Ministry of Science and Higher Education

HIGHER EDUCATION EXECUTIVE LEADERSHIP, MANAGEMENT AND GOVERNANCE

TRAINING CURRICULUM

DECEMBER 2020

Contents

HE EXECUTIVE LEADERSHIP, MANAGEMENT AND GOVERNANCE

FOREWORD

The role of leaders in the success of organizations and institutions is immense. The research and our experiences declare how critical the skills and capacity of every leader are in running public or private organizations effectively.

The purpose of this timely Training Curriculum for "Higher Education Executive Leadership, Management and Governance" program is to underscore the importance of leadership and capacitate all public university leadership team. The curriculum is designed to upgrade the skills and capacity of university leaders ranging from Presidents, Vice Presidents, Deans, Directors, Managers, Department Heads, to Unit Leaders. This curriculum is also designed to develop the skills of talented and promising youth to fill the dire leadership gaps in the pursuable future.

The Ministry of Science and Higher Education (MoSHE) encourages top leaders in all public universities to take good advantage by participating and arranging for other leaders to take part in the forthcoming training programs. With this curriculum, it pleases me to declare that we are kicking-off a new leadership standard aligned with international best practices.

It must be clear from the outset that in the not too distant future, certification in the Executive Leadership, Management and Governance program, as stipulated in this Training Curriculum, shall be compulsory for placement in university leadership positions.

My special appreciation goes to Dr. Worku Negash, our Senior Advisor who prepared the Training Curriculum with ample feedback from other Senior Advisors as well as top and senior management in MoSHE. My thanks also go to Betelhem Tesfaye, Senior Communications Advisor at MoSHE, for the cover design and typesetting of the document.

With best regards,

Dr. Samuel Urkato

Minister

INTRODUCTION

Background

Education is considered one of the primary engines for national development. At the heart of national prosperity and development is the intense focus given to education. Like other low-income countries in Africa, Ethiopia presently faces enormous challenges in creating a more inclusive and efficient education system while its population explodes.

Some four decades ago, higher education institutions were not given due attention by the government and the number of higher education institutions in the country were very few. Consequently, the number of students graduating from universities was exceedingly low hampering the national capacity to address the social and economic concerns. Once the government released the Education and Training Policy in 1994, however, the challenges began to be addressed, albeit slowly. The number of higher education institutions increased exponentially where now public higher education institutions topped 50. As a result, the number of graduates in higher education mushroomed and started to put in motion the stalled social and economic machines.

The challenge now is to develop the capacity of these recently established higher education institutions, particularly the leadership rank. As adopted from UNESCO (UNESCO, 2013) capacity development (CD) is defined as, "a process through which individuals,

organizations, and institutions responsible for educational planning and management at different levels of education are able to develop, maintain, and apply various capacities to achieve educational targets for society over the long-term in a sustainable way. As a continuing process, CD should be viewed as representing a moving target, and reform proposals need to be framed in the long-term perspective and be open to continuing tracking and course correction." Accordingly, institutions of higher education can increase the capacity of their organization for best management and sustained results.

Seen in this light, capacity development has a collective purpose of accomplishing the institutional and national policy agenda through education. While the stated definition for 'capacity development' presents the broader perspective, in this document, the focus is on developing the capacity of leaders to lead, manage and govern.

While the leadership curriculum is designed primarily for incumbent and future university leaders, it also includes curriculum for youth leaders who demonstrate potential for future leadership.

The Rationale

The history of higher education in Ethiopia has now surpassed seventy years. In these tumultuous years, beyond peripheral and infrequent training sessions, there has not been a systematic attempt to sufficiently

build and sustain the leadership capacity of higher education leaders. No formal preparation or comprehensive certificate program is offered either at the start of a leadership term or at any point in their career. Thus, the need for leadership training is real and involves leaders at all levels.

The higher education leadership group can be categorized into three classifications:

Top Management: Top management includes the most senior executive team starting with the president, but involving the vice presidents as well.

Middle Management: Middle management involves the deans and director level leaders within higher education institutions.

Lower Management: Here we refer to Department Heads and other unit leaders within the higher education system.

A fourth category involves **youth leaders**: This is a curriculum developed to enhance the capacity of promising young leaders. To select the young for youth leaders program, standard criteria shall be used, including: students who hold first-degrees, graduates who exhibit promising attributes to lead, and students who show strong desire to pursue a leadership career.

All four categories of leaders require a regimen of training sessions

intended to help develop practitioners endowed with leadership skills on par with global best practices.

Under the new reformed environment, expectations are raised such that the top echelon of leaders is to be selected on the basis of merit where professional attributes and genuine experiences are given priority. Political expediency will not have currency in the world of academe. True excellence will be the basis and standard of engagement and evaluation.

