CAPE HIGHER EDUCATION CONSORTIUM

REGIONAL LEADERSHIP AND MANAGEMENT DEVELOPMENT PROGRAMMES

CREATING THE LEADING-EDGE
CREATING THE EXECUTIVE-EDGE

For leadership and management capacity development in
Higher Education in the Western Cape
2022

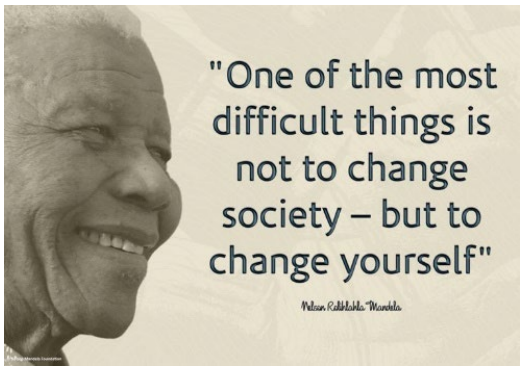
Table of Contents

PART A. The CHEC leadership and management capacity development framework....3
PART B. The Creating the Leading-Edge Programme....4
Creating the Leading-Edge Programme rationale....4
Endorsement by USAf (Universities South Africa)....5
Intended Audience....5
Creating the Leading-Edge Programme approach....6
Creating the Leading-Edge Programme content....7
Programme orientation....7
CLE 1.1 Understanding the self in relation to others....7
CLE 1.2: Higher Education in a new context....8
CLE 1.3 University strategic planning, execution and governance....10
CLE 1.4 Achieving Strategy through Operational Excellence....11
CLE1.5 Digital transformation....12
CLE 1.6 Performance engagement and succession planning....13
CLE 1.7 Effective communication strategies for the HE manager....15
CLE 2.1 Resilience and wellness in a time of turbulence....16
CLE 2.2 Leading in employee relations....18
CLE 2.3 Leading through creativity, problem-solving and entrepreneurship....19
CLE 3 The virtual and training environment....20
PART C. The Creating the Executive-Edge Programme....21
Creating the Executive-Edge Programme rationale....21
Intended Audience....21
Creating the Executive-Edge Programme structure....22
Creating the Executive-Edge content....23
Part D. Programme management and administration....24

CHEC Certificate of Programme completion 24
Course assessments 24
Programme and course material 24
The CHEC virtual environment 24
Programme flexibility 24
Additional courses 25
Additional presentations of a course 25
Additional presentations of a shared course 25
Additional institutional courses 25
Applications and registrations 25
The Programme application process 25
Number of participants per course 26
Contact details 26
CHEC contact details 26
Prof Martin Oosthuizen 26
CEO CHEC 26
martin@chec.ac.za 26
Prof René Pellissier 26
Programme manager (liaison with university training managers, quality control and engagement with facilitators) 26
rene.pellissier@chec.ac.za 26
Ms Sisipho Zweni 26
CLE administrator (communications, general administration and engagement with participants) 26
Sisipho.zweni@chec.ac.za 26
Ms Lulamela Gwele 26
CEE administrator (communications, general administration and engagement with participants) 26
Lulamela.gwele@chec.ac.za 26
CHEC University training and development departments contact details 26
Course cancellations 27
Course fees and invoicing 27
Course assessments 27

PART A. The CHEC leadership and management capacity development framework

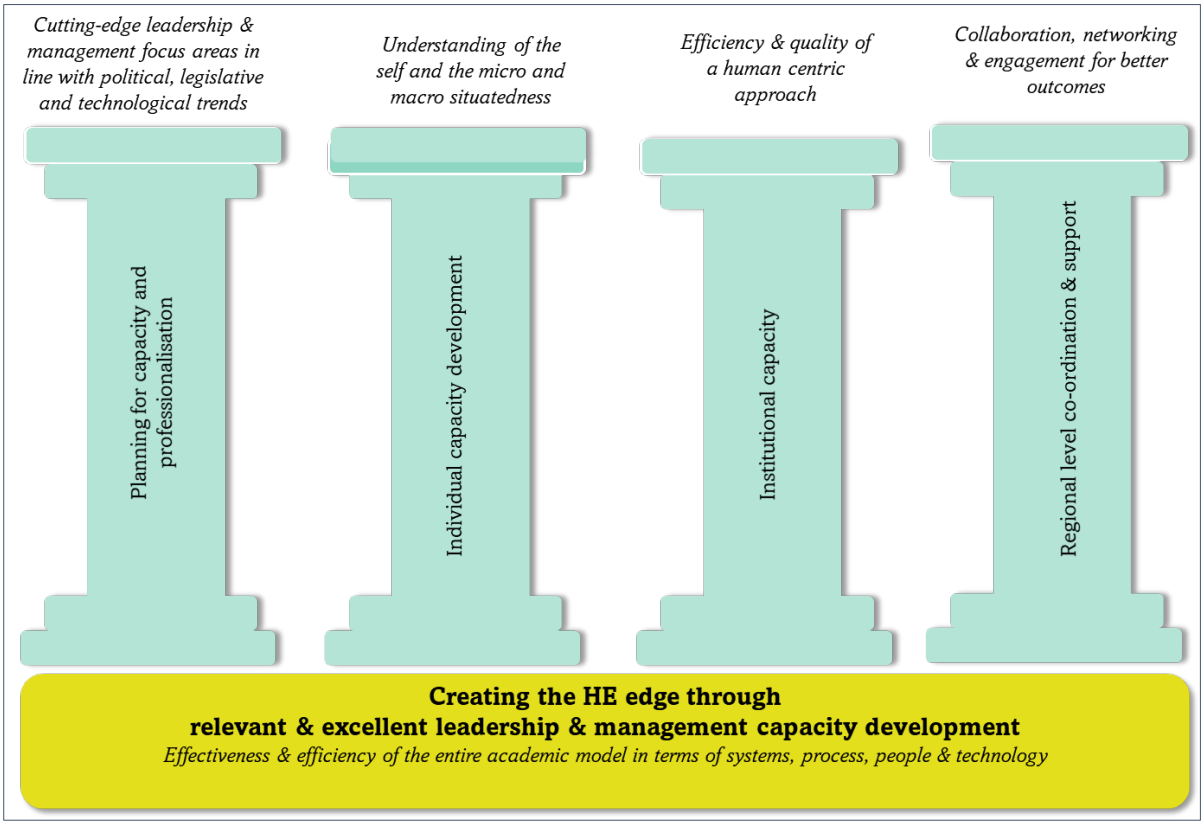
The aim of capacity building is to improve practices and infrastructure by creating new approaches, structures or values which sustain and enhance the abilities of managers and decision makers to be more efficient and effective in the performance of their duties. The HE landscape is very complex, and managers are confronted daily with a range of challenges and little time to consider the best approaches. It is only by developing an understanding of leading-edge thinking and being able to apply these to emerging problems that universities can fulfil their mandates to offer an effective and efficient academic model within their own context.



Below is the CHEC framework for leadership and management capacity development focusing on engagement and collaboration.

Creating the edge through excellent and relevant leadership and management capacity development
Effectiveness and efficiency of the entire academic model in terms of systems, process, people, and technology

Planning for capacity and professionalisation	Individual capacity development	Institutional capacity	Regional level co-ordination and support
Cutting-edge leadership and management focus areas in line with political, legislative, and technological trends	*Understanding of the self and the micro and macro situatedness*	*Efficiency and quality of a human centric approach*	*Collaboration, networking, and engagement for better outcomes*



- At the individual level, the programmes should develop the skills of actors in the system in terms of creating initial awareness, building knowledge, and strengthening skills in order to put these into practice in the workplace
- At the unit/departmental/faculty level, the programmes should provide training, mentoring and advisory support through face-to-face and online approaches in order to strengthen relationships and shared learning within and across teams and contribute to identify changes to organisational ways of working
- At the institutional or environmental level, the programmes should work across regional, national or international systems to convene and connect key actors, strengthening relationships and the exchange of knowledge through peer learning

PART B. The Creating the Leading-Edge Programme

The Cape Higher Education Consortium proudly invites you to the 2022 Creating the Leading-Edge management capacity programme.

