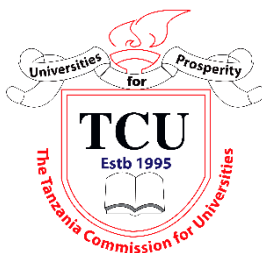


THE TANZANIA COMMISSION FOR UNIVERSITIES



TRAINING PROGRAMME FOR PREPARING UNIVERSITY LEADERS IN TANZANIA

COURSE MODULES

October 2023

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Published by:

The Tanzania Commission for Universities

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LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|-------|---|
| AAU | Association of African Universities |
| CHEA | Common Higher Education Area |
| CSP | Corporate Strategic Plan |
| EAC | East African Community |
| EQA | External Quality Assurance |
| GS | Governance Structure |
| HEI | Higher Education Institution |
| HRM | Human Resource Management |
| IQA | Internal Quality Assurance |
| IUCEA | Inter-University Council of East Africa |
| Q&A | Questions and Answers |
| QA | Quality Assurance |
| TCU | Tanzania Commission for Universities |

1.0 BACKGROUND

The Tanzania Commission for Universities (TCU) has for quite some time championed various initiatives and strategies aimed at addressing leadership and management challenges in universities in Tanzania. Despite the training support that has been provided, leading and managing institutions of higher education institutions in Tanzania is still a challenge. To address the various leadership and management related bottlenecks, TCU has developed a training programme to enhance leadership and management competence at all levels in university institutions in Tanzania. This capacity training programme is intended to support the TCU initiative. In its broad perspective, capacity building is an on-going evidence-driven process to improve the ability of an individual, team, or organization to create measurable and sustainable results. It focuses, amongst others, on strengthening leadership, management, governance and overall staff capacity to enhance organizational, team and individual performance.

Evidence-based capacity building starts with a capacity needs assessment. This training programme is a result of a capacity needs assessment, which was conducted through: (i) review of documents from recent past studies on leadership and management capacity gaps in universities in Tanzania and Africa at large, and initiatives by the Association of African Universities (AAU) and TCU to address these challenges; and (ii) a capacity needs assessment carried out in 12 Universities and University Colleges (public and private).

The leadership training model recognized in this training programme consists of three tiers: Top-tier management/leaders (Tier One); Middle-tier management/leaders (Tier Two); and Bottom-tier management/leaders (Tier Three). It should be noticed that the training recognizes the combined roles of management and leadership which is essential for institutional success. Both management and leadership skills are required to steer an institution to success. It is therefore assumed that these positions have both managerial and leadership dimensions.

According to Amir Akbar (2011)¹, management and leadership may nevertheless be contrasted in the following manner:

- (i) Management is about *path following* while leadership is about *path finding*;
- (ii) Management is about *doing things right*, while leadership is *doing the right things*;
- (iii) Management is about *planning and budgeting*, while leadership is about *establishing direction*; and
- (iv) Management is about *controlling and problem solving*, while leadership is about *motivating and inspiring*.

As a rule of thumb one can say, the higher one climbs on the hierarchy, the more leadership skills s/he needs; while, on the other hand, the lower one finds himself/herself on the leadership scale, the more s/he must lean on managerial skills. According to many observers, the middle management level is the most discomfoting position in university leadership [i.e., Principal of a College, Deans/Directors, and the like]. The training modules

¹ Amir Akbar (2011). The Nature and Importance of Leadership, Stephanie Gregory, Kabul

accompanying lecture outlines have taken cognizance of these levels.

2.0 OBJECTIVES OF THE TRAINING PROGRAMME

The main objective of this training programme is to bridge the leadership and management gap in higher education institutions in Tanzania by building and sharpening knowledge, critical thinking and practical skills among leaders and managers. The programme will guide and facilitate leadership and management capacity building informed by evidences gathered from the literature review and capacity needs assessment.

3.0 STRUCTURE OF THE TRAINING PROGRAMME

The training programme is organized around five (05) modules as listed in Table 1.

Table 1: Structures of the university leadership programme

| Module/ Lecture Number | Proposed Structure | | |
|------------------------|--|--|--|
| | <i>Tier one</i> | <i>Tire two</i> | <i>Tier three</i> |
| Module 1 | Corporate Governance and University Governance Structure | | |
| Lecture 1 | Corporate Governance and University Governance Structure | Corporate Governance and University Governance Structure | Corporate Governance and University Governance Structure |
| Module 2 | Quality Assurance for University Institutions in Tanzania | | |
| Lecture 2 | Quality Assurance at Institutional Oversight Level | Quality Assurance at Coordination Level | Quality Assurance at Operations Level |
| Module 3 | Fundamentals of Leadership and Management | | |
| Lecture 3 | Leadership and Management | Leadership and Management | Leadership and Management |

| Module/ Lecture Number | Proposed Structure | | |
|------------------------|--|---|---|
| | <i>Tier one</i> | <i>Tire two</i> | <i>Tier three</i> |
| Lecture 4 | Effective Delegation in Leadership and Management | Effective Delegation in Leadership and Management | Effective Delegation in Leadership and Management |
| Lecture 5 | Effective Corporate Communication | Effective Internal Communication in Units | Effective Internal Communication in Units |
| Lecture 6 | Introduction to Human Resource Management | Introduction to Human Resource Management | Introduction to Human Resource Management |
| Lecture 7 | Succession Planning | Succession Planning | Succession Planning |
| Module 4 | Strategic Leadership and Management | | |
| Lecture 8 | Strategic Decision-Making at Institutional Oversight Level* | Strategic Decision-Making at Coordination Level* | Strategic Decision-Making at Operations Level* |
| Lecture 9 | Strategic Planning | Strategic Planning | Strategic Planning |
| Lecture 10 | Diversification of Sources and Resources Mobilization at Corporate Level | Diversification of Sources & Resources Mobilization at Operations Level | Diversification of Sources and Resources Mobilization at Operations Level |

| Module/ Lecture Number | Proposed Structure | | |
|-------------------------------|---|---|---|
| | <i>Tier one</i> | <i>Tire two</i> | <i>Tier three</i> |
| Lecture 11 | Change Management at Institutional Oversight Level | Change Management at Operations Level | Change Management at Operations Level |
| Lecture 12 | Risk Management | Risk Management | Risk Management |
| Lecture 13 | Introduction to Concepts in Financial Management | Introduction to Concepts in Financial Management | Introduction to Concepts in Financial Management |
| Module 5 | Emerging Issues | | |
| Lecture 14 | Individual Performance Agreements | Individual Performance Agreements | Individual Performance Agreements |
| Lecture 15 | Sexual Harassment and Gender Based Acts of Violence | Sexual Harassment and Gender Based Acts of Violence | Sexual Harassment and Gender Based Acts of Violence |
| Lecture 16 | Ethics in Higher Education Institution | Ethics in Higher Education Institution | Ethics in Higher Education Institution |

**As influenced by owners/stakeholders*

4.0 GUIDE TO FACILITATORS

- i) The proposed modules and key content outlines in this training programme are a result of training needs assessment conducted in sampled university institutions in Tanzania. The programme will be made available for use by individual institutions for their own client-based training. The individual institutions are free to use these modules and lectures according to their priorities, but may also add specific topics they consider useful for their leaders at the various levels;
- ii) The developed key content outlines or sub-topics are not lecture/presentation outlines. They are meant to guide facilitators when preparing their respective presentations. The extent of detail and extension in the lecture/preparation and presentation outline will therefore depend on the duration intended for the respective lectures;
- iii) The training programme has proposed a number of modes of presentation and accompanying activities. Facilitators are free to deploy these and other adult learning approaches, depending on the suitability of the delivery mode, guided for example by class size, class composition and session duration; and
- iv) There are proposed enrichment resources that may be used by the facilitators as they prepare their presentations or propose references. Facilitators are free to use the proposed resources; they may also supplement them with other relevant resources.

5.0 DETAILED PROGRAMME BY LEVELS OF LEADERSHIP

A: PROGRAMME FOR VICE CHANCELLORS, DEPUTY VICE CHANCELLORS, PRINCIPALS/PROVOSTS AND DEPUTY PRINCIPALS/PROVOSTS

MODULE 1: CORPORATE GOVERNANCE AND UNIVERSITY GOVERNANCE STRUCTURE

LECTURE 1: CORPORATE GOVERNANCE AND UNIVERSITY GOVERNANCE STRUCTURE

Objective

To sensitize Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts on the governance model for universities in Tanzania and how these can facilitate or hinder the attainment of the respective vision and mission of each of those institutions.

Expected Outcomes

After going through this module, participants should be able to:

- Describe the statutory roles and mandates of different governance organs of the University on academic and administrative matters;

- Use the legal instruments to make decisions according to governance roles and mandates; and
- Describe source of power as crafted in the governance instruments and institutional structure.

Key Content Outline

What is corporate governance? Governance provision in the Universities Act, Cap. 346 of the Laws of Tanzania, and the universities charters and rules; Uniqueness of the universities Governance structure models; Representation in the Governance Structure (GS) Structures.

Implications of the university’s governance model for strategic decision-making; Example of GS functions area of strategic decision-making; The influence of the governance structure on the university’s organizational structure, chain of command, span of control and cascading.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group
Discussion, Case
studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Austin, I., & Jones, G.A. (2016). Governance of higher Education: Global Perspectives, theories and practices. New York. Rutledge
- Rowland, J. (2016). University Governance Models, in *Academic Governance in the Contemporary Universities*;111-118, Springer
- The Universities Act, Cap. 346 of the Laws of Tanzania.
- Luhanga, M. (2016). “Effective Governance and Funding Models of Universities for Accelerated Industrialization of Tanzania: Higher Education Forum 2016.

MODULE 2: QUALITY ASSURANCE FOR UNIVERSITIES IN TANZANIA

LECTURE 2: QUALITY ASSURANCE AT INSTITUTIONAL OVERSIGHT LEVEL

Objective

To enhance the knowledge of Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts on the roles of the internal and external quality assurance systems for assuring that the quality of university services and the education

provided meet expectations of various university education stakeholders.

