

**REGIONAL HIGHER EDUCATION LEADERSHIP
DEVELOPMENT IN THE WESTERN CAPE**

**CREATING THE LEADING-EDGE
CREATING THE EXECUTIVE-EDGE
MASTERCLASSES & CRITICAL
CONVERSATIONS**



The biggest concern for any organisation should be when their most passionate people become quiet.

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Endorsed by



PART A

THE CHEC HIGHER EDUCATION LEADERSHIP DEVELOPMENT FRAMEWORK

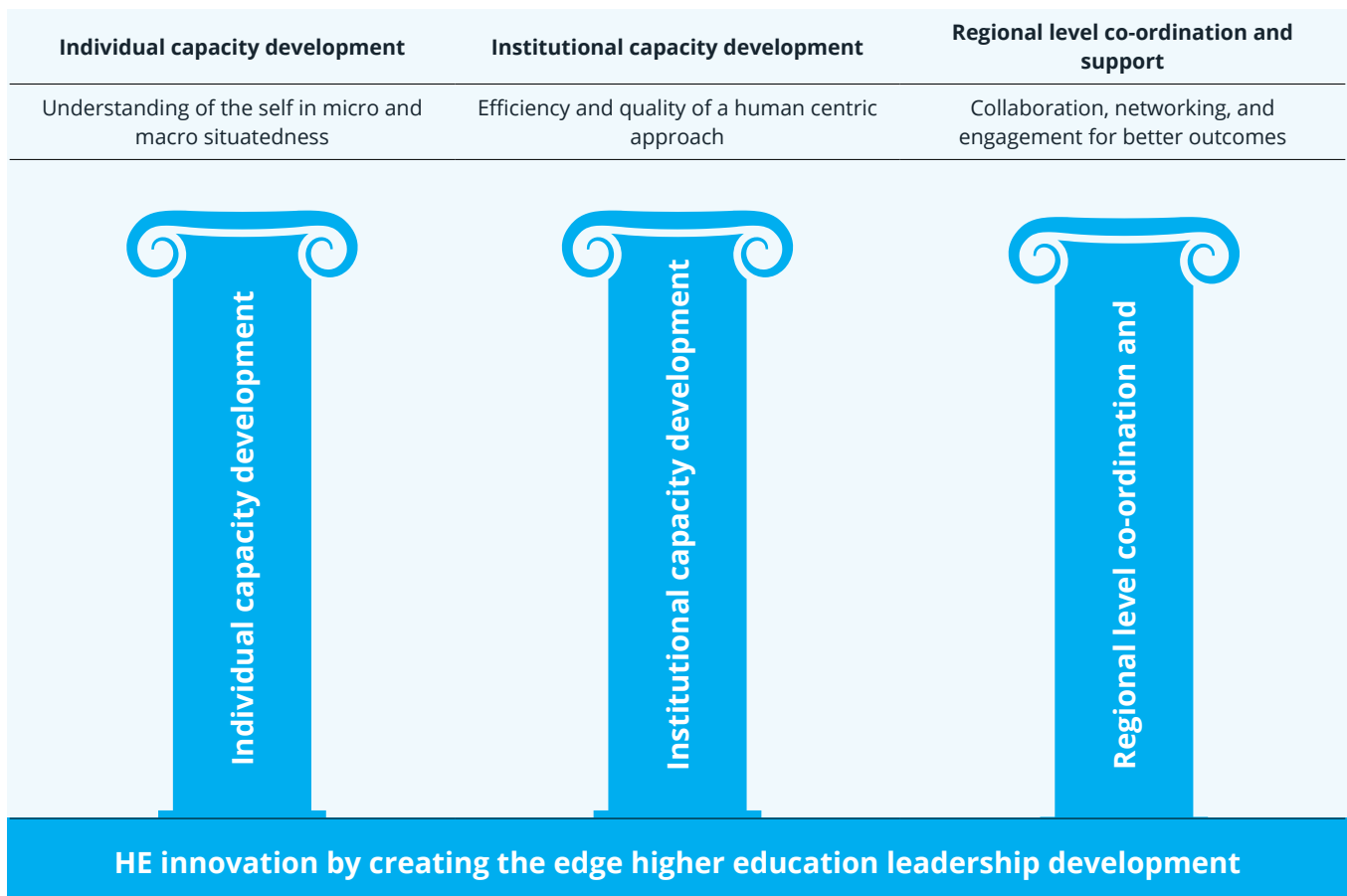
The aim of Higher Education Leadership Development is to improve practices and infrastructure by creating innovative approaches, structures or values which sustain and enhance the abilities of managers and decision makers to be more efficient and effective in the performance of their duties. The HE landscape is extraordinarily complex, and managers are confronted daily with a range of challenges and little time to consider the best

approaches. It is only by developing an understanding of leading-edge thinking and being able to apply these to emerging problems that universities can fulfil their mandates to offer an effective and efficient academic model within their own context.

Below is the CHEC framework for Higher Education Leadership Development (HELD) focusing on HE innovation through engagement and collaboration.

HE INNOVATION BY CREATING THE EDGE HIGHER EDUCATION LEADERSHIP DEVELOPMENT

Effectiveness and efficiencies across the HE systems in terms of systems, process, people, and technology



- **At the individual level**, the programmes should develop the skills of actors in the system in terms of creating initial awareness, building knowledge, and strengthening skills to put these into practice in the workplace
- **At the unit/departmental/faculty level**, the programmes should provide training, mentoring and advisory support through face-to-face and online approaches to strengthen

- relationships and shared learning within and across teams and contribute to identify changes to organisational ways of working
- **At the institutional or environmental level**, the programmes should work across regional, national or international systems to convene and connect key actors, strengthening relationships and the exchange of knowledge through peer learning

PART B

THE CREATING THE LEADING-EDGE MIDDLE MANAGEMENT PROGRAMME 2023

The Cape Higher Education Consortium proudly invites you to the 2023 **Creating the Leading-Edge** middle management capacity programme.

