CAPE HIGHER EDUCATION CONSORTIUM

CREATING THE LEADING-EDGE

REGIONAL MANAGEMENT DEVELOPMENT PROGRAMME

For Middle Management in
Higher Education in the Western Cape
2021

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The Cape Higher Education Consortium Creating the Leading-Edge Programme

The **Cape Higher Education Consortium** proudly invites you to the 2021 Creating the Leading-Edge programme.

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 of key managers in the Western Cape. The programme is designed for academic heads of departments, heads of research entities, and Support/Professional staff managers. Typically, the selected candidate 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.

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 the specialists in various areas of expertise to present cutting edge knowledge to the cohorts joining the programme.

The value of the CLE therefore lies in the identification and development of training courses that address cutting edge needs for the academic and support management function, which are reviewed on an annual basis, and the development of a network of middle managers across the network that 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.

Programme Structure

The programme is presented in modular or block form. The core courses constitute a comprehensive management development programme based on the essential competencies that all leaders and managers need. It is highly recommended that participants register for the full programme to achieve maximum benefit. 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 the elective courses.

To support participation, 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. All course information is stored and available through the CLE repository.
Furthermore, the sequence of the courses systematically moves from a broader strategic to a more

personal perspective, starting with the understanding of your leadership role in the team environment, followed by the HE strategic space, the leadership capabilities that you require to operationalise that space and finally offering various electives in personal development.

CLE 2021 Programme structure

While the CLE programme has a defined format, it is 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.

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

Intended Audience

The CLE programme intends to provide middle managers in both administrative and academic roles in HE with a cutting-edge programme of capacity development courses that are presented virtually. Middle managers, for example, heads of departments, entities and groups are welcome to apply.

The CHEC Virtual Environment

Based on the pilot online model deployed during 2020, the CLE will be offered fully online. The CLE will be offered in the MS TEAMS environment with digital support provided for the participants as required. Provision has also been made for an online course on the virtual training environment. Participants who require further information or support on the virtual training and learning environment, will be encouraged to visit this online course at any time during the duration of the programme at no additional cost.

Programme Flexibility

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 CLE 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 CLE 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 CLE 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 CLE 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 CLE courses for its staff members only, this course will be presented and certified as a CHEC CLE course. In this case, the relevant Training Department must communicate this request to the CLE Programme Manager.

Application and Registration

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 2021. 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 application process is as follows:

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 CLE Administrator.

2) The CLE 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.

Please contact the respective Training and Development Departments below:

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

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

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

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

Number of Participants per Course

The CLE programme is highly sought after. Participant numbers are restricted and depend on the extent of detail and engagement in the course. We require at least 15 participants to offer a particular course. In the case of some courses, the participant number is limited to 20 participants. Information on such courses is provided in the section on the course structure.

Course and Programme Attendance

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 Attendance**.

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 CLE Programme Manager of all course cancellations, including cancellations for medical or other reasons.

2) Where the CLE 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

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.

Course Feedback

CHEC values your feedback as an important mechanism to ensure that the CLE courses are relevant to your capacity development needs. The CLE Programme Manager 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.

The CLE Programme Schedule and Content

CLE ORIENTATION SESSION				
Date: 25 March 2021 Attendance: CLE participants and facilitators				
CLE COURSES				
Course Title	*Maximum number of participants allowed*	*Course fee per participant*	*Facilitator*	*Dates & times scheduled*
CLE 1.1 Leading the team	20	ZAR 3,500	Ms Hélène Smit	6, 7, 13, 14 April *(9:30 to 13:00)*
CLE 1.2 Higher Education in context	40	ZAR 3,500	Prof René Pellissier *(Facilitator)*	
Trends in international HE (2 Hours)			Prof Ahmed Bawa (USAf)	11 May *(10:00 to 12:00)*
The SA HE Planning, Policy and Regulatory Landscape including funding models (I Day)			Dr Thandi Lewin (DHET) Dr Whitfield Green (DHET)	11 May *(13:00 to 16:00)*
HE challenges of HE transformation (Leadership, diversity, transformation, culture, change. Creating inclusivity in HE) (Half day)			Prof Dan Davies Ms Georgina Brown (University of Bath)	10 May *(10:00 to 14:00)*
International engagement (Half day)			Ms Iina Soiri (Education and Science Counsellor, Embassy of Finland)	12 May *(9:00 to 12:00)*
CLE 1.3 University Strategic Planning, Execution and Governance	40	ZAR 3,500	Prof René Pellissier *(Facilitator)*	
University Governance: (Half day)			Mr Nikile Ntsababa (UFS)	14 June *(9:00 to 12:00)*
University Strategic Planning (Half day)			Dr Denyse Webbstock (UJ)	17 June *(12:00 to 12:00)*
Managing finance and risk in HE (1 day)			Prof Stan du Plessis (US)	11 June *(9:00 to 16:00)*
CLE 1.4 Achieving strategy through Operational Excellence (3 days)	20	ZAR 4,500	Prof René Pellissier (CHEC)	19, 23, 27 July *(9:00 to 13:00)*

