



EXECUTIVE PROGRAMMES

- Management Development
- Leadership Development
- Entrepreneurship

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*Inspiring excellence, transforming lives
through quality, impact, and care.*

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ORGANISATIONAL PROFILE – UFS BUSINESS SCHOOL

The UFS Business School was successfully launched in 1999 and has established itself as a leader in South Africa in the provision of management development and leadership programmes. We collaborate closely with the School for New Learning at DePaul University in Chicago, which is recognised internationally as a leader in the field of adult and lifelong learning. In 2018 the UFS Business School received an International Qualifications Assessment accreditation by the Central and East European Management Development Association (CEEMAN).

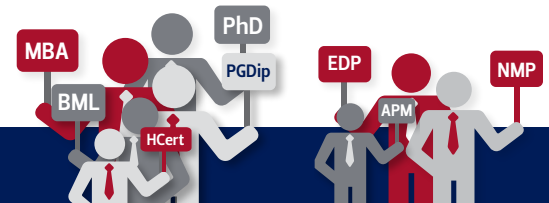
The UFS Business School was founded to:

- Develop and deliver successful programmes.
- Teach and share Knowledge and convert learning into practice.
- Coach in an on-campus and online environment.
- Empower individuals and organisations.
- Maximise potential, and achieve exceptional results.

The UFS Business School also specialises in experiential learning and the assessment and recognition of prior learning. The School offers a full suite of formal, accredited qualifications, which is complemented by Executive Education (short learning programmes) offered by the Centre for Business Dynamics (CBD).

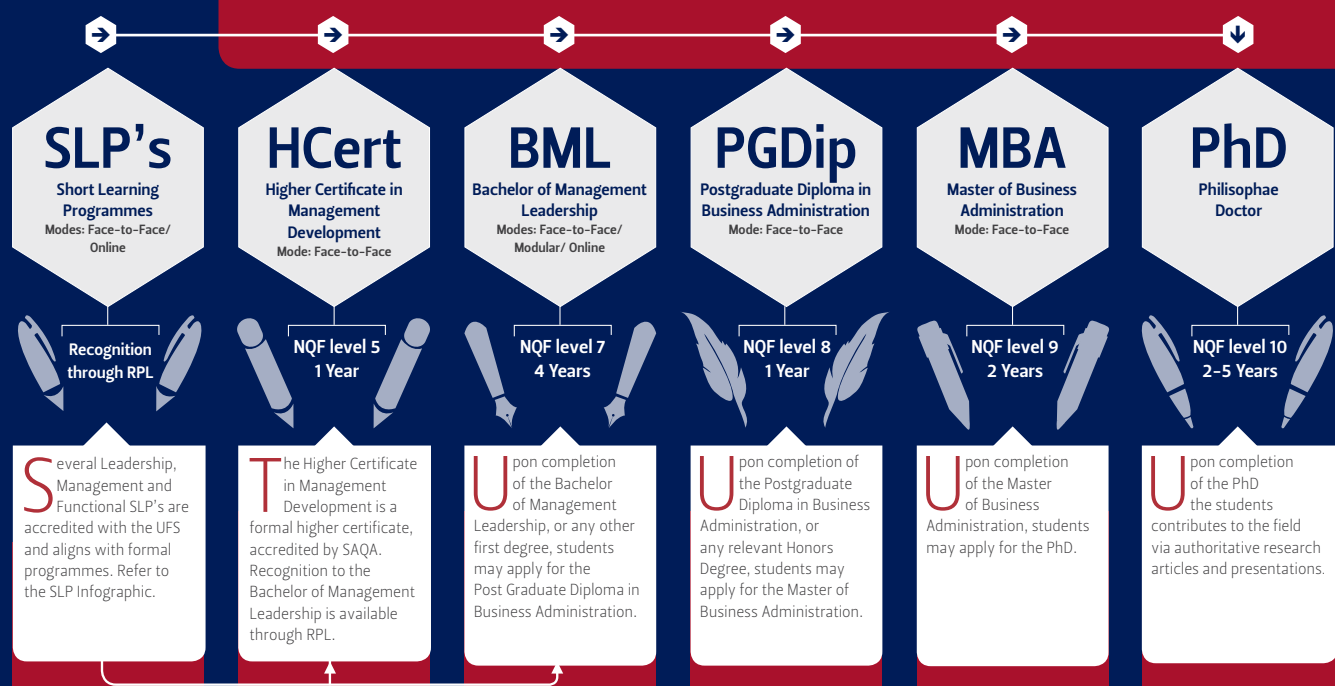
The UFS Business School was originally founded to:

