

# UNILEAD Leading Higher Education



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# Welcome Address DAAD

**The Programme ‘Dialogue on Innovative Higher Education Strategies’ (DIES) aims to strengthen higher education management capacities in developing countries. DIES is coordinated jointly by the German Academic Exchange Service (DAAD) and the German Rectors’ Conference (HRK). UNILEAD is a DIES training course directed at university managers in the early stages of their career and has been offered successfully by the University of Oldenburg for one decade.**

On behalf of the DAAD, I would like to express my sincere gratitude to the University Oldenburg, in particular to the organising team in the Department of Continuing Education and Education Management, as well as to all national and international experts from Oldenburg University and beyond, for their outstanding achievements, their high level of commitment and continuous support. Over the years, UNILEAD has effectively

enhanced the managerial skills of highly selected young university executives from a large number of different countries. The course aims to prepare the participants to take on leadership responsibilities in the various areas of university management. It addresses a wide range of candidates with different profiles, such as younger leadership personnel from financial or human resources departments, advisors to university leadership, and managerial staff from international offices.

Furthermore, the course brings together groups from all four DIES partner regions – Africa, Latin America, the Middle East and Southeast Asia. This kind of regional diversity can be perceived as one of the main success factors of the programme. Feedback from course participants reveals that the cross-regional dialogue in particular is regarded as being very fruitful, and in fact, an eye-opening experience for many. After the UNILEAD participants have met their peers and shared their experiences during

their stay in Germany, they often realise that – despite the many different university settings and contexts – they are confronted with similar challenges. These challenges include how to deal with scarce financial resources; how to position the university in an increasingly competitive higher education market; or how to develop an adequate recruitment strategy in view of high staff turnover or inadequately trained local personnel. It has proven very helpful for peers from other countries and regions to propose various strategies and solutions on how to address such challenges. Thus, peer learning has certainly been as important as the valuable inputs and contributions from higher education management experts on the core topics of the course, namely project management, finance, and management of human resources. Additional features of UNILEAD can be mentioned in order to underline the relevance and uniqueness of the course in the context of the DIES training course portfolio. For example, UNILEAD

has applied an innovative blended learning methodology right from the start – combining online learning and accompanying mentoring with two extensive on-site phases in Germany. In between their visits to Germany, all participants are required to implement individual change management projects at their home universities by formulating so-called Personal Action Plans. This hands-on approach allows immediate transfer and application of the course learning outcomes, linking theoretical concepts to the participants' working environments and turning them into practice.

Moreover, the strong network of UNILEAD alumni and their continuous engagement illustrates the tangible achievements of the programme. Thanks to the initiative of alumni, UNILEAD spin-off courses were established in selected countries in cooperation with the University of Oldenburg and regional hosts – examples are Egypt, Colombia, Vietnam and South

Africa. In doing so, UNILEAD managed to further internationalise its training offering by adjusting course content to specific regional needs. Opening branches of this cross-regional course to larger target groups at the national level is highly appreciated by DAAD and HRK, as it allows them to meet the undiminished strong demand in the DIES regions more efficiently. And this multiplication strategy is also very much in line with the funding principles of the Ministry for Economic Cooperation and Development (BMZ) which has offered generous financial support for the DIES Programme, including UNILEAD.

On behalf of the DIES team, I would like to congratulate the University of Oldenburg for its excellent training programme in the field of higher education management. We look forward to continuing our reliable and professional cooperation and to welcoming future UNILEAD cohorts of young and promising university leaders from developing countries to Germany.



**Marc Wilde**

Head of Section, Development Cooperation: Partnership Programmes, Alumni Projects and Higher Education Management, DAAD

# Welcome Address Vice President

**It is an absolute pleasure to open this brochure on the occasion of UNILEAD's tenth anniversary. The University Leadership and Management Training Programme (UNILEAD) has been enabling, connecting and inspiring young professionals in higher education since 2008. My congratulations and sincere thanks go to all involved, including programme sponsors, organisers, lecturers, current participants and alumni.**

Ten years of UNILEAD means that more than 340 creative minds from more than 45 countries have grasped the opportunity to successfully expand their understanding of adaptable project management in academic contexts and act as multipliers in their home institutions. I am certain that UNILEAD will continue its innovative path in Oldenburg and abroad, driven by an approach that blends contact and online phases, while drawing on the practical experience of participants.

As Vice President for Early Career Researchers and International Affairs, I have had the privilege of accompanying UNILEAD and welcoming participants to Oldenburg for at least some of the programme's decade-long tenure. These welcome opportunities allow me to see for myself how international the programme is, and how interested and motivated the participants are. Furthermore, from my own experience as Vice President, I know how important it is to be able to follow programmes like these in order to develop and advance one's own professional capabilities.

What truly impresses me about the programme is that each and every one of the participants enriches not only their fellow students' experiences with their expertise and their ideas, but also the microcosm of Oldenburg University. We are very proud to host the UNILEAD programme at the University of Oldenburg. Happy anniversary UNILEAD and many happy returns!



**Prof. Dr. Esther Ruigendijk**

Vice President for Early Career Researchers and International Affairs at the Carl von Ossietzky University of Oldenburg

# Welcome Address UNILEAD Initiator

**On the initiative of the DAAD, the idea arose more than 10 years ago to decouple from the MBA 'Education and Research Management' a programme that aims to prepare international junior executives in universities for management tasks in their institutions, in an action- and project-oriented approach. The expectations for the programme were high:**

- It was intended for participants from all over the world, with very different cultural backgrounds, whose common ground consisted of wanting to implement management tasks in a professional way.
- It was required to provide state-of-the-art technical expertise, while at the same time taking into account the different stages of development of the universities involved, depending on the respective regions.
- Its pedagogical and methodological design had to encompass a blended learning approach, in order to reduce the attendance time required at the University of Oldenburg to a level that is acceptable for international participants.

Today we can say that the high expectations have been successfully implemented. The demand is extremely high, so that it is a challenge every year to select the limited number of participants from the large number of interested applicants. Every year, the student evaluations demonstrate the high levels of student satisfaction with the programme.

Looking back, it is clear that the enormous effort we have put into developing the programme has paid off successfully. Not only the participants, but also the teachers and supervisors learn together and from one another: Everyone learns a great deal about universities and their special features in different regions of the world. Everyone learns a great deal about management and its effectiveness in various cultural contexts. All are encouraged to apply new methodological and pedagogical concepts in their own countries. And above all: everyone learns a lot about culture, its particular aspects, and how to develop an understanding of other points of view by listening and learning from each other. UNILEAD enables the University of Oldenburg to make a contribution to the peaceful integration of the world, the importance of which cannot be overestimated. In this spirit, I wish the programme a long and successful future.



**Prof. Dr. Anke Hanft**

Head of the Department of Continuing Education and Education Management (we.b) and Academic Director of the Center for Lifelong Learning (C3L) at the University of Oldenburg.

# Preface

**For many years, universities have been subject to persistent pressure aimed predominantly at improving the efficiency and effectiveness of teaching, research and administration. This trend can be observed on an international scale. Decision makers within academia need to adapt their organization patterns and practices according to the changing global environment in higher education. As a consequence, the need for academically informed managers in higher education institutions has proliferated. Thus higher education management has become a popular field of study and the demand for such expertise has increased over the past decade.**

The University of Oldenburg was one of the first institutions to recognise this challenge and offer certificates and study programmes on this subject – including the MBA programme ‘Education and Research Management’. As the enrolment numbers show, the topic continues to gain importance, not only nationally

but also internationally. The call for proposals under the ‘Dialogue on Innovative Higher Education Strategies’ (DIES) programme of the German Academic Exchange Service (DAAD) in 2007 was therefore a great opportunity for the University of Oldenburg and the German Rectors’ Conference (HRK). Following the successful submission of our proposal, the first UNILEAD course took place in 2008 and has continued to run successfully ever since.

Credit is due to our lecturers, with whom we have been connected for a long time, and who manage each year to form an effective study group comprising so many different individuals. Without them, the course would not have been possible. Thank you very much for the excellent cooperation, which offers significant enrichment not only in terms of content, but also in human terms. We are also very grateful to our participants, who give UNILEAD a very special character each year. Participants have never met each other before, speak different languages, come from different cultures, and yet after the first contact phase, they

immediately call themselves the ‘UNILEAD Family’.

Many people who have supported UNILEAD in the past and alumni responded to our request to send contributions to this anniversary brochure. We are delighted to have received such positive feedback and are impressed by the admirable alumni success stories that reached us. This resonance demonstrates the importance and positive influence UNILEAD has had on the professional and personal lives of our alumni. Unfortunately, it goes beyond the scope of this brochure to publish all these personal stories, and we can therefore include only a small sample. However, we are grateful to all those who responded to our call and would like to acknowledge their valuable support and encouragement.

Last but not least, we also sincerely thank the Federal Ministry for Economic Cooperation and Development (BMZ), and the German Academic Exchange Service (DAAD) for financing the programme and the beneficial cooperation we have enjoyed.

# The Training Course UNILEAD

Universities are viewed as traditional institutions, producing and disseminating academic knowledge, but today they face a variety of new challenges such as internationalisation, digitisation and ‘new public management’ approaches. Institutions need to respond to such imperatives in order to survive in the global higher education market. This requires continuous professional development and additional qualifications, especially for early-career university managers. University managers in developing countries face even more challenges, considering the need for additional financial resources, knowledge production, and economic development. The UNILEAD (UNiversity and LEADership Training) programme is a professional academic management training programme that has addressed these issues and target groups over the past ten years.

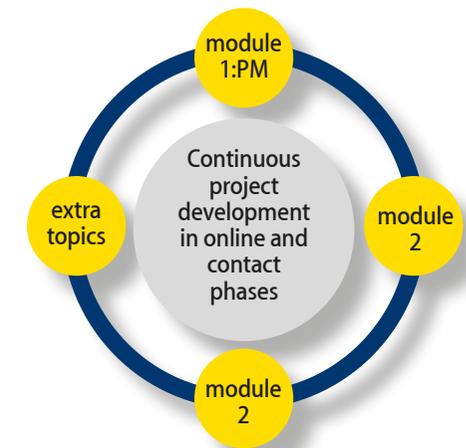
In 2008, the University of Oldenburg, in cooperation with the DIES programme (DAAD) and the Nelson Mandela University (South Africa), developed the UNILEAD qualification, based on the MBA programme ‘Education and Research Management’ in the Centre for Lifelong Learning (C3L, University of Oldenburg). The programme aims to enable young university managers in middle management positions to respond to current developments in the higher education sector.

The UNILEAD programme strengthens both the individual (in the sense of a further qualification and competence development) and the respective university in the long term, by developing and implementing innovative projects. The target group is managerial staff members in the following regions: Middle

East and Northern Africa, Latin America, Sub-Saharan Africa and Southeast Asia. Apart from the academic components, the participants acquire further competencies, such as methodical, social and intercultural skills, due to working with diverse colleagues from different countries, with different experiences and ways of thinking. This contributes to achieving the most important objective of UNILEAD: establishing networks and cooperation between the participants themselves, and with academic staff and other experts.

UNILEAD enables participants to focus on the development, organisation and implementation of an innovative project in human or organisational development, while being both a project manager and a change agent. In order to meet the working conditions of each participant, the programme is based on a blended learning design, which includes both online learning (monitored by mentors) and face-to-face phases in Germany. The modular approach offers various interdisciplinary inputs and allows participants to acquire key management competencies in order to produce a comprehensive project. Modules include Project Management (PM), Human Resource Management (HRM), and Finance and Investment (F&I). Besides academic input, soft skills such as leadership, team work and quality management are integrated in the curriculum.

In 2012, deriving from the UNILEAD programme, the ‘UNILEAD International’ programme was established. This has been organised in various countries or regions, often in cooperation with UNILEAD alumni. The implementation and objectives of this course correspond to those of UNILEAD. Here too, the focus is on producing a real-life project, and furthermore, the curricula



The graphic illustrates the modular design of the UNILEAD Training Course programme

are tailored to local needs.

