

# CREATING THE LEADING EDGE

## REGIONAL MANAGEMENT DEVELOPMENT PROGRAMME

For Middle Management Staff Working in  
Higher Education in the Western Cape

# 2020

	<b>CORE COURSES</b>	<b>Pg</b>
1 & 2 April	1.1 The Higher Education Context – Orientation to the South African Higher Education Planning, Policy and Regulatory Landscape	6
14 – 16 April	1.2 Achieving Strategy through Operational Excellence	7
19 – 21 May	1.3 Leadership – Part 1: Personal Leadership	9
3 & 4 June	1.4 Leadership – Part 2: Building the Team	11
17 & 18 June	1.5 Labour Law for Leaders	13
4 – 6 August	1.6 Basic Financial Management in Higher Education	14
25 – 27 August	1.7 Leadership – Part 3: Performance Leadership	16
1 & 8 October	1.8 Effective Communication	18
	<b>ELECTIVES</b>	
5 & 6 May	2.1 Developing Resilience	19
15 & 16 September	2.2 An Introduction to Managing Conflict and Negotiating Effectively	21
	<b>Biographies of Course Presenters</b>	<b>23</b>

# introduction



## 1 Overview of the CLE Programme

Middle managers are a valued and essential resource in higher education. To meet the challenges of the complex and changing HE environment in South Africa, these managers need continuing professional development. Many staff development needs are generic, and regional collaboration in the provision of training events to meet such generic needs will form the foundation for the development of a strong HE region in a transforming national system.

The Creating the Leading-Edge Programme 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 of key managers in the Western Cape. The programme is designed for academic Heads of Departments, Research Group Heads, and Support/Professional staff managers. (Guideline: Graduate or graduate equivalent, over 5 years work experience, new managers or experienced managers).

This is the eighteenth year of this very successful regional development programme for middle managers working in higher education.

The programme is presented in modular form. The core courses constitute a comprehensive management development programme based on the essential competencies that all leaders and managers need. A CHEC certificate, recognised by all the universities in the region, is presented to those who successfully complete all the core courses. However, managers not wishing to attend all the core courses, may enrol for one or any number of courses subject to their development needs. In addition to the core courses, participants may choose from two elective courses.

It is highly recommended that participants register for the course on the Higher Education Context, as this course provides an essential understanding of the South African higher education environment that all higher education leaders and managers should possess.

**Note:** The CHEC Board has approved a process for the re-design of the Creating the Leading-Edge Programme, leading to the introduction of a revised programme from 2021 onwards. This means that 2020 is the last year in which the programme will be presented in its current format. Staff who wish to complete courses that are outstanding from previous years, are advised to do so during 2020. As far as possible, staff who enrol in the programme for the first time in 2020, will be advised on equivalent courses that they should take in the revised programme in order to complete the CLE programme.



## 2 Application, Registration and Attendance

### 2.1 Application:

You may apply for the whole programme or 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, as well as on the CHEC website ([www.chec.ac.za](http://www.chec.ac.za)). 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.

You must apply before 28 February 2020 for all the courses that you want to attend. 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.

### 2.2 Course Fees:

The participation cost is R1500 (Vat Inclusive) per day for all courses. Each university's training department will pay the course fees of its approved participants.

### 2.3 Registration, Cancellation and Attendance:

**Confirmation of Registration:** Once your university has concluded the selection process, the CHEC CLE Programme Coordinator (Ms Eileen Arnold) will confirm your registration for each course with you. Please note that CHEC communicates only with selected participants. You should address all queries regarding the selection process to your university's training department.

**Maximum Number of Course Participants:** Due to the nature of the courses, some courses have a limitation on the number of participants. The course information in this brochure provides information on the maximum number of participants.

**Cancellation:** Once you register, you may still cancel your registration provided that you do so no later than 14 calendar days prior to the start of the course. You should inform both your university's training department and the CHEC Programme Coordinator of your intention to cancel your participation. Your university will be charged if you are absent, or if you cancel within 14 days, unless there are appropriate reasons for your inability to attend, such as medical or other family reasons. For some courses there is a waiting list, so please cancel if you cannot attend, as this could secure a place for someone on the waiting list.

**Attendance:** Registered participants are required to attend the full course, and to sign an attendance register on each day, as CHEC needs to report on participant attendance to each university's training department.

# introduction



**NB: Only participants who attend the full course will receive a CHEC Certificate of Attendance.**

- Where a participant has to miss a short part of the course (no more than two hours) on a specific day for an unavoidable reason, the discretion as to whether the participant qualifies for a certificate of attendance lies with the facilitator;
- Where the participant misses a substantial part of the course (such as a full day), they may complete the course in the following year at no additional charge in order to qualify for the certificate of attendance.

