• *Live your life. Create your destiny.*

Centre for Continuing Professional Development

TUT Licence to Lead

Preliminary programme 2007

**Tshwane University
of Technology**
We empower people

Index

TUT Licence to Lead

TUT Management and Leadership Development

Preliminary Programme 2007

Orientation

Higher education in South Africa – as elsewhere in the world – faces an unprecedented period of accelerating change and transformation. To respond effectively, higher education institutions will need academic leaders who can engage the institution and its staff in change and transformation processes. The emphasis on institutional effectiveness, efficiency and responsiveness within the new higher education dispensation not only requires exceptional leadership but also a fundamentally new view of academic leadership. According to Ramsden (1998), higher education institutions have gravely underestimated the power of leadership. As key players in advancing the transformation agenda, the potential of sound leadership to exert a positive influence on this process and impact on student and institutional performance has been highlighted by research. Therefore universities need managers who are not only credible scholars but also effective leaders. However, a shortage of skilful leadership and lack of management capacity have been identified by various authors as one of the major weaknesses of South African higher education also delaying its effective transformation. As a result, universities face a gap between the skills they require and the capabilities of leadership

The main objective of this programme is to introduce managers in TUT to the key leadership and management issues in the rapidly changing higher education environment and equip them with the required leadership competencies, distinctly from a TUT perspective (please refer to the attached TUT Management & Leadership Development strategy)

Methodology

"Leadership cannot be taught, it can only be learned"

The emphasis is on work-based learning and integrating theory into practise via work-based reviews and processes to integrate better practices. This Action Learning methodology will enable stronger linkages to the real work context, ensure relevance and increase the likelihood of transferral back into work processes.

Who Can Take Part

This programme has been designed specifically to aid the management development of managers working at mid to senior level in higher education in either academic or support departments.

Accreditation

Participants will be awarded a short course certificate endorsed by the TUT Business School on successful completion of the compulsory modules of the programme.

How to Apply to Take Part

To take part in the programme, please complete the online booking form available on MyPortal>Training Opportunities. Should you require any further information - contact Henda Britz/Tessie Herbst by telephone – 012-3825901/5431 or by email britzsh@tut.ac.za

Criteria for participating in the incentive scheme

(as stated in the attached TUT Management & Leadership Development strategy):

- Open for all staff in management positions (post level 8 – 1) with at least a NQF level 6 qualification
- Development areas to be selected in line with candidate's PDP
    - o Competence in all compulsory modules needs to proved
    - o Evidence of competence acquired as well as impact on performance improvement must be provided by means of a portfolio of evidence
- Competence against assessment criteria may be proved via RPL, individual assessments, or the PMDS
- Leadership effectiveness pre and post-assessment compulsory
- Incentive money may be utilised for further training and development purposes e.g. attendance of conferences, workshops, seminars nationally or internationally
- Compulsory must be completed (TUT Licence to Lead) within two years of enrolment into programme
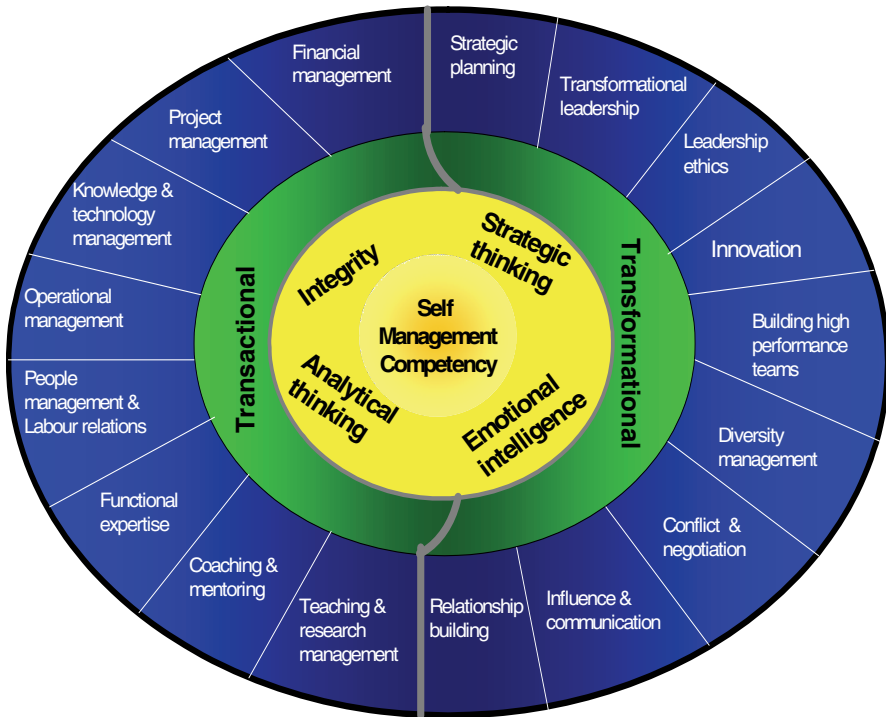
Dr Tessie Herbst (herbstt@tut.ac.za)
Senior Advisor: Management and Leadership Development
Centre for Continuing Professional Development