Expected Outcomes

After going through this module, participants should be able to:

- Describe quality assurance;
- Distinguish between internal quality assurance (IQA) and external quality assurance (EQA); and
- Apply the quality assurance framework to university activities in Tanzania.

Key Content Outline

Why quality in higher education; What is quality and quality assurance in higher education? Different views on quality; Differences between quality assurance and quality control; How to measure quality in higher education.

IQA system; EQA system; Harmonization of QA system (East Africa Community (EAC) Common Higher Education Area (CHEA), IUCEA QA harmonization efforts, Development of EAC, African and International QA guidelines; Quality concerns in the changing higher education environment; QA challenges and way forward.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- TCU (2019). Guideline for University Education in Tanzania.
- TCU (2022). Guideline for Online and Blended Delivery Mode of Courses in University Institutions in Tanzania.
- IUCEA (2022). Benchmark for University Education.
- IUCEA (2022). Principles and Guidelines for Quality Assurance.
- IUCEA (2022). Quality Assurance Handbooks Volumes 1-5

MODULE 3: FUNDAMENTALS OF LEADERSHIP AND MANAGEMENT

LECTURE 3: LEADERSHIP AND MANAGEMENT

Objective

To enhance the understanding of Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts on practical leadership

and management skills that they should strive to build in order to promote stability and prosperity in their institutions.

Expected Outcomes

After going through the module, participants should be able to:

- Describe a leader and leadership skills;
- Describe qualities of effective leadership; and
- Analyse different styles of leadership and when and where they can appropriately be applied.

Key Content Outline

Distinction between leadership and management; Who is a leader? Characteristics most known leaders of the past and today demonstrate; Qualities of an effective leader; What is leadership? Leadership competences: cognitive intelligence, emotional intelligence, social intelligence, and adversity intelligence; Different leadership styles and their feature; When which style is most appropriate; Management functions.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion, Case studies, Scenarios, Role playing, Exercises

Enrichment Resources

- Cerry, K. (2022) How to lead: Six Leadership Styles and Framework. At: <https://www.verywellmind.com/leadership-styles-2795312>
- Golema, D.; Boyatziz, R.E.; McKee, A. (2013). Primal Leadership. Unleashing the power of emotional intelligence
- McCaffery, P. (2019) The Higher Education Managers Handbook: Effective Leadership and Management in Universities and Colleges. Rutledge. New York
- Basadur, M. (2004). Leading Others to Think Innovative Together: Creative Leadership. *Leadership Quarterly*, 15: 103-121

LECTURE 4: EFFECTIVE DELEGATION IN LEADERSHIP AND MANAGEMENT

Objectives

To enhance the awareness of university leaders (Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts) concerning the importance and effectiveness of delegating powers in order to ensure productivity in the universities.

Expected Outcomes

After going through this module, participants should be able to:

- Describe what delegation is;
- Distinguish between implied delegation and discretionary delegation;
- List the steps for discretionary delegation; and
- Delegate effectively.

Key Content Outline

The concept of delegation; implied and discretionary delegation; Implication of delegation from the university governance instruments and university's organization structure; Effective delegation - What, when, where and how - to delegate; Power (authority), responsibility and accountability; Skills for effective delegation; Benefits of delegation.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion, Case studies, Scenarios, Role playing, Exercises

Enrichment Resources

- Atanado, A., (2020). The importance of delegating effectively. At: [https://www.forbes.com/sites/theyec/2020/06/15/the-Importance- Of Delegating Effectively \(forbes.com\)](https://www.forbes.com/sites/theyec/2020/06/15/the-Importance- Of Delegating Effectively (forbes.com))

- Lyyod, S. (2012). Managers must delegate effectively to develop employees. SuccessSystem.ic.
- University of Otago, New Zealand, (2018). Management Fundamentals: Delegation, Learning and Development

LECTURE 5: EFFECTIVE CORPORATE COMMUNICATION

Objective

To enhance the understanding of Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts on the techniques and tools for effective communication and public relations in order to engage, inform, influence, and inspire different audiences, both internally and externally.

Expected Outcomes

After going through this module, participants should be able to:

- Describe the purposes of effective communication in a university institution;
- Identify audiences, key messages, communicators, and major channels for various types of external/internal communication; and

- Oversee the introduction of a communication strategy of the institution for effective realization of its mission.

Key Content Outline

Introduction to communication and public relations principles, concepts, and strategies across multiple contexts; The role and functions of effective and strategic communication in university institutions; The key components of a communication strategy and plan for university institutions; Situation and analysis of key messages, communicators, channels and audiences; Ethical considerations of information, external communication and public relations; Major influences of the Internet and social media on communication; Relationship with the owners of institutions; Building and sustenance of relationships between an organization and its external stakeholders; Building and sustenance of relationships between an organization and its constituents/external stakeholders

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Cees B.M. van Riel and Charles J. Fombrun, (2007). *Essentials of Corporate Communications*, Routledge Taylor and Francis, 1st Edn.
- European Global Navigation Satellite Systems Agency (2020). *Communication Strategy and Action Plan*. At: https://clugproject.eu/sites/default/files/2021-03/d5.1_csap_v1.2_co_final_1.pdf
- Anna Maria Theis-Beiglmaier (2019). *Organizational Communication and Public Relations*, Public Relations Research.
- Jessica Hume, (2021), *Internal Communication Toolkit*. At: <https://www.civicus.org/view/media/CIVICUSInternalCommunicationToolkit.pdf>
- Gregg Apirian and Mike Lepis, Vignette (2020). *The Ultimate Guide to Internal Communications Strategy*, Papulo Knowledge Paper.

LECTURE 6: INTRODUCTION TO HUMAN RESOURCES MANAGEMENT

Objective

To enhance the understanding of Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts on the main principles, opportunities and challenges of human

resource management in Higher Education Institutions.

Expected Outcomes

After going through this module, participants should be able to appreciate best practices in realising the following undertakings:

- Human resource planning;
- Staff recruitment; and
- Staff deployment, development, retention; and appraisal in Higher Education Institutions.

Key Content Outline

An overview of statutory and regulatory (Employment and Labor Relations Act, Public Service Act, Universities Act and its Regulations, etc.) requirements on Human Resource Management (HRM); Principles of HRM; Planning in HRM and importance in HEIs, Team Building; The concepts of succession planning and importance; Recruitment and selection of academic, technical and administrative members of staff; Orientation and assimilation of new staff; Training and professional development of staff; Management-Staff relations; Staff motivation and retention; Staff performance and management scenarios; Staff appraisals and objectives; Importance of record keeping in HRM.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Joanna O’Riordan, (2017). *The Practice of Human Resource Management*, IPA Research Paper. At: [https://www.ipa.ie/fileUpload/Documents/THE PRACTICE OF HRM.pdf](https://www.ipa.ie/fileUpload/Documents/THE_PRACTICE_OF_HRM.pdf)
- John Stredwick, (2015). *An Introduction to Human Resource Management*, Elsevier, 2nd Edition.
- Swedish Institute for Public Administration (2018). *Introduction to HRM*, SIPU International.

LECTURE 7: SUCCESSION PLANNING

Objectives

To enhance the understanding of Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts on the concept of succession planning and its importance for university institutions.

Expected Outcomes

After going through this module, participants will be able to understand the following issues for more effective institutionalization of succession planning:

- Opportunities and challenges to succession planning in university institutions;
- Basics of succession planning and management;
- How to measure the effectiveness of a succession planning intervention; and
- Institutionalisation of Succession among universities units.

Key Content Outline

Succession planning and its importance; Major stakeholders in the succession planning process; Key steps in Succession Planning; Succession planning vs succession management; Various characteristics of the effective succession management process; Identification and selection of high potential candidates; Various learning and development strategies; Major obstacles to the succession planning process; Talent retention strategies in succession planning process; Key pointers to consider in succession planning process; Measuring the effectiveness of a strategic succession planning process

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Motor Carrier passenger Council of Canada (2012). Work Planning Model: Succession Planning. At: <https://www.buscouncil.ca/busgurus/media/pdf/Succession-Planning-Model-en.pdf>
- Public Service Secretariat, Newfoundland and Labrador, (2008), Succession Planning and Management Guide. At: <https://www.gov.nl.ca/exec/tbs/files/publications-succession-planning-and-management-guide.pdf>

MODULE 4: STRATEGIC LEADERSHIP AND MANAGEMENT

LECTURE 8: STRATEGIC DECISION-MAKING AT INSTITUTIONAL OVERSIGHT LEVEL*

Objective

To expose top leaders of University and University Colleges to the different types of decisions and skills required to make effective

decisions, with focus on strategic decision-making.

Expected Outcomes

After going through this module, participants should be able to:

- Define their decision-making role as leaders at the levels of the university's/college's hierarchy; List the different types of decisions: operational, tactical and strategic decisions;
- Identify the different types of decisions: operational, tactical and strategic decisions;
- Describe key characteristics of strategic decisions within the University/College key result areas; and
- Apply the strategic decision-making framework.

Key Content Outline

What is decision-making; What are the different kinds of decisions; Distinction between tactical and strategic decision-making; When leaders have to make decisions; Strategic Management and strategic decisions; What is a strategic approach; Strategic Management Framework; Barriers to decision-making – common challenges to strategic decision-making.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Centor, J. (2016). Decision-Making in Higher Education: Strategic Planning and Resource Allocation at Elite Private Universities in the United States: unpublished PhD Thesis, University of Pittsburg
- Aldhaan, E.S. (2017). Study of strategic decision-making processes in higher education institutions. Unpublished PhD dissertation, Brunel University, London.
- Nemetz, P.L. & Camron, A. (2006). Higher Education out of Control: regaining strategic focus in an age of diminishing resources. *Academy of Management Learning and Education* 5(1) 38051.

LECTURE 9: STRATEGIC PLANNING

Objective

To create a common understanding of the corporate strategic plan: how it is developed, by whom and how it is optimally implemented.

