

PETER MAASSEN AND ATTILA PAUSITS

7. HIGHER EDUCATION MANAGEMENT PROGRAMMES IN EUROPE: FROM GRASSROOTS TO SUSTAINABLE DEVELOPMENTS AND IMPACT

INTRODUCTION

Higher education studies have over the last four to five decades emerged in Europe as a field of its own, with specialised academic journals and book series, an increasing number of academic and popular-scientific publications and reports, specialised units inside and outside higher education institutions, a number of specialised Master programmes, a growing number of PhD projects focusing on higher education, and a flourishing professional association (CHER) that is celebrating its 25th anniversary in 2013.

The field has emerged mainly out of research units that have been established since the 1960s in many European countries. In this development there is a difference with the emergence of the field in the USA where it has its roots in the large number of graduate programmes introduced since the 1950s. In a simplified way one could argue that the field of higher education studies in Europe has an underdeveloped graduate programme component, while in the USA the academic research focus of the field is relatively marginal. At least in the European context this situation is getting more attention as a result of the growing professionalisation of the institutional management.

CHER has been established as an association of higher education researchers. In contrast, the majority of the programmes that emerged in the last decade are more practice oriented preparing for management, leadership and decision-making positions and less for research. Members of CHER are in many cases key promoters, providers and lecturers of these newly established professional programmes. However the scientific linkage between research, researchers and the field represented by (post-)graduate programmes need further improvements. The interaction between academics doing research in the field and professionals attending the trainings will be more crucial in the future also for CHER. Integration of state of the art research results into education as well as identification of relevant research aspects and topics when working with professionals in those training programmes are only some aspects of this knowledge exchange potential. This is an opportunity and a challenge for both sides.

One reason is that European higher education is in an important transition phase. Traditional ways of governing and funding higher education institutions are regarded as being no longer effective, and in most European countries reform initiatives have been taken during the last 25 years to change the conditions under

which higher education institutions operate. However, it has been doubted whether these reforms are effective enough. It is claimed that while Europe aspires to become “the most competitive and dynamic knowledge-based economy in the world”, the connections between the education and research activities of its higher education institutions and the private sector are inefficient. This contributes to Europe’s low levels of economic growth and competitiveness, as well as to brain-drain. It is argued in this that European higher education institutions are not globally competitive. They have not learned to operate effectively in world markets and most universities and colleges lack a competitive mindset (Commission, 2006, 2011).

How are higher education institutions expected to become more responsive and relevant in their core activities? Drastic reforms are needed, and national and European reform agendas have recently focused on a number of measures that are expected to improve the performance of higher education institutions. In essence the reforms promote a combination of increased institutional autonomy, the professionalisation of institutional leadership and management, and the increase of private investments in higher education. While many reform initiatives are implemented, the results are not in all respects in line with the expectations until now. The reasons for this are not totally clear, but part of the explanation is that it is not enough to change the leadership and management structure of the institutions *per se*. What is also needed is a cultural change, allowing for an effective cooperation between professional institutional leaders and managers (L&Ms), and academic staff. This has not been achieved yet in all respects in European higher education institutions. As a number of studies (see, for example, Reed, 2002) show, there is a relatively high level of mistrust between L&Ms and academics in universities and colleges. In addition, in many European countries the continuing governmental control orientation in the national public sector in general has driven the institutional L&Ms in higher education to become ‘rule-hunters’ and bureaucrats, instead of strategic actors.

The changes in the institutional L&M structures and practices in Europe have not been accompanied by an emerging training and support structure for institutional L&M functions (Pausits & Pellert, 2009). There are very few graduate programmes in Europe focusing on the professional development of institutional L&Ms in higher education. Attempts to set up an equivalent of US graduate programmes and executive training courses for professionalising institutional L&Ms in higher education have not been very successful until now, and all over the continent, including the UK, the number of applicants and participants in these programmes and courses is low compared to the USA.

