

# Creating the Leading-Edge (2023)

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## 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 towards innovation.*

**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*

## 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.

## 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.

<b>Application closing date</b>				<b>26 February 2023</b>		
<b>Welcome and programme orientation of CHEC CLE system</b>				<b>24 March 2023 10:00 – 11:30</b>		
<b>Core courses</b>						
<b>Themes</b>	<b>Code</b>	<b>Course name</b>	<b>Facilitator</b>	<b>Dates indicating number of sessions</b>	<b># of participants</b>	<b>Course fee/participant</b>
<b>Understanding the team</b>	1.1	Understanding the self in relation to others (new)	Amelia Sterrenberg	3, 5, 6 April 9:00 - 13:00	20	4500
<b>The HE strategic space</b>	1.2	Higher Education in a new context	René Pellissier (hosting)		40	3500
		<i>Trends in HE thinking</i>	Ahmed Bawa	8 May 14:00 - 17:00		
		<i>The HE regulatory, planning, funding, and policy environment</i>	DHET	10 May 9:00 - 13:00		
		<i>Inclusivity, transformation, and diversity in HE</i>		12 May 9:00 - 13:00		
		<i>The growing role of international engagement with developing technologies</i>		15 May 10:00 - 13:00		
1.3	HE strategic planning	René Pellissier (hosting)		40	3500	
	<i>University academic planning</i>	Denyse Webbstock	5 June 9:00 - 13:00			
	<i>University governance</i>	Nikile Ntsababa	7 June 9:00 - 12:00			
	<i>Managing finance and risk</i>	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
<b>Creating a thriving environment</b>	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

## 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**.

## CLE 1.1 Understanding the self in relation to others

*Course Facilitator: 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*

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

*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*

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

*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*

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

#### *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.

<i>Sessions</i>	<i>Topics</i>
<i>Session 1</i>	<i>University strategy development and deployment HE as a complex living system (leadership, teams &amp; people)</i>

<b>Session 2</b>	<i>Performance &amp; quality management in HE</i>
<b>Session 3</b>	<i>Process excellence in HE</i> <i>Pulling it all together</i>

#### *Anticipated course activities*

The course is presented in an interactive way using different technologies. Participants are encouraged to participate and share their understandings whilst leadership issues, teams, quality management and systems and technology are discussed based on the university's strategic direction. 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)

<b>Sessions</b>	<b>Topics</b>
<b>Session 1. Understanding digital transformation</b>	1. Digital transformation (in general) 2. Digital transformation in HE (thrusts, practices, trends) 3. Digital innovation (types, as relevant to participants)
<b>Session 2. A changing work environment in the digital era</b>	4. Changing workplaces and work practices (working smarter) 5. Change in digital work contexts: forces, barriers, and enablers 6. Digital readiness (individual and organisational)
<b>Session 3. Shaping the digital landscape in higher education institutions</b>	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.

<b>Sessions</b>	<b>Topics</b>	<b>Reading materials</b>
<b>Session 1</b>	<i>Background and context to Performance Engagements</i>	<i>Two relevant articles from HEI's in SA-pre reading</i>
<b>Session 2</b>	<i>Work culture as a success factor and context for Performance Engagements and succession</i>	<i>Provided during the workshop</i>
<b>Session 3</b>	<i>Performance Engagement skills practices</i>	<i>Leadership awareness is created on which behaviours to apply freely, moderately, and what to avoid. Further reading will also be discussed</i>
<b>Session 4</b>	<i>Talent and succession</i>	<i>Practical models will be provided for further reading during the workshop</i>

### *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

<i>Sessions</i>	<i>Topics</i>
<i>Session 1</i>	<i>An enabling environment for an effective communication approach in a university</i>
<i>Session 2</i>	<i>The communication role of a manager</i>
<i>Session 3</i>	<i>The manager as a coach</i>

#### *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