Expected Outcomes

After going through this module, participants should be able to:

- Describe key features of a corporate strategic plan (CSP);
- Appreciate the importance of having and continuously reading the institution's CSP and own it;
- Describe the link between the institution's CSP, the Institution's Annual Plan, and a unit's annual action plan, and
- Describe the links between Annual Action Plan and the institutional annual budget

Key Content outline

Role of strategic planning in achieving institutional goals and objectives; the Strategic planning process [SWOC Analysis, identification of critical issues and development of strategic objectives and strategies; development of operational plans]; How the units (College/Faculty/School/Department) action plans are curved out from the institutional annual action plan; process of cascading; Link between annual action plan and institutional budget; Monitoring progress on implementation of the strategic plan.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Kwarteng, E.F., (2020). Rethinking Strategic Planning in African Universities. <https://www.universityworldnews.com/post.php?story>
- Luhanga, M. (2010). Strategic Planning of Higher Education in Africa: A case Study of the University of Dar-es-Salaam *Procedia Social and Behavioural Sciences* (2) (2010)2071-2085) <https://pdf.sciencedirectassets.com/277811/1>
- Stella Malangalila, S. K. (2020). “Strategic Plan as a Tool for Performance Management in the Tanzanian Public Sector” *Journal of Human Resource Management 2020; 8(3): 146-151.*
- Kuzilwa, J.A. (2010). Strategic Planning, in TCU – Modules for the Leadership Programme on Human Resources Development for University Management in Tanzania.

LECTURE 10: DIVERSIFICATION OF FUNDING SOURCES AND RESOURCES MOBILIZATION AT THE CORPORATE LEVEL

Objective

To enhance the understanding of Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts on potential sources of funding activities of university institutions and applicable resources mobilization strategies towards achieving strategic goals and objectives.

Expected Outcomes

After going through this module, participants should be able to do the following in a more effective way:

- Oversee the preparation of a resources mobilization strategy for the institution;
- Plan resource mobilization undertakings from diversified sources for institutional development; and
- Communicate, prospect and build trustful relationships towards effective mobilization of requisite financial resources from diversified sources for institutional development.

Key Content Outline

Major Challenges facing HEIs; Potential sources of funding for the core functions; Review of internal capacity of the institution and establishment of resources mobilization targets; Resource mobilization strategy – Key elements of a resource mobilization strategy; Typical goals and intended outcomes of resource mobilization; Analysis of the external resource environment; Resource mobilization action plan; Identification and matching of potential resource partners' interests; Engaging with resource partners; Negotiations with resource partners; Effective and efficient management of contributions; Communication of results to partners; Recognition; Monitoring and evaluation of progress of implementation of a resource mobilisation strategy.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group
Discussion, Case
studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- American Council on Education (ACE), the Association of American Universities (AAU) and others, (2020). *Facts about Higher Education Financing*, At:

<https://www.acenet.edu/Documents/Facts-About-Higher-Education-Financing.pdf>

- Tetiana H. Zatonatska and Oleksandr D. Rozhko, (2019). *Global Practices of Higher Education Financing: Approaches and Models*, Khazar Journal of Humanities and Social Sciences, Volume 22.4.
- Damtew Teffera (Ed.) (2013). *Funding Higher Education in Sub-Saharan Africa*, Springer.
- World Bank, (2017). *Resources Mobilization Tips*, at <http://web.worldbank.org/archive/website/01337/WEB/IMAGES/RESOURCE.PDF>
- Australia National University (ANU), Eds. Shiro Armstrong and Bruce Chapman (2011). *Financing Higher Education and Economic Development in East Asia*.

LECTURE 11: CHANGE MANAGEMENT

Objective

To enhance the understanding of Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts on the importance of promoting continuous reforms, coping with change, and valuing change for sustainable development of respective institutions.

Expected Outcomes

After going through this module, participants should be able to do the following:

- Define change and its impact on an institution;
- Understand why a change may not be realised and typical reasons for resistance;
- Implement a change programme at the corporate level; and
- Learn strategies for melting down resistance.

Key Content Outline

Introduction to Change Management – drivers for change, a change adept organization, types of change; Dimensions of Change – leader-driven, process-driven, improvement-driven, organizational renewal; Pre-requisite for Change – pressure for change, a clear shared vision, capacity for a change, actionable first steps; Resistance to Change – why change does not work, reasons for resistance, techniques for reducing resistance to change; Implementing Change – communicating the change, change transition, clear communication; Change Success or Failure – required skills set (political and analytical skills, people, system, business); Difference between change leadership and change management skills and responsibilities.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Karen Ball, Tim Creasey, Kent Ganvik, Emily Hazelton, Lisa Kempton, Robert Stise (). *Best Practices In Change Management*, PROSCI Publication, 11th Edition.
- John Hayes (2014). *The Theory and Practice of Change Management*, Palgrave Macmillan, Fourth Edition.
- Gene Deszca (2020). *Organizational 2020 Change Management: The Change-Path Model for Ensuring Organizational Sustainability*. Canada Chartered Professional Accountants Publication.

LECTURE 12: RISK MANAGEMENT

Objective

To enhance the understanding of participants on planning for and mitigation of risks to their units and the institution towards achieving the strategic goals and objectives.

Expected Outcomes

After going through this module, participants should be able to realise the following:

- Appreciate the fundamental importance of risk management in the realization of strategic plans of university institutions;
- Apply risk assessment and management techniques, methods, and models used in university institutions; and
- Minimize, control and communicate risks, including conducting various risk management protocols.

Key Content Outline

The risk management environment; The concept of risk; Typical risks in HEIs including compliance risks, financial risks, operational risks, reputational risks, strategic risks, business model risks, and enrolment supply risks; Corporate governance and organisational structure; The Risk Management Framework; Risk profiling; Stakeholders' involvement in the risk identification and mitigation process; Heat maps of potential disruptions, mitigation strategies, and scenarios for budget planning; Communication of risks to stakeholders; Embedding risk management into the institution's culture; Responsibilities for managing risk and accountability for risk management and mitigation; Risk

measurement tools and techniques, Risk register; Risk oversight

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Asian Development Bank, (2010). Guidance Note on Education Sector Risk Assessment. At: <https://www.adb.org/sites/default/files/institutional-document/31318/>
- Association of Governing Boards of Universities and Colleges, USA (2007). Meeting the Challenges of Enterprise Risk Management in Higher Education, At: <https://files.eric.ed.gov/fulltext/ED524480.pdf>
- Higher Education Funding Council for England (HEFCE), *Risk Management in Higher Education, A Guide to Good Practice*, prepared for HEFCE by PricewaterhouseCoopers. At: https://dera.ioe.ac.uk/5600/1/05_11.pdf

LECTURE 13: INTRODUCTION TO CONCEPTS IN FINANCIAL MANAGEMENT

Objective

To enhance the participants' familiarity with financial management.

Expected Outcomes

After going through this lecture, the participants should be in a position to:

- Understand the importance of financial management in achieving strategic goals and objectives of a HEI;
- Appreciate why it is vital for a HEI to control its finances by forecasting and monitoring cash flow;
- Make sense of key financial information in profit and loss accounts and balance sheets, and
- Measure how well a HEI is performing financially.

Key Content Outline

Selected Key accounting concepts: Assets (Current, Fixed), intangible assets, Liabilities (Short, Long), accounts receivable, accounts payable; What is a financial Statement; Components of a financial statement and what does it reflect? What is a Statement of Financial Performance and what does it reflect? What is a cash flow statement? What is financial accounting? Methods of analysing

financial statements - change in numbers; ratio analysis; productivity analysis; Role of a HEI leader in financial management at the respective leadership level.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- C. Paramasivan and T. Subramanian, (2020). Financial Management, New Age International Publishers, New Delhi.
- Ronald W. Melicher and Edgar A. Norton (2017). Introduction to Finance, John Wiley & Sons, 16th Edition.
- Institute of Leadership & Management, UK (2003). Understanding Finance, Elsevier Books, 4th Edition.

MODULE 5: EMERGING ISSUES

LECTURE 14: INDIVIDUAL PERFORMANCE AGREEMENTS

Objectives

- To raise awareness of university leaders on the philosophy of individual performance agreements as a framework for enhancing

individual and institutional performance;
and

- To enhance the capacity of university leaders to use the Individual Performance Agreements (IPA) system (OPRAS).

Expected Outcomes

After going through this module, participants should be able to:

- Cascade institutional Annual Action Plans to the lowest unit levels;
- Correctly fill individual performance agreements, in collaboration with their supervisors;
- Conduct a performance appraisal for those they supervise; and
- Conduct effective annual appraisal meetings.

Key Content Outline

Link between Strategic Planning and Performance Appraisal/Management; What is cascading of strategic objectives? Why Cascading? Steps in cascading of objectives? How cascaded objectives form the basis for an individual performance agreement; Performance monitoring (monthly, quarterly, mid-annually); Annual performance – effective appraisal meetings; Providing feedback.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- URT (2011). Guideline on Open performance Review and Appraisal System.
- Kevin R. Murphy, Jeanette N. Cleveland, and Madison E. Hanscom, (2018). Performance Appraisal and Management, SAGE Publications, Inc., First Edition.
- G. Edward Evans, (2004). Performance Management and Appraisal, Neil-Schuman Publishers.

LECTURE 15: SEXUAL HARASSMENT AND GENDER BASED ACTS OF VIOLENCE

Objective

To sensitise Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts and Deputy Principals/Provosts on this sensitive subject in order to prevent sexual harassment in respective institutions.

Expected Outcomes

After going through this module, participants should be able to realise the following:

- Understand various issues on sexual harassment and develop an effective institutional policy on preventing sexual harassment;
- Create a sustainable and inclusive environment for anti-sexual harassment behaviour in institutions; and
- Operationalize related gender and anti-sexual harassment policies in a more effective way.

