CHAPTER 3
TANZANIA

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3.1 Introduction: Background

To appreciate the design and structure of the leadership training programme adopted in Tanzania it might be useful to explain the background and rationale for launching the programme at that particular juncture of the country’s history and development. The rationale can be divided into three interlinked factors: local, regional and global imperatives.

Local and national level

From the mid-1970s there was a marked shift in the country’s development paradigm, changing it from a controlled- to a market-driven economy. The political and market-oriented socioeconomic reforms that were initiated in the late 1980s diversified in the 1990s, enabling the private sector to play a major role not only in economic activities, but also in the provision of HE. Accordingly, in 1996 private university institutions started to emerge in Tanzania for the first time, as explained in Chapter 2.6 earlier. The subsequent entry of competitiveness in HE provision posed a significant challenge to the way HE was organised and implemented; in particular, it affected university-government relationships. The government adopted a ‘hands off, eyes on’ posture in its dealings with parastatal organisations, including HEIs. Understandably, this had an enormous impact on university management and practices. The leadership training programme took cognizance of this and tried to sensitise and urge leaders of institutions to act more independently, and to be more proactive in dealing with challenges facing their respective institutions.

Regional and continental level

Tanzania, like many other newly independent African states, established HEIs from the 1960s because they believed that such institutions were essential for stimulating and sustaining economic development. By the late 1980s, however, several universities were experiencing a steady decline due to the worldwide economic slump of the mid-1980s. A World Bank report of the late 1980s described universities in sub-Saharan Africa then as plagued by four interrelated weaknesses:

- Programmes of a dubious quality and irrelevant to the country’s economic needs
- Questionable attempts to develop an indigenous brand of the HE system
- Needlessly high costs
- Socially inequitable and economically inefficient financing.

Consequently, the World Bank advised African governments to direct their attention and resources away from higher education to primary and secondary education. The leadership training programmes initiated and conducted by the AAU in the early 1990s were principally prompted by this World Bank prescription, which essentially threatened the survival of HEIs on the continent. The AAU agreed there was poor management in many of these institutions but thought the correct remedy was not to stifle them but to encourage them to adopt radical change in their institutional management.
One of the areas in which African universities have tended to underperform has been the area of management effectiveness in the face of crisis. Part of the answer to this problem has to do with the role of leadership in appreciating strategic options and deploying the skills necessary to guide their institutions into making the right choices and following through on them.\(^1\)

The AAU believed that wise planning and the judicious use of resources would go a long way towards revitalising and stabilising HEIs in Africa, which is why strategic planning and financing were the two dominant themes of the leadership training programmes of the AAU. The Tanzania training programme also took cognizance of this in its training design, particularly in the selection of topics and modes of delivery. Visits to successful institutions were also envisaged to this end.

**Global and international level**

It was already being widely acknowledged worldwide that HE was in a crisis and that reforms were badly needed to address the situation. Since the crisis was multifaceted, it was felt that reforms also had to be multifaceted. Four areas were repeatedly cited as areas needing urgent attention by HE providers. These were the need for:

- A greater differentiation of HEIs, including the development of private institutions
- A diversification of funding sources for public HE
- A redefinition of the role of the state in HE, with greater emphasis on institutional autonomy and accountability
- An emphasis on the importance of policies explicitly designed to prioritise quality and equity objectives.

Tanzania’s socio-cultural context is quite distinct, being derived from the country’s socio-political past. The system was characterised by centralised planning, management and decision-making styles. Institutional leadership needed to be changed to match the current national and global socioeconomic reforms dictated by market forces. Thus the Tanzania Commission of Universities (TCU) project was designed to rebuild the human-resource capacity of management of HEIs in Tanzania within a short- and long-term perspective. Its objectives were:

- To train top university managers (VCs, DVCs) and university governance (university council members) in their management of academic and administrative matters pertaining to the staff, students and property of HEIs
- To train middle-level university managers (principals, provosts, deans and directors) to manage change and to respond to emerging needs in the global education arena
- To train third-level university personnel (heads of academic and administrative departments, bureaus, etc.) to provide the required leadership support in handling staff, students and financial matters
- To professionalise training in management of HEIs as a step towards nurturing a sustainable mechanism that would ensure the availability of quality managers in the long term.

The training design took these elements into account and tried to draw participants’ attention to these global imperatives. It was also one of the aims of the training programme to enable graduates from Tanzanian universities to compete globally.

