

ASSOCIATION OF AFRICAN UNIVERSITIES

Management Development Training Workshop

May 21 – 24, 2018

Volta Hotel, Akosombo, Ghana

JOINING INFORMATION

WORKSHOP VENUE

The 4-day Workshop will be held at the [Volta Hotel](#) in Akosombo, Ghana. Participants from outside Ghana will be accommodated at the same venue.

The Volta Hotel is situated on a 12.6-acre land overlooking the Volta Lake (the second largest man-made lake in the world) and the Akosombo hydroelectric dam. Volta Hotel is definitely a haven of comfort, hospitality, and natural beauty. The Volta Hotel in Ghana provides a fantastic view of the lake, dam, and adjoining mountain slope. We offer Standard and Twin Rooms, as well as Private Villas and Executive Suites.

Each dwelling gives a vibe of sophisticated elegance and complete relaxation. This comes courtesy of our high-quality furnishing and amenities.

Given our hilltop location, we make it sure that our guests can easily access the hotel. We provide pickups to and from the airport, as well as shuttle services that can get you to the major attractions in the region.

This location provides the needed ambiance for relaxation. Escape from the noise and pollution of the cities and enjoy absolute serenity. The cruise boat is most popular among Ghanaian and Foreign visitors alike.

WORKING LANGUAGES

The working language of the Workshop will be English.

WORKSHOP DOCUMENTS AND READING LIST

The workshop programme outline which provides links to relevant reading material is set out on pages 3 – 11 of this document. Participants are encouraged to download and read the resources to facilitate discussion at the workshop.

TRAVEL, ACCOMMODATION AND MEALS

Participants are expected to cover the cost of a roundtrip from your departure point to Ghana, as well as the cost of accommodation and out-of-pocket expenses at the Park Place Hotel. Accommodation at the hotel (single occupancy + breakfast) costs US\$65 a day. Lunch will be provided to all participants on the workshop days. Please plan to arrive in Ghana not later than Monday, May 20, 2019. Participants would be personally responsible for all other costs (telephone calls, local transport, laundry, etc.).

ENTRY VISA REQUIREMENTS

Participants are kindly advised to obtain an entry visa for Ghana. For some countries, it is possible to get a visa on arrival.

HEALTH REQUIREMENTS

A Yellow Fever Vaccination Certificate is required for Ghana. The Vaccination Certificate for Yellow Fever is valid ten (10) days after the date of vaccination or in case of re-vaccination as from the date of re-vaccination. Participants are also advised to employ prophylaxis against malaria. Please note that the AAU will not bear the cost of vaccinations for the workshop.

ARRIVALS

Participants will arrive at the Kotoka International Airport in Accra, Ghana. The Volta Hotel is about 120 minutes' (2hrs) drive from the airport and bus fare is about US\$30.

WEATHER

In September the climate in Akosombo is expected to be sunny with temperatures between 23°C and 32°C. Light clothing is advised (depending on the climate at your origin). The time in Ghana is GMT.

CURRENCY

Financial transactions in Ghana are in Ghanaian Cedis (CEDIS). The rate of exchange is approximately US\$1 to 5 Cedis. Money can be exchanged at local Forex Bureaus or in local Banks. Banking hours are from 8.30 a.m. to 3.00 p.m. on weekdays. Most major credit cards are widely accepted.

ELECTRICITY

In Ghana the standard voltage is 220/240 V and the frequency is 50 Hz. You can use your electric appliances in Ghana, if the standard voltage in your country is in between **220 - 240 V** (as is in the UK, Europe, Australia and most of Asia and Africa). Plugs in Ghana are as shown below. Participants with different plugs would therefore need adapters.



Management Development Workshop 2019

Facilitator: Prof. Paschal B. Mihyo

Theme: Strengthening Human Resources Management for Staff Development and Retention

1. Background

The Human resources landscape of African universities has been characterized by serious problems of demographic transition as well as diminishing capacity for staff motivation and retention. The demographic transition challenges were a product of prolonged freezes on staff recruitment following structural adjustment programmes of the 1980s which was later aggravated by the financial crisis in the first decade of the new millennium. This freeze led to a demographic crisis characterized by a concentration of highly skilled academics in the age bracket of 55 to 65 years of age while the majority of staff recruited when the freeze was eased, are young and less qualified (Fatunde, 2008a). There is in the human resources structure of most universities a glaring missing middle.