Creating the Leading-Edge Programme rationale

The Creating the Leading-Edge Programme (CLE) has been developed by and for the universities in the Western Cape and is presented under the auspices of the Cape Higher Education Consortium (CHEC). The Programme is designed to meet the capacity development needs of academic and administrative middle managers and to create effective networks for the key managers at the universities. The Programme is designed for academic heads of departments, heads of research entities, and support/professional staff managers. Typically, the participants will have at least a post graduate qualification and more than five years' work experience as a new or existing manager in their positions. However, universities are free to select any participant that they believe will benefit from the course.

The purpose of the CLE is:

> ***To develop and strengthen human capacity to create a thriving and supportive HE workspace.***

Middle managers are highly valued and critical resources in higher education (HE). To meet the challenges of the complex and changing HE environment in South Africa and globally, these managers need continuing professional development to remain at the edge of developments in higher education. Given the generic nature of some of the developmental needs of middle managers at its member universities, CHEC develops and hosts the CLE Programme through sourcing specialist facilitators in various areas of expertise to present cutting-edge knowledge to the cohorts joining the CLE Programme.

The value of the CLE lies in the identification and development of courses that address cutting-edge needs for the academic and support management function. Courses are annually reviewed and renewed to ensure that the contents and context remains relevant to the middle manager. The focus of the CLE is on engagement and dialogue and participants are encouraged to participate in the discourse to share experiences and build mental models of implementation in their respective work environments. This in turn, provides a strong foundation for the Western Cape and the South African national education system in building an innovative regional higher education system.

Endorsement by USAf (Universities South Africa)

The CLE is endorsed by Universities South Africa (USAf)'s HELM Programme, for its relevance and responsiveness to developing and supporting the leadership and management knowledge and skills required, for greater efficiency and effectiveness in the systems, processes, people and technology requirements of our universities.

Intended Audience

The CLE Programme intends to provide middle managers in both administrative and academic roles in HE with a cutting-edge programme of management courses relevant to the HE manager. Middle managers, for example, heads of departments, entities and groups are welcome to apply. Therefore, the CLE Programme is for you if:

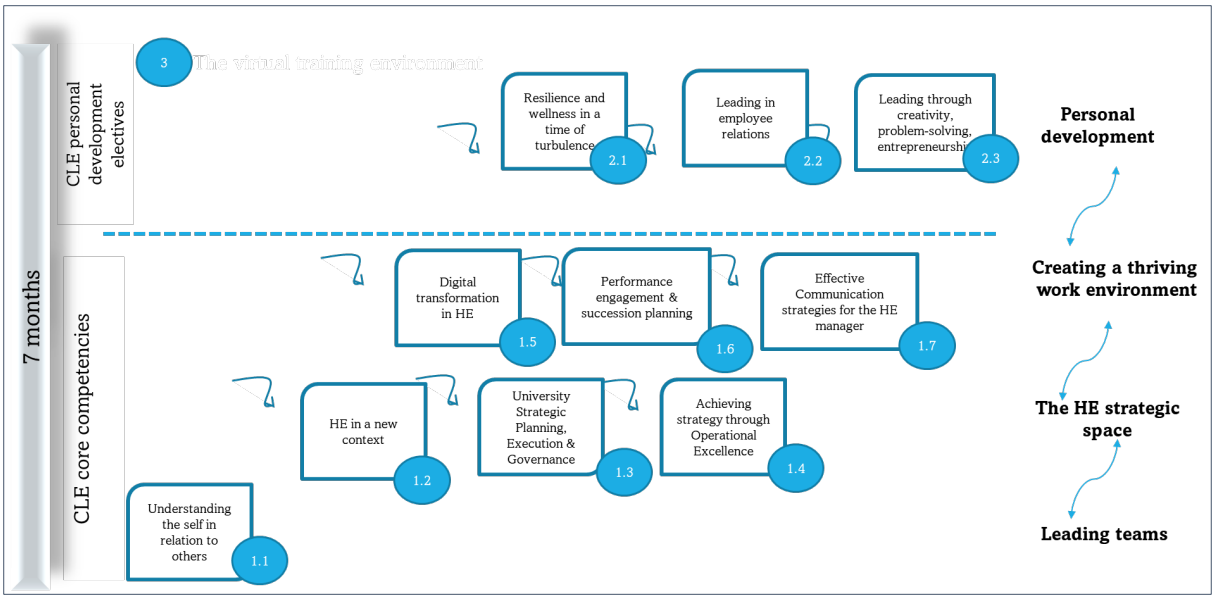
- ✓ You are a director, manager, Head of Department at any of the CHEC participating universities
- ✓ You are new to the position and require information and engagement about managing in a HE setting
- ✓ You want to hone in on your skills as a manager because you have a 'mostly academic background'
- ✓ You are just curious about cutting-edge information in the HE sector
- ✓ You sometimes don't understand how to translate the strategies and plans in your domain
- ✓ You have completed parts of the Programme before, but you are interested in the new courses and new developments

Creating the Leading-Edge Programme approach

The core courses constitute a comprehensive middle management development programme based on the essential competencies that all leaders and managers need. It is highly recommended that participants register for the full CLE Programme to achieve maximum benefit. The CLE follows a phased approach:

Phase 1. Leading the team: Understanding the self in relation to others
Phase 2. The HE strategic space: HE in a new context, University strategic planning, execution and governance, Achieving strategy through operational excellence
Phase 3. The creation of a conducive HE workspace: Digital transformation in HE, Performance engagement and succession planning, Effective communications strategies
Personal development options: A new selection of elective courses (Resilience and wellness in a time of turbulence, Leading in employee relations, Leading through creativity, problem-solving, entrepreneurship

The sequence of the courses offers a sequential developmental level approach in four phases:
The team environment › the HE strategic space › creating a thriving work environment › personal development.



The CLE Programme is presented in modular or block form. The Programme has been designed to fit into the work environment of the participants by being fully online and offering each course by means of a block approach in which facilitated sessions are spread over a two-week period. This approach allows participants to develop and integrate the knowledge and allow for implementation in their diverse work environments and be able to deal with work demands. All course information is stored and available through the CLE repository.

Creating the Leading-Edge Programme content

The CLE programme consists of an orientation day, seven core courses and three elective courses and a closing ceremony.

Programme orientation

The CLE Programme will kick off with an orientation session on 25 March 2022 that all participants and facilitators should attend. The orientation will provide an overview of the CLE Programme, the content and delivery method and introduce the CHEC team and facilitators on the Programme.

The orientation will be hosted before the first course is presented and attendance is compulsory for everyone. The Programme orientation starts at 9:00 and finishes by 13:00.

CLE 1.1 Understanding the self in relation to others

Course Facilitator: Ms Amelia Sterrenberg

Course overview

The course provides practical tools and techniques for personal and team growth & transformation. We will look at how the leader manages him or herself, and how, in turn, they relate to their superiors, peers and team. It equips the leader to build an effective team by equipping him or her to understand when and how to manage, coach and mentor. The course also focuses on specific skills for the leader, such as managing conflict in teams, assertiveness, this “thing” called communication and working with your and other people’s highest needs.

Bio of facilitator

Amelia Sterrenberg is a qualified NeuroCoach, NLP Practitioner, Management & Executive Coach and international mBIT Coach. She spent 25 years in the financial services industry, during which time she obtained a BCom Law Degree from Unisa. In 2018 Amelia decided to end her career in the corporate environment to follow her passion for coaching and training. Amelia is an executive member of the NeuroCoach Institute (NCI). NCI provides professional coaching services to individuals, groups, and teams, as well as offering professional, SAQA accredited training in organisations. NCI has trained over 600 individuals and teams across industry in South Africa and abroad.