3.2 Needs assessment for HELM training

In October 2008 the TCU conducted a needs-assessment study in order to initiate the new training programme on university leadership and management. The study was designed to solicit views and opinions about the training programme with regard to its contents, proposed skills, methodology and learning outcomes.

A questionnaire was prepared and administered to 56 respondents from 20 universities/colleges, as shown in Table 3.1.

Table 3.1: Universities/colleges covered in the study

<table>
<thead>
<tr>
<th>Institution</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCMC</td>
<td>2</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>DUCE</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>5.4</td>
</tr>
<tr>
<td>Zanzibar University</td>
<td>8</td>
<td>14.3</td>
<td>14.3</td>
<td>19.5</td>
</tr>
<tr>
<td>IJMC</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>21.4</td>
</tr>
<tr>
<td>Bugando</td>
<td>2</td>
<td>3.6</td>
<td>3.6</td>
<td>25.0</td>
</tr>
<tr>
<td>Tumaini University</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>26.8</td>
</tr>
<tr>
<td>IMTU</td>
<td>4</td>
<td>7.1</td>
<td>7.1</td>
<td>33.9</td>
</tr>
<tr>
<td>MUCE</td>
<td>2</td>
<td>3.6</td>
<td>3.6</td>
<td>37.5</td>
</tr>
<tr>
<td>St. Johns</td>
<td>14</td>
<td>25.0</td>
<td>25.0</td>
<td>62.5</td>
</tr>
<tr>
<td>SUA</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>64.3</td>
</tr>
<tr>
<td>OUT</td>
<td>3</td>
<td>5.4</td>
<td>5.4</td>
<td>69.6</td>
</tr>
<tr>
<td>Mout Meru</td>
<td>2</td>
<td>3.6</td>
<td>3.6</td>
<td>73.2</td>
</tr>
<tr>
<td>Muslim University of Morogoro</td>
<td>6</td>
<td>10.7</td>
<td>10.7</td>
<td>83.9</td>
</tr>
<tr>
<td>Hubert Kairuki Memorial</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>85.7</td>
</tr>
<tr>
<td>State University of Zanzibar</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>87.5</td>
</tr>
<tr>
<td>Teofilo Kisanji University</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>89.3</td>
</tr>
<tr>
<td>Mzumbe</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>91.1</td>
</tr>
<tr>
<td>UDSM</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>92.9</td>
</tr>
<tr>
<td>University of Arusha</td>
<td>3</td>
<td>5.4</td>
<td>5.4</td>
<td>98.2</td>
</tr>
<tr>
<td>MUHAS</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Profile of respondents

**Positions**

Table 3.2 shows the positions held by those interviewed.

Table 3.2: Positions held by respondents

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC/rector</td>
<td>10</td>
<td>17.9</td>
<td>17.9</td>
<td>17.9</td>
</tr>
<tr>
<td>Provost/deputy VC</td>
<td>15</td>
<td>26.8</td>
<td>26.8</td>
<td>44.6</td>
</tr>
<tr>
<td>Principal</td>
<td>3</td>
<td>5.4</td>
<td>5.4</td>
<td>50.0</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>4</td>
<td>7.1</td>
<td>7.1</td>
<td>57.1</td>
</tr>
<tr>
<td>Dean/director</td>
<td>15</td>
<td>26.8</td>
<td>26.8</td>
<td>83.9</td>
</tr>
<tr>
<td>Head of department</td>
<td>8</td>
<td>14.3</td>
<td>14.3</td>
<td>98.2</td>
</tr>
<tr>
<td>Chaplain</td>
<td>1</td>
<td>1.8</td>
<td>1.8</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
PART TWO  COUNTRY CASE STUDIES

Gender

Table 3.3 shows there is a gender imbalance in the leadership of HEIs – 87.3% of the respondents were men and only 12.7% were women.

Table 3.3: Gender of the respondents

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Men</td>
<td>48</td>
<td>85.7</td>
<td>87.3</td>
<td>87.3</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>7</td>
<td>12.5</td>
<td>12.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Sub-Total</td>
<td></td>
<td>55</td>
<td>98.2</td>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td>1</td>
<td>1.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>56</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Age

The majority of the respondents, at 66.6%, were between 50 and 69 years, 18.5% were between 40 and 49 years, 11.1% were less than 40 years and 3.7% were 70 years or above, as shown in Table 3.4.