Creating the Leading-Edge Programme rationale

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

The purpose of the CLE is:

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

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

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

Endorsement by USAf (Universities South Africa)

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

Intended Audience

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

- You are a director, manager, Head of Department
- You are new to the position and require information and engagement about managing in a HE setting
- You want to hone in on your skills as a manager because you have a 'mostly academic background'
- You are simply curious about innovative information in the HE sector
- You sometimes do not understand how to translate the strategies and plans in your domain
- You have completed parts of the Programme before, but you are interested in the new courses and new developments

"One of the most difficult things is not to change society – but to change yourself"

Nelson Mandela



Creating the Leading-Edge Programme approach

The core courses constitute a comprehensive middle management development programme based on the essential competencies that all leaders and managers need. It is highly

recommended that participants register for the full CLE Programme to achieve maximum benefit. The CLE follows a phased approach:

Phase 1. Leading the team: Understanding the self in relation to others

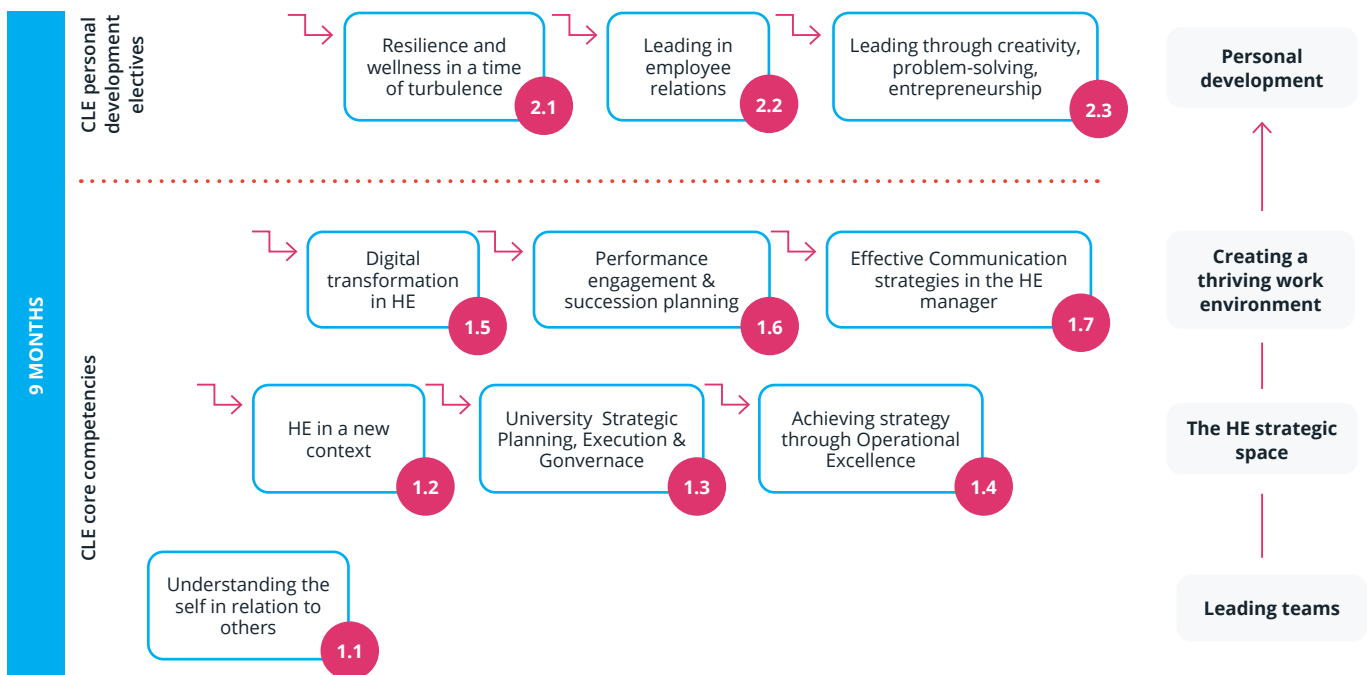
Phase 2. The HE strategic space: HE in a new context, University strategic planning, execution and governance, Achieving strategy through operational excellence

Phase 3. The creation of a conducive HE workspace: Digital transformation in HE, Performance engagement and succession planning, Effective communications strategies

Personal development options: A new selection of elective courses (Resilience and wellness in a time of turbulence, Leading in employee relations, Leading through creativity, problem-solving, entrepreneurship)

The sequence of the courses offers a sequential developmental level approach in four phases:

The team environment › the HE strategic space › creating a thriving work environment › personal development.



The CLE Programme is presented in modular or block form. The Programme has been designed to fit into the work environment of the participants by being fully online and offering each course by means of a block approach in which facilitated sessions are spread over a week period. Each core course takes place in a different month.

This approach allows participants to develop and integrate the knowledge and allow for implementation in their diverse work environments and be able to deal with work demands.

All course information is stored and available through the CLE repository (CANVAS).

Programme fee structure

- Participants are charged per course registered as per the below table.
- The elective courses are at the discretion of the participants and are charged at R3500 per participant per elective course.

Programme orientation

The CLE Programme will kick off with an orientation session on **24 March 2023** that all participants and facilitators should attend. The orientation will provide an overview of the CLE Programme, the content and delivery method and introduce the CHEC team and facilitators on the Programme.

The orientation will be hosted before the first course is presented and attendance is compulsory for everyone. The Programme orientation is **10:00 – 11:30**.

