



RUFORUM

Convening of RUFORUM Vice Chancellors
Focusing on Effective Institutional
Management and Transformative Leadership
Final Report
December 2016

Deloitte.

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“The
difference between what we do
and what we are capable of doing
would suffice to solve most of the
world’s problems.”

Mahatma Gandhi

Acknowledgment

This workshop was made possible with support from The MasterCard Foundation through the “Transforming African Agricultural Universities to meaningfully contribute to Africa’s growth and development (TAGDev)” project and EDULINK II ACP-EU Co-operation Programme in Higher Education under the Project “Establishing and Piloting Postgraduate Programmes for Supporting Agricultural Development in Post Conflict Countries of Central and Eastern Africa-ADECEA” Contract No. FED/2013/320.

Executive Summary

In October 2016, Deloitte (Uganda) Limited was commissioned by RUFORUM to facilitate a one day convening of RUFORUM Vice chancellors, focused on strengthening African University Institutional Management and Transformative Leadership. This convening of the Vice Chancellors of African Agricultural Universities took place in Cape Town, South Africa.

The purpose of convening was to foster an open dialogue on the issues of institutional management and transformative leadership within the operating context of African Agricultural Universities. The workshop was designed to provide the Vice Chancellors' with a platform to share their views and experiences on these aspects, learn from one another and develop mechanisms for continuous discussions aimed at addressing the issues hindering effective institutional management and transformative leadership.

This consultancy assignment was successfully undertaken with support from a partnership project, TAGDEV (Transforming African Agricultural Universities to Meaningfully Contribute to Africa's Growth and Development), funded by The MasterCard Foundation.

Below is a summary of the key issues raised by the Vice Chancellors during the workshop together with the key recommendations on how the Universities can work towards addressing the issues.

Issues	Recommendations
<ul style="list-style-type: none"> Dwindling funding of Higher Education 	<ul style="list-style-type: none"> Enter into public private partnerships, provide research services to support industries, and set up workshops to produce goods for sale in order to generate additional sources of funding
<ul style="list-style-type: none"> Limited leadership role in fund raising 	<ul style="list-style-type: none"> Leadership needs to be more proactively involved in fundraising initiatives with Vice Chancellors in particular taking the helm in driving these initiatives
<ul style="list-style-type: none"> Limited innovation - translating ideas into actionable programs 	<ul style="list-style-type: none"> Universities must work on being able to turn ideas into actionable solutions. This will help them to create avenues for influencing society, government and the global environment. Public private partnerships was shared as an example of an enabler
<ul style="list-style-type: none"> Universities are in regular disagreement with governments 	<ul style="list-style-type: none"> Universities need to be more proactive in engaging with government to develop a better understanding of priorities, how they can best support this and build more collaboration
<ul style="list-style-type: none"> Friction with communities 	<ul style="list-style-type: none"> Universities should strive to make a stronger contribution to the communities in which they operate in order to reduce the friction

Issues	Recommendations
<ul style="list-style-type: none"> Sectarianism in Universities 	<ul style="list-style-type: none"> Universities need to focus on a shared purpose that embraces diversity rather than allow tribal and racial politics to create divides and weaken the University
<ul style="list-style-type: none"> Expertise in the Universities is not being consulted appropriately in the politico-socio-economic processes 	<ul style="list-style-type: none"> To “win back their glory”, Universities need to interact more with the government, the communities and their stakeholders to build trust, ensure they are better understood, and make themselves more accessible so that they can play a bigger role in the transformation process to avoid other partners stepping into the place of Universities to do the job, diluting the role that Universities can play
<ul style="list-style-type: none"> Focusing on long term objectives versus planning for short term wins 	<ul style="list-style-type: none"> In addition to the African Union’s Agenda 2063 which is its 50 year plan, focusing on short term objectives (2025) will allow Universities to benefit from quick wins to build momentum for transformation
<ul style="list-style-type: none"> Loss of institutional knowledge 	<ul style="list-style-type: none"> Need to develop a culture of valuing the contribution of previous leaders and capturing and using their institutional knowledge
<ul style="list-style-type: none"> Vice Chancellors not equipped with the leadership skills to support them in transitioning from academic to administrative roles 	<ul style="list-style-type: none"> RUFORUM should allocate adequate resources and activities aimed at improving institutional management and leadership development, particularly to equip leaders with the skills to support them in making the transition from academic to administrative roles
<ul style="list-style-type: none"> Volatile relationship between political leadership and University leadership 	<ul style="list-style-type: none"> Universities need to be apolitical and work on building stronger and more collaborative relationships with government
<ul style="list-style-type: none"> Limited mentorship / surrogacy programs 	<ul style="list-style-type: none"> Need to establish mechanisms to encourage Universities who are performing well to play a surrogate role for other upcoming Universities through initiatives like exchange programs
<ul style="list-style-type: none"> Divisions in Universities’ leadership and management 	<ul style="list-style-type: none"> To improve relationships between the Governing Councils and management, they need to come together and make joint decisions to improve service delivery in both the academic and administrative fields

Issues	Recommendations
<ul style="list-style-type: none"> Lack of leadership accountability 	<ul style="list-style-type: none"> Leaders need to have clear objectives with accompanying metrics for their roles and responsibilities in driving the transformation
<ul style="list-style-type: none"> Poor brand strengthening and positioning 	<ul style="list-style-type: none"> Universities need to go beyond viewing the brand as a good logo and media presence and invest in strengthening their brand and marketing functions
<ul style="list-style-type: none"> More innovation and development initiatives 	<ul style="list-style-type: none"> Universities need to create centers of excellence, including incubation centers
<ul style="list-style-type: none"> A need for gender mainstreaming initiatives 	<ul style="list-style-type: none"> Universities need to promote gender diversity as a deliberate part of their organizational strategy with clear measures in order to promote change at all levels of management
<ul style="list-style-type: none"> Design of Universities has remained static 	<ul style="list-style-type: none"> In order to become more agile and focused on who the University serves, there is a need to reexamine the University structures to establish how they can be more optimally configured to promote stronger efficiencies and better support the execution of the Universities' strategic priorities. While structures within Universities have stayed the same, seismic shifts in the external market require a review of the University structures
<ul style="list-style-type: none"> "One size fits all" approach to managing staff and students 	<ul style="list-style-type: none"> Universities need to take into account the generational differences and the different expectations. This also extends to the classroom where how we teach remains lecture-based when there is a need to become more student-centric