CLE 1.5 Performance engagement and succession planning (3 days)	20	ZAR 4,500	Ms Amanda Glaeser	13, 17, 18 Aug *(9:00 to 13:00)*
CLE 1.6 Leading in employee relations (3 days)	20	ZAR 4,500	Ms Vanessa Pather	13, 15, 17 Sept *(9:00 to 13:00)*
CLE 1.7 Effective Communication strategies for the HE manager (3 days)	20	ZAR 4,500	Dr Phumzile Mmope	4, 5, 6 Oct *(9:00 to 13:00)*
PERSONAL DEVELOPMENT COURSES (Please select any two of the below three electives)				
CLE 2.1 Personal leadership (2 days)	20	ZAR 3,500	Ms Ria Wills	*17 - 21 May (daily) (9:00 to 13:00)*
CLE 2.2 Leading through resilience (2 days)	20	ZAR 3,500	Mr Anwar van der Schyff (UWC)	26, 27 Aug *(9:00 to 13:00)*
CLE 2.3 Leading through creativity, problem-solving, entrepreneurship (2 days)	20	ZAR 3,500	Dr Dzingai Katsamba (Dean Da Vinci Institute)	21 to 22 Oct *(9:00 to 13:00)*
CHEC COURSE				
CLE 3.1 The virtual training environment 01: Leveraging technology in support of online teaching and learning	uncapped	Available to all participants and facilitators at no cost (CHEC associated Universities)	Mr Mike Hamilton	Register and access online (link for registration will be distributed) for on-demand (asynchronous) access from April through to December
CLE 3.2 The virtual training environment 02: Innovating in online teaching and learning technology development	30	Two sessions presented in real-time where engagement will take place on developments and implementations of the virtual training environment (CHEC associated Universities)	Mr Mike Hamilton	As per CHEC agreed schedule. Webinars presented as follows: 6 April (15:00 to 16:30) 6 July (15:00 to 16:30)

CLE Orientation

The programme will kick off with an orientation session on 25 March 2021 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.

CLE 1.1 Leadership as Building the Team

This introduction to the CLE programme provides useful tools and techniques for personal and group dynamics. 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 (3 days).

CLE 1.2: Higher Education Context

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. 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, this part of the course considers the role of leadership in transformation and the dimensions of diversity, before providing participants with a more practical orientation to their role in the creation of a supportive culture. Lastly it covers the importance of international engagement.

CLE 1.3 University Strategic Planning, Execution and Governance

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.

CLE 1.4 Achieving Strategy through Operational Excellence

How do universities translate strategies into workable implementations? HE is becoming increasingly complex and the task of the manager is ever more daunting. Moreover, 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, through its Annual Performance Plan and Enrolment plans, it translates its institutional strategy into an appropriate set of operational plans, in order to achieve the set targets.

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 flow and information 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. 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 (3 days).

CLE 1.5 Performance Engagement and Succession planning

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; including 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. Participants will develop insights on how to relate to: *context as well as **content for the optimal experience of individuals and teams in the process of goal setting, development and succession planning. They will also learn about integrating and positioning PE to other people practices and processes in the system, so that it not seen as an isolated process. Furthermore, we will distinguish between coaching, judging and correcting for performance optimization and aligning talent management to succession planning (3 days).