TUT Management Competency Model

Management and Leadership Development Curriculum

Module 1
The Higher Education Management Context
- Implementing OBE
Page 5

Module 2
Personal Leadership Development
Page 6

Module 3
Transformational leadership
Page 7

Module 4
Leading with emotional intelligence
Page 12

Module 5
Ethical decision making and conflict management
Page 13

Module 6
Leadership for Teaching and Learning
Page 13

Module 7
Leadership for research
Page 14

Module 8
Operational Management
Page 15

Module 9
Managing Diversity
Page 16

Module 10
People Management
Page 16

Module 11
Fincancial Management
Page 17

Module 12
Project Management
Page 17

Module 13
Labour Relations
Page 18

Module 14
Building High Performing Teams
Page 18

Module 15
Coaching and Mentoring
Page 19

Module 16
Negotiation Skills
Page 20

Module 17
Brain based change leadership
Page 21

Module 18
Managing lecturers for excellence in teaching
Page 22

Evidence of Competence Compulsory

Electives

Competence against assessment criteria may be proved via RPL, individual assessment, or the PMDS

Management & Leadership Development Curriculum

Module 1	The Higher Education Management Context – Implementing OBE
Learning Outcomes	The following are the envisaged outcomes: • Set the scene for a well grounded, systematic and critical understanding of the South African Higher Education policy context • Scrutinize TUT policies and procedures (mainly those that are curriculum related) for their capability to build an enabling environment for the institution's vision and mission as well as national imperatives • Enhance the capacity of managers to put systems in place and map out strategies for the implementation of OBE within their units • Nurture managers' capacity to monitor and evaluate the implementation processes and products
Purpose	The purpose of the training is to enhance the capacity of TUT managers to provide leadership for implementation of OBE
Entry Requirements	HOD's of academic & non-academic departments
Assessment Requirements	Successful completion of written assignment
Training Days	1

Presented by Matete Madiba

Dates: 10 April 2007
Time: 09:00-16:00
Venue: Thupellong (4:151), Pretoria campus

Module 2	Personal Leadership Development

Learning Outcomes	Upon completion of the *Personal Leadership* workshop, participants will be empowered to:
	• Understand their own strengths and weaknesses regarding their leadership skills and abilities
	• Interpret their own assessment reports on the following leadership abilities and skills
	   • The 5 Practices of Effective leaders (LPI report)
	   • Emotional intelligence profile
	   • Integrity profile
	   • Whole brain profile
	• Understand the impact of these on their effectiveness and leaders
	• Utilize the Kouzes and Posner leadership model (the 5 practices of effective leaders) to focus leadership activities
	• Develop a personal development plan to increase their leadership effectiveness

Purpose	To equip learners with an understanding of the current strengths and development areas regarding the skills and abilities for effective leadership
Entry Requirements	Must be in a management position
Assessment Requirements	Successful completion of written assignment
Training Days	1

Please note that these assessments need to be arranged at least **one week before commencement of the workshop**. Please contact Dr Herbst in this regard.

Presented by Dr Tessie Herbst

Date: 8 March 2007
Time: 09:00-16:00
Venue: Thupellong (4:151), Pretoria campus
Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

Module 3	**TRANSFORMATIONAL LEADERSHIP:** **The 5 practices of Effective Leaders**
Practice 1:	**Challenging the Process**
Learning Outcomes	• Upon completion of the *Challenging the Process* workshop, participants will be empowered to: • Describe the leadership behaviours associated with Challenge the Process • Recognise situations which require leadership • Experiment, innovate and take risks at a personal and group level • Recognise themes and patterns in their own response to challenging situations • Describe how leaders develop higher levels of ownership among their constituents • Evaluate their own and their organization's receptivity to change • Champion change efforts and become a "change agent" • Deal with change resistance and manage people to create a change-ready organization • Describe how leaders deal with change and uncertainty • Recognise their own strengths and weaknesses in the practice of Challenging the Process • Identify specific actions for Challenging the Process in the workplace
Purpose	To equip learners with the ability to apply the skills of *Challenging the Process* to enable them to search for opportunities to take the risks needed for growth
Entry Requirements	• Previous experience in leading people • Knowledge of the department or division's current context • Knowledge of management skills: planning, organizing and control • Knowledge of organizational policies, procedures, vision, mission strategy, values, culture and ethics
Assessment Requirements	Successful completion of written assignment

Practice 2:	Inspiring a Shared Vision
Learning Outcomes	• Upon completion of the *Challenging* the Process workshop, participants will be empowered to: • Recognise the attributes of an inspiring vision • Describe techniques for communicating an inspiring vision • Develop the key elements of an inspiring vision for the groups they lead • Recognise their own strengths and weaknesses in the practice of *Inspiring a Shared Vision* • Identify specific actions for implementing *Inspire a Shared Vision* in the workplace
Purpose	To equip learners with the skills to develop a inspiring vision statement and communicate it in a way to achieve team buy-in and commitment towards the vision
Entry requirements	• Previous experience in leading people • Knowledge of the department or division's current context • Knowledge of management skills: planning, organizing and control • Successful completion of Module 1 • Successful completion or proven competence in Module 3 - *Challenging the Process*
Assessment Requirements	Successful completion of written assignment