Course outcomes

The course aims to give leaders insight into their own thought processes and how these thoughts (limiting beliefs) could be abundance blocks in their life and careers. Leaders will explore how their thoughts and behaviour is affecting their team and give them practical skills to change behaviour that is not serving them. In return they would also be equipped to identify these thought patterns and behaviour in their teams and assist team members to overcome abundance blocks in order to contribute to their full potential.

Course map

Sessions	Topic
Session 1	The leader and the team The cost of losing a team member The inner leader: EQ in managing your team and team members Clarity is king: programming the missile
Session 2	The science of ENERGY in management Building an effective team: when to coach, when to mentor & when to manage
Session 3	Specific skills for the leader • Conflict resolution in teams • Assertiveness • This thing called communication • Working with people's highest needs

Anticipated course activities

Each delegate will receive a training journey to complete during the training session. The purpose of the worksheets is two-fold: (1) To assist delegates to embody the learning and (2) To reflect on their own development areas where more clarity is required. Delegates will partake in practical sessions during the workshop in which they will engage with other delegates in group discussions.

CLE 1.2: Higher Education in a new context

Course Facilitator(s): Prof Ahmed Bawa, Dr Thandi Lewin, Mr Chief Mabizela, Prof Driekie Hay-Swemmer, Prof Eva Haug

Course overview

This key course provides an orientation to the complex South African HE planning, policy, regulatory and funding landscape – the context in which staff working in South African public HE institutions must operate. It provides an overview of key trends that impact on higher education globally, as well as specific planning and policy considerations in the South African HE landscape, including national funding models and challenges. Engaged universities are required to ensure that their research strategies and processes are dedicated towards real outcomes of value to society. Building on this overview, the course introduces an international perspective to the project of building a transformed South African higher education system with reference to factors such as leadership, diversity, social transformation, and creating inclusivity in HE. More specifically, part of the course considers transformation, inclusivity and culture, especially given COVID and new technologies providing participants with a more practical orientation to their role in the creation of a supportive culture. Lastly it covers the growing role of international engagement with developing technologies.

Bios of facilitators

Prof Ahmed Bawa. Ahmed Bawa is a theoretical physicist. He holds a Ph.D. in Theoretical Physics from the University of Durham, in the UK. He has published in the areas of high energy physics, nuclear physics, higher education studies, science education and to some extent in the area of science and society. He currently holds the position of Chief Executive Officer of Universities South Africa (USAf). Until the end of April 2016, he was Vice-Chancellor and Principal of Durban University of Technology. Until August 2010 he was a faculty member at Hunter College in the City University of New York where he was a member of Department of Physics and Astronomy. He was also a member of the doctoral faculty at the Graduate Centre, also of the City University of New York. During this period, he was also Associate Provost for Curriculum Development at Hunter College. He had previously, for about nine years, held the position of Deputy Vice-Chancellor at the University of Natal and then at the University of KwaZulu-Natal. He has served as the Programme Officer for Higher Education in Africa with the Ford Foundation and during this time led and coordinated the Foundation's African Higher Education Initiative. During this time, he worked closely with the Association of African Universities, the Council for the Development of Social Research in Africa and so on. He served on several policy development

teams in the post-1994 period and was an inaugural member of the National Advisory Council on Innovation till 2002. He is Fellow of the Royal Society of South Africa as well as the Academy of Science of South Africa of which he was one of the inaugural vice-presidents. He also served as Chair of the Board of the Foundation for Research Development and later served on the Board of the National Research Foundation and was Vice-Chair of the board of the Atomic Energy Corporation. He serves on several international advisory boards.

Mr Chief Mabizela. Mahlubi Chief Mabizela is a Chief Director responsible for higher education policy in the Department of Higher Education and Training (DHET), South Africa. His main responsibilities include the development and implementation of higher education policies; measurement and analyses of research outputs from universities; research support and the regulation and administration of private higher education institutions. As such, he has been involved in the authorship and implementation of several policies in the higher education system of South Africa, including the Policy Framework on Internationalisation of Higher Education in South Africa; the revised Language Policy Framework, both published in 2020, and the Research Outputs Policy.

Dr Thandi Lewin. Thandi Lewin works in the Department of Higher Education and Training (DHET) as the Chief Director for Institutional Governance and Management Support in the University Education branch. Her responsibilities include student funding policy, oversight of NSFAS, university governance oversight, and student development and support matters, amongst other areas. Previously she coordinated the development of a National Plan for Post-School Education and Training. Prior to that she worked for JET Education Services, where she was responsible for Monitoring and Evaluation; and the Department of Education, as a Chief Director for Equity in Education and later for University Policy. She has also worked in the non-profit, university, and philanthropic sectors. Her work has been broadly in the field of higher education policy and education and social justice. She holds a Bachelor of Social Science degree from the University of Cape Town, a Master's in Education and International Development from University College London Institute of Education, and a PhD from the University of the Free State.

Prof Driekie Hay-Swemmer. Professor Driekie Hay-Swemmer holds a BA and HED from the University of Stellenbosch, BEd (Honours) (Cum Laude) and MEd (Cum Laude) from the University of the Free State and a PhD. Professor Hay-Swemmer established herself as a prolific researcher in HE, participating with distinction in numerous national and international research projects on teaching and learning, quality assurance and higher education leadership and management. Professor Hay-Swemmer has contributed towards expanding theoretical frameworks in the field of higher education as well as enriching research models used in higher education research. Her research on postgraduate supervision practices and underlying theoretical understandings has contributed towards a better understanding of postgraduate supervisory practices and pedagogies within the South African context. An executive member and Vice-President of the South African Association for Research and Development in Higher Education (SAARDHE) and of the Higher Education Learning and Teaching Association of SA (HELTASA), she is also member of the Academy of Science of South Africa (ASSAF), has supervised 22 PhD students and numerous master's degree students, published more than 100 articles and chapters in books and serves on the Board of Directors of the Golden Key Honours Society. She held the positions of Dean: Academic Development; Dean: Research; DVC: Academic (which included the Research Portfolio and DVC: Open Learning and Innovative Higher Education). She was the Educor Group: Chief Academic Officer who has 45 000 students, 32 campuses in South Africa, a College in London. The Group has implemented online platforms, virtual classrooms and blended learning which is of high quality, and she is overseeing these exciting projects. She was President of BA ISAGO University, Gaborone in Botswana and currently Executive Director in the Office of the Vice-Chancellor, responsible for strategy, audit and risk, compliance, transformation, quality management, academic planning, advancement and marketing and communication.

Prof Eva Haug. Eva Haug is the Educational Advisor for Internationalisation of the Curriculum & COIL and senior lecturer of Intercultural Competence at the Amsterdam University of Applied Sciences. She's an elected member of the EAIE Internationalisation at Home Expert Community. Since November 2019, Eva is a working group leader for an Erasmus+ capacity building project, collaborating with 5 South African and 5 European partners. Eva's specialised in internationalising the curriculum and campus experience of the students at AUAS. As COIL (Collaborative Online International Learning) advisor, she provides entire cohorts the possibility of experiencing international teamwork by pairing Amsterdam

students with students from around the globe. Eva provides professional development for IoC, COIL design and intercultural learning for academics and staff in Amsterdam and around the world.

Course map

Sessions *(each with different facilitator*)	Topics
Session 1	Trends in HE thinking
Session 2	The HE regulatory, planning, funding and policy environment
Session 3	Inclusivity, transformation and diversity in HE
Session 4	The growing role of international engagement with developing technologies

Anticipated course activities

This course is presented by different facilitators each focusing on a unique but different aspect of HE as indicated by the four sessions.

CLE 1.3 University strategic planning, execution and governance

Course Facilitator(s): Dr Denyse Webbstock, Mr Nikile Ntsababa and Prof Stan du Plessis

Course overview

This course follows on the CLE 1.2 course (setting the scene in the HE environment) by turning the focus on key aspects of university governance, planning and management. The course discusses the principles and requirements of university governance by considering the role of key structures such as Council, Senate and Institutional Management in the governance and management of the university. Secondly the course provides an orientation to the strategic planning process in an institutional setting, drawing on relevant case studies. Specific attention is paid to the management of finance and risk in HE as key components of university governance and sustainability.