Creating the Leading-Edge Programme calendar 2023

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

Application closing date				26 February 2023		
Welcome and programme orientation of CHEC CLE system				24 March 2023 10:00 – 11:30		
CORE COURSES						
Themes	Code	Course name	Facilitator	Dates indicating number of sessions	# of participants	Course fee/ participant
Understanding the team	1.1	Understanding the self in relation to others (new)	Amelia Sterrenberg	3, 5, 6 April 9:00 - 13:00	20	4500
The HE strategic space	1.2	Higher Education in a new context	René Pellissier (hosting)		40	3500
		Trends in HE thinking	Ahmed Bawa	8 May 14:00 - 17:00		
		The HE regulatory, planning, funding, and policy environment	Thandi Lewin & Chief Mabizela	10 May 9:00 - 13:00		
		Inclusivity, transformation, and diversity in HE	Driekie Hay-Swemmer	12 May 9:00 - 13:00		
		The growing role of international engagement with developing technologies	Eva Haug	15 May 10:00 - 13:00		
	1.3	HE strategic planning	René Pellissier (hosting)		40	3500
		University academic planning	Denyse Webbstock	5 June 9:00 - 13:00		
		University governance	Nikile Ntsababa	7 June 9:00 - 12:00		
		Managing finance and risk	Stan du Plessis	8 June 9:00 - 16:00		
	1.4	Achieving strategy through Operational Excellence	René Pellissier	7, 10, 11 Aug 9:00-13:00	20	4500
Creating a thriving environment	1.5	Digital transformation in HE	Walter Claassen	4, 6, 8 Sept 9:00 - 13:00	20	4500
	1.6	Performance engagement and succession planning	Amanda Glaeser	26, 27, 29 Sept 9:00 - 13:00	20	4500
	1.7	Effective Communication strategies for the HE manager	Phumzile Mmope	6, 8, 10 Nov 9:00 - 13:00	20	4500
PERSONAL DEVELOPMENT ELECTIVES						
Personal development	2.1	Resilience and wellness in a time of turbulence	Anwar van der Schyff	21, 23 Aug 9:00 - 13:00	20	3500
	2.2	Leading in employee relations	Vanessa Pather	13, 15 Sept 9:00 - 13:00	20	3500
	2.3	Leading through creativity, problem-solving, entrepreneurship	Henra Meyer	13, 16 Oct 9:00 - 13:00	20	3500

CLE 1.1 Understanding the self in relation to others

Course Facilitator(s): Ms Amelia Sterrenberg

Course overview

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

Bio of facilitator

Amelia Sterrenberg is a qualified NeuroCoach, NLP Practitioner, Management & Executive Coach and international mBIT Coach. Amelia is an executive member of the NeuroCoach Institute (NCI). NCI provides professional coaching services to individuals, groups, and teams, and professional, SAQA-accredited training in organisations.

Course outcomes

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

Course map

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

Sessions	Topics
Session 1	The leader and the team The cost of losing a team member The inner leader: EQ in managing your team and team members Clarity is king: programming the missile
Session 2	The science of ENERGY in management Building an effective team: when to coach, when to mentor & when to manage
Session 3	Specific skills for the leader <ul style="list-style-type: none"> • Conflict resolution in teams • Assertiveness • This thing called communication • Working with people’s highest needs

Anticipated course activities

Each delegate will receive a training journey to complete during the training session. The purpose of the worksheets is two-fold: (1) To assist delegates to embody the learning and (2) To

reflect on their own development areas where more clarity is required. Delegates will partake in practical sessions during the workshop in which they will engage with other delegates in group discussions.

CLE 1.2: Higher Education in a new context

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

Course overview

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

Bios of facilitators

Prof Ahmed Bawa. Ahmed Bawa is a theoretical physicist. He holds a Ph.D. in Theoretical Physics from the University of Durham, in the UK. He held the position of Deputy Vice-Chancellor at the University of Natal and then at the University of KwaZulu-Natal. He served on several policy development teams in the post-1994 period and was an inaugural member of the National Advisory Council on Innovation till 2002. He is Fellow of the Royal Society of South Africa as well as the Academy of Science of South Africa of which he was one of the inaugural vice-presidents. He retired as CEO of Universities South Africa (USAf) in 2021 and is currently working for the University of Tokyo in Japan.

Mr Chief Mabizela. Mahlubi Chief Mabizela is Chief Director responsible for higher education policy in the Department of Higher Education and Training (DHET), South Africa. This includes the development and implementation of higher education policies; measurement and analyses of research outputs from universities; research support and the regulation and administration of private higher education institutions

Dr Thandi Lewin. Thandi Lewin is the Chief Director for Institutional Governance and Management Support in University Education. This includes student funding policy, oversight of NSFAS, university governance oversight, and student development and support matters, amongst other areas. She holds a Bachelor of Social Science degree from the University of Cape Town, a Master’s in Education and International

Development from University College London Institute of Education, and a PhD from the University of the Free State.

Prof Driekie Hay-Swemmer. Professor Driekie Hay-Swemmer holds a BA and HED from the University of Stellenbosch, BEd (Honours) (Cum Laude) and MEd (Cum Laude) from the University of the Free State and a PhD. She held the positions of Dean: Academic Development; Dean: Research; DVC: Academic (which included the Research Portfolio and DVC: Open Learning and Innovative Higher Education). She was the Educor Group: Chief Academic Officer. She was President of BA ISAGO University, Gaborone in Botswana and is the Executive Director in the Office of the Vice-Chancellor, responsible for strategy, audit and risk, compliance, transformation, quality management, academic planning, advancement and marketing and communication.

Prof Eva Haug. Eva Haug is the Educational Advisor for Internationalisation of the Curriculum & COIL and senior lecturer of Intercultural Competence at the Amsterdam University of Applied Sciences. She is an elected member of the EAIE Internationalisation at Home Expert Community and group leader for an Erasmus+ capacity building project, collaborating with 5 South African and 5 European partners. Eva specialises in internationalising the curriculum and campus experience of the students at AUAS. As COIL (Collaborative Online International Learning) advisor, she provides professional development for IoC, COIL design and intercultural learning for academics and staff in Amsterdam and around the world.

