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In partnership with

Higher Education Leaders to Support Entrepreneurial Learning, to Deliver Change and Make Impact of Society, the case of iHiLEAD project (E+ CBHE Indonesia)

iHiLead
Indonesian Higher Education Leadership

Co-funded by the
Erasmus+ Programme
of the European Union



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Prof. Nada Trunk Širca, Ph.D

University of Primorska, Koper, Slovenia and
International School for Social and Business Studies, Celje, Slovenia

Prof. dr. Nada Trunk Širca, trunk.nada@gmail.com **SLOVENIA**, <https://www.slovenia.info/en>

MAIN EXPERTISE:

- **Teaching and research:** management in higher education, research methodology, and quality assurance in tertiary education, the recognition of knowledge, lifelong learning, social inclusion, and EU policies in education.
- **Management and leadership:** higher education institutions, international projects, int. conferences and managing the int. journals

EDUCATION

- **Bachelor (Hons) in Mathematics**, University of Ljubljana, Slovenia
- **Master M.Sc. in Management in Education**, the Manchester Metropolitan University (MMU), UK
- **Doctorate Ph.D. in Social Science**, MMU, Dep. of Education, UK (title: Understanding the Interwoven Processes of Institutional Evaluation and Continuous Improvement: an Action Research Study in HEI, supervisor: Prof. Ian Stronach)

AFFILIATIONS:

- University of Primorska, Slovenia, <http://www.fm.upr.si/en/>
- Inter. School for Social and Business Studies, HEI, Slovenija, www.issbs.si
- Euro-Mediterranean University (EMUNI), Slovenia, www.emuni.si
- New University, Slovenia, <https://www.nova-uni.si/en/home/>
- Pegaso International Malta, HEI, Malta, <https://pegasointernational.eu/>

RESEARCH PERFORMANCE:

- **ARIS** no 21897 - Data on research performance and projects, <https://cris.cobiss.net/ecris/si/en/researcher/14609>
- **ARIS Bibliographic indicators** of research performance (2018-2023), https://bib.cobiss.net/bibliographies/si/webBiblio/bib301_20231109_215400_21897.html
- **Google Scholar** research evidences https://scholar.google.si/citations?user=e_uWVEIAAAAJ&hl=sl
- **ORCID** Connecting research and researchers <https://orcid.org/0000-0003-1644-4901>

JOURNALS, CONFERENCES, PROJECTS

- Editor, Human Systems Management, <https://www.iospress.nl/journal/human-systems-management/>
- Editor, ToKnowPress, Int. Acad. Publisher Bangkok-Celje-Lublin-Malta <http://www.toknowpress.net/>
- Adv.Ed., IJ Management, Knowledge and Learning (IJMKL) <http://www.toknowpress.net/journals/ijmkl/>
- Conference Chair, MakeLearn & TIIM Joint Conference <http://makelearn.issbs.si>
- Conference SB member: Pegaso International Conference, <https://piconf.net/>
- Jean Monnet Professor, JM Chair, International projects – Erasmus+ and others, <https://elearningproject.eu/>



Higher Education Leaders to Support Entrepreneurial Learning, to Deliver Change and Make Impact of Society, the case of iHiLEAD project (E+ CBHE Indonesia)

1) Paradigm Shift: The Fall of the „University as Ivory Tower“ - From HE in Society to HE of Society

- Entrepreneurial Learning and Entrepreneurial Universities
- A Theoretical Framework: Entrepreneurial Learning & University

2) Universities needs a leaders with the qualities, skills, and ability to create the impacts of Universities of Societis Being Leaders of Learning: The Higher Education Leadership Qualities and Skills Framework (HELQS)

- The HELQS Framework (2017, 2022), The HE Leadership Qualities and Skills
- HELQS 2022 - helps leaders reflect on 4 pillars and make impact
- A Call for Your Leadership (HELQS 2022) & 360 degree appraisal

3) Higher Education Leaders, the case of iHiLEAD project (E+ CBHE Indonesia)

- University of Gloucestershire, UK, projects in IND, projects on leadership in HE
- iHiLead - Building Leadership Capacity in HE – Facilitating national change
- iHiLead leadership training program (and HELQA)
- iHiLead leadership network – PEMIMPIN
- Higher Education Leaders – become a member of (iHiLead) PEMIMPIN



For this presentation, I used some materials/ideas from

- The project PPTs of prof. David Dowson, GLOS, UK, <https://ihilead.id/>, <https://ihilead.id/pemimpin-en/>, <https://pemimpin.or.id/>
- The project PPTs of dr. Ike Agustina and dr. Ilya Fadjat Maharika, UII, IND, <https://ihilead.id/>, <https://ihilead.id/pemimpin-en/>, <https://pemimpin.or.id/>
- The joint paper with prof. Karim Moustaphir, AUI, MO, https://emuni.si/wp-content/uploads/2019/02/3_003-026.pdf