Practice 3:	Model the Way
Learning Outcomes	• Upon completion of the *Model the Way* workshop, participants will be empowered to: • Identify the two commitments of Model the Way • Identify the four key characteristics that fifty percent or more of constituents admire and look for in their leaders • Describe what credibility is and why it is the foundation of leadership • Identify the values or principles that will guide their actions • Assess the impact of their own Integrity Assessment Profile (IP200) on their ability to Model the Way • Identify specific actions they will take to model their values • Recognise their own strengths and weaknesses in the practice of Model the Way
	• Identify specific actions form implementing Model the Way in the workplace
Purpose	To equip learners with the ability to communicate their fundamental values and organizational key beliefs and to focus people's efforts on values though their own actions
Entry requirements	• Previous experience in leading people • Knowledge of the department or division's current context • Knowledge of management skills: planning, organizing and control • Learners must have successfully completed the Module 1 • Proven competence or successful completion in Module 3 and 4
Assessment Requirements	Successful completion of written assignment

Practice 4:	Enabling Others to Act

Learning Outcomes	• Upon completion of the *Enabling Others to Act* workshop, participants will be empowered to:
	   • Recognise actions and situations that foster collaboration and contribute to building teamwork and trust
	   • Recognise actions and situations that contribute to people feeling enabled and disabled
	   • Recognise actions that contribute to strengthening others
	   • Recognise their won strengths and weaknesses tin the practice of *Enabling Others to Act*

Purpose	To equip learners with the ability to build collaboration, teamwork and trust as well as to strengthen the ability of others to excel
Entry requirements	• Previous experience in leading people • Knowledge of the department or division's current context • Knowledge of management skills: planning, organizing and control • Learners must have successfully completed Module 1 • Successful completion or proven competence in Module 3, 4 and 5
Assessment Requirements	Successful completion of written assignment

Practice 5:	Encouraging the Heart
Learning Outcomes	• Upon completion of the *Encouraging the Heart* workshop, participants will be empowered to: • Identify the two commitments of *Encourage the Heart* • Recognise the importance of giving meaningful recognition • Identify the actions and situations that contribute to people feeling appreciated and recognized for their contributions • Give meaningful public recognition • Recognise their own strengths and weaknesses in the practice of *Encouraging the Heart* • Identify specific action for implementing *Encourage the Heart* in the Workplace
Purpose	To equip learners with the ability to recognize the accomplishments of others
Entry requirements	• Previous experience in leading people • Knowledge of the department or division's current context • Knowledge of management skills: planning, organizing and control • Learners must have successfully completed Module 1 • Successful completion or proven competence in Module 3, 4, 5 and 6
Assessment Requirements	Successful completion of work based assignment
Training Days	4

Presented by Prof T Veldsman

Dates (you need to attend all 4 days): 26 & 27 February and 14 & 15 March 2007
Time: 09:00 – 15:00
Venue: Thupellong (4:151), Pretoria campus
Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

A 360 degree pre-assessment will be conducted prior to the workshop. Please arrange for the assessment by contacting Dr Tessie Herbst at least 3 weeks prior to the commencement of the first workshop.

Module 4	Leading with emotional intelligence

Learning Outcomes	• Upon completion of the *Leading with Emotional Intelligence* workshop, participants will be empowered to:
	  • Explain the role of emotions in leadership
	  • Describe what is meant by the term "emotional intelligence"
	  • Describe the relationship between emotional intelligence and leadership
	  • Understand the term "emotional high jacking" and the role it plays in your ability to lead in an emotionally intelligent way
	  • Understand the four emotional intelligence abilities and how it related to leadership
	  • Apply the emotional blueprint to improve your ability to lead with emotional intelligence
	  • Apply the four emotional intelligence skills to build trusting relationships with your team members
	  • Apply the four emotional intelligence skills to influence your team members towards achieving your department's vision
	  • Apply the four emotional intelligence skills to promote change within your department

Purpose	To equip all learners with the ability to understand the role of emotions in leadership as well as the impact of their own level of emotional intelligence on their effectiveness as leaders.
Entry requirements	Learners must have successfully completed Module 1
Assessment	Successful completion of written assignment
Training Days	2

Presented by Dr Tessie Herbst

Date: 25 April or 4 May or 7 August 2007
Time: 8:30-16:00
Venue: Thupellong (4:151), Pretoria campus
Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

As part of the workshop, an assessment of your emotional intelligence will be done by means of the MSCEIT test (optional). This report will be used as a basis for discussion during the training workshop

Module 5	Ethical decision making and conflict management
	Date: Will be scheduled during 2007/2008

Module 6	Leadership for teaching & learning
Learning Outcomes	After participating in this workshop, departmental leaders can: • **identify** and **describe** the top-five priorities facing departmental leaders in their institution; • **apply strategies** to align their constituencies (members of their department); • use **several techniques** to **motivate and inspire** their staff; • **provide leadership** for teaching and learning (the scholarship of teaching and learning) 1); • understand the importance of **teamwork** and apply approaches to promote **organizational citizenship behaviour**; • **apply** the basic principles of **project management** to academic practice; • **identify** staff development **needs** and apply various approaches to build their capacity to become effective academic staff;
Entry requirements	Learners must have successfully completed module 1
Assessment Requirements	Must successfully complete a work based assignment
Training Days	2