In addition, the Vice Chancellors also made the following recommendations;

- There is a need to establish mechanisms to keep the discussion of issues ongoing
- The members should agree on actionable action points, assign people the responsibility and hold them accountable
- There is need to continuously engage impartial third parties to facilitate such programs
- There is a need for a leadership capability assessment of the whole sector to identify the gaps and the target interventions to close the gaps
- Strategic long term planning for Universities should be done more often in order to ensure sustainability
- Information technology needs to be integrated in all areas of the University to improve efficiency

An overarching area of concern that emerged from the workshop was a strong consensus amongst the Vice Chancellors that in order to drive the desired transformation, the Vice Chancellors and Universities' leadership would need to be equipped with the leadership skills necessary to drive the transformation. What is desired is leadership development targeted to the competencies that Vice Chancellors' need to navigate the new and increasingly competitive landscape. Competencies specifically highlighted included Inspirational Leadership, Change Management, Building Collaborative Partnerships, Delegation, Project Management and Influencing Others.

Leadership development is viewed by the Vice Chancellors as a key enabler to strengthen institutional management and promote effective transformation of the Universities to deliver on the aspirations of Africa's Agenda 2063.

Introduction

Background

African economies still lag behind the rest of the world in all sectors with a growth rate of only 5% registered in the last decade¹. Even after fifteen years of growth, Africa's overall competitiveness has remained limited. The Global Competitiveness Index (GCI) identifies the majority of African countries as being among the least competitive in the world. Despite a low growth rate and competitiveness, the Continent's natural and human resource endowments present great potential for sustainable economic growth and development. To harness this enormous potential, economies need to shift towards technology and knowledge driven activities that will provide cutting edge solutions to the persistent challenges such as; food insecurity, climate change, poor infrastructure, unemployment, among others, to lay the foundations for sustained growth. The precursors to make this happen are all available in the continent in terms of development policy frameworks and political commitment to guide decision making and actions implementation. As outlined in Aspiration 1 of Africa's Agenda 2063, the African people and institutions reaffirm creating an integrated, prosperous and peaceful Africa based on inclusive growth and sustainable development driven by its own citizens and representing a dynamic force in the global arena. The institutions have committed to building a society of well-educated citizens and igniting a skills revolution underpinned by science, technology and innovation for a knowledge based society. This will result into highly productive agriculture driven by science and technology for Africa's collective food security, high standard of living, and quality of life, healthy and climate resilient environment and ecosystems and economies and decent jobs for all Africans.

To achieve these aspirations, institutions of higher learning and research for development play a major role. Universities are central in this process and remain key to achieving the targets given their triple role of training the required skilled labor force, knowledge generation through research and innovations, and knowledge dissemination through outreach. To this end, Universities, need to strategically position themselves and anchor their core mandates to achieving the aspirations of Agenda 2063. The Science, Technology and Innovations Strategy for Africa (STISA 2024) maps out the path for the first 10 years of the Agenda 2063 and emphasizes the needed enhancement of technical and professional competencies, building a strong scientific culture, curbing brain drain and building partnerships as prerequisite actions for the economic transformation. The technical competencies relate to quality of post graduate training especially doctoral training.

In addition to the actions outlined above, a further key prerequisite to achieving the desired socio-economic transformation will be the need for African Universities to themselves undergo a transformation. While African Universities have continued to operate the way they operated during the colonial period, profound societal, economic and political changes have impacted significantly on the communities and stakeholders the Universities each serve. These changes have created a gap between stakeholder expectations and how Universities deliver on their roles and have given rise to a myriad of internal and external leadership and management challenges that are hindering Universities from fully executing on their role in the economic transformation of the African continent. Some of these challenges include inadequate funding, particularly for research, increasing demand for higher education, with little parallel increase in infrastructure or human resources, limited autonomy and academic freedom, shifting international agenda and dimensions on research and institutional/university purpose and service to society. Universities thus remain encumbered by weaknesses and inefficiencies often caused by 1) limited foresight and lack of strategic planning for effective execution of the stipulated roles of different University units; 2) poor management of existing human resources, including attracting and retaining high quality

¹ Concept Note for The Fifth African Higher Education Week and RUFORUM Biennial Conference 2016

faculty; 3) low quality and relevance of research; 4) limited capacity for resource mobilization and financial management; 5) limited capacity to harmonize the republic of scholars and the University as a stakeholder organization; and 6) poor external relations and partnership management. These result in weak Universities, unable to deliver the type of products required to contribute meaningfully to agricultural and overall sustainable development.

To begin to address these challenges, mainstreaming the need for institutional transformation and for University leaders to be equipped with the transformational leadership skills that will be required to facilitate and drive the changes within an increasingly volatile, uncertain, complex and ambiguous environment is an imperative. Targeted capacity building for University leadership and management is required to enhance leadership and management competencies. No single factor will have a bigger impact on the Universities' ability to transform and achieve Africa's Agenda 2063 than the quality and skills of the Universities' leadership.