1) Paradigm Shift: The Fall of the „University as Ivory Tower“

- From **HE in Society** (isolated from the practical concerns of everyday life, society, "real world") to **HE of Society** (Barnett, 1994)
- New flexible models:** Learning University, Innovative University, and the Entrepreneurial University (Kristensen, 1999)

Universities and HEI were exploring and implementing **flexible models to adapt to changing educational needs**. These models aimed to offer more adaptable, personalized, and accessible learning experiences. Here are some flexible models (Chat GPT, 2023). These flexible models aim to adapt and meet the evolving needs of students in a rapidly changing educational landscape. **Universities continue to innovate and adapt their models to ensure education remains accessible, effective, and relevant for society – for „real world“.**

- Hybrid Learning:** Combining in-person and online learning, allowing students to choose between attending classes physically or virtually.
- Flipped Classroom:** This model involves students learning course materials at home through online lectures or readings and using class time for discussions, problem-solving, and collaborative activities.
- Competency-Based Education (CBE):** Focusing on mastering specific skills and competencies rather than completing credit hours, allowing students to progress at their own pace.
- Micro-credentials and Badging:** Offering smaller, targeted certifications or badges for specific skills or accomplishments, allowing learners to stack credentials based on their needs and interests.
- Experiential Learning Programs:** Integrating real-world experiences such as internships, co-op programs, or project-based learning into the curriculum to provide practical skills and knowledge.
- Flexible Scheduling:** Allowing students to create their own schedules by offering varied course timings, shorter terms, or accelerated programs to accommodate different lifestyles and commitments.
- Adaptive Learning Platforms:** Utilizing technology to personalize learning experiences based on individual student needs, adjusting content and pace according to their progress.
- Open Educational Resources (OER):** Using openly licensed educational materials, including textbooks, videos, and other resources, to reduce costs and increase accessibility.
- Collaborative Learning Spaces:** Creating physical and virtual spaces that encourage collaboration among students, faculty, and industry partners, fostering a sense of community and shared learning.



Entrepreneurial Learning and Entrepreneurial Universities

The concept of an "**Entrepreneurial University**" – the response to **changing educational needs and economic contexts**.

Entrepreneurial Learning - involving both entrepreneurship and higher education processes

- as **Experiential Process** (Kolb, 1984)
- a **Life Long Learning Process** (Sullivan, 2000)
- as **dynamic social processes** of sense-making, which are not only cognitive or behavioral but also affective and holistic (Gibb, 2001)

Entrepreneurial Learning in Higher Education

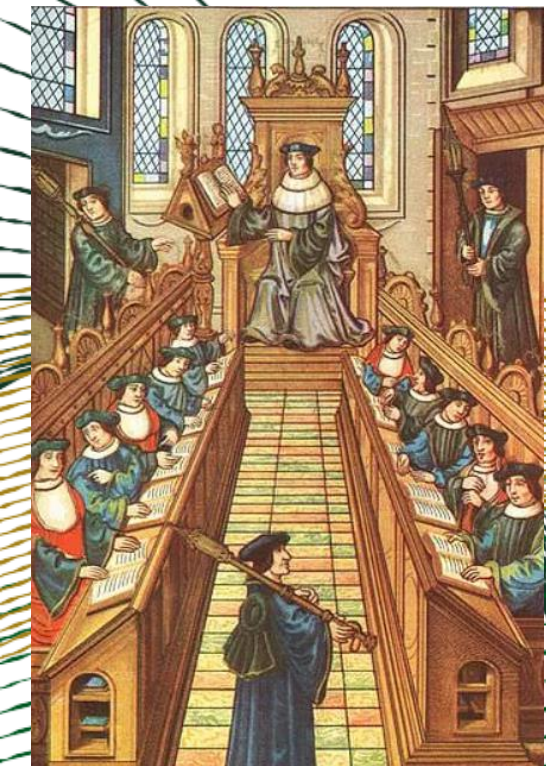
- The combination of **knowledge** and **skills** with the right **attitude** and **confidence** can turn a graduate into an entrepreneur (Rae, 1997)
- Challenging the '**bureaucratic control**' culture of academe and programmed knowledge (Gibb, 2002)
- Focusing on developing **creativity**, **critical thinking**, and **reflection** among individuals (Politis, 2005)

WHERE WE ARE ???

Do we write for publication and, thereby, enhanced prospects for promotion and tenure?

or do we write to make a difference /impact in the lives of others?

Do we teach what we know? or what our students and stakeholders need?