Presented by Prof Chris Kapp

Date: 22-23 October 2007 OR   25-26 October 2007
Time: 8:30-16:00
Venue: Thupellong (4:151), Pretoria campus
Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

Module 7	Academic Leadership for Research

Learning Outcomes	• Upon completion of the workshop, participants will be empowered to:
	  • Assess and describe the current level of research leadership and research culture within their department
	  • Do a gap analysis to determine development needs
	  • Assess their personal leadership qualities and actions associated with successful research and scholarship
	  • Identify their strengths and development areas regarding effective research leadership
	  • Develop an action plan to enhance the research culture and help improve research productivity within the department
	  • Develop a departmental research strategy

Purpose	Overall purpose is research leadership capacity building within TUT within a technology enriched environment.
Entry requirements	Must be a HOD in either an academic or support department
Assessment Requirements	Successful completion of WebCT assignments Successful development and presentation of departmental research strategy
Training Days	7

Dates	Module	Presenter
26 July '07	1. The TUT research environment	Dr Prins Nevuthale & Dr Karin Dyson
6 August '07	2. Developing a research culture within your department	Prof Elsa Albertse
16 August '07	3. Personal leadership Development Feedback on assessment results	Dr Tessie Herbst
29-30 August '07	4. Leadership for research	Prof Theo Veldsman
6-7 September '07	5. Developing a research strategy for your department	Prof Elsa Albertse

Time: 08:30-15:00
Venue: Thupellong (4:151), Pretoria campus
Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

Module 8	Operational Management
Learning Outcomes	Upon completion of the Operational Management workshop, participants will be empowered to: • Explain the importance, position and role of the operational strategy in support of the organisational strategy • Understand the importance of recognising the organisational constraint and how to consider it in strategy development • Develop a market-focused operational strategy • Make process choice and business trade-offs • Perform product/service profiling • Strategically consider make/buy decision • Cope with market differences within operations • Make effective day-to-day operational decisions
Purpose	To equip learners with the skills and knowledge that are required with respect to selecting, designing and implementing operational strategies that will impact positively on the day-to-day functioning of operations. This will allow the learner to apply the acquired knowledge in his/her own work environment to partake in the operational and organisation strategy debate and allow effective day-to-day decision making within operations, which will ensure achievement of the goals and objectives of the organisation as an integrated entity.
Entry requirements	Must currently be in a management position
Assessment Requirements	Assessment will be in the form of a practical assignment within the responsibility area of the learner, in order to obtain immediate benefits from attending the course.
Training Days	2

Date: Will be scheduled during 2007/2008

Module 9	Managing Diversity
Learning Outcomes	Upon completion of the *Managing Diversity* workshop, participants will be empowered to: • Have a clear understanding of what diversity is • To know how to value diversity in the workplace • To develop skills to interact successfully in the workplace with diverse individuals and groups • To understand the link between diversity and employment equity • To define what valuing diversity in the workplace truly means
Purpose	To prepare managers for the challenges of working in a diverse working environment.
Entry requirements	Must be in a management or supervisory position
Assessment Requirements	Successful completion of a work based assignment
Training Days	1

Presented by Karen Redelinghuys

Date: 14 May 2007
Time: 08:30-15:00
Venue: Thupellong (4:151), Pretoria campus
Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

Module 10	People Management
	Date: Will be scheduled during 2007/2008

Module 11	Financial Management for non-financial managers
Learning Outcomes	• Upon completion of the Financial Management workshop, participants will be empowered to: • Understand the reasons why an organization compiles a budget. • Compile an operational budget. • Interpret the variances of a budget report. • Compile a cash budget. • Use the cash budget to control and manage cash flow. • Compile a personal budget by means of spreadsheets. • Use an amortization table to manage personal home loans
Purpose	To equip learners with the ability to understand, compile and interpret an operational as well as a personal budget
Entry requirements	Must be in a management or supervisory position
Assessment Requirements	Successful completion of written assignment
Training Days	2

Presented by Marie Janse van Rensburg (TUT Lecturer: Management Accounting)

Date & time (need to attend both days):   Thursday, 12 April from 11:00-15:30 and Friday, 13 April '07 from 09:00-15:00 OR
Thursday, 2 August from 11:00-15:30 and Friday, 3 August '07 from 09:00-15:00
Venue: Thupellong (4:151), Pretoria campus
Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

Module 12	Project Management
	Date: Will be scheduled during 2007/2008

Module 13	Labour Relations
	Date: Will be scheduled during 2007/2008

Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

Module 14	Building High Performance Teams
Learning Outcomes	Upon completion of *Building High Performance Teams*, participants will be empowered to: **Identify the team leader's role in helping a team accomplish its goal** • State that a team is a closed energy system, with energy divided between interpersonal and task orientations • Maximize efficiency and effectiveness in moving a team from an interpersonal focus to a task focus • **Assess a team's developmental stage** • Define the three stages, their characteristics, and how these characteristics impact work • Match a team's developmental stage with appropriate leadership strategies • Choose actions that will align the team's structures with its developmental stage • State that team structures are a primary driver of team performance and the engine leading a team's energy from interpersonal to task • Describe how structures change over the stages of team development • Contrast an interpersonal versus structural approach to leading teams
Purpose	To equip learners with the ability to lead their teams through the stages of teamwork and thereby maximizing efficiency and effectiveness of the team
Entry requirements	• Previous experience in leading people • Knowledge of the department or division's current context • Knowledge of management skills: planning, organizing and control
Assessment Requirements	Successful completion of written assignment
Training Days	2