Bios of facilitators

Dr Denyse Webbstock. Senior Director: Institutional Planning, Evaluation and Monitoring at the University of Johannesburg since 2019, previously Director of Monitoring and Evaluation of the Council on Higher Education (CHE) in Pretoria where she was responsible for the CHE's publications, including *Higher Education Reviewed: Two Decades of Democracy* (2016), *Reflections of South African University Leaders*, 1981-2014 (2016), a number of issues of the CHE's scholarly journal *Kagisano* and of publications including *Briefly Speaking, Vital Stats* and the *Higher Education Monitor*. She has a PhD in Policy Studies from the University of KwaZulu-Natal, and a Postgraduate Diploma in International Relations from the University of Amsterdam.

Mr Nikile Ntsababa. Mr Nikile Ntsababa is the Registrar of the University of the Free State (UFS). He was previously Registrar at the Cape Peninsula University of Technology (CPUT) for a period of eight years. He is a seasoned and knowledgeable university registrar with experience in the fields of institutional compliance, regulatory compliance, academic administration, governance, and ethics, as well as university records management. His history of senior roles in the higher education sector poses the advantage of a very good understanding of the dynamics, context, trends, and challenges of the higher-education sector.

He holds a Master of Public Administration from Nelson Mandela University and short courses he has a Compliance Management Certificate from UCT, as well as a Certificate in Business Process Design for Strategic Management at the Massachusetts Institute of Technology in the USA. He is a Certified Ethics Officer through the Stellenbosch University Business School and the Ethics Institute. He has a member of the Institute of Directors of Southern African, The Ethics Institute and Ethics Practitioners Forum.

Prof Stan du Plessis. Stan du Plessis is a macro-economist at Stellenbosch University where he is Chief Operating Officer and formerly Dean of the Faculty of Economic and Management Sciences. He is also a Professor in the Department of Economics where he is specialist in macroeconomics and monetary policy. He studied at the Universities of Cambridge and Stellenbosch as well as the Wharton Business School and is a former President of the Economic Society of South Africa. Du Plessis serves on a number of corporate boards, including Capitec Bank, where he is a non-executive director.

Course outcomes

The course will allow the participants to engage with the governance and planning mechanisms required from a university.

Course map

Sessions *(different facilitators)*	Topics
Session 1	University academic planning
Session 2	University governance
Session 3	Managing finance and risk

Anticipated course activities

These are facilitated sessions and there will be opportunity for the participants to ask questions to the expert facilitators.

CLE 1.4 Achieving Strategy through Operational Excellence

Course Facilitator: Prof René Pellissier

Course overview

How do universities translate strategies into workable implementations? HE is becoming increasingly complex within the emerging technological developments, financial constraints and a competitive HE landscape. Universities need to develop effective and efficient systems to support their strategy and subsequent operational plans. The task of the university is to ensure that it translates its institutional strategy into an appropriate set of operational plans, in order to achieve the set targets and receive subsidies. The role f the manager becomes increasingly important yet daunting.

Operational Excellence (OE) is an important step in the journey to excellence and outstanding performance in the competitive HE landscape. The job of OE is to translate the strategy through the deployment of specific activities and functions that focus on the concept of flow to achieve measurable results. The course focuses on a unique framework for achieving institutional (or departmental) strategies through four OE components: leadership and people, structure and systems, performance measures and operations activities in support of flow. The unique focus of the course is on the use of a systems view that includes tacit components of information, identity, and relationships as part of the strategy implementation equation.

Bio of facilitator

René Pellissier is a strategist and futurist with a PhD in Systems Engineering, an MBA and an MSc in Mathematical Statistics. She has deep knowledge of the complexity of higher education from her work at universities inside and outside South Africa spanning 30 years. She has worked for international universities in the United States, the United Kingdom and France. She is an experienced systems engineer with specialization on strategy and technology, and experience of a systems engineering approach to strategy and the deployment of operational excellence to implement strategy. She consults on strategy and technology and was the lead designer for a university's institutional strategy and internationalisation strategy.

Course outcomes
The course provides an overview of strategy design and development in HE and how this is translated into actionable outcomes making use of the people.

Course map
The course is broken into sessions as follows.

Sessions	Topics
Session 1	University strategy development and deployment HE as a complex living system (leadership, teams & people)
Session 2	Performance & quality management in HE
Session 3	Process excellence in HE Pulling it all together

Anticipated course activities
The course is presented in an interactive way using different technologies. Participants are encouraged to participate and share their understandings whilst issues of leadership, teams, quality management and systems and technology are discussed based on the strategic direction of the university. Reading material will be provided in the course.

CLE1.5 Digital transformation

Course Facilitator: Prof Walter Claassen

Course overview
The main objective of the course is to enable leaders in middle management at universities to understand digital transformation and the relevant forces and enablers in such a way that they will be able to shape the landscape between broad institutional digital strategies and practice in the areas for which they are responsible. To this purpose, an overview of digital transformation in its different shapes will be given, with specific focus on Higher Education, indicating the major thrusts, practices, and trends. Innovation through digital transformation means it will receive attention, as well as changes in work practices. The concept of digital readiness will be introduced in such a way that the participants can evaluate the readiness for change in their own work environments. Participants will be introduced to various tools and strategies that can be implemented at their own institutions. This necessarily includes the skills sets required to effect change in emergent digital contexts within which universities will function. Leaders in middle management fulfil various individual roles; the course will enable them to reconceptualise these roles in contributing to the shaping of digital transformation in their institutions.

Bio of facilitator
Following an academic career at Stellenbosch University, in the field of Ancient Near Eastern Studies, Prof. Walter Claassen moved into university management, in the position of Director of Research of the University (1991-July 1993), followed by the position of Deputy Vice-Chancellor: Academic (including Research), and later Deputy Vice-Chancellor: Research (in the latter positions: August 1993-2007). In these positions, he was responsible at senior management level for a wide range of support divisions of the University. During this period, he also initiated and guided the development of the Stellenbosch Institute for Advanced Studies (STIAS), until its opening in 2007. Prof. Claassen subsequently (from 2009) became involved in the Department of Information Systems at the University of the Western Cape and at the Western Cape CoLab for eInclusion and Social Innovation. In parallel, he was involved in the Research Network for e-Skills (ResNeS) of the e-Skills Institute, an initiative of the national Department of Communications. In October 2016, he was appointed as Board member and Chairperson of the Board of the National Electronic Media Institute of South Africa (NEMISA), a state-owned entity, for a term that ended in 2019. In this capacity, he had the opportunity to be involved in the national programme for digital skills development, involving CoLabs in seven provinces. He was Chairperson of the Council of the Suid-Afrikaanse Akademie vir Wetenskap en Kuns (1993-1995) and founding member and Member of the Council of the Academy for Science in South Africa (ASSAf) (1996-2004). Since 2020, he is Strategic Focus Area Leader: Digital Transformation, in the Southern African Regional

Universities Association (SARUA).