In this chapter we will present and discuss the current situation with respect to L&M graduate programmes and training courses in European higher education. The empirical basis for discussing this situation is relatively weak. Neither CHER nor any other agency or actor in European higher education has developed a comprehensive overview of the current provision of L&M programmes and courses. The main foundation for this chapter is formed by a needs assessment and a provision survey conducted in 2011 in the framework of a European project

called MODERN, coordinated by ESMU. The MODERN project addressed the demand for and provision of education and training activities in the area of higher education management and leadership in Europe. While the MODERN project as a whole, as well as the surveys offer insight into the state of the art of advanced education and training provisions in the area in question, the data and conclusions have to be interpreted carefully. Nevertheless, they do give an indication of especially the gaps between the education and training needs, and the programme and course provision. This should be of interest to all academically involved as well as practically interested in higher education studies.

We will start with presenting some of the results of the MODERN surveys, followed by some more general reflections on degree programmes and training courses on higher education management in Europe. Furthermore a new European network initiative will be highlighted as the newest development of the providers' professionalization movement. At the end we will give an outlook regarding future challenges and developments of the provision.

“MAPPING THE FIELD”: A EUROPEAN INITIATIVE

Since the 1980s, many academic publications and policy papers have been produced about the importance of strengthening the L&M structures in European higher education institutions. In line with this, in many countries the government has attempted to stimulate the professionalisation of institutional L&M through specific and more general reforms. In addition, a growing number of higher education institutions in Europe has introduced measures themselves to improve the competences and skills of their L&Ms. In this chapter we interpret institutional leadership in higher education as being about strategic direction giving and setting, while institutional management is about outcomes achievement and the monitoring of institutional effectiveness and efficiency in the distribution of resources. In addition, institutional administration can be identified which concerns the implementation of procedures (Reed et al., 2002; Maassen, 2003). In the remainder of the chapter the term 'management' refers to functions and activities that are covered by the institutional management or the institutional administration definitions presented above.

The general picture that emerges from the reforms and institutional measures in European higher education is one of fragmentation and a lack of coordination. This picture is also confirmed in the overall MODERN project referred to above, and the surveys that were part of the project. The first survey was designed to examine the demand for higher education L&M training and education, in the sense of the need for education and training programmes aimed at strengthening general L&M competences and skills in higher education. We realize that L&Ms in higher education have a strong personal, institutional as well as cultural quality and there is no set of standardised characteristics based on behaviour, style or action and reaction in a given situation that can be said to typify a successful leader or manager and that can be replicated to produce another. Proven L&M approaches in one organisation may fail in another. So when we talk about higher education

institutions, it is important to consider that they differ from each other in type, size, strategy and culture, while higher education as a sector differs in many respects from other public sectors, as well as private sector organisations and firms, and that there can be no one-size-fits-all solution to L&M expectations and challenges.

The second survey was focused on the supply side and looked for existing higher education L&M programmes and courses. Obviously, the results and information are limited to the number of programmes and providers that completed the questionnaire. In total 34 training and study programmes across Europe are included. We are aware that this is not covering the whole landscape and that it does not represent a comprehensive overview of the field. But the 34 different programmes from different parts of Europe and located in various higher education systems give a reasonably representative overview of the current programme offerings in higher education L&M in Europe. As a consequence, the data allow us to identify certain patterns and basic characteristics at the supply side.

Needs assessment: Main findings and challenges

Overall, there is broad agreement among the respondents that more needs to be done in their institution with respect to higher education L&M education and training. At the same time, a number of factors influence the actual participation of institutional L&M programmes. The most important of these are: the available time institutional L&Ms have for participation in L&M programmes, the institutional funding for the participation of L&Ms in L&M programmes, and the level of resistance among institutional L&Ms towards the participation in L&M programmes. These factors can be argued to have a greater influence on the participation level than the availability of L&M programmes (Figure 1).

The respondents indicated that in practically all areas there are needs for strengthening the competences and skills of the institutional L&Ms. Most important training needs for institutional leaders are in the area of strategic tasks, while for managers there is an emphasis on the training needs with respect to their operational tasks.

Most respondents feel that currently not enough is being done to satisfy training needs with respect to institutional L&M functions, and that new activities should be developed in this area. When it comes to the question which new L&M training activities could and should be developed most effectively, only between 25% and 30% of the respondents indicate that more L&M training activities should be undertaken at the European/EU level. Overall, between 50% and 60% of the respondents believe that more should be done at the national and institutional level to satisfy the L&M training needs in higher education. These figures suggest that in general the development of L&M training activities in higher education is first and foremost seen as a national/institutional responsibility, with a relatively limited explicit interest in a European level dimension in these activities.