Date: Will be scheduled during 2007/2008

Module 15	Coaching and Mentoring
Learning Outcomes	Upon completion *of this workshop*, participants will be able to: • Use honesty, interest, and understanding to generate and maintain a foundation of trust with each individual he or she manages. • Gain the commitment of each individual he or she manages by communicating the significance of the individual's contribution. • Help develop and maximize competence by determining appropriate opportunities for each individual he or she manages. • Develop and maintain each individual's contribution by providing the right combination of challenge and support.
Purpose	To equip managers with the ability to coach direct reports enabling them to reach their full potential
Entry requirements	Must be in a management or supervisory position
Assessment Requirements	Successful completion of written assignment Successful completion of computerized simulation
Training Days	2

Presented by Experiential Technologies

Date:　30 - 31 May 2007
Time:　08:30-16:00
Venue:　Building 4:G48, Pretoria campus

Module 16	Negotiation skills
Learning Outcomes	**After completing this program, you will be able to:** • Manage a negotiation event from planning to closing • Recognize your customer's negotiating style • Analyze data strategically • Overcome objections • Make strategic decisions • Build collaborative partnerships • Improve your negotiations success rate • Accelerate strategic opportunity growth • Maximize the business value of your opportunities
Purpose	This program has been designed to increase the probability that you will apply what you have learned back on the job. • Pre-work • Live instructor presentation and large group discussion • The Skilled Negotiator™ simulation • Case studies • Action planning tools • Small group exercises • Immediate application of new skills to real world issues and events
Entry requirements	Learners must be in a management or supervisory position
Assessment Requirements	Computerized simulation
Training Days	2

Presented by Experiential Technologies

Date: 17 - 18 October 2007
Time: 08:30-16:00
Venue: Thupellong (4:151), Pretoria campus

Module 17	Brain based change leadership
Learning Outcomes	Upon completion of the *Brain-Based Change Leadership* workshop, participants will be empowered to: • Understand the purpose of the brain • Describe the role and functions of the three different brain systems • Explain how these brain systems relate to leadership • Describe the connection between leadership and the intelligence the brain enables • Describe the three brain barriers and its influence on leadership success • Apply the knowledge of the brain to lead change more effectively
Purpose	To equip learners with the ability to understand how the brain create barriers to change and apply change management strategies to overcome them
Entry requirements	• Previous experience in leading people • Knowledge of the department or division's current context
Assessment Requirements	Successful completion of written assignment
Training date	2

Presented by Dr Tessie Herbst

Date: 7 June and 8 June 2007
Time: 09:00-13:00
Venue: Thupellong (4:151), Pretoria campus
Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

It is time to lead with the brain in mind. Emerging revelations about the brain are of natural interest to all in a position to influence the success of others. The intent of this workshop is to help leaders act on new knowledge about how people learn and achieve and how to lead change successfully.

• Why do people **fail to see** the need to change even when opportunities or threats stare them in the face?
• Why do they often still **fail to move** even once they've realised the need for change?
• Why do people often **fail to finish** – not going far or fast enough?

This workshop reveals not only how the brain creates these three barriers to change, but how the brain may also generate the key to breaking through them.

Module 18	Managing Lecturers for Excellence in Teaching
Learning Outcomes	Upon completion of the *Managing lecturers for excellence in teaching* workshop, participants will be empowered to: • Discuss the importance of the development of academic staff to reach their full potential • Design a personal development plan for each staff member • Draft a mentorship strategy for the department • Design the most appropriate teaching and learning strategy for the department, including the most appropriate teaching and learning methodology • Apply whole brain learning principles in the department • Ensure that the department functions on the principles of a learning organisation.
Purpose	To equip managers of academic departments with the ability to ensure proper human resources management for maximum potential performance. This is a hands-on workshop based on an action learning approach specifically designed for Heads of Academic Departments.
Entry requirements	Must be a HOD within academic department
Assessment Requirements	Successful completion of an action learning project
Training Days	1

Presented by Dr Marina Le Grange

Date: 16 March 2007
Time: 08:30-13:00
Venue: Thupellong (4:151), Pretoria campus
Cost: Free for TUT managers (refer to the attached TUT M & L Strategy)

This is a hands-on workshop based on an action learning approach specifically designed for Heads of Academic Departments. A model will be developed to ensure proper human resources management for maximum potential performance.

Assessments

The following assessments are available on request:

INTEGRITY PROFILE (IP 200)

The **Integrity Profile** (IP-200) is an integrated measuring instrument of ten substructures specially developed to assess the complex construct-field normally known as integrity. The ten-scale integrity profile reflects the individual's unique profile in the crucial sub-fields, which are related to the integrity construct (e.g. trustworthiness, credibility, work ethic, manipulative abuse of power, transformation commitment and attitude) An **Organisational Integrity Profile**; representing the unique, summarised profile for an entire organisation or any part thereof is also available.