Key Content Outline

Understanding of gender issues in university institutions; Defining sexual harassment; types of sexual harassment; Causes and impact of sexual harassment – *types of harassers, typical victims, impact of sexual harassment, effects of sexual harassment in institutions*; Preventing sexual harassment in HEIs; Responsibility of staff and students in prevention of sexual harassment; Impact of gender mainstreaming; Workplace equality in prevention of sexual harassment; Effective operationalization of a sustainable inclusive environment for anti-sexual harassment in HEIs; Need for gender sensitization and sexual harassment awareness raising.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Joe Lewis (2022). *Sexual Harassment and Violence in Further and Higher Education*, House of Commons Library, Publication No 9438.
- Eliana Rubiano-Matulevich (2020). *Preventing, Reporting and Responding to Sexual Assault and Sexual Harassment in Tertiary Education Institutions*, The World Bank Group.
- Christine Dranzoa (2018). *Sexual Harassment at African Higher Education Institutions*, Intl. Higher Education Journal, Volume 94.
- Shashi Bala (2017). *Module on Prevention of Sexual Harassment of Women at Workplace*, V.V. Giri National Labour Institute.

LECTURE 16: ETHICS IN HIGHER EDUCATION INSTITUTIONS

Objectives

To sensitize university leaders on the importance of ethics in all university transactions, particularly those pertaining to

its core functions of teaching, research and community engagement.

Expected Outcomes

- Leaders to appreciate the basis of ethical principles in a pluralistic society and see the link with academic integrity;
- Sharpen leaders' ability to detect violation of ethics, and
- Spur leaders to take appropriate measures to prevention or redress when ethical principles are violated.

Key Content Outline

What is ethics? Importance of ethics in a pluralistic society; ethical principles pertaining to a university teaching: teacher-student relations; teacher-institution relations; teacher-colleagues relationship; Research institutional review; hazards of research in action (honesty, deceit, privacy); Participants' free consent and safety; Ethics and professionalism in collaborative research; Ethics and professionalism in public service and presentations to stakeholders and the public in general.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,

Enrichment Resources

- URT (2005). Code of Ethics and Conduct for the Public Service in Tanzania.
- Tanzania Commission for Science and Technology (2020). National Research Integrity Framework for Tanzania.
- International Association of Universities (IAU) and Magna Charta Observatory (MCO) (2012). Guidelines for an Institutional Code of Ethics in Higher Education, https://www.iau-aiu.net/IMG/pdf/ethics_guidelines_finaldef_08.02.13.pdf
- Murray, H., Gillese, E., Lennon, M., Mercer, P., and Robinson, M. (1996). Reflecting on the Practice of Teaching: Ethical Principles in University Teaching, in *Teaching at the University of Manitoba: A Handbook*. STLEH/SAPES.
- Ethical Issues in Designing and Conducting Research in Education. [www/sagepub/drewstudy](http://www.sagepub/drewstudy).

B: PROGRAMME FOR PRINCIPALS OF COLLEGES, DEANS AND DIRECTORS

MODULE 1: CORPORATE GOVERNANCE AND UNIVERSITY GOVERNANCE STRUCTURE

LECTURE 1: CORPORATE GOVERNANCE AND UNIVERSITY GOVERNANCE STRUCTURE

Objective

To sensitize Principals of Colleges, Deans and Directors on the University governance model for universities in Tanzania and the implications for the roles of the leaders in different levels in attaining the vision and mission of the universities

Expected Outcomes

After going through this module, participants should be able to:

- Describe the statutory roles and mandates of different governance organs of the University on academic and administrative matters;
- Use the legal instruments to make decisions according to governance roles and mandates; and
- Describe sources of power as crafted in the governance instruments and institutional structure.

Key content Outline

What is corporate governance? Governance provision in the Universities Act, Cap. 346 of the Laws of Tanzania, and the universities charters and rules; Uniqueness of the universities governance structure models; Representation in the GS; Implications of the university's governance model for strategic decision-making; Example of GS function areas of strategic decision-making; The influence of the governance structure on the university's organizational Structure, chain of command, span of control and cascading.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Austin, I. & Jones, G.A. (2016). Governance of Higher Education: Global Perspectives, theories and practices. New York. Routledge.
- Rowland, J. (2016). University Governance Models, in *Academic Governance in the Contemporary Universities*; 111-118, Springer.
- The Universities Act, Cap. 346 of the Laws of Tanzania.

- Luhanga, M. (2016). “Effective Governance and Funding Models of Universities for Accelerated Industrialization of Tanzania: Higher Education Forum 2016.

MODULE 2: QUALITY ASSURANCE FOR UNIVERSITIES IN TANZANIA

LECTURE 2: QUALITY ASSURANCE AT COORDINATION LEVEL

Objective

To enhance knowledge of Principals of Colleges, Deans and Directors on the roles of the internal and external quality assurance systems for assuring that quality of university services and education provided meet expectations of various university education stakeholders.

Expected Outcomes

After going through the module, participants should be able to:

- Describe Quality Assurance;
- Distinguish between internal quality assurance (IQA) from that which is external to the institution, i.e., external quality assurance (EQA); and
- Apply the quality assurance framework for universities in Tanzania.

Key Content Outline

Why quality in higher education? What is quality and quality assurance in higher education? Different views on quality; Differences between quality assurance and quality control; How to measure quality in higher education

IQA system and EQA system; Harmonization of QA systems: East African Community (EAC) Common Higher Education Area (CHEA), Inter-University Council of East Africa (IUCEA) QA harmonization efforts, Development of EAC, African and International QA guidelines; Quality Concerns in the changing higher education environment; QA challenges and way forward

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group
Discussion, Case studies,
Scenarios, Role playing,
Exercises

Enrichment Resources

- TCU (2019). Guideline for University Education in Tanzania.
- TCU (2022). Guideline for Online and Blended Delivery Mode of Courses in University institutions in Tanzania.

- IUCEA (2022). Benchmark for University Education.
- IUCEA (2022). Principles and Guidelines for Quality Assurance.
- IUCEA (2022). Quality Assurance Handbook, Volumes 1-5.
- IUCEA (2021). East African Framework for higher Education.
- IUCEA (2020). Harmonization of Higher Education in East Africa.

MODULE 3: FUNDAMENTALS OF LEADERSHIP AND MANAGEMENT

LECTURE 3: LEADERSHIP AND MANAGEMENT

Objective

To enhance the understanding of Principals of Colleges, Deans and Directors on practical leadership and management skills that they should strive to build in order to bring stability and prosperity in their units and institutions.

Expected Outcomes

After going through the module, participants should be able to:

- Describe a leader and leadership skills;
- Describe qualities of effective leadership; and
- Analyse different styles of leadership and when they can be applied.

Key Content Outline

Distinction between leadership and management; Who is a leader? Characteristics which most known leaders of the past and today demonstrate; Qualities of an effective leader; What is leadership? Leadership Competences: cognitive intelligence, emotional intelligence, social intelligence, and adversity intelligence; Different leadership styles and their features; Which style is most appropriate; Management functions.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Cerry, K. (2022). How to lead: Six Leadership Styles and Framework. At: <https://www.verywellmind.com/leadership.styles-2795312>
- Golema, D.; Boyatziz, R.E.; McKee, A. (2013). Primal Leadership. Unleashing the power of emotional intelligence.
- McCaffery, P. (2019). The Higher Education Managers Handbook: Effective Leadership and Management in Universities and Colleges. Routledge. New York.

- Basadur, M. (2004). Leading Others to Think Innovatively Together: Creative Leadership. *Leadership Quarterly*, 15: 103-121.

LECTURE 4: EFFECTIVE DELEGATION IN LEADERSHIP AND MANAGEMENT

Objectives

To enhance the awareness of Principals of Colleges, Deans and Directors concerning the importance and effectiveness of delegation for productivity in the universities, and the need for it to be institutionalised in university management

Expected Outcomes

After going through this module, participants should be able to:

- Describe what delegation is;
- Distinguish between implied delegation and discretionary delegation;
- List the steps for discretionary delegation; and
- Delegate effectively.

Key Content Outline

The concept of delegation; implied and discretionary delegation; Implication of delegation from the university governance instruments and university's organizational structure; Effective delegation - What, when,

where and how - to delegate; power (authority), responsibility and accountability; Skills for effective delegation; Benefits of delegation.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Atanado, A., (2020). The importance of delegating effectively. At: [https://www.forbes.com/sites/theyec/2020/06/15/the-Importance- Of Delegating Effectively \(forbes.com\)](https://www.forbes.com/sites/theyec/2020/06/15/the-Importance- Of Delegating Effectively (forbes.com))
- Lyyod, S. (2012). Managers must delegate effectively to develop employees. SuccessYatem.ic.
- University of Otago, New Zealand, (2018). Management Fundamentals: Delegation, Learning and Development.

LECTURE 5: EFFECTIVE INTERNAL COMMUNICATION

Objective

To enhance the understanding of Principals of Colleges, Deans and Directors on the techniques and tools for effective internal

communication in order to engage, inform, influence, and inspire different audiences within the university institution.

Expected Outcomes

After going through this module, participants should be able to do the following in a more effective way:

- Describe the purposes of effective communication in the respective unit; and
- Identify audiences, key messages, and major channels for various types of internal communication, or external communication, as will be delegated, for a more effective realization of the mission of the institution at the respective level.

Key Content Outline

Introduction to communication and public relations principles, concepts, and strategies across multiple contexts; The role and functions of effective and strategic communication in university institutions; The key components of a communication strategy and plan for university institutions; Situation and analysis of key messages, communicators, channels and audiences; Ethical considerations of information, external communication and public relations; Major influences of the Internet and social media on communication; Relationship with the owners of the institution; Building and sustenance of relationships between an

organization and its external stakeholders;
Building and sustenance of relationships
between an organization and its
constituents/external stakeholders.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group
Discussion,
Case studies,
Scenarios,
Role playing,
Exercises

Enrichment Resources

- Cees B.M. van Riel and Charles J. Fombrun, (2007). *Essentials of Corporate Communications*, Routledge Taylor and Francis, 1st Ed.
- European Global Navigation Satellite Systems Agency (2020). *Communication Strategy and Action Plan*. At: https://clugproject.eu/sites/default/files/2021-03/d5.1_csap_v1.2_co_final_1.pdf
- Anna Maria Theis-Beiglmaier (2019). *Organizational Communication and Public Relations: Public Relations Research Book*.
- Jessica Hume, (2021). *Internal Communication Toolkit*. At: <https://www.civicus.org/view/media/>
- Gregg Apirian and Mike Lepis, Vignette (2020). *The Ultimate Guide to Internal*

LECTURE 6: INTRODUCTION TO HUMAN RESOURCES MANAGEMENT

Objective

To enhance the understanding of Principals of Colleges, Deans and Directors of the main principles, opportunities and challenges of human resource management in university institutions.