A Theoretical Framework: Entrepreneurial Learning & University

MISSION/STRATEGY

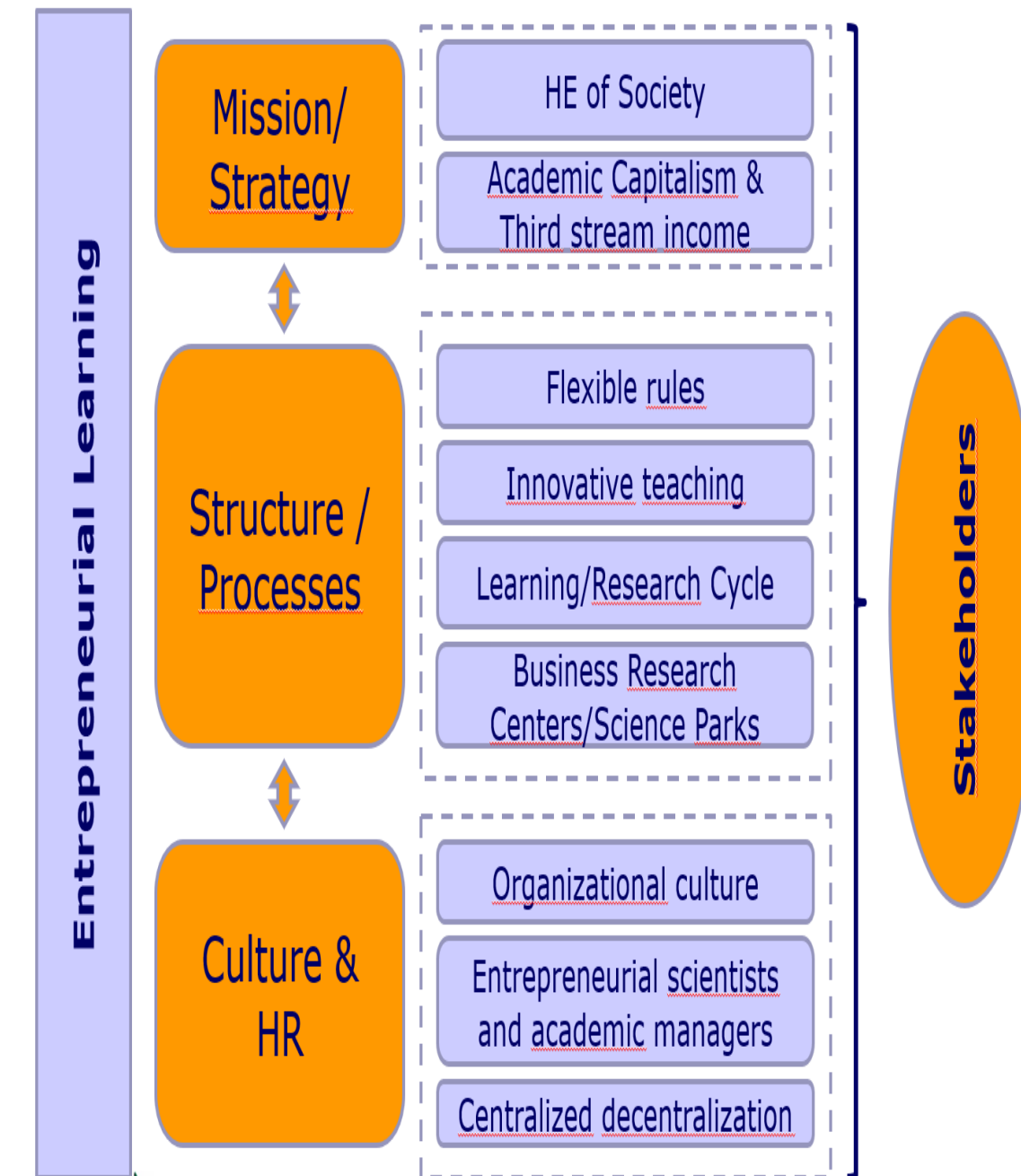
- **Academic „capitalism“** (Slaughter and Leslie, 1997)
- A **third-stream income** from campus services and alumni fund raising (Clark, 1998)
- Management commitment to **encourage entrepreneurial activities among faculty** (Slaughter and Leslie, 1997)
- Staff and faculty as **‘academic managers’** having competencies in strategic management, project management, knowledge management, modern pedagogy

STRUCTURE/PROCESSES

- **Flexible rules** to support entrepreneurship (Gjerding et al., 2006)
- High quality teaching and **innovative pedagogical methods** (Kristensen, 1999)
- Learning by discovery and teaching and **learning by means of research processes** must become the norm (Clark, 1991)
- Developing **business research centers** and a strong commitment to developing **science parks in the region** (Kristensen, 1999)