Course map

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

Anticipated course activities

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

CLE 1.3 University strategic planning, execution and governance

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

Course overview

This course follows on the CLE 1.2 course (setting the scene in the HE environment) by turning the focus on key aspects of university governance, planning and management. The

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

Bios of facilitators

Dr Denyse Webbstock. Denyse Webbstock is the Senior Director: Institutional Planning, Evaluation and Monitoring at the University of Johannesburg. She has a PhD in Policy Studies from the University of KwaZulu-Natal, and a Postgraduate Diploma in International Relations from the University of Amsterdam.

Mr Nikile Ntsababa. Mr Nikile Ntsababa is the Registrar of the University of the Free State (UFS). He was previously Registrar at the Cape Peninsula University of Technology (CPUT). He holds a Master of Public Administration from Nelson Mandela University and short courses he has a Compliance Management Certificate from UCT, as well as a Certificate in Business Process Design for Strategic Management at the Massachusetts Institute of Technology in the USA. He is a Certified Ethics Officer through the Stellenbosch University Business School and the Ethics Institute.

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

Course outcomes

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

Course map

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

Anticipated course activities

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

CLE 1.4 Achieving Strategy through Operational Excellence

Course Facilitator: Prof René Pellissier

Course overview

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

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

Bio of facilitator

René Pellissier is a strategist and futurist with a PhD in Systems Engineering, an MBA and an MSc (Mathematical Statistics). She has worked for international universities in the United States, the United Kingdom and France and consulted widely on technology and innovation; and has led several institutional strategy and execution projects across HE and corporate entities following an engineering approach to strategy and the deployment of operational excellence to implement strategy.

Course outcomes

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

Course map

The course is broken into sessions as follows.

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

Anticipated course activities

The course is presented in an interactive way using different technologies. Participants are encouraged to participate and

share their understandings whilst issues of leadership, teams, quality management and systems and technology are discussed based on the strategic direction of the university. Reading material will be provided in the course.

CLE 1.5 Digital transformation

Course Facilitator: Prof Walter Claassen

Course overview

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

Bio of facilitator

Walter Claassen was Deputy Vice-Chancellor: Academic (including Research), and later Deputy Vice-Chancellor: Research. Prof. Claassen subsequently became involved in the Department of Information Systems at the University of the Western Cape and at the Western Cape CoLab for e-Inclusion and Social Innovation and the Research Network for e-Skills (ResNeS) of the e-Skills Institute. He is currently the Strategic Focus Area Leader: knowledge Co-production at the Southern African Regional Universities Association (SARUA).

Course outcomes

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



Course map

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

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

Anticipated course activities

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

CLE 1.6 Performance engagement and succession planning

Course Facilitator: Ms Amanda Glaeser

Course overview

The focus of the course is geared at building competence around performance engagements with individuals and teams to optimize a culture of excellence in achievements; a readiness to contribute to macro and micro goals for Higher Education institutionally and nationally. This includes the processes to optimize retention and planning for talent within a succession framework. The participants will learn and engage about understanding the role of Performance Engagement (PE) in the workplace and the public HE sector in South Africa. Attention will also be drawn to the difference between: *context and **content for the optimal experience of individuals and teams in the process of goal setting, development and succession planning. Delegates will also learn

about integrating and positioning PE to other people practices and processes in the workplace, so that PE and succession is not seen in isolation. Furthermore, we will distinguish between coaching, judging, and correcting for performance optimization and aligning talent management to succession planning. **Context - Transformational aspects such as quality of work life, leadership's pervasive quality, employment relations, training, and development. **Content - Transactional aspects such as job descriptions, recruitment and selection, staff planning and budget setting..*

Bio of facilitator

Amanda Glaeser has held the position of Executive Director: Human Resources (HR) at several notable HEIs. Her area of specialization, apart for the generalist HR role, is helping people learn at an individual level (training and coaching); and Organization Excellence work for teams and divisions (OD/OE). She has a particular flair to facilitate change and Transformation.

Course map

This course will consist of four sessions, as follows:

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

Sessions	Topics	Reading materials
Reading materials	Background and context to Performance Engagements	Two relevant articles from HEI's in SA-pre reading
Session 2	4. Changing workplaces and work practices (working smarter) 5. Change in digital work contexts: forces, barriers, and enablers 6. Digital readiness (individual and organisational)	Provided during the workshop
Session 3	Performance Engagement skills practices	Leadership awareness is created on which behaviours to apply freely, moderately, and what to avoid. Further reading will also be discussed
Session 4	Talent and succession	Practical models will be provided for further reading during the workshop

Anticipated course activities

Pre-reading of a limited nature, i.e., two articles of three pages each.

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

CLE 1.7 Effective communication strategies for the HE manager

Course Facilitator: Dr Phumzile Mmope

Course overview

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

Bio of facilitator

Phumzile Mmope is an internationally credentialed leadership coach, strategic communication consultant, facilitator,

speaker and writer with a deep understanding of effective communication and how it influences leadership, teams, performance and professional relationships. Her leadership and business coaching credentials are endorsed by Coaches and Mentors of South Africa (COMENSA) and the Worldwide Association of Business Coaches (WABC). She is a registered Chartered Public Relations Practitioner (CPRP) with the Public Relations Institute of Southern Africa. In addition, she is a member of the Council for Advancement and Support of Education CASE; and the International Association for Business Communicators (IABC).

Course outcomes

The learning outcomes will include the following:

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

- Identify and takeaway tailored tactics to improve effectiveness in your communication approach/strategies.