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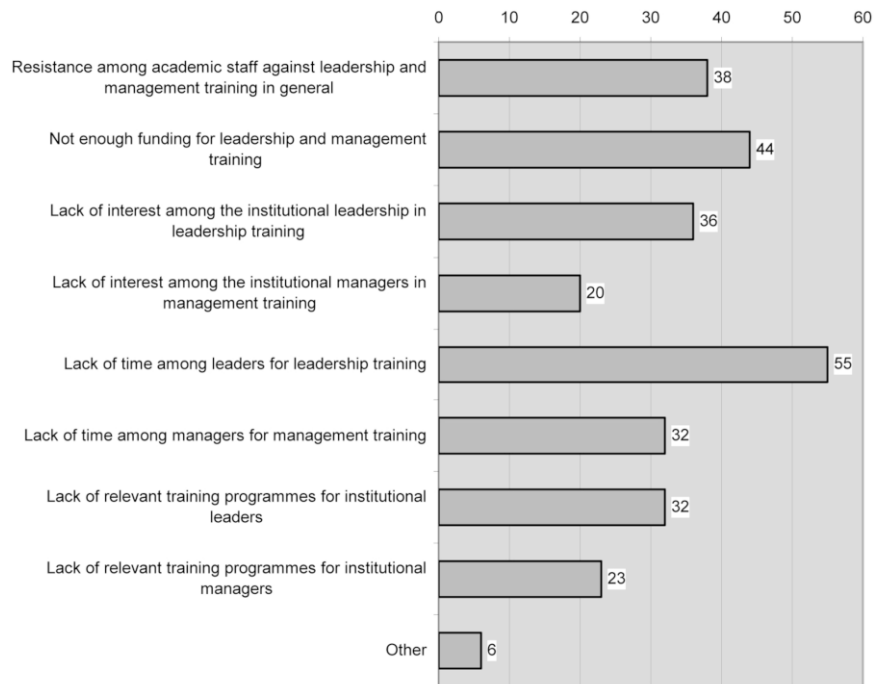


Figure 1. Most important challenges with respect to the further professionalisation of institutional L&M

Concerning the development of formal L&M degree programmes, the majority of the respondents state that they want their institution to support the development of such programmes. But at the same time, the majority of the respondents do not want to have a degree from an L&M study programme becoming a condition for getting a management job in their institution.

Priorities and urgency

Around 50% of the respondents indicate that their institution does not have specific criteria for assessing professional skills and competences of applicants for management positions. In addition, around 25% of the respondents do not know whether their institution has such criteria. When indicating which criteria are used (by the remaining 25% of the respondents) having management experience in higher education is the most important criterion. Having an academic degree in the area of higher education management is less important (see [Figure 2](#)). Around one third of the respondents believe that a formal HE management degree will become a requirement for a management job in their institution in the future. However, more than 50% do not feel that this is a likely development.