CULTURE & HR

- An **organizational culture** based on collective mindset and high tolerance for **risk-taking** (Clark, 1998)
- Faculty as **entrepreneurial scientists** and **network builder** (Etzkowitz et al., 2008): Basic scientist, innovation researcher and entrepreneur.
- A steering capability characterized as **‘centralized decentralization’** (Clark, 1998)



2) **Being Leaders of Learning: The HE Leadership Qualities and Skills Framework (HELQS)**

A View on Higher Education Leadership, leadership is:

- fundamental to the functioning and governance of Higher Education institutions
- at its best is distributed throughout universities – we all lead for our areas of responsibilities
- carried out by teachers, researchers, professional services (estates management, HR, finance, registry), and senior leadership teams
- responsive to national / regional / institutional contexts

??? Often carried out by people who have not had the opportunity to develop the qualities, skills, and ability to create the impacts we desire

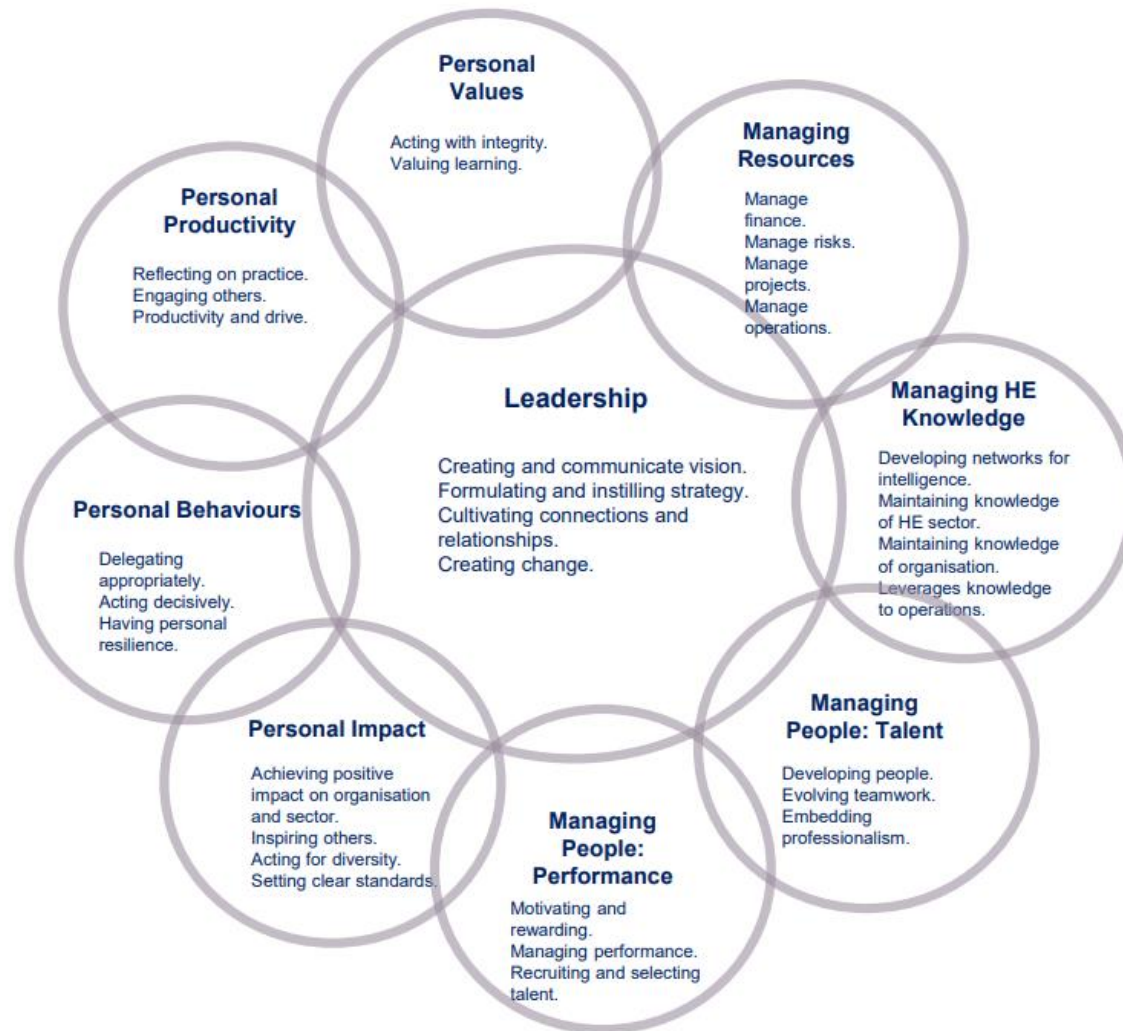
The HELQS - The Higher Education Leadership Qualities and Skills (Framework), it is a....