So far, the following UNILEAD International courses have taken place:

- 2012: UNILEAD Colombia, with a focus on Internationalisation
- 2013: UNILEAD Egypt, with a focus on Strategic and Leadership Management
- 2014: UNILEAD Vietnam, with a focus on Curriculum Design
- 2015: UNILEAD Southeast Asia, with a focus on Curriculum Design
- 2016: UNILEAD Southern Africa, with a focus on Financial and Strategic Management

Feedback from alumni demonstrates that participation in the capacity building programmes UNILEAD and UNILEAD International has had a significant impact on their professional and personal working lives, and the way they approach future challenges. This augurs well for the ongoing leadership and management of higher institutions globally.

# Time Line UNILEAD 2008 – 2018



UNILEAD was established in response to a call from DAAD for an intensive programme of study on the topic of (Higher) Education Management in the DIES (Dialogue on Innovative Higher Education Strategies) programme.

After much planning and preparation, the first UNILEAD course took place in 2008/2009 in Oldenburg, offering three modules: Project Management, Management of Financial Resources and Human Resource Management.

Since then, UNILEAD has taken place at the University of Oldenburg, alongside training courses in other countries, and it will continue to be offered in the future.

## ▶ 2008

▶ Development of UNILEAD by the Department of Continuing Education and Education Management, together with DAAD and the Nelson Mandela University in South Africa

▶ Based on the MBA 'Education and Research Management' for professionals in the field of Higher Education, offered by the Centre for Lifelong Learning (C3L, University of Oldenburg)

▶ Modules: Project Management, Management of Financial Resources, Human Resource Management

▶ 19 participants from 10 countries, including students from Kassel University in the International Master programme 'Higher Education Research and Development' (MAHE)

## ▶ 2012

▶ Establishment of UNILEAD International: presented in Colombia together with Colombian alumni, with a focus on Internationalisation

▶ Cooperation partners: DAAD, Colombian Ministry of National Education, Universidad de La Salle, Universidad EAFIT

▶ Modules: Project Management, Human Resource Management and Leadership, Strategic Management of Financial Planning and Handling of Risks

▶ 30 participants from Colombia

## ▶ 2013

▶ UNILEAD Egypt, together with alumni

▶ Cooperation partners: DAAD, DAAD Egypt

▶ Modules: Project Management, Strategic Management, Human Resource Management

▶ 19 participants from Egypt

# Internationale Gäste mit Ideen im Gepäck

STIPENDIEN Universität hilft Führungskräften aus Entwicklungsländern bei Projekten

OLDENBURG/ZAC – Aus 13 Ländern sind sie nach Oldenburg gekommen: 22 Teilnehmer des „Unilead“-Programms der Carl von Ossietzky Universität wurden am Dienstagabend von Oberbürgermeister Gerd Schwandner im Großen Sitzungssaal des Alten Rathauses begrüßt.

Unilead steht für „University Leadership and Management Training“. „Das Weiterbildungsprogramm geht über ein Jahr. Die Teilnehmer haben sich mit eigenen Projektideen beworben, die sie an ihrer jeweiligen Uni umsetzen wollen. Dabei helfen wir“, sagte Projektkoordinatorin Christine Wajna.

Die jungen Führungskräfte von Hochschulen in Entwick-



Wurden von Gerd Schwandner (hintere Reihe, Mitte) im Alten Rathaus begrüßt: 22 internationale Gäste (vorne Reihe) im Alter von 25 bis 35 Jahren. Sie sind Teilnehmer des UNILEAD-Programms. (Foto: Uwe Grottel)

lungsländern sind seit Sonntag in Oldenburg. Bis zum 7. Oktober werden sie in den Bereichen Projektmanagement und Finanzierung an der Uni geschult. Aus insgesamt 130 Bewerbungen der jungen Teilnehmer, Zentralamerika und den USA ausgewählt. Sie Stipendium vom Akademischen Dienst (DAAD), werden sie weiterhin in Oldenburg, um das Mod- Seit 2008 gibt bereits an der Uni „Wir haben viele Verbunden, und d Teilnehmer sind s reich“, erklärte V etnamensis Thi Kh von der Nong Lai weite beispielwei stanten Campus umstellen.

STADT OLDENBURG

## Führungskräfte stellen Ideen vor



**AUSTAUSCH** Mit Projekten soll das eigene Universitäts-Umfeld verbessert werden

Die Teilnehmer des UNILEAD-Programms haben am Donnerstag ihre Projektideen vorgestellt. Die Projekte sollen das eigene Universitäts-Umfeld verbessern. Die Teilnehmer sind aus 13 verschiedenen Ländern gekommen. Sie werden in Oldenburg von Oktober bis November geschult. Die Projekte sollen das eigene Universitäts-Umfeld verbessern. Die Teilnehmer sind aus 13 verschiedenen Ländern gekommen. Sie werden in Oldenburg von Oktober bis November geschult.

STADT OLDENBURG

## Stadttombola eröffnet



Die Stadttombola wurde am Donnerstag eröffnet. Die Teilnehmer des UNILEAD-Programms haben an der Tombola teilgenommen. Die Teilnehmer sind aus 13 verschiedenen Ländern gekommen. Sie werden in Oldenburg von Oktober bis November geschult.

STADT OLDENBURG

## 17 Nationen sind zu Gast in der Stadt



Die Teilnehmer des UNILEAD-Programms sind am Donnerstag in Oldenburg angekommen. Die Teilnehmer sind aus 17 verschiedenen Nationen gekommen. Sie werden in Oldenburg von Oktober bis November geschult.

STADT OLDENBURG

## 17 Nationen sind zu Gast in der Stadt



Die Teilnehmer des UNILEAD-Programms sind am Donnerstag in Oldenburg angekommen. Die Teilnehmer sind aus 17 verschiedenen Nationen gekommen. Sie werden in Oldenburg von Oktober bis November geschult.

▶ 2014

- ▶ UNILEAD Vietnam, together with alumni
- ▶ Cooperation partners: DAAD, DAAD Vietnam, Southeast Asian Ministers of Education Organisation (SEAMEO)
- ▶ Modules: Project Management, Curriculum Design, Quality Management
- ▶ 26 participants from Vietnam

▶ 2015

- ▶ UNILEAD Southeast Asia
- ▶ Cooperation partners: DAAD, DAAD Vietnam
- ▶ Modules: Project Management, Curriculum Design, Quality Management
- ▶ 24 participants from Vietnam, Cambodia, Myanmar and Laos

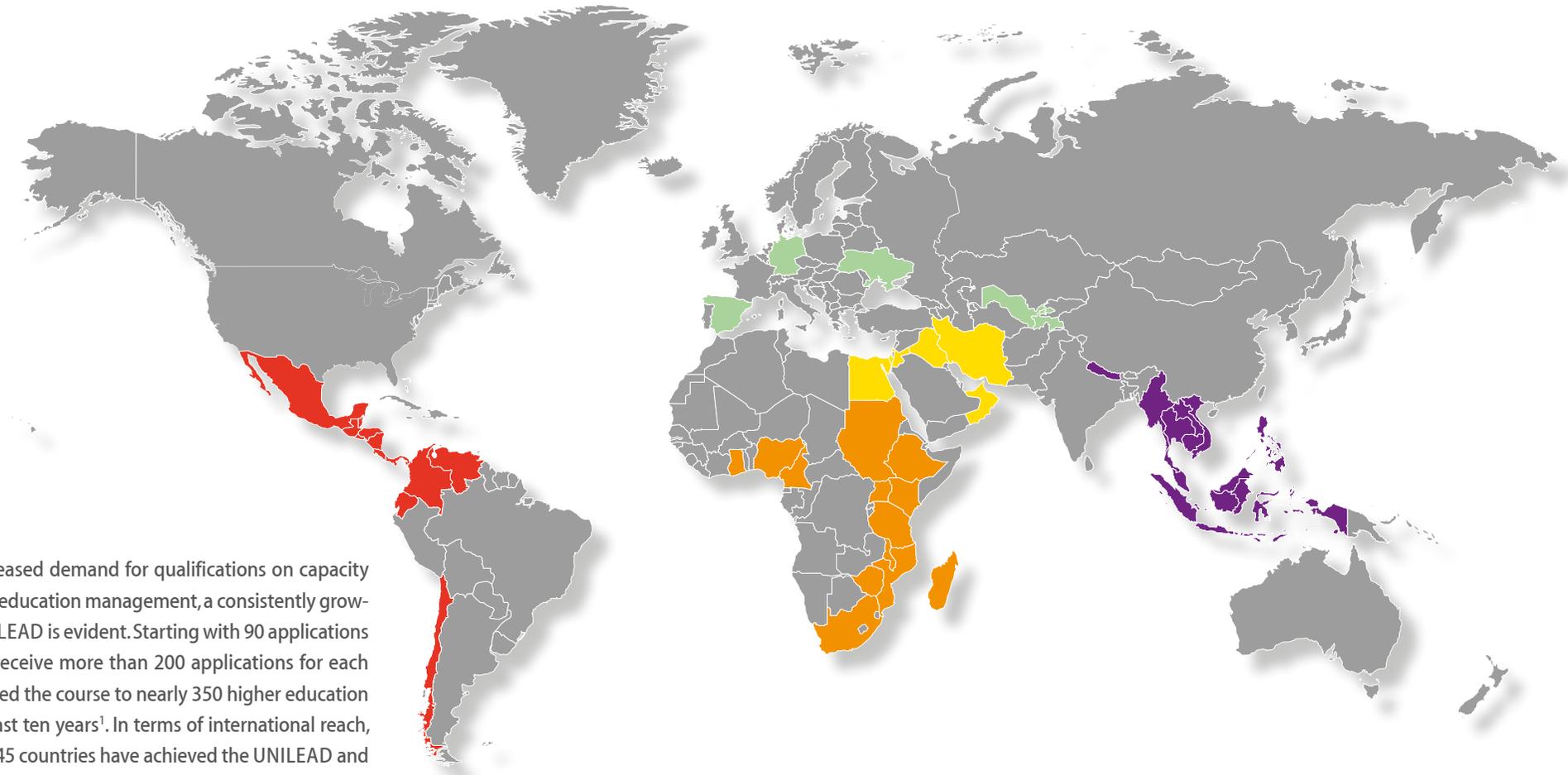
▶ 2016

- ▶ UNILEAD Southern Africa
- ▶ Cooperation partners: DAAD, SARUA (Southern Africa University Association)
- ▶ Modules: Project Management, Strategic Management, Finance and Investment
- ▶ 16 participants from Madagascar, Malawi, South Africa, Tanzania and Zimbabwe

▶ 2018

- ▶ Ten-year anniversary of UNILEAD

# Facts and Figures



As a result of increased demand for qualifications on capacity building in higher education management, a consistently growing interest in UNILEAD is evident. Starting with 90 applications in 2008, we now receive more than 200 applications for each call and have offered the course to nearly 350 higher education managers in the last ten years<sup>1</sup>. In terms of international reach, participants from 45 countries have achieved the UNILEAD and UNILEAD International qualifications.

Overview of UNILEAD participating countries

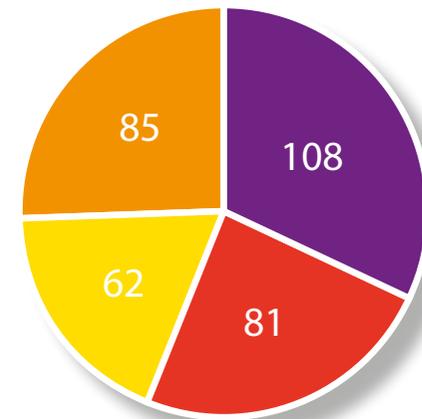
<sup>1</sup> The early years of UNILEAD (2008-2010), included students from the international master's programme 'Higher Education Research and Development' (MAHE) (University of Kassel), as well as the MBA 'Education and Research Management' in Centre for Lifelong Learning (University of Oldenburg).

- Germany
- Spain
- Tajikistan
- Ukraine
- Uzbekistan
- Belize
- Chile
- Colombia
- Costa Rica
- Ecuador
- El Salvador
- Guatemala
- Honduras
- Mexico
- Nicaragua
- Panama
- Venezuela
- Egypt
- Iraq
- Iran
- Jordan
- Oman
- Palestinian Territories
- Cameroon
- Ethiopia
- Ghana
- Kenya
- Madagascar
- Malawi
- Mozambique
- Nigeria
- South Africa
- Sudan
- Tanzania
- Uganda
- Zimbabwe
- Cambodia
- Indonesia
- Laos
- Malaysia
- Myanmar
- Nepal
- Philippines
- Thailand
- Vietnam

■ Green colour indicates the countries of MAHE students and MBA students (only participating from 2008-2010).