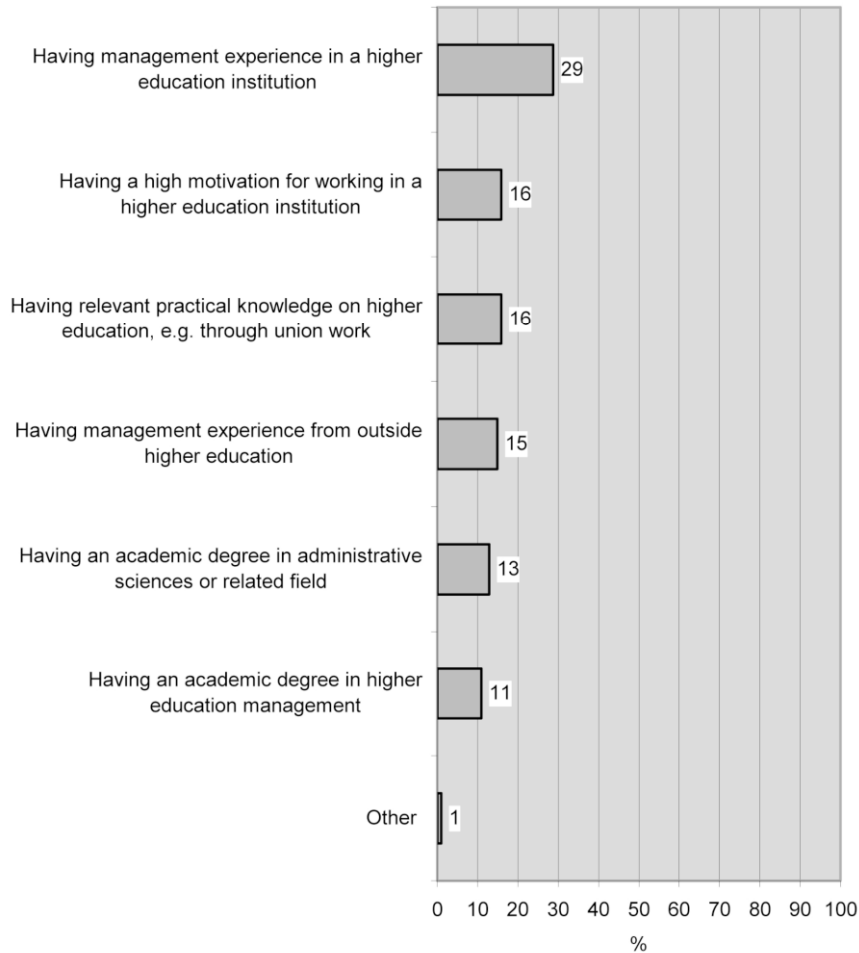


Figure 2. Currently the most important assessment criteria for applicants for management positions within higher education institutions

At a few European universities a specific in-house training programme has been developed for strengthening the research management skills of senior research staff in areas such as leading and managing research groups or centres, applying for external funds for basic research, and supervising talented junior researchers. Most respondents' institutions do not have such programmes, but a majority of the respondents (68%) would appreciate it if their institutions would introduce such programmes.

PROVISION ASSESSMENT

As indicated, the growing importance of formal, professional L&M functions in higher education institutions is accompanied by a growing awareness that a specific training for these functions is needed (Pellert, 2000). The acquisition of 'professional' skills and competences by academic staff in L&M functions takes place mainly through activities organised by agencies such as rectors' conferences and in the form of information events; formal "skills and competences" training occurs only in very rare cases. When institutional L&Ms try to improve their L&M skills and competences, they usually do so on a private basis rather than via strategic personnel development service of the university.

Nonetheless, some degree programmes exist in Europe for the further professionalisation of institutional L&Ms and for the trainee manager who can imagine a full-time career in institutional (middle) management. As indicated by the supply survey, over the last ten years a number of graduate and basic courses or seminars have been introduced, many of them designed to be completed in parallel with a (full-time) job. However, only a minority of the institutional managers who enrol in these programmes are sponsored by their employer, one of the reasons being that there is still no real career track in institutional middle management in most European countries (Pausits & Pellert, 2009).

Providers' profiles

In total 18 providers responsible for 29 programmes and courses responded to the survey. Of these 18 providers, 8 are 'traditional' public higher education institutions, 1 is a private higher education institution, and 1 is a higher education institution specialised in public management. The remaining providers include a European Association, a national buffer organisation for HEIs, a European network, a further education center, and a number of other mainly private agencies. The providers are located in 10 different countries (Figure 3). All in all 6 are from Germany, 2 from Norway, 2 from Belgium, 2 from Denmark, and 1 from Finland, 1 located in the Netherlands, 1 in Portugal, 1 in Russia, 1 in Serbia, and 1 in Austria. Unfortunately, the UK as a country with the longest tradition in L&M programmes wasn't represented in the survey.