Course outcomes

- Understanding of digital transformation at a general level, as well as more specifically in the context of higher education.
- Understanding of the changing work environments induced by digital transformation and digital innovation.
- Being able to identify forces, barriers and enablers of change as relating to her/his work environment.
- Understanding digital readiness (individual and organisational) and being able to relate it to his/her own work context.
- Identifying the appropriate toolsets and strategies needed for fulfilling middle management roles on the institutional journey of digital transformation.
- Being able to conceptualise middle management roles in an emergent digital context

Course map

This course will consist of nine sessions, structured in three thematic groups, each for one of the three days of the course. Participants will be required (a) to complete a survey before the start of the course and (b) to do pre-reading for each of the three days (i.e., for each of the thematic groups)

Sessions	Topics
Session 1. Understanding digital transformation	1.Digital transformation (in general) 2.Digital transformation in HE (thrusts, practices, trends) 3.Digital innovation (types, as relevant to participants)
Session 2. A changing work environment in the digital era	4.Changing workplaces and work practices (working smarter) 5.Change in digital work contexts: forces, barriers, and enablers 6.Digital readiness (individual and organisational)
Session 3. Shaping the digital landscape in higher education institutions	7.Tools, strategies and skills sets for reconceptualising and reshaping work 8.Leading in middle management, in an increasingly digital landscape 9.From lofty ideals and concepts to implementation

Anticipated course activities

Participants will be required to do pre-reading for each of the three days. Digital polls will be taken within some sessions, requiring participants to express their views and understanding of matters relevant to the session. In some sessions, participants will move into breakout rooms to discuss identified matters and to provide feedback to all participants.

CLE 1.6 Performance engagement and succession planning

Course Facilitator: Ms Amanda Glaeser

Course overview

The focus of the course is geared at building competence around performance engagements with individuals and teams to optimize a culture of excellence in achievements; a readiness to contribute to macro and micro goals for Higher Education institutionally and nationally. This includes the processes to optimize retention and planning for talent within a succession framework. The participants will learn and engage about understanding the role of Performance Engagement (PE) in the workplace and the public HE sector in South Africa. Attention will also be drawn to the difference between: *context and **content for the optimal experience of individuals and teams in the process of goal setting, development and succession planning. Delegates will also learn about integrating and positioning PE to other people practices and processes in the workplace, so that PE and succession is not seen in isolation**.** Furthermore, we will distinguish between coaching, judging, and correcting for performance

optimization and aligning talent management to succession planning. **Context - Mainly transformational aspects such as quality of work life, leadership's pervasive quality, employment relations, training, and development. **Content - Mainly transactional aspects such as job descriptions, recruitment and selection, staff planning and budget setting*.

Bio of facilitator

Amanda Glaeser has retired from a 40 year plus successful career. More recently she left the role as Executive Director: Human Resources (HR) in Higher Education (HE). (15 years at UWC and 16 months at CPUT-post retirement contract). These roles comprised the full spectrum of HR work, content and context work, as well as executive level accountabilities for the universities. Her area of specialization, apart for the generalist HR role, is helping people learn at an individual level (training and coaching); and Organization Excellence work for teams and divisions (OD/OE). She has a particular flair to facilitate change and Transformation. Prior to working in HE she was with Woolworths for 15 years, first as a generalist HR practitioner managing the HR-function for Gauteng and the Northern regions; and the last five years in Cape Town Head Office as an executive-managing national training and development. In these various roles she directly managed professional people and teams in structures of up to 80 people. The real challenge however has been the indirect management of academic staff and line managers who did not report to her directly. As a variable she also did limited consulting for small businesses whilst being employed. Her success factor is her ability to build relationships and help people understand that relationships present social capital which aids introducing change and continuous improvements without the transactional costs of hostility and resistance. She has experience in large business and academia; and is registered with the HPCSA (Organizational Psychologist), SABPP (Master HR Professional) and COMENSA (Coach). There are further accreditations to work with organizational culture (CTT cultural organisation) and many skilled certifications for HR work.

Course map

This course will consist of four sessions, as follows: 1. Background to Performance Engagement, this includes current practices and benchmarks and how the maturity in the work system impact on success. 2. Work culture as a key success factor and context for a performance System and Talent Retention. 3. Performance Engagement -skills practices. 4. Talent and Succession Management.

Sessions	Topics	Reading materials
Session 1	Background and context to Performance Engagements	Two relevant articles from HEI's in SA- pre reading
Session 2	Work culture as a success factor and context for Performance Engagements and succession	Provided during the workshop
Session 3	Performance Engagement skills practices	Leadership awareness is created on which behaviours to apply freely, moderately, and what to avoid. Further reading will also be discussed
Session 4	Talent and succession	Practical models will be provided for further reading during the workshop

Anticipated course activities

Pre-reading of a limited nature, i.e., two articles of three pages each.
Skills practice exercises. Preparation to do action learning skills practices, using a rubric and guiding material provided during the workshop-this takes place in groups of 3 or 4 where insights are developed relative to engagement styles. Delegates get the practical opportunity to engage in a performance discussion, also to observe and give feedback and also to play the role of a job incumbent.

CLE 1.7 Effective communication strategies for the HE manager

Course Facilitator: Dr Phumzile Mmope

Course overview

This course focuses on the development of effective communication strategies suited for line managers who lead and manage in multilingual and culturally diverse work environments. Line managers are empowered with the knowledge, motivation, skills, and practices to connect meaningfully, increase productivity in teams, and build high-quality working relationships through effective communication. It is envisioned that the line manager will be able to achieve the following effective communication outcomes: (1) Understanding the six communication tasks of aligning followers' efforts to the Strategic Plan of an institution, (2) Creating a shared understanding of the Strategic Plan of an institution: and (3) Aligning department objectives to the Strategic Plan of an institution as well as the subsequent roles and objectives. These can contribute to motivation, quality relationships and a positive culture of open communication characterised by a participative culture where: (1) employees are empowered; (2) line managers facilitate an accurate and timely flow of information across the departmental structure; and line managers encourage engagement and feedback.

Bio of facilitator

Dr Phumzile Mmope is an internationally credentialed leadership coach, strategic communication consultant, facilitator, speaker and writer with a deep understanding of effective communication and how it influences leadership, teams, performance and professional relationships. Her career spans more than 20 years in the higher education sector where she led and worked with high-performing, award-winning, multi-cultural and multilingual teams, gaining extensive policy and management experience. Phumzile has been in some uncomfortable career positions, where language and cultural differences were perhaps not appreciated as well as they could be, and she emerged with an impeccable interpersonal and intercultural competence reputation. She cares about the necessity for leaders to build workplaces where people and organisations succeed, and about the quality of communication between leaders and people from different walks of life. She values cultural diversity and believes that leaders who communicate effectively and respectfully across cultures will become sought-after, confident leaders who succeed in taking people with them rather than forcing change. Through tailored coaching, support and practical solutions, she helps leaders and businesses identify and target specific communication pain points that impact effectiveness, productivity, and performance. She lectures part-time on leadership communication at the University of Stellenbosch Business School (USB). Her leadership and business coaching credentials are endorsed by Coaches and Mentors of South Africa (COMENSA) and the Worldwide Association of Business Coaches (WABC). She is a registered Chartered Public Relations Practitioner (CPRP) with the Public Relations Institute of Southern Africa. In addition, she is a member of the Council for Advancement and Support of Education CASE); and the International Association for Business Communicators (IABC).

Course outcomes

The learning outcomes will include the following:

- Identify leadership and communication pain points.
- Be aware of fundamentals of an enabling environment for an effective communication approach.
- Understand your focus areas as a leader and manager.
- Practice the six communication tasks when fulfilling line management communication.
- Facilitate strategic alignment and engage followers through the four-step process of conversation
- Adapt communication behaviour, motivation, and effectiveness to apply to the appropriate cultural context to enable effective communication outcomes, that is, shared understanding and meaning.
- Practice a coaching approach in the context of strategic alignment and engagement.
- Identify and takeaway tailored tactics to improve effectiveness in your communication approach/strategies.