### Target Regions of UNILEAD

- Southeast Asia
- Middle and Latin America
- Middle East and Northern Africa
- Sub-Saharan Africa



UNILEAD participants per region

## Overview of modules and workshops

During the last decade, the programme was offered 15 times in total: in Germany (Oldenburg and/or Berlin), in Bogotá/Medellín (Colombia), Cairo (Egypt), Hoh Chi Minh City (Vietnam), and Johannesburg (South Africa).

Depending on the needs of the target group and local conditions, the basic three-module structure of the curriculum and the various workshops change slightly. However, Project Management is the main module in both UNILEAD and UNILEAD International, and remains obligatory.

Over the past decade, the following inputs and modules have been offered:

1 Acting with Confidence

2 Cost Accounting

3 Entrepreneurship

4 Finance&Investment (module)

5 HRM (module)

6 Internationalisation

7 Internationalisation in Latin America:  
Challenges and opportunities for HEIs

8 Kick-Off Meeting

9 Leadership

10 Leadership & Strategic Management

11 Lifelong Learning

12 Management of Financial Resources  
(module)

13 Pitch Training

14 Programme Development/  
Curriculum Design (module)

15 Project Management, Risk Management  
(module)

16 Project People Dynamics

17 Quality Management (module)

18 Risk Management

19 Strategic Management (module)

20 Strategic Management of Financial  
Planning and Handling of Risks (module)

21 Team Competences

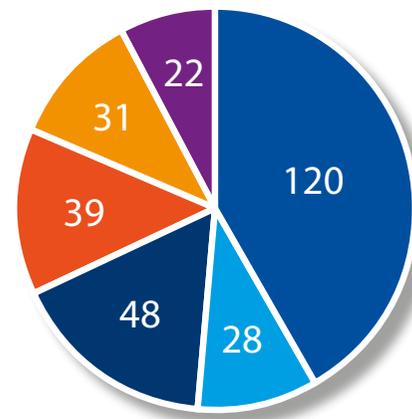
## Overview of project fields

One of the main objectives of UNILEAD and UNILEAD International is the design, development and implementation of projects by the participants. Preparation for the projects includes academic input during the online phase, creating a milestone plan during the first contact phase, implementing the projects during the next online phase, and identifying further steps in the second contact phase.

Each project must be based within the framework of human and organisational development within a higher education institution. The variety of projects is immense, for example, developing study programmes for international students, establishing digital universities, providing programmes to support entrepreneurship skills, or adapting the strategic plan of an entire university. In general, the topics can be clustered into six different fields:

### Topic Areas

- Organisational Development
- Human Resource Development
- Curriculum Design
- Internationalisation
- Institutionalisation
- Quality Management



UNILEAD participants per Topic Area



UNILEAD participant 2017, Dr. Farzad Boobani from Iran, explaining his project

# UNILEAD: Past – Present – Future

**Universities around the globe face dramatic changes in everything from technology, to curriculum design, to research imperatives – all in the face of increasingly stiff competition. How do these disruptions impact the academic core of the university? Clearly leaders and managers in higher education need to rethink their strategies in order to find innovative solutions to these pressing issues. Those decision makers who are willing to step out of existing frames of reference and seek mitigating strategies will be the ones who succeed in the future. During the past 10 years, the UNILEAD programme has aimed to address that goal. Middle managers in academia, as the target group, should be enabled to discover innovative models and mindsets to shape the future of the university in an international context that is conducive to collaboration and peer exchange.**

The UNILEAD training programme was designed to develop new types of leaders in middle management positions, based on an academic curriculum and an innovative blended learning design. With a strong focus on project management skills, we believe that future managers and leaders in academia are best qualified when they can apply their knowledge to address emerging challenges in a flexible way. The individual project that is developed during the 9-month course urges participants to find innovative solutions to complex problems that cannot be easily standardised. UNILEAD provides an inspiring

environment in which to contemplate that challenging task, while supporting our students to do things differently. During the course, international participants learn from their peers in a real international environment. In the on-site learning phases, they have the chance to discuss their current management challenges with people from very different cultures. It is interesting to note that their challenges are often very similar, and that sharing their experiences provides a great opportunity for intercultural learning. Our alumni have developed deep bonds with each other and gained diverse perspectives, while engaging with global peers in their projects, study groups and class-wide discussions.

In the future, we will continue to develop themes for the UNILEAD programme that meet the latest trends in higher education management. One core topic is digital transformation in higher education, which requires not only technological, but also particular management and leadership expertise. Managing the interplay between digital technologies, academic, curricular, organisational and structural innovations requires strategic and project management knowledge, as well as informal network connections in order to implement fundamental changes within the academic organisation. Learning from others, gaining new perspectives, and collaborating with a global network of highly experienced and diverse higher education managers will continue to be the core philosophy underpinning the UNILEAD programme.



**Prof. Dr. Heinke Röbbken**

Professor for Education Management at the University of Oldenburg, programme responsible of UNILEAD

# UNILEAD – a personal résumé

**It is time to celebrate as UNILEAD turns 10 years old! I have been the responsible programme manager for both UNILEAD and UNILEAD International since 2011. It is almost 8 years now that I have been working in collaboration with course presenters and participants in a very international context.**

My work for UNILEAD involves managing a programme that provides around 20 participants from all over the world with the necessary tools to develop and implement innovative projects in their home institutions, using a hands-on approach. Their individual projects in the framework of organisational or human development are intended to change the situation in their respective higher education institutions for the better. The benefit for me is having the opportunity of meeting and working with people from all over the world and being part of the UNILEAD 'family'. After so many years of being in charge of UNILEAD, it is time to take a step back and think about my personal résumé: What do the UNILEAD and UNILEAD International programmes mean to me? I list my experiences as follows:

- Interacting with hundreds of UNILEADers from many different countries, from A – in this case B (Belize) to Z (Zimbabwe);
- Learning about international perspectives, interpretations and approaches to situations, and cross-border experiences that broaden my mind;
- Experiencing exciting projects such as digitisation of student records because of insect attacks, curriculum

development for new study programmes, or establishing centres for entrepreneurship;

- Gaining insights into each culture, in the form of music and traditions at our famous cultural evenings, including tasting different dishes (who does not think of tasty pastry from the Middle East, insects from Africa, coffee from Latin America, or very spicy food from Asia?);
- Hearing the laughter during the Project Management module;
- Dealing with lost luggage and lost participants in Berlin, Bonn, Bremen and Oldenburg.

I also appreciate deeper benefits:

- Knowing that the programme has a positive impact on the personal and professional development of the participants;
- Being informed about the various projects and their effects on the people and higher education institutions involved;
- Witnessing the closeness that develops between the participants, leading to cooperation, joint publications and most importantly, friendships – often referred to as having a new UNILEAD 'family';
- Initiating and collaborating with alumni to establish and organise the UNILEAD International programme in different countries.



**Christine Vajna**

Research assistant at the University of Oldenburg, programme manager of UNILEAD and UNILEAD International

Seeing all these aspects written here makes me realise how very proud I am to be part of this programme and what a satisfying task it is to offer it to all the alumni and those who will follow. Thus, UNILEAD to me is more than merely a job – it means being part of the creation of a global community and initiating a lasting impact within individual careers and higher education institutions around the world.

I wish all 'my' UNILEADers everything of the best for their future and hope that their time here in Oldenburg holds pleasant and fond memories.

# Memories by Frank Fischer

## Trainer in Project Management and Risk Management

As a lecturer from the very beginning, I am particularly pleased about this anniversary and congratulate the initiators, the entire organising team, all helpers and supporters, as well as the graduates of this wonderful international further education programme. I am very grateful to the initiators and organisers for the trust expressed in me, and for their ongoing commitment to the programme.

It has been a special honour and pleasure for me to work with so many interested, motivated and extremely committed people from the participating countries on the subject of Project Management. My expectations of the programme have been exceeded from year to year and it has always been a very special highlight in my annual seminar programme.

One thing has become apparent over the ten years: the topic of Project Management plays an increasingly central role in general university development and strategic thinking. All participants and their universities face great challenges, such as establishing sophisticated digital teaching and learning offerings, linking globally-active research teams, and the increasing internationalisation of the entire university landscape. The implementation of corresponding development projects goes hand-in-hand with increasing complexity, both in terms of content and society; the uncertainty of those involved and those affected is growing



**Frank Fischer**

Expert in the field of Project Management

because necessary advancements are required in ever shorter cycles. In this volatile, complex and uncertain world, good Project Management can be an important anchor that provides orientation, clarity and confidence for everyone involved.

In all the individual projects produced in the programme, the participants have demonstrated that they are able to successfully expand their knowledge and skills for planning, monitoring and controlling complex university development projects with widely disparate characteristics. I have been able to see for myself how

the programme has helped so many young managers in their personal development: they have grown personally as well as professionally. Not only have they been updated with state-of-the-art research and teaching in the disciplines offered, but they have also benefited from intensive discussions on complex projects, content and situations, with people from different cultures, and they have been able to develop viable solutions together. With the skills they have acquired – not only in Project Management – they will certainly be valuable multipliers for effective, efficient and sustainable development in their home universities.

With my contribution to this anniversary brochure, I greet and congratulate all the alumni of the UNILEAD programme and encourage their further growth and development. I consider it a very special honour to have worked with them and wish them all the best for the future. At the same time, I encourage other potential participants to enrol in this programme. It will be very valuable, and certainly an important part of their CV. This qualification is highly likely to open further doors for their personal development and career prospects.

Thank you very much for allowing me to be part of this wonderful team as a lecturer. I wish all those involved in this programme continued success, effective organisation, and a pool of many participants eager for knowledge and experience in higher education management.

# UNILEAD, Working in teams – A success story

Barbara Kosuch, Trainer in Team Competences

**It is a great opportunity for me to contribute my competence in the area of Team Competences to the UNILEAD programme, which is a blended learning course offering modules on Project Management, Finance and Investment, and Human Resource Management. My offering of Team Competences complements the theoretical and methodological content of the programme, by focusing on social competence, which in turn enables acquired knowledge to be implemented in practice.**

The purpose of my workshop is to help participants to realise that whatever technologies and intelligent methods we develop, they spread only by social action. This relies on personal contact, particularly the way we respectfully communicate with, and give feedback to each other, taking into account context and diversity in a continuously and rapidly changing world.

Using an interactive learning approach and an experience-based methodology, my goals are to allow participants to 'feel' the values and challenges of teamwork, to enable them to decide when it is useful to work in teams, and to learn about strategies and techniques that make teamwork effective. More importantly, they have the opportunity to reflect on their own team competence and their role within the team, based on their individual strengths.

Experiencing teamwork beyond 'knowing about it' enables participants to develop realistic strategies for successfully establishing their own teams, to lead the team according to various

development phases, to perceive conflict that may arise as a learning opportunity and to handle it constructively, and to focus on all parties' perspectives and needs. This methodology enables the creation of a positive and respectful working environment as an important basis for reaching common (project) goals.

Having successfully taught my team development approach for many years in very different organisations, the UNILEAD programme – characterised by a high diversity of countries cultures, backgrounds and religions – was a positive challenge and important learning opportunity for me. Interestingly, it turned out to be a special and constructive experience for participants as well.

Most participants had never had the opportunity to experience and reflect on team work and leadership at that depth and in a manner that values the strengths of each team member.

By the second day of the workshop, within their own groups of people from many different countries, they experienced that every perspective, aspect, ability, method or competence can contribute to team development and success. They also learned that it is possible to communicate with respect for one another and handle conflicts sensitively, thereby generating benefits for the whole team and the project.

As a result of their experiences in the team development phases, participants turned from being a 'group of learners' to considering themselves as being a UNILEAD team with their own iden-



**Barbara Kosuch**  
Expert in the field of Team Competences

tity and 'feeling'. The special atmosphere that evolved during the process was amazing – it led to an increase in creativity and productivity when it came to finding solutions for implementing their projects in their home institutions. They felt inspired and encouraged to be able to contribute to a work environment that will motivate people and thereby enhance development within their organisation.