LEADERSHIP PRACTICES INVENTORY (LPI)

Your leadership effectiveness can be assessed by means of the Leadership Practices Inventory (LPI), which consists of 30 statements that address the essential behaviours found when people report being at their personal best as leaders. In addition to a "Self" version, the "Observer" version allows for feedback from peers, subordinates, managers and others in order to provide a balanced picture of leadership behaviours and constructive discussion of ways to improve. The LPI is based on the leadership model developed by James Kouzes and Barry Posner. They studied the data from 18 years of research and discovered a consistent pattern of leader behaviour that created extraordinary results. They have identified five distinct practices (sets of behaviour), each consisting of two strategies:

1. **Challenge the process**
   o   Searching for opportunities
   o   Experimenting and taking risks
2. **Inspire a shared vision**
   o   Envisioning the future
   o   Enlisting others

3. **Enable others to act**
   - o Fostering collaboration
   - o Strengthening others
4. **Model the way**
   - o Setting the example
   - o Achieving small wins
5. **Encourage the heart**
   - o Recognizing individual accomplishments
   - o Celebrating team accomplishments

THE TEAM LEADERSHIP PRACTICES INVENTORY (TEAM LPI)

The Team LPI focuses on the key behaviours and actions of high performing teams. It is useful as a guide in the beginning of team-development activities and as feedback on ongoing improvement efforts. It may also be used by a manager or leader with his or her work team to explore and discuss how well the fundamental leadership functions are being fulfilled within the team. The basic premise of the TEAM LPI is that the leadership responsibilities do not reside exclusively with the formal leader or manager; in high-performing work groups everyone is a leader. In fact, one of the formal leader's fundamental tasks is to liberate the leader in each team member – to turn each member into a leader. The team LPI is based on the Kouzes-Posner Leadership Model and helps you to discover to what extent your team uses the five practices of high performing teams.

EMOTIONAL INTELLIGENCE (MSCEIT)

The MSCEIT is a performance test of emotional intelligence. A performance test provides an estimate of a person's ability by having them solve problems. The MSCEIT asks you to solve problems about emotions, or problems that require the use of emotion. The MSCEIT yields a total emotional intelligence score as well as two areas scores (Experiential and Strategic Emotional Intelligence). There are also four branch scores, for *Perceiving emotion, Using emotion, Understanding emotion, and Managing Emotion.*

THE NEETHLING WHOLE BRAIN LEADERSHIP PROFILE

Your Leadership Brain Profile will give you an insight into your leadership style, issues that are important to you and even where there could be room for improvement! Developing a better leadership style, making more dynamic contributions and decisions n the company are but a few of the advantages of understanding your own thinking profile.

Because the focus is on thinking preferences the end result is neither good nor bad or right or wrong. The Leadership Profile is a descriptive, objective analysis of the individual's thinking choices, with no profile being better or worse than another. Instead, the report

gives a description of an individual's thought preferences, and makes recommendations based on those.

PERSONAL PROFILE ANALYSIS (PPA)

The PPA is a quick, easy and accurate way of enabling you to describe your work style; it highlights your work strengths and will also reveal your work limitations. No work style is good or bad but some work styles are better suited to a particular job than others. What is important knows what your own style is and the style of those people you manage. The PPA provides an understanding as to how a person copes with his/her work environment and what his/her present attitudes are likely to be.

LEADERSHIP FOR ACADEMIC WORK ASSESSMENT

A 360-degree web-based assessment instrument, that provides you with in-depth feedback on your effectiveness as an academic leader. You will receive a confidential report based on the following dimensions of academic leadership.

1. Leadership for Research
2. Leadership for Teaching
3. Fair and Efficient Management
4. Strategy and Vision
5. Transformational and Collaborative Leadership
6. Development and Recognition
7. Interpersonal Skills

Please contact Dr Tessie Herbst at 382-5901 or herbstt@tut.ac.za if you are interested in any of these assessments.

TUT Management and Leadership Development Strategy

By Dr Tessie Herbst (TUT)

1. TUT Need for Management and Leadership Development

To be successful TUT needs both good management and good leadership. As Kotter (1990) argues, neither is better than, nor a replacement for the other and that the real challenge is "to combine strong leadership and strong management and use each to balance the other."

The TUT institutional operating plan states that "Management and leadership development, especially black leadership, is one of the key dimensions identified as a national and institutional priority for staff development." In order for TUT to achieve its strategic objectives, the need for strong and skilled leadership and management, has been emphasised by stakeholders at all levels in TUT.

2. Purpose

- To ensure that **structured development** is provided to ensure that all HoD's[1] within TUT are developed to the required standard to facilitate the achievement of TUT's business objectives which will positively impact on throughput
- The need for TUT to **define their expectation of managers** so that they are better able to identify development needs and measure performance – to ensure consistency of management practices.
- Fast track high potential black managers and women by means succession planning

3. Objectives

- To formulate and implement a management development strategy.
- To appoint *Management Development Steering Group* to inform and support this activity.
- Use of a competency based approach for all management levels to define what TUT expects of its managers.
- To involve line managers at every stage.
- To provide more structured feedback to enable managers to assess their own performance and their impact on others.
- To undertake a needs analysis against the competency matrix in order to ensure that only relevant opportunities are offered
- To develop development plans:
  - o Institutional

o   Operational unit
o   Individual

- Develop and implement a range of effective learning and development opportunities to meet identified needs.
- Establish a web-based management resource centre containing a range of resource material particularly to support self-directed learning.