Concerning the programmes and courses they offer, 12 of these are formal degree programmes, while 17 are non-formal degree programmes. Of the 12 degree programmes, 10 are at the Masters level, one programme is at the Bachelor level, while one programme is a PhD programme. The non-degree activities consist mainly of courses and seminars of various lengths. Only three of these programmes and courses originate from before 2000; all other 26 were introduced after 2000, and 8 after 2006. Most of them depend on study fees and need a relatively high number of students to be sustainable. The size of the classes differs also. While the Italian provider has 45 students in one cohort, the Austrian provider set its class size to 25 participants as a maximum. The programmes have also different didactical approaches from in class participation to blended learning approaches.

profit, while in other cases all costs are in essence subsidised by the national tax payers, or another external actor.

Most degree programmes in the area in question are located at UK universities. However, during the last 5 to 10 years a growing number of national higher education L&M programmes have been set up at continental European universities, including Central and Eastern European countries. As a common rule these are offered in the national language. This limits access to these programmes to students who do not speak the language, implying that at best Flemish students can enroll in a Dutch programme, and the other way around, Austrian students can enroll in a German programme, etc. An important point here is that most of these programmes are nationally oriented, taking national funding, regulatory/legal, policy and political frameworks as the basis for programme. As a consequence, they will be of limited relevance to institutional L&M staff from other countries.

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

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

A relatively new development in Europe is the offering of joint degree programmes in higher education. Most of these have been developed in the framework of the Erasmus Mundus programme. Consequently, these programmes have a majority of non-European students. The providers of these programmes use their student and alumni network to introduce “European trainings” to other parts of the world. Here we can see an educational export for example to Africa or Asia. These Erasmus Mundus programmes, such as the HEEM programme offered by the consortium of the universities of Aveiro, Tampere and Oslo, or the newly established one with Krems, Osnabrück, Tampere and Beijing are “global ambassadors” of a European training and have established besides the joint degrees also worldwide cooperation and deliver trainings outside Europe.

In line with the variety of programmes there is a great diversity of enrolment requirements for potential students. Almost all master level degree programmes require a Bachelor degree as a minimum enrolment condition. Practical experience and practice based learning outcomes are appreciated by few programmes and recognized as entrance qualifications.

The profiles of the higher education L&M programmes, seminars and courses show a wide variety. These range from a broad, general higher education focus to specific administrative topics, such as internationalisation and science marketing. When it comes to the content of the L&M programme and course activities, a

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

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

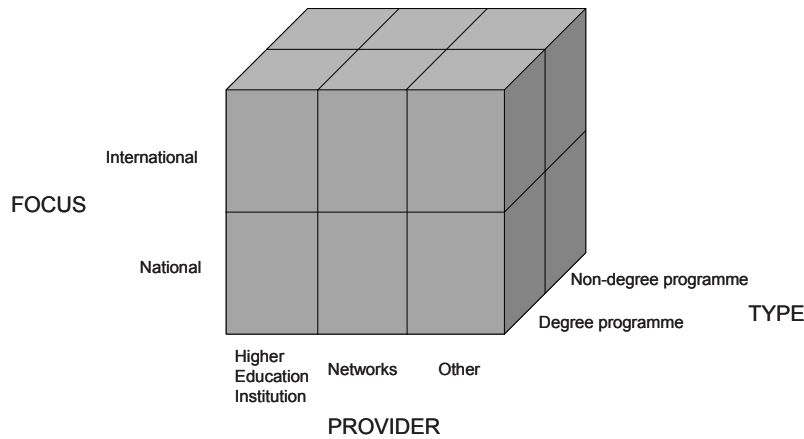


Figure 4. Classification framework for higher education programmes

Figure 4 provides a classification framework for the supply side. We distinguish between providers, focus and type of the programmes. Most of the degree programmes are provided by individual higher education institutions. Many master level degree programmes in Higher Education have a strong international focus, while degree programmes in professional development and continuing education are related more to national issues. This again underlines that the national differentiation of higher education at the system level requires a strong focus on the national context in L&M training. Even though professionals are interested to learn more about international developments and trends, at the same time they are looking for solutions to specific L&M challenges in their own context.

Other providers, such as professional associations, are offering non-degree, mainly short term programmes and seminars. The short term activities can have an international (= European) as well as a national focus. Short term programmes are

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usually related to emerging topics and state of the art developments in higher education management and less focused on an introduction or further training in basic L&M knowledge, competences and skills.