Expected Outcomes

After going through this module, participants should be able to appreciate best practices in handling the following:

- Human resource planning;
- Staff recruitment; and
- Staff deployment, development, retention and appraisal.

Key Content Outline

An overview of statutory and regulatory (Employment and Labor Relations Act, Public Service Act, Universities Act and its Regulations, etc.) requirements on Human Resource Management (HRM); Principles of HRM; Planning, Team Building, Succession planning; Recruitment and selection of academic, technical and administrative staff; Orientation and assimilation of new staff; Training and professional development of

staff; Management-Staff relations; Staff motivation and retention; Staff performance and management scenarios; Staff appraisals and objectives; Importance of record keeping in HRM.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Joanna O’Riordan, (2017). *The Practice of Human Resource Management*, IPA Research Paper. At: https://www.ipa.ie/fileUpload/Documents/THE_PRACTICE_OF_HRM.pdf
- John Stredwick, (2015). *An Introduction to Human Resource Management*, Elsevier, 2nd Edition.
- Swedish Institute for Public Administration (2018). *Introduction to Human Resource Management*, SIPU International.

LECTURE 7: SUCCESSION PLANNING

Objective

To enhance the understanding of Principals of Colleges, Peans and Directors on the concept

of succession planning and importance in university institutions.

Expected Outcomes

After going through this module, participants should be able to understand the following:

- Appreciate opportunities and challenges to succession planning;
- Understand the basics of succession planning and management in universities; and
- Know how to measure the effectiveness of a succession planning intervention.

Key Content Outline

Succession planning and its importance, Major stakeholders in the succession planning process; Key steps in Succession Planning; Succession planning vs succession management; Various characteristics of an effective succession management process; Identification and selection of high potential candidates; Various learning and development strategies; Major obstacles to the succession planning process; Talent retention strategies in succession planning process; Key pointers to consider in the succession planning process; Measuring the effectiveness of a strategic succession planning process.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Motor Carrier passenger Council of Canada (2012). Work Planning Model: Succession Planning. At: <https://www.busCouncil.ca/busgurus/media/pdf/Succession-Planning-Model-en.pdf>
- Public Service Secretariat, Newfoundland and Labrador, (2008). Succession Planning and Management Guide. At: <https://www.gov.nl.ca/exec/tbs/files/publications-succession-planning-and-management-guide.pdf>

MODULE 4: STRATEGIC LEADERSHIP AND MANAGEMENT

LECTURE 8: STRATEGIC DECISION-MAKING AT COORDINATION LEVEL*

Objective

To expose Principals of Colleges, Deans and Directors to the different types of decisions and skills required to make effective decisions, with focus on strategic decision-making.

Expected Outcomes

After going through this module, participants should be able to:

- Define their decision-making role as leaders at the levels of the university's/college's collegial hierarchy;
- Identify different types of decisions: operational, tactical and strategic;
- Describe key characteristics of strategic decisions within the University's/College's key results areas; and
- Apply the strategic decision-making framework.

Key content outline

What is decision-making? What are the different kinds of decisions? Distinction between tactical and strategic decision-making; When leaders have to make decisions; Strategic Management and strategic decisions; What is a strategic approach? Strategic Management Framework; Barriers to decision-making – common challenges to strategic decision-making

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,

Enrichment Resources

- Centor, J. (2016). Decision-Making in Higher Education: Strategic Planning & Resource Allocation at Elite Private Universities in USA: unpublished PhD Thesis, University of Pittsburg.
- Aldhaan, E.S. (2017). Study of the strategic decision-making process in HEIs. Unpublished PhD dissertation, Brunel University, London.
- Nemetz, P.L. & Camron, A. (2006). Higher Education out of Control: regaining strategic focus in an age of diminishing resources. *Academy of Management Learning and Education* 5(1) 38051.

LECTURE 9: STRATEGIC PLANNING

Objective

To create a common understanding amongst Principals of Colleges, Deans and Directors of the corporate strategic plan, how it is developed, by whom; and how it is operationalised.

Expected Outcomes

After going through module, participants should be able to:

- Describe key features of a corporate strategic plan (CSP);

- Appreciate the importance of having and continuously reading the institution’s CSP and own it;
- Describe the link between the institution’s CSP, the Institution’s Annual Plan, and the unit’s annual action plan;
- Describe the links between Annual Action Plan and the institutional annual budget.

Key Content Outline

Role of strategic planning in achieving institutional goals and objectives; Strategic planning process [SWOC Analysis, identification of critical issues and development of strategic objectives and strategies; development of operational plans]; How Annual Plans are curved out from the institutional CSP; How the units (College/Faculty/School/Department) action plans are curved out from the institutional annual action plan - part of the cascade; Link between annual action plan and institutional budget; Monitoring progress on implementation of strategic plan

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion, Case studies, Scenarios, Role playing, Exercises

Enrichment Resources

- Kwarteng, E.F., (2020). Rethinking Strategic Planning in African Universities. <https://www.universityworldnews.com/post.php?/story>
- Stella Malangalila, S. K. (2020). “Strategic Plan as a Tool for Performance Management in the Tanzanian Public Sector”, *Journal of Human Resource Management 2020; 8(3): 146-151.*
- Luhanga, M. (2010). Strategic Planning in Higher Education Institutions in Africa: A case study of the UDSM, Proc. Social & Behavioural Sciences (2)(2010):2071-2085.
- Kuzilwa, J.A. (2010). Strategic Planning in TCU – Modules for the Leadership Programme on Human Resource Development for University Management in Tanzania.

LECTURE 10: DIVERSIFICATION OF FUNDING SOURCES AND RESOURCE MOBILIZATION AT OPERATIONS LEVEL

Objective

To enhance the understanding of Principals of Colleges, Deans and Directors on potential sources of funding for college activities and resource mobilization strategies applicable to university units under jurisdictions.

Expected Outcomes

After going through this module, participants should be able to do the following at the level of their jurisdictions:

- Oversee the preparation of a resource mobilization strategy;
- Plan resource mobilization undertakings from diversified sources for institutional development at the respective level; and
- Communicate, prospect and build trustful relationships towards effective mobilization of requisite financial resources from diversified sources for institutional development at the respective level.

Key Content Outline

Major Challenges facing university institutions and constituent units of operations (colleges/faculties/directorates/schools/centres/departments); Potential sources of funding the core functions of the institutions at the operations level; Cascading of the institutional resource mobilization strategy at the level of units of operation; Analysis of the external resource environment; Resource mobilization action plan; Identification and matching of potential resource partners' interests; Engaging with resource partners; Negotiations with resource partners; Effective and efficient management of contributions at

the operational level; Communication of results to partners; Recognition; Monitoring and evaluation of progress of implementation of a resource mobilization strategy.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- American Council on Education (ACE), the Association of American Universities (AAU) and others, (2020). *Facts about Higher Education Financing*, At: <https://www.acenet.edu/Documents/Facts-About-Higher-Education-Financing.pdf>
- Tetiana H. Zatonatska and Oleksandr D. Rozhko, (2019). *Global Practices of Higher Education Financing: Approaches and Models*, Khazar Journal of Humanities and Social Sciences, Volume 22, 4.
- Damtew Teffera (Ed.) (2013). *Funding Higher Education in Sub-Saharan Africa*, Springer.
- World Bank, (2017). *Resource Mobilization Tips*, At <http://web.worldbank.org/archive/website/01337/WEB/IMAGES/RESOURCE.PDF>

- Australia National University (ANU), Eds. Shiro Armstrong and Bruce Chapman (2011).

LECTURE 11: CHANGE MANAGEMENT IN UNITS

Objective

To enhance the understanding of Principals of Colleges, Deans and Directors on the importance of promoting continuous reforms, coping with change, and valuing change for sustainable development of university units under their jurisdictions.

Expected Outcomes

After going through this module, participants should be able to do the following:

- Define change and its impact on the unit under jurisdiction;
- Understand why a change may not be realised and typical reasons for resistance; and
- Implement a change programme at the respective level.

Key Content Outline

Introduction to Change Management – drivers for change, a change adept organization, types of change; Dimensions of Change – leader-driven, process-driven, improvement driven, organizational renewal; Pre-requisite for Change – pressure for change, a clear shared

vision, capacity for a change, actionable first steps; Resistance to Change – why change does not work, reasons for resistance, techniques for reducing change resistance; Implementing Change – communicating the change, change transition, clear communication; Change success or failure and the required skills set.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Karen Ball, Tim Creasey, Kent Ganvik, Emily Hazelton, Lisa Kempton, Robert Stise (2020). *Best Practices in Change Management*, PROSCI Publication, 11th Edition.
- John Hayes (2014). *The Theory and Practice of Change Management*, Palgrave Macmillan, Fourth Edition.
- Gene Deszca (2020). *Organizational Change Management: The Change-Path Model for Ensuring Organizational Sustainability*, Canada Chartered Professional Accountants Publication.

LECTURE 12: RISK MANAGEMENT

Objective

To enhance the understanding of Principals of Colleges, Deans and Directors on planning for and mitigation of risks at the level of their jurisdictions.

Expected Outcomes

After going through this module, participants should be able to realise the following:

- Appreciate the fundamental importance of risk management in the realization of strategic plans of university institutions;
- Apply risk assessment and management techniques, methods, and models used in university institutions; and
- Minimize, control and communicate risks, including conducting various risk management protocols.