### **3 Course Feedback**

CHEC values your feedback as an important mechanism to ensure that the CLE courses are relevant to your capacity development needs. The Programme coordinator will send you a pre-course survey before each course and a feedback survey after the completion of each course. Please take 5–10 minutes to complete these surveys.

# introduction



## 4 Summary of courses and dates for contact sessions:

### 4.1 Core Courses

(All courses are full-day courses, unless otherwise indicated)

Course	Coordinator and Facilitators	Date	Venue
The Higher Education Context – Orientation to the South African Higher Education Planning, Policy and Regulatory Landscape	Coordinator: Dr Bernadette Johnson (Wits) Facilitators: Prof Ahmed Bawa (USAf); Dr Whitfield Green (DHET); Dr Bernadette Johnson (Wits); Prof Lis Lange (UCT); Dr Thandi Lewin (DHET)	1 & 2 April 2020	School of Public Health, UWC
Achieving Strategy through Operational Excellence	Dr Rene Pellissier (CPUT)	14 to 16 April 2020	School of Public Health, UWC
Leadership – Part 1: Personal Leadership	Ria Wills	19 to 21 May 2020 (2,5 days)	EERU Centre at UWC
Leadership – Part 2: Building the Team	Dr Hélène Smit	3 & 4 June 2020	EERU Centre at UWC
Labour Law for Leaders	Vanessa Pather	17 & 18 June 2020	School of Public Health, UWC
Basic Financial Management in Higher Education	Coordinator: Mr Lerato Nage (Kea Capital) Facilitators: Mr Lerato Nage; Dr Charles Sheppard (NMU)	4 to 6 August 2020	School of Public Health, UWC
Leadership – Part 3: Performance Leadership	Ria Wills	25 to 27 August 2020	EERU Centre at UWC
Effective Communication	Dr Hanelie Adendorff, Dr Nicoline Herman and Dr Karin Cattell (SU)	1 & 8 October 2020	School of Public Health, UWC

### 4.2 Elective Courses

Developing Resilience	Anwar van der Schyff	5 & 6 May 2020	School of Public Health, UWC
An Introduction to Managing Conflict and Negotiating Effectively	Vanessa Pather	15 & 16 September 2020	School of Public Health, UWC



## 5.1 The Higher Education Context – Orientation to the South African Higher Education Planning, Policy and Regulatory Landscape

**Coordinator:** Dr Bernadette Johnson (Wits)

**Facilitators:** Prof Ahmed Bawa (USAf); Dr Whitfield Green (DHET); Dr Bernadette Johnson (Wits); Prof Lis Lange (UCT); Dr Thandi Lewin (DHET).

**Dates:** 1 and 2 April 2020 (2 days)

**Venue:** School of Public Health (UWC).

### 5.1.1 Purpose of the Course

This key course sets the context in which staff working in South African public higher education 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 higher education landscape. Against this broad background, the course turns to planning, governance and management within higher education institutions, considering the role of key structures such as Council, Senate and Institutional Management in the governance and management of the university, the contextual considerations that inform institutional planning, and the dynamics of institutional decision-making within various approaches to the organisational design of a university.

### 5.1.2 Course Outcomes

The course will explore the policy, planning and regulatory context of the public HE sector in South Africa. Participants will be able to understand:

- Global Trends in Higher Education;
- Higher Education Context, Policy and Strategy: A National Perspective;
- Higher Education Strategy and Planning: An Institutional Perspective;
- University Governance, Management and Decision-making (Council, Senate, Executive Management).

### 5.1.3 Learning Materials

Participants will be provided with a course reader.

### 5.1.4 Number of Participants

The course is limited to 50 participants.



## 5.2 Achieving Strategy through Operational Excellence

**Facilitator:** Dr René Pellissier (CPUT)

**Dates:** 14 to 16 April 2020 (3 days)

**Venue:** School of Public Health (UWC).

### 5.2.1 Purpose of the Course

Strategy and competitive advantage are essentials in the business environment, but are not essential to higher education: correct? Not true. These are also essential activities in Higher Education (HE). HE is becoming increasingly complex and the task of the strategist is ever more daunting. Moreover, universities need to develop effective and efficient operational systems to support their strategy and subsequent strategic plans. For example, universities are required to translate their vision and mission into an Annual Performance Plan (APP), and to submit the plan to the Department of Higher Education and Training for approval. The task of the university is then to ensure that the APP and its targets are operationalised through effective operational planning management at all institutional levels. Operational excellence (OE) is a systematic approach for achieving this goal, by ensuring that the university aligns its operations with its strategy and high-level objectives in a deliberate manner. Within organisational units, whether academic or administrative, OE provides managers with the capabilities and tools to plan, implement and monitor activities, projects and services that contribute to the realisation of strategy.