The Purpose

The purpose of the leadership development program is to capacitate higher education leaders at all levels in order to increase the capacity of the higher education institutions to produce high caliber graduates who are ready to join the labor market equipped with the required knowledge and skills.

Successful higher educational institutions will be able to develop first-rate leaders, teachers and support staff who are enabled to perform with high efficiency and effectiveness to produce pertinent curriculum, systems and eventually graduates. The institution will create a culture of excellence such that systems and infrastructure will be in place to support all efforts to excel.

LEARNING OBJECTIVES

The overall objective of this well-designed curriculum is to train and develop high caliber executives who can best lead, manage and govern.

At minimum, the certified leaders shall have keen appreciation for values such as:

- Excellence   - Diversity   - Commitment

- Professionalism   - Collegiality   - Responsibility

- Participatory Governance - Culture and Ethics - Accountability

- Academic Freedom   - Service   - Transparency

- Global Perspective   - Integrity   - Rule of Law

LEARNING OUTCOMES

Leaders who complete the higher education Leadership Training Program and are certified are intended to become:

- Stable and ethical leaders
- Loyal leaders who are committed to serving others
- Evidence-based decision-makers
- Professional and good team leaders
- Active practitioners of participatory governance
- Leaders who can create culture of excellence
- Genuine, committed, effective and efficient leaders
- Proactive and collegial leaders
- Hard working and accountable leaders

CURRICULUM DESIGN

Designing a modern curriculum that will create model leaders is key.

To that end, the target audience, the course breakdown, mode of delivery, assessment and sample courses are discussed here.

Target Audience

As indicated above, the higher education leadership program targets presidents, vice presidents, deans, directors, managers, department heads, unit leaders and youth leaders. These are classified into four categories:

- o Top Management
    - Presidents
    - Vice Presidents
- o Middle Management
    - Deans
    - Directors
    - Managers
- o Lower Management
    - Department Heads
    - Unit Leaders
- o Youth Leaders
    - High Performing Students
    - First Degree Holders

Course Breakdown

Each course offered under this Leadership Training Program will have

specific parameters. Each course will contain the following key elements:

Course Description

There will be select courses identified for all levels of management. For each target audience, specific courses will be designed to enhance their knowledge and skill from their current status. Some courses will be offered to all audiences as foundational material. However, each level of leaders will be given specialized courses tailored to their particular focus area and need. For each course offered, there will be general description of the course for purposes of broadly informing the trainees and trainers on the main objectives of the course. For each course, modules will later be developed to detail the specific content material of the course.

Contact Hours

Contact hours indicate the time trainees receive in active classroom instruction from the trainer. This will be true whether the course is offered face-to-face or online. Standard one-hour contact hour involves at least 50 minutes of classroom activity.

Credit Hours

Credit hours represent the amount of credit awarded for successful completion of a course. Credit hours vary depending on the number of contact hours. For example, a 3 credit hour course must meet for 3

contact hours (each hour represented by at least a 50 minute period) each week for the total course duration. (See Annex for credit details)

Course Duration

The Leadership Training Program is designed to take from 3 to 6 months of active training. The length of the course may differ on the basis of the target audience under consideration. Top management course participants may be required to take more time compared to lower management course participants. (See Annex for duration details)

Course Frequency

The courses designed for the different target audiences will be continuous. The courses will repeat in order to train all levels of management in all public higher education institutions in the country. Trainees may be invited in cohorts with the aim to enhance individual, group and institutional capacity. The timeframe of the frequency, while continuous, may be determined by the readiness of the Directorate leading and coordinating the Leadership Training Program.

Mode of Delivery

Unlike regular higher education course work, this program delivers adult training for people who are practicing the trade. It also takes into account the time crunch higher education institution leaders are under. The program is also cognizant of the national and global COVID-19 pandemic ravaging locals. Consequently, the training courses will

feature online teaching-learning modalities with sessions conducted virtually, for the most part.

Considering the busy schedule of people in positions of leadership, the courses will primarily be offered during the weekends including Saturdays and Sundays. During the weekends, trainers may schedule training sessions during the day, the evening or a combination thereof, as to find the most convenient arrangement for all concerned.

Nevertheless, trainers have the flexibility to require and arrange for limited face-to-face sessions to reinforce the learning experience.

Both trainers and trainees are expected to actively participate in the course work. The course is expected to focus more on practical aspects of leadership, management and governance rather than theories. Case studies shall be used to bring lessons home be it from local experience, regional or international cases. At all times, lessons to be learned must be framed from local and culturally sensitive context.

Assessments

As in any good course work, trainers must ascertain that trainees have adequately absorbed the material taught. The natural way to ensure this is to assess trainees. Unlike regular academic course work, this practical, adult and applied training mode requires simple encouraging nudges. Some of the major assessment tools that trainers may select from include:

Individual Presentations

Individual participants may be asked to make brief (formal or informal) presentations on the topic under discussion.

