who are behaviourally engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior”.

2. Emotional engagement: “students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging”.

3. Cognitive engagement: “cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge”.

Ideally higher education institutions shall work to achieve all three types of student engagement.

In the La MANCHE project the student engagement theme was firstly introduced by the experts of University College Birmingham (UCB) project team in the context of the project priority for student empowerment. At the trainings for trainers in Leadership and Change Management held in October 2013 in Bragança, Portugal, in the framework of the training session called Sharing Leadership: Co-Creating Change, the UCB team members acquainted the trainees with the concept of student engagement and presented a toolkit for assessment and benchmarking the level of student engagement in universities. The toolkit gives the opportunity not only to identify the current state of student engagement in the universities, but also to work upon the potential for sharing the leadership and management of change in the future.

The La MANCHE Strategy is based on the collective experiences and knowledge on student engagement generated in the project and claims that student engagement should be placed at the center of institutional policies and practice at the 23 Partner Countries institutions involved. A series of initiatives needs to be introduced and supported so that student engagement is enhanced at the Partner Countries universities for such important benefits as student retention, student inclusion, transformative learning and students’ development into successful, productive and responsible citizens. Enhanced student engagement is viewed as an alternative to inertia, apathy, disillusionment or engagement in other pursuits (Krause 2005:4). Universities are encouraged to introduce and maintain a large number of measures aimed at students’ participation in effective practices, both inside and outside the classroom.

Student engagement will contribute to a paradigm shift in university operations and governance and will create an environment based on the cornerstone principles of partnership, equity, accountability and ownership.

The institutions shall encourage and empower their students to act as leaders and co-creators of change. On the other hand, through active engagement students will improve their social competences and sense of initiative and entrepreneurship, including their leadership and change management capacities. Based on the Student Engagement Toolkit developed in the project and as a follow-up on the student engagement benchmarking activities carried out in the project, the following four major domains of student engagement have been identified:

Students as Change Agents	Students as Producers	Students as Co-creators	Students as Evaluators
Strategy	Knowledge	Curriculum	Quality
Students are actively involved in the processes of change, often taking a strategic leadership role. They are deeply engaged with the student body, their institution and their discipline or subject area. Meaningful roles in relation to higher education governance may be adopted.	Student shift from being passive consumers of knowledge, to the recognition of their knowledge contribution and their active role in knowledge production. New or different forms of knowledge derive value. Students may initiate, devise, plan and deliver research projects. This may feed into study disciplines or pedagogy, as well as current and emerging agendas and	Students are actively engaged in the creation of processes and activities which determine the planning, implementation and evaluation of the curriculum. Students collaborate upon learning and teaching developments, influencing professional development in order to enhance the learning and teaching experience.	Students contribute evidence of the student experience through questionnaires, surveys and focus groups, voting through student councils and guilds, as well as informal evaluation tools, such as module reviews. This feeds into and shapes institutional or sectoral audits (through external bodies or national level processes) and supports the drivers for change

	drivers such as learning and teaching, and employability.		
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Figure 10. Student engagement approaches – the four quadrants (adapted from QAA/University of Exeter 2009 and HEA 2011)

In line with the seven indicators for sound student engagement practices listed in the *UK Quality Code for Higher Education* (QAA 2012:12), the La MANCHE universities, in partnership with their student body, are recommended to define and promote a range of concrete activities and initiatives relevant to their environment which support student engagement in the educational enhancement and quality assurance. The universities are advised to create and maintain an environment in which students and staff engage in meaningful discussions that aim to bring about enhancement of the educational experience. Universities shall also make arrangements for effective and efficient representation of the collective student voice at all university levels so that students could be truly heard.

The universities shall also create and guarantee access for their students to various trainings in order to equip them with the right knowledge and skills so that they could fulfil their roles in the educational enhancement and quality assurance processes. Mutual sharing of information on the student engagement practices in place shall be guaranteed. Both students and universities shall disseminate proactively and recognize the student engagement outcomes and results. Last but not least, by using the existing *Student Engagement Toolkit*, the universities are also expected to monitor and review their progress in student engagement on an annual basis at least.

12. Annex 1: Intervention areas for leading and managing change in higher education

The La MANCHE strategy covers areas of intervention aimed to assist Partner Countries universities in the processes of creating and maintaining competitive advantage by building strong organizational capabilities. In addition, the strategy contributes to the creation of entrepreneurial universities in the five Partner Countries involved, which, in the long term, will start operating as dynamic entrepreneurial stakeholder learning institutions. Figure 11. lists the main themes and areas of intervention for leading and managing change and summarizes the suggested actions to be taken by the academic communities and their leadership.