Although the field of operations management emanates from the manufacturing sector, and universities fall within the services sector, there are significant aspects in which the discipline of operational management strengthens the ability of universities to provide an outstanding teaching, learning, and research environment. In fact, given the increasingly complex and resource-constrained context in which universities operate, it is essential to ensure excellence in operational performance. Thus, the course will equip the manager with a skill set and a range of methodologies to ensure that they follow a deliberate approach in ensuring that planned activities are performed as efficiently and effectively as possible while optimising the resources available and minimising potential risk.

### 5.2.2 Course Overview

The course will focus on the principles of OE in the HE environment. Operational excellence is described as a system for optimising performance through the effective management of people, processes and products or services. Within HE, OE aims to achieve a stable and visible flow of value to staff, students and other stakeholders through the fundamentals of managing people, processes, facilities, and the services that the university offers through its academic programmes, research, consulting or technology-transfer programmes.

An integral aspect of the course is providing participants with the opportunity to relate the methodologies of operational excellence to their own sphere of responsibility within their



## **Achieving Strategy through Operational Excellence ctnd.**

university. Therefore, this course will allow participants to develop their own framework for OE implementation based on the design of lean value streams with the clear purpose of optimising performance whilst acknowledging the increasing complexity of the environment in which the university functions.

### **5.2.3 Course Outcomes**

At completion of the course, the participant will:

- Understand the concept of strategy and strategy development and the role of OE in supporting the university's strategic focus through the demonstration of value, in the form of effective programmes, services and facilities, to its stakeholders;
- Appreciate the university as a system and the importance of systems in the HE setting;
- Recognize the importance of operations in support of performance;
- Understand how processes such as supply-chain strategies and metrics for excellence can be related to key processes within HE, such as the planning-design-delivery-monitoring- review cycle for an academic programme;
- Plan for resource constraints effectively in line with supply and demand requirements;
- Implement lean value streams and the toolboxes available to support effectiveness and efficiencies in a growing world of uncertainty and resource constraints.

### **5.2.4 Learning Materials**

A workbook will be handed to participants on day one of the course. Participants will be referred to resources and additional reading during the course and at the end of the course, and will be encouraged to continue their own reading.

The course focuses on the practice and application of the principles and participants will be encouraged to engage discuss real problems.

### **5.2.5 Number of Participants**

The course is limited to 30 participants.





## 5.3 Leadership – Part 1: Personal Leadership

**Facilitator:** Ria Wills

**Dates:** 19 to 21 May 2020 (2,5 days) (Thursday is half day)

**Venue:** EERU Centre at UWC

### 5.3.1 Purpose of the Course

Before leaders can lead others, they must be able to lead themselves. The purpose of this course is to establish a solid foundation for any leader – how to lead oneself to be personally effective. The course will explore personal insight, personal positioning and personal planning.

### 5.2.2 Course Overview

The course introduces participants to the principles of self-leadership and personal mastery. According to Browning, “Self-leadership is having a developed sense of who you are, what you can do, where you are going, coupled with the ability to influence your communication, emotions and behaviours on the way to getting there”. Self-leadership prepares the individual to release their potential and contribute to a team or organisation, and therefore is an essential condition for personal effectiveness. Self-leadership is about accepting responsibility for personal growth and career advancement, initiating actions to improve knowledge, skills and performance.

(Browning, M. 2018. *Self-Leadership: Why it matters*. International Journal of Business and Social Science, 9/2, 14-18).

### 5.3.3 Course Outcomes

Specific areas enhanced by way of self-leadership include emotional intelligence, self-awareness and relationship management including intrapersonal and interpersonal skills. Participants will:

- Understand key concepts and principles of self-leadership and personal mastery;
- Develop the capacity for self-reflection on personal strengths and weaknesses, learning how to accept responsibility for one’s own life, what has to be achieved and how to live it; confronting oneself with care; recognising and acknowledging one’s own emotions; recognising that “true” power is internally referenced;
- Enhance their ability to manage intrapersonal and interpersonal relationships, acknowledging the behaviours and emotions of others and having an awareness of the impact on oneself; being aware of the impact of one’s own emotions and behaviours on others; being mindful of the use of positional/external power;
- Learn how to develop a clear personal vision; setting personal goals for development and changes needed in one’s own life; being aware of the need for action.

## core courses



### **Leadership – Part 1: Personal Leadership ctnd.**

#### **5.3.4 Learning Materials**

Participants will be provided with a resource guide.