Course map

This course will consist of three sessions, as follows:

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

Sessions	Topic
Session 1	An enabling environment for an effective communication approach in a university
Session 2	The communication role of a manager
Session 3	The manager as a coach

Anticipated course activities

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

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

CLE 2.1 Resilience and wellness in a time of turbulence

Course Facilitator: Mr Anwar van der Schyff

Course overview

This course is based on the premise that resilience is a pattern of qualities and skills – a competency that leaders can develop. This in turn will help them turn stressful circumstances (potential disasters) into growth opportunities instead. Managers with

Course map

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

Sessions		Topics
Day 1	Learning Activity 1	Context Work of work, current challenges including post Covid-19 adjustments My reality – personal & work
	Learning Activity 2	Wellness and self-awareness Emotional, body and behaviour, relationships, knowledge and environment
	Learning Activity 3	Understanding resilience: Psychological hardiness - the three relationships, knowledge and environment The resilience curve
	Learning Activity 4	Resilience assessment Developing Protective factors to bounce forward
Day 2	Learning Activity 5	Tools, techniques and practices to develop resilience The journey of wellness
	Learning Activity 6	Mindfulness and other wellness practices

a resilient attitude towards change have developed a solid, assured and secure sense of self. They are able to deal with the unexpected, stay committed to relationships, and in general view change as a challenge and not a threat. The course represents a resilience experience, where participants will develop resiliency or bounce-back ability with a strong emphasis on personal resilience. After completing a resilience assessment in which they explore their protective factors, they will be guided through a process for developing the capacity to become more resilient. The Programme introduces the concept of wellness and a strong focus on how to take care of yourself during time of turbulence and adversity. Participants are introduced to a number of wellness practices to support them when they have to deal with challenges and stressful situations.

Bio of facilitator

Anwar van der Schyff has worked extensively in multinational environments, including British American Tobacco for fifteen years across the Globe i.e., Western Europe, Eastern Europe, Middle East and Africa and Asia Pacific. His key focus is in overseeing projects and interventions he designed, facilitate various interventions at Executive level, Engagement, Change management, Organisational design, Culture and climate interventions, Coaching and Mentoring, HR Upskilling interventions, Leadership development and Assessment tools and methodologies etc. Anwar holds qualifications in Industrial Psychology; Advanced Business Management & Leadership Management Programme and a certified Integral Coach (ACC). He is a registered Enneagram Practitioner.

Course outcomes

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

Anticipated course activities

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

CLE 2.2 Leading in employee relations

Course Facilitator(s): Ms Vanessa Pather

Course overview

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

Bio of facilitator

Vanessa Pather is an Alternative Dispute Resolution (ADR) specialist and an attorney specializing in Labour Law. She has been a CCMA Commissioner for the past twenty-four years and currently serves as a Part-Time Senior Commissioner. She is also a mediator, arbitrator, chairperson of disciplinary enquiries and trainer on several private agency panels and private and public sector bargaining council panels.

Course outcomes

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

Course map

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

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

Anticipated course activities

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

CLE 2.3 Leading through creativity, entrepreneurship and innovation

Course facilitator: Ms Henra Mayer

Course overview

The course will deal with the importance of leadership excellence in a dynamic and complex business environment with a special focus on managing innovation. It will provide the foundation for understanding sustainable innovation practices and how to lead it well in the organisation of the future. A detailed and practical view is given of why innovation is important for resilience and growth, while understanding the key elements of innovation capability building, discussing the 8 key innovation management principles that underlines innovation management success. This course is aligned with the ISO 56000 series of Guiding Innovation Management Standards.

Bio of facilitator

Henra Mayer is CEO of Innocentrix, an innovation company that helps their clients to bring innovation to life and has worked with various blue chip organisations. She often acts as judge at Innovation competitions and is passionate about the management and measurement of innovation in the organisation. As a South African representative member of the global ISO 56000 Innovation Management standards team, she regularly contributes locally, and leads a team internationally, on shaping the ISO Innovation Management standards and guidelines. She holds an MBL (with an innovation focus) and is currently completing her PhD. Henra regularly contributes business articles to innovation related publications, newspapers and research journals.

Course outcomes

Upon completion of this course, participants are expected to:

- Distinguish between innovation, creativity, and entrepreneurship
- Understand the concepts of leading innovation excellence
- Building resilience: How leadership can effectively drive innovation in the organisation
- The elements of innovation culture
- How to effectively manage failure
- What you need to know about designing the innovation process
- Why innovation continuity and deployment is essential

Course map

The course will have two sessions over two days, and the topics are outlined in the table below.

Sessions	Topics
Session 1	Introduction The difference between innovation, creativity and entrepreneurship Leading Innovation Excellence
Session 2	The elements of innovation culture Designing the innovation process Innovation continuity and deployment

PART C

THE CREATING THE EXECUTIVE-EDGE SENIOR MANAGEMENT PROGRAMME 2023

The Cape Higher Education Consortium proudly invites you to the Creating the Executive-Edge Programme senior management programme, focusing on people and communication.

Creating the Executive-Edge Programme rationale

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

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

The purpose of the CEE is:

To engage in strategic leadership through people management in HE.