Taking into consideration that all the cultures, experiences, opinions and working styles were so very different, it was a touching experience for all of us "that a peaceful world is possible!" (quote from a participant).

# Ten years of the UNILEAD programme

Prof. Dr. Lothar Zechlin, Trainer in Leadership

**Many happy returns to UNILEAD! Congratulations and all my best wishes on the occasion of your tenth anniversary being celebrated this year. Of course, compared to universities founded in medieval times, ten years does not sound very impressive, but in the field of continuing education of Higher Education Management, this is one of the oldest programmes in the world. I extend my respect and thanks to all those who have contributed to this success.**

Besides congratulating the team, I would like to thank you for including me as lecturer in the 'Leadership' workshop. For many years, I contributed to the Institutional Evaluation Program of the European University Association, which involved a number of peer review visits to European and international universities. During all these reviews, I made a surprising and enriching experience: Our team was invited as an expert group in strategic management, to comment on what we observed during our talks with other universities and to support them in

their change and improvement processes. The basic idea was that other universities could learn from our experience. However, there was an at least equally strong side effect: The team received such deep insights into the specific situations of other universities that we became the ones who learned from what we observed in all these foreign institutions.

Now, in the role of a former president and professor emeritus who taught for UNILEAD, I enjoy a similar experience. Having the opportunity not only to present cases and knowledge to participants, but also to discuss and reflect on it together with them, made me a learner again, and even more, it gave me optimism and trust in the future of higher education. Working with so many young, motivated, committed and serious people from all over the world is an extremely enriching and revitalising experience. Universities have an important societal and political role in the world, and the younger generation of higher education managers whom I have met in UNILEAD is certainly capable and willing to ensure that they fulfil this role.



**Prof. Dr. Lothar Zechlin**  
Expert in the field of Leadership

# UNILEAD – A synonym for ‘building international bridges’

Dr. Pia Lehmkuhl, UNILEAD Mentor

**I have been part of the UNILEAD programme team for about three years. In my function as a mentor, I support the participants as well as the lecturers in organisational and content aspects.**

For me, this programme is really special because it means so much more than pure knowledge transfer in the fields of Project Management, Finance and Investment, and Human Resource Management. UNILEAD embodies the notion of learning from each other. It is always fascinating to see how the participants grow together and how they work cooperatively on their projects. Although the lecturers are undoubtedly on a higher level regarding their knowledge and experience, the exchanges and

sharing among participants extends to the lecturers, which is what makes this format so special and successful.

During recent years I have been able to observe several collaborations between former participants, individual career progression, and their own professional development, all of which can be traced back to successful graduation from this programme. Such achievements make me feel very proud and I hope that this global success story will celebrate many more anniversaries in the future.

So, my dear UNILEAD friends from all over the world: I extend a big “Thank You” for all the memories and experiences we have shared – now, it’s time to celebrate!



**Dr. Pia Lehmkuhl**  
UNILEAD Mentor



**Dr. Svenja Bedenlier**  
UNILEAD Mentor

# The UNILEAD spirit

Dr. Svenja Bedenlier, UNILEAD Mentor

**I have worked for the UNILEAD programme, first as a student assistant, and then as deputising programme coordinator and mentor for the module Human Resources Management. For me, UNILEAD carries the meaning of ‘the world coming to Oldenburg’ – the world as embodied by all the participants with their individual stories, aspirations and strong wish to advance both their institutions and themselves as people. Seeing how strangers become friends, finding similarities between each other rather than differences, and uniting as one group for that specific period in time, has been an amazing experience.**

Besides the overall academic and professional capacities and competences that the UNILEADers bring with them – and upon which, naturally, the programme builds – it is the social and human factors that, to me, create a special UNILEAD spirit. Some participants leave their home country for the first time, others are frequent flyers, and all of them are from geographically distant places. And yet it is possible to find common ground, have fun at the cultural evenings, commit to group work during the workshops, and even stay connected beyond the end of the programme.

When the UNILEADers are in Oldenburg twice a year, there is a mixture of languages, different foods and universally understood laughter in the department – which I sincerely hope will continue beyond these first ten years.

Congratulations on a great first decade, UNILEAD! I wish you many more.



UNILEAD 2008/2009



UNILEAD 2009/2010

# Memories by Natalia Orellana

## Participant of UNILEAD 2010/2011

My name is Natalia Orellana, and I am a researcher and practitioner in the field of Higher Education in Chile. I participated in the UNILEAD programme in 2010/2011, during which time I became aware of gaps in research, policy and practice in the Chilean higher education sector. Thus, as part of the programme, I designed and established a collaborative non-profit forum to discuss at national level the relationship between higher education and the world of work (since 2011). The forum is called the 'Biennial Encounter of Higher Education and the World of Work (BIESTRA)<sup>[1]</sup>'. It has become the most relevant international event of its kind in the country. It is recognised by the Ministry of Education, the Council of Education and other public and private organisations in Chile and abroad, including DAAD. It attracts participation from several Latin-American higher education institutions, situated mainly in Chile, Colombia, Ecuador, Argentina, Peru and México.

The BIESTRA Project is designed as a non-profit and collaborative initiative to foster the development of innovative Higher Education strategies. The first encounter was launched in Valparaíso, Chile in 2011 by the Universidad Técnica Federico Santa María and the Universidad de Talca, with the collaboration of GUNI, DAAD, the International Centre for higher education Research (INCHER-Kassel), and the MECESUP Programme of the Chilean Ministry of Education. Further BIESTRA encounters have been organised by the Universidad de Santiago (2013), the



UNILEAD 2010/2011

Pontificia Universidad Católica de Valparaíso (2015) and the Universidad de Chile (2017). During these encounters, more than 700 people have gathered to exchange ideas and debate better pathways for higher education research, policy and practice, from the perspective of capacity building.

Following the success of the first BIESTRA encounter in 2011, I formed an organisation for cooperation on higher education called 'OCIDES'<sup>[2]</sup> that in 2018 was consolidated and transformed into 'OCIDES Foundation for career development and lifelong guidance'.

The UNILEAD programme encouraged my potential for leadership. It made an enormous contribution to my career in higher

education and my personal development, and it continues to do so. The orientation, curricula and topics are designed to activate and maximise our potential. I am deeply thankful for the complete Oldenburg experience – the interaction with colleagues from different parts of the world, the interesting city, the university environment, the kindness of the university staff, and the efficient administrative arrangements by DAAD.

<sup>[1]</sup> News about the BIESTRA project:  
<http://www.guninetwork.org/news/guni-members-participated-3rd-biennial-encounter-higher-education-and-world-work>  
<http://iccdpp.org/biestra-2015-reinforcing-student-development-integrated-view-beyond-employability-skills/>

<sup>[2]</sup> More information is available from: [www.ocides.org](http://www.ocides.org)

# Memories by Héctor Rangel

## Participant of UNILEAD 2010/2011

**If I had to define what the UNILEAD experience meant to me, I would summarise it in three words: awareness, motivation and evolution.**

When it comes to professional development, each one of us has our own personal life changing experiences – these are often viewed as career goals and may be linked to graduate studies, job promotion, or any other acknowledgement that makes us do things differently and better. I have accomplished some of these milestones, and UNILEAD played a unique role in developing my professional competencies as a university manager and also as a faculty member. This short but truly meaningful course has brought to my life not only knowledge and values, but a set of tools that have deeply shaped my career into a more rewarding and effective one.

When I arrived in Germany back in 2010 – my first time in the country – I remember feeling nervous being exposed to a classroom full of experienced and talented people from around the world. I didn't know what to expect, as it was the first time I had attended a class outside my country. At first, I was surprised by the diversity of the group: language, race, culture, academic credentials, personalities and even religion, but as days passed, those differences only added positive charge to my experience.

This intercultural exposure taught me many lessons. In particular, I remember feeling really embarrassed when I realised that I had little tolerance in accepting other people's habits. I had considered myself a tolerant, open and respectful person – and even bragged about it, but a small event made me see that I lacked those three powerful competencies. That was the day when I began to build my own intercultural awareness process, which continues to this day.

Apart from the intercultural challenge that the course posed, another key component was the development of my personal project – the PAP – as I really wanted to seize that moment to work on an innovative proposal. Before going to Oldenburg, I had put a lot of effort in my project. I felt that it was not only attractive, but also feasible in the context of my country. After the first two weeks at UNILEAD in Oldenburg, we had individual assessments of our projects. That is another day I will never forget. I was confident I would receive nothing but good comments on my project, but to my surprise, I got this sincere, direct and revealing comment: "Hector, your project is really interesting, but I'm afraid it is not going to be successful – it's too big!... What you need to do is to break down your idea into three or four parts, and then just take one of them as a project . . . this time with smaller goals." This advice led me to understand what I call the 'German style' of doing things. So the second lesson that I learned was: be specific, be realistic and be cautious when conceiving a project. It was tough for me to understand that style, but I followed the instructions, not only during the course, but from that moment on. After UNILEAD I maintained this sort of 'German mindset' when developing any planning or managing activity, always working out how I could make things as simple as possible in order to make them work. Surprisingly, at least for me, it did work. Initiatives and new programmes that I was involved in, were success-

ful due to the organisational and planning style I adopted. I suddenly became the new 'project expert' (I hadn't regarded myself as such) in the division I used to work in, leading and managing successful projects with other universities in the United States, Europe and Latin America. Fortunately for me, I built up a reputation within my university, which led me to obtain, after some years of hard work and perseverance, a full-time academic position. So based on these different life experiences and events, I do believe that UNILEAD contributed significantly to the motivation I needed to grow professionally in my field.

The fact that UNILEAD is a German experience is also worth mentioning. The country itself made me see things differently, from a new perspective. I discovered a culture in which I felt amazingly comfortable, both in the university environment and in everyday activities. I feel that I made a personal connection to Germany in return for having given me the opportunity to evolve professionally and culturally. When I came back to Mexico after completing the course, I decided to learn German – on the one hand because I really liked the language, and on the other hand because I felt this sense of personal challenge, as I had been really upset about not understanding any German while I was there. I had the chance to take just one basic level German language course, but that was enough for me to feel better and re-connected to the country. Currently, one of my medium-term personal aspirations is to apply for a PhD programme in Germany, perhaps sooner rather than later.

As I never had the chance to thank both the UNILEAD and DAAD staff properly, I would like to take this opportunity to recognise all the hard work they put into each course – the organisation and planning are excellent! I acknowledge the UNILEAD team in particular, for showing us what your country has to share with the world – be sure that the participants value your efforts deeply.

# Memories by Elmien Sinclair

## Participant of UNILEAD 2011/2012

**I read the email ... then I read it again. I had been selected to participate in the UNILEAD programme of 2011-2012. That was the beginning of an experience that changed my life forever. Not only did I interact with people from different countries, I also met new people within my own university whom I had to consult to complete my assignments. New friends were made and various networking opportunities were created.**

The project that I proposed was to design an online study skills programme that students could access in their own time for support. The project was based on research done by the Centre for Student Counselling and Development at Stellenbosch University (SU) in South Africa, regarding the needs of 'Generation Y' students. Two important outcomes of the research were that:

- Generation Y students at Stellenbosch University prefer to have access to support almost immediately.
- Generation Y students at Stellenbosch University attach value to being able to interact with other students via an online platform.

My project was entitled Academic skills development for first year students at Stellenbosch University. The strategic goals were based on the following assumptions:

- Online work sessions, focussing on the development of students' academic skills, that are accessible to a large proportion of students
- The methodology of the online work sessions must be adapted to align with the characteristics and needs of first-year students on the SU campus

The operational objectives of the project were:

- The needs and preferences of first-year students on the SU campus are researched and published in a research report by Oct 2011.
- One academic development online work session is developed on the SU student learning platform (Blackboard) in accordance with the needs of the students by the first half of January 2012.
- One academic development online work session is piloted on the SU student learning platform (Blackboard) by the end of January 2012.
- The pilot of the online work session is evaluated by the first week of Feb 2012.