#### **5.3.5 Number of Participants**

The course is limited to 20 participants. This course requires participants to do deep reflection regarding their relationships in the home and work environment. It is a highly experiential and interactive workshop, requiring considerable time for self-reflection and frequently necessitating personalised interventions such as individual coaching and, in some cases, referral for counselling.



## 5.4 Leadership - Part 2: Building the Team

**Facilitator:** Dr Hélène Smit

**Dates:** 3 and 4 June 2020 (2 days)

**Venue:** EERU Centre at UWC

### 5.4.1 Purpose of the Course

In this course participants are helped to manage themselves and others in a team. The key principles of group dynamics will be explored i.e. roles, patterns in group behaviour, and the group as a system. We will look at how the team leader manages him or herself, team development, building and sustaining healthy teams, managing power, rank and diversity in teams and finally, managing conflict in teams.

### 5.4.2 Course Overview

The following topics will be covered in the course:

#### 1. Managing yourself in a team:

- The logic of the psyche – the basic mechanisms of psychology;
- The key principles of emotional intelligence;
- The importance of self-awareness;
- The role of anxiety in self-management;
- The role of the individual unconscious;
- Managing your defence mechanisms;
- Managing your emotions;
- Managing inner conflict;
- Developing your self-awareness.

#### 2. Managing relationships in teams:

- The basic principles of team dynamics;
- The impact of rank and power differences in teams;
- Communication principles for healthy teams;
- Guidelines for healthy workplace relationships in teams;
- Containment skills to improve team relationships;
- Conflict resolution skills.



## **Leadership – Part 2: Building the Team ctnd.**

### **5.4.3 Course Outcomes:**

The participant will be able to:

- Determine whether a given group is functioning as a team or not;
- Determine the stage of team development and take appropriate action for that stage;
- Communicate healthily in teams;
- Monitor and ensure that the team is functioning healthily;
- Assist the team to divide roles appropriately;
- Prevent power and rank differences from unnecessarily fuelling workplace conflict;
- Enter into a conflict resolution process and assist others to resolve conflict.

### **5.4.4 Learning Materials**

The participants will receive a copy of the following book:

Smit, H. (2013) *Depth Leadership*. Cape Town: Moonshine Media.

### **5.4.5 Number of Participants**

The course is limited to 30 participants.



## **5.5 Labour Law for Leaders**

**Facilitator:** Vanessa Pather

**Dates:** 17 and 18 June 2020 (2 days)

**Venue:** School of Public Health (UWC)

### **5.5.1 Purpose of the Course**

South Africa has a sophisticated and complex regulatory framework to manage and resolve workplace disputes. The purpose of this course is to capacitate managers to understand and apply the law fairly and effectively in order to contribute to and develop productive, high performing and stable workplaces.

### **5.5.2 Course Overview**

This is a practical two-day course designed to equip participants with the requisite knowledge and skills. It will focus on the law of unfair dismissal with a specific focus on how to manage conduct and capacity in the workplace. On day two, participants will work in teams and prepare for and participate in a Disciplinary Enquiry role-play. This is always a highlight of the course.

### **5.5.3 Course Outcomes**

At the end of the course participants will:

- Understand the law of unfair dismissal in South Africa (an overview);
- Understand the difference between misconduct and incapacity;
- Understand what Procedural and Substantive fairness are;
- Understand how to manage ill health and poor performance in the workplace;
- Understand how to manage misconduct in the workplace;
- Understand the basic rules of evidence;
- Understand how to investigate a misconduct committed in the workplace;
- Understand how to prepare for a Disciplinary Enquiry;
- Understand the stages in a Disciplinary Enquiry.

### **5.5.4 Learning Materials**

A workbook will be handed to participants on day one of the course. Participants will be referred to resources and additional reading during the course and at the end of the course.

### **5.5.5 Number of Participants**

The course is limited to 30 participants.



## 5.6 Basic Financial Management in Higher Education

**Coordinator:** Mr Lerato Nage (Kea Capital)

**Facilitator:** Mr Lerato Nage; Dr Charles Sheppard (NMU)

**Dates:** 4 to 6 August 2020 (3 days)

**Venue:** School of Public Health (UWC)

### 5.6.1 Purpose of the Course

Effective financial management is an essential condition for enabling universities to create and preserve value in the achievement of strategic and operational goals and objectives.

The purpose of the course is to allow higher education managers to understand the financial environment in which universities operate, the mechanisms for financial oversight, and the components of an effective financial management system within the division and units for which they are responsible. The first part of the course will provide managers with an orientation to the funding system in the South African higher education sector and explain the functioning of the state student financial aid scheme (NSFAS). The second part of the course will then provide managers with an introduction to the basics of financial accounting, financial analysis, financial risk management and management accounting in order to apply these skills to the efficient financial management of a department, cost centre or faculty.

