

The Programme is designed to meet the strategic needs of senior and executive management in HEIs. The value of the CEE lies in the development of strategic leadership who values transformation, communication and performance engagement.

Target market: Designed for deans and senior or executive directors in executive positions in HEIs.

Cost: Costing is ZAR5000 per course.

CHEC certificate of successful completion will be issued upon completion of the capstone project.

**Senior Management Programme:
CREATING THE EXECUTIVE EDGE**

Creating the Executive-Edge Senior Management programme ¹	Dates (16:00-20:00)
CEE 1 Systems thinking in HE: The Nature of the Beast in Higher Education	5 August 2024
CEE 2 Personal mastery	19 August 2024
CEE 3 Leaders as change agents in the new HE context	2 September 2024
CEE 4 Leading people through effective communication	16 September 2024
CEE 5 Leadership and strategy in the new context	30 September 2024

CEE 1 Systems thinking in HE: The Nature of the Beast in HE

Leading in uncertain and complex environments
Conquering challenges and creating new pathways
The tie that bonds: a shared image of a desired future

Unravelling the pattern which connects through five principles:-

- Principle #1 Openness: Critical stakeholder transactions

CEE 2 Personal mastery

The essential challenge in future individual and team performance is personal mastery. It necessitates support workers, team leaders, and managers assessing and applying their own knowledge to comprehend, motivate, and manage people in a variety of settings, including conflict and interpersonal differences. This course is taking personal mastery a step further by teaching how to fully understand who you are and what drives you; it is primarily concerned with self-awareness, inner-work, and observing the impact our patterns of thinking, feeling, and behaving have on the people and situations around us, as well as the outcomes of these encounters.

CEE 3 Leaders as change agents in the new HE context

Higher education is currently facing tremendous difficulties, which are fuelled by the internet's rapid expansion, higher education's rising globalisation, and the ever-present question of institutional quality. Leading change has become an ever-present reality for leaders in the higher education sector. The traditional pattern of instructional providing is being broken by new types of educational delivery via virtual networks. Higher education is being redefined by new players. The rules are changing, and higher education institutions are under more pressure to adapt.

Facilitator: Prof Sanchen Henning

- Principle #2 Purposefulness: Value-based behaviour
- Principle #3 Multidimensionality: Creating complementary relationships
- Principle #4 Emerging property: Quality improvement as the sum of all parts
- Principle #5 Counterintuitive behaviour: Expecting the Unexpected

Facilitator: Kim Everitt

Topics covered:

- The powerful Neurology in Personal Mastery
- The energy of a Leader: The signature of authentic charisma
- The Human Needs drivers of the Leader: Managing others in change
- The skill of Coaching/Mentoring/Managing in Leadership application
- Our three intelligences and how to apply them toward Authenticity and Wisdom

Facilitator: Prof José Frantz

As we embrace change as a constant it is important that we engage on how we can address this in our own context. The course offers an opportunity for engagement, influential conversations and reflection as we seek to find tangible solutions for the challenges we face.

Specific content

- Why higher education needs change agents
- Being a leader in a new higher education setting by being a change agent: Characteristics of leaders as change agents

¹ Please note that a course will only be offered if there are sufficient registration numbers

- Types of change management models
- Equipping faculty to be part of the processes of change agency

CEE 4 Leading people through effective communication

In our increasingly VUCA (volatile, uncertain, complex, ambiguous) higher education environment, persistent changes become a point of much reflection and bring about key learnings and insights. For one, HE leaders are reminded that leading people through change begins with communicating effectively, authentically and with respect in a way that enables leaders to lead with influence, inspire change and take people along instead of forcing change. Leaders may have different styles. Whatever their style, communication remains central to their leadership role.

This course will focus on leadership communication for change. Effective leaders do not start to communicate when change is needed or happening, they already have the understanding that leading people through change hinges on connection built on empathy and trust. Leaders should consistently and intentionally enhance their ability to be

CEE 5 Leadership and strategy in the new context

The course participants will engage about the role and duties of the leader, theories of educational leaders, what makes educational leaders effective in their role and challenges faced by senior leaders. The course will endeavour to find new paths of leadership for the current and future HE challenges and will focus on the key conditions that need to be in place to ensure followers are motivated to follow voluntarily.

- Healthy universities (effectiveness of leadership on healthy universities)
- Understanding your role in leadership development

Capstone project

The capstone project is deemed the culminating experience in HELA. The capstone can be either research-based or applications-based. The capstone project allows participants to demonstrate the breadth and depth of their acquired knowledge and experiences through application to a real-life setting.

- **A research paper.** A long-form paper that investigates a specific issue related to leadership in higher education, based on a comprehensive literature review and potentially original research. This may include interviews, surveys, or data analysis,
- **A case analysis.** Participants analyse a real-life case related to higher education leadership, outlining problems, and proposing solutions.
- **Development of a strategic or operations plan for an entity.** Participants create a comprehensive strategic plan for a real entity within the university, addressing key areas like budgeting, governance, staff development, operational excellence, etc.
- **A community project:** Participants engage with local communities to implement an initiative, for instance, a mentoring programme, improving access to resources, or initiating positive.

- Masters of the change process
- Immunity to change
- Challenges to change on HE

Facilitator: Dr Phumzile Mmope

mindful, to connect with and inspire others towards a common purpose through shared values underpinned by empathy and inclusion.

Topics covered:

- Why leadership communication is important
- Leading others begins with self-leadership and accountability for an enabling environment for effective communication
- Skills for building personal credibility and influencing others
- Communicating for Change - a framework for effective and inclusive engagement
- Telling and Retelling: consistency of an institutional narrative and common talking points

Facilitator: Prof Drikus Kriek

- Making critical sense of leadership development
- Creating conditions to lead
- Motivating followers through a mindset to lead
- A framework for leadership in HE
- What does it mean to be a leader in diverse situations?
- Cultural perceptions of senior leaders of the practice of leadership in higher education
- Major challenges in leading academic staff from the perspective of senior leaders
- Placing leadership in the context of education.