As the senior cadres are reaching retirement age academic institutions have been forced to retain them on short terms contract basis while making efforts to increase the number of new staff to replace them. However, these efforts aimed at filling the gaps and to prepare the younger generation for leadership succession, they face stiff competition from multinationals that are now coming to the region in big numbers as well as government agencies which following public sector reforms are autonomous and offer better terms and conditions of employment than universities for people with the same or lower skills and competences as those sought by universities. This has led to high rates of turnover within universities including even those which did not experience the financial squeeze of the seventies (MacGregor, 2008).

2. Challenges of staff turnover and retention in African universities

In the backdrop of these twin problems of staff capacity erosion and demographic transition universities continue to look for new paradigms and strategies for increasing their capacity for recruiting, motivating, rewarding and retaining staff. The challenges they face are multiple but they are aggravated by among other things factors indicated below.

2.1 Diminishing value of pay and compensation

Most universities especially those in the Francophone countries and several least Developed Countries and traditionally black universities in Southern Africa, continue to face stagnation of salaries for staff and limitation in their capacity to devise new and alternative systems of compensation. This has led to negative staff mobility through which those with better pay packages are attracting staff from those relatively disadvantaged. This is happening within countries (igwu 2013) and between countries depending on the comparative reward systems (Badat, 2014). However, the negative impact is more severe for disadvantaged economies.

2.2 Contracting practices

The demographic crisis that has led to retention of retirees on contract basis is leading to reduced role of these senior academics in the active leadership and guidance of students limiting them to classroom and supervision appearances. Along this is the problem of recruitment of young staff members on short contract terms for long periods of time which has created a culture of anxiety and uncertainty about the future and staff development activities for these young members of staff leading to turnover of younger staff who should be in process of filling the missing middle. These contracting practices are common in many countries including those with capacity to retain staff on tenure basis for example in the Southern African middle income countries (Owebcene et. al, 2014) and Nigeria which is one of the richest countries on the continent (Ologunde et.al).

2.3 Understaffing and excessive workloads

In addition to low compensation, which is not commensurate with heavy workloads, some junior members of staff are saddled with courses some of which do not fall within their disciplinary specializations. This forces them to learn by doing, live from hand to mouth as regards preparation for teaching and get poor evaluation of their teaching by students. This is increasingly leading to lack of job satisfaction and search for lighter but better paying jobs which are within their professional and disciplinary competencies (Owence et.al op.cit). In addition, excessively heavy workloads characterized by large class sizes limit the capacity for staff to teach to their best and to find time for research and publication, which carry more weight in staff appraisal for promotion and other rewards. These factors lead to demoralization and loss of job satisfaction especially among younger academics who still need more publications for their advancement (Yelkpiari et.al, 2012)

2.4 Perception of inequity and unfairness

Academics generally have developed a feeling that they are not treated fairly by their economies because those they train and produce get better paid in other sectors even when they are less qualified. But even within universities there are feelings of unequal and inequitable distribution of tasks and pay between gender and age groups. Perceptions of gender inequity are common in almost all universities and racial inequity is felt more in universities in the Southern Africa region (MacGregor, 2008).

2.5 Diminishing or stagnant funding levels

Inadequate funding levels have affected university activities for ages (Sawyerr, 2002) and this across public and private universities in several countries. Inadequate funding is causing universities to take on more responsibilities without recruiting more staff, thereby aggravating workload challenges. However, recent pressures on universities to either take more students to justify government subsidies or to admit more in order to fill funding gaps, have led to some universities to fail to pay staff adequately or at all. Reports of university staff going without pay for months are becoming more common even in old public universities are becoming commonplace (Fatunde, 2007).

2.6 Infrastructure, ecological and population stress

Limited funding and rapid expansion of enrolment have led to overcrowding in offices and classrooms causing severe ecological and populations stress in most public universities. This phenomenon is encouraging staff absenteeism, working from home and deprives them of opportunity to use library and other knowledge facilities, network among themselves and attend to

students effectively. Given comparative facilities in other public and private enterprise offices, academic staff feels they are not given the conditions conducive to their utmost performance and when they get better conditions they leave (Yelkpiri, 2009).