> *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.

CLE 1.6 Leading in Employee Relations

How do universities manage relationships between employers and employees? Everyone should be treated fairly and consistently. Hence the course will focus on the contractual, emotional, physical and practical relationship between employer and employee. This will include labour law, conflict resolution and the employee relations practices that support a positive and proactive workplace.

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 mangers 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, three-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.

CLE 1.7 Effective Communication Strategies for the HE manager

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:

- Understanding the six communication tasks of aligning followers' efforts to the Strategic Plan of an institution,

- Creating a shared understanding of the Strategic Plan of an institution:

- Aligning department objectives to the Strategic Plan of an institution as well as the subsequent roles and objectives.

This 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.

CLE 2.1 Personal Leadership

Personal Leadership is about proactive personal "management". Taking charge of our lives at this very difficult time. It's about developing and adopting a personal vision for yourself that you are truly committed to in order to maximize your true potential. In the words of Deepak Chopra: "You believe that you live in the world, when in fact the world lives within you." There is so much potential at your fingertips and it is up to you to find that within yourself and to decide how you are going to use it – nobody else can do that for you. You need to understand why you think what you think and act in the way that you do! Dealing with the uncertainties and challenges of living and working in a world challenged by the fallout of the COVID-19 pandemic, requires personal leadership. The true and deep transformation that is required for the long-term sustainability of organisations also requires personal mastery.

CLE 2.2 Leading through Resilience

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 (2 days).

CLE 2.3 Leading through Creativity, Problem-solving and Entrepreneurship

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 (2 days).

CLE 3 The virtual training environment

CLE 3.1 The virtual training environment 01
This course is available at any time to any facilitator or participant in order to provide an understanding of the CLE virtual training environment. The course will provide the overarching concepts and provide practical examples including a blog for up to the minute new technologies. Three themes will be explored: online meetings, online teaching and learning and online collaboration. There is no cost to this.
CLE 3.2 The virtual training environment 02
Additionally, two interactive synchronous sessions will be hosted to provide engagement on a variety of virtual training technologies.

Course Material

As part of the course fees, participants will receive access to the course materials in electronic format only. Participants who wish to receive a hard copy of course materials at their own cost, should liaise directly with the course facilitators.

CHEC CLE Facilitators

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 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.

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.

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 schoolteacher, teacher training college lecturer and university academic.

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 Dan Davies

I am Director of Higher Education Management Programmes at the University of Bath. My role involves leading the DBA and MA programmes in International Higher Education Management. I was previously Dean of Cardiff School of Education and Social Policy at Cardiff Metropolitan University (2015-18) and held a range of management roles at Bath Spa University, such as Head of Research and Associate Dean: Quality Assurance (1998-2014). I have published widely in the fields of science and

technology education, both at school and HE level, and was made Professor of Science and Technology Education in 2005.

I hold a BSc in physics from University College London (UCL), a Postgraduate Certificate in Education from UCL Institute of Education, MA and PhD from Goldsmiths' University of London, where I was Lecturer in Science Education (1996-8). I am a former primary school teacher (1986-95) and have also worked as an education officer for The Design Council (1990-92) and for the UK Trade Agency for Developing Countries (1985). In 1983 I participated in a protest outside the South African Embassy in London against the clearing of Crossroads Township, by building a shanty hut on the steps of St Martin in the Fields, Trafalgar Square. I am married with two adult sons.

Ms Georgina Brown
TEDx Speaker, EDI Consultant, Founder of BARDO Inclusive, and Head of EDI at the University of Bath

Specialising in behavioural change, I have over 22 years' experience of working on equality, diversity, and inclusion (EDI) projects with leading organisations. Graduating from the University of Bristol with a Master's degree in Strategic Management in 2006, and working for Europe's leading change management company for over 10 years, I specialised in EDI projects primarily within the higher education sector, uniformed services, and business to consumer companies. Projects focused on three areas 1) auditing systems and processes through an inclusive lens, 2) crafting and delivering bespoke EDI training and coaching packages, and 3) social change campaigns. My portfolio has included: The British Army, L'Oreal, Logica, The Home Office, European Parliament, Universities, the NHS, and the Borders and Immigration Agency.