### 5.6.2 Course Overview

The course will cover:

- The state funding system of public HEIs;
- The state bursary scheme (NSFAS) for the poor and working-class student and the impact on this on HE and public-sector spending;
- The role of Council in financial management;
- The role of the Council Audit and Risk Committee in risk management with a focus on financial risk management;
- The university's budget process and methodology;
- The impact of digital financial transformation on financial management.

### 5.6.3 Course Outcomes

Participants will be able to:

- Understand the various components of the funding system in the South African higher education system;
- The role of NSFAS in supporting student participation;



### **Basic Financial Management in Higher Education ctned.**

- Understand and identify the components of a statement of financial position, statement of financial performance and comprehensive income, and statement of cash flows, financial analysis;
- Understand the difference between capital and revenue, budgeting, cost of capital, financing techniques and working capital management;
- Prepare operating and capital budgets and apply these to the effective management of their own institutions.

#### **5.6.4 Learning Materials**

The course is presented in an interactive manner, using PowerPoint presentations, and providing for practical examples from higher education institutions

#### **5.6.5 Number of Participants**

The course is limited to 30 participants.



## **5.7 Leadership – Part 3: Performance Leadership (Goals, Coaching & Feedback)**

**Facilitator:** Ria Wills

**Dates:** 25 to 27 August 2020 (3 full days)

**Venue:** EERU Centre at UWC

### **5.7.1 Purpose of the Course**

The goal of this course is to provide participants with an orientation to the principles and practices of effective performance leadership. Competencies and understanding acquired in the Leadership Part 1 and 2 courses will be applied to work on analysing problems, setting work objectives, facilitating change, giving feedback and coaching.

### **5.7.2 Course Overview**

Performance leadership is based on the theory of transformational leadership. It involves an intentional approach to achieving acceptable performance / behaviour through the alignment of leadership behaviour, strategy and results. It builds on the principle that leaders should apply appropriate interactive skills to create a conducive working environment that assists individuals or a team in their development as they work towards achieving agreed outcomes. An effective leader encourages creativity and innovation, while also acting as a coach and mentor, giving guidance and direction, and working with teams and individuals on how they can go about achieving a certain objective(s) or developing a skill(s).

### **5.7.3 Course Outcomes**

The participant will have the enhanced ability to:

- Align the functions and activities of the organisational unit with the achievement of relevant results;
- Agree on meaningful, challenging and achievable goals with staff;
- Coach individuals to ensure their success and growth;
- Implement an effective feedback system that supports continuous improvement and growth.

### **5.7.4 Learning Materials**

Resource guide.

### **5.7.5 Number of Participants**

The course is limited to 20 participants. The workshop is highly interactive and skills-based, providing participants with the opportunity to develop the interactive skill and



## core courses



### **Leadership – Part 3: Performance Leadership (Goals, Coaching & Feedback) ctnd.**

capacity to be able to have coaching and feedback conversations. The workshop design encourages participants to work in groups of four, addressing specific issues pertinent to their faculty or department and practising their coaching skills around the issues that need to be tackled. HOD's and team leaders are given at least two opportunities to apply their skills in skill practices, relative to goal setting with their teams, providing coaching and appropriate feedback to their team members at work.



## **5.8 Effective Communication**

**Facilitators:** Dr Hanelie Adendorff (SU), Dr Nicoline Herman (SU) and Dr Karin Cattell (SU)

**Dates:** 1 and 8 October 2020 (2 days in different weeks)

**Venue:** School of Public Health (UWC)

### **5.8.1 Purpose of the Course**

While senior management define strategy and delineate policy, the middle manager is tasked with implementation. Effective communication, both on an organisational level as well as on a personal level, is central to success. This course aims to create learning opportunities for participants to enhance their knowledge and skills in the field of effective oral and written communication in the higher education environment.

### **5.8.2 Course Overview**

The CLE Communication course has been planned according to experiential and cooperative learning principles. It will be expected of participants to make an oral presentation and to complete certain writing tasks. These will be done individually and/or in groups. The principles of effective communication in higher education will be covered as well as giving, receiving and responding to feedback.

### **5.8.3 Course Outcomes**

By the end of this course participants will be able to:

- Plan and implement effective communication structures and processes in organisations;
- Write professional emails and reports;
- Plan, prepare and deliver an effective presentation;
- Give, receive and respond to peer feedback to facilitate effective communication.