- Set of criteria for assessing the state of leadership and management in HE
- Framework which differentiates between a good leader or manager and one that is poor
- Benchmark to which leaders and managers can be compared and assessment made ...
- Is based on a broad range of qualities and skills
- Demands knowledge, action and outcomes

... **HELQS 2017, HELQS 2022**

The HELQS Framework 2017 - The HELQS Framework 2022

The HE Leadership Qualities and Skills



The HELQS (2022)

Creating impact for economies and society

- Engaging external stakeholders
- Influencing government policy
- Influencing economies

Influencing culture and society

- Innovating for quality learning ...

Building internationalisation

- Promoting a culture of internationalisation ...
- Building relationships ... developing staff skills ...

HELQS 2022 - helps leaders reflect and make impact on 4 pillars

- Creating Impact for Economies and Society
- Innovating for Quality Learning
- Building Internationalisation
- Promoting Equality, Diversity and Inclusion



The HELQS (2017)

helps leaders to reflect and improve

It doesn't help leaders reflect on the extent to

- Creating impact for economies and society
- Innovating for quality learning
- Building internationalisation
- Promoting equality, diversity and inclusion

A Call for Your Leadership (HELQS 2022) & 360 degree appraisal

If we are going to drive forward our HE sectors as leaders:

- We need to recognise our role as leaders
- Be humble when reflecting on our qualities, skills, and impact
- Develop ourselves to overcome our weaknesses
- Work to deliver on our responsibilities to our HE sectors, to our students, staff, and institutions

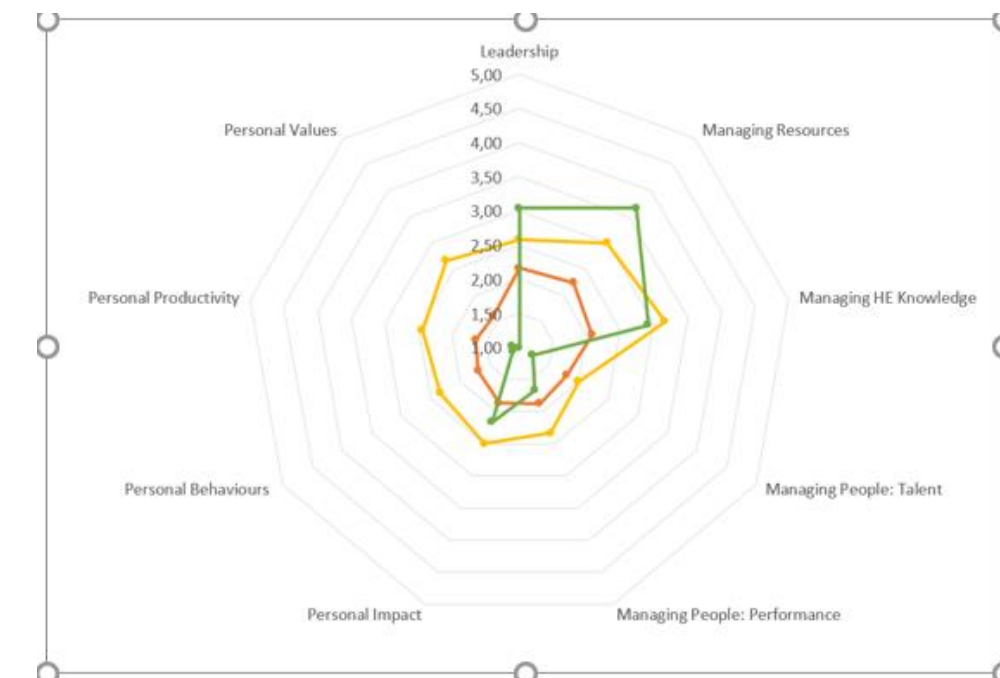
The HELQS 2022 is a tool to help you deliver on this call and develop yourselves as leaders for HE

Developed 360 degree appraisal is a holistic employee review process. It involves gathering the anonymous views and opinions of colleagues, managers, and direct reports - constructive feedback.

- **Self report** (HELQS-SR tool)
- **Other report** (HELQS-OR), qualitative questions (1- What has the leader been good at in the last 12 months. 2 - What could the leader have done better. 3 - What should the leader do for their development)

Process aims

- Promoting reflection and analysis by providing evidence
- Always **followed by**: 1 - aim setting, 2 - by action, 3 - by review



HELQS in English

- HELQS - Self report <https://bit.ly/HELQS-Post-SR>
- HELQS - Other report <https://bit.ly/HELQS-Post-OR>

HELQS with all instructions at PEMIMPIN (leadership training program)
<https://survei.pemimpin.or.id/> and <https://pemimpin.or.id/penjelasan-helqs/>

3) Higher Education Leaders, the case of iHiLEAD project (E+ CBHE Indonesia)