Purpose of the convening

The purpose of the one day convening was to bring together African University Vice Chancellors to review leadership roles and responsibilities within the African context and to jointly develop practical approaches to addressing the challenges faced by Universities in the transformational process. The focus was to dialogue on how transformative leadership can effectively be applied in University management for greater University impact in the society and on the necessary frameworks and mechanisms including personnel management and partnership management for effective delivery of University programs. The overall objectives included:

1. Creating an open interaction platform for Vice Chancellors to reflect on University leadership and management challenges.
2. Developing working approaches for effective management and delivery of University mandates to contribute to Africa's development.
3. Developing a framework and mechanism for continuous exchange of experiences and lessons among RUFORUM network Universities.

The dialogue was aimed at fostering an open discussion about;

- Effective institutional management in a rapidly transforming and globalizing world;
- The transformative leadership capacity requirements needed by African University Vice Chancellors to transition their Universities to better contribute to Africa's development agenda;
- Best practices of transformative leadership from African Universities that can be benchmarked by other African Universities;
- Mechanisms for continuous exchange of experiences within the RUFORUM network.

Our Approach

Our Methodology

The theoretical approach underlying Deloitte's training approach is anchored in the key principles of Andragogy. The method used for the workshop incorporated problem solving, guided discussions, and performing tasks that promoted self-discovery for learning.

Learning activities were conducted in the context of common tasks performed by the group and debriefed in plenary. Working in smaller teams at a table level, the learners completed activities that required the learners to share their experiences on the assigned topic with a view to also identifying actions that could be used to solve the challenges identified. These activities were contextualized with global research findings, video excerpts, case studies and Q&A sessions following which learners were required to reflect and draw from their own wide range of experiences, allowing participants to learn through the experiences of others as well as their own, promoting self-discovery learning.

The key thrust of our approach to this engagement was to use a participative approach that involved key stakeholders in the execution of every stage of the engagement.

The participants were encouraged to point out a numbers of issues currently affecting the Universities and how they were affecting institutional management and transformative leadership.

The key trends on the management and transformational leadership challenges faced by organizations today as reported in the Deloitte Global Human Capital Trends report² together with actions being taken to overcome these challenges were shared with the participants as inputs into group exercises where the participants reflected on their own challenges and actions that could be taken to work towards overcoming the challenges.

Case studies were shared with the participants on success stories in the areas of institutional management and transformative leadership and the participants participated in a Q&A session to learn from each other's experiences.

The figure overleaf summarizes the approach adopted by Deloitte in the development of the course content, training deployment and reporting.

² 2016 Deloitte Global Human Capital Trends Report



Figure 1: High-level Overview of Deloitte’s Approach to Delivering on this Assignment

Courseware Development

The courseware was tailor designed to the target audience and leveraged the research of the 2016 Deloitte Global Human Capital Trends report, the largest longitudinal study of its kind conducted into the leadership challenges faced by organizations in addressing the challenges of transformation in the 21st century world of work. The courseware also incorporated local case studies of leading figures within the University context who have successfully navigated the challenges of transformative leadership and institutional management within the operating context of African Universities. Video exerts were used to promote self-discovery on the subject of inspirational leadership.

Workshop facilitation

Considering the focus of learning which was to foster an open discussion about institutional development and transformative leadership the methods in the training were a combination of presentations, case studies, group activities and discussions which were all debriefed in plenary. This interactive and participatory approach was used with the intent of promoting knowledge sharing and leveraging the broader experiences of the learners participating in the session. The methods used in the session included:

- Exercises;
- Group discussions;
- Peer presentations;
- Video presentations; and
- Interactive discussions held in plenary.

Case study

This approach provided participants with a real situation for their analysis and consideration of possible solutions to their own challenges. The approach consisted of two participants sharing their experience in leadership with the team.

Group discussions

This training approach stimulated a learning that was derived from the participant's themselves rather than from the facilitators. The training approach consisted of the following aspects:

- Directed discussion;
- Developmental discussion;
- Problem-Solving discussion; and
- Buzz sessions.

Evaluation and Reporting

We assessed the trainees using recap sessions that evaluated understanding of the issues covered during the workshop.

Issues Identified by Vice Chancellors

During the workshop, the participants described issues affecting Universities' management and leadership and shared their initial recommendations on how the issues raised could be addressed.

Funding of Higher Education - As the populations grow and the economic landscape changes, Universities are expected to be more self-sufficient. Funding from the governments has decreased prompting the Universities to find alternative sources of funding. Solutions shared included entering into public private partnerships, providing research services to support industries and setting up workshops to produce goods for sale in order to generate additional sources of funding.

There is limited Leadership Role in fund raising – The reduction in funding from government and conventional sources combined with insufficient tuition fees are placing Universities under pressure; Universities are struggling to keep up. There is a need for leadership to be more proactively involved in fundraising initiatives with Vice Chancellors in particular taking the helm in driving these initiatives.

Translating ideas into actionable programs – For a long time, Universities have been viewed as places for developing great ideas, however, they have not been able to earn the credibility as places for turning ideas into actionable solutions, which would help them create avenues for influencing the societies, government and the global environment. Public private partnerships was shared as an example of an enabler.

Universities are at loggerheads with governments - Governments are viewing the Universities as being anti-establishment when they do not agree on some fundamental issues. Universities need to be more proactive in engaging with government to develop a better understanding of priorities, how they can best support this and build more collaboration.

Friction with communities - Communities neighboring Universities feel entitled to the Universities services and facilities and want to personalize the benefits while Universities have a mandate to serve the whole state and different communities. Universities should strive to make a stronger contribution to the communities in which they operate in order to reduce the friction.

Sectarianism in Universities - Tribal and racial politics in Universities are limiting their ability to expand and serve the global market. Universities need to focus on a shared purpose that embraces diversity rather than allow tribal and racial politics to create divides and weaken the University.

