

**CALL FOR APPLICATIONS**

**HIGHER EDUCATION LEADERSHIP AND MANAGEMENT PROGRAMME – LEAD COMPONENT**

**2013**

Higher Education South Africa (HESA) is pleased to announce its call for [applications](http://moremiinitiative.org/~moremiin/images/stories/2012%20MILEAD%20Application%20Package.docx) for the Higher Education Leadership and Management (HELM) Programme for the 2013 academic year. Awards will be given to **25 outstanding professionals** in the middle management positions within our university sector with exceptional qualities, and who exhibit management and leadership potential in their university and/or profession. This programme was made possible by a grant from the Education, Training and Development Sector Education and Training Authority (ETDP-SETA). The programme will run between the months of October and December 2013. To follow is some general information about the programme, and related procedural matters, for prospective applicants.

**1 WHAT IS HELM?**

HESA is committed to the promotion of strategically planned leadership and management development for middle managers in the Higher Education sector. In order to build capacity within the system and support individual and institutional leadership, it developed and implemented the Higher Education Leadership and Management (HELM) Programme since 2003. The programme’s underlying aim is to provide enabling learning opportunities for the middle and senior managers to gain knowledge and skills with a view to navigating successfully the constant challenges of change and to interpret effectively the operational impact of internal and external drivers. In broad terms, the objectives for this programme are to:

* Enhance the competence of practicing senior leaders and managers in the Higher Education sector;
* Targeting aspirant managers in order to expand the pool from which senior leaders and managers in the Higher Education sector could be drawn;
* Contribute to the stability of leadership and management in the Higher Education sector; and
* Contribute to improved effective leadership and management practices in the Higher Education sector.

There are two components for the HELM Programme. First is the HESA Fellows EXCHANGE component, which allows participants to be placed in host institutions for a period of six weeks, under the tutelage of an experienced mentor. Second, is the LEAD component , which focuses on middle management professionals.

**2 WHAT IS THE LEAD COMPONENT OF THE HELM PROGRAMME?**

The LEAD is a component of HELM, which serves as an entry point for professionals interested in a career in middle management within our universities. The LEAD Programme provides qualified individuals exciting opportunities to develop their experience, knowledge and skills and to serve as middle managers in our university sector, while contributing to the development and advancement of their own institutions. The Programme aims to develop a talented pool of seasoned middle management professionals that is drawn upon by individual universities to replenish middle management functions in the short to medium term and senior management functions in the long term.

**3 HOW IS THE LEAD COMPONENT STRUCTURED?**

The duration of the Programme is for a period of up to three months, depending on the participants’ performance. Successful applicants will be required to attend two residential workshops during the programme. Each residential block lasts 5 days. The workshops will be facilitated by experts from the sector on a range of management challenges and case studies relating to such issues as Higher Education Policy and Regulatory Framework; Strategic Planning within Higher Education; Financing Higher Education Institutions; Resource Management (people, infrastructure, finance) and Management of Change.

The workshops will take place as follows:

Workshop 1: 15 – 19 October 2013 in Johannesburg; and

Workshop 2: 4 – 7 December 2013 in Cape Town.

To provide opportunities for participants to build their competencies and to apply their expertise, a focus of the programme is on operations of universities. While assignments vary depending upon specific needs of the experts, participants work as entry-level or mid-level managers. To this end, high-level practitioners and experts from the Higher Education sector and networks would be invited to share their knowledge and experience with the participants. Participants receive feedback on work performance and developmental needs through regular discussions and reviews.

In broad terms, the main features of the programme are as follows:

**Module One: Academic Policy and Planning**

The purpose of this module is to contextualize higher education within its policy, regulatory, socio-economic and global environments. The module provides an introduction both to international and local trends in higher education, and provides a specific focus on the academic planning requirements in the local context. The content for this module includes international trends in higher education, the South African higher education legal framework and policy context, legislated structures of governance in South African higher education, policy steering and national and institutional plans.

**Module two: Governance and Strategy**

The purpose of this module is to enhance understandings, analysis and application of governance and leadership concepts and techniques within the higher education context. The content for this module includes institutional governance, strategic leadership and management, strategic planning for institutions and challenges facing managers in transforming institutions.

**Module three: Systems Management**

The purpose of this module is to introduce participants to the management of key systems in higher education. The content of this module includes information management, quality management in higher education including performance indicators, funding and financial management and programme and project management.

**Module four**: **Managing People and Change**

The purpose of this module is to explore contemporary understandings and applications of organization development and change, with a specific focus on human resource management and development. The content of this module includes organisational theory and design, organisational culture, change management, human resource management and performance management in higher education.

**4 WHAT ARE THE ENVISAGED PROGRAMME OUTCOMES?**

At the conclusion of the programme, the participants will be able to:

1. Demonstrate an understanding of the socio-political environment as it impacts on higher education institutions, as well as an understanding of the global challenges facing higher education;
2. Demonstrate an understanding of the key policy documents and steering mechanisms of the South African higher education policy context;
3. Acquire key leadership and management concepts and issues to enable the participant to apply systems thinking in designing innovative and effective management approaches;
4. Acquire and demonstrate the ability to engage in contemporary debates of institutional management, organisational responses and performances in relation to benchmarks and standards with a view to developing individual responses tailored to use within institutions;
5. Critically reflect on their practices as institutional managers, analyse complex organisational issues and apply higher-order intellectual skills to these situations; and
6. Work effectively as a member of a team, including undertaking self-directed learning and contributing to group learning.