Course map

This course will consist of three sessions, as follows:

- An enabling environment for an effective communication approach in a university
- The communication role of a manager
- The Manager as coach

Sessions	Topics	Reading materials
Session 1	An enabling environment for an effective communication approach in a university	1. Checklist for Most Common Communication Pain Points influencing leadership, teams, performance, and positive professional relationships 2. Turnover is high in South Africa's higher education sector (Moneyweb)
Session 2	The communication role of a manager	1. The Guide to Great Managers: What They Do Differently & Why They Matter – GALLUP 2. Tips from the Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at Work – A High-Level Summary of the Book by Teresa Amabile & Steven Kramer 3. Difficult Conversations: How to Discuss What Matters Most - A High-Level Summary of the Book by Stone, Patton and Heen
Session 3	The manager as a coach	1. The Leader as Coach by Herminia Ibarra and Anne Scoular 2. Changing Times Call for Leading Differently: Be the Coach, Not the Boss by Dr Phumzile Mmope

Anticipated course activities

This course is very interactive and requires reflection practice and sharing your own lived experiences to enrich the overall discussions and collective insights, therefore, active listening and participation is required in addition to the following:

- Pre-reading exercises in preparation for group discussion
- Participate in an online leadership communication quiz
- Enhance individual insight through reflection
- Relate insight through practice

CLE 2.1 Resilience and wellness in a time of turbulence

Course Facilitator: Mr Anwar van der Schyff

Course overview

This course is based on the premise that resilience is a pattern of qualities and skills – a competency that leaders can develop. This in turn will help them turn stressful circumstances (potential disasters) into growth opportunities instead. Managers with a resilient attitude towards change have developed a solid, assured and secure sense of self. They are able to deal with the unexpected, stay committed to relationships, and in general view change as a challenge and not a threat. The course represents a resilience experience, where participants will develop resiliency or bounce-back ability with a strong emphasis on personal resilience. After completing a resilience assessment in which they explore their protective factors, they will be guided through a process for developing the capacity to become more resilient. The Programme introduces the concept of wellness and a strong focus on how to take care of yourself during time of turbulence and adversity. Participants are introduced to a number of wellness practices to support them when they have to deal with challenges and stressful situations.

Bio of facilitator

Anwar's background is in talent management, organisation effectiveness, leadership development, change management & coaching working in various industries. He has worked extensively in a

Multinational environment including British American Tobacco for fifteen years across the Globe i.e., Western Europe, Eastern Europe, Middle East and Africa and Asia Pacific where he worked in approximately 35 countries. His key focus is in overseeing projects and interventions he designed, facilitate various interventions at Executive level, Engagement, Change management, Organisational design, Culture and climate interventions, Coaching and Mentoring, HR Upskilling interventions, Leadership development and Assessment tools and methodologies etc. Anwar is an Integral Coach, certified with the Centre for Coaching at the UCT Graduate School of Business. Anwar works with both individuals and teams/groups, using coaching as a means of affecting change. He has facilitated the Resilience workshop on the CHEC CLE Programme for the past three years and also facilitates the Programme at UCT, UWC, CPUT and in a number of corporates. He was also recently appointed as the Head Tutor overseeing the Organisational Resilience Programme at the University of Oxford Business School. He also lectures at UWC in the Organisational Psychology department, in the Master's and Honours Programme, and has guest lectured a module in change management in the MBA Programme at the Stellenbosch business school. Anwar studied at the University of Cape Town, the University of the Western Cape and the Gordon Institute of Business Science and holds qualifications in the following areas: Industrial Psychology; Advanced Business Management & Leadership Management Programme – graduated top of class - (Gordon Institute of Business Science) and a certified Integral Coach (ACC), - UCT Graduate School of Business, Centre for Coaching. Advanced Strategic Management – University of Leuven, Belgium methodology. He is a registered Enneagram Practitioner – ABILENE Group Consulting.

Course outcomes

The purpose of the Programme is to provide you with a framework, language, models, tools and techniques and insights to help build and maintain resilience and flexibility, so that you can take care of yourself and others during times of change; with the opportunity to learn not only how to cope with adversity, but how to thrive under adverse conditions.

Course map

This course will be facilitated over two days and consist of six learning activities:

Sessions		Topics
Day 1	Learning Activity 1	Context Work / Covid-19 My reality
	Learning Activity 2	Wellness and self-awareness Emotional, body and behaviour, relationships, knowledge and environment
	Learning Activity 3	Understanding resilience: Psychological harness The resilience curve
	Learning Activity 4	Resilience assessment Protective factors
Day 2	Learning Activity 5	Tools, techniques and practices to develop resilience
	Learning Activity 6	Mindfulness and other wellness practices

Anticipated course activities.

Self-reflection activities, the human domain model, resilience curve, resilience assessment, the ABC of success, the A-Z – Resilience toolkit, the purpose statement, tackling self-limiting beliefs, creating affirmations, various mindfulness practices.

CLE 2.2 Leading in employee relations

Course Facilitator(s): Ms Vanessa Pather

Course overview

Workplace relationships at universities can sometimes be adversarial and lead to conflict. If not managed effectively, conflict can escalate and lead to dysfunctional and unproductive workplaces. The first step towards building effective workplace relationships is to manage conflict effectively. Secondly, South Africa has a sophisticated regulatory framework to manage and resolve workplace disputes. it is important for leaders to understand and apply the law fairly in order to contribute to and develop productive, high performing and stable workplaces. This is a practical, interactive, two-day course designed to equip participants with both knowledge and skills. It will focus on basic conflict resolution skills and the law of unfair dismissal with a specific focus on how manage conduct and capacity in the workplace.

Bio of facilitator

Vanessa Pather is an Alternative Dispute Resolution (ADR) specialist and an attorney specializing in Labour Law. She also has civil and criminal law experience and served as a public prosecutor before being admitted to practice as an attorney. She has been a CCMA Commissioner for the past twenty-four years and currently serves as a Part-Time Senior Commissioner. She is also a mediator, arbitrator, chairperson of disciplinary enquiries and trainer on several private agency panels and private and public sector bargaining council panels. She has expertise and a broad range of experience in developing capacity and building skills in the field of ADR and Labour Law. She has project managed several key labour market initiatives. She led an initiative on behalf of the Labour Relations Practice Industry which successfully developed and delivered a qualification in Labour Dispute Resolution Practice in partnership with six public universities. She also project managed an initiative for Business Unity South Africa (BUSA) in partnership with the CCMA to develop a Small Business Labour Information Web Tool.

Course outcomes

The participants will learn how to be more proactive in terms of disagreements and disputes in the workplace.

Course map

Sessions	Topics	Reading materials
Session 1	Managing workplace conflict	Selection of reading material to be provided
Session 2	Dismissals for misconduct and incapacity	

Anticipated course activities

Participants will learn how to deal with conflict and how to mitigate conflict.

CLE 2.3 Leading through creativity, problem-solving and entrepreneurship

Course facilitator: Dr Dzingai Katsamba

Course overview

The course will delve into leadership creativity with innovative leadership differentiated from novelty, invention and creativity. Specifically, the virtualization of leadership and the importance of removing the distance in the 4IR will be discussed. Furthermore, an introduction to entrepreneurship will be provided with a discussion of factors affecting small scale industries, the role of entrepreneurs in the economy, entrepreneurial behaviour, facilities available for establishing small scale enterprises. Use will be made of real-life examples to infuse the entrepreneurial spirit as well as management skills such as problem-solving, systems support and the fundamentals of project feasibility study.

Bio of facilitator

Dzingai Katsamba is a global entrepreneur, philanthropist, and astute leader. His flagship company Global Sealing Solutions Africa group Pty Ltd (www.globseals.com) has 15 branches in 15 African countries. He sits on various boards across Africa. He is an academic of note specialising in Organisational Innovation and critical thinking. He lectures at various institutions of higher learning in Africa and beyond, supervises MBA and PhD students across the world. He is the Dean of Innovation and Technology at the Davinci Institute. He is also a board member of the SABS steering committee for the ISO 5600 of Innovation Standards representing South Africa globally. He has demonstrated the importance of the fusion of academia and entrepreneurship in changing the economic situation in Africa and the world over. His philosophy is "Touching the current generation through creation of entrepreneurs and touching the future through teaching ". Dzingai holds a Doctorate in Business Leadership (UNISA),MBA (Regent Business School), BBA degree marketing management (IMM),Advanced Dip. Mechanical Engineering (City & Guilds UK).