Table 3.4: Age of the respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>&lt;40</td>
<td>6</td>
<td>10.7</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>40–49</td>
<td>10</td>
<td>17.9</td>
<td>18.5</td>
<td>29.6</td>
</tr>
<tr>
<td></td>
<td>50–59</td>
<td>18</td>
<td>32.1</td>
<td>33.3</td>
<td>63.0</td>
</tr>
<tr>
<td></td>
<td>60–69</td>
<td>18</td>
<td>32.1</td>
<td>33.3</td>
<td>96.3</td>
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<tr>
<td></td>
<td>70+</td>
<td>2</td>
<td>3.6</td>
<td>3.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>2</td>
<td>3.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>56</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is of concern to note that Table 3.4 above suggests that the majority of individuals in leadership positions at Tanzania’s HE institutions are nearing retirement age. This implies that urgent measures should be taken to equip younger members of staff with the requisite leadership and management skills.

Academic status

Of the 56 respondents, 35 (62.5%) held a doctoral degree, 20 (35.7%) a master’s degree and only 1 (1.8%) had a bachelor’s degree. All ten chief executive (VCs/rectors) interviewed held a PhD. With regards to academic rank, the findings show that of the 49 respondents, 14 (28.6%) were full professors, 13 (26.5%) were associate professors, 8 (16.3%) were senior lecturers, and 12 (24.5%) were lecturers.

Method of appointment to current leadership position

The findings from the needs-assessment study suggest that, in some cases, there was no clear procedure for appointing leaders at the institutions. For example, of the 56 respondents, 22 (39.3%) were appointed via a recruitment committee, while the rest were appointed through other procedures (democratic elections, advertisements and interviews, or a combination of these procedures).

Length of service in present leadership position

Of the 56 respondents, the majority (63.6%) had served in their present positions for less than two years, which implies that they were relatively new in their positions. Thus they were perfectly positioned for training in leadership and management.
Table 3.5: Length of service in the institution

<table>
<thead>
<tr>
<th>Length of service</th>
<th>Frequency</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>13</td>
<td>23.6</td>
<td>23.6</td>
</tr>
<tr>
<td>1 to 2 years</td>
<td>22</td>
<td>40.0</td>
<td>63.6</td>
</tr>
<tr>
<td>2 to 3 years</td>
<td>4</td>
<td>7.3</td>
<td>70.9</td>
</tr>
<tr>
<td>3 to 4 years</td>
<td>8</td>
<td>14.5</td>
<td>85.5</td>
</tr>
<tr>
<td>4 years or longer</td>
<td>8</td>
<td>14.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Prior leadership training

Of the 56 respondents, only 23 (41.1%) indicated that they had had any leadership training prior to their present appointment. The courses they had attended included:

- Administration and management
- Budgeting
- Curriculum innovation
- Educational planning
- Strategic planning and team building
- Project management
- Basics for organisation
- Leadership concepts and behaviour in small and large organisations
- Development of fundable research proposals
- Problems in institutional management
- Theories of leadership from a sociological perspective
- Relevance and validity for quality education in universities.

Broad areas of training interest and their prioritisation

Eight broad areas of study interest were listed in the questionnaire and the respondents were asked to choose a maximum of five and to prioritise them. The findings are given in Table 3.6 (1 being the most urgent training priority).

Table 3.6: Broad areas of training interest and their prioritisation

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Respondents</th>
<th>% who consider it priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>1</td>
</tr>
<tr>
<td>Leadership in academic institutions</td>
<td>50</td>
<td>62.0</td>
</tr>
<tr>
<td>Strategic planning and institutional reform management</td>
<td>44</td>
<td>13.0</td>
</tr>
<tr>
<td>Human resource management</td>
<td>32</td>
<td>12.0</td>
</tr>
<tr>
<td>Resources mobilisation, internal income generation and fundraising strategies</td>
<td>41</td>
<td>12.2</td>
</tr>
<tr>
<td>Management of research, projects management and intellectual property rights</td>
<td>32</td>
<td>18.8</td>
</tr>
<tr>
<td>Quality assurance practices in HE</td>
<td>38</td>
<td>18.4</td>
</tr>
<tr>
<td>Management and management of ethics in Tanzania</td>
<td>20</td>
<td>5.0</td>
</tr>
<tr>
<td>Student governance systems and practices</td>
<td>21</td>
<td>14.3</td>
</tr>
</tbody>
</table>
Preferred training methodology

Four methods around which the workshop could be designed were suggested in the questionnaire. These were (1) presentation followed by general and group discussion; (2) presentation followed by individual and group assignments; (3) case studies sharing best practices; and (4) study visits and sharing of reports. The first method ranked first (75%), followed by study visits and sharing of reports (66%), then case studies and sharing best practices (64.2%) third; and presentation followed by individual and group assignments, which was the least preferred method (21.4%).