2.7 Unfulfilled expectations

Academics are regarded as privileged by most sections of the community and when they join the universities they expect that public perception to be reflected in their pay and conditions of work. However, after joining the ranks of the universities, they discover their level of recognition and respect within these institutions is much lower than expected and when participating in community development activities they find themselves unable to meet the expectations of their communities and families. This is leading to disillusionment and the search for extra income through moonlighting in order to defend their ascribed and perceived status within society.

3. Strengthening capacity for human resources management

This workshop will build on existing capacity for human resources management and facilitate a reflection on traditional and new strategies for recruiting, managing, rewarding and motivating staff of all categories within universities in the region and also facilitate a search for new avenues for preparing for demand, supply and turnover of skills together with tools and strategies for labour market forecasting and local and regional labour market analysis. For this purpose the modules to be offered are summarized briefly below.

The Workshop Plan

Assessing Human Resources Management Constraints in Universities

9.00 -10.30 - Session 1: Introductions and expression of expectations from the workshop

Participants will give brief introductions of their particulars and those of their institutions and also give an indication of their expectations about the workshop i.e. what they expect to learn and why it is important for them and their institutions.

10.30-11: Health Break

11.00-13.00 - Session 2: Introduction on the human resources management challenges in African universities

Based on some of the problems identified in section 2 of this note, the facilitator will give an introduction and the participants will also give inputs about the challenges for African universities in general and their own universities or universities in their countries in particular. The readings for this session are indicated in the reference section of this note. At the end of this session, the participants will be divided into three groups to discuss in detail challenges of HR management from three perspectives a) Group 1-Recruitment, contracting and workload management; b) Group 2- Reward systems, staff appraisal and staff promotion; and c) group 3:- Gender, equity and staff voice and influence. Groups are encouraged to consider differences between private and public universities, history of the universities and location of universities within the country and any other factors that impact on these factors.

13.00 -14.00 Lunch Break

14.00- 15.30- Session 3: Group work on human resources management challenges in African universities

15.30-16.00- Health Break

16.00 -17.30 Group presentations and discussion in plenary

Each group will be given a maximum of 15 minutes to present its report and after the three reports there will be a discussion on the report of each group starting with group1. The plenary will take 45 minutes but can be extended to more time if the group agrees.

Recruiting, nurturing and retaining talent

Based on the group reports, the day will start with a recap of the deliberations of the previous day. The facilitator will summarize similarities and differences in the experiences of various universities and if possible give an indication of the underlying causes of convergences and divergences.

8.30 -10.30: Session 1: Essential elements in human resources in planning

This session identifies what could be the essential elements of a human resources plan for an organization that seeks to be a key player in knowledge management and dissemination, compete with other knowledge development organizations and become a centre of excellence and reference on key knowledge issues. The session emphasizes the importance of clarity of the mission, business goals, critical success factor, business strategy, personnel strategy, personnel and implementation of personnel programmes. In this session we are looking at both the strategic and human resources plans because the latter is a derivative of the former. The key questions for discussion are: Are personnel and human resources development issues prominent in the strategic plans of our universities. Which issues take prominence and what percentage do HR issues take?

10.30 11.00 Health Break

11.00 -13.00 Session 2: Comparative university strategic plans

This session starts with key consideration in developing a human resources development and management strategy for a university that seeks to increase cost effectiveness; competitive advantage; staff networking, commitment and involvement; survival within changing external environments (funding, recruitment, donor support); and relevance. The key issue is: to what extent are our personnel or human resources management policies or the broader strategic plans tailored towards this kind of outlook. Comparison is made between the Strategic Plan of Oxford University and RUFORUM Vision 2030 both of them strong on vision of developing the institutions but with different degree of focus on human resources development and management.

Readings:

1. Strategic Plan of Oxford University 2013-2018 and Summary of this Strategic Plan on https://www.ox.ac.uk/sites/files/oxford/field/field_document/Strategic%20Plan%202013-18.pdf

2. RUFORUM Vision 2030 on <http://repository.ruforum.org/system/tdf/Ruforum%20Vision%202030%20%28Web%20Version%29.pdf?file=1&type=node&id=37296&force=>

13.00 -14.00 Lunch Break

14.00 -16.00 Session 3: Possible gaps in universities' strategic and human resources plans

This sessions seeks to take stock of strengths and weaknesses in participant's' university strategic and human resources development and management plans. It seeks to develop a checklist of what could be in such plans that could be useful for developing tools for transformative human resources management. The initial list includes: recruitment procedures; equal opportunity provisions; managing diversity; staff development and training; enhancement of It capabilities; staff involvement; intra-employee relations; interdepartmental networking; health and safety; harassment; counselling; discipline; grievances; demographic issues; ethics; smoking and substance abuse.