Course outcomes

Upon completion of this module delegates are expected to:

- Understand the concepts of leadership in a contemporary society.
- Demonstrate application of creativity as building block to innovation
- Understand the industrial revolutions and the implication to learning
- Understand the concepts of entrepreneurship

Course map

The course will consist of two sessions over a two-day period and the topics are outlined in the table below.

Sessions	Topic
Session 1	Introduction Overview of Africa and connection to the global village History of education Why innovation Industrial revolutions Entrepreneurship
Session 2	The business world The organisational environment Establishment of small businesses Small business management Leadership The general management function

Anticipated course activities

Group activities will be carried out at the end of each topic and in this case anticipated activities are anticipated on:

- General understanding of VUCA, critical thinking, change, culture, and leadership.
- The main building blocks of leadership through problem solving and innovation within the African context and the global impact.
- Definition of innovation as differentiated from creativity and invention using practical examples.
- The comparison between the acceleration of 4IR and its rate of disruption.
- Case studies of African entrepreneurs and global entrepreneurs.
- A practical analysis of a business environment.
- Leadership differentiated from management

CLE 3 The virtual and training environment

Course Facilitator: Mr Mike Hamilton

Course overview

Leveraging technology in support of online teaching and learning. Teaching in connected classes and online classes. The course will be hosted through two interactive synchronous sessions to provide engagement on a variety of virtual training technologies:

- Innovating in online teaching and learning technology development
- Driving engagement and participation in online teaching scenarios
- Managing and engaging in online collaborative spaces.

Bio of facilitator

Mike has a passion and focus on activities promoting the effective application and leveraging of technologies for business and educational services benefit. Strong focus on development of educational services, capacity, and competencies. Working with clients to prepare for and deliver online, on-demand educational services. Business driver with 30+ years business experience in the Information Technology and Telecommunications markets in SA and other African countries. Held directorships on company boards in South Africa since early 1990s. Historically played technical, project management, sales, management, and leadership roles. Supply Chain experience having played roles within manufacturer, distributor and reseller businesses. Entrepreneurial style, having built businesses from zero base, and developed and grown established businesses, with involvement in mergers and acquisitions.

Course map

The course is presented as two workshops on innovation in online teaching, exploring the new possible.

Workshops	Dates
Workshop 1	13 April 10:00 - 12:00
Workshop 2	13 July 10:00 -12:00

PART C. The Creating the Executive-Edge Programme

The Cape Higher Education Consortium proudly invites you to the new Creating the Executive-Edge Programme, focusing on people and communication. The Programme is new and exciting.

Creating the Executive-Edge Programme rationale

CHEC's capacity development Programmes are known for their ability to develop capacity within the member universities in support of each university's own strategic intent and direction. This supports the Western Cape and the South African national education system in building an innovative regional HE system.

Creating the Executive-Edge Programme (CEE) has been developed by and for the universities in the Western Cape and is presented under the auspices of the Cape Higher Education Consortium (CHEC). The Programme is designed to meet the strategic needs of senior and executive management in HEIs in the Western Cape. The Programme is designed for deans, deputy deans and senior or executive directors appointed to executive positions in HEIs.

The purpose of the CEE is:

To engage in strategic leadership through people management in HE.

The value of the CEE lies in the development of strategic leadership who values transformation, communication and performance engagement. To this, the Programme follows a framework for human-centric leadership in turbulent times.

There are four aspects in support of this: the ability to build trust and create a psychologically safe workspace, to recognise and align meaning and purpose between people and organisation by understanding the self, to grow and develop people through coaching and mentoring and to have a systems view before taking action. To this, human-centric leadership during volatile times, focuses on (1) Changing the conversation and ensuring emotional safety by understanding the self; (2) understanding and working with change in diverse forms of leadership, re-introducing communication and creativity through systems thinking and systems dynamics.

Intended Audience

The CEE is intended for the senior and executive manager and director at the levels of deans, executive deans and executive or senior directors.

Therefore, the CEE Programme is for you if you are in a leading and executive position where strategic decisions must be made, and you are required to be the change agent taking on liferent leadership roles and responsibilities that require of you a deep sense of self understanding before being able to manage and lead people that report to you.

Creating the Executive-Edge Programme structure

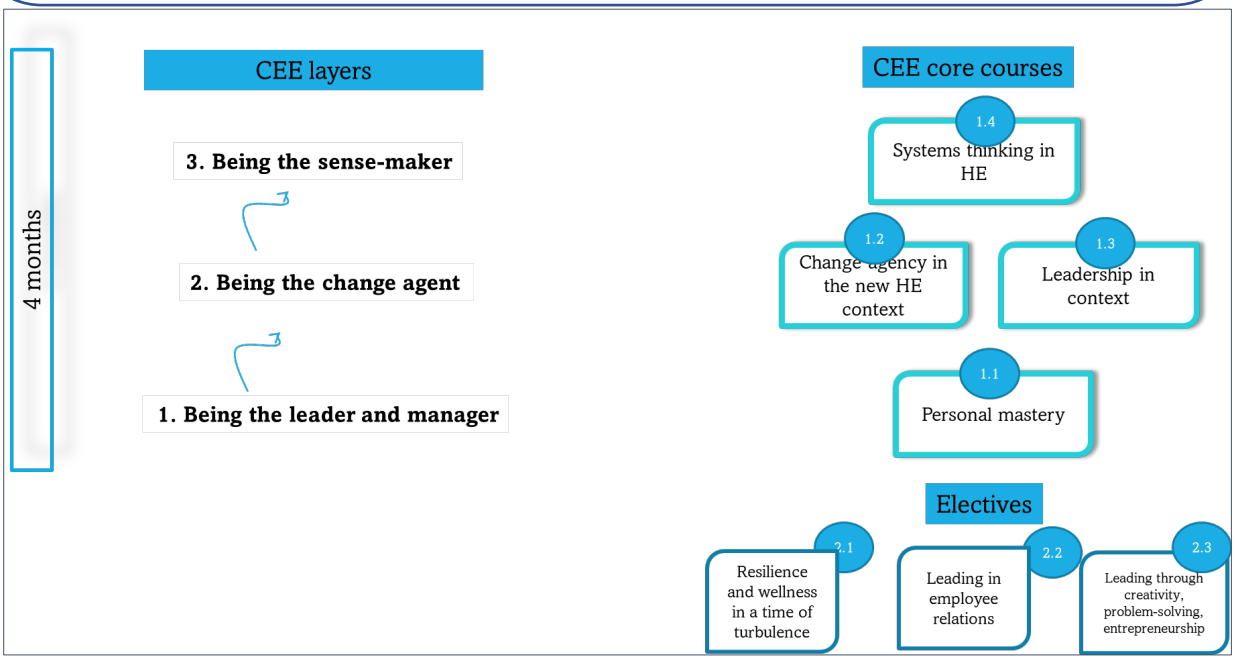
Whereas the CLE Programme follows a staggered approach, the CEE Programme builds from within following a centric approach.

CEE core layers

Layer 1. Being the leader and manager: Personal mastery (CEE 1.1)
Layer 2. Being the change agent: Change agency in the new HE context (CEE 1.2)
Leadership in context (CEE 1.3)
Layer 3. Being the systems thinker: Systems thinking in HE (CEE 1.4)

CEE Elective courses

Leading in employee relations (CEE 2.1)
Resilience and wellness in a time of turbulence (CEE 2.2)
Leading through creativity, problem-solving, entrepreneurship (CEE 2.3)



Programme orientation

The Programme will kick off with an orientation session that all participants and facilitators should attend. The orientation will provide an overview of the CLE Programme, the content and delivery method and introduce the CHEC team and facilitators on the Programme.

The orientation will be hosted before the first course is presented and attendance is compulsory for everyone.

Creating the Executive-Edge content

The programme content detail and bios will be provided soon.