Key Content Outline

The risk management environment - the concept of risk, typical risks in HEIs including compliance risks, financial risks, operational risks, reputational risks, strategic risks, business model risks, and enrolment/supply risks; Corporate governance and organisational structure, The Risk Management Framework; Risk profiling; Stakeholders' involvement in the risk identification and mitigation process; Heat maps of potential disruptions, mitigation

strategies, and scenarios for budget planning; Communication of risks to stakeholders; Embedding risk management into the institution's culture; Responsibilities for managing risk and accountability for risk management and mitigation; Risk measurement tools and techniques; Risk register; Risk oversight

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion, Case studies, Scenarios, Role playing, Exercises

Enrichment Resources

- Asian Development Bank (2010). Guidance Note on Education Sector Risk Assessment. At: <https://www.adb.org/sites/default/files/institutional-document/31318/>
- Association of Governing Boards of Universities and Colleges, USA (2007). Meeting the Challenges of Enterprise Risk Management in Higher Education, At: <https://files.eric.ed.gov/fulltext/ED524480.pdf>
- Higher Education Funding Council for England (HEFCE). *Risk Management in Higher Education: A Guide to Good Practice*, prepared for HEFCE by

PricewaterhouseCoopers.

At:

https://dera.ioe.ac.uk/5600/1/05_11.pdf

LECTURE 13: INTRODUCTION TO CONCEPTS IN FINANCIAL MANAGEMENT

Objective

To enhance the participants' understanding and appreciation of the principles of financial management.

Expected Outcomes

After going through the lecture, the participants should be able to:

- Understand the importance of financial management in achieving strategic goals and objectives of a HEI;
- Appreciate why it is vital for a HEI to control its finances by forecasting and monitoring cash flow;
- Make sense of key financial information in profit and loss accounts and balance sheets; and
- Measure how well a HEI is performing financially.

Key Content Outline

Selected Key accounting concepts: Assets (Current, Fixed), intangible assets, Liabilities (Short, Long), accounts receivable, accounts payable; What is a financial Statement; Components of a financial statement; What

does it reflect? What is a Statement of Financial Performance, and what does it reflect? What is a cash flow statement? What is financial accounting? Methods of analysing financial statements - change in numbers; ratio analysis; productivity analysis; Role of a HEI leader in financial management at the respective level

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- C. Paramasivan and T. Subramanian (2020). Financial Management, New Age International Publishers, New Delhi.
- Ronald W. Melicher and Edgar A. Norton (2017). Introduction to Finance, John Wiley & Sons, 16th Edition.
- Institute of Leadership & Management, UK (2003). Understanding Finance, Elsevier Books, 4th Edition.

MODULE 5: EMERGING ISSUES

LECTURE 14: INDIVIDUAL PERFORMANCE AGREEMENTS

Objective

To raise the awareness of Principals, Deans and Directors on this philosophy of Individual Performance Agreements (IPAs) as a framework for enhancing individual and institutional performance, and enhance their capacity to use the system (OPRAS) effectively.

Expected Outcomes

After going through this module, participants should be able to:

- Cascade the institutional Annual Action Plans to the lowest unit levels;
- Correctly fill individual performance agreements, in collaboration with their supervisors;
- Conduct performance appraisals for those they supervise; and
- Conduct effective annual appraisal meetings.

Key Content Outline

Link between Strategic Planning and Performance Appraisal/Management; What is cascading of strategic objectives; Why

Cascading? Steps in cascading of objectives;
How cascaded objectives form the basis for individual performance agreement;
Performance monitoring (monthly, quarterly, mid-annually); Annual performance – effective appraisal meetings; Providing feedback.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role playing, Exercises

Enrichment Resources

- URT (2011). Guideline on Open Performance Review and Appraisal System (OPRAS).
- Kevin R. Murphy, Jeanette N. Cleveland, and Madison E. Hanscom (2018). Performance Appraisal and Management, SAGE Publications, Inc., First Edition.
- G. Edward Evans (2004). Performance Management and Appraisal, Neil-Schuman Publishers.

LECTURE 15: SEXUAL HARASSMENT AND GENDER BASED ACTS OF VIOLENCE

Objective

To sensitize Principals, Deans and Directors on this subject matter in order to prevent sexual harassment in respective areas of their jurisdictions.

Expected Outcomes

After going through this module, participants should be able to realise the following:

- Understand various pertinent issues on sexual harassment towards an effective institutional policy on preventing sexual harassment;
- Create a sustainable and inclusive environment for anti-sexual harassment in the institution under their jurisdictions; and
- Operationalise related gender and anti-sexual harassment policies in a more effective way in their respective units.

Key Content Outline

Understanding of gender issues in university institutions; Defining sexual harassment; Types of sexual harassment; Causes and impact of sexual harassment – *types of harassers, typical victims, impact of sexual harassment, effects of sexual harassment;*

Preventing sexual harassment in institutions; Responsibility of staff and students in the prevention of sexual harassment; Impact of gender mainstreaming; Workplace equality in the prevention of sexual harassment; Effective operationalization of a sustainable inclusive environment for anti-sexual harassment.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group
Discussion, Case
studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Joe Lewis (2022). *Sexual Harassment and Violence in Further and Higher Education*, House of Commons Library, Publ. No 9438.
- Eliana Rubiano-Matulevich (2020). *Preventing, Reporting and Responding to Sexual Assault and Sexual Harassment in Tertiary Education Institutions*, The World Bank Group.
- Christine Dranzoa (2018). *Sexual Harassment at African Higher Education Institutions*, Intl. Higher Education Journal, Volume 94.
- Shashi Bala (2017). Module on Prevention of Sexual Harassment of Women at

Workplace, V.V. Giri National Labour Institute, Noira.

LECTURE 16: ETHICS IN HIGHER EDUCATION INSTITUTIONS

Objective

To sensitize university leaders on the importance of ethics in all university transactions, particularly on those issues pertaining to its core functions of teaching, research and community engagement.

Expected Outcomes

After going through the lecture, the participants should be able to:

- Appreciate the importance of ethical principles in a pluralistic society and see the link with academic integrity;
- Sharpen their ability to detect violation of ethical principles, and
- Be spurred on to take appropriate measures to prevent or redress the violation of ethical principles.

Key content Outline

What is ethics? Importance of ethics in a pluralistic society; ethical principles pertaining to university teaching: teacher–student relations; teacher-institution relations; teacher–teacher relationship;

Research institutional review; hazards of research in action (honesty, deceit, privacy); Participants' free consent and safety; Ethics and professionalism in collaborative research; Ethics and professionalism in public service and presentations to stakeholders and the public in general.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- URT (2005). Code of Ethics and Conduct for the Public Service in Tanzania.
- Tanzania Commission for Science and Technology (2020). National Research Integrity Framework for Tanzania.
- International Association of Universities (IAU) and Magna Charta Observatory (MCO) (2012). Guidelines for an Institutional Code of Ethics in Higher Education, At: https://www.iau-aiu.net/IMG/pdf/ethics_guidelines_finaldef_08.02.13.pdf
- Murray, H.; Gillese, E.; Lennon, M.; Mercer, P., and Robinson, M. (1996). Reflecting on

the Practice of Teaching: Ethical Principles in University Teaching, in *Teaching at the University of Manitoba: A Handbook*. STLEH/SAPES

- Ethical Issues in Research: Designing and Conducting Research in Education. [www/sagepub/drewstudy](http://www.sagepub/drewstudy).

C: PROGRAMME FOR HEADS OF DEPARTMENT

MODULE 1: CORPORATE GOVERNANCE AND UNIVERSITY GOVERNANCE STRUCTURE

LECTURE 1: CORPORATE GOVERNANCE AND UNIVERSITY GOVERNANCE STRUCTURE

Objective

To sensitize Heads of Department on the University governance model and the roles of leaders at different levels in attaining the vision and mission of the universities.

Expected Outcomes

After going through this module, participants should be able to:

- Describe the statutory roles and mandates of different governance organs of the University on academic and administrative matters;
- Use the legal instruments to make decisions according to governance roles and mandates; and
- Describe the source of power as crafted in the governance instruments and institutional structure.

Key Content Outline

What is corporate governance? Governance provision in the Universities Act, Cap 346, and the university charters and rules; Uniqueness of the university governance structure models; Representation in the GS Structures; Implications of the university governance model for strategic decision-making; Example of GS function areas of strategic decision-making; The influence of the governance structure on the university's organizational structure, chain of command, span of control and cascading.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Austin, I. & Jones, G.A. (2016). Governance of higher Education: Global Perspectives, theories and practices. New York. Routledge.
- Rowland, J. (2016). University Governance Models, in *Academic Governance in the Contemporary Universities*; 111-118, Springer.

- The Universities Act, Cap. 346 of the Laws of Tanzania.
- Luhanga, M. (2016). “Effective Governance and Funding Models of Universities for Accelerated Industrialization of Tanzania: Higher Education Forum 2016.

MODULE 2: QUALITY ASSURANCE FOR UNIVERSITIES IN TANZANIA

LECTURE 2: QUALITY ASSURANCE AT THE OPERATIONS LEVEL

Objective

To enhance knowledge of Heads of Department concerning the roles of the internal and external quality assurance systems for assuring that the quality of university services and the education provided do actually meet expectations of various university education stakeholders.

Expected Outcomes

After going through this module, participants should be able to:

- Describe Quality Assurance;
- Distinguish between internal quality assurance (IQA), and quality assurance external to the institution (EQA); and
- Apply the Quality Assurance framework for universities in Tanzania.

Key Content Outline

Why quality assurance in higher education? What is quality and quality assurance in higher education? Different views on quality; Differences between quality assurance and quality control; How to measure quality in higher education; IQA system; EQA system; Harmonization of QA system: East Africa Community (EAC) Common Higher Education Area (CHEA, IUCEA); QA harmonization efforts, Development of EAC, African and International QA guidelines; Quality Concerns in the changing higher education environment; QA challenges and the way forward.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- TCU (2019). Guideline for University Education in Tanzania.
- TCU (2022). Guideline for Online and Blended Delivery Mode of Courses in University institutions in Tanzania.
- IUCEA (2022). Benchmarks for University Education.

- IUCEA (2022). Principles and Guidelines for Quality Assurance.
- IUCEA (2022). Quality Assurance Handbook, Volumes 1-5.
- IUCEA (2021). East African Framework for higher Education.
- IUCEA (2020). Harmonization of Higher Education in East Africa.