Length and site of training

Appreciating the importance of the training, the majority of the respondents (50%) suggested courses of five days each, while 28.8%, 11.5% and 7.7% suggested three, four and two days respectively. Their comments suggested that they viewed such training as important and overdue. They also indicated a preference for the training to be done outside Dar es Salaam to allow for serious and maximum participation.

TCU subsequently developed a comprehensive training programme which took the views of these stakeholders into account. It needs to be stressed, however, that the design also considered the concerns and requirements that had been articulated at the national, regional and global levels, and other broader factors.

3.3 Identification and selection of target groups

As this programme focused on the current and the future generation of university leadership, the target groups were top university management (council members, VCs, principals, provosts and their deputies), senior management (directors and deans) and middle management (heads of departments and senior academics with leadership potential). Particular emphasis was also put on promoting and preparing female academics for leadership roles in universities.

The tone and style of institutional development in a university setting is largely set by the leadership, particularly the top leadership. However, given Tanzania’s socialist past, the lower levels of leadership were accustomed to being involved in decision making, particularly when they had to implement the decisions. The socialist framework had emphasised the power of grass-root units and the notion of collective responsibility. This programme sought to exploit this as it was argued that in the modern world, particularly in a university context, leadership is not a solo performance. To be effective a leader has to embrace and demonstrate co-responsibility.

As a matter of principle, therefore, the training targeted the entire spectrum of leadership but placed particular emphasis on the top leadership. Disharmony between the different layers of university leadership has often been cited as a source of dysfunction at universities. Accordingly the programme was designed to sensitise and train:

- Top university managers (VCs, DVCs) and university council members in skills and competencies required for handling academic and administrative matters pertaining to the staff, students and property of HEIs
- Middle-level university management (principals, provosts, deans and directors) to manage change and respond adequately to emerging needs in the global education arena
- Third-level university management (heads of academic and administrative departments, bureaus, etc.) to provide support in handling staff, students and financial matters in order to promote a sense of collective responsibility.

As the training was aimed at giving prominence to institutional interests and to enhance the institution’s capacity to fulfil its mission satisfactorily, the VC, as chief executive, was asked to select the participants, as he would be best placed to identify who would have the best multiplier effect once sensitised. This approach had positive and negative sides to it. On the negative side,
there were numerous delays in forming training cohorts, because many VCs were slow in replying to the invitation letters. Frequent follow-ups by telephone were necessary to get results. On the positive side, the approach promoted a sense of institutional unity of purpose. The fragility of national unity in many African countries is often reflected in the way institutions operate, and every opportunity should therefore be used to promote unity of purpose in institution building.

A number of deans and directors participated in workshops organised specifically for VCs, largely because at the time they were acting VCs or deputy VCs. The project team did not consider it wise to reject such participants since they were sent as representatives of the leaders of their respective institutions.

Because each of the workshops for VCs had a different theme, it would have been possible for a VC to cover the whole spectrum of training topics. In practice, however, no one was able to do this since many VCs missed sessions due to other pressing engagements.

Although the training was designed primarily for practicing leaders and not potential ones, efforts were also made to provide training for academics, particularly women, who showed special potential for leadership. (However, these academics did not fit comfortably into the training cohorts since they lacked leadership experience. It was also not clear to them if or how soon they would assume leadership positions and thus they were not particularly motivated.)

**3.4 Training model and mode of delivery**

The above-mentioned factors were at the heart of the conceptualisation and development of the Tanzania leadership training programme. Actual implementation of the programme was affected by a range of factors, such as having adequate human and financial resources as well as logistical support.

**Programme goal and objectives**

The main goal of the programme was to build human resource capacity by equipping the managers of HEIs in Tanzania with basic management tools.