16.00 – 16.30 Health Break

16.30-18.00 Group work on an ideal human resources plan for a university

The three same groups will be asked to discuss the same issue of the ideal HR plan they would want to see. We are distributing two documents indicated below in advance although they may not be read before the session. But they will provide some handy tools on issues that need to be strategic plans that have a bearing on human resources (Hinton, 2012) and how to develop HR plans that promote diversity (Al Gore's Partnership Document on Reinventing Government Study)

Readings

Karen Hinton, 2012, A Practical Guide to Strategic Planning in Higher Education, Society for College and University Planning (SCUP)

<https://oira.cortland.edu/webpage/planningandassessmentresources/planningresources/SCPGuideonPlanning.pdf>

Best Practices in Achieving Workforce Diversity, by US Department of Commerce and Vice President Al gore's National Partnership for Reinventing Government Bench marking Study

<https://govinfo.library.unt.edu/npr/library/workforce-diversity.pdf>

Day 3: 23 May, 2019 Leadership and management styles that impact on human resources management

Capability and readiness to incorporate human resources management principles that embrace most of the elements covered in day 2 is conditioned my management and leadership styles which in universities are intertwined. In non-academic organizations it is easier to distinguish leaders from mangers but in academic settings managers are leaders from the departmental to the top leadership level. Hence it is better to introduce leadership at this stage and see how leadership styles impact on HR issues. Session 1 takes the participants through group reports.

Session 8.30- 10.00: Group Reports

Each group is given 15 minutes to present its deliberations on filling the gaps and the discussion takes 45 minutes.

10.00- 10.30 Health Break

10.30 -13.00 Leadership Foundation's Ten Leadership Styles and their impact on HR in IHEs

The Leadership Foundation has outlined ten types of leadership in higher education. They include autocratic, bureaucratic, charismatic, democratic, laissez faire, people oriented, servant, task oriented, transactional and transformational leadership. These include those that most of the participants will be necessarily familiar with. The discussion will focus on which of these styles are likely to be oriented towards human resource management elements identified in the ideal human resources plans suggested in the groups on Day 2

Leadership Foundation, 2016, 10 x Leadership Styles, London, Advance HE Leadership, Governance and Management.

<https://www.lfhe.ac.uk/en/general/lf10/ten-times-tables/10-leadership-styles.cfm>

13.00 – 14.00 Lunch Break

14.00 - 16.00 Negative management practices on HR development and management

Kurt Motamedi has come out with what he has termed 'Seven Neurotic Styles of Management' which negatively affect human resources development and management. He has listed them as abrasive, apprehensive, compulsive, explosive, implosive, impulsive and narcissistic styles of leadership. The session discusses their characteristics with a focus on which areas are affected most by each of these styles when it comes to recruitment, work load assignment, support for research and staff development, allocation of rewards, disciplinary issues, grievance handling, equity, harassment, diversity and health and safety.

Reading:

Kurt Motamedi, Seven Neurotic Styles of Management in [Journal Management](#) 2006, VOL.9 VOLUME 9 ISSUE 4

<https://gbr.pepperdine.edu/2010/08/seven-neurotic-styles-of-management/>

16.00-16.30 Health Break

16.30 – 18.00 Group Work

The same groups will convene to discuss the impact of negative management practices on three main areas: a) Group 1: Recruitment, staff advancement and staff development; b) Group 2: Equality, equity and diversity; c) Group 3: Discipline, grievances, health & safety and social security including loans, support for schooling for spouses and children etc. Each Group will suggest ways of improving the situation.

Day 4 24 May, 2019 Looking for ways of improving human resources in universities to reduce the problems identified in the previous sessions

8.30 -10.30 Session 1: Resource, reforms and adjustment and their impact on management and leadership styles

Managing a university as a whole or being part of management at lower and other levels has changed over time. It now involves making people do more work for the same or less pay; work longer durations on shorter contracts; withdrawing support for schooling for spouses and children without allowing people to moonlight and not increasing pay. Generally management has shifted from a process of giving away support incentives to staff to taking away much of this support from them. This calls for a search for managing staff rewards, incentives and wellbeing systems that increase incentives without increasing demands on existing resources. This session focuses on this issue building on research supported by the AAU in 2006 and 2008.