- Develop and deliver successful programmes in the field of management and business education
- Teach and share our knowledge and convert learning into practice as a key value-proposition
- Rigorous coaching and mentoring in an on-campus and online environment
- Empower individuals and organisations in an entrepreneurial context
- Maximise potential and achieve exceptional results and visible impact by showcasing how good science, technology and innovation contribute to responsible business practices, sustainability and resilience.



LEARNING PATH

FORMAL PROGRAMMES



CENTRE FOR BUSINESS DYNAMICS (CBD)

The Centre for Business Dynamics (CBD), as the commercial unit of the UFS Business School, was founded in January 2004 and offers management and leadership development programmes within the different levels of work. The mission of the CBD is to offer customised solutions of the highest quality and relevance, in order to ensure that the skills and competencies of companies and individuals are up to date in order for them to cope effectively with the radical innovation and change in their environments, thereby enhancing their ability to achieve success. The vision of the CBD is to make a world-class contribution towards the future performance and competitiveness of the private and public sectors in South Africa.

UNIQUE VALUE PROPOSITION

The CBD realises its mission and vision through mechanisms like:



Enabling **complexity- and future-fitness**, by focusing on meta-skills that will ensure adaptive capacity, and the ability to respond to increasing turbulence.



Integrating short learning programmes into the Learning Path through a process of **Recognition of Prior Learning (RPL)**



Online Learning Experience: user-friendly learning journeys, guiding by both synchronous and asynchronous learning, supported by zero-rated data



International Accreditation: the scope of our accreditation is not limited to the MBA programme, but is inclusive of all the formal and short learning programmes



Certificate of Competence: formative and summative assessment designed to facilitate workplace application and therefore, bridging the learning-doing-gap



Complete Solution: End-to-end Participant Management ensures a seamless experience from registration to certification



Customised Learning Solutions

1

Strategic consultation processes for purposes of customising learning solutions to the client's needs

2

Aligning the skills required with the participants' level of work

3

Crafting an Action Learning environment that is tied to Assessment – this represents the primary driver of measurable **Return on Investment (ROI)**



Flexible Modes of Delivery



Online – low-touch programmes made for asynchronous learning with facilitator support



Face-to-face – workshop-based delivery in a classroom environment



Mixed mode – Online learning complemented with physical or virtual contact sessions

3 POINT OF DEPARTURE

It has become abundantly clear just how entangled and complex our world is. Viruses (whether biological, digital or idea viruses) spread through our interconnected world at lightning speed. Our extreme focus on efficiency over the last few decades have led to over-optimised systems, whose brittleness was exposed virtually overnight. For example, whereas in the past most organisations had some redundancy in their supply chains, now many companies found themselves reliant on single suppliers half a world away and suddenly inaccessible. Cities had less than a week's food supply, pharmaceutical companies couldn't access key ingredients to manufacture medication. In our striving for ever more profit and ever more efficiency has led to a near total loss of resilience.

Whereas in the past we dealt with known and even unknown unknowns. We now find ourselves in the space of unknowable unknowns. We can no longer afford to be subject to old narratives and old meanings. We are in completely uncharted territory. In the words of Abraham Lincoln: "we need to think anew and act anew" (Blignaut, 2021).

While the COVID-19 pandemic was unspooling, many in various industries asked themselves, "How bad can it get?" Now that some recoveries are under way, leaders are increasingly wondering how good, how high, and how long the postcrisis bounce will be. The reality is, it is up business leaders to find this way back to recovery and renewed growth. The implications of the context provided above for Management and Leadership Development, is that people need to be equipped with the right sense-making and decision-making frameworks to become complexity- and future-fit. Such frameworks further need to be complemented with the development of Meta Skills. Meta skills are required to engage with functional skills more efficiently and are a catalyst for learning other skills faster.