Programme orientation			June 2022
4IR	4.0	The changing world of work	June 2022
	4.1	The virtual and training environment	
Core courses			
Being the leader and a manager	1.1	*Personal mastery*	August 2022
Being the change agent	1.2	Change agency in the new HE context	September 2022
	1.3	Leadership in context	October 2022
Being the sense-maker	1.4	Systems thinking in HE	November 2022
Electives (Same as CLE 2022)			
	2.1	Leading in employee relations	20, 22 June 9:00-13:00
	2.2	Resilience and wellness in a time of turbulence	15, 17 Aug 9:00-13:00
	2.3	Leading through creativity, problem-solving, entrepreneurship	17, 19 Oct 9:00-13:00
Programme closure			December 2022

Part D. Programme management and administration

CHEC Certificate of Programme completion

A **CHEC certificate of programme completion**, recognised by all the universities in the region, is presented to those who successfully complete all the **core courses of a programme.**

However, managers not wishing to attend all the CLE core courses, may enroll for any number of courses based on their development needs. In addition to the core courses, participants may choose any of the three personal development elective courses. In the case of the CEE, all curses are compulsory and the CHEC certificate of completion of the programme will be issued when all courses have been successfully completed.

It is advantageous to attend the full Programme and make use of the opportunity to network with peers within the participating universities. To this end, reasonable notice should be given for any absences. Please note the following:

1) Where a participant skips a short part of the course (no more than one presentation session) for an unavoidable reason, the discretion as to whether the participant qualifies for a certificate of attendance lies with the facilitator.

2) Where, in the judgement of the facilitator(s), the participant misses a substantial part of the course they may complete the course in the following year at no additional charge in order to qualify for the certificate of attendance.

Only participants who attend the full course or are deemed by the facilitator(s) to have attended a sufficient part of the course, will receive a **CHEC Certificate of Programme Completion.**

Course assessments

There are no assessments in the Programmes. Facilitators will allow for engagement and discussions of the concepts making use of a variety of approaches and technologies available to enhance the learning.

Programme and course material

As part of the course fees, participants will receive access to the course materials in electronic format only. The course materials are hosted on the CHEC leadership and management capacity development site that participants will have access to. Participants who wish to receive a hard copy of course materials at their own cost, should liaise directly with the course facilitators.

The CHEC virtual environment

The Programmes are offered fully online. The CLE and the CEE are hosted on Zoom, supported by CHEC's virtual webhosted model with digital support provided for the participants as required. Provision has also been made for an online course on the virtual training environment (see CLE 3 workshop dates).

Programme flexibility

The CLE and the CEE follow the CHEC mandate by providing support across the network as required. To this end, there is flexibility to address changes in developmental needs. Indeed, the virtual environment allows for faster response times and the CHEC network can easily resource additional facilitators and build new knowledge when there is a demand.

While the CLE and the CEE each have a defined format, they are flexible enough to provide for other capacity development needs. In the event where the environment requires a unique skill set, CHEC can adapt content in this regard, for example, if there is a sudden need to assist university managers during a crisis.

Additional courses

The CLE follows the CHEC mandate by providing support across the network as required. To this end, there is flexibility to address changes in developmental needs. Indeed, the virtual environment allows for faster response times and the CHEC network can easily resource additional facilitators and build new knowledge when there is a demand.

Additional presentations of a course

Where there is sufficient demand, CHEC may consider an additional presentation of a course, either as a shared or an institutional course. A shared course enrols participants from more than one institution, while an institutional course is limited to participants from only one university.

Additional presentations of a shared course

Based on demand, the Programme manager will liaise with the University Training Departments and the facilitators to explore the possibility of arranging an additional presentation of one of the courses that is open to participants from all four universities. Once a decision to present an additional shared course is made, the normal procedures for course registration, cancellation and invoicing apply.

Additional institutional courses

CHEC recognizes and appreciates the different needs that universities may have. If a university wishes to arrange an additional presentation of one of the courses for its staff members only, this course will be presented and certified as a CHEC course. In this case, the relevant training department must communicate this request to the Programme Manager.

Applications and registrations

You may apply for the entire Programme or for any number of the courses by completing a Nomination Form. Forms are available from the Human Resources Department (Training and Development section) at your university. **Please ask the head of your unit to approve your application, after which you should submit the completed application form to your staff development /training section.**

Applications close on **26 February 2022 for the CLE and on 26 April 2022 for the CEE.** Late applications will only be considered if there are still places available, and should be submitted to your university's training department, and not to CHEC. Your university is responsible for the selection of participants for each course, and CHEC does not play any role in this process.

The Programme application process

1) The Training and Development Department at each University takes care of all course applications and selections on the basis of the Programme information and logs the participants on the HR system at the University. The University Training Department will submit the list of course participants for the purpose of developing the course participation list to the CHEC Programme Administrator.

2) The Programme Administrator will liaise directly with course participants with respect to the practical course arrangements, including course feedback.

3) Approved participants will be required to sign an electronic confirmation that they understand: i) the course cancellation policy; and ii) the communication process for course cancellation requests.

Number of participants per course

The CHEC leadership and management capacity development programmes are highly sought after. Participant numbers are restricted and depend on the extent of detail and engagement in a specific course. We sometimes require at least 15 participants to offer a particular course. In other cases, the number of participants may be limited. Please check the specific course for such details.

Contact details

CHEC contact details

Prof Martin Oosthuizen
CEO CHEC
martin@chec.ac.za

Prof René Pellissier
Programme manager (liaison with university training managers, quality control and engagement with facilitators)
rene.pellissier@chec.ac.za

Ms Sisipho Zweni
CLE administrator (communications, general administration and engagement with participants)
Sisipho.zweni@chec.ac.za

Ms Lulamela Gwele
CEE administrator (communications, general administration and engagement with participants)
Lulamela.gwele@chec.ac.za

Jaco Zietsman
CLE IT support
Jaco.Zietsman@chec.ac.za

CHEC University training and development departments contact details

Cape Peninsula University of Technology
Ms Shahieda Hendricks
hendrickssh@cput.ac.za

University of Cape Town
Ms Karin Smit
Karin.smit@uct.ac.za

University of Stellenbosch
Jan Knight
jkn@sun.ac.za

University of the Western Cape
Ms Shameema Matthews
Smatthews@uwc.ac.za

Course cancellations

It is important that you are aware of the CHEC cancellation policy. The following cancellation fees apply:

1) Up to 30 calendar days before the start of the course: No cancellation fee payable.

2) 30 to 15 Calendar days before the start of the course: 50% cancellation fee – unless the relevant Training Department nominates an appropriate alternative participant, in which case no cancellation fee applies.

3) 14 calendar days or less before the start of the course: 100% cancellation fee (except for cases of medical or family emergencies).

Registered participants must convey all requests relating to course cancellations or modifications to their University Training Departments. CHEC will not communicate directly with course participants about such requests.

1) It is the responsibility of the University Training Department to inform the CHEC Programme Manager of all course cancellations, including cancellations for medical or other reasons.

2) Where the Programme Manager receives notification from the University Training Department of a course cancellation, the relevant cancellation fees as above are applicable. The exception is where a participant cancels their registration for medical or other acceptable reasons. If the University can nominate an alternative participant, that person may attend the course with no additional charge to the University.

Course fees and invoicing

Course fees are indicated in the course schedule and may differ based on the specific course content and level of engagement and number of participants allowed. Universities should encourage participants to attend all the courses to receive maximum benefit as the courses are aligned and designed to work together. Universities are invoiced after a course has been completed. Payment is due within 30 days.

Course assessments

CHEC values participant feedback as an important mechanism to ensure that the courses are relevant to your capacity development needs.

The CHEC Leadership and Management Capacity Development programme administrator will distribute a **pre-course assessment** before the start of each course in order to provide the facilitators with course specific information. The programme administrator will also request that you complete the **post course assessment**. We really appreciate your feedback. Please take 5 -10 minutes to complete these surveys.

We wish you a wonderful time participating in the CHEC leadership and management capacity development initiatives. Please let us know if we can be of further service.