After the first three-week UNILEAD session in Oldenburg during September 2011 I realised that the project was very ambitious. I also became aware of the fact that "I am not the project". I was really disillusioned by these realities. However, UNILEAD does

not allow you to be disillusioned for too long. UNILEAD is about creating opportunities to learn – it is not about passing or failing. After returning to South Africa I had to schedule discussions with important role players – and share my disillusionment with them. But I was also able to share my learning opportunities with my colleagues. The Centre for Student Counselling and Development gave me the opportunity to present the project plan to the staff. Their feedback was brilliant. This strategic move enabled me to get the commitment of people who shared my excitement about this initiative.

I studied Frank Fischer's notes on Project Management. I tried my best to implement the theory, but I soon realised that it was 'easier said than done'. Even after revising the project goals, the work packages that the team identified were still too ambitious. I persevered (something that UNILEAD tested all the time) and was able to complete Work Package 1 (research) and Work Package 2 (development) before the second contact session in February 2012. The project has since developed over the years – due to the talent and hard work of team members. By the end of 2016 the study skills programme was registered as an official short course offered by Stellenbosch University.

I learned a lot from the UNILEAD programme. I gained new knowledge and skills and had the opportunity to apply them and to get constructive feedback on how to manage the project. However, the most important and valuable lesson UNILEAD taught me was:

I have begun to be a friend to myself (Hecato, Greek philosopher)  
Thus my life was changed forever.



UNILEAD 2011/2012

# Memories by Alberto August

## Participant of UNILEAD 2012/2013

**My name is Alberto Luis August. I am the founder, manager and principal of a successful educational programme at a private school in my country of Belize. I attended the UNILEAD programme from September 2012 and completed it in March 2013. At that time, I was the national coordinator of the teachers' internship programme at the University of Belize. During my UNILEAD experience, I took modules in Project Management, Human Resource Management and Financial Management. The UNILEAD programme was by far the best that I have ever attended and the skills I acquired have allowed me to grow significantly, both personally and professionally.**

### What has happened after having completed the programme?

In Belize, there were very low quality standards, until the recent establishment of a Bureau of Standards. I was working at the University of Belize and wanted to fulfil my duties at the university more effectively – hence I applied to the UNILEAD programme. During the programme, I was amazed by the high level of standards and high quality aspired for in Germany; this was the level at which I wanted to operate and work. I wanted, like the Germans, to operate with an extremely high level of standards and to achieve high quality educational provision. I immediately embraced and applied these skills during my role as coordinator at my university.

### What happened to your project?

My project was entitled 'Improving Student Teachers' Performance: Training Internship Supervisors'. I immediately returned to my university and presented my project to the Dean. I was given the authority to proceed and commenced training a group of supervisors to acquire the skills necessary to guide student teachers to become highly effective teachers. The first phases of my project were carried out as planned. I worked on a manual and supporting documentation to train the supervisors. By the end of May, I had a pool of highly skilled supervisors to assist student teachers. I took one month during the summer to continue enhancing the skills of the supervisors.

### Which impact your participation had in regards to your personal and professional life?

The UNILEAD programme had a significant impact on my personal and professional life.

As a result of my significant role as the coordinator of the teacher internship programme at the national university, I was invited by a private university to serve as their Dean of Education, effective from August 2013. I truly felt confident to serve in this capacity due to my UNILEAD experience. I was given the chance to apply the project management, financial management and human resource management skills that I had

acquired. I was tasked with developing and launching a teacher education programme and, if I say so myself, I did a superb job. My president was very impressed with my performance as the Dean and I always attributed my success to the three courses that I had taken on the UNILEAD programme. I was not only confident, but I performed at a very high level and attracted a large population of teachers to my university's programme.

During this same time while serving as the Dean, I carried out a second phase of training internship supervisors for the education programme. I took these supervisors to the next level and they became coaches. Their development and performance were impressive. We had one of the greatest teacher education programmes in Belize, and perhaps even in the region.

In January 2014, I decided to take my UNILEAD skills to yet another level. My dream was to establish an independent educational institution based on similar level of standards and quality as I had observed in Germany. I applied all my UNILEAD skills to this new project – I developed a project proposal, and created a budget and human resource manuals. I submitted my proposal to the Belize Ministry of Education and in January 2015, I was granted a license to establish and operate a preschool and primary school called La Isla Cariñosa Academy. From January to September 2015, I oversaw the construction of the building for this personal project; again, I was able to apply the skills I had gained from the project management module. At the same time, I continued to serve as Dean at my university. It was a chal-

lenging task, but in September 2015, I opened the doors to a brand new private school in Belize.

The school opened with 45 students; in the second year the enrolment was 65, and this third year the enrolment stands at 85 students. My school is becoming very popular and famous for the high quality and standards that we maintain with our teachers and students. In June 2016, I resigned from my deanship position and came to manage my academy full time. In this capacity, I am now applying my human resource management skills to manage the faculty and staff, as well as financial management skills to oversee financial matters.

The UNILEAD experience provided me with a high level of skills and experience. My ultimate project – which is a direct result of the UNILEAD experience – is the establishment of my own school, La Isla Cariñosa Academy. I commend and thank the UNILEAD team for affording me the opportunity to acquire these skills. I am forever grateful to the faculty and staff who assisted me during my UNILEAD experience, particularly to the many professors and staff who allowed me to become the success I am today.

I now have and hold very high standards in both my personal and professional life. I am a proud alumnus of the UNILEAD programme. Thank you UNILEAD, this experience made me the professional person I am today.



Projekt outcome: Primary School – La Isla Cariñosa Academy

# Memories by Luis Alberto Pérez-Amezcuca

## Participant of UNILEAD 2012/2013

**Some experiences leave a mark on our lives. UNILEAD is one of those special opportunities that marked my life forever. The programme is something I will never forget and an example I always talk about with my colleagues, family and friends. This is why I decided to write these lines for you.**

When I received the notice informing me that I had been chosen to participate in the 2012-2013 UNILEAD programme, I was very excited, knowing that I was about to meet people from different countries on three continents. I read again and again the names and the positions of those who are now my lifelong friends. This was the only occasion I have had of getting to know people from Africa and Asia. This international approach is urgent – in these times in which fear of others is almost omnipresent, immigration is seen in many parts of the world as a menace, some ‘leaders’ even think about building walls between countries, it is vital to foster encounters like these to spread the word that we can live in peace together, collaborating and working as a team in order to achieve common goals. I still have memories of our teams, perfectly organised by Frank Fischer, working together and pasting information on the blackboards in our unforgettable lecture room. People of different cultures, religions, skin colour and ideologies – all working harmoniously together...

After completing the programme, I was promoted twice. Three years ago, I moved to another city to take up a job as a professor-researcher. What I learned is still useful, not only profession-

ally, but also in everyday life. UNILEAD taught me to make plans considering there are always many stakeholders that should be involved, and that you have to negotiate, communicate and delegate. (Again, we are talking about people!) Yesterday I talked to my former boss to ask about the project we established when I was on the UNILEAD programme, and I was very happy to know it is still going on. The students are still working with children in orphanages; they are still helping the children who are most in need of help. They are educating them, accompanying them along the difficult path they have to traverse, making them laugh and feel the benefits of human contact. I still remember the hugs of some of those girls I met when we established the brigades, and I miss them.

One of the experiences regarding UNILEAD I always share is the perception of security I had in Germany. I am Mexican, so security is something which you always think about. We were having something to eat (and some drinks, I must admit) in an Irish establishment that should be called ‘UNILEAD’s World Famous’ (at least for our generation it was). I decided to walk back to the Stadthotel Oldenburg (in which the staff were incredibly kind, by the way). I did so, and was very surprised because at the beginning I was looking all around me (as I am used to doing in Mexico late at night), but after two blocks, something surprisingly unusual happened: I knew, and even more, I felt in my bones that nothing bad was going to happen to me. Words are not enough to express myself, but believe me when I say it is

something I had never experienced before. That is when I knew that it is something possible. I want that for my country. We have a lot of work to do, but it is surely possible to have a more secure life, and it will certainly be worth it.

Another example of honesty reinforced my perception of security. When we went to Bonn, I left behind a bag in my hotel room, containing my passport, credit cards and all my money. I was extremely worried and sad. I imagined I was going to be robbed. However, with the very, very kind help of Christine Vajna (whom I respect and appreciate very much), the hotel sent me all my belongings by mail. I repeat: we have a lot of work to do in Mexico, but it is possible to live in a more honest country if we offer more opportunities and better levels of education for our people. I believe that Germany is a very advanced country, considering it makes enormous efforts to share, to help us see ourselves, and to educate those from less well-developed countries. I believe Germany has understood that is necessary to help others to develop themselves, in order to reduce immigration. If we make our own opportunities in our countries, we will not need to leave our traditions and families. If we make our own opportunities, we will not live in fear at night. Education brings with it respect for others.

Therefore, thank you DAAD. Thank you Carl von Ossietzky Universität Oldenburg. Thank you for a truly international spirit and wonderful friendships. Happy Birthday UNILEAD! And, as our generation always says, “Let’s grab a beer”!



UNILEAD 2012/2013

# Memories by Nermin Salah

Participant of UNILEAD 2013/2014

Happy 'Tin Anniversary' (10 years) to UNILEAD and all UNILEADers. UNILEAD has been by far one of the most enriching experiences I have had. I was thrilled to be selected, especially coming from a pure scientific background and facing the challenge of bridging entrepreneurship and academia.

My project was to inaugurate a 'Business and Entrepreneurship Centre' at my university in Egypt. My UNILEAD professors and mentors have guided me through the way. My university in collaboration with Marburg University now has 'Imagine' an entrepreneurship centre that orchestrates student involvement in the world of start-up enterprises. I am the focal point for Pharmacy students.

I always wanted to enrich our youth with entrepreneurial skills even before they come to university, I started off by establishing an entrepreneurship camp for teenagers, called 'Challenging the challenges' in collaboration with "TeenPreneurs Egypt" in August 2014.

I believe that those who are underprivileged also deserve a better chance in life, particularly the youngsters. Again in collaboration with "TeenPreneurs Egypt", I held an entrepreneurship camp for 8 weeks in Mansheyet Nasser (an Egyptian slum) to introduce innovation and entrepreneurship to those youth.

Conducting some surveys in 2017, I was astonished by the reluctance of students with a background in biological sciences to



UNILEAD 2013/2014

participate in any innovation or entrepreneurship activities, so I accepted the challenge and held the first Egyptian 'Pharma i-weekend' in collaboration with "Ain Shams University-iHub". During the 5-days camp, more than 300 students got involved in design thinking workshops, business model courses, and healthcare innovation challenges. Thirty-two teams competed on the pitching day and seven teams were awarded seed funds. Witnessing the success and enthusiasm of my university students, I led a summer camp with "ASU-iHub" (i-camp healthcare track) in summer 2017.

Since returning from UNILEAD I have mentored several start-ups inside and outside my university, such as Herbimed (a start-up that aims to reinvent the herbal medicine market in Egypt) and Fiseketak (a car pooling mobile application for university students). I have also completed an online course in 'Innovation in Healthcare' with Coursera.

Oldenburg will always remain in my mind and my heart – the people I met and the experiences they helped me to unleash are carved in my memory forever.

# Memories by Ángela María Patiño Gómez

Participant of UNILEAD 2014/2015

**UNILEAD was a once-in-a-lifetime experience for me. When I applied to the programme, I did it merely to have the experience of applying to a German organisation. When I heard that I had been accepted, I could not believe it! Not only would it allow me to share my work with other colleagues, but it also provided me with the opportunity to get to know more about the German culture and lifestyle. When the course started, I had the chance to interact with the other participants through an online platform, which was a good starting point to get to know a little about them and their work.**

Throughout the whole course, I learned about many aspects that I had not considered before, relating to the project I was creating. I had already been working on a project with the main objective of motivating full professors to engage in offering high quality counselling sessions to students. The UNILEAD programme helped me to learn about some aspects of budget management that I had not been aware of. More importantly, I was able to understand the importance of risk management, as my project had presented some obstacles that I did not know how to manage. So the reading materials as well as the online assignments were a great help for me in learning about these important matters. Furthermore, the Oldenburg on-site experience changed my perspective on life in so many areas! Firstly, I had the chance to interact with excellent lecturers, coming from different parts of the world. They were very engaged in work-



UNILEAD 2014/2015

ing with us, and also very interested in getting to know us, our contexts and our projects. They definitely helped me to design a more appropriate framework to ensure the success of my project.