Expertise in the Universities is not being used in the politico-socio-economic processes - Academic experts are not being consulted in designing these processes. The reasons posited include how Universities are being perceived today by government and their stakeholders; there is distrust, Universities are not well understood and have "lost their glory because of this" – Universities need to interact more with the government, the communities and their stakeholders to expose themselves and make themselves more accessible so that they can play a bigger role in the transformation process otherwise other partners will step into the place of Universities to do the job, diluting the role that Universities can play in the transformation process. Where institutions are being consulted, consultation is usually done on an individual level and not at an institutional level, diluting the perceived impact of the University's role in shaping transformation efforts.

Long-term objectives versus short term objectives (i.e. 2025) – the singular focus on the African Union 2063 Strategy 50 year plan is viewed as being too long term to create the momentum for change. Focusing also on short term objectives (2025) will allow Universities to benefit from quick wins to build momentum for transformation over the journey of time.

Loss of institutional knowledge - The contribution of previous leaders is not valued, captured or used and with changes in leadership, valuable institutional knowledge is being lost. Reigning leadership is not using the institutional knowledge of existing leadership. The valuable lessons learned are not passed on to new leaders and new leaders transitioning into their roles are forced to keep reinventing the wheel. Universities need to foster a culture of valuing, capturing and using institutional knowledge.

Volatile Relationship between Political Leadership and University Leadership - Most African Universities that operate in politically charged environments are constantly dragged into the politics while they are required to stay impartial. Universities need to be apolitical and work on building stronger and more collaborative relationships with government.

Limited mentorship / Surrogacy programs - There is a need to establish mechanisms to encourage the Universities that are performing well today to play a surrogate role for other upcoming Universities to help them navigate the daily challenges through initiatives like exchange programs.

Divisions in Universities' leadership and management - for example, there is a need to improve relationships between the Governing Councils and Management. They need to come together and make joint decisions to improve service delivery in both the academic and administrative fields.

Lack of Leadership Accountability - In the main, University leaders are not being held accountable and all leaders at all levels need to be held accountable in order for transformation to be effective. Measures need to be put in place to ensure that there is a shared understanding around the leadership accountabilities and the criteria that will be used to measure and monitor the achievement of objectives.

Poor brand strengthening and positioning - Universities are not investing in branding and marketing of their services and, as a result, major stakeholders are not aware of what is happening inside the institutions. Universities need to go back to being trusted and relied on by governments and the society and to do this they need to purposefully shape their brands and positioning. They need to make their contributions more visible and be more actively involved in the environments in which they operate. A strong brand is more than a good logo or media presence; it reflects the "soul" of the organization. It spells out to the community and stakeholders what the University stands for in a way that is compelling and that appeals to people's hearts and minds. It is a primary source of differentiation and is currently not being leveraged by Universities. Given the central role that branding plays in transformation, Universities must seek to invest more in this area.

More innovation and development required - There is a need for Universities to create centers of excellence, including incubation centers for great ideas and for Universities to have the capacity to develop these ideas.

A need for gender mainstreaming - The importance of gender diversity needs to be mainstreamed, especially at a top Management level. Universities need to promote the need for gender diversity as a deliberate part of their organizational strategy with clear measures in order to promote change at all levels of management.

Design of Universities has remained static – The organizational design of Universities has remained unchanged since colonial times despite the seismic shifts that have happened in the marketplace. There is a need for Universities to focus attention toward adapting their organization's design to compete successfully in today's highly challenging and competitive

environment. In order to become more agile and focused on who the University serves, there is a need to reexamine the University structures to establish how they can be more optimally configured to promote stronger efficiencies and better support the execution of the Universities' strategic priorities. There is also a shift in the marketplace to leveraging mission-driven teams (multi-functional project teams) to support the transformation efforts. These teams operate within the current structure with the purpose of accelerating change and represent a further vehicle that can be leveraged by Universities in the transformation process.

“One size fits all” approach to managing staff and students - Universities need to take into account the generational differences and their different expectations. While Millennials, Generation X and the Baby Boomers share some similar expectations, there are important differences which, when ignored, create disconnects and a lack of engagement. This also extends to the classroom where how we teach remains lecture-based when there is a need to become more student-centric. As part of the transformation process, Universities need to better understand these differences as a “one size fits all” approach will hinder transformation efforts.

Global Human Capital Trends and Universities' Preparedness – Vice Chancellors' Points of View

In this session, a synopsis of the global human capital trends and how organizations are responding to the need to transform was used as a conversation starter for the Vice Chancellors to deepen their exploration of their current situations and expand on the identification of actions that could be taken to support the transformational process.

The Deloitte Global Human Capital Trends 2016 is the largest study of its kind, covering over 7,000 Business and HR leaders from across the globe, 130 countries and over 700 respondents in Africa. According to the report the Top 5 Global Human Capital Trends are Organizational Design, Leadership, Culture, Engagement and Learning. The synopsis shared on each one of these trends is captured below followed by the ideas captured by the Vice Chancellors which were shared in plenary.

Organizational Design

The findings

- Ninety two percent of companies believe that redesigning the organization is important, making it No. 1 in ranked importance among this year's respondents.
- Companies are decentralizing authority, moving toward product- and customer-centric organizations, and forming dynamic networks of highly empowered teams that communicate and coordinate activities in unique and powerful ways.
- Three in four respondents report that they are either currently restructuring their organization or have recently completed the process.

Why is this so?

- A new mode of organization—a "network of teams" with a high degree of empowerment, strong communication, and rapid information flow—is now sweeping business and governments around the world.
- The growth of the Millennial demographic, the diversity of global teams, and the need to innovate and work more closely with customers are driving a new organizational flexibility among high-performing organizations. They are operating as a network of teams alongside traditional structures, with people moving from team to team rather than remaining in static formal configurations. Two major factors are driving the change. Firstly, small teams can deliver results faster, engage people better, and stay closer to their mission. Secondly, the digital revolution helps teams stay aligned. Today, teams use web or mobile apps to share goals, keep up to date on customer interactions, communicate product quality or brand issues, and build a common culture that serves to bind them together, regardless of geography.