The specific objectives were defined as follows:

- To provide top university managers (VCs, DVCs) and university governance (university council members) with new leadership and management skills to deal with a range of staff and student affairs, including conflict management and resolution
- To train middle-level management (principals, provosts, deans and directors) to manage change and to respond to emerging needs in the global education arena
- To equip third-level management (heads of academic and administrative departments, bureaus, etc.) with skills that will enable them to provide support to leadership in their handling of staff, student and financial matters so as to create harmony
- To expose academic staff with leadership potential to a range of skills in preparation for future management positions at HEIs
- To increase the visibility of emerging female academics as potential leaders in HEIs
- To sensitise top- and middle-level university management to gender issues
- To formalise professional training in management of HEIs as a process towards nurturing a sustainable mechanism for ensuring there are well-trained leaders at HEIs in the long term
- To sensitise top university managers (VCs, DVCs) and middle-level management (principals, provosts, deans and directors) to best practices in university leadership and management
To train third-level university management (heads of academic and administrative departments, bureaus, deans of students) in order to build a critical mass of qualified staff for sustainable management of the HE sector.

**Intervention activities**

The project objectives were to be achieved through different training workshops for each target group, and were organised around themes facilitated by experienced national and international presenters. The training activities included:

- Study tours to successful institutions, interspersed with tailor-made seminars or lectures
- Mentoring and working closely with experienced people
- Self-study modules specifically designed to teach a particular skill or range of skills with or without a tutor
- Interactive workshops facilitated by experienced resource persons or retired VCs for a specified period of time
- Case presentations from past VCs and VCs who had visited international universities.

**Identification of presenters/facilitators**

The training focused on solving particular problems experienced by leaders in the course of executing their duties. Such training requires presenters with both theoretical and practical knowledge, thus a main consideration was to find subject experts who also had the ability to engage with the participants.

Since this was the first of this kind of training in the country, the search for suitable presenters was particularly challenging. Also as a matter of principle it had been decided that each module should be assigned to two resource persons; one of them should preferably be from outside Tanzania. Unfortunately, only five external experts were eventually able to participate: three Kenyans, one Canadian, and one South African. One of the lessons learnt here is that there is a need to develop local capacity in leadership training too. Relying on outside facilitators can be culturally awkward, costly and logistically challenging.

In the end, the programme used a total of 33 facilitators from both within and outside Tanzania. External presenters covered the training on student governance, curriculum development and quality assurance, and HE leadership. The TCU linked up with the existing parallel programmes and organisations that had expertise in these issues, such as HERANA/Centre for Higher Education Training (CHET) and the Commonwealth of Learning (COL).

**Training workshops**

During the implementation, (January 2009 to December 2011) 358 university leaders (75% of the originally envisaged 480) were trained in 40 series of workshops.

**Duration and frequency:** Training was conducted four times a year and it involved three training cohorts, each training for two days. The three training sessions ran back to back in order to minimise the travelling costs of the facilitators. Sessions began with a presentation from the TCU Secretariat in which the importance of the topic for institutional success was “elaborately explained”. A summary of such remarks can found in the book of workshop proceedings, *Study Visits to Overseas Universities*, TCU, June 2010. This was followed by a one-hour power point presentation by the main facilitator of the particular topic. Participants were encouraged to interrupt and ask questions or for clarifications during the presentation. The emphasis throughout was on sharing ideas and experiences; the facilitator's role was to generate enthusiasm and stimulate discussion in the group. At the end of each presentation there was a general discussion on the particular topic.
Group discussions were held in the afternoons. The groups were randomly formed but care was taken to vary their composition. Topics for discussion were set by the facilitators. The day ended with a plenary session where the group work was presented and discussed.

**Study visits**

The programme was supplemented by study visits, where by top university leaders were given the opportunity to visit other universities abroad to learn about best practices. By the end of the programme, a total of 19 (63%) of the envisaged 30 top university leaders had visited various overseas universities in Asia, America, Europe and Australia. The best practices learnt from these universities were shared with other members during the training workshops.

Eleven study visits were conducted during the period. Guidelines and terms of reference for the visits were developed and applied. A summary of the 11 reports can also be found on pages viii to xi of the same book.) The universities visited included four in the USA, two in Australia and one each in Ireland, The Netherlands, China, Malaysia and Spain. The reports were presented and discussed at some of the training. A full report about each visit as submitted by participants can be found in a TCU book entitled *Study Visits to Overseas Universities*.