In 2018 I joined the University of Bath as their Head of EDI. I am also the founder of BARDO Inclusive, www.bardoinclusive.com a consultancy and strategic enabler for EDI, with the vision of developing the inclusion narrative with a focus on self-reflection, social cohesion, and shared values. But who am I really?... I am a shy, white, cisgender, pansexual, dyslexic, Buddhist, meditating, dog loving tomboy with OCD, who believes we all belong and in the power of kindness.

Dr Iina Soiri

Iina Soiri is currently Education and Science Counsellor at the Embassy of Finland, Pretoria, and a member of Team Finland Knowledge Network, covering Southern Africa. She holds a Master's degree in Social Sciences from University of Helsinki, Finland, and has complemented her degree with doctoral studies in international politics at the same university. Ms. Soiri has worked for 30 years as senior expert, researcher and diplomat in development policy and global affairs specialising in African contemporary development for various bilateral and multilateral agencies in Angola, Mozambique, Namibia and Tanzania.

Her expertise covers knowledge production and management, public and third sector collaboration between Africa and Nordic countries, change management and leadership. During her career she has conducted training of various target groups from Angolan and Namibian local government leaders to civil society activists in Mozambique, as well as led strategic planning and evaluation of development projects in several countries. Iina Soiri's former activism against apartheid in South Africa and for Namibian independence has continued in the form of keen following of African political debates and activism, mentoring young talents and fighting climate change. She is passionate about African literature, movies and fashion.

Iina Soiri has researched Southern African history and development, and her publications include 'Finland and National Liberation in Southern Africa'; 'Radical Motherhood. Namibian Women's Independence Struggle' and 'Decentralisation and Poverty Reduction, exploring the linkages (Mozambique case study)'. Prior to her relocation to Embassy of Finland in Pretoria, Ms. Soiri served as Director General for the Nordic Africa Institute, Uppsala Sweden, one of the leading Africa research centres on social sciences in Europe, in 2013-2019. During her tenure she successfully carried out a strategic change process and increased the capacity of the Institute.

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.

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 *BrieflySpeaking, VitalStats* 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.

Prof Stan du Plessis

Stan du Plessis is a macroeconomist 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.

Prof René Pellissier

René Pellissier is a strategist and futurist with a PhD in Systems Engineering, an MBA and an MSc in Mathematical Statistics. She has worked at several international universities in the United States, the United Kingdom and France. She is an experienced system 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 has deep knowledge of the complexity of higher education from her work at universities inside and outside South Africa spanning 30 years. She is consults on strategy and technology and was the lead designer for CPUT's institutional strategy and internationalisation strategy as director of strategic initiatives and partnerships in the office of the DVC.

Ms Amanda Glaeser

Amanda 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 5 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.

Dr Phumzile Mmope

Dr Phumzile Mmope is a leadership communication coach, strategic communication consultant, facilitator, speaker and writer with a deep understanding of effective communication and how it influences leadership, teams, performance and organisational culture. She lectures part-time on leadership communication at the University of Stellenbosch Business School. Her research focus area is intercultural communication competence in the context of facilitating strategic alignment and employee engagement in diverse workplaces. Her career spans more than 20 years, where she led and worked with high-performing, award-winning, multi-cultural and multilingual teams in the higher education sector, 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's a published author of a research paperback titled: Engaging the Workforce: The Role of Senior Managers in Internal Communication and Employee Engagement. ISBN: 978-639-35641-0 Also, she contributed an article titled: #BlackGirlMagic – does it have a place in the workplace? in the 10th anniversary edition of the 2020 Women's Report, in association with the South African Board for People Practices (SABPP).

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 National Press Club; the Council for Advancement and Support of Education; and the International Association for Business Communicators.

Ms 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.

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

Ms 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.

Dr Dzingai Katsamba
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).

CHEC Contact Information

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

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

Ms Debbie Meyer
CLE administrator (communications, general administration and engagement with participants)
debbie@chec.ac.za

Jaco Zietsman
IT support
jaco.zietsman@chec.ac.za