### **5.8.4 Learning Materials**

All learning materials will be made available electronically. Participants will be expected to prepare a presentation before the first contact session, focusing on some of the content of the course and using the provided learning materials. This methodology gives each individual a chance to make a presentation and receive written feedback on their presentation skills from every group member. Each presentation is thus a learning opportunity for the presenter as well as the other participants in the venue. Every participant therefore has a responsibility towards the quality of their own learning as well as that of their group members.

### **5.8.5 Number of Participants**

The course is limited to 30 participants.

# elective courses



## 6.1 Developing Resilience

**Facilitator:** Anwar van der Schyff

**Dates:** 5 and 6 May 2020

**Venue:** School of Public Health (UWC)

### 6.1.1 Purpose of the Course

This two-day 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. At the core of this confidence and assuredness is a fundamental belief that together we will be able to cope with whatever circumstances arise. This does not mean that they will not be thrown off balance from time to time by unexpected events and circumstances. However, they are able to deal with the unexpected, stay committed to relationships, and in general view change as a challenge and not a threat.

### 6.1.2 Course Overview

Through the two-day resilience experience, participants 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.

### 6.1.3 Course Outcomes

Participants will develop the ability to:

- Lead in challenging times with more self-confidence and greater self-awareness;
- Be more resilient to stress;
- Approach change as a meaningful challenge, rather than detaching and giving up;
- Resolve ongoing conflicts and build an environment of assistance and encouragement among co-workers;
- Model resilient behaviour and a can-do attitude to peer feedback to facilitate effective communication.

### 6.1.4 Learning Materials

The workshop uses a mix of practical tools including questionnaires, audio, video, models, frameworks and a few tactile exercises. This ensures that learning and discovery is kept interactive. The tools consist of:

- A resilience questionnaire gives delegates a view on their resilience status as measured against eight protective factors;
- Human domain model.

*(continued overleaf)*

# elective courses



## **Developing Resilience ctnd.**

- Resilience curve.
- Resilience mantra.
- Action plan to develop self-esteem.
- Buddy Conversations as a tool to build resilience.

The main purpose is to use practical tools so that participants can find the strength to become stronger and more confident.

### **6.1.5 Number of Participants**

The course is limited to 30 participants.

# elective courses



## 6.2 An Introduction to Managing Conflict and Negotiating Effectively

**Facilitator:** Vanessa Pather

**Dates:** 15 and 16 September 2020

**Venue:** School of Public Health (UWC)

### 6.2.1 Purpose of the Course

Conflict is part of our lives at home and in the workplace. Negotiation is one of the processes that can be used to resolve conflict. The ability to resolve conflict effectively, particularly at workplace level, is an important leadership skill. The purpose of this introductory course is to equip participants with the knowledge and skills to manage conflict and negotiate effectively at the workplace. While the focus of this course will be on the workplace, the knowledge and skills that are obtained have universal applicability.

### 6.2.2 Course Overview

The course will run over two days and cover key concepts relating to conflict management and negotiation. The course is interactive and conducted by means of facilitated discussion, reflection and experiential learning through role-plays.

The course covers:

- The nature and causes of conflict;
- The different approaches to conflict management;
- The difference between information-sharing; consultation and negotiation;
- The difference between positional and interest-based negotiation;
- How to deal with emotions;
- A tool box of conflict resolution and negotiation skills, including:
  - Active listening;
  - Questioning;
  - Problem solving;
  - Brainstorming.

### 6.2.3 Course Outcomes

At the end of the course participants will:

- Understand the nature and causes of conflict;
- Understand the different approaches to conflict management;
- Understand how to deal with emotions;

# elective courses



## **An Introduction to Managing Conflict and Negotiating Effectively contd.**

- Understand the difference between positional and interest-based negotiation;
- Understand the negotiation process;
- Be able to:
  - Listen actively;
  - Paraphrase;
  - Reframe.
- Ask questions effectively to uncover underlying needs and interests.

### **6.2.4 Learning Materials**

A workbook will be handed to participants on day one of the course. Participants will be referred to resources and additional reading during the course and at the end of the course.

### **6.1.5 Number of Participants**

The course is limited to 20 participants, as the course is not conducted by means of traditional lecturing. The course is facilitated by the convenor and involves group exercises, role-plays, reflection and discussion. For this reason, participants would not benefit from the course if the group is too large.

## course presenters



### 7 Course Presenters

#### **Dr Hanelie Adendorff**

Hanelie Adendorff is a senior advisor in higher education at the Centre for Teaching and Learning, at Stellenbosch University. She holds a PhD in Chemistry and started her academic career as a Chemistry lecturer. Her career in Professional Development started with an interest in blended learning, but has since included work in the areas of assessment, facilitation of collaborative learning, natural scientists' struggle with access to SoTL- type work, and more recently the decolonisation of science. As a member of the Science Faculty's teaching and learning hub, she works with the Vice-dean (Teaching and Learning) on finding strategic approaches to enhance the stature of teaching in the Faculty.