Being the first time I had visited Germany, it was very exciting to meet the wonderful University of Oldenburg staff, get to know the campus, the town, and even meet the major! And of course, I was really thankful to have the chance to travel to other cities, such as Bonn, Berlin and Bremen. It gave me a broader view on the country's history, struggles and achievements. It also revealed to me a very admirable and resilient culture.

I'm confident in saying that the most relevant learning that I enjoyed in the UNILEAD experience, was to get to know people from all over the world. I had the chance to speak with my peers about a number of themes; I was so fortunate to learn from their experiences as higher education leaders, and as human beings,

with their own challenges and personal resources. I received a lot of good feedback on my project, as I became aware of the fact that all universities face similar challenges when working with faculty members. When I came back to Bogotá, I had received so much help and guidance that I was able to successfully present the project to the university board of directors.

Today, I am proud to say that the project became in fact, a full programme for faculty members to learn how to become high quality counsellors. It is well-recognised by the university community and although we still face challenges, it has brought many advantages to our students. I am also very happy to say that my UNILEAD colleagues and I still chat, as we created a WhatsApp group that has helped us keep in touch. Four years later, we still talk to each other and share some experiences about our personal and professional lives.

Happy Birthday UNILEAD!



UNILEAD Vietnam 2014

# Memories by Nguyen Thi Huyen

## Participant of UNILEAD Southeast Asia 2015

**It's wonderful for me to have the chance to share my story with you on the occasion of the tenth anniversary of UNILEAD.**

My name is Nguyen Thi Huyen. I have been working for over 15 years at the University of Science, one university belongs to Vietnam National University in Ho Chi Minh City Vietnam (VNU-HCM), where I hold the positions of Head of Inspection – Legislation & Intellectual Property (IP) Office, Interim Director of the Centre for Educational Excellence, and also Lecturer of the VNU-HCM-US Biology – Biotechnology Faculty. I got Bachelor Degree in Biology at VNUHCM- University of Science in 2001, Bachelor Degree in Law at HCMC University of Lae in 2012, Master Degree in Micro-Biology at VNUHCM- University of Science in 2006 and Doctor Degree in Education (Major in Educational Management) at Tarlac State University, Philippines in January 2018.

I was lucky to be proposed by my rector, Prof. Tran Linh Thuoc to attend the UNILEAD SEA (UNILEAD Southeast Asia) 2015 hosted by DAAD and the University of Oldenburg in Ho Chi Minh City, from May to December 2015 with my project on 'Improvement of intellectual property awareness for science students at VNU-HCM University of Science'.

During the UNILEAD SEA 2015 training programme, in many courses of the programme, such as, Project Management, Human Resource Management, Quality Management and Quality Assurance, Curriculum Development, Team Competencies, Leadership, Communication, Digitisation, and Intercultural Skills, I gained many valuable competencies and skills which are

high relevant and useful for me to perform my current tasks not only from our great trainers but also from other attendants.

Since my participation in the UNILEAD SEA 2015, I have developed professionally in many areas. My career has progressed as a result of the subject expertise and soft skills that I gained during the programme, the prestige I enjoyed from participating in a German training programme, and the contacts that I made through the programme as well. I am now more engaged with my university in many different positions and activities – not only in intellectual property activities, but also in enhancement of faculty's competencies and internal quality assurance for the university. I have been also engaging into many external quality assurance activities at Vietnamese Ministry of Education and Training, Vietnam National University in Ho Chi Minh City, Center for Educational Accreditation, Center for Educational Testing and Quality Assurance in Vietnam.

Moreover, I have been fortunate to receive scholarships from DAAD and other organisations to attend events such as the Workshop on 'Governance, Internationalisation and Quality Assurance: Challenges and Prospects for Universities in Vietnam and the Southern East ASEAN' hosted by DAAD and the Thai Nguyen Agricultural University from 12-14 October 2017; the Quality Assurance Assessor Training in March 2017 hosted by the British Council and the UK Quality Assurance Agency; and the 'SHARE Peer Multiplier Training/Training-of-Trainers seminar for 'Experts in the field of Teaching and Learning and External Quality Assurance' from 4-7 June 2018 in Jakarta, Indonesia.

My project was entitled 'Improvement of Intellectual Property Awareness for Science Students at the VNU-HCM University of Science'. With the valuable knowledge and skills that I obtained from participating in the UNILEAD SEA 2015 programme, along with the strong supports and commitments from university leaders, the high engagements of stakeholders, and the effective working of the intellectual property team in my office, my project was very successful. The effects of this project are still noticeable today. It resulted in standard annual processes that have been incorporated into manuals at the VNU-HCM University of Science for all students from the first to the final year (General IP for first year students; Copyright and Issues Related to Copyright for second and third year students; Patents and Industrial Rights for fourth year students). Since 2015, our IP team has organised over 66 IP training sessions, that have reached over 20,000 students. In 2017, activities in enhancing knowledge about IP were extended to graduate students, as well as to all staff and faculty members in our university. The training includes all those have been working on the Intellectual Property Strategic Plan for our university from 2017 to 2022, looking ahead to 2030. My project also influenced organisational change by establishing an IP unit, and a strategic plan to establish an IP office in the future.

I would like to express my gratitude to the UNILEAD organising team and their great lecturers for the beneficial effects that I have enjoyed. Hopefully, more and more young managers and leaders in ASEAN (Association of Southeast Asian Nations) universities will complete the UNILEAD programme to further develop higher education systems in the future.

My final statement that I would like to share with you is:

"Happy 10th birthday to UNILEAD  
UNILEAD – Leading to success!"

# Memories by Tula Jutarosaga

## Participant of UNILEAD 2016

**In my opinion, the most important components in conducting any project are initiation, implementation and sustainability. Without any of these components, the project is unlikely to be a success. I have integrated and applied the knowledge and skills that I learned in the UNILEAD 2016 programme for many purposes. Many keywords, for example, 'PAP', 'stakeholder', 'SMART goals' ... keep recurring to me whenever I am involved in running a project. My eyes were opened to new perspectives when I experienced the valuable blended module on the topic of Project Management and I shared exciting experiences with other participants.**

When I joined UNILEAD in 2016, I was the Associate Dean for Education Development and International Affairs, Faculty of Science, at King Mongkut's University of Technology Thonburi (KMUTT) in Bangkok, Thailand. My project that I undertook for the UNILEAD programme was 'Integrating Social and Industrial Experience into the International Internship Program in the Faculty of Science (FSci), KMUTT'. Internationalising the university is part of the university's strategic plan. KMUTT's vision is to become the leader in terms of science, technology and innovation among ASEAN (Association of Southeast Asian Nations)

universities. Student mobility is one of the strategies that contribute to internationalising the university. My team created a summer international programme which aimed to: 1) provide international experience for Thai students and international students; 2) strengthen collaboration between KMUTT and partner universities; and 3) make such internationalisation visible to the local community.

The project was successfully conducted and continues to this day. Over 20 international students have participated in the programme each year since it was established in 2015 - 2016. Internal students are actively recruited during their studies for the MSc and PhD programmes at KMUTT. Collaboration with partner universities has solicited matching funding, which is very welcome. Even after I left my administrative position, the programme has continued to run and has been further developed to the next level. In 2017 and 2018, the programme was revitalised and optimised. It has been evaluated by the participants through questionnaires and reflections, which yielded positive results.

The UNILEAD opportunity also opened possibilities for me to conduct international projects with UNILEADer peers and friends. Immediately after attending the programme in 2016,

we set up a networking activity: Fauzan from Malaysia, Yuli from Indonesia and myself from Thailand established the 'Southeast Asian Mobility for the 21st Century' programme in 2017. This was a project management exercise to enhance our regional collaboration. Without the UNILEAD programme, we would not have had the chance to embark on such collaboration. I have recently transitioned from being Associate Dean to becoming the Department Head, so the modules on Finance and Human Resources Modules will reap benefits for me from this point onward. This will be a challenge, while providing opportunities for me to lead the department.

My mind flashed back to some of the days that I spent with UNILEAD friends in Oldenburg. Germany was the first country in Europe that I had visited. Pictures of Oldenburg and Carl von Ossietzky University are still vivid in my mind. The lessons I learned have formed one of the most memorable experiences in my life. I would like to express my sincere gratitude to all the organising team members for their contribution in arranging such enjoyable lessons, and especially to DAAD for creating such a wonderful programme to bring people all over the world closer together.



UNILEAD 2016

# Memories by Florence Nakiyingi

## Participant of UNILEAD 2016

**My name is Florence Nakiyingi, and I am one of the proud beneficiaries of the UNILEAD training programme (2016). That year I was the only representative from Uganda, and the first one from the Uganda Christian University, which is a relatively young private university. Needless to say, this programme – which was delivered in the format of blended learning – was by far the most beneficial course for my career so far. It equipped me with many relevant skills that I not only actively use today, but I have also been able to train my colleagues.**

The timing of the course was particularly strategic for my career, because I had been positioned as the Manager of Human Resources and Administration. I had an important project to roll out across the entire university; however, I had no project management skills. The title of my project was 'The development of criteria for the promotion of staff using a tiered payroll system'. It was to do with developing promotion criteria for administrative staff, and then using these in establishing a tiered payroll system. The Project Management module enabled me to re-define and reorganise the work, and structure it in a meaningful way. Useful concepts that I learnt include clarifying the scope,

describing the context, mapping stakeholders, developing a milestone plan, and creating a work breakdown structure. These were totally new perspectives to me and they have been critical in enabling me and the project team to achieve our goals in a timely manner.

During and after the second contact phase I was able to steer my project team in the right direction, with my newly acquired knowledge. We conducted benchmarking and developed success criteria, amongst other tasks. The project was approved and we were able to roll it out across the university. There was a delay however, in that budget restrictions impacted the final implementation of the payroll system – but this was a structural university problem. The funds have now been made (partly) available and from August 2018 we were able to commence paying the staff in the newly accredited medical school, using the tiered payroll system.

The other major impact that the UNILEAD programme had on my career was further grounding in human resource management (HRM) in higher education. The HRM module and the one on leadership helped me to realise that although most of the heads of departments had doctoral degrees, they lacked

leadership skills, people management skills, and self-awareness about their leadership styles and the impact on their teams. I therefore introduced periodic training workshops for all heads of departments and deans. We held the first workshop in August 2017 and are now gearing up for the second in August 2018. The feedback from the deans and the faculty members they lead has been truly amazing!

Owing to the success of my project and the leadership training workshops that have now become part of our culture (plus a few other factors), the management of the university found it fitting to promote me to the rank of Director of Human Resources, effective February 2018. I am currently one of the youngest directors at the university and I owe it all to the great impact that the UNILEAD programme had on me, for which I am eternally grateful. It also provided me with great networks, especially with my former classmates with whom I am still actively in touch – we often share experiences and bounce ideas off each other. UNILEAD is indeed a great learning opportunity that should continue to groom young university leaders from all over the world.

# Memories by Frank Loglo

## Participant of UNILEAD 2016

**On September 14, 2015, a colleague at my University sent an email to a number of my colleagues and I about the UNILEAD 2016 announcement. A close colleague of mine, who also received the email, encouraged me to turn in an application, but for whatever reason, I was not motivated to apply. At that time I was the Assistant Registrar of the Ho Campus of Ghana Technology University College. My role involved academic administration and, in particular, managing examination processes and student records. I had been considering how I could introduce a system that could support student learning through formative feedback and became interested in online testing. This was because the campus had many non-traditional students who were quite busy working during the week and needed some form of learning support to make studies more enjoyable.**

So, two days to the submission deadline, this close colleague of mine then insisted we apply together and I obliged. It was easy to put my project idea together because I had thought hard and long about it and had had many discussions about it. On the application submission deadline day (12.09.2015), I was able to beat the deadline by only a few minutes; receiving my application confirmation at 23:53 Central European Time, when the deadline was 23:59.

Come December 2015, my close pal who was very instrumental in getting me to apply, was not selected, but I was successful with my application. Narrating this anecdote is just to emphasize the point that my participation in UNILEAD 2016 was simply by fate, and it appeared nature had conspired to work everything in my favor.

