UFS Business School
Management and Leadership Programmes
<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>General Information</td>
</tr>
<tr>
<td>5</td>
<td>Learning Path</td>
</tr>
<tr>
<td>6</td>
<td>Short Learning Programmes</td>
</tr>
<tr>
<td>7</td>
<td>New Managers Programme</td>
</tr>
<tr>
<td>14</td>
<td>Higher Certificate in Management Development</td>
</tr>
<tr>
<td>22</td>
<td>Executive Development Programme</td>
</tr>
<tr>
<td>25</td>
<td>Advanced Project Management</td>
</tr>
<tr>
<td>28</td>
<td>Operational Leadership - Connecting the dots</td>
</tr>
<tr>
<td>31</td>
<td>Women in Leadership</td>
</tr>
</tbody>
</table>
General Information

The UFS Business School helps both individuals and companies to stay competitive, by bridging the gap between their existing skills and competencies and those required. The Business School makes it a priority to ensure that individuals and companies meet the challenges and opportunities presented, distinguish themselves from their competitors and achieve higher performance.

CENTRE FOR BUSINESS DYNAMICS

It is becoming increasingly difficult for companies and individuals to survive in today’s volatile and highly competitive global and domestic business environment.

The only absolute in this environment is that radical innovation and change are inevitable. This new business order demands new ways of thinking, new ways of managing, and new ways of working. Thus, of utmost importance in this new order is the extent to which companies invest in their capacity to innovate and change (aligning with current and future realities) that is, making their human capital and business models “revolution-ready”.

The Centre for Business Dynamics, under the banner of the Business School at the University of the Free State, will help you and your company stay competitive by bridging the gap between your existing skills and competencies and those required. We will make it our priority that you meet the challenges and opportunities presented, distinguish yourself from your competitors, and achieve higher performance.

Our large portfolio of products and services, coupled with a network of national and international experts, enables us to offer tailor-made, state-of-the-art organisational and personal development solutions. From customised executive education programmes, workshops and consultations, to strategy and leadership development — we have it all. Make the call today and start investing in your success and the fulfilment of your dreams.

MISSION

The mission of the Centre for Business Dynamics is to offer customised training and development solutions of the highest quality and relevance, in order to ensure that the skills and competencies of companies and individuals are relevant and that they can cope effectively with the radical innovation and changes in their environments, thereby enhancing their ability to achieve success.

VISION

The vision of the Centre is to make a world-class contribution towards the future performance and competitiveness of the business sector in South Africa.

Learning Path

All the programmes presented by the UFS Business School lead to a formal qualification or professional designation.

The logical flow of the Learning Path is as follows:

- Short Learning Programmes (including the NMP)
- Higher Certificate in Management Development (HCert)
- Bachelor of Management Leadership (BML)
- Postgraduate Diploma in Business Administration (PGDip)
- Master of Business Administration (MBA)
- PhD

The New Managers Programme (NMP) is a formal 8 month certificate, aimed at the development of newly appointed or potential managers.

The Higher Certificate in Management Development (HCert) is a formal 1 year certificate, accredited by SAQA aimed at the development of middle management.

The Bachelor of Management Leadership (BML) is an outcomes-based, part time formal tertiary qualification, specifically developed for adult learners. The BML adds value to the middle management levels by educating managerial leaders.

The Postgraduate Diploma in Business Administration (PGDip) is a formal postgraduate qualification.

The Master of Business Administration (MBA) programme is fully accredited by the Council for Higher Education. It is a part-time programme delivered at the Business School.

The PhD is a research-based qualification and is awarded with an endorsement in “Business Administration”.

4
Several Leadership, Management and Functional SLP’s are accredited with the UFS and aligns with formal programmes. Refer to the SLP Infographic.

The Higher Certificate in Management Development is a formal higher certificate, accredited by SAQA. Recognition to the Bachelor of Management Leadership is available through RPL.

Upon completion of the Bachelor of Management Leadership, or any other first degree, students may apply for the Postgraduate Diploma in Business Administration.

Upon completion of the Postgraduate Diploma in Business Administration, or any relevant Honors Degree, students may apply for the Master of Business Administration.

Upon completion of the Master of Business Administration, students may apply for the PhD.

Upon completion of the PhD the students contributes to the field via authoritative research articles and presentations.

*All programmes are subject to specific admission requirements.
Short Learning Programmes are accredited with the UFS and recognition to predefined formal programmes is available through Recognition of Prior Learning (RPL).

All short learning programmes can be customised and offered on an in-house basis.
be worth more

New Managers Programme
MISSION
The main objective of the New Managers Programme is to assist employees in making a successful crossover from their current work levels to that of management. This can be achieved by explaining and practising the principles of management in order to help the participant develop into a self-reliant and creative manager.