Group Work

Trainees are encouraged to work together and support each other given that some have vast experience in the field.

Class Report

Trainers may require trainees to submit written assignments from their experience or from the literature to help trainees draw lasting lessons.

Six-month Action Plan

Perhaps the most important outcome of the training program may be the requirement for each participant to prepare a six-month action plan for themselves to use once they return to their institution. The intent here is to assist the participant to take home something practical from the training program. This six-month action plan must be based on real life situations at the institution and to be implemented as a serious plan for their success in their position. This plan is a requirement for certificate of completion to be granted.

Network of Support Team

Support teams are highly valuable. For trainees to continue receiving practical support, each participant will become a member of a small support team. The teams may be composed of two, three or four

members. The idea is for these team members to have a reliable and cooperative team member whom they can reach out to receive practical answers to simple questions. Teams may be formed on the basis of differentiation types, institutional specialization, generational batch, or any other factor that appears beneficial; but not necessarily on the basis of regional proximity.

Sample Courses

I   Top Management (for Presidents, Vice Presidents)
- ✓ HE Policy and Strategy
- ✓ Leadership, Management and Governance
- ✓ Creating Culture of Excellence
- ✓ Servant Leadership
- ✓ Academic Leadership
- ✓ Authority and Rule of Law
- ✓ Human Resource Management
- ✓ Resource Management
- ✓ Change Management
- ✓ Auxiliary Services Management
- ✓ Diversity Management
- ✓ Participatory Governance
- ✓ Global Perspective and Competitiveness
- ✓ Partnerships and Linkages
- ✓ Communication Skills

- ✓ Emotional and Social Intelligence
- ✓ Infrastructure Development and Management
- ✓ Access, Equity, Relevance and Quality
- ✓ Outsourcing
- ✓ Crisis and Risk Management
- ✓ Conflict Resolution
- ✓ Data-driven Decision-making

II   Middle Management (for Deans, Directors, Managers)

- ✓ Student Management
- ✓ Human Resource Management
- ✓ Resource Management
- ✓ Change Management
- ✓ Authority and Rule of Law
- ✓ Academic Discourse and Freedom
- ✓ Auxiliary Services Management
- ✓ Diversity Management
- ✓ Participatory Governance
- ✓ Global Perspective and Competitiveness
- ✓ Partnerships and Linkages
- ✓ Communication Skills
- ✓ Emotional and Social Intelligence
- ✓ Access, Equity, Relevance, Quality
- ✓ Outsourcing
- ✓ Crisis and Risk Management

- ✓ Conflict Resolution
- ✓ Curriculum Development & Management
- ✓ Data-driven Decision-making
- ✓ Roles and Responsibilities (RR) of Deans
- ✓ RR of Facilities and Financial Managers
- ✓ Roles and Responsibilities of Registrars

III   Lower Management (for Department Heads, Unit Leaders)

- ✓ Student Management
- ✓ Human Resource Management
- ✓ Resource Management
- ✓ Diversity Management
- ✓ Participatory Governance
- ✓ Servant Leadership
- ✓ Emotional and Social Intelligence
- ✓ Communication Skills
- ✓ Access, Equity, Relevance, Quality
- ✓ Outsourcing
- ✓ Crisis and Risk Management
- ✓ Conflict Resolution
- ✓ Curriculum Development and Management
- ✓ Data-driven Decision-making
- ✓ Course Scheduling
- ✓ Admissions and Registration
- ✓ Customer Service

✓ Roles and Responsibilities of Department Heads

IV   Youth Leaders (for Talented First Degree Holders)

✓ Citizenship Training

✓ Civic Responsibilities

✓ Handling Stress and Peer Pressure

✓ Emotional Intelligence

✓ Social Intelligence

✓ Basic Leadership Training

✓ Responsibility and Accountability

CERTIFICATION

To strengthen all higher education institutions, MoSHE plans to certify all leaders in critical leadership positions. It is the plan of MoSHE that future leadership selection criteria will include certification in leadership skills after completion of leadership training packages. In the intervening years, all individuals holding leadership positions in public higher education institution will be offered opportunities to be certified through these leadership programs based on their current incumbency. Future promotions will require certification for the positions sought. (See Annex for certification requirements)

The certification program shall be sponsored by the Ministry of Science and Higher Education (MoSHE). As such, MoSHE will issue the certificates.

