Leadership and Management: Case Studies in Training in Higher Education in Africa

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APPENDIX C
SAMPLE TRAINING FRAMEWORK

Training Framework Elements

1. **Background**

The Training Framework should begin with a Background Section which describes the following:

- Purpose for developing a training programme.
- Who is/are the core target group/s?
- What is the total number of the target group/s?
- Any other pertinent information you feel would be appropriate under the Background Section such as:
  - new organizational-driven requirements (new policies in higher education, political context, changes in higher education)
  - changes in profile of HEI managers
  - decentralization of education process, privatisation, etc.

The background section should be predominantly narrative in structure with perhaps a table or organizational chart to assist you in framing the context of your programme.

2. **Current Status**

The purpose of this section is to describe what sort of training has been completed to date. This section of the framework should be updated each year, and referenced against the previous year for comparative purposes.

- What sort of training has been completed to date? Has the training been Ad Hoc and demand driven or …
- Has there been a formal training plan? If yes, to what extent has the training plan been completed? Did training include out-of-town travel?
- What are the factors that limit training?
- Has there been a needs assessment to identify what sort of training is needed? Provide key findings of needs assessment carried out.

3. **Mission Statement**

The Mission Statement should address what it is you hope to achieve in a global sense with the training programme. For example, your overall goal may be:

*To ensure all management staff learn key skills to enable them to carry out their roles and responsibilities in managing a Higher Education Institution etc.*

It may take one or several different types of training and probably a number of sessions to reach this overall goal. The overall goal differs from course goals and objectives because it is much broader and all-encompassing than course goals and objectives which tend to be more specific to the training and more limited in scope. It would be very challenging to reach the above overall goal in one or even 5 years. A number of different types of training would have to be implemented in order to reach the overall goal. Course goals and objectives are also much more measurable than the overall goal because course participants can help you assess whether or not you have met them.
Appendix C Sample training framework

4. **Methodology**

The methodology describes the approaches to training delivery that will be employed. For example, your training framework may cover 2 years, 5 years and even only one course, or perhaps a phased approach would be more appropriate for your ministry. You may begin with general training one year and include more advanced training the following year. You may also want to offer one or two courses a year on specific topics. The options for this portion of the training plan are limitless.

- How will you reach your overall goal?
- What type of training will be offered? General awareness sessions or topic specific training? Will the training be target specific in some cases?
- Will you develop additional resources for the target group in addition to those they receive during the training sessions?
- Who would be expected to participate in which training? Will the training be catered to a specific target group?

Training Methodology should also be updated each year in the framework as delivery methods are evaluated.

5. **Description of Training**

If you are doing more than one type of training, you may repeat this section in order to describe each type of training you will be conducting (this is where your training framework becomes more specific both in terms of deliverable and time frames).

6. **Time Frames**

Approximately when will the training be offered? Will it be offered from January to March every year or just for 2010? Will a session be offered once in September and once in February every year or once a year? Will the training be offered quarterly, yearly, monthly or weekly even? Will you be offering training via video conference? If so, when?

Approximately when do you expect to have brochures or other documentation complete? Will the documentation be updated each year? When do you expect to have your Web Page up and running?

7. **Goals**

What goal(s) do you hope to achieve from the specific training that you plan to offer?

**Identify Target Groups:** First identify which target group will benefit from the training: Is the goal to ensure all management staff in the universities have the opportunity to participate Council Of Higher Education training or is the goal that all staff must participate in training? Is the goal to train all urban staff first, or all staff throughout the country? Maybe only certain identified staff in an institution will require the training? Decide who the target group for your training will be and then develop one goal to include these people in some sort of training.

**Objectives:** Once you have identified the target group/s that require/s training, then identify what you hope the participants walk away with: Is the goal to provide a comprehensive base-level of expertise to support the target groups or is the goal to ensure a high level of training for some (but not all) target groups? What needs of the target group can you fulfill?

8. **Learning Objectives**

Learning objectives are specific and measurable. Learning objectives identify specifically what the participants will do/learn/understand/identify/recognize, etc.
Some examples of objectives would include any of the following:

**The participant will:**
- understand the importance of gender mainstreaming
- recognize HODs responsibilities regarding strategic planning
- identifying priority areas of need within his/her institution, etc.

9. **Organization**

What do you need to accomplish the training objectives?

**Coordination of Training Delivery:**
- Do you need to identify writers and presenters and coordinate a number of training sessions?
- Do you need to find facilities that will be available on a given date?
- Do you have to solicit participants? If yes, will you send out a general e-mail or contact people by phone or post an advertisement? Will you have registration via the Intranet?
- How will the training be delivered? Will a facilitator actually give the session, will it be given via video-conferencing or will you develop a brochure or package that is self-explanatory? Will you create a video/DVD to send around institutions?
- Monitoring – how will you track the outcomes and identify shortfalls of the training method?

10. **Materials**

Once you have identified how you will deliver the training, what materials do you need to deliver the training:
- Will you use slides, video or satellite TV?
- What sort of hand-outs will you provide participants?
- Will participants be expected to participate in case studies, pre-tests and/or post-tests?
- Will there be a poster you want to use?
- Will you develop a manual to supplement your training?

11. **Training Schedule and Budget**

Finally, the Training Schedule and Budget specifically identifies the date, method, cost and approximate number of participants to be trained.

It would be useful to identify the approximate number of participants to be trained by level (this will make it easier to report back to Carnegie)

12. **Reporting**

Finally, when the annual round of training is complete, you should consider the type of reporting you wish to do. A summary of the above information is a good place to start and you can flesh out this report with the actual cost and number of participants trained. This information will be helpful in forming part of your overall evaluation of the training program.

You may also want to create an Executive Summary to report on the successes to date, the challenges ahead, and the potential impact on staff and budget for the coming fiscal year.

(Modified from Government of British Columbia http://www.lcs.gov.bc.ca/privacyaccess/TT_Mandinal/Sec3_develop.htm)