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

There are four aspects in support of this: the ability to build trust

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

Intended Audience

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

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

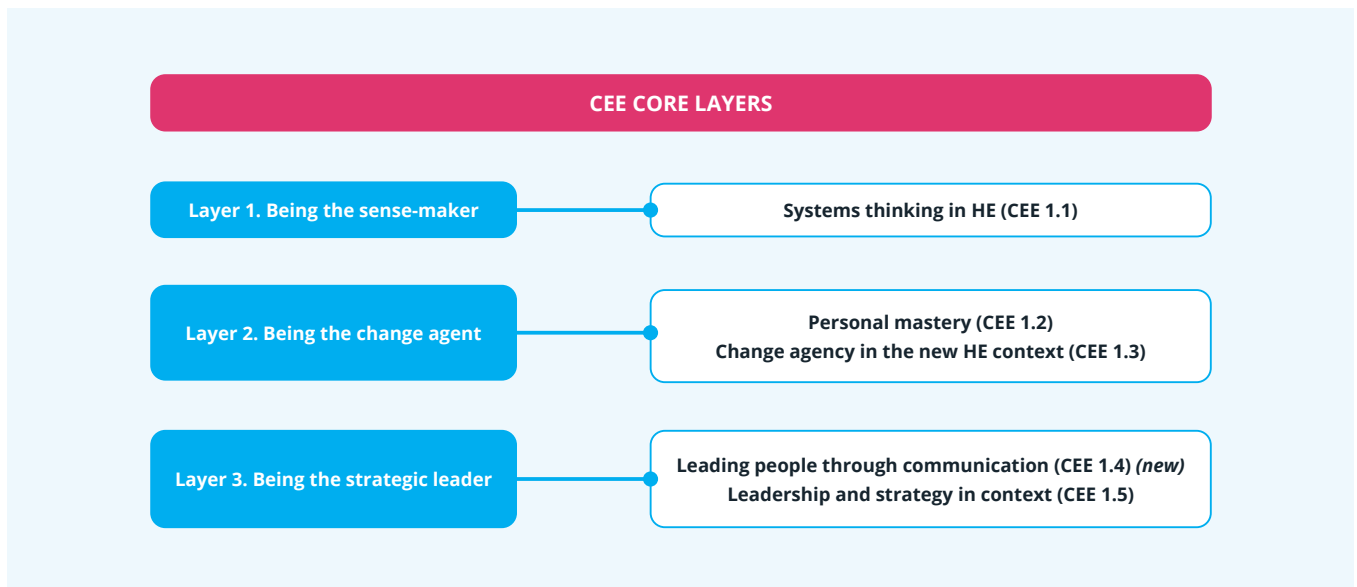
The programme is designed for senior leadership in HE. The programme responds to the notion that successful leaders are change agents. They know how to turn obstacles into stepping-stones. We mostly only when change when there is no choice. Indeed, it is true that we do not resist change as much as we resist being changed.

Leadership is about change management, taking charge, and being selfless in executing an activity. Emerging forms of leadership in HE, is about bringing people together, creating cohesive teams, and ensuring communication and engagement.



Creating the Executive-Edge Programme approach

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

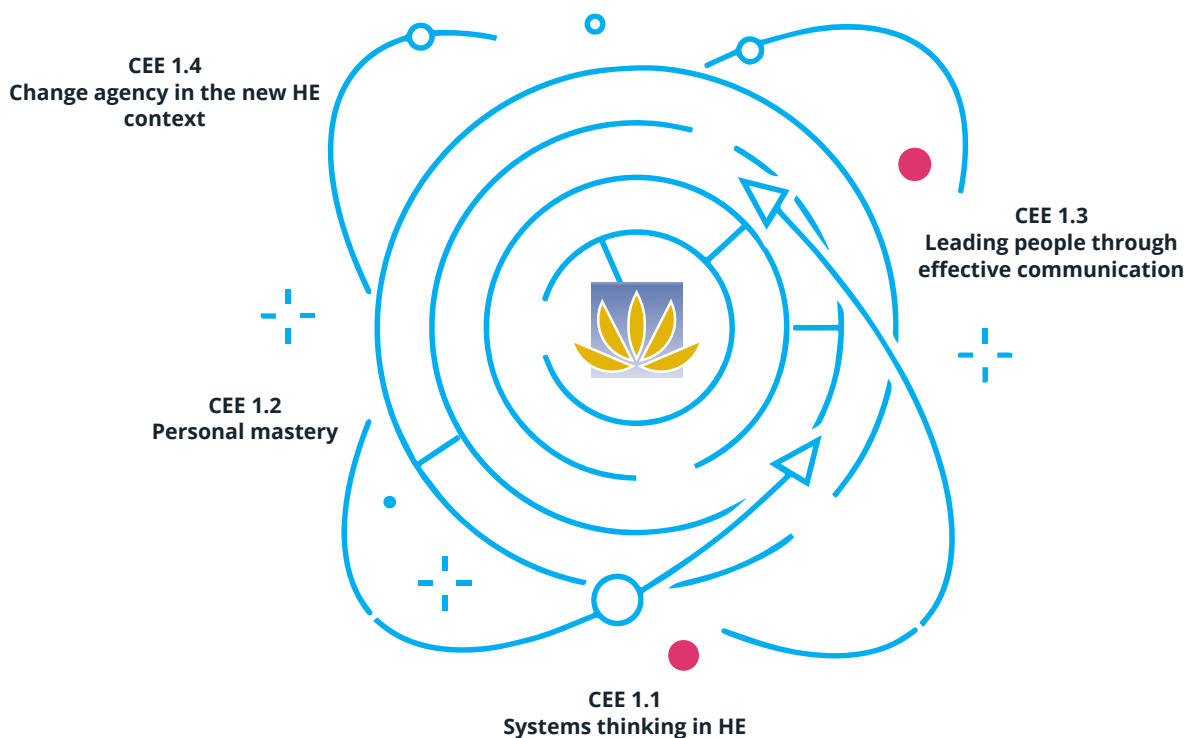


CEE ELECTIVE COURSES

Leading in employee relations (CLE 2.1)

Resilience and wellness in a time of turbulence (CLE 2.2)

Leading through creativity, problem-solving, entrepreneurship (CLE 2.3)



Creating the Executive-Edge 2023 calendar

Application closing date				15 June 2023
Programme welcome and orientation to the CHEC CEE system				18 August 16:00 - 19:00
Core courses				
Being the sense-maker	1.1	Systems thinking in HE	Prof Sanchen Henning	28, 31 Aug 16:00 - 19:00
Being the change agent	1.2	Personal mastery	Ms Kim Everett	26, 28 September 16:00 - 19:00
	1.3	Leaders as change agents in the new HE context	Prof José Frantz	24, 26 October 16:00 - 19:00
Being the leader	1.4 (new!)	Leading people through effective communication	Dr Phumzile Mmope	21, 23 November 16:00 - 19:00
	1.5	Leadership and strategy in context	Prof Drikus Kriek	4, 6 December 16:00 - 19:00
Electives (Same as CLE 2023)				
	2.1	Resilience and wellness in a time of turbulence	Mr Anwar van der Schyff	21, 23 August 9:00 - 13:00
	2.2	Leading in employee relations	Ms Vanessa Pather	13, 15 September 9:00-13:00
	2.3	Leading through creativity, problem-solving, entrepreneurship	Ms Henra Meyer	13, 16 October 9:00 - 13:00
Programme closure				December 2023

Programme orientation

The Programme will kick off with an orientation session that all participants and facilitators should attend. The orientation will provide an overview of the CLE Programme, the content and delivery method and introduce the CHEC team and facilitators on the Programme. The orientation will be hosted before the first course is presented and attendance is compulsory for everyone.