Different levels of Certificates will be issued. Only candidates who successfully complete the requirements of the training packages may receive the corresponding certificates. To qualify for certification, each candidate must meet these three basic requirements:

- Full Attendance
- Active Participation
- Completion of Assignments

Certificate Levels

- Leadership Excellence (Level I)
  - For exceptional leaders
- Top Level Management (Level II)
  - For Presidents and Vice Presidents
- Middle-level Management (Level III)
  - For Deans, Registrars, Directors and Managers
- Lower-level Management (Level IV)
  - For Department Heads, Unit Leaders
- National Youth Leader (Level V)
  - Talented and promising student graduate

ANNEX

Higher Education Leadership, Management and Governance Training Packages

I. Top Management

No.	Training Package	Thematic Area	Duration	Credit Hours	Required for Level I and/or Level II Certification
1	Package One	HE Policy and Strategy	15-20 days	3	✓
		Leadership, Management and Governance		3	
		Academic Leadership		3	
		Change Management		3	
		Participatory Governance		2	
		Servant Leadership		3	
		Communication Skills		3	
		Global Competitiveness		3	

No.	Training Package	Thematic Area	Duration	Credit Hours	Required for Level I and/or Level II Certification
2	Package Two	Human Resource Management	10-15 days	4	✓
		Diversity Management		2	
		Resource Management		3	
		Partnerships and Linkages		3	
		Outsourcing		2	
		Emotional and Social Intelligence		3	
		Crisis and Risk Management		2	
		Conflict Management		3	
		Auxiliary Services Management		3	
3	Package Three	Creating Culture of Excellence	10-13 days	3	✓
		Infrastructure Development and Management		3	
		Access, Equity, Relevance and Quality		3	
		Data-driven Decision-making		3	

II. Middle Management

No.	Training Package	Thematic Area	Duration	Credit Hours	Required for Level III Certification
1	Package One	Leadership, Management and Governance	6-9 days	3	✓
		Academic Leadership		3	
		Curriculum Development and Management		4	
		Change Management		3	
		Participatory Governance		2	
		Servant Leadership		3	
		Communication Skills		3	
		Global Competitiveness		3	
2	Package Two	Student Management	6-9 days	3	✓

No.	Training Package	Thematic Area	Duration	Credit Hours	Required for Level III Certification
		Human Resource Management		4	
		Diversity Management		2	
		Resource Management		3	
		Partnerships and Linkages		3	
		Outsourcing		2	
		Emotional and Social Intelligence		3	
		Crisis and Risk Management		2	
		Conflict Management		3	
		Auxiliary Services Management		3	
3	Package Three	Creating Culture of Excellence	6 days	3	✓
		Infrastructure Development and Management		3	
		Access, Equity, Relevance and Quality		3	
		Data-driven Decision-making		3	
		Roles and Responsibilities of Deans		4	
		Roles and Responsibilities of Facilities and Financial Managers		4	

No.	Training Package	Thematic Area	Duration	Credit Hours	Required for Level III Certification
		Roles and Responsibilities of Registrars		4	

III.   Lower Management

No.	Training Package	Thematic Area	Duration	Credit Hours	Required for Level IV Certification
1	Package One	Curriculum Development and Management	6-9 days	4	✓
		Participatory Governance		2	
		Servant Leadership		3	
		Communication Skills		3	

No.	Training Package	Thematic Area	Duration	Credit Hours	Required for Level IV Certification
		Course Scheduling		3	
2	Package Two	Student Management	6-9 days	3	✓
		Human Resource Management		4	
		Diversity Management		2	
		Resource Management		3	
		Partnerships and Linkages		3	
		Outsourcing		2	
		Emotional and Social Intelligence			
		Crisis and Risk Management		2	
		Conflict Management		3	
3	Package Three	Creating Culture of Excellence	6 days	3	✓
		Infrastructure Development and Management		3	
		Access, Equity, Relevance and Quality		3	
		Data-driven Decision-making		3	
		Admissions and Registration		3	

No.	Training Package	Thematic Area	Duration	Credit Hours	Required for Level IV Certification
		Roles and Responsibilities of Department Heads		4	
		Customer Service		3	

IV.   Youth Leadership

No.	Training Package	Thematic Area	Duration	Credit Hours	Required for Level V Certification
1	Package One	Citizenship Training	2 days	4	✔
		Civic Responsibilities		4	
2	Package Two	Handling Stress and Peer Pressure	3 days	4	✔
		Emotional Intelligence		4	
		Social Intelligence		4	
3	Package Three	Basics of Leadership	3 days	4	✔
		Responsibility and Accountability		4	

Contributors

Worku Negash Motbainor, Ph.D., Principal Author
Senior Advisor, MoSHE

Betelhem Tesfaye, Cover Design and Typesetting
Senior Communications Advisor, MoSHE

https://www.moshe.gov.et
www.facebook.com/SHE.Ethio
https://twitter.com/she_ethiopia
https://t.me/MinistryoSHE