Many businesses were well-positioned to continue business as usual by utilising existing technological capabilities as a core competence, while others are still in the process of figuring out how exactly to achieve that. All around, the implications for human resources (and management & leadership) are multiple and complex. Optimising remote working and automation/AI will challenge managers and leaders for the foreseeable future as tech-related skillsets are suddenly outdated, although not necessarily the deep knowledge that comes with experience – a balancing act of note is required!

The CBD's relevance lies in the ability to add value to "the now" and "the next". Shaping managers and leaders who can help business bounce back, but also leading business strategy and operations safely and effectively in a low-touch economy.

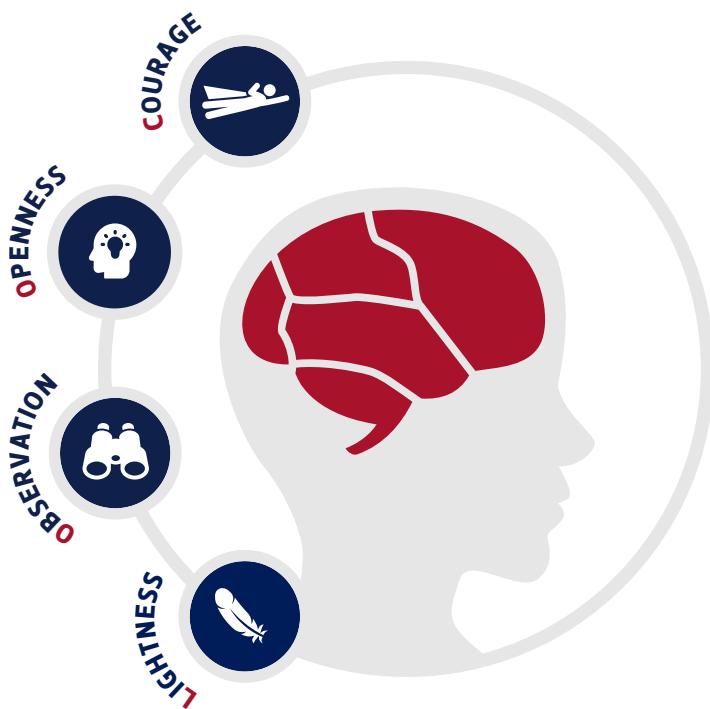


***we need to
think anew
and act anew***

The Core Idea

Future Fit Management & Leadership

- Our Value Proposition will enable decision-makers and leaders to become *complexity- and future-fit*.
- Focusing on meta-skills that will ensure adaptive capacity, and the ability to respond to increasing turbulence.
- With exponential change, technical skills and best practices have short-lived and limited value. Our programmes will aim to fundamentally shift how participants see and make sense of their contexts and equip them with meta-skills such as curiosity, learning agility, sense-making and adaptive intelligence.



- **Courage:** To face the unknown requires courage. We need to feel the anxiety and move towards the unknown despite it.
- **Openness:** Complexity requires continuous learning and adaptation. We need to be open to unlearning and learning; we need to engage with curiosity, not rigidity, to diverse perspectives and difference.
- **Observation:** Complexity requires situational, self, and other awareness. It requires us to observe patterns in our context from multiple perspectives, to zoom into the micro and out to the macro. It also requires observing and noticing our own internal responses to this context, again with curiosity, not judgment.
- **Lightness:** Complexity, and emergence imply perpetual novelty. We can see this as an adventure and continuous discovery or as something that provokes anxiety. Being on the edge of not knowing means we will fail; it also means we need to reconnect to our childhood skills of imagination and playfulness. We need to hold our plans, our views, and our egos lightly.

Being a *Future Fit Manager or Leader* will require the development of the following fitness areas:



Digital Fitness – For managers and leaders, the key to digital readiness lies in creating awareness and stimulating interest in and preference for the digital way.



People Fitness – Self-development and appreciation lies at the heart of appreciating the value and potential that lies in diversity.