4. Strategic Imperatives
- Driven from the top with specialist support from CCPD – the impetus for management and leadership development must come from the EMC. The future of TUT and management development as well as the future talent pool are seen as inextricable linked.
- Leadership Development supports and drives the institution – the key is that leadership development activity drives and is in step with the vision and values of TUT.
- Development of a management learning culture
  o   Learning by individual managers is rewarded, and the institution promotes the ownership of learning by all its members
- Identifying and developing high potential internal candidates to address employment equity targets.
- Blended learning approach. Varied degrees of formal, explicit development activity – different amounts of formal versus informal development activities are used. Whether information development or formal development is combined or preferred has to be reviewed against changing circumstances.
- Address sectorial priorities as identified in the sector skills plan of the *ETDPSETA.*

5. Suggested Process
- Management competencies identified per level (see appendix A)
- Different development routes for different levels
- Action learning approach where work experience (learning from both work role and work relationships) is used as the primary source of management development.
- Development of an innovative incentive scheme to reward competence by means of a portfolio of evidence by individual managers
- Management development provision/learning activities which are:
  –   Research based
  –   Competency-based
  –   High quality/high profile presenters
  –   Strong business focus
  –   Rigorous evaluation
  –   Build on learning form work experience (action learning)
- Strategic partnerships with other HE institutions and statutory bodies (e.g. HELM & HERS-SA programme)

- Robust, individual performance management processes will be required across TUT.
- Blended learning approach.
- Linked with a systematic holistic mentorship programme
- **Proven competence compulsory** in selected competencies (see Appendix B) for all HOD's to obtain the TUT Licence to Lead Certificate
    - Completion within two years of enrolment into the programme/appointment

6. Guiding Principles
Business-driven management development:
- TUT institutional strategy & objectives promotes management quality and performance as vital to competitive success, and prescribes resources for management development practices and initiatives
- EMC is committed to management development and actively supports implementation to the strategy.
- Senior management legitimates the process by their own active participation
- Management development strategy aligned with TUT's institutional strategy in place.
- Ownership at the level of the individual, the operational unit and the organisation.
- Feedback intensive development processes, to increase level of self-awareness/ knowledge.
- Management development model (see appendix A) which recognise the distinctive nature and characteristics of higher education.
- Development and implementation of this strategy requires investment and adequate resources.
- The emphasis should be on the development of *effective practitioners.* International best practice management and leadership development ……. with an African Touch
- Learner-driven, reality-based and action orientated.
- In partnership with line management.

7. Implementing the Strategy
- Building a rigorous evaluation system into all the development opportunities that quality, relevance and cost effectiveness can be monitored continually
- Align with other HR processes (e.g. performance management, succession planning)
- Assumption about the institutional culture needed and assumptions by the EMC of the nature of leadership will influence the type of development undertaken for HoD's. (E.g. whether leadership is seen as individualistic or as existing in teams and at all levels will influence development practices and the relative emphasis on each.
- The responsibility for **implementing** the strategy will lie with all TUT's managers. The responsibility for **supporting** learning by means of growth and development opportunities, lies with CCPD
- Will require close cooperation between all stakeholders
    - **Steering Group** (plays the role of an advisory committee)

- Information on new developments, resource materials, research and high quality programmes.
- Ensuring that management development activities are strategically focused on achieving TUT business objectives.
  - o **Top management**
    - Ensuring the implementation of the strategy
  - o **Managers (HoD's & supervisors)**
    - Taking an active interest in pursuing their own learning and development opportunities
  - o **CCPD**
    - Providing and promoting learning opportunities activities where appropriate, which are consistent with MLD strategy and with TUT's institutional goals and objectives
    - Contract specialised staff development resources to provide a range of management development activities within TUT
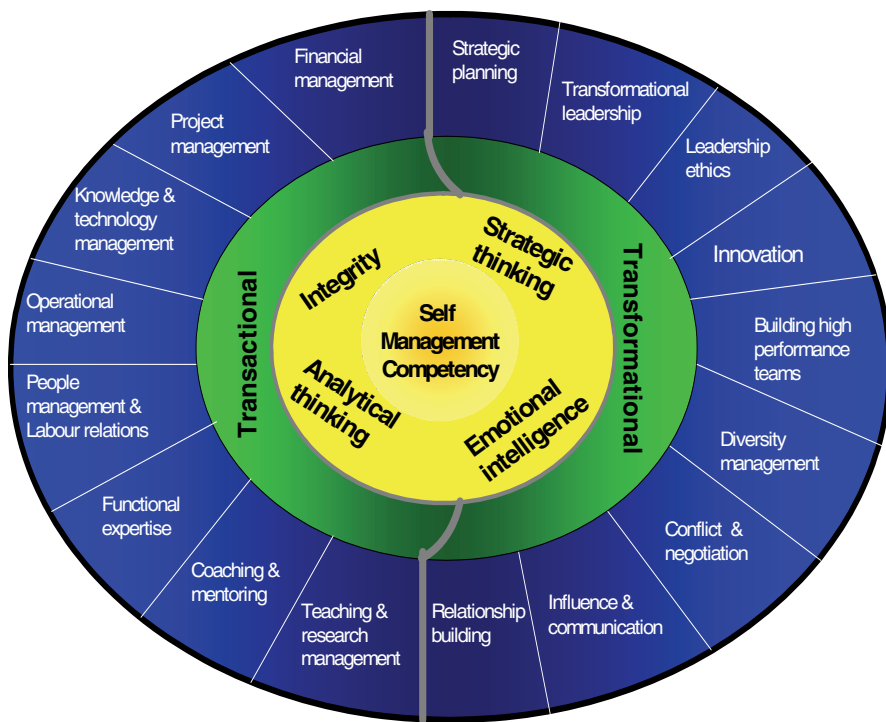
8. Short Term Strategy