We realise that your time is limited and therefore scheduled the sessions in the late afternoon. **There are two sessions scheduled for each of the core courses. We will provide you with reading materials and preparations when required but we value your time.** The sessions will focus on engagements with the facilitators, specifically selected for their in-depth knowledge of the four areas of the programme.

If you are interested, you may register for the CLE elective courses additionally to the five core CEE courses indicated below.

CEE 1.1 Systems thinking in HE: The Nature of the Beast in Higher Education

Facilitator: Prof Sanchen Henning

Course description

Unravelling the pattern which connects through five principles:-

Principle #1 Openness: Critical stakeholder transactions

Principle #2 Purposefulness: Value-based behaviour

Principle#3 Multidimensionality: Creating complementary relationships

Principle #4 Emerging property: Quality improvement as the sum of all parts

Principle #5 Counterintuitive behaviour: Expecting the Unexpected

Leading in uncertain and complex environments

Conquering challenges and creating new pathways

The tie that bonds: a shared image of a desired future

Bio of facilitator

Sanchen Henning is a research psychologist, currently employed by the Graduate School of Business Leadership, UNISA. She completed a Masters' degree in Research Psychology at the University of Pretoria and PhD in Consulting Psychology. Her role as a systems psychodynamic scholar includes research and teaching to postgraduate students, executive coaching and consulting to organisations on complex and unconscious human behaviours.

CEE 1.2 Personal mastery

Facilitator: Kim Everitt

Course description

The essential challenge in future individual and team performance is personal mastery. It necessitates support

workers, team leaders, and managers assessing and applying their own knowledge to comprehend, motivate, and manage people in a variety of settings, including conflict and interpersonal differences. This course is taking personal mastery a step further by teaching how to fully understand who you are and what drives you; it is primarily concerned with self-awareness, inner-work, and observing the impact our patterns of thinking, feeling, and behaving have on the people and situations around us, as well as the outcomes of these encounters.

Topics covered:

- The powerful Neurology in Personal Mastery
- The energy of a Leader: The signature of authentic charisma
- The Human Needs drivers of the Leader: Managing others in Change
- The skill of Coaching/Mentoring/Managing in Leadership application
- Our three intelligences and how to apply them toward Authenticity and Wisdom

Bio of facilitator

Kim Everitt is an internationally qualified Master coach, author, keynote speaker, professional trainer, mentor and entrepreneur, and founder & CEO of the NeuroCoach Institute, NeuroBusiness Institute. Kim's personal guarantee of authenticity, professionalism and agility echoes through everything she does.

CEE 1.3 Leaders as change agents in the new HE context

Facilitator: Prof José Frantz

Course description

Higher education is currently facing tremendous difficulties, which are fuelled by the internet's rapid expansion, higher education's rising globalisation, and the ever-present question of institutional quality. Leading change has become an ever-present reality for leaders in the higher education sector. The traditional pattern of instructional providing is being broken by new types of educational delivery via virtual networks. Higher education is being redefined by new players. The rules are changing, and higher education institutions are under more pressure to adapt.

As we embrace change as a constant it is important that we engage on how we can address this in our own context. The course offers an opportunity for engagement, influential conversations and reflection as we seek to find tangible solutions for the challenges we face.

Specific content

- Why higher education needs change agents
- Being a leader in a new higher education setting by being a change agent: Characteristics of leaders as change agents
- Types of change management models
- Equipping faculty to be part of the processes of change agency
- Masters of the change process
- Immunity to change
- Challenges to change on HE

Bio of facilitator

José Frantz is the Deputy Vice Chancellor for Research and Innovation, UWC. She has held leadership positions as the Dean of the Faculty of Health Sciences, Deputy Dean of Research and Head of Department. She has developed leadership development programs in higher education which has assisted in driving transformation in higher education at departmental, faculty and university level. She has conducted and continues to conduct research in leadership development and publishes in this area. Her 20 years' experience in the higher education sector makes her a valuable resource for future leaders.

CEE 1.4 Leading people through effective communication

Facilitator: Dr Phumzile Mmope

Course description

In our increasingly VUCA (volatile, uncertain, complex, ambiguous) higher education environment, persistent changes become a point of much reflection and bring about key learnings and insights. For one, HE leaders are reminded that leading people through change begins with communicating effectively, authentically and with respect in a way that enables leaders to lead with influence, inspire change and take people along instead of forcing change. Leaders may have different styles. Whatever their style, communication remains central to their leadership role.

This course will focus on leadership communication for change. Effective leaders do not start to communicate when change is needed or happening, they already have the understanding that leading people through change hinges on connection built on empathy and trust. Leaders should consistently and intentionally enhance their ability to be mindful, to connect with and inspire others towards a common purpose through shared values underpinned by empathy and inclusion.

Topics covered:

- Why leadership communication is important
- Leading others begins with self-leadership and accountability for an enabling environment for effective communication
- Skills for building personal credibility and influencing others
- Communicating for Change - a framework for effective and inclusive engagement
- Telling and Retelling: consistency of an institutional narrative and common talking points

Bio of facilitator

Phumzile Mmope is an internationally credentialed leadership coach, strategic communication consultant, facilitator, speaker and writer with a deep understanding of effective communication and how it influences leadership, teams, performance and professional relationships. Her leadership and business coaching credentials are endorsed by Coaches and Mentors of South Africa (COMENSA) and the Worldwide Association of Business Coaches (WABC). She is a registered Chartered Public Relations Practitioner (CPRP) with the Public Relations Institute of Southern Africa. In addition, she is a member of the Council for Advancement and Support of

Education CASE); and the International Association for Business Communicators (IABC).