Customer Fitness – Mindsets for growth and agility is required to keep the customer at the centre of all innovation and design processes as we adapt to an ever-changing environment.



Strategic Fitness – Doing the right things and doing them right.



Functional Fitness – Developing the required technical, managerial skills.



Complexity Fitness – The ability to take on a Complexity view on all the Fitness Areas discussed above. Complexity and sense-making as “new language”, enables decision-makers and senior leaders to ensure adaptive capacity, and the ability to respond to increasing turbulence.



4 LEVELS OF WORK – MATCHING DEVELOPMENT EFFORTS TO THE AUDIENCE NEEDS

Leaders face numerous critical crossroads in their careers, moments that can provide extraordinary learning and growth opportunities or ensnare them and prevent further development. The good thing about these passages is that they're predictable, and with proper preparation, leaders not only can survive them to become stronger but can use these experiences to enhance their leadership, compassion, and effectiveness (Dotlich, Noel & Walker, 2004).

These crossroads are described as *passages*, and it is critical to understand the skills, time application and work values demanded by each in order to ensure that your leadership development efforts match the needs of your audience (Charan, Drotter & Noel: 2011).

Why is an appreciation for the Leadership Passages important?

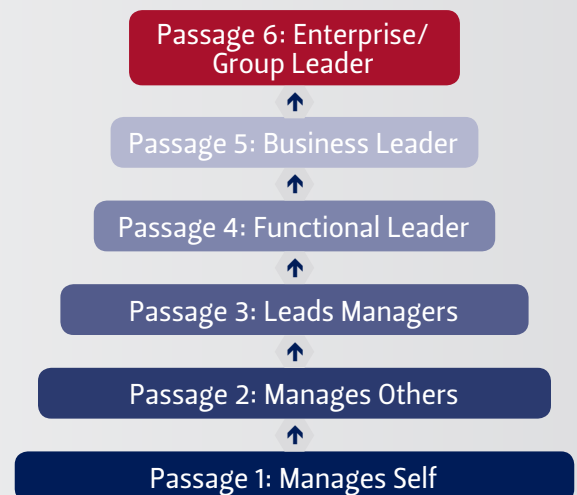
By establishing appropriate requirements for the different leadership levels, companies could greatly facilitate the succession planning, development, and selection processes in their organisations.

Individual managers could clearly see the gap between their current level of performance and the desired level; they could also see gaps in their training and experience and where they may have skipped a passage (or parts of a passage) and how that's hurting their performance.

It is important to understand that promoting a leader beyond his or her level of competence will rush someone through the leadership passages and put the organisation at risk. This happens in more ways than can be imagined. Since leaders usually make decisions about promotions under them, it stands to reason that if you promote someone who doesn't understand what's required of them in a leadership position, they'll probably repeat that same mistake that brought them there as they fill the leadership pipeline below them.

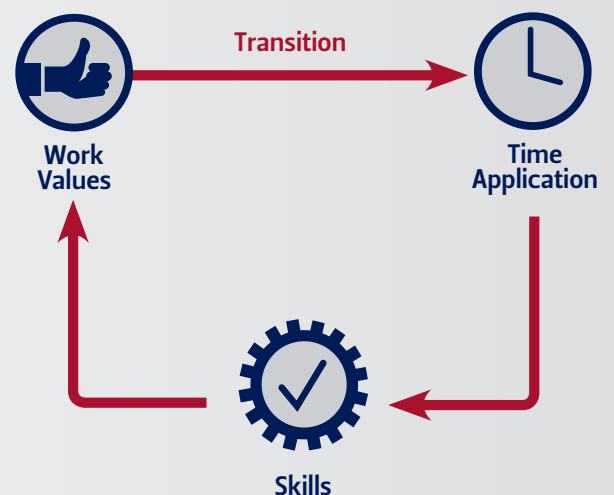
PASSAGES IN THE LEADERSHIP PIPELINE

ADAPTED FROM CHARAN, DROTTER & NOEL: 2011



TRANSITION REQUIREMENTS

LEADERSHIP PIPELINE INSTITUTE (COPYRIGHT)