What is needed?

- Now, more than ever, is the time to challenge traditional organizational structures, empower teams, hold people accountable, and focus on building a culture of shared information, shared vision, and shared direction.

Leadership

The findings

- Leadership continues to be a pervasive concern, ranking higher in importance than it did in last year's global survey.
- Despite an increase in spending on corporate leadership programs last year, the quality, rigor, and investment for leadership efforts remain uneven across organizations.
- Twenty-eight percent of respondents reported weak or very weak leadership pipelines. The traditional pyramid-shaped leadership development model is simply not producing leaders fast enough to keep up with the demands of business and the pace of change.

Why is this so?

- As organizational design shifts from a structured hierarchy to a network of teams, companies require different types of leaders.
- Organizations need to develop fundamental leadership capabilities among critical individuals and teams—capabilities that include the ability to collaborate across boundaries, conceptualize new solutions, motivate diverse teams, and develop the next generation of diverse and global leaders.
- Stronger demand for people who can lead at all levels of the company. Organizations in this environment are finding that they must identify potential leaders much earlier in their careers and accelerate their movement through the leadership ranks.

What is needed?

- Organizations need to refocus on leadership as a whole to build versatile leaders earlier in their careers, form leadership teams that mix different generations and varieties of leaders, and develop leaders deeper in the organization.
- Every aspect of leadership—from assessment, leadership development, and program evaluation—should be executed with a degree of rigor and the use of data that is simply not part of most leadership programs today.

Culture

The findings

- Last year, "culture and engagement" ranked as the most important issue overall. This year, we asked executives about culture and engagement separately—and both placed near the top of the importance list.
- Culture describes "the way things work around here," while engagement describes "how people feel about the way things work around here".
- CEOs and HR leaders recognize that culture drives people's behavior, innovation, and customer service: 82 percent of respondents believe that culture is a potential competitive advantage.
- A staggering number of companies—over 50 percent in this year's survey—are currently attempting to change their culture in response to shifting talent markets and increased competition.

Why is this so?

- As operations become more distributed and move to a structure of "networks of teams", culture serves to bind people together and helps people communicate and collaborate. When managed well, culture can drive execution and ensure business consistency around the world.
- The challenge of culture should be owned at the highest level: by the leaders who are responsible for business strategy. Just as the CEO is ultimately responsible for business strategy, the CEO is responsible for culture.
- However, HR has an opportunity to assume the role of champion, monitor, and communicator of culture across, and even outside, the organization.

What is needed?

- We believe CEOs and senior business leaders must work with HR to take a hands-on, data-driven approach to measure and influence culture to align with business goals. To monitor and reinforce culture, companies must regularly assess employee behavior and revisit reward systems and business practices in all areas of the organization.

Engagement

The findings

- The demands and expectations of today's diverse, multi-generational, mobile workforce require a more flexible, employee-centric work environment, one which companies are just beginning to learn to develop.
- Nearly nine in ten executives (86 percent) in this year's survey rated engagement as an important (38 percent) or very important (48 percent) priority for their companies.
- Employee engagement is a business imperative for leaders at all levels—especially the CEO—and no longer something to be measured just once a year by taking a look in the rear-view mirror.
- Despite the emergence of many tools for frequently evaluating employee sentiment, 64 percent of organizations still measure employee engagement only once a year.

Why is this so?

- Recruiting and retaining today's workers is driving focus on engagement.
- Intense competition for talented Millennials, many of whom are less loyal to organizations than ever before.
- Need to attract workers with technological and other specialized skills.
- With open and transparent employment brands, job candidates can easily see if a organization is a great place to work.

What is needed?

- Engagement is not reactive but proactive. Efforts to build engagement should be "always on" through extensive data use and analysis by business leaders. HR, too, must be proactive in engagement efforts. Leading companies have made this their goal and are reaping the benefits; all organizations that want a passionate workforce will follow suit.

Learning

The findings

- This year, the big change is a shift beyond internal programs aimed at developing people to innovative platforms that enable people to develop themselves.
- Despite the strong shift toward employee-centric learning, many learning and development organizations are still struggling with internally focused and outdated platforms and static learning approaches.

Why is this so?

- In today's business environment, learning is an essential tool for engaging employees, attracting and retaining top talent, and developing long-term leadership for the organization.
- Nearly every CEO and CHRO reports that their organizations are not developing skills fast enough or leaders deeply enough.
- Always-connected mobile devices makes learning potentially available everywhere and accessible to everyone at any time. This new world of consumer-centric learning puts employees, not Learning and Development departments, in charge.
- Employees at all levels now recognize that "the learning curve is the earning curve," and they are demanding access to dynamic learning opportunities that fit their individual needs and schedules.

What is needed?

- Leading organizations treat learning as a continuous process, not an episodic event.
- Most fundamental shift for HR to make is to think of learning from the perspective of a user's daily experiences and career aspirations, rather than as a series of processes and programs that the learning function wants to roll out.

- Most organizations are just beginning this learning transformation. But the trend is clear: the learning organization must help learners figure out how to obtain the learning they need for themselves, from both inside and outside the organization. If your organization has not yet embarked on this journey, the time to start is now.

To what extent have these shifts in 21st Century workplace affected your Universities?

How prepared are you and your institutions for these changes?

These were the questions posed to the Vice Chancellors who then worked in Buzz groups to discuss the shifts and changes within the context of their Universities to deepen their exploration of their current situations, discussing how Universities were being impacted and expanding on the actions that could be taken to work towards addressing the challenges identified.