MODULE 3: FUNDAMENTALS OF LEADERSHIP AND MANAGEMENT

LECTURE 3: LEADERSHIP AND MANAGEMENT

Objective

To provide Heads of Department with practical leadership and management skills that they should strive to acquire in order to bring stability and prosperity in their institutions.

Expected Outcomes

After going through the module, participants should be able to:

- Describe a leader and leadership skills;
- Describe qualities of effective leadership; and
- Analyse different styles of leadership and when they can be applied.

Key Content Outline

Distinction between leadership and management; Who is a leader? Characteristics most known leaders of the past and today demonstrate; Qualities of an effective leader; What is leadership? Leadership Competences: cognitive intelligence, emotional intelligence, social intelligence, and adversity intelligence; Different leadership styles and their features; Which style is most appropriate? Management functions.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Cerry, K. (2022). How to lead: Six Leadership Styles and Framework. <https://www.verywellmind.com/leadership-styles-2795312>
- Golema, D.; Boyatziz, R.E.; McKee, A. (2013). Primal Leadership. Unleashing the power of emotional intelligence.
- McCaffery, P. (2019). The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges. Routledge. New York.

- Basadur, M. (2004). Leading Others to Think Innovatively Together: Creative Leadership. *Leadership Quarterly*, 15: 103-121.

LECTURE 4: EFFECTIVE DELEGATION IN LEADERSHIP AND MANAGEMENT

Objectives

To enhance the Heads of Department's awareness and effectiveness of delegation and its role ensuring productivity in the universities.

Expected Outcomes

After going through this module, participants should be able to:

- Describe what delegation is;
- Distinguish between implied delegation and discretionary delegation;
- List the steps for discretionary delegation; and
- Delegate effectively.

Key Content Outline

The concept of delegation; implied and discretionary delegation; Implication of delegation from the university governance instruments and university organization structure; Effective delegation - What, When, where and how - to delegate; power

(authority), responsibility and accountability;
Skills for effective delegation; Benefits of
delegation.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Atanado, A. (2020). The importance of delegating effectively. At: <https://www.forbes.com/sites/theyec/2020/06/15/the-Importance-Of-Delegating-Effectively> (forbes.com)
- Lyyod, S. (2012). Managers must delegate effectively to develop employees. SuccessSystemic.
- University of Otago, New Zealand (2018). Management Fundamentals: Delegation, Learning and Development.

LECTURE 5: EFFECTIVE INTERNAL COMMUNICATION

Objective

To enhance the understanding of Heads of Department concerning the techniques and tools for effective internal communication in order to engage, inform, influence, and inspire

different audiences within the university institution.

Expected Outcomes

After going through this module, participants should be able to do the following in a more effective way:

- Describe the purposes of effective communication in the respective unit; and
- Identify audiences, key messages, and major channels for various types of internal or external communication, as will be delegated, for a more effective realization of the vision and mission of the institution at the respective level.

Key Content Outline

Introduction to communication principles, concepts, and strategies across multiple contexts; The role and functions of effective and strategic communication in university institutions; The key components of a communication strategy and plan for university institutions; Situation and analysis of key messages, communicators, channels and audiences; Ethical considerations of information, external communication and public relations; Major influences of the Internet and social media on communication; Relationship with the owners of institutions; Building and sustenance of relationships

between a university unit and its stakeholders.

Modes of Presentation: Plenary;
Brainstorming; Q&A

Accompanying Activities: Group
Discussion,
Case studies,
Scenarios,
Role playing,
Exercises

Enrichment Resources

- Cees B.M. van Riel and Charles J. Fombrun (2007). *Essentials of Corporate Communications*, Routledge Taylor and Francis, 1st Ed.
- European Global Navigation Satellite Systems Agency (2020). *Communication Strategy and Action Plan*. At: https://clugproject.eu/sites/default/files/2021-03/d5.1_csap_v1.2_co_final_1.pdf
- Anna Maria Theis-Beiglmaier (2019). *Organizational Communication and Public Relations: A Conceptual Framework for a Common Ground*, Public Relations Research Book.
- Jessica Hume (2021). *Internal Communication Toolkit*. At: <https://www.civicus.org/view/media/>

- Gress Apirian and Mike Lepis, Vignette (2020). The Ultimate Guide to Internal Communication Strategy, Papulo Knowledge Paper.

LECTURE 6: INTRODUCTION TO HUMAN RESOURCES MANAGEMENT

Objective

To provide Heads of Department with fundamental understanding of the main principles, opportunities and challenges of human resource management in university institutions

Expected Outcomes

After going through this module, participants should be able to appreciate best practices in realising the following:

- Human resource planning;
- Staff recruitment; and
- Staff deployment, development, retention and appraisal.

Key Content Outline

An overview of statutory and regulatory (Employment and Labor Relations Act, Public Service Act, Universities Act and its Regulations, etc.) requirements on Human Resource Management (HRM); Principles of HRM; Planning in HRM and importance in HEIs, Team Building, The concepts of

succession planning and importance; Recruitment and selection of academic, technical and administrative members of staff; Orientation and assimilation of new staff; Training and professional development of staff; Management-Staff relations; Staff motivation and retention; Staff performance and management scenarios; Staff appraisals and objectives; Importance of record keeping in HRM.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Joanna O’Riordan (2017). *The Practice of Human Resource Management*, IPA Research Paper. At: https://www.ipa.ie/fileUpload/Documents/THE_PRACTICE_OF_HRM.pdf
- John Stredwick (2015). *An Introduction to Human Resource Management*, Elsevier, 2nd Edition.
- Swedish Institute for Public Administration (2018). *Introduction to Human Resource Management*, SIPU International.

LECTURE 7: SUCCESSION PLANNING

Objective

To provide Heads of Department with fundamental understanding of the concept of succession planning and its importance in university institutions.

Expected Outcomes

After going through this module, participants should be able to understand the following issues:

- Opportunities and challenges to succession planning;
- Basics of succession planning and management in HEIs; and
- How to measure the effectiveness of a succession planning intervention.

Key Content Outline

Succession planning and its importance, Major stakeholders in the succession planning process; Key steps in Succession Planning; Succession planning vs succession management; Various characteristics of the effective succession management process; Identification and selection of high potential candidates; Various learning and development strategies; Major obstacles to the succession planning process; Talent retention strategies in the succession planning process; Key pointers to consider in

the succession planning process; Measuring the effectiveness of a strategic succession planning process.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Motor Carrier passenger Council of Canada (2012). Work Planning Model: Succession Planning. At: <https://www.buscouncil.ca/busgurus/media/pdf/Succession-Planning-Model-en.pdf>
- Public Service Secretariat, Newfoundland and Labrador (2008). Succession Planning and Management Guide. At: <https://www.gov.nl.ca/exec/tbs/files/publications-succession-planning-and-management-guide.pdf>

MODULE 4: STRATEGIC LEADERSHIP AND MANAGEMENT

LECTURE 8: STRATEGIC DECISION-MAKING AT THE OPERATIONAL LEVEL*

Objective

To expose participants to the different types of decisions and skills required to make effective decisions, with focus on strategic decision-making.

Expected Outcomes

After going through this module, participants should be able to:

- Define their decision-making role as leaders at the levels of the university /college collegial hierarchy;
- Identify different types of decisions: operational, tactical and strategic;
- Describe key characteristics of strategic decisions within the University/College key results areas, and
- Apply the strategic decision-making framework.

Key Content Outline

What is decision-making? What are the different kinds of decisions? Distinction between tactical and strategic decision-making; When leaders have to make decisions; Strategic Management and strategic decisions; What is a strategic

approach; Strategic Management Framework; Barriers to decision-making – common challenges to strategic decision-making.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Centor, J. (2016). Decision-Making in Higher Education: Strategic Planning and Resource Allocation at Elite Private Universities in the United State: unpublished PhD Thesis, University of Pittsburg.
- Aldhaan, E.S. (2017). Study of the strategic decision-making process in HEIs. Unpublished PhD dissertation, Brunel University, London.
- Nemetz, P.L. & Camron, A. (2006). Higher Education out of Control: regaining strategic focus in an age of diminishing resources. *Academy of Management Learning and Education* 5(1) 38051.

LECTURE 9: STRATEGIC PLANNING

Objective

To create a common understanding of the corporate strategic plan, how it is developed, by whom, and how it is operationalised.

Expected Outcomes

After going through module, participants should be able to:

- Describe key features of a corporate strategic plan (CSP);
- Appreciate the importance of having and continuously reading the institution's CSP and own it;
- Describe the link between the institution's CSP, the Institution's Annual Plan, and the unit's Annual action plan, and
- Describe the links between Annual Action Plan and the institutional annual budget.

Key Content Outline

Role of strategic planning in achieving institutional goals and objectives; Strategic planning process (SWOC Analysis, identification of critical issues and development of strategic objectives and strategies; development of operational plans); How Annual plans are curved out from the institutional CSP; How the unit's (College / Faculty / School / Department) action plans are curved out from the institutional annual

action plan - part of the cascade; Link between annual action plan and institutional budget; Monitoring progress on implementation of strategic plan.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group
Discussion, Case
studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Kwarteng, E.F. (2020). Rethinking Strategic Planning in African Universities. At: www.universityworldnews.com/post.php?/story
- Stella Malangalila, S. K. (2020). “Strategic Plan as a Tool for Performance Management in the Tanzanian Public Sector”, *Journal of Human Resource Management 2020*; 8(3): 146-151.
- Luhanga, M. (2010). Strategic Planning in Higher Education Institutions in Africa: A case study of the University of Dar-es-Salaam, *Procedia Social & behavioural Sciences* (2)(2010)
- Kuzilwa, J.A. (2010). Strategic Planning in TCU – Modules for the Leadership Programme on Human Resources

Development for University Management
in Tanzania.

***LECTURE 10: DIVERSIFICATION OF
FUNDING SOURCES AND
RESOURCE MOBILIZATION
AT THE OPERATIONS LEVEL***

Objective

To provide Heads of Department with fundamental understanding of potential sources of funding and resource mobilization strategies applicable to departments.