CEE 1.5 Leadership and strategy in the new context

Facilitator: Prof Drikus Kriek

Course description

The course participants will engage about the role and duties of the leader, theories of educational leaders, what makes educational leaders effective in their role and challenges faced by senior leaders. The course will endeavour to find new paths of leadership for the current and future HE challenges and will focus on the key conditions that need to be in place to ensure followers are motivated to follow voluntarily.

- Healthy universities (effectiveness of leadership on a healthy universities)
- Understanding your role in leadership development
- Making critical sense of leadership development
- Creating conditions to lead
- Motivating followers through a mindset to lead
- A framework for leadership in HE
- What does it mean to be a leader in diverse situations?
- Cultural perceptions of senior leaders of the practice of leadership in higher education
- Major challenges in leading academic staff from the perspective of senior leaders
- Placing leadership in the context of education.

Bio of facilitator

Drikus Kriek is Dean and Director of the Doctoral Programmes at the IEDC-Bled School of Management in Bled, Slovenia. He is Associate-Professor of Leadership and HRM at IEDC and Wits Business School. He teaches Leadership, Leading High-Performance teams and Organisation Development courses on various Doctoral, MBA and Coaching programmes as well as on executive education programmes both locally and internationally. He was Director of the Leadership Development Centre at Wits Business School of the University of the Witwatersrand. He holds an MA (Clin. Psych.) and MBA degrees, both cum laude, from the Rand Afrikaans University (now University of Johannesburg) and the University of Stellenbosch respectively and received his Doctorate from the University of Pretoria and is a graduate of Yale University in the United States.

CEE Electives (same as CLE)

Programme fee structure

- All core courses in CEE are compulsory. The core course price is R25 000/participant.
- The elective courses are at the discretion of the participants and are charged at R3500 per participant per elective course.
- In exceptional cases, participants may apply for a core course on the CLE - please note dates these courses are offered (pricing in the schedule).



PART D

MASTERCLASSES AND CRITICAL CONVERSATIONS

CHEC acknowledge that there are emerging trends and events that require our collective understanding. Towards this, CHEC hosts masterclasses and critical conversations where engagement takes place.

CHEC Masterclasses

A new activity for CHEC HELD is the design and hosting of masterclasses in areas that are deemed lacking and requires further engagement. Masterclasses will be held during the year and published through the CHEC website and our CHEC distribution list.

If you are interested to attend, please **contact your university training departments** for the nomination form as there is a cost to the masterclass attendance. CHEC certificates of attendance will be issued.

CHEC Critical Conversations

The purpose of the CHEC Critical Conversations is to allow engagement and participation facilitated by an invited specialist (even two) about an issue. CHEC hosts quarterly Critical Conversations on emerging issues of interest in the HE landscape. These events are typically hosted on the last Friday of the month at 14:00 – 15:30 using zoom. Attendance is free.

Critical conversation dates for 2023:

- 24 February 2023
- 26 May 2023
- 25 August 2023
- 24 November 2023

Please contact Sisipho Zweni (sisipho.zweni@chec.ac.za) to be included on our HELD distribution list or watch the CHEC website for announcements.



PART E

PROGRAMME MANAGEMENT AND ADMINISTRATION

Applications and Registrations

Please apply for Programmes by completing a Nomination Form. Forms are available from the Human Resources Department (Training and Development section) at your university or on the CHEC website. **Please request the head of your unit to approve your application, after which you should submit the completed application form to your staff development / training section.**

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

Programme application process

1. The Training and Development Department at each University takes care of all course applications and selections based on the Programme information and logs the participants on the HR system at the University. The University Training Department will submit the list of course participants for the purpose of developing the course participation list to the CHEC Programme Administrator.
2. The Programme Administrator will liaise directly with course participants with respect to the practical course arrangements, including course feedback.
3. Approved participants will be required to sign an electronic confirmation that they understand: i) the course cancellation policy; and ii) the communication process for course cancellation requests.

Number of participants per course

The CHEC Leadership and Management Capacity Development Programmes are highly sought after. Participant numbers are restricted and depend on the extent of detail and engagement in a specific course. We require a minimum number of participants to offer any HELD programme. Please check the specific course for content details.

CHEC Certificate of Programme Completion

A **CHEC certificate of programme completion**, recognised by all the universities in the region, is presented to those who successfully complete all the **core courses of a programme (i.e., all seven core courses of the CLE or all five core courses of the CEE).**

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

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

1. Where a participant skips a short part of the course (no more than one presentation session) for an unavoidable reason, the discretion as to whether the participant qualifies for a certificate of attendance lies with the facilitator.
2. Where, in the judgement of the facilitator(s), the participant misses a substantial part of the course they may complete the course in the following year at no additional charge to qualify for the certificate of attendance.

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

Programme and Course Assessments

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

Programme and Course Material

The CLE and the CEE follow the CHEC mandate by providing As part of the course fees, participants will receive access to the course materials in electronic format only hosted on our CANVAS platform. The course materials are hosted on the CHEC HELD site that participants will have access to. Participants who wish to receive a hard copy of course materials at their own cost, should liaise directly with the course facilitators.

The CHEC virtual environment

The Programmes and activities are offered fully online. The CLE and the CEE are hosted on Zoom, supported by CHEC's virtual webhosted model with digital support provided for the participants as required.

Programme flexibility

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

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

Additional courses

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

Additional presentations of a course

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

Additional presentations of a shared course

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

Additional institutional courses

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

Course cancellations

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

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

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

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

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

Course fees and invoicing

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

Course assessments

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

The CHEC HELD administrator will distribute a pre-course assessment before each course starts to give the facilitators course specific information. The HELD administrator will also request that you complete the **post course assessment**. We really appreciate your feedback. Please take 5 -10 minutes to complete these surveys.

Contact details

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