A speaker from each group presented their findings in a plenary session. The table overleaf captures the ideas shared by each of the groups in their presentations.

Participant Responses

Trend	Current University Situations and Shifts	Effects on Universities / Current Trends in Universities	Proposed Actions
Leadership	<ul style="list-style-type: none"> • Top down leadership styles – need more inclusive leadership styles (Teamwork) • Centralized power to decentralized power (single power to shared power – committee, unions, etc.) • Mode of appointing university leaders: e.g. election to appointment • More multi-sectorial influences on decision making • Academic leadership: more accountability demanded • Learning is teacher-centered: more student-centered approach required • Funding: from full funding to dwindling funding from government (State Universities) 	<ul style="list-style-type: none"> • Tension between top management and committee/stakeholders: delays in decision making • Interruption emanating from political influences on decisions, e.g. fee fixing • More concern for capacity strengthening • Strategic plans being reviewed 	<ul style="list-style-type: none"> • Functional Committees: allowing structures to operate • Leadership training targeted to the competencies needed to effectively transition from academic to leadership roles and to drive transformation, for example, Inspirational Leadership, Change Leadership, Influencing Others, Building Collaborative Relationships, Delegating, Planning, and Project Management • Sensitization of stakeholders • Stakeholder networking – lobbying (other Universities, donors, etc.) • Policy-driven research (convincing government of your relevance) • Partnership – collaborative approaches (University-Government partnership) • Apolitical orientation of leaders • Resource mobilization • Increase literacy in ICT
Culture	<ul style="list-style-type: none"> • Most universities have attempted to move forward with research, teaching and learning/ outreach. There is need for revitalization • Re-orientation of research to benefit communities 	<ul style="list-style-type: none"> • The setup of the Curricula - the Curricula are still based on Eurocentric Models that do not address current trends and the internal factors • Resistance to cultural change/ways of doing activities • Managing transitions from colonial (ivory tower) cultures - Leadership 	<ul style="list-style-type: none"> • Decolonize and integrate institutional knowledge into University curricula • Take a lead to contribute to international knowledge bank • Performance based management system (staff and students) • Mainstream gender/Environment /Internationalization • Set up systems that improve governance and leadership accountability

Trend	Current University Situations and Shifts	Effects on Universities / Current Trends in Universities	Proposed Actions
		<p>and accountability is still an issue in this kind of set up</p> <ul style="list-style-type: none"> Students politics are often influenced by the political environment and the community dynamics 	<ul style="list-style-type: none"> Foster open/freedom of expression Integrating ICT in governance and teaching and learning Documentation of institutional knowledge and good practices for posterity Universities have to lobby/negotiate and build partnerships Engage Governments, local communities, industries in curricula development
<p>Organization Design (Organizational Structure Design)</p>	<ul style="list-style-type: none"> The organizational structure design of most universities in Africa has not changed much since the colonial era and the ones that have been forced to change have not done so effectively There is a need to manage the business orientation as most universities try to be self-sufficient business entities so that that the quality of the services delivered is not compromised in favor of profits 	<ul style="list-style-type: none"> African Universities can benchmark themselves against the best practices of other world class universities to identify practices that can be adopted to support transformation efforts Decision making takes too long due to the bureaucratic processes within African Universities Universities have developed spin off companies which could easily lead into being agile and responsive Institutional collaborative programs and initiatives are not being encouraged as one way of sharing resources Universities have not been responsive to the initiatives that have worked well across the world There is less work done on publication of the good work undertaken within the institutions - public relations is less 	<ul style="list-style-type: none"> Improve relations between Universities and the private sector. The Universities need to have something to offer and then the private sector join in partnership There is need of visionary leaders who can take the lead in changing the institutions Creating an enabling environment for staff to participate in the visioning, governance University processes need to be redesigned to demonstrate accountability and social impact Universities have to acquire a business and entrepreneurial thinking to enable them to be self-sustaining Universities need to mobilize its resources and human capacity to be beneficial to the society Universities need to rethink the existing structures to cope with current era – too many committee meetings Budget and structure should be aligned with strategy

Trend	Current University Situations and Shifts	Effects on Universities / Current Trends in Universities	Proposed Actions
		<ul style="list-style-type: none"> Students mobility is still a challenge across the Universities and needs to be made much easier (government may need to improve on the policies around student mobility) 	<ul style="list-style-type: none"> Universities need to introduce a performance management framework that is aligned to strategic indicators Re-evaluation of all human resource to make sure that there is return on investment
Engagement	<ul style="list-style-type: none"> Universities have to constantly engage with the following; government, accreditation bodies, chancellor, councils, senate, staff, students, communities, private sector, civil society organizations through meetings, directives, laws, acts, rules and regulations and representation from the government After the World Bank meetings and the MDGs that emphasized primary education, the governments realized that the Universities were left out so they have refocused their goals to Universities 	<ul style="list-style-type: none"> Accreditation bodies - responsible for regulation and oversight – they are becoming too many and they need to be constantly engaged. The conditions are too many and the expenses are too high and in some ways they limit the ability to develop programs by making high demands. Chancellors -Titular heads who have sometimes gone beyond their roles, they need to stick to their mandate and help in fundraising and tap into their professional expertise and experience visitation Staff and students - There is a tendency to put them into boxes and treat them as a "one size fits all". We need to recognize that there are generational differences (Baby Boomers/Millennials) that come with different expectations that will need to be met Private Sector - The engagement is not so good; it needs to be improved. There is still mistrust and 	<p>Engagement of all stakeholders needs to be improved through various means, for example;</p> <ul style="list-style-type: none"> Formal and informal consultations with university management Engaging staff and student leadership Digital messages Social media Joint ventures or public private partnerships Corporate social responsibility activities Community leaders meetings Collaborations/partnerships Exposure/Educational visits to observe best practices from other Universities which can be emulated

