

MHELM Virtual Study Visit Regensburg, WP 2.1.1
18 - 22 May 2020
Research Model

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





MHELM Regensburg Study Visit

Research Model



Agenda

Introduce the research work package item 4h

Resources

Posit an initial measurement model

Make clear responsibilities of partners

Elicit expressions of interest for direct involvement in analysis /
presentation of results

Item 4h

Present papers and publish research on project results

“Presentations of project research findings to international conferences and articles in national and international HE publications. Due date reflects end of activity, but there will be materials generated throughout the project.”




We already have our starting point

STUDIES IN HIGHER EDUCATION
<https://doi.org/10.1080/03075079.2018.1557135>

 **Routledge**
Taylor & Francis Group

 Check for updates

The drivers of Higher Education leadership competence: a study of Moldovan HEI's

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ABSTRACT

This paper examines the qualities and skills needed by leaders and managers in Higher Education; the extent to which leaders and managers in 15 Moldovan Institutions perceive themselves to hold those qualities and skills; and the main drivers for holding higher levels of them. Review of the literature suggests that the qualities and skills examined belong to nine domains. The leaders and managers perceive themselves to be strongest on the Personal Values domain and weakest on Managing Resources. Where respondents have moved to the action stage of learning, perceive their organisation to be supportive of development, and have access to a broader range of development activities they are more likely to report higher levels of competence in

KEYWORDS

Leadership; competence; action; organisational support

That research found

Moldovan leaders and managers perceive themselves to be:

- strongest on the Personal Values domain
- weakest on Managing Resources

Leaders are more likely to report higher levels of competence where they

- have moved to the action stage of learning,
- perceive their organisation to be supportive of development,
- have access to a broader range of development

Where institutions want to develop leadership and management capacity they need to help leaders and managers to psychologically commit to acting on their development needs.

Resource

For data collection / writing / dissemination

- 10 days to UOG for design, setting up administration of research tools
- 10 days for writing of papers
- 6 days to Moldovan HEIs for data collection
- 4 days for support of analysis / review of papers / dissemination at conferences

Survey 1 prior to start of programme

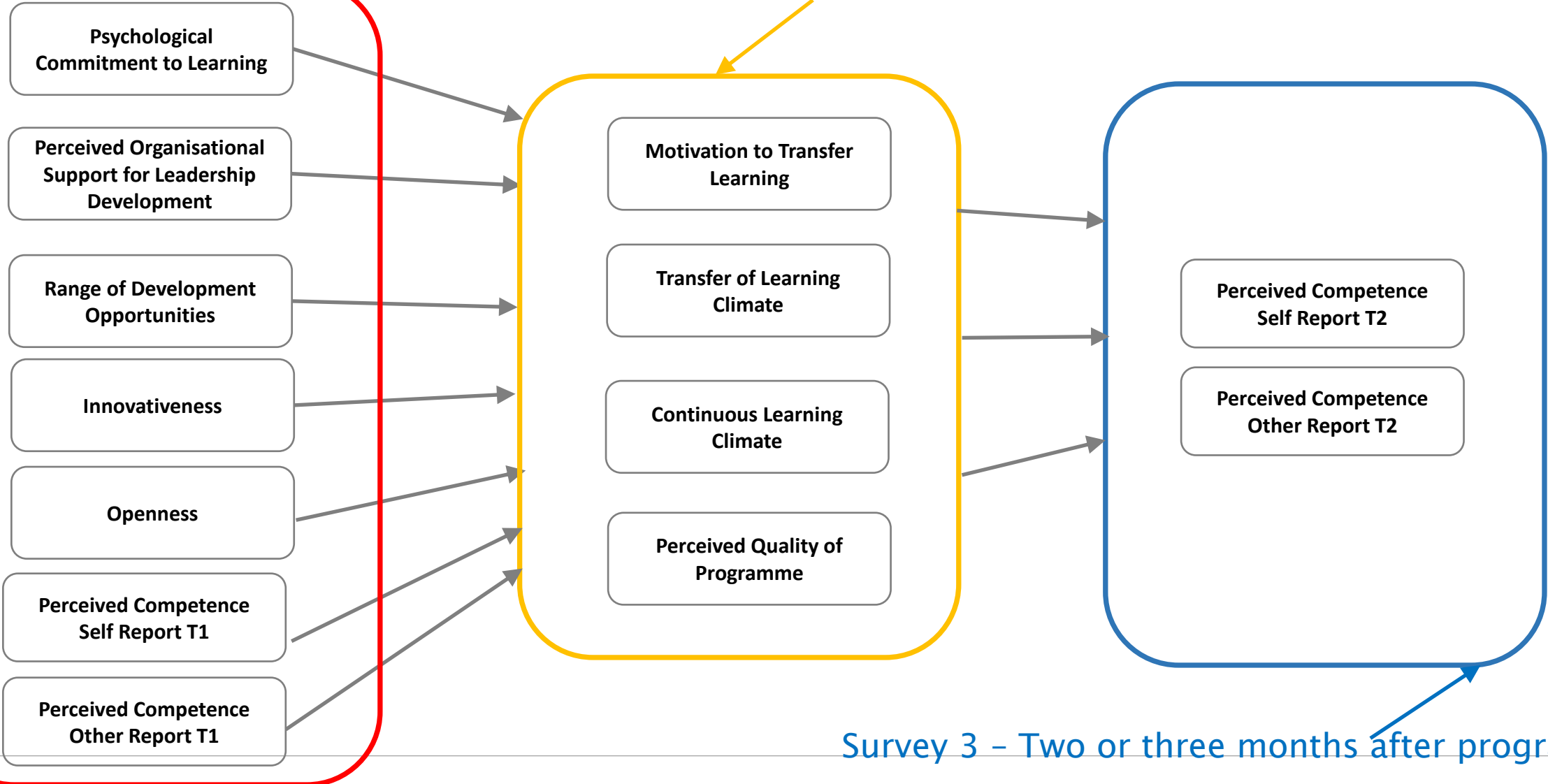
Survey 2 at completion of programme

Survey 3 - Two or three months after programme completion

Independent Variables

Mediating Variables

Dependent Variables



Responsibilities

Design teams need to consider how the results from the diagnosis tools can be used in the delivery of the modules and assessment (Late May 2020)

Design teams need to check if the qualities and skills in the competency measures cover those promoted by the programme (Early June 2020)

If you want say on the research model – speak up and engage in meetings for that (Late June 2020)

At implementation must ensure all data for participants is collected (From August 2020)

All partners to feedback on results (Autumn 2023)

Research Teams

Module design leads to identify if qualities and skills they promote are all included.

Data collection coordinator in each institution (may be course lead or module lead?)

Interested parties who would like to take part in the analysis (time series analysis and structural equation modelling) and the writing of the paper