**Some lessons learnt**

- Leadership training should be differentiated from studying and analysing leadership as an academic discipline or exercise
- A good training design should take account of the broader environmental factors and be sensitive to resource constraints
- What leaders want may not always be what they need
- Monitoring and evaluation should be closely aligned to agreed-upon objectives rather than be fitted to the interests and philosophy of the monitoring firm
- Management specialists are not the best institutional leaders, nor are they the best trainers/sensitisers of institutional leaders.

**3.5 Identified areas for training**

The topics covered were tailor-made to fit the specific group of leaders. The broad themes covered were identical for all cohorts; the difference however was in the selection of subthemes and levels of detail. Ten topics were covered during the implementation of the project (2009–2011) as follows:

1. **Leadership in academic institutions**: This broad topic included the following subtopics: criticality of leadership for organisational success, types and styles of leadership, the recruitment and selection of leaders, cultivating trust and respect, avoiding tyrannical and discriminatory practices in African leadership settings, creating vision and constantly and consistently focusing on it, and factors that tear institutions apart or render them dysfunctional.

2. **Strategic planning and reform management**: This theme was covered by the following subtopics: environmental scanning, SWOC analysis, rational priority-setting techniques, systemic issues pertaining to institutional reform (such as numbers, diversity, technology, changing demands etc.), proactive engagement, goal setting, progress monitoring and evaluation techniques, techniques of capitalising on strength and reduction of threats, and unit cost monitoring.
3. **Human resource management**: Subtopics covered here included: recruitment and selection policies, interview techniques, employee development and training, recognition of institutional hierarchy, employee performance appraisal, workplace conflict management and resolution, labour and administrative law theories and practices, principles of natural justice, employee motivation, team spirit, team work and team building, calculating and setting workload norms.

4. **Resource mobilisation – income generation and fundraising strategies**: Under this topic, the following subtopics were covered: financial source diversification, sound financial management systems, fair allocation of meagre resources, judicious cost-cutting measures, outsourcing techniques, promotion of contract research and consultancy services, linking up with industry and business communities, business and technology incubation, fundraising techniques, techniques of relating with funding agencies, factors that undermine trust with funding agencies (poor accounting, frequent reporting delays, poorly prepared reports, frequent miscalculations), continuing education programmes, special fee-paying programmes, effective resource-utilisation strategies, effective utilisation of institutional resources and exploitation of institutional competitive advantages.

5. **Management of research, projects and intellectual property rights**: This topic covered the following subtopics: training in research techniques, possible sources of research funding and conditions for successful bidding, project write-up techniques, laws on intellectual property rights, protection and sale of patents and other intellectual property safeguards, research networking and collaboration and research priority setting.

6. **Quality assurance practices in higher education**: Subtopics covered under this topic included: traditional modes of quality assurance, academic self-sufficiency of universities, self-assessment at institutional and programme level, institutional quality assurance frameworks, the need to externalise quality assurance mechanisms, accountability, commercialisation of HE delivery systems, quality assurance and cross-border education, pressures to de-regulate HE provision, malpractices in the HE industry, future trends and the need for vigilance, and national qualifications frameworks.

7. **Management and management ethics**: Subtopics under this topic included: code of public service ethics, leadership guidelines, staff and stakeholder public relations, laws and regulations governing the running of educational institutions in Tanzania, administrative laws and how to relate to law-enforcing organs in various situations, how to deal with the media and media allegations, institutional marketing strategies, meeting public expectations, national procurement principles and legislation, management malpractices including possible corruption categories in HE, and their prevention and redress.

8. **Gender analysis skills and competencies in universities**: Subtopics covered here include gender in organisations/universities, understanding key gender concepts for application, gender and planning, gender budgeting, gender and monitoring and assertiveness skills.

9. **Student governance systems and practices**: Subtopics included: moving from paternalistic to participatory student governance structures, cost-sharing policies in HE, genuine student struggle versus hooliganism and anarchy, student engagement in services to the public, democratic participation in student government, modes of effective student representation in organs of governance, the nature and value of student associations, and the internalisation of students’ experiences and confidence building.
10. **ICT for institutional prosperity:** Subtopics covered included: current trends in ICT development in Tanzania and globally, and ICT as a tool for facilitating the implementation of institutional core functions.