Trend	Current University Situations and Shifts	Effects on Universities / Current Trends in Universities	Proposed Actions
		<p>a “blame game”. While the industry demands relevant graduates, it is not willing to provide information to the Universities to do proper research</p> <ul style="list-style-type: none"> • Communities - They are the most difficult to deal with; they want personal benefits. They do not appreciate the benefits they have in the Universities and they keep demanding more benefits 	
Learning	<ul style="list-style-type: none"> • Learning in African Universities is majorly lecture-centered as opposed to being student-centred – more consideration needs to be given to the students' perspective and how students like to learn • Learning has also been limited to what is delivered in the lecture rooms • There is a lack of leadership training and management development opportunities for staff 	<p>There is a deficiency in building competency in the following areas:</p> <ul style="list-style-type: none"> • Learning that leads to change in behavior • Acquiring new skills in ICT, managerial and leadership skills • Finance, proposal writing, planning • Communication, soft skills, team work, negotiation, building relationships, community service, engagement, industry and government • Preparing leaders • Identification of potential leaders 	<p>Learning should be improved through the following means or focusing on the following areas:</p> <ul style="list-style-type: none"> • Succession planning • Recruiting talented individuals into management • Practical exposure to what the current leadership is doing e.g. acting in absence • Exposure to the wider world • Mentoring/sharing information, consulting, getting their advice • Identification of talent and assigning roles in leadership • Nurturing future leaders and promoting diversity • Availing equal opportunities, empowering both women and men • Integration of ICT into all practices • Engaging practitioners in training • Domestication of everything to stay relevant in the world they operate in

Trend	Current University Situations and Shifts	Effects on Universities / Current Trends in Universities	Proposed Actions
			<ul style="list-style-type: none"> • Flexibility in programming to accommodate various needs • Monitoring and evaluation of the programs set up to make sure that they are effective • Sharing success stories to encourage each other and to learn from each other

Table 1: Global Human Capital Trends Vs Universities Preparedness – Vice Chancellors’ Points of View

Key Recommendations

Following the issues raised and ideas exchanged throughout the workshop, below we present the key recommendations made which include;

Establish mechanisms to support continuous interaction

A convening of University leadership to reflect on their current status and learn from each other is a valuable starting point, however, the forum needs to establish mechanisms to keep these discussions going as well as establish ways to form actionable outcomes that can be implemented, monitored and measured.

Mechanisms to keep the discussion of issues ongoing include but are not limited to: Technology enabled mechanisms such as, Email, IM Groups (WhatsApp), Snap chat, Twitter and the traditional methods include, Forums, Meetings, Publications, Journals, Exchange Programs and Symposia.

Strengthening the University brand

Universities need to strengthen the brand and marketing functions so that they are aptly represented to the public, the communities are aware of the activities going on and all the contribution they are making as well a strategic positioning to support business continuity.

Making an impact in the community

Universities should strive to make a contribution to the communities in which they operate and make sure that the right message is communicated and understood by the communities. Their impact needs to be felt by the communities. In addition, the Universities could share some of their basic facilities, like water, with the community and also build on their community corporate social responsibility activities to increase their impact in the society.

Universities organization redesign

The organization design of the universities needs to be reviewed to make sure that they support the strategy, systems and processes and their service delivery model in today's world. This would also help improve efficiencies, achieving optimal staff members, improvement of processes and service delivery as well as the setting up of processes that will help the Universities stay sustainable as businesses.

Development and implementation of long term strategic plans

For Universities to stay relevant and continue serving their stakeholders in a constantly changing environment requires planning that is future focused. Strategic long term planning for Universities should be done more often in order to ensure Universities are able to get ahead and stay ahead of the changes.

Capability assessment

There is a need for a capability assessment of the whole sector and emphasis put on leadership so that the gaps are identified and the right interventions designed in order to achieve transformative leadership.

Institutional management and leadership development

RUFORUM should also allocate sufficient resources and activities aimed at improving institutional management and leadership development. This will support RUFORUM in creating an enabling environment, processes and capabilities needed to bring about the desired transformation in the Agricultural Universities and the higher education sector.

Integration of information technology systems

Information technology systems need to be integrated in all areas of the University to improve efficiency and help the Universities stay relevant and competitive in the international market.

Implementation of action points

The members should agree on actionable action points, assign people the responsibility and hold them accountable while providing the right tools to implement the action points.

Continuous engagement of third parties

There is need to continuously engage impartial third parties to facilitate similar programs because they approach the issues from a different perspective and can impartially assess the issues affecting the Universities. The inputs of third parties also adds to the richness of the ideas exchanged, leading to more diversity in thinking and promoting more efficiencies in transformation efforts.

Action Planning

To take the recommendations made forward, outlined below for RUFORUM's consideration is a proposed action plan.

Key:

Short term	3 months
Medium term	6 months
Long term	Over one year

Proposed Action Plan

Action	Responsible Stakeholder	Timeline
Establish mechanisms to support continuous interaction	<ul style="list-style-type: none"> Universities leadership RUFORUM 	Medium term
Strengthening the University brand	Universities leadership	Long term
Making an impact in the community	Universities leadership	Short term
Universities organization redesign	Universities leadership	Long term
Development and implementation of long term strategic plans	Universities leadership	Long term
Leadership capability assessment	<ul style="list-style-type: none"> Universities leadership RUFORUM 	Medium term
Institutional management and leadership development	<ul style="list-style-type: none"> Universities leadership RUFORUM 	Medium to Long term
Integration of information technology systems	Universities leadership	Long term
Continuous engagement of third parties	RUFORUM	Medium term