#### **Professor 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.

## course presenters



### **Dr Karin Cattell-Holden**

Karin Cattell-Holden is a senior advisor in higher education at the Centre for Teaching and Learning, Stellenbosch University. She holds a PhD in Afrikaans literature and philosophy and started her academic career as a lecturer in Afrikaans literature. She has been involved in professional educational learning since 2009, focusing on the reward and recognition of good teaching. She has taught on the PGDip (HE) (TL) and CHEC short courses in the Western Cape for the last six years and has been a facilitator on the CHEC CLE Effective Communication course since 2014. Karin's research interests include the use of complexity theory as a lens on teaching and learning in higher education. She presents her research at national and international conferences.

### **Dr Whitfield Green**

Whitty Green is Chief-Director, Teaching, Learning and Research Development in the South African Department of Higher Education and Training, and leads the work of the Department in respect of:

- Supporting the development of a university-based teacher education system that is able to produce sufficient numbers of high-quality teachers for all education sub-sectors, including pre-schooling, schooling and post-schooling.
- Developing, implementing and monitoring policy and programmes to support capacity development at universities for advancing student success, staff development and programme/curriculum development, including through management and oversight of the Department's University Capacity Development Programme.
- Development of a coordinated system for the management of international postgraduate scholarship partnerships.

Dr Green holds a Bachelor of Science, Higher Diploma in Education, Bachelor of Education Honours, Master of Education, all from the University of Natal/KwaZulu-Natal, and a PhD from the University of Stellenbosch. He was formerly a school teacher, teacher training college lecturer and university academic.

### **Dr Nicoline Herman**

Nicoline Herman is the Deputy Director of the Centre for Teaching and Learning at Stellenbosch University (SU). At SU, she contributes to the professionalisation of teaching by creating professional learning opportunities for lecturers in the areas of teaching, learning, assessment and the scholarship of educational leadership. She has been a facilitator on the CHEC CLE Effective Communication course for more than 10 years and also teaches on the PGDip in HE (T&L) and CHEC short courses in the Western Cape region. Nicoline has presented her own research at national and international conferences and regularly reviews manuscripts for accredited journals.



## course presenters



### **Professor Lis Lange**

Lis Lange joined UCT from the University of the Free State (UFS), where she has held the same position. Before that she headed UFS's Institutional and Academic Planning and Research Department from 2011 to 2014. She was an executive director for the Higher Education Quality Committee in the Council on Higher Education (CHE) from 2006 to 2010 and was acting CEO of the CHE from 2007 to 2008. During her service in the CHE, she secured funding for research projects on higher education from the following international funders: Fulbright, Nuffic, Carnegie Corporation and Ford Foundation.

Prof Lange was born in Argentina and is a permanent resident in South Africa. She earned a BA(Hons) in history from the University of Buenos Aires in 1984, an MA in African studies from El Colegio de Mexico in 1988, and a PhD in history from the University of the Witwatersrand in 1998.

Prof Lange's research interests focus on the philosophy and politics of education. She has done research on change in higher education as well as on the meanings and possibilities of the notion of transformation, especially at curricular level. Her current work is on higher education curriculum and pedagogy in the context of the call for decolonisation of the curriculum.

She has participated on a number of national task teams of higher education, including

- University Fees, Council on Higher Education, 2016
- Transfer of the Colleges of Agriculture from the Department of Agriculture, Forestry and Fisheries to the Department of Higher Education and Training, 2016
- Funding of Higher Education, Department of Higher Education and Training, 2012
- Consensus Group on the Humanities, South African Academy of Science, 2009–2010
- Quality of Academic Journals, South African Academy of Sciences, 2006–2008.

Prof Lange is the author of *White, Poor and Angry: White working class families in Johannesburg* (Ashgate, UK, 2003) and co-editor with Leonhard Praeg of *#MustFall: Understanding the moment* (UKZN University Press, forthcoming 2018).

### **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

## course presenters



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.