### 3.6 Uptake and impact

Despite being the first programme of HE leadership training in the history of Tanzania, it was well received by almost all the higher learning institutions nationwide. The results of both the evaluation conducted by ERA and the impact assessment done by the TCU suggest that it was considered useful and many participants would like to have it institutionalised. This programme has changed the way of doing things in many aspects of university leadership and management.

The impact assessment of the leadership training programme conducted by the TCU indicated that before the programme:

- Very few institutions (e.g. UDSM, MUHAS, ARDHI, SUA and Mzumbe) had fundraising activities. This could be attributed to the long-standing attitude of dependency on government subvention and students’ fees characteristic of most public universities.
- There was limited institutional visibility as well as low institutional credibility nationally and internationally, particularly for new universities.
- Some universities did not take gender issues seriously.
- Dialogue channels between management and students and management and staff were not properly institutionalised.
- In most institutions the use of ICT was rather limited and primarily meant to facilitate staff research.
- Governance and institutional management structures of some institutions were not clearly defined.
- The findings from the impact assessment show that 9 out of 16 (or 56%) universities had no quality-assurance units and 5 out of 11 (45.5%) had no quality-assurance policies.

After three years of the programme it is believed to have had a significant impact on these areas:

- **Enhanced institutional visibility and credibility**
  - Most institutions have reportedly established or are in the process of establishing links within and outside Tanzania. Study visits by VCs, DVCs and provosts to overseas universities have enabled nearly all the institutions to create links in important areas such as student and staff exchange, provision of teaching and learning materials and books, equipment other than teaching aids, scholarships and external examination arrangements.
  - Many institutions have advertised their academic programmes nationally and internationally through their websites, and as a result have been able to admit foreign students into their programmes. Seventeen out of the 18 institutions report having academic staff of other nationalities.
- **Improved gender balance and awareness in institutional leadership**
  - Many institutions are striving to establish a gender policy and most institutions give priority to female candidates during recruitment, *ceteris paribus*. There are affirmative actions towards achieving gender balance in all the institutions.
  - There are also deliberate efforts to involve women in university committees and other leadership positions.
• **Institutionalised dialogue channels between management and students and management and staff**
  
  In most institutions there are avenues for dialogue between the management and students and between the management and staff, both academic and administrative. Meetings are organised where views are aired freely and the management takes note of burning issues for appropriate action. This is a sign of good governance.

• **Institutional profile and systems diversified and modernised through use of ICT**
  
  ICT is invariably used in many institutions to support research, teaching and learning as well as administrative operations. There is improved use of the internet in almost all institutions. Both academic staff members and students can access and download teaching and research materials, including electronic books, journals and other educational materials for effective studying.

• **Improved governance and institutional management structures**
  
  • Many institutions have improved their governance and institutional management structures to demonstrate their accountability to students, academic staff, administrative staff and members of council and senate.
  
  • Some institutions have embarked on the process of restructuring their organisational chart to fit the recommendations given in the leadership training programme. This has not only enhanced their performance but has also reduced the bureaucracy in some institutions.

• **Institutionalised quality-assurance systems**
  
  The results of the impact assessment indicate that 17 out of 18 institutions (94.4%) have now put quality-assurance units in place at the institutional level, and 12 out of 17 (70.6%) have quality-assurance policies.

• **Enhanced institutional funding profiles**
  
  • Of the 17 institutions, 16 (94.1%) have fundraising activities including established fundraising committees, conducting short courses and training courses for staff on how to write fundable programme proposals, and are leasing university premises whereby investors are allowed to build, operate and transfer structures.
  
  • Services that used to be performed by university personnel (such as cafeteria services, printing and cleaning) have been outsourced in order to cut down running costs.

Not everything that happened after the training programme can be attributed to it as a number of developments were already underway at some universities. However, the training programme has certainly helped to popularise and spread these developments to other universities in the country. For example, the practice of outsourcing non-essential services which began at the University of Dar es Salaam prior to the programme has subsequently spread and is being copied by other universities, both public and private, largely as a result of interaction and contacts made during the training programme.