Some of the teaching staff involved in such programmes are university researchers specialized in the international comparison of university systems, the organizational dynamics of universities and colleges and the major topics of education policy “inspired by Europe.” Others are teachers with classical business management knowledge that can be integrated as a new kind of expertise in the new logic of the higher education institution as an entrepreneurial organisation.

ANALYSIS AND DISCUSSION

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

In line with the increasing importance of professional management skills more and more higher education institutions establish in-house training activities and programmes as part of the institutional personnel development strategies. We see here a huge variety of different types, target audiences for such programmes as well as topics. However, only in rare cases are these programmes open to participants from other institutions.

The call for institutional L&M reforms is a relatively new phenomenon in higher education. The term ‘institutional management’ and an explicit management function are recent phenomena in the long history of the university. Until the 1980s, institutional administration was seen by many inside and outside higher education as a ‘necessary evil’ (see, for example, Clark, 1983), and the terms leadership and management were hardly ever used in higher education. Since then ‘management’ has become in many respects a self-justified activity in higher education institutions (Maassen, 2003, pp. 45-47), and this development has been referred to as a ‘management revolution’ in higher education (see, for example, Keller, 1983). National, and in the European case supranational, white papers and other policy documents have contributed in many respects to this development by clearly setting the mark: universities are expected to be more responsive, more

effective, and more efficient. It is argued that a more direct and dynamic interaction between universities and their environments is necessary and an important condition for this to be realized is the professionalization of institutional leadership and management as well as the intra-institutional governance structures (Clark, 1998; Olsen & Maassen, 2007).

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

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

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

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As confirmed by our surveys, on the one hand there is a growing awareness of the special skills, competences and knowledge needed for the new L&M functions and roles in higher education institutions. However, this awareness is currently not focused and interpreted around a number of core aspects, but very diversified. It is also not expressed and organised in a focused and recognisable demand for specific training activities. Unlike the situation in the USA where from the 1960s onwards, the massification of higher education has led to a professionalization of L&M positions in the universities and colleges for which a formal qualification is required, in Europe higher education institutions have not taken similar kinds of initiatives to professionalise their L&M functions until now. Very rarely formal competences, skills and knowledge on higher education management are required for applying for a leadership or management position in a European higher education institution. Consequently, European higher education institutions, with to some extent the exception of the UK higher education institutions, have not created a market for specific higher education administrators and managers. A general administrative training or experience background, or specific experience in a higher education management area is regarded as sufficient for entering a management position in a higher education institution in Europe. As a consequence, there have been few incentives for the development of specific higher education L&M programmes and courses, and many initiatives have either experienced limited success, in the sense of few enrolled students, or have had such a general mission and such broad intended learning outcomes, that one can hardly speak of professionally oriented higher education management (and leadership) training programmes.

THE EUROPEAN NETWORK OF DEGREE PROGRAMME PROVIDERS

The fact that most of the programmes investigated are conducted within a network of partner organisations, or at least with guest lecturers, shows that cooperation is necessary. It can be assumed that most of the universities deal with the same problems, such as reaching the target audience, setting up alumni networks, convincing national ministries to support and promote the programmes, etc. The providers are looking for efficient solutions to establish and run higher education management programmes, so they search for (and find) partners who can help them solve the problems that arise. This shows that the field of higher education management cannot be covered by stand-alone approaches but by cooperative, coordinated further education offers and solutions – which seems to be a good basis for a common European method of resolution and guarantees.

Based on the results conducted for this overview, it would appear that the target audiences (the participants of the higher education management programmes) have clear ideas which topics and which forms are important for their work. In the development of new programme solutions, it is essential to analyse customer needs.

It is evident that the participants in most of the programmes enrol with prior work experience. Their experience makes workgroups manageable, but at the same

time the different kinds of experience need to be made compatible before the beginning of the programme. The participants' expertise and prior knowledge has to be built into the higher education management programmes' curricula.

The process of improving programmes has to have a strong international quality orientation, as does the process of implementing new programmes. If European higher education systems should adopt a more common approach, the management of the higher education institutions should be more internationally comprehensive. A newly established European network of higher education management programme providers helps to identify common problems and to develop new solutions in a wider context. The future of these programmes is highly determined by customer needs, relationship management between the participants and the higher education institutions at which they enrol, as well as further programme developments and cooperation between the providers. At the moment ten programme providers joined this initiative and many others showed interests to join this international network.