Action	Responsible Stakeholder	Timeline
Improvement of funding for Higher Education	Universities leadership	Long term
Involvement of leadership (University Chancellors) in fundraising	Universities leadership	Medium term
Translating ideas into actionable programs	Universities leadership	Long term
Harmonize Universities relationship with government	Universities leadership	Long term
Universities contribution to politico-socio-economic processes	Universities leadership	Medium term
Retention of institutional knowledge	Universities leadership	Long term
Increase in mentorship / surrogacy programs	Universities leadership	Medium term
Harmonize divisions in Universities between leadership and management	Universities leadership	Long term
Leadership accountability	Governments / Universities leadership	Medium term
Innovation and development	University leadership	Medium to Long term
Gender mainstreaming	Governments / Universities leadership	Long term

Table 2: Action Planning Table

Appendices

Appendix I: 2016 Deloitte Global Human Capital Trends Report

Appendix II: Slides from the presentation

Appendix III: List of attendees

No	TITLE	NAME	GENDER	INSTITUTION	EMAIL
1	Prof	Mohammed Warrag Omer	Male	University of Gezira	vc@uofg.edu.sd ; drwarrag@hotmail.com
2	Prof	Hester C. Kropper	Female	Stellenbosch University	hklopper@sun.ac.za
3	Prof	Jude T. Lubega	Male	Uganda Technology Management University	jlubega@utamu.ac.ug
4	Prof	Jolisoa Ratsirason	Male	University of Antananarivo	ratsirarson@gmail.com
5	Prof	Gustave Mushagalusa	Male	Universite Evangelique en Afrique	nachigera@yahoo.fr
6	Prof	Rose A. Mwonya	Female	Egerton University, Kenya	vc@egerton.ac.ke ; mwonyar@yahoo.com
7	Dr	Florence Nakayiwa	Female	Makerere University, Uganda	fnakayiwa@pdd.mak.ac.ug
8		Grace Cibi	Female	University of Venda	cibig@univen.ac.za
9	Ms	Welheminah Mabogo	Female	University of Venda	Welheminah.mabogo@univen.ac.za
10	Prof	George K. T. Oduro	Male	University of Cape Coast	goduro@ucc.edu.gh
11	Prof	Loveness Kauda	Female	Mzuzu University	dvc@mzuni.ac.mw
12	Prof	Fabian Nabugoomu	Male	Kyambogo University	fnabugoomu@kyu.ac.ug
13	Prof	Osmund Kaunde	Male	Nelson Mandela Africa Institute of Science and Technology	osmund.kaunde@nm-aist.ac.tz
14	Prof	Pedzisai Mashiri	Male	University of Zimbabwe	pedzimash@yahoo.com
15	Prof	Mabel Imbuga	Female	Jomo Kenyatta University of Agriculture and Technology	vc@jkuat.ac.ke

No	TITLE	NAME	GENDER	INSTITUTION	EMAIL
16	Prof	Celestin Obua	Male	Mbarara University of Science and Technology	vc@must.ac.ug
17	Prof	Mary J. N. Okwakol	Female	Busitema University	vc@adm.busitema.ac.ug
18	Ms	Deborah Hollis	Female	Deloitte	dehollis@deloitte.co.ke
19	Prof	Margaret j. Kamar	Female	Global Leadership Consultancy	Margaret.kamar@gmail.com
20	Ms	Delhi Turikurungi	Female	Deloitte	dturikurungi@deloitte.com
21	Mr	Paul Mbithi	Male	Deloitte	pmbith@deloitte.com
22	Prof	Frans Swanepoel	Male	University of Pretoria	Frans.swanepoel@up.ac.za
23	Mr	Leif Christoffen	Male	RUFORUM IAP	leifec@gmail.com
24	Prof	Kay Muir-Leresh	Female	RUFORUM Technical Committee Member	bandroop@gmail.com
25	Prof	Romeela Mohee	Female	University of Mauritius	vc@uom.ac.mu
26	Prof	Adipala Ekwamu	Male	RUFORUM	e.adipala@ruforum.org
27	Mr	John Kalungi	Male	RUFORUM	j.kalungi@ruforum.org
28	Dr	Moses Osiru	Male	RUFORUM	m.osiru@ruforum.org
29	Mr	Emmanuel Okalany	Male	RUFORUM	e.okalany@ruforum.org
30	Dr	Makeen A. Makeen	Male	Peace University	makeenabdalla@gmail.com
31	Dr	Mataba Tapela	Male	Botswana University of Agriculture and Natural Resources	mtapela@bca.bw
32	Dr	Beatrice Muganda	Female	PASGR	bmuganda@pasgr.org

No	TITLE	NAME	GENDER	INSTITUTION	EMAIL
33	Prof	John A. Akec	Male	University of Juba	ja_akec@yahoo.co.uk
34	Prof	Ahmed A. Agab Eldour	Male	University of Kordofan	aagabeldour@yahoo.com
35	Prof	Maviiri John C.	Male	Uganda Matyrs University	maviiri@gmail.com
36	Prof	Peter Mbatl	Male	University of Venda	Peter.mbatl@univen.ac.za
37	Prof	Barnabas Nawangwe	Male	Makerere University	dvcfa@admin.mak.ac.ug
38	Prof	Christine Dranzoa	Female	Muni University	vc@muni.ac.ug
39	Prof	Deo Jaganyi	Male	University of KwaZulu Natal	jaganyi@ukzn.ac.za
40	Prof	Paul K. Wainaina	Male	Kenyatta University	vc@ku.ac.ke
41	Prof	Nkosa Mahao	Male	National University of Lesotho	vc@nul.ls

Contacts



Mabel Ndawula - Partner/ Director Advisory

Tel : +256 (414) 343850

Email : mdawula@deloitte.co.ug

Office : Deloitte (Uganda) Limited
3rd Floor, Rwenzori House
1 Lumumba Avenue
P. O. Box 10314
Kampala, Uganda



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