Through the UNILEAD trainers, I acquired the requisite knowledge and skills in project management to translate my vision into reality. I successfully implemented a Computer-Based Assessment system that supported learning through the timely provision of feedback after weekly tests. Due to challenges regarding university-wide standardization, the system is used mostly for professional programmes run by the campus, although a few of the faculty members have adopted it for academic programmes. The feedback has been immense.

Through UNILEAD I have forged close ties with colleagues, who I now call friends, from more than 17 countries around the world. Our network and interactions have gone beyond Oldenburg, where we first met. My participation in a training programme in Fayoum University (Egypt) is an example of the fruits borne from such networks with other UNILEADers. Whilst being located in Accra (Ghana), I am able to engage in a Skype call with a colleague all the way in Medellin (Colombia) to discuss a research idea. I also have the opportunity to share learn-

ing and research resources with a colleague in Jakarta (Indonesia), and to get a helping hand from a Librarian colleague from Nyeri (Kenya) regarding a journal article I need for my research. These are but a few of the practical realities of how the nodes are connected in the UNILEAD network. This is the story of just one individual, so one can only imagine the multiplier effect and the impact UNILEAD has made after a decade of successful implementation.

My UNILEAD story would not be complete without sharing what I consider the biggest impact on my professional life. The success of the project in 2016 sparked my interest in the field of technology-enhanced learning and marked the beginning of my foray into the research field of non-traditional students and educational technology. Indeed, UNILEAD provided me with the opportunity to meet with Prof. Dr. Olaf Zawacki-Richter, an Open Education and Educational Technology expert, who has since become my supervisor after successfully enrolling into a PhD programme at the Faculty of Education and Social Sciences at the Carl von Ossietzky University of Oldenburg.

This is the point I say.....ta daaaaa!

# Memories by Gabriela Zamarrón-Pérez

## Participant of UNILEAD 2017

**In December 2016, I was driving to work when I received the acceptance email for the 2017 UNILEAD programme. I had to pull over to park and read it twice! I was really excited and couldn't wait to tell everybody at my office that I was going to travel to Germany in few months. I had already told my co-workers that I submitted a project for the Academic Department, and now I could tell them that I had been selected to participate in the UNILEAD programme.**

I created a WhatsApp group with the UNILEADers' information that I found at the C3LLO platform. We started using it during the winter holidays to exchange photos of ourselves, our families, and our traditions during New Year's Eve celebrations in countries all around the world. When we met in the lobby of the Sprenz Hotel in Oldenburg in March, we already knew each other's faces, names and fun facts.

I am a psychologist and I have always loved studying and observing human behaviour, as well as cultural influences. I work at a bilingual international public university in Mexico as the Academic Director, and I thought I was good at cross-cultural understandings. But this experience broadened my mind in ways that I could never have imagined. This was a group of 22 people from 19 countries; we had deep discussions and discovered more similarities than differences among us, which was surprising and enriching for me.

As I got to know my classmates a little more, I kept thinking how they were all high-profile professionals in their field. And then suddenly I realised that I belong to this same outstanding group because I was here with them! I was the only Mexican selected on this cohort, which made me feel very proud to represent my country and my university. I knew I had to make the most of this experience to improve my professional profile and make a contribution back in my home country.

The project I submitted was called 'Global competence development course for university students'. I made use of what I had learned in the UNILEAD modules in order to improve and implement the project from September to December 2017. The project was a success and will now be replicated every year due to the good results obtained. I also had the chance to present the project at an international conference on higher education innovation this year.

I had several good experiences during the UNILEAD programme, which I group into three categories: friendship, food and public policies. Our cohort is still in contact with each other through WhatsApp and we keep sharing trips, professional achievements and personal challenges. We tried different kinds of food guided by natives: Vietnamese friends taught us how to eat pho with a spoon and chopsticks; Palestinian friends taught us how to eat pita bread with our hands; I showed them how to eat tacos properly, and so on. I also gained first-hand experience

on how public policies affect culture and vice versa; I now have a better understanding about how and why German 'stereotypes' work. I was pleasantly surprised and impressed by the order and structure that governs the whole country, and how the behaviour of individuals contributes to this status quo.

I truly believe that UNILEAD was a life-changing experience for me in terms of my personal and professional life. I appreciate the support of DAAD, especially since I have been able to implement many strategies learned during this programme in my workplace. There are two other main repercussions in my life after UNILEAD: I have been delivering training courses to colleagues from other bilingual universities around Mexico; and I have participated in a cluster with the local Ministry of Economy and organisations such as Deutsche Zusammenarbeit. This cluster was created as a result of a significant new German investment in my city (Aguascalientes).

I would like to thank UNILEAD and the University of Oldenburg staff, as well as DAAD for this experience. One of my favourite quotes is "Always be the best version of yourself", and this programme really helped me to discover this.

Dankeschön!



UNILEAD 2017

# Project Poster by Ana Urquilla Alvarado

## Participant of UNILEAD 2018

Digital education is an alternative educational model that incorporates technological resources to create, deliver, manage, or enhance the teaching-learning process. It allows students to learn at their own pace, in any order they choose and within individually established time frames. Adopting digital education represents a significant strategic challenge for higher education institutions because it involves taking into account innumerable tangible and intangible variables.

Escuela de Comunicación Mónica Herera (ECMH) has been interested in exploring digital education for several years because:

- the addition of new undergraduate programmes has not had the expected increase in student population,
- its current infrastructure does not allow for a significant growth in traditional face to face programmes,
- Continuing Education students are increasingly demanding digital programmes that allow them to work in their own time and space, and
- the university desires to enter a regional market that cannot be reached with its existing offering.

Through the UNILEAD experience, I was able to develop an applied research project aimed to create a set of tools that will guide the construction of several digital education programmes' business models. Each business model will visualize a user-centered programme that teaches Strategic Design to four different audiences: undergraduate students currently registered in face-to-face programmes, Continuing Education students enrolled in workshops and Diploma programmes, Continuing Education students enrolled in Certificate programmes, and a general audience interested in learning basic concepts about our disciplinary fields.

Ana Urquilla

UNILEAD 2018

Building blocks for the construction of Escuela de Comunicación Mónica Herrera's digital education programs

### Background

- Student enrollment exhibits minimum growth despite an increase in the number of programs offered.
- University's board wants to adopt digital education in institution's business model.

### Project

Build a set of tools that will guide the construction of personalized business models for user-centred digital education programs.

**Target Audience:** Design teams in charge of designing customized business models.

<b>KEY PARTNERS</b> Possible strategic partners	<b>KEY ACTIVITIES</b> ADDIE process description Program quality standards Program evaluation practices	<b>VALUE PROPOSITION</b> Learning community building practices	<b>CUSTOMER RELATIONSHIPS</b> Netiquette rules Course modalities Methodological practices	<b>CUSTOMER SEGMENTS</b> Digital adult students' attributes
<b>KEY RESOURCES</b> Graphic design guidelines for information objects Characteristics of work team members		<b>CHANNELS</b> UX guidelines for LMS Digital channels		
<b>COST STRUCTURE</b> Cost categories			<b>REVENUE STREAMS</b> Pricing models	

■ Shared Components   
 ■ Option Menu

Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation. New Jersey, United States: John Wiley & Sons, Inc.

### State of Implementation

Timeline milestones:

- Form team (April 2018)
- Apply to university's research fund (April)
- Conduct research (April - August)
- Build initial business model (July)
- Write research paper (April - September)
- Create tools (August - September)
- Create pilot program (January - May 2019)
- Hire pilot team (December)
- Select model to prototype (December)
- Build customized models (October - November)
- Form design teams (October)
- Revise and design tools (September - October)

### Challenges

- Limited budget
- Out of comfort zone
- Time
- Competing projects

### Sustainability

- Board's support
- Approval to prototype & learn

#### TEAM

Ana Urquilla  
 Gabriela Quintero  
 Valeria Martínez  
 José Vega  
 Jorge Orantes  
 Gabriel Tusell  
 Otto Rivera  
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With the help of a team composed of current undergraduate students and alumni, we developed two categories of tools:

1. Shared components – All the tailor-made business models will follow the same programme quality standards, general design guidelines for the pedagogical resources, and netiquette rules. These tools were designed by the project team and will be shared with all the design teams for them to incorporate into their models. These will help unify the quality of all digital programmes delivered by our institution.

2. Option menus – To inform the decision-making process of the different design teams, the project team created several option menus; from which the design teams will pick and choose the choices they believe best serve the needs and interests of their distinct audience. These menus include: pricing options, cost categories, list of digital resources available for facilitators, tactics for building a sense of community, programme modalities, teaching and learning dynamics, and evaluation processes.

These tools were completed in November 2018, and will be used in December 2018 to guide the construction of four potential business models.

From these models, ECMH will select one model to prototype in 2019. Through this prototype, the university will experiment in small scale what developing digital education programmes entails to study their human desirability, business viability, and technical feasibility. Ideally, this first prototype will be available to Spanish speaking audiences in August 2019.



UNILEAD 2018

# About the Authors

## Alberto August



Dr. Alberto Luis August is an Assistant Professor and Coordinator of the Educational Leadership & Management program at the University of Nottingham Malaysia Campus, School of Education, Educational Leadership Department. He is the founder of La Isla Cariñosa Academy, a preschool and an elementary school in Belize, and held the roles as principal and manager. For 3 years, he served as the Dean of the School of Education at Galen University where he successfully launched a Bachelor Degree in Elementary Education programme for principals and teachers. For 4 years, he carried out the role of Assistant Professor and the National Coordinator for the Teacher Internship programme at the University of Belize. He holds a Doctor of Education degree in Educational Leadership and a Master Degree in Secondary Education from the University of North Florida. He has 25+ years of teaching-learning experience at the primary, secondary, and tertiary level of education. He has conducted extended research in the field of early childhood education and development, teacher development, and facilitated principal and teacher's workshops across Belize, as well as published and presented at conferences and seminars advocating for children of all ages. His passion is to develop teachers and school leaders to be creative and critical thinkers, as education evolves into the new age of technology. He pledges to work with teachers and school leaders to be skilled educators using innovative teaching and learning strategies, to guide them to be caring individuals in a child friendly environment, and at the same time, encourages them to embrace the ever changing world with the consideration of the sustainable development of a nation.

## Svenja Bedenlier



Dr. Svenja Bedenlier studied educational sciences with a major in lifelong learning and education management, in the course of which she also stayed in Turkey and Colombia. She conducted her PhD within the field of Internationalization of Higher Education and has been working as a research associate at the University of Oldenburg since 2012. Her current research revolves around international mobility of students and academic staff as well as processes of digital transformation within higher education.

## Frank Fischer



Frank Fischer is a renowned expert in the field of Project Management. He is working as a trainer and consultant in different environments like scientific institutions, higher education and business companies (big, medium and small size). He is also a lecturer in both the UNILEAD and the MBA programme in Education and Research Management at the C3L (Center of lifelong Learning), University of Oldenburg. His main fields of interests are Project Management in media enterprises, Criteria for success and failure within project teams, Project Management in (continuing) education. Memberships and further activities: Certified Project Manager (GPM) since the end of 2004, Licensed Project Management trainer (GPM) since the beginning of 2005, Frank Fischer has been a member of the Round Table in Germany for more than ten years.

## Anke Hanft



Prof. Dr. Anke Hanft is professor for Continuing Education at the University of Oldenburg and academic director of the Center for Lifelong Learning (C3L). She is the president of the Austrian Quality assurance Agency and a member in different advisory boards and committees in research and higher education institutions. At the University of Oldenburg she is the academic director of the MBA programme 'Education and Research Management'. She was responsible for several projects with the aim to foster continuing education at universities and established one of the first regularly recognition systems at the University of Oldenburg. Currently, she is coordinating more than 10 projects funded by the Federal Ministry of Education and Research, which focus on reforms in university teaching and learning.

## Tula Jutarosaga



Dr. Tula Jutarosaga received B.Eng. (1999) and M. Eng. Electrical Engineering (2001), Chulalongkorn University, Thailand. He continued his education at the University of Arizona, USA where he was awarded with Ph.D. degree of Materials Science and Engineering (2006). He is now a lecturer at the Department of Physics, King Mongkut's University of Technology Thonburi (KMUTT), Thailand. He currently serves as the department head and the advisor to the Faculty of Science for the International Affairs, KMUTT.