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University of Gloucestershire, UK

- different projects developing HE sector in Indonesia,
- project on leadership in HE in different countries (Moldova, Indonesia, Morocco)



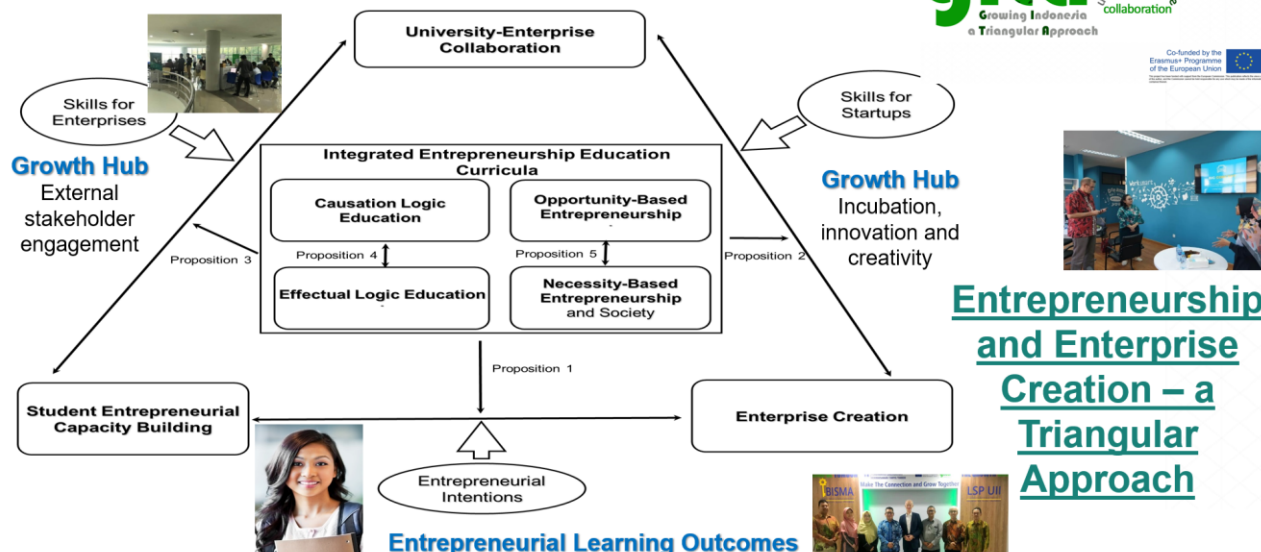
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International
Labour
Organization



Facilitating National Change in Indonesia



Entrepreneurship
and Enterprise
Creation – a
Triangular
Approach

iHiLead - Building Leadership Capacity in HE

Change agendas in Indonesia

- Agenda to improve the quality of higher education in Indonesia
- Improve responsiveness to the demands of industry and commerce through providing skilled graduates and research that underpins innovation (OECD and WB)
- Respond to the Ministry of Education and Culture's Kampus Merdeka initiative

The need to build leadership capacity for HE

- **Leaders need to be in a position to implement the transformation of higher education**
- Existing leadership development initiatives focus on the most senior leaders in HEIs at only a limited number of institutions
- There is a need **to help HE leaders understand their role**
- Help leaders across Indonesian HE sector **to develop the qualities and skills** through which to **deliver change**