One of the elements of the working plan of the new European Network is to set up within the partnership a European alumni survey. This is a good example of a shift from product (programme) and single university orientation to relationship orientation and to a European exchange. The network will improve educational outcomes and encourage universities to develop a life cycle and process orientation, which leads to a permanent future direction and continuous development process. Such an orientation entails strategic alumni work as well as programme development.

Furthermore traditional ways of cooperation are also part of the networks mission. To establish student and lecturer exchange the partners work on a systemic comparison of modules and courses of the degree programmes. First student exchange activities, e.g. between MIP Milano, Danube University Krems and the London Institute of Education, are initial results of the network. Generally, regardless of regional differences, all higher education management programme providers have a mutual interest in strengthening their programmes' international perspective and networking via various methods. Therefore, besides lecturer exchange, sandwich programmes, student exchange, an exchange of modules, for example, as well as a European pool of lecturers and a You Tube channel of higher education management training providers are on the agenda of this new network.

OUTLOOK: MAPPING THE FIELD

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

In general it can be argued that in the development of L&M training European higher education systems are in one of three categories. In the first category there is a clearly articulated focus on L&M training in higher education, with a long experience in a research-based understanding of the need for L&M training and some form of a specifically established national resource structure which provides a clear framework for the (further) development of L&M training and an impetus for the formalisation of training needs of higher education leaders and managers. In Europe only the UK is in this category. The second category consists of countries where there is an emerging national structure for L&M training issues in higher education, but this structure is not fully developed yet. In the countries in this category, there will be one or more national higher education L&M programmes, courses or seminars, e.g. for rectors or deans, or internationalisation administrators, but these activities are in general not needs assessment based, and are often provided by institutional buffer organisations. However, in these countries there is no sign yet of these training activities becoming part of the formal requirements for entering an institutional L&M position. In this category one finds countries such as Germany, the Netherlands, Finland, and Norway. Finally, many countries are at an early stage of the development of L&M training in higher education. Here L&M training activities are not nationally organised, and in general this training takes place 'on the job' in the higher education institution. There is no national agency that has taken the responsibility for developing L&M training activities, nor are there national L&M training programmes or courses. In this category one finds many of the Southern, Central and Eastern European countries.

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

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

Most respondents feel that more should be done with respect to L&M training in their institution as well as their country. However, a majority of the respondents does not feel that there is a need for L&M training activities at the EU/European

level. The mentioned reason in the needs analysis and the results of the programme provision lead to following final conclusions:

- The widely recognized need in the practice of European higher education to professionalize institutional L&M functions and staff underlines the importance of training in higher education leadership and management in Europe. This market is not diversified so far and is in an early stage of professional development.
- Focus on national aspects is needed because higher education is still mainly a nationally funded and regulated sector. Therefore we see more a national and institutional need for the establishment of new and improvement of existing degree programmes and training activities than a need for investing in European level programmes and activities.
- As long as strategic L&M development at the institutional level is not linked to certain training activities and programmes, the attention for and involvement in training activities will be limited.
- Involvement in training activities relies on power, institutional culture and opportunity as well as benefits for the participants. Therefore career pathways as well as clear staff development strategies need to be developed at institutional level.
- Administrators need more management skills but also academics with leadership or management responsibilities need to be trained. Skills and competences in L&M have to be developed in an evolutionary way for both groups. These improvements have to be stimulated by the top leadership of higher education institutions.
- It might be beneficial in the further development of the European L&M programme and training activities supply to stimulate a close cooperation between different providers of these programmes and activities. Up to now the providers are isolated ‘entities’ responsible in most of the cases for institutional initiatives. International providers like associations provide usually short term programmes, and are in general not connected to the institutional providers.
- Both sides (demand and supply) could potentially benefit from a closer cooperation between providers. Content monitoring, learning from each other, faculty exchange could be mentioned here leading to possible benefits for the supply side. International student exchange, broader understanding of different elements as well as solutions within higher education systems and institutions could be discussed and analysed jointly.

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