Expected Outcomes

After going through this module, participants should be able to do the following at the departmental level:

- Oversee the preparation of a resource mobilization strategy;
- Plan resource mobilization undertakings from diversified sources for institutional development at the departmental level; and
- Communicate and build trustful relationships towards effective mobilization of requisite financial resources from diversified sources.

Key Content Outline

Major Challenges facing university institutions and constituent units of operations

(colleges/faculties/directorates/schools/centres/departments); Potential sources for funding the core functions of the institution at the operations level; Cascading of institutional resource mobilization strategy at the level of units of operations; Analysis of the external resource environment; Resource mobilization action plan; Identification and matching of potential resource partners' interests; Engaging with resource partners; Negotiations with resource partners; Effective and efficient management of contributions at the operations level; Communication of results to partners; Recognition; Monitoring and evaluation of progress of implementation of a resource mobilisation strategy.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group
Discussion, Case
studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- American Council on Education (ACE), the Association of American Universities (AAU) and others (2020). *Facts about Higher Education Financing*. At: <https://www.acenet.edu/Documents/Facts-About-Higher-Education-Financing.pdf>
- Tetiana H. Zatonatska and Oleksandr D. Rozhko (2019). *Global Practices of Higher Education Financing: Approaches and Models*. Khazar Journal of Humanities and Social Sciences, Volume 22.4.
- Damtew Teffera (Ed.) (2013). *Funding Higher Education in Sub-Saharan Africa*, Springer.
- World Bank (2017). *Resource Mobilization Tips*. At: <https://web.worldbank.org/archive/website01337/WEB/IMAGES/RESOURCE>
- Australia National University (ANU), Eds. Shiro Armstrong and Bruce Chapman (2011).

LECTURE 11: CHANGE MANAGEMENT

Objective

To impress upon Heads of Department on the importance of promoting continuous reforms, coping with change, and valuing change for

sustainable development of their respective units.

Expected Outcomes

After going through this module, participants should be able to do the following:

- Define change and its impact on a department;
- Understand why a change may not be realised and typical reasons for resistance to change; and
- Implement a change programme at their respective units.

Key Content Outline

Introduction to Change Management – drivers for change, a change adept organization, types of change; Dimensions of Change – leader-driven, process-driven, improvement-driven, organizational renewal; Pre-requisite for Change – pressure for change, a clear shared vision, capacity for change, actionable first steps; Resistance to Change – why change does not work, reasons for resistance, techniques for reducing change resistance; Implementing Change – the communicating the change, change transition, clear communication; Change Success or Failure – required skills set (political and analytical skills, people, system, business); Difference between change leadership and change management skills and responsibilities.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Karen Ball, Tim Creasey, Kent Ganvik, Emily Hazelton, Lisa Kempton, Robert Stise (2020). *Best Practices in Change Management*, PROSCI Publication, 11th Edition.
- John Hayes (2014). *The Theory and Practice of Change Management*. Palgrave Macmillan, Fourth Edition.
- Gene Deszca (2020). *Organizational Change Management: The Change-Path Model for Ensuring Organizational Sustainability*. Canada Chartered Professional Accountants Publication.

LECTURE 12: RISK MANAGEMENT

Objective

To acquaint Heads of Department with fundamental understanding of planning for and mitigation of risks to their departments in order to achieve their strategic goals and objectives.

Expected Outcomes

After going through this module, participants should be able to realise the following:

- Appreciate the fundamental importance of risk management in the realization of strategic plans of university institutions;
- Apply risk assessment and management techniques, methods, and models used in university institutions; and
- Minimize, control and communicate risks, including conducting various risk management protocols.

Key Content Outline

The risk management environment - The concept of risk, typical risks in HEIs including compliance risks, financial risks, operational risks, reputational risks, strategic risks, business model risks, and enrolment supply risks; Corporate governance and organisational structure; The Risk Management Framework; Risk profiling; Stakeholders' involvement in the risk identification and mitigation process; Heat maps of potential disruptions, mitigation strategies, and scenarios for budget planning; Communication of risks to stakeholders; Embedding risk management into the institution's culture; Responsibilities for managing risk and accountability for risk management and mitigation; Risk

measurement tools and techniques; Risk register; Risk oversight.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group
Discussion, Case
studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- Asian Development Bank (2010). Guidance Note on Education Sector Risk Assessment. At: <https://www.adb.org/sites/default/files/institutional-document/31318/>
- Association of Governing Boards of Universities and Colleges, USA (2007). Meeting the Challenges of Enterprise Risk Management in Higher Education. At: <https://files.eric.ed.gov/fulltext/ED524480.pdf>
- Higher Education Funding Council for England (HEFCE). *Risk Management in Higher Education, A Guide to Good Practice.*

LECTURE 13: BASIC FINANCIAL MANAGEMENT

Objective

To enhance participants' understanding and appreciation of principles of financial management.

Expected outcomes

After going through this lecture, participants should be able to:

- Understand the importance of financial management in achieving strategic goals and objectives of a HEI;
- Appreciate why it is vital for a HEI to control its finances by forecasting and monitoring cash flow;
- Make sense of key financial information in profit and loss accounts and balance sheets; and
- Measure how well a HEI is performing financially

Key Content Outline

Selected Key accounting concepts: Assets (Current, Fixed), intangible assets, Liabilities (Short, Long), accounts receivable, accounts payable; What is a financial Statement? Components of financial statement; What does it reflect? What is a Statement of Financial Performance; What does it reflect?

What is a cash flow statement? What is financial accounting? Methods of analysing financial statements - change in numbers, ratio analysis, productivity analysis; Role of a HEI leader in financial management at the respective leadership level.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group
Discussion, Case
studies,
Scenarios, Role
playing,
Exercises

Enrichment Resources

- C. Paramasivan and T. Subramanian (2020). *Financial Management*. New Age International Publishers, New Delhi.
- Ronald W. Melicher and Edgar A. Norton (2017). *Introduction to Finance*. John Wiley & Sons, 16th Edition.
- Institute of Leadership & Management, UK (2003). *Understanding Finance*. Elsevier Books, 4th Edition.

MODULE 5: EMERGING ISSUES

LECTURE 14: INDIVIDUAL PERFORMANCE AGREEMENTS

Objective

To raise the awareness of leaders on the philosophy of Individual Performance Agreements (IPAs) as a framework for enhancing individual and institutional performance, and enhance their capacity to use the IPA system (OPRAS).

Expected Outcomes

After going through this module, participants should be able to:

- Cascade the institutional Annual Action Plans to the lowest unit levels;
- Correctly fill individual performance agreements, in collaboration with their supervisors;
- Conduct performance appraisal for those they supervise; and
- Conduct effective annual appraisal meetings.

Key Content Outline

Link between Strategic Planning and Performance Appraisal/Management; What is cascading of strategic objectives? Why Cascading? Steps in cascading of objectives;

How cascaded objectives form the basis for individual performance agreement; Performance monitoring (monthly, quarterly, mid-annually); Annual performance – effective appraisal meetings; Providing feedback.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

- URT (2011). Guideline on Open performance Review and Appraisal System.
- Kevin R. Murphy, Jeanette N. Cleveland, and Madison E. Hanscom (2018). Performance Appraisal and Management, SAGE Publications, Inc., First Edition.
- G. Edward Evans (2004). Performance Management and Appraisal, Neil-Schuman Publishers.

LECTURE 15: SEXUAL HARASSMENT AND GENDER BASED ACTS OF VIOLENCE

Objective

To equip Heads of Department with general knowledge on this subject in order to prevent sexual harassment in respective areas of their jurisdiction

Expected Outcomes

After going through this module, participants should be able to realise the following:

- Understand various pertinent issues on gender and sexual harassment, towards an effective institutional policy on preventing sexual harassment;
- Create a sustainable and inclusive environment for anti-sexual harassment in the institution under their jurisdiction; and
- Operationalise related gender and anti-sexual harassment policies in a more effective way in their respective units.

Key Content Outline

Understanding of gender issues in university institutions; Defining sexual harassment; types of sexual harassment; Causes and Impact of sexual harassment – *types of harassers, typical victims, impact of sexual harassment, effects of sexual harassment;*

Preventing sexual harassment; Responsibility of staff and students in preventing sexual harassment; Impact of gender mainstreaming; Workplace equality in the prevention of sexual harassment; Effective operationalization of a sustainable inclusive environment for anti-sexual harassment in institutions.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion, Case studies, Scenarios, Role playing, Exercises

Enrichment Resources

- Joe Lewis (2022). *Sexual Harassment and Violence in Further and Higher Education*. House of Commons Library, Publication No 9438.
- Eliana Rubiano-Matulevich (2020). *Preventing, Reporting and Responding to Sexual Assault and Sexual Harassment in Tertiary Education Institutions*. The World Bank Group.
- Christine Dranzoa (2018). *Sexual Harassment at African Higher Education Institutions*. Intl Higher Education Journal, Volume 94.

LECTURE 16: ETHICS IN HIGHER EDUCATION INSTITUTIONS

Objectives

To sensitize Heads of Department on the importance of ethics in every university and all university transactions, particularly those pertaining to its core functions of teaching, research and community engagement.

Expected Outcomes

After attending this Lecture, the participants should:

- Appreciate the basis of ethical principles in a pluralistic society and see the link with academic integrity;
- Sharpen their ability to detect violation of ethical principles; and
- Be spurred on to take appropriate measures to prevent or redress violation of ethical principles.

Key Content Outline

What is ethics? Importance of ethics in a pluralistic society; ethical principles pertaining to university teaching: teacher–student relations; teacher-institution relations; teacher–teacher relationship; research institutional review; hazards of research in action (honesty, deceit, privacy); participants’ free consent; Ethics and

professionalism in collaborative research;
Ethics and professionalism in public service
and presentations to stakeholders and the
public in general.

Modes of Presentation: Plenary;
Brainstorming;
Q&A

Accompanying Activities: Group Discussion,
Case studies,
Scenarios, Role
playing, Exercises

Enrichment Resources

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- Ethical Issues in Conducting Research, in Designing and Conducting Research in Education. [www/sagepub/drewstudy](http://www.sagepub/drewstudy).