Reading

P.B. Mihyo, 2008, Staff Retention in African Universities and Links with the Diaspora, Report Prepared for the ADEA Biennale, 5-9 May, 2008, Maputo, Mozambique

10.30 -11.00 Health Break

11.00 – 13.00: Challenges to traditional ways of teaching and HRD/M in Universities

Universities have responded very well to political and administrative reforms and structural adjustment programmes by adopting resources mobilization strategies that have increased their revenues with the risk that some of these strategies have entailed massification and some quality challenges caused by these trends. However, there are challenges that are slow but surely going to affect the landscape of teaching, learning and human resources planning in African universities. They include the rising crave for skills rather than education among employers and the youth; the rise of providers of education and skills that are outside the tertiary education systems that command lots of resources and credibility; the establishment of presence by northern universities in the south and recreating the north in the South; the rise of edupreneurs and campus-less- Uber type of universities; the increasing appeal of DIY courses and degrees by employers and working professionals. These trends are leading to the potential for the disappearance of university jobs as we know them today. This session focuses on these trends and changes and stimulates thinking about whether these threats are real and if they are how to brace for them in the short and long term in HRD/M planning and development..

Reading

1. Scott, H. Young, 2012, The DIY Degree: Using Self-Education to Earn A Bachelor's Degree in One Year on <https://www.scotthyoung.com/blog/2012/07/04/the-diy-degree/>
2. Obanya, P., 2015, Expanding the Universe of African Universities Through the Social Laboratory. Paper presented at the Association of African Universities Workshop on Promoting University Advancement Through Industrial Linkages and External Partnerships, Kigali, Rwanda, 14-16, October, 2015

13.00-14.00 Lunch Break

14.00 -16.00 Group Work

The three groups will discuss and make recommendations on how universities should find out and address the open and hidden changes to their way of doing things and the implications of these developments for human resources planning, development and management.

16.00 – 16.30 Health Break

16.00- 18.00 Compilation of joint report

The chairs and rapporteurs of the three groups after working in coordination over the previous three days will work together on a joint report on key issues that have been covered by the workshop. The joint report will help all the participants to report to their employers and colleagues and it will also be useful for the AAU which may decide to work on the recommendations within its system of decision making.

Day 4: Field visit, presentation and discussion of the final report and closure

8.00-8.30: Plenary and discussion of the field trip

8.30-13.00 Field visit

13.00-14.00 Lunch break

14.00 -15.30 Presentation and discussion of the joint report

15.30-16.00 Health break

16.00 – 16.30: Closing ceremony

References for Section 2

Badat, A, 2014, Remuneration of Academic Staff in South African Universities: A Summary Report of HESA Statistical Study of Academic Remuneration, Higher Education South Africa (HESA)

Fatunde, T., 2007, Nigeria: Researchers Want More Funding, in World University News, 09 December, 2007, Issue No.9. On <http://www.universityworldnews.com/article.php?story=20071206163113550>

Fatunde, T., 2008a, Nigeria: Critical Shortfall in Academic Numbers. In World University News, 17 February, 2008, Issue No.6 <http://www.universityworldnews.com/article.php?story=20071115141448408>

Igwu, U, 2013, Pay Differentials and Employee Retention in the State Colleges of Education in the South- South Zone, Nigeria, International Journal of Education and Pedagogical Sciences, Vol.7 No.12, 2013

Macgregor, K, 2007, South Africa: A staffing Pyramid with Men at the Top in World University News, 09 December, [MacGregor](#) 18 November 2007 University World News, [Issue No:6](#)

<http://www.universityworldnews.com/article.php?story=20071115141448408>

Ologunde, A.O, Labour Turnover Among University Teachers in Southern Nigeria on unpan.org/intradoc/groups/public/documents/aapam/upan029860.pdf

Owence, C et al, 2014, Causes and Effects of Staff Turnover in the Academic Development Centre: A case of a Historically Black University. In Journal of Social Sciences, Vol.5 No.11, June 2014: 69-76

Sawyerr, A, 2002, Challenges Facing African Universities: Selected Issues, on <http://www.africanstudies.org/challengesFacingAfricanUniversities.pdf>

Yelkipieri, D, et.al, 2012, Effects of large Class Size on Effective Teaching at the AEW (University of Education, Winneba) Ghana, US-China Education review, A 3 (2012) 319-332