Main themes and areas of intervention	Recommended actions and suggested measures
<p>1. Development of leadership capacities at the senior and middle management level</p>	<p>1. Assessment and optimization of universities' organization chart efficiency.</p> <p>2. Regular analysis of individual leaders' quantity, quality, skills, behavior, knowledge, competences and abilities as well as collective leadership capabilities and leadership culture.</p> <p>3. Capacity building activities in the field of leadership and strategic management including staff training, learning by doing and job shadowing.</p> <p>4. Introduction of succession planning practices aimed at leadership pipeline development including coaching and mentoring programmes for prospective leaders.</p> <p>5. Identification of a pool of mentors in academia across the universities on national and/or regional levels.</p>
<p>2. Shared/horizontal leadership</p>	<p>1. Initiation of public debates and drafting of a green paper with suggested reforms at national level, concerning the issues of existing university bureaucracy, strict hierarchy and lack of organizational, financial and/or staff autonomy.</p>

	<ol style="list-style-type: none"> 2. Identification of informal university leaders through the human resource departments and student councils. 3. Creation of communities of practice across the universities. 4. Capacity building for informal university leaders including introduction of emerging leaders cohort programmes. 5. Embedding of various social causes in the university agendas to encourage grassroots leadership and bottom-up management styles.
<p>3. People and talent management</p>	<ol style="list-style-type: none"> 1. Drafting and design of a tailor-made institutional talent management blueprint at the universities. 2. Introduction of streamlined talent management policies and practices at institutional level for creation and maintenance of university brand, workforce planning, recruiting, onboarding, performance management, training and performance support, compensation and benefits, retention. 3. Regular monitoring and evaluation of the talent management processes carried out by universities leadership.
<p>4. Change management capacities enhancement</p>	<ol style="list-style-type: none"> 1. Introduction of measures for tackling change resistance through the methods of communication and persuasion, cooperation, support, and negotiations. 2. Organization of trainings and focus groups for enhancement of staff members' communication skills; facilitation of trainings in conflict management and resolution. 3. Involvement of external experts in organizational behavior and human resource management including business managers in the universities capacity building activities. 4. Development of online resources in change management.

	<p>5. Application of context-sensitive change management approaches, including the establishment and integration of Change Management Centers in the university structures, when applicable.</p>
<p>5. Culture and change</p>	<p>1. Change of existing organizational cultures dominated by reluctance, resistance, inertia, lack of motivation and lack of sense of belonging to a community and to a valuable brand through evaluation of the universities' current culture and performance, clarification of the universities' initial vision, values, expected behaviors and strategic priorities.</p> <p>2. Creation of change-capable universities through various community engagement initiatives, maintenance of a management system for priorities and goals, management of communication habits and routines, motivation building throughout the process of organizational culture change.</p>
<p>6. Stakeholder management</p>	<p>1. Update of existing stakeholder agendas.</p> <p>2. Introduction of measures for streamlined stakeholder management including identification of the institutions' external stakeholders and elaboration of institutional stakeholder maps; analysis of the roles and needs of the identified external stakeholders; setting up a list of priorities for the development and management of stakeholders' relations, distribution of responsibilities at institutional level and identification of communication channels with various stakeholders; establishment of clear criteria and indicators for measuring the impact of relations with stakeholders on the overall institutional development.</p> <p>3. Establishment of Centers for Strategic Partnerships, if deemed feasible.</p> <p>4. Evaluation of stakeholder management</p>

	efficiency and impact based on tangible results, including generation of financial revenues and value added.
7. Student engagement	<p>1. Introduction and support of a large number of measures aimed at students' participation in effective practices, both inside and outside the classroom including:</p> <ul style="list-style-type: none"> - Students as change agents, e.g. students' active involvement in processes of institutional change by taking a strategic leadership role in higher education governance processes; - Students as producers, meaning students moving from being passive consumers of knowledge to being active knowledge producers via initiating, planning and delivering scientific or applied research; - Students as co-creators, e.g. students' active engagement in activities for planning, implementation and evaluation of curriculum; - Students as evaluators, e.g. students' role in the quality assurance processes. <p>2. Creation and maintenance of environment in which students and staff engage in continuous meaningful discussions.</p> <p>3. Effective and efficient representation of the collective student voice at all university levels so that students could be truly heard.</p> <p>4. Capacity building activities for students outside the classroom in order to equip them with the right knowledge and skills so that they could fulfil their roles in the educational enhancement and quality assurance processes.</p>

Figure 11. Intervention areas for leading and managing change in higher education.

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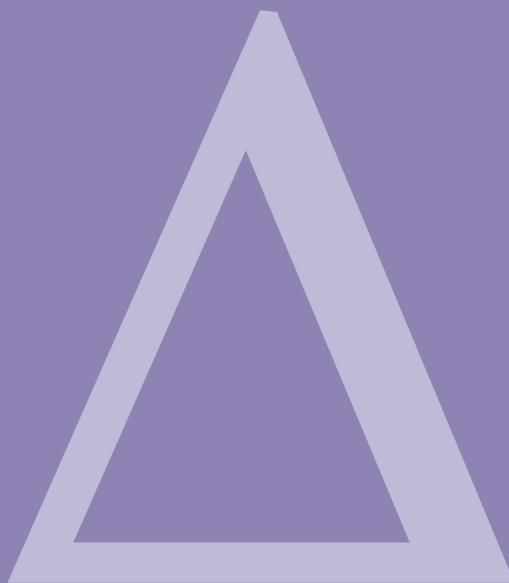
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