**Institutionalisation and sustainability of the programme**

The findings of the impact assessment appear to suggest that most institutions feel strongly that the leadership training initiative could be sustained through the collective involvement of the government, the TCU and higher learning institutions. This is largely due to the fact that the current leadership has seen the advantages of such a programme and is prepared to pass on the knowledge gained to future leaders of the universities.
Considering the significance and viability of the programme, the TCU in collaboration with university institutions has agreed to chart plans and strategies towards institutionalising it and making it sustainable. Such strategies include but are not limited to the following:

- The TCU will set aside funds to be used for the purpose of university institutions capacity-building programmes. In the same way, each university institution is encouraged to set aside adequate funds to cover capacity-building programmes that the TCU will organise from time to time.
- The TCU, in collaboration with university institutions will continue to dialogue with development partners and other financing institutions in order to secure the required financial support for the various capacity building programmes.

**Challenges and future prospects**

Despite the positive impact of the programme, there are still some challenges. ERA identified the following in their summative evaluation report:

- The training programme enables top university management to make leadership changes in their institutions, particularly their leadership style, strategic planning, improved stakeholder involvement, as well as resource mobilisation. However, there has been a lack of support and appreciation from their superiors.
  
  On the other hand, senior managers who had attended the training and reported that they had made changes in their leadership and management styles, strategic planning and curriculum development felt that they still did not have enough control in these areas and were not supported by university authorities.

- Middle-management who attended the training programme had made changes in their management practices, gender focus, strategic planning and approaches to student affairs. However, like the respondents in other positions, some middle-managers were unable to make changes due to financial constraints.

- Other challenges that are common to all the categories of university leadership and management include, but are not limited to, the following:
  - Insufficient competent staff to undertake fundraising activities
  - Extended overseas study visits of deans and directors that place an extra burden on other staff
  - Concern that adopting affirmative action to improve the gender balance in institutional leadership may compromise the quality of university leadership
  - Difficulty in achieving a balance between dialogue between university top management and students on one hand, and staff on the other hand
  - Lack of competent staff to carry out the quality-assurance processes
  - The entrenched attitudes of senior university leaders
  - The availability of local financial resources to sustain the leadership training programme.
Institutionalisation of leadership training

- **Initiatives by the TCU**
  It was envisaged that the TCU-implemented project on human capacity building would serve as a catalyst for the establishment of a permanent unit at the TCU responsible for the professional development of university leaders and managers. While this has not been fully realised, the TCU has established relevant support units in the interim. Specifically, the TCU has established a resource centre at its headquarters in Dar es Salaam and similar resources are also available electronically at the TCU website (www.tcu.org). The resource centre includes, among other materials, all the training modules that were used during training sessions for the capacity-building project. To complement this effort, the TCU has also established a University Services Unit that works closely with universities and university colleges to determine their needs.

- **Government of Tanzania initiatives**
  The TCU leadership has used every available opportunity to highlight the project activities to government leaders (including the President) as a way of raising awareness of the importance of such training for the wellbeing of universities and other institutions in the country. During the life-time of the TCU capacity-building project, the Government of Tanzania established The Uongozi Institute based in Dar es Salaam. However, the mandates of the Institute go beyond Tanzania as it aims to support African leaders in their quest to achieve sustainable development for their nations and for Africa. The training offered by the Institute seeks to inspire and promote the recognition of the role of leadership in sustainable development. The Institute is still in its infancy and receives substantial support from the Finnish government. The Institute offers African leaders opportunities for:
  - Leadership training and development.
  - Sharing of knowledge related to leadership, strategic thinking and sustainable development.
  - Discussion on leadership and strategies for sustainable development.
  - Creating networks with other leaders for leadership development and strategic planning for sustainable development.

- **Efforts by individual universities and university colleges**
  Although many universities and university colleges are running their own leadership training programmes, these are still very ad hoc, and have not yet been integrated into the institutions’ occasional or regular activities. Documentation of these initiatives is still patchy.

### 3.7 Conclusion

This chapter attempted to provide some insight into the three-year programme on human resource capacity building for institutional management in Tanzanian universities. The chapter has provided some useful thoughts on the uptake, impact and sustainability of the university leadership and management training programme. Some of the challenges resulting from implementation of the programme have also been highlighted.

Generally speaking, the programme has been very useful and added value to the leadership and management of university institutions in Tanzania. Despite some of the challenges mentioned, the programme has had an enormous positive impact on the entire spectrum of the HE system in Tanzania. It is hoped that this mutual cooperation and collaboration between the TCU and Carnegie Corporation of New York will be maintained and will serve as a springboard for cooperation in other initiatives of a similar nature in future.