## Barbara Kosuch



Since completing her teacher training, Barbara Kosuch has followed a career as a certified coach and consultant in the fields of business, education, administration, and health and social issues. She also completed an extra-occupational degree in Corporate and Management Education and now works as a lecturer at the University of Oldenburg and the Jade University of Applied Sciences.

## Pia Lehmkuhl



Dr. Pia Lehmkuhl studied law and economic sciences at the University of Oldenburg. Since 2014, she works as research assistant and member of the academic staff at the Department of Continuing Education and Education Management at the Carl von Ossietzky University. Her teaching and research focus on the management and leadership of public organisations and higher education institutions, especially in the fields of HRM, Project Management and Organisational Development. Since 2016, she is a mentor in the UNILEAD-programme for the module 'Finance & Investment'.

## Frank Loglo



Frank Senyo Loglo is currently the Acting Head of the Ho Campus of Ghana Technology University College, where he oversees the administrative and academic support functions of the campus. His previous engagements include working on a research team at the Institute of Statistical Social and Economic Research (ISSER) at the University of Ghana, and also as a distance learning facilitator.

Frank's academic background includes an MA in Adult Education (2012) and an MA in Educational Leadership and Management (2017), both from the University of Ghana, as well as a Post Graduate Certificate in International Higher Education Academic Practice from Coventry University, UK.

He is currently a PhD Candidate with the Center for Open Education Research at the University of Oldenburg, Germany.

## Florence Nakiyingi



Florence Nakiyingi is a seasoned HR professional who is currently the Director of Human Resource & Administration at Uganda Christian University in Uganda. Prior to this, she had served at the same institution in the role of Manager Human Resource & Administration.

Ms. Nakiyingi has a Master's degree in International Human Resource Management from London Metropolitan University in London, United Kingdom. She also has a Bachelor's degree

in Human Resource Management from Makerere University in Kampala. Ms. Nakiyingi is a member of the Human Resource Managers Association of Uganda.

## Nguyen Thi Huyen



Dr. Nguyen Thi Huyen is the Head of the Office of Inspection – Legislation – Intellectual Property and also the Interim Director of Center for Educational Excellence, the University of Science, Vietnam National University in Ho Chi Minh City (VNUHCM). She got Master of Science in Microbiology (the VNUHCM-University of Science, Vietnam) and the Doctor of Education in Educational Management (Tarlac State University, Philippine). She has been contributing to the success of the VNUHCM-University of Science in reaching its vision and mission, and the success of other Vietnamese universities in a global context and 4.0 Industrial Revolution. She was one of the first intellectual property managers' team in Ho Chi Minh City trained by international experts with funding from WIPO, USPTO, JPO, World Bank and NOIP. She has been successfully running over 12 projects, leading the innovation in Policy, Legislation, Intellectual Property, and Teaching and Learning, to improve the quality for higher education. She has also been an assessor and an accreditor of Ministry of Education and Training, Center for Educational Accreditation and Center for Testing and Quality Assurance of Vietnam National University in Ho Chi Minh City to assess both programme, and institutional level, and to support the quality assurance continuous improvement and development for higher education institutions in Vietnam.

## Natalia Orellana



Natalia Orellana holds a Master degree in Higher Education at University of Kassel (Germany), a Licentiate Degree in Communication Sciences from Pontificia Universidad Católica de Valparaíso (Chile) and post-graduate studies in University Leadership (UNILEAD) at University of Oldenburg (Germany).

Currently, she is founder Director at OCIDES Foundation for Career Development and Lifelong Guidance, which is responsible for the collaborative Biennale Encounter of Higher Education and the World of Work (BIESTRA). It is an international event, designed in the framework of the UNILEAD programme, to allow interinstitutional collaboration to promote capacity building.

## Ángela María Patiño Gómez



Angela Patiño is the Head of the Counseling Center at Universidad de Los Andes in Bogotá, Colombia. She studied Psychology in Javeriana University in Bogotá, and Counseling Psychology at Loyola University in Maryland, USA. Prior to her current position, she worked as the coordinator of Scholarship Students Office, in the same university, and was a student counselor in Javeriana University. While studying in the US she ran some programmes for minority students. In her current job she runs a number of projects related to retention and well-being in Higher Education.

## Luis Alberto Pérez-Amezcuca



Dr. Luis Alberto Pérez-Amezcuca holds a B.A. in Hispanic Literature and an M.A. in Mexican Literature Studies by the Universidad de Guadalajara, as well as a Ph.D. in Literary Theory by the Universidad Autónoma Metropolitana. He is a professor-Researcher at

the Department of Arts and Humanities of the Centro Universitario del Sur of the Universidad de Guadalajara.

He has published scientific papers in international journals and develops the mythcriticism as line of research. He is the author of the book 'Novela como nube de Gilberto Owen', and 'Identidad y amor en un Contemporáneo'. He is the coauthor, of Carlos Monsiváis 'Premio FIL de Literatura 2006' and 'Apreciación del arte. Guía de aprendizaje.' His book 'Hermes en la encrucijada: análisis mitocrítico de las novelas líricas de los Contemporáneos' will be published soon.

He is a member of Mexico's Sistema Nacional de Investigadores, the most important research distinction of the country.

Since 2005, he works for the Universidad de Guadalajara, and has been chief of the Editorial and Reading Promotion Unit, and also the chief of the Cultural Broadcasting Unit. He is a coordinator of Internationalisation and coordinator of the Hispanic Literature undergraduate programme.

## Héctor Rangel



Héctor Rangel is currently an associate professor in the Economic and Social Studies Research Institute (IIESES) at Universidad Veracruzana, Mexico. His academic production focuses on internationalisation as a tool to foster economic impact on international

cooperation.

Before joining IIESES as a professor, Rangel worked for 13 years at UV's International Office managing the Academic Mobility Office, where he gained a great deal of experience in developing international projects, fostering new institutional programmes, and producing academic work in the field.

He earned his bachelor and master degrees at Universidad Anahuac, Mexico. He has participated in a number of seminars, courses and workshops related to internationalisation in countries like Canada, the U.S., Germany and Brazil, and has been member of several international associations as NAFSA, EAIE, and the Mexican Association for International Education (AMPEI). He also has attended two DAAD – DIES courses: UNILEAD and the Management of Internationalisation (MOI) where he had the chance to acquire much of his experience in developing internationalisation strategies.

## Heinke Röbbken



Prof. Dr. Heinke Röbbken is Professor for Education Management at the University of Oldenburg. Her teaching and research focus on the management and leadership of school organisations and higher education institutions. Formerly, she has worked at different national and international research institutions, including the School of Education at the University of Wuppertal, the Center for Studies in Higher Education (UC Berkeley), The Centre for Higher and Adult Education (Stellenbosch University) and the Department of Social Sciences at the University of Chicago. Currently, she is involved in research on peer productivity in higher education and the analysis of economic rents of graduate education.

## Esther Ruigendijk



Prof. Dr. Esther Ruigendijk has been Vice President for Early Career Researchers and International Affairs at the Carl von Ossietzky University Oldenburg since January 1st, 2016. Professor Ruigendijk studied Dutch language and literature at the University of Groningen in the Netherlands, where she also did her Phd. Subsequently, a period of postdoctoral work and teaching at the University of Utrecht in the Netherlands followed. Professor Ruigendijk has been professor of Dutch linguistics at the Institute of Dutch Studies at the University of Oldenburg since 2005, initially as junior professor, and since 2010 as full professor. Furthermore, she was awarded the 2007 'Niedersächsischer Wissenschaftspreis für Nachwuchswissenschaftler' (Lower Saxony Scientific Award for Future Researchers and Scientists) and

served as Dean of Studies of the University of Oldenburg's Faculty III (School of Linguistics and Cultural Studies) from 2009 to 2011, also chairing the study commission spanning all faculties during this time.

## Nermin Salah



Dr. Nermin Salah Ahmed has completed her PhD at the German University in Cairo. She is a lecturer of Pharmaceutical Chemistry, Faculty of Pharmacy and Biotechnology. She has published her scientific work in prominent and international journals, and has earned many national and international grants. In 2013, she started a research group in the field of medicinal chemistry to target breast cancer. Her work is focused on finding new targets for cancer treatment. Her work adopts a personalized medicine approach.

Dr. Nermin is an Egyptian delegate of TechWomen programme, a programme for emerging female leaders who are perceived as agents of change in their communities. She is working on promoting STEM fields to young girls in Egypt. She has worked with many initiatives in the field of youth development.

She is a UNILEAD 2013 alumna working on essential reforms in higher education. She believes that Egyptian Higher Education system does not offer university students essential entrepreneurial and innovation skills. She has worked with several local and international key players to promote those concepts and engage students in activities that can help them for the future job market.

It is her unique dream to build a generation of youth who can create jobs for themselves rather than being job seekers.

## Elmien Sinclair



Elmien is an Educational Psychologist and Head of the Unit for Academic Counselling and Development at Stellenbosch University, South Africa. She obtained a MEdPsych degree in 2007 at Stellenbosch University where after she started working at the university's Centre for Student Counselling and Development. Elmien has a passion for developmental work with students and believes in people's inherent potential to develop and flourish. In her free time, Elmien enjoys reading, spending time with her two cats, and drinking coffee with friends.

## Ana Urquilla Alvarado



Ana Urquilla is the Director of Syncros, Strategic Design Lab, at Escuela de Comunicación Mónica Herrera, El Salvador. She leads and coordinates the development of new education services and products focused on teaching Strategic Design to a variety of target audiences, including undergraduate students, design professors, and professionals from the public and private sector.

## Christine Vajna



Christine Vajna is the programme manager of the UNILEAD and UNILEAD-International training course (University Leadership and Management Training Course) at the Department of Continuing Education and Education Management, University of Oldenburg. Before that, she was working at the German Academic Exchange Service (DAAD) in Bonn.

She studied Continuing Education and Business Administration at Leibniz University Hannover and at Université Paul Valéry in Montpellier (France) and received international work experience during her stays abroad.

## Marc Wilde



Marc Wilde has been working with the German Academic Exchange Service (DAAD) since 2002 and is responsible for the overall coordination of capacity development programmes in the field of Higher Education management for developing countries.

Within the DIES Programme – a joint initiative of DAAD and the German Rectors' Conference – he coordinated QA capacity development projects in East Africa and Southeast Asia. Furthermore, he currently serves as the QA expert in an EU funded project aiming at strengthening regional cooperation and internationalisation of ASEAN Higher Education (SHARE).

Marc Wilde holds a M.A. in Philosophy from University of Bonn, Germany and has completed a MBA programme in Higher Education Management at University of Applied Sciences Osnabrück, Germany.

## Gabriela Zamarrón-Pérez



Gabriela Zamarrón-Pérez is the Academic Director of Universidad Tecnológica El Retoño, the first bilingual public university in Mexico.

She has been involved in the implementation of this new bilingual educational modality since 2012. She has proposed new strategies for teaching and learning, and developed partnerships with American, Canadian and European universities to establish student exchange programmes abroad. She has presented the BIS (bilingual, international and sustainable) university features in several international conferences, and has trained most of the 40 Mexican bilingual universities, which have been created replicating this modality.

She has more than 13 years of experience in Departments of Psychopedagogy in educational institutions, most of them bilingual. She has a Bachelor degree in Psychology by Universidad Autónoma de Aguascalientes and a Master degree in Systemic Family Therapy by UNIVA, as well as additional studies on Leadership by UCLA in USA, and Project Management by the University of Oldenburg in Germany.

## Lothar Zechlin



Prof. Dr. Lothar Zechlin, born 1944, is a professor em. of Public Law at the institute of Political Science, University of Duisburg-Essen, Germany, and an expert in Higher Education Management.

From 1992 till 2008 he held the position of President resp. (Founding) Rector of the Hamburg School of Economics and Politics (Germany), the Karl-Franzens University of Graz (Austria) and the University of Duisburg-Essen (Germany). After his legal education in Germany, he received a Diplôme d'Études Supérieures from the Université de Nancy (France). Alongside his position as professor at German Universities he served as Guest Professor at the Universities of St. Etienne (France), Québec (Canada) and Teheran (Iran). From 2009 till 2015 he had served as Chair and member of the Steering Committee of the Institutional Evaluation Program (IEP) of the European University Association EUA.



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