iHiLead – Facilitating National Change

Erasmus+ iHiLead

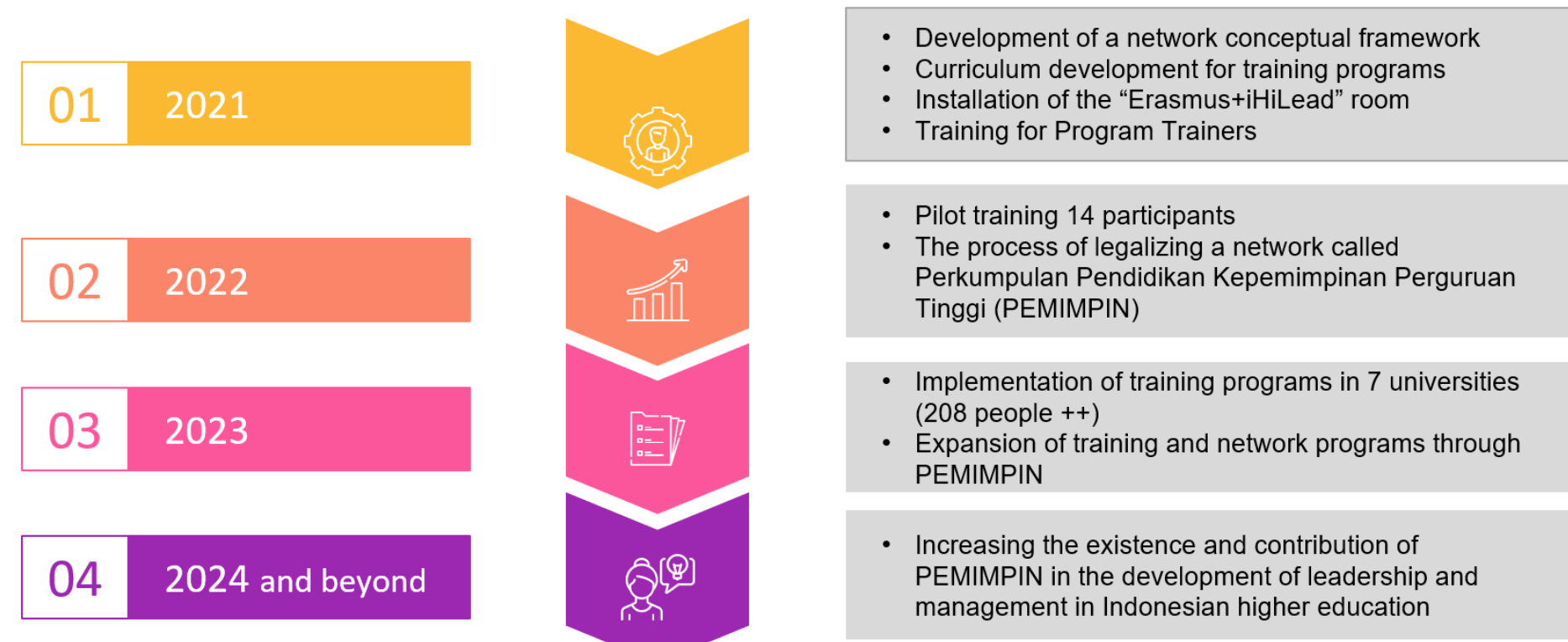
- Erasmus+iHiLead is a consortium of 7 Indonesian universities, the Directorate General of Higher Education, Ministry of Education and Culture and 3 European Unions for a duration of 3 years (2021-2024)



The main objective of the consortium is to create:

- Leadership & Management Development Network - LMDN
- Leadership & Management Development Program - LMDP

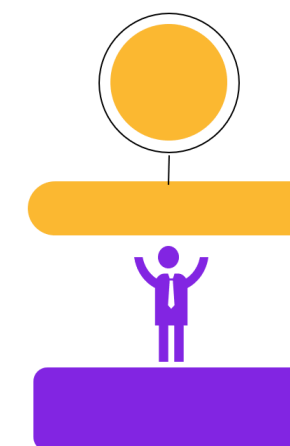
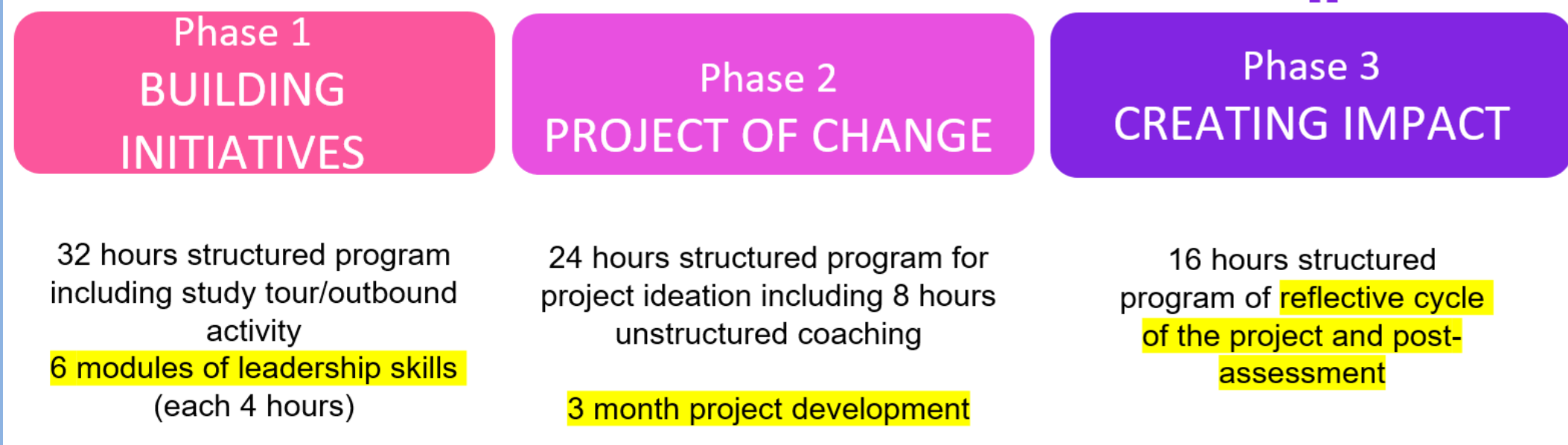
Process Stages of Erasmus+ iHiLead



iHiLead leadership training program

Structure of Training

Total of 72 hours (contact hours) within 4-5 months



The Shape of The Training Program

- Conducted by a network of Indonesia higher educations, the EU partners, and acknowledged by the Ministry of Culture, Education, Research and Technology (MoCERTE).
- Expected as sharing knowledge, skill, and project best practices to upgrade leadership capacity for top level leaders, as well as middle level and line managers of Indonesia higher education.
- The curriculum is developed around impact creation through action learning of contextual project proposed by higher education