### **Lerato Nage**

Lerato Nage is a qualified Chartered Management Accountant and Global Chartered Management Accountant with five (5) years of finance executive experience of the Higher Education Sector, having been the Chief Financial Officer for the National Student Financial Aid Scheme (NSFAS). During his tenure as the CFO he achieved the following:

- Presented at the Heher Commission on Fee-Free Education – on the functioning of the NSFAS Scheme;
- Formed part of a team that designed the missing middle funding scheme;
- Formed part of the Higher Education Finance Executive Forum (a forum of Universities CFOs);
- Pioneered the implementation of the fee-free education during the 2017 academic year of study
- Re-designed the funding process of Universities and TVET Colleges from the “Funds Allocation” to the “Full student centred” roll-out funding

### **Vanessa Pather**

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 recently project managed an initiative for Business Unity South Africa (BUSA) in partnership with the CCMA to develop a Small Business Labour Information Web Tool.

### **Dr René Pellissier**

René Pellissier is a strategist and futurist with a PhD in Systems Engineering, an MBA and an MSc in Mathematical Statistics. She is a hard core academic and researcher with national and international experience of a systems engineering approach to strategy and the deployment of

## course presenters



operational excellence to implement strategy. She has deep knowledge of the complexity of higher education from her work at universities inside and outside South Africa spanning 30 years. She is currently Director Strategy and Internationalisation at CPUT and full professor of Research and Innovation.

### **Dr Charles Sheppard**

Charles Sheppard is the Director of Management Information at the Nelson Mandela University. He has extensive knowledge and experience working with further education and training information systems, higher education and training information systems, performance indicators and funding frameworks. He has done consultancy work for the Department of Higher Education and Training (DHET), the Council for Higher Education (CHE), the Human Sciences Research Council (HSRC), the Council of Higher Education in Namibia, Centre for Higher Education Trust (CHET), Centre for Research on Evaluation, Science and Technology (CREST), National Treasury and the Financial and Fiscal Commission (FFC) in the fields of higher and further education and training data analyses, planning, funding frameworks and financial modelling. He has served as member of the Ministerial Committee on the Review of the Funding of Universities and was the principal writer of the Committee's report, which was published in October 2013. He also chaired the Ministerial Committee on the Review of the Funding Framework for TVET and CET Colleges, which concluded their report in 2018.

He also chaired the Ministerial Committee for the Review of the Funding Framework for Technical and Vocational Education and Training Colleges and Community Education and Training Colleges, which concluded its work in 2017. He has performed cohort-analyses for the Council on Higher Education in South Africa for the last 8 years for all qualification types for all universities in South Africa. The outcomes of the cohort analyses are published annually in the Council of Higher Education and Trainings Vital Stats for Public Higher Education. He is well known for his extensive data work and knowledge of the HEMIS system of the Department of Higher Education and Training in South Africa as well as the education and training information systems for primary and secondary schools, TVET Colleges and CET Colleges

### **Hélène Smit**

Hélène Smit is a specialist in depth facilitation, psychological conflict resolution and developing psychological literacy and leadership in individuals and groups in organisational settings. Specifically, she is skilled in helping small and large groups deal with seemingly intractable and chronic conflicts. In the last 30 years, she has worked with NGO's, Local, Provincial and National Government, Parliament and many large and small business organisations in South Africa and other African countries. She has taught at the UCT Graduate School of Business, Henley Business School, Gordon Institute of Business Science and Duke Executive Education. One of the highlights of her work is her current facilitation of the leadership development of SADC Chief Justices and

## course presenters



other senior judges in the three-year leadership course offered by the Judicial Institute for Africa at UCT (JIFA). Hélène has published three books in the field of depth psychology and leadership.

### **Anwar van der Schyff**

Anwar van der Schyff's background is in organisational effectiveness, change management and coaching, working in various industries including higher education. He has worked extensively in a multinational environment across the globe i.e. Western Europe, Eastern Europe, Middle East, Africa and the Asia Pacific. His key focus is in overseeing projects and interventions that he has designed, and he has facilitated various interventions at executive level, relating to change management; organisational design, culture and climate; coaching and mentoring; HR upskilling interventions; leadership & accelerated development programmes; and the design of assessment tools and methodologies. 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 two years and also facilitates the programme at UCT, UWC, CPUT and in a few leading corporates. 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: Honours 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

### **Ria Wills**

Ria Wills is a founding director of Ntinga Transformational Consulting Services (Pty) Ltd founded in 1992. NtingaTCS is a consultancy dedicated to working with organizations in their quest to achieve sustainability through continuous learning and the harnessing of the latent learning potential and creative capacity of their people. Ria's experience lies in the facilitation of organizational learning, including facilitator and leadership development, learning intervention design and development, and whole system transformation. She has more than 35 years' experience of working in the learning and leadership development arena. She is a registered Generalist Practitioner with the South African Board of Personnel Practitioners and works on an ongoing basis with some of the top companies and academic institutions in South Africa. She also has extensive experience of working in sub-Saharan Africa.