**5 WHAT IS UNIQUE ABOUT THE LEAD PROGAMME?**

LEAD is an informal-based development practice. As Botha and Potgieter (2009: 255)[[1]](#endnote-2) have aptly observed:

[R]esearch shows that [Higher Education Institutions] ... value the process of learning as being of key importance to staff development, and not necessarily one of the outcomes of learning, namely the certification that a person receives after the successful completion of a study programme.... Informal development is considered the most appropriate method of learning in HEIs (predominantly for academic employees).

This programme prioritises informal development practices (i.e. roundtable debates, networking, public lectures, mentoring and coaching) to enable the participants to reflect on what they learn in real-life situations and apply their learning to their own environments. A distinction is made in between intellectual and organisational leadership. There has always been intellectual leadership in universities because all good researchers seek to be at the forefront of their disciplines. But organisational leadership, to do with getting the structures right, effecting balance between trust and control, and securing institutional change, is a different matter. This kind of leadership is about organising academic workers so as to advance institutional successes within the chaos and contradiction that is a university (Dearlove, 1998: 70)[[2]](#endnote-3).

**6 WHAT IS THE LEAD PROFILE?**

We are looking for motivated and talented professionals working within our universities who are interested in a middle management career and who have a passion to make a difference in the Higher Education sector. The LEAD Programme provides qualified individuals exciting opportunities to develop their experience, knowledge and skills, to serve as middle managers in the sector. This programme is ideally targeted for those who are currently working as:

1. Head of Schools
2. Head of Academic Departments
3. Directors
4. Deputy-Directors
5. Senior lecturers interested in pursuing a career in management
6. Non academic staff at middle management level

The qualifications and experience that we seek are:

* Masters degree (or equivalent);
* A minimum of 5 years relevant work experience in Higher Education;
* As the LEAD Programme is for middle management professionals, **preference** will be given to candidates who are under 45 years of age;
* Possess a high degree of personal commitment and professional orientation;
* Have had some initial work experience in a middle management position within the Higher Education sector; and
* Commitment to fully attend the two compulsory workshops of the Programme.

The participants are expected to be available during the overall period of the Programme (from October to December 2013) and to attend each planned activity. The **cost** of the participation in the Programme for the successful candidates **will be covered by the Programme**. This will include travel costs, full board and lodging.

**7 APPLICATION PROCEDURE**

1. All applications should be **endorsed** by the Deputy Vice-Chancellor, Dean of Faculty and/or Director of the nominating institution;
2. Interested candidate must complete **Forms 1, 2 and 3 (see attached)** and must also request referees to complete Form 3. One of the two referees should be a **direct line manager** of the applicant;
3. All applicants should keep **a copy** of the applications forms for their own record purposes;
4. It is **strongly recommended** that applications be submitted **via email**. Confidential reports can either be sent via courier or submitted electronically as a separate document.

**A complete application includes:**

* **Form 1: Application** to be completed by the candidate – Please ensure your name appears on each page.
* **Form 2: Candidate Profile** to be completed by the candidate –This information will be used to compile a statistical profile.
* **Form 3: Confidential Evaluation–** to be completed by each of the candidate’s two referees. Please duplicate this form for each referee. One of the evaluators should be a **present or former supervisor**. Each referee should complete **Form 3** and return the signed original **to the candidate in a sealed envelope**. Referees should sign their names across the sealed envelope to ensure confidentiality. Applications **without references will not be considered**. Referees should keep a copy of the form for their own records.

Decisions will be announced on **Friday, 19 July 2013**. All applications must be submitted in English. All applications must consist of the following:

* A completed application form (refer to **forms 1,2 and 3)**
* A curriculum vitae; and
* A letter of recommendation/or endorsement from a person in top level management of the nominating institution.

**8 SELECTION OF APPLICANTS**

The final selection of Applicants lies with HESA, in consultation with the institutions to which the

Applicants are affiliated.

A maximum of three awards will be made per institution.

**9 COSTS FOR THE PROGRAMME**

HESA will cover 100% of the costs for the successful Applicants, which include accommodation and travel costs (including cost of airfare) and meals, etc.

**10 MAXIMUM NUMBER OF PARTICIPANTS**

Only 25 selected Applicants are **invited** to participate. Their participation in the Programme is sponsored by HESA through a grant from the Education, Training and Development Sector Education and Training Authority (ETDP-SETA).

**11 OTHER CONDITIONS**

1. No provision to finance or lodge beneficiary’s family members can be made; and
2. A comprehensive final report, co-signed by the Applicant’s line manager should be communicated to HESA not later than one (1) month after completion of the Programme.

**12 DEADLINE FOR SUBMISSION OF APPLICATIONS**

Friday, 5 July 2013 at 12H00

**13 SUBMISSION OF CANDIDATURES**

The letters of nomination and the Application Form (**refer to Form 1, 2 and 3**) should reach HESA via courier:

(Attention: Dr Marianne Engelbrecht – HELM Programme), UNISA Sunnyside Campus, Building 3, Level 1; Cnr. Rissik and Mears Street, Sunnyside, Pretoria, South Africa, imperatively on or before **Friday, 5 July 2013 at 12H00**

**OR**

Electronically via email: Dr Marianne Engelbrecht

 mariannee@hesa.org.za

**End.**

1. Botha, LS. & Potgieter, FJ. 2009. Understanding skills development in South African higher education institutions. ***South African Journal of Higher Education***, 23 (2): 246-263. [↑](#endnote-ref-2)
2. Dearlove, J. 1998. The deadly dull issue of university “administration”? Good governance, managerialism and organising academic work. ***Higher Education Policy***, 11 (1): 59-79. [↑](#endnote-ref-3)