MATERIAL	Phase 3 - Creating Impact	TIME (hours)
Introduction & program re-orientation		
Critical Reflection on the Project		4
Creating Framework for Impact Measurement		
Reflective Cycle Of The Project		
• Abstracting the project and ideating the bigger impact (as if being promoted)		8
• Description: What did I do + Feelings: What I feel + Evaluation: What's going well		
• Conclusion + Action: What's next		
Post-assessment (HELQS-Self Report & Other Report)		4

MATERIAL	Phase 1 – Building Initiatives	TIME (hours)
• Introduction and program orientation		
• Pre-assessment (HELQS)		
• Contemporary Issues and Policies in Indonesian HEIs		8
• Study tour/outbound		
• 6 Modules		
Module 1: Authentic Leadership		4
Module 2: Managing People		4
Module 3: Managing Resources		4
Module 4: Managing Change and Risks		4
Module 5: Building Positive Relationships and Managing Conflict		4

MATERIAL	Phase 2 - Project of Change	TIME (hours)
• Introduction and program re-orientation		
• Immunity to Change Methodology		
• Coaching Methods		4
Project Proposal Development and „testing“/implementing		
• Setting objectives		
• Actual behavior		
• Expected behavior		12
• Assumption of constraints		
• Testing		
Coaching for Change		
Unstructured, combined with catch-up regular meeting, conducted remotely along project implementation		8

iHiLead leadership network - PEMIMPIN

Pemimpin – framework structures

- Funded by fee for activities (and institutional fees in future)
- Needs to present credible offer to institutions
- **Aims for representatives from 250 HEI as members, July 2024**
- Aims for representatives from membership of 500 HEI, end 2025

Pemimpin provides a

- home for the leadership development programme and its certification
- ongoing uncertificated leadership development opportunities for leaders
- forum for discussion of contemporary developments in HE (financing, staffing, quality - international accreditation, ...)
- forum for all institutional leaders to engaging with ministries on policy development and implementation



Specific actions

- **Event development** and organisation in institutions
- **Setting of schedule of events at PEMIMPIN and at partners**
- **Promotion of events, implementation, „certificates“**
- **Promotion and „selling“ of PEMIMPIN activities in IND**
- **Raising awareness from PEMIMPIN in IND (all LLDIKTI)**
- **Securing Hub Institutions in each LLDIKTI**
- Through the **Forum of Rectors Indonesia** obtain committment and collaboration
- **KAN accreditation**, Writing, submission and management of the application, Financing of the application....





Higher Education Leaders – become a member of (iHiLead) PEMIMPIN



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Impact Levels

Individual

HE Organisation

HE Sector

	Develop frameworks (theory) & tools (data collection)	Create collaborative experiences (the projects / actions)	Realise positive changes for value and impact (publish and create change)
Individual	Higher Education Leadership Qualities and Skills (HELQS) Framework HELQS SR and OR tools for 360 degree feedback.	Coaching Action Learning sets Change projects	Students' skills increased
HE Organisation	Reflection on how to respond to leadership development agenda in the HE sector Staff satisfaction survey at UOG	Collaboration with client on programme design in response to tender	Better leaders Staff survey scores up Better learning and teaching programmes, infrastructure, and services.
HE Sector	Analysis of systemic issues in sector / policy agendas (in UK, Moldova, Indonesia and the Southern Med countries). HELQS SR	Ministry and leading universities develop HELM programmes for Moldova and Indonesia HE sector change projects	Government Policy mandating training of all HE leaders / managers in Moldova National leadership development network implemented in Indonesia Leadership programme implemented in Moldova and

Become a member of iHiLead PEMIMPIN and follow the leadership training(s) program.

Contribute in the development of the IMPACT for you, your HEI, your HE sector.

<https://ihilead.id/pemimpin-en/>,
<https://pemimpin.or.id/>



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Thank You
Terima kasih
Hvala

Prof. dr. Nada Trunk Širca
trunk.nada@gmail.com

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PEMIMPIN
Perkumpulan
Pendidikan
Kepemimpinan
Perguruan Tinggi