- Get the VC on board as Champion of all leadership development initiatives
- Liaise with EMC members regarding Management Development
- Appoint Management Development Steering Group
- Finalise Management Development Strategy
- Implement Strategy
  - o Executive level – contracted out in the short term with capacity building approach
  - o HOD level – immediate focus area
  - o Supervisory level – appoint project manager
- Design and implement incentive scheme
- PMDS to be used as a vehicle to facilitate management development

TUT Management Competency Model

Management and Leadership Development Curriculum

Module 1
The Higher Education Management Context - Implementing OBE
Page 5

Module 2
Personal Leadership Development

Page 6

Module 3
Transformational leadership

Page 7

Module 4
Leading with emotional intelligence

Page 12

Module 5
Ethical decision making and conflict management
Page 13

Module 6
Leadership for Teaching and Learning

Page 13

Module 7
Leadership for research

Page 14

Module 8
Operational Management

Page 15

Module 9
Managing Diversity

Page 16

Module 10
People Management

Page 16

Module 11
Fincancial Management

Page 17

Module 12
Project Management

Page 17

Module 13
Labour Relations

Page 18

Module 14
Building High Performing Teams

Page 19

Module 15
Coaching and Mentoring

Page 19

Module 16
Negotiation Skills

Page 20

Module 17
Brain based change leadership

Page 21

Module 18
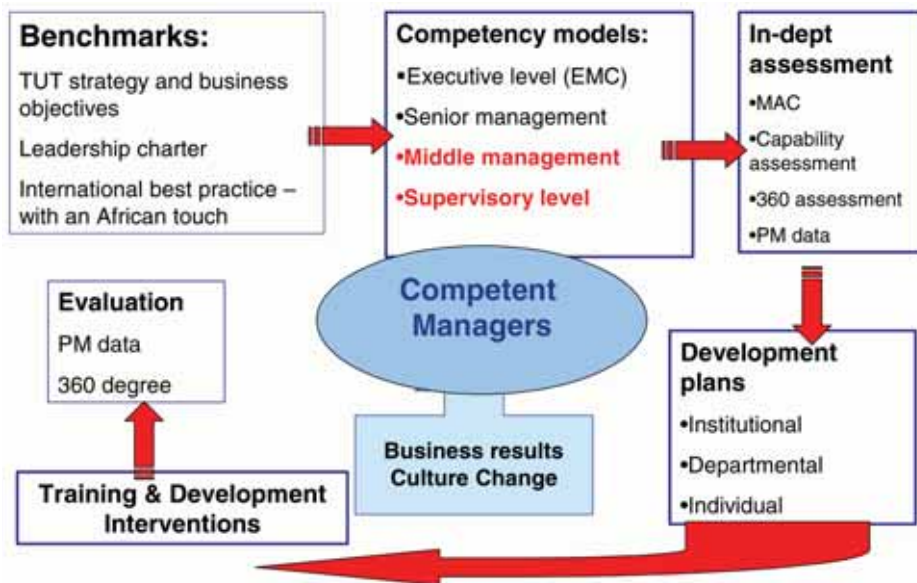Managing lecturers for excellence in teaching
Page 22

Evidence of Competence Compulsory

Electives

Competence against assessment criteria may be proved via RPL, individual assessment, or the PMDS

TUT Management Development Process

Benchmarks:
TUT strategy and business objectives

Leadership charter

International best practice – with an African touch

Competency models:
- Executive level (EMC)
- Senior management
- Middle management
- Supervisory level

In-dept assessment
- MAC
- Capability assessment
- 360 assessment
- PM data

Competent Managers

Business results Culture Change

Development plans
- Institutional
- Departmental
- Individual

Evaluation
PM data

360 degree

Training & Development Interventions

Criteria for PARTICIPATING IN incentive scheme:

- Open for all staff in management positions (post level 8 – 1) with at least a NQF level 6 qualification
- Development areas to be selected in line with candidate's PDP
  - o Competence in all compulsory modules needs to proved
  - o Evidence of competence acquired as well as impact on performance improvement must be provided by means of a portfolio of evidence
- Competence against assessment criteria may be proved via RPL, individual assessments, or the PMDS
- Leadership effectiveness pre and post-assessment compulsory
- Incentive money may be utilised for further training and development purposes e.g. attendance of conferences, workshops, seminars nationally or internationally
- Compulsory must be completed (TUT Licence to Lead) within two years of enrolment into programme

Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Notes

Notes

Centre for Continuing Professional Development
Building 4:136
Tel. (012) 382-5431