INFORMATION
The economic challenges and responsibilities that South Africa is facing with, require management development within the context of unique and often fluctuating circumstances. Not only does this programme meet this important requirement, but it has been constructed in such a way that both the employer and employee will reap the benefits of the programme without being unduly inconvenienced. We believe that one should first be able to manage oneself before one can manage other people. For this reason self-development is a very important part of the programme. Leadership is something that can be acquired by everyone, and the objective of this programme is to help develop these properties in every student enrolled in the programme.

ENTRANCE REQUIREMENTS
Supervisors and potential first-level managers with a minimum of 2 years’ supervising experience and/or a manager’s recommendation.

REGULATIONS
Rules and regulations are available on request.

PROGRAMME STRUCTURE
DURATION
The duration of the programme is approximately 8 months and the lectures are presented over 15 lecture days.

Lecturing times are from 08:15 to 16:30. Lecture days exclude the days on which the examination for each module will take place.

LANGUAGE MEDIUM
Discussions and assignments will be conducted and written in English.

ASSESSMENT
Evaluation will take place continuously. This includes assignments and personal learning experiences which will contribute towards a final portfolio of evidence.

PROGRAMME REGISTRATION AND FEE
The programme fee is available on request and includes all study material. The closing date for registration is November for commencement the following year. Note that the programme can be customized and offered on an in-house basis for companies across South Africa.

CONTENT
Various management topics are integrated in the programme covering the following themes:
• Leading People
• Leading Change
• Leading Operations
• Market Insights
• Labour Relations

The content above is covered in 9 academic modules and 2 support modules relating to assignments and final presentation.

ACKNOWLEDGMENT AND ACCREDITATION
After the successful completion of the programme, the student will receive a certificate (NQF level 5) issued and endorsed by the UFS. Recognition to the Higher Certificate in Management Development is available (13 credits). This programme forms part of a learning path offered to UFS Business School students and allows students, without a degree, to participate in management studies and eventually earn a management degree.
NEW MANAGERS PROGRAMME (NMP)

**BLOCK 1**
LEADING PEOPLE
Day 1, 2 & 3

**BLOCK 2**
LEADING CHANGE
Day 4, 5, 6 & 7

**BLOCK 3**
LEADING OPERATIONS
Day 8, 9, 10 & 11

**BLOCK 4**
LABOUR RELATIONS
MARKET INSIGHTS
FINAL ASSESSMENT PREPARATION
Day 15
Day 14
Day 12 & 13

**Day 14**
**Day 15**

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**Day 12 & 13**

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**Day 8, 9, 10 & 11**

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**Day 4, 5, 6 & 7**

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**Day 1, 2 & 3**

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<thead>
<tr>
<th>Day</th>
<th>Theme</th>
<th>Module</th>
<th>Unit</th>
<th>Topics</th>
</tr>
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</table>
| **LAUNCH** | Programme Overview | | • Orientation  
| | | | • POE management  
| | | | • Assignment coaching  
| | | | • Presentation skills |
| **DAY 1 & 2** | Leadership foundations | Understand myself | | • Personality analysis  
| | | | • Identity and performance at work |
| | | Understand others | | • Emotional intelligence: recognise own and other emotions  
| | | | • Diversity circle |
| | | Aplied goal setting | | • Career and personal goal setting  
| | | | • Organisational goal link to personal goals  
| | | | • Time management |
| | | Communicating as a leader | | • Interpersonal communication  
| | | | • Barriers in communication  
| | | | • Team communication  
| | | | • Strategies for communication |
| **DAY 3** | Practical leadership | Leadership styles | | • Analysis of first line management enviroment  
| | | | • Link between job profile/tasks and strategic content  
| | | | • Leadership style analysis |
| | Leadership action | | • Leadership action analysis  
<p>| | | | • Performance management linked to leadership action |</p>
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</tr>
</thead>
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| DAY 4   | The World of Business | The impact of change in the business environment | - The functioning of an economic system  
- Demand & supply  
- The role of authority in an economic system |                                                                      |
|         |                      | Translation of business environment change into organisational strategy | - Vision, mission & values  
- Strategic choices / priorities  
- Strategic objectives, measures and targets  
- Strategic initiatives |                                                                      |
| DAY 5   | Executing Strategy  | An eight step process for managing change | - Create a sense of urgency  
- Pull together the guiding team  
- Develop the change vision and strategy  
- Communicate for understanding and buy in  
- Empower others to act  
- Produce short-term wins  
- Don’t let up  
- Create a new culture |                                                                      |
| DAY 6 & 7 | Project management in rolling out strategy | Employee engagement best practice | - The business case for engagement  
- The look of engagement  
- The feel of engagement  
- So what about satisfaction?  
- The engagement culture  
- Actual changes that build and maintain engagement  
- Leadership behaviour and engagement  
- Resistance to change and engagement  
- How should engagement initiatives be communicated? |                                                                      |
|         |                      |                               | - Understanding the importance of projects in executing organisational strategy  
- Project concepts  
- Initiating the project  
- Project planning  
- Project execution  
- Monitoring & control  
- Closing the project |                                                                      |
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<th>Assignment Type</th>
</tr>
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| DAY 8 & 9 | LEADING OPERATIONS     | Operations & Logistics       | The fundamentals of operations and logistics | • Defining operations  
• Defining operation management  
• Roles of the operational manager  
• The transformation process  
• Operations strategy  
• Different types of operations – operation characteristics | INDIVIDUAL      |
|           |                        | Management                   | Application of operations and logistics theory | • Internal customers and internal suppliers relationship  
• Performance objectives  
• Performance objectives and the internal supplier / customer  
• Product design / service design  
• Capacity  
• Buffering operations  
• The supply network perspective  
• Inventory  
• Enterprise resource management (ERP)  
• Just-in-time (JIT)  
• Quality and total quality management (TQM) |                |
| DAY 10 & 11 | COSTING ACCOUNTING     |                                | Basic accounting and the concept of cost       | • Reasons why management needs financial information  
• Cost classification |                |
|           |                        |                                | Break-even calculation                         | • The relationship between various types of cost, volume of sales and profit  
• Break-even analysis  
• The practical use of the break-even concept |                |
|           |                        |                                | Budgeting                                       | • What is a budget?  
• The importance of a budget for management  
• Managing a budget (planning, control and coordination)  
• The budgeting process |                |
| Day 12 | MARKET INSIGHTS | Marketing | Basic concepts of marketing | • The critical role of marketing in organisations and in society  
• The basics concepts of marketing  
• The marketing management process  
• The marketing recipe  
• Marketing strategy |
| Day 13 | Information Technology and Marketing Communication | The role of information technology in your personal and business marketing environment | • Information technology  
• Marketing communication |
| Day 14 | LABOUR RELATIONS | Labour Relations | Labour relations and the legalistic framework | • Labour Relations Act  
• Discrimination in human resource management  
• Basic conditions of the employment act  
• Unemployment insurance act |
| | | | Unfair dismissal and unfair labour practice | • Unfair dismissal and unfair labour practice |
| | | | Procedures in labour relations | • Strikes and lock-outs in South Africa  
• Staff reduction procedures  
• Disciplinary process  
• Discipline and dismissal  
• Grievances  
• Incapacity due to unsatisfactory work performance |
| | | | Negotiation skills | • Practical collective bargaining and negotiations  
• Conflict and power in the negotiation process  
• Bargaining strategies  
• The sub-process of negotiations  
• Personality and skills dimensions of a negotiator  
• Negotiations tactics  
• Mistakes during negotiations |
| Day 15 | ASSESSMENT PREPARATION | Final Assessment | | • The nature of the final assessment will determine the support/coaching provided |
be worth more

Higher Certificate in Management Development
INFORMATION
The Business School within the Faculty of Economic and Management Sciences, has established itself as a leader in South Africa in the provision of Higher Certificate in Management Development. A dynamic supplement to this spectrum of management programmes on offer, is an excellent Higher Certificate in Management Development (HCert). The HCert emphasises leadership development, the broadening of insight by exposure to the most important management disciplines and its integration into a total management approach. This tailor-made qualification has been designed to assist institutions in both the private and public sectors. It is aimed at developing employees, especially focused on middle management group level, to enterprising and professional managers.

ENTRANCE REQUIREMENTS
• 22 years of age
• National Senior Certificate or National Certificate Vocational (Level 4)
• A minimum of 2 year’s experience as supervisor or first level manager and/or manager’s recommendation

REGULATIONS
Rules and regulations are available on request.

PROGRAMME STRUCTURE
DURATION
The duration of the programme is approximately 1 year.

LANGUAGE MEDIUM
A team of lecturers with vast experience in different fields of management, leadership, entrepreneurship, etc. present the Higher Certificate in Management Development in English.

ASSESSMENT
The HCert programme involves resource-based learning for adults. This means self-study with the aid of programme guides. Assessments include assignments and open-book examinations.

PROGRAMME REGISTRATION AND FEE
The programme fee is available on request and includes all study material. Note that the programme can be customised and offered on an in-house basis for companies across South Africa.

CONTENT
Various management topics are integrated in the programme. The content is covered in 16 academic modules.

ACKNOWLEDGMENT AND ACCREDITATION
After the successful completion of the programme, the student will receive a certificate (NQF level 5) issued and endorsed by the UFS. Recognition to the Bachelor of Management Leadership is available. This programme forms part of a learning path offered to UFS Business School students and allows students, without a degree, to participate in management studies and eventually earn a management degree.

All modules are also presented as Short Learning Programmes
HCERT MODULES

- Foundation Skills
- General Management & Communication
- Financial Management & Cost Accounting
- Economics & Banking for Managers
- Business & Information Technology
- Enterprise Risk Management
- Strategic & Change Management
- People Management
- Leadership Development
- Marketing & Digital Marketing
- Labour Relations
- Institutional Memory & Knowledge Management
- Operations & Logistics Management
- Ethics & Governance
- Project & Programme Management
- Entrepreneurship & Innovation

- General Management & Communication
  - Communication techniques and communication skills
  - The four functions of management:
    - Planning and Decision Making
    - Organising
    - Leading and Implementing
    - Control
**Financial Management & Cost Accounting**
- Basic accounting
- Analysis of financial statements and cash flows
- Cost-volume-profit analysis
- Budgeting
- Balanced scorecard
- Ratio analysis
- Cost of capital
- Debt versus equity
- Evaluating capital budgeting projects using Net Present Value (NPV)
- The management of growth
- Performance appraisal using EVA

**Economics & Banking for Managers**
- Factors influencing price sensitivity for a specific product
- The interaction of market forces of demand and supply in order to determine price and output
- The impact of market power and price regulation (like price ceilings and price floors) on price and output levels of a specific product
- The interrelation of key concepts such as economic growth, inflation, interest rates, exchange rates, etc. in the macro-economy
- Globalisation, its economic impact and the key forces that are driving it
- The different financial institutions
- Advantages of financial institutions and markets
- The role of the different types of financial instruments in the operation of a modern economy
- The different types of financial markets, such as primary and secondary markets, money markets, capital markets, debt markets and foreign exchange markets
- The role and functions of the bank of South Africa

**Business & Information Technology**
- The role of technology in business decisions
- IT in business processes
- Changes in technology and the impact thereof on a business
- The impact of technology on business growth with regards to:
  - Purpose
  - Impact
  - Efficiency
  - Investment
- The management of IT risks on the basis of the:
  - Identification, assessment and mitigation of risks
  - Development of response plans
  - Revision of risk management procedures
  - Legal requirements
  - Policies and procedures
  - Reduction of IT risks
- Protection of personal information (ICT Law and POPI Bill)
- Next generation IT trends
- Defining cloud computing
- Technology and TCO
- The use of Microsoft applications in business
Enterprise Risk Management
- Defining a risk
- Risks organisations are exposed to
- The increasing importance of managing risks
- Triggers of risks
- Risks along the value chain
- Cascading risks
- Defining risk management
- The risk management process:
  - Risk assessment
  - Risk response

Strategic & Change Management
- Strategic vision and mission
- Exploration of the external environment
- Analysis of the internal environment
- Strategic goals and strategy formulation
- Competitive and grand strategies
- Strategy maps
- Implementing a strategy
- Organisational context as an element of strategy implementation
- Strategic control
- Management of change

People Management
- Human resources planning
- Job analysis
- Recruitment and selection
- Training and development
- The meaning and nature of motivation
- Theories about work motivation
- The components of the career development perspective
- The nature and content of performance appraisal
- Performance appraisal techniques
- Job evaluation methods
- The nature and essence of self-development
- Influence of self-image on the individual’s general functioning
- Strategies for improvement of a positive self-image
- The nature and meaning of stress
- Symptoms of stress
- Strategies for handling stress effectively
Leadership Development
- Organisation context: Traditional versus 21st century organisations
- The role, tasks and skills of the leader
- The importance of self-development and self-knowledge within a leadership context
- Personality preferences and leadership
- Emotional intelligence and leadership
- Managing interpersonal conflict
- Creative problem solving
- Intra- and interpersonal communication skills and strategies
- Empowering the team
- The overall management of diversity within the context of a 21st century organisation

Marketing & Digital Marketing
- Marketing management and the marketing concept module
- The marketing environment
- Consumer behaviour and decision making
- Market segmentation and target marketing
- Product and pricing decisions
- Marketing communication
- Distribution decisions
- Services marketing
- Strategic marketing planning
- Functional / operational marketing planning
- Customer relationship management
- The digital marketing environment
- Consumer behaviour and digital marketing
- Digital marketing and marketing strategy
- Contemporary topics in digital marketing

Labour Relations
- Labour relations and the legalistic framework:
  - Labour Relations Act
  - Discrimination in human resource management
  - Basic Conditions of the Employment Act
  - Unemployment Insurance Act
- Unfair dismissal and unfair labour practices
- Procedures in labour relations:
  - Strikes and lock-outs in South Africa
  - Staff reduction procedures
  - Disciplinary process
  - Discipline and dismissal
  - Grievances
  - Incapacity due to unsatisfactory work performance
- Negotiation skills:
  - Practical collective bargaining and negotiations
  - Conflict and power in the negotiation process
  - Bargaining strategies
  - The sub-process of negotiations
  - Personality and skills dimensions of a negotiator
  - Negotiations tactics
  - Mistakes during negotiations
Institutional Memory & Knowledge Management
- The importance of knowledge
- Converting one type of knowledge to another
- Institutional / organisational memory
- The importance of organisational memory
- Causes of losing organisational memory
- The effects of the loss of organisational memory
- Knowledge management
- Why knowledge management often fails
- Why knowledge management often succeeds
- Ways of knowledge acquisition, preservation and sharing
- Knowledge management: methods attempting to retain
- Best practice: capturing and preserving knowledge for reuse
- Communities of practice

Operations & Logistics Management
- Defining operations and operations management
- Roles of the operational manager
- The transformation process and operations strategy
- Different types of operations – operation characteristics
- Internal customers and internal suppliers relationship
- Performance objectives and the internal supplier / customer
- Product design / service design
- Capacity and buffering operations
- The supply network perspective
- Inventory planning and control
- Enterprise Resource Management (ERP) and Materials Requirement Planning (MRP)
- Learn synchronisation and Just-in-Time (JIT)
- Quality and Total Quality Management

Ethics & Governance
- Governance in South Africa, with regards to the legal framework
- Corporate ethics and avoiding high risk areas
- Ethics defined
- Governance:
  - The three pillars for good governance and sustainable development
  - Accountability in governance
  - Trust in governance
- Differentiating between right and wrong
- What makes something ethical
- Division of action into three categories
- The importance of ethics
- Rights and responsibilities
- Descriptive ethics:
  - Normative ethics
  - Teleological ethics
  - Deontological ethics
  - Meta-ethical theories
- The art of living – making choices
- Applied ethics
- The natural environment – is it natural/morally correct?
- Man-made environments
- Media issues
Project & Programme Management
- Modern project management
- The development of project management systems
- Defining of the project
- Cost estimation and development of the budget
- Development and construction of the project network:
  - Gantt charts
  - Pert simulation
- Project management structures
- Leadership: Be an effective project manager
- Progress, performance measurement and evaluation
- Project audit and closure

Entrepreneurship & Innovation
- Importance and scope of entrepreneurship
- The fundamental concepts of entrepreneurship
- Opportunity screening: The driving forces of successful new venture creation
- Intrapreneurship: Referring to the need for entrepreneurship in big companies
- Opportunity Screening: Identifying and presenting an original opportunity
- Innovation and commercialization
- The writing of a business plan
- Creating an entrepreneurial team
- Determining the amount of capital / resources needed to start a business
- Assessing the various sources of funding, focusing on debt and equity

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be worth more

Executive Development Programme
MISSION
The main objective of the Executive Development Programme is to assist participants with the development of leadership capacity and to transition into strategic leadership roles. A Business Driven Action Learning Model that is enriched through Business Coaching helps participants to integrate their learning and to close the gap between understanding and effective action.

INFORMATION
Although change in the twenty-first century is discontinuous, abrupt, and seditious, it does not mean that we must stop the search for and implementation of timeless principles into our personal and enterprise levels and, in so doing, position ourselves for the pursuit of long-term performance and competitiveness.

The tasks of managers and leaders have become more complex and challenging than ever, and finding clear-cut “answers” is almost impossible.

The programme therefore creates awareness of the disruptive and ever-changing age we live in and confronts the participant with the enormous complexity and challenges that management and leadership face in the twenty-first century, especially in relation with innovation, repositioning and change management.

ENTRANCE REQUIREMENTS
Admission to the Executive Development Programme is subject to the UFS General Rules for first qualifications, postgraduate diplomas, bachelor Honour’s degrees, master’s degrees, doctoral degrees, higher doctorates, honorary degrees and convocation and the specific requirements of the UFS Business School.

Specifically, students must:
Be in possession of a National Senior Certificate or the National Certificate (Vocational) with appropriate subject combinations and levels of achievement OR Admission on the basis of recognition of prior learning where a person who does not qualify for admission to an academic qualification can, in accordance with the following guidelines: A person in possession of a National Senior Certificate (as from 2008) or a School-leaving Certificate (prior to 2008), with at least five years’ applicable work experience, including formal and non-formal learning. This work experience must include five years’ management experience. Candidates admitted according to a RPL process cannot exceed 10% per intake.

REGULATIONS
Rules and regulations are available on request.

PROGRAMME STRUCTURE

DURATION
The duration of the programme is approximately 8 months. Lecturing times are from 08:00 to 17:00.

LANGUAGE MEDIUM
Discussions and assignments will be conducted and written in English.

ASSESSMENT
Evaluation will take place continuously. This includes assignments and personal learning experiences which will contribute towards a final portfolio of evidence.

PROGRAMME REGISTRATION AND FEE
The programme fee is available on request and includes all study material. Note that the programme can be customized and offered on an in-house basis for companies across South Africa.

CONTENT
Various Management Topics are integrated in the programme covering themes like:
- Contemporary Leadership
- Megatrends
- Strategic Management
- Stakeholder Alignment

ACKNOWLEDGMENT AND ACCREDITATION
The EDP is an UFS Accredited, competency-based, 44 credit programme (NQF level 8).
EXECUTIVE DEVELOPMENT PROGRAMME (NQF 8)

CONTEMPORARY LEADERSHIP
- Authentic and Mindful Leadership
- Igniting Diverse Potential Cross-functionally
- Leading Change through Neuroleadership

MEGATRENDS
- Systems Thinking
- Macro-economics
- Political/Social
- Technology
- Environmental
- Legal

STRATEGIC MANAGEMENT
- Dealing with complexity
- Executing Strategy
- Governance, Risk & Compliance

STAKEHOLDER ALIGNMENT
- Change Management
- Strategic Partnerships
- Stakeholder Management

INTEGRATED COACHING

FORMATIVE ASSESSMENT
CONTEMPORARY LEADERSHIP ASSIGNMENT (INDIVIDUAL)

SUMMATIVE ASSESSMENT
ACTION LEARNING PROJECT: REPORT (INDIVIDUAL)

ACTION LEARNING PROJECT: REPORT & PRESENTATION (GROUP) 30%
be worth more

Advanced Project Management
OBJECTIVES OF THE PROGRAMME

All modern managers need to be equipped with Project Management skills to effectively manage ever changing environments. The programme is designed with the Project Lifecycle as foundation for applying planning and control techniques. Although powerful (but inexpensive) project management software is readily available for personal computers, its application will only be effective if the planning and control techniques are clearly understood. The project manager needs a compressive toolkit – just as a plumber works with a bag of tools, so the project manager works with a computer producing organisation charts, work breakdown structures, bar charts, resource histograms and cash flow statements. The programme integrates the use MS Project Software.

LEARNING OUTCOMES

By the end of the programme, participants should be able to:

- Understanding the history and application of the science of project management, to establish foundational definitions and concepts including the project lifecycle
- Conceptually define good projects, get the right people involved and assess project feasibility
- Apply planning tools and techniques used in project design
- Apply best practices in project execution and control through people management
- Perform formal project closure
- Perform Project Planning and Control with the use MS Project Software

Who Should Attend?

This short learning programme serves as a basis for further studies in business, management and leadership. The programme is aimed at general managers, project managers, project planners, project co-ordinators, project schedulers, construction managers, IT project managers and members of a project office.

Duration: 10 Months

Blended learning approach between contact sessions and online learning

Accreditation:

After the successful completion of the programme, the student will receive a certificate (NQF level 7) issued and endorsed by the UFS. Recognition to the Higher Certificate in Management Development is available.

All short learning programmes can be customised and offered on an in-house basis.

NQF level: 7
Credits: 70

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PROGRAMME OUTLINE

This SLP comprises of four themes, covering the following:

- **Theme 1** (Introduction to Project Management and the Project Lifecycle) provides a short history and application of the science of project management, establishes foundational definitions and concepts and introduces the project lifecycle.
  - Project definition
  - Project management definition
  - The process of management by projects

- **Theme 2** (Project Concept & Initiation) focuses on the immense need to conceptually define good projects (frontend design and development), getting the right people involved and assessing project feasibility.
  - Project charter
  - Project team
  - Project feasibility

- **Theme 3** (Project Design & Development) focuses the tools and techniques used in project design and development.
  - Planning tools and techniques used in project design
  - Work breakdown structure
  - Critical path
  - Schedule Gantt Chart
  - Procurement Schedule
  - Resource Planning
  - Budget & Cash Flow
  - Quality Control
  - Risk Management
  - Project Communication
  - Compile a Baseline Plan
  - MS Project Software

- **Theme 4** (Project Implementation and Project Commissioning & Handover) discovers the best practices in project implementation through people management as well as formal project closure.
  - Working in a team
  - Leadership styles relate to decision-making
  - Motivational theory
  - Interpersonal conflict
  - Project Execution and Control
  - Project Reporting
  - Formal project closure

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Duration: 10 Months

Blended learning approach between contact sessions and online learning

Accreditation:

After the successful completion of the programme, the student will receive a certificate (NQF level 7) issued and endorsed by the UFS. Recognition to the Higher Certificate in Management Development is available.

All short learning programmes can be customised and offered on an in-house basis.

NQF level: 7
Credits: 70

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Operational Leadership – Connecting the dots
MISSION

The main objective of the programme is to assist participants with the development of leadership capacity in operational leadership roles. A Business Driven Action Learning Model that is enriched through Business Coaching helps participants to integrate their learning and to close the gap between understanding and effective action.

INFORMATION

Although change in the twenty-first century is discontinuous, abrupt, and seditionous, it does not mean that we must stop the search for and implementation of timeless principles into our personal and enterprise levels and, in so doing, position ourselves for the pursuit of long-term performance and competitiveness.

The tasks of managers and leaders have become more complex and challenging than ever, and finding clear-cut “answers” is almost impossible.

The programme therefore creates awareness of the disruptive and ever-changing age we live in and confronts the participant with the enormous complexity and challenges that management and leadership face in the twenty-first century, especially in relation with innovation, repositioning and change management.

ENTRANCE REQUIREMENTS

Admission to the programme is subject to the UFS General Rules for first qualifications, postgraduate diplomas, bachelor Honour’s degrees, master’s degrees, doctoral degrees, higher doctorates, honorary degrees and convocation and the specific requirements of the UFS Business School.

Specifically, students must:

Be in possession of a National Senior Certificate or the National Certificate (Vocational) with appropriate subject combinations and levels of achievement OR Admission on the basis of recognition of prior learning where a person who does not qualify for admission to an academic qualification can, in accordance with the following guidelines: A person in possession of a National Senior Certificate (as from 2008) or a School-leaving Certificate (prior to 2008), with at least five years’ applicable work experience, including formal and non-formal learning. This work experience must include five years’ management experience. Candidates admitted according to a RPL process cannot exceed 10% per intake.

REGULATIONS

Rules and regulations are available on request.

PROGRAMME STRUCTURE

DURATION

The duration of the programme is approximately 8 months. Lecturing times are from 08:00 to 17:00.

LANGUAGE MEDIUM

Discussions and assignments will be conducted and written in English.

ASSESSMENT

Evaluation will take place continuously. This includes assignments and personal learning experiences which will contribute towards a final portfolio of evidence.

PROGRAMME REGISTRATION AND FEE

The programme fee is available on request and includes all study material. The closing date for registration is November for commencement the following year. Note that the programme can be customized and offered on an in-house basis for companies across South Africa.

CONTENT

The three core topics that are integrated in the programme includes:

- Orientation: Developing a Systems Perspective on my work environment
- Knowing myself
- Influencing my team
- Understanding my context
- Integration: Integrate the programme themes through Action Learning

ACKNOWLEDGMENT AND ACCREDITATION

The programme is an UFS Accredited, competency-based, 50 credit programme (NQF level 6).
OPERATIONAL LEADERSHIP - CONNECTING THE DOTS (NQF 6)

**ORIENTATION**
- Various components of the programme
- How the various components relate to each other
- A systems perspective to my organisation

**KNOWING MYSELF**
- How do I make decisions?
- What are my biases?
- How do I manage my emotions?
- How flexible am I in my thinking processes?

**INFLUENCING MY TEAM**
- Am I aware of my team members emotions?
- Do I communicate effectively with team members?
- Can I successfully handle conflict and negotiate with team members?
- Can I manage the people in my team from an human resources perspective?

**UNDERSTANDING MY CONTEXT**
- Do I understand that everything is connected?
- Do I understand my context?
- Can I imagine my interbal context?
- Am I successful in attracting and keeping my external clients?

**INTEGRATION**
- Apply various concepts of the three themes to problems in the workplace
- Assess their own functioning in the various processes.

**ASSESSMENT**

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**INTEGRATION**
ACTION LEARNING PROJECT: REPORT & PRESENTATION (GROUP)

**INTEGRATED COACHING**
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Women in Leadership
THE BUSINESS CHALLENGE

Our own research, which has also been confirmed by similar research conducted elsewhere, confirms that the quality of an organisation’s leadership community has a direct impact on the level of employee engagement and actual financial results. The quality of the leadership community correlates directly with the capability and competence of its leaders – and competence is built through leadership development.

Traditionally, woman leadership development programmes focused on two approaches: 1) “add woman and stir”, implying a rehash of leadership programmes aimed at men, or 2) “fix-the-woman”, arguing that women have not been socialised or have the skills to compete with men. Both approaches may impart some useful leadership skills, but neither fully addresses organisational realities.

THE SOLUTION

Women leaders have to navigate between the requirements of the work place and personal roles, which at times may be neither easy nor pleasant. Furthermore, gender bias interferes with the development of an appropriate leader identity for women. We utilise a well-researched framework by utilising identity as departure point, and reveal the implications of gender.

Women who embrace a more positive gender identity will be less vulnerable to thoughts and experiences that can potentially threaten their self-regard as effective leaders. The greater regard women leaders have for their gender and leader identities, the less likely they are to suppress any of the two, the more likely they are to “blend” both, and thus the more authentic they will be in performing their professional role.

Woman in leadership is not about pointing fingers or casting blame. In the end it is about building gender partnerships, so that we can remove gender bias from our organisation and think about ourselves as a leadership community – instead of male and female leaders.

THE LEARNING OFFERING

The purpose of this programme is twofold. Firstly, we explore how women are perceived in the workplace, and the effect that these perceptions have on the leadership landscape (styles, process, competence and dynamics). Secondly, this provides a platform for enhancing the capacity of female leaders to lead themselves, other individuals, groups and organisations.

This will be done by articulating the gendered nature of organisations as well as the gendered role of leaders. You will be guided to locate yourself in the system within which you operate. Through understanding your own leadership approach and unique life circumstances, you will be in a position to enhance your leadership confidence and competence, and consequently your effectiveness as a leader.

LEARNING PROCESS

In the 21st Century, content is freely available on the Internet for all to see and download. The differentiator is no longer content, but process and how this impacts on learning. Research indicates that without a structured learning process application, support, and follow-up, a high percentage of what is learned in the classroom is never put into practice back at work. The picture on the following page illustrates our blended learning process. This will be unpacked in more detail.

PREPARATION OF THE INDIVIDUAL

For this phase we utilise a range of self-assessments. Psychometric assessments and feedback are available on request. This phase also includes an orientation to the organisation, where we specifically address “second-generation” forms of gender bias.
LEARNING CONTENT

The programme consists of three themes and the content covered is outlined below:

**Theme 1: The journey towards personal and professional mastery for women**
- Using personal strength to find meaning
- Building self-awareness and resilience for better results
- Forging trust in relationships
- Engaging with others on one's own terms

**Theme 2: Kick the glass ceiling**
- The leadership landscape
- Gain clarity on your identity as a leader
- Unpacking “second-generation” forms of gender bias and the impact thereof on the leadership identity of women
- Align your career direction while considering your values in the context of the organisation
- Build and leverage strategic networks
- Implement your personal leadership strategy

**Theme 3: Mindfulness in the application of my leadership role**
- Conveying meaning to others
- Using mindfulness as a leader
- Rigorous conversations: dealing with broken trust and promises
- Forging high-performing teams

**INFORMAL LEARNING**

The learning process design needs to ensure the deepening and translation of learning into day-to-day leadership action. In order to facilitate this, we also utilise a number of techniques to re-enforce the learning, namely reflection and journaling, business action learning, team coaching and our virtual platform.

**BUSINESS ACTION LEARNING**

You are required to present the results of your action-learning project to the assessment panel after completion of this project. As part of the programme participants are to work in groups (company specific when possible) to solve a real-life business dilemma in their workplace, applying the skills developed.

**TEAM COACHING**

You are encouraged to bring dilemmas drawn from your own work experience; leading women in industry are utilised as coaches to unpack these dilemmas and to create solutions where possible.

**VIRTUAL LEARNING**

Our virtual platform will allow you to effectively develop your leadership and interpersonal competencies. Moreover, by setting up your own personal portal, you will be able to track your growth, access industry-leading toolkits and grow the key areas of your role, ensuring your overall success both personally and within the workplace.

This will include unlimited access to:
- Online learning content
- E-Journal
- Online community and coaching
- Articles
- Self-assessment based on defined leadership competencies
- Personal development plan
- Tracking of progress.

**DURATION**

This programme is usually presented over a period of 3 months. The investment into programmes includes the following:
- Access to the virtual platform for a period of 3 months
- Electronic copies of all learning material
- Journal
- Facilitation and team coaching

**OUR SPONSOR**

**Deidre le Hanie**

Deidre’s strengths lie in ensuring financial stability and growth through crafting strategy, implementation and monitoring delivery against the strategy. She builds strategic partner relationships to ensure profitable revenue growth.

Deidre is a fully qualified CIS and recognised as a Fellow (FCIS). Deidre attended the INSEAD Business School Fontainebleau France and was the first female appointed as Managing Director in the Altron Group. During her tenure with Bytes Managed Solutions as Managing Director, the business grew from R280m to R1.5b with staff growth from 280 – 1,350. The Bytes Managed Solutions business under Deidre’s leadership won numerous international and local awards, of which the most significant was when both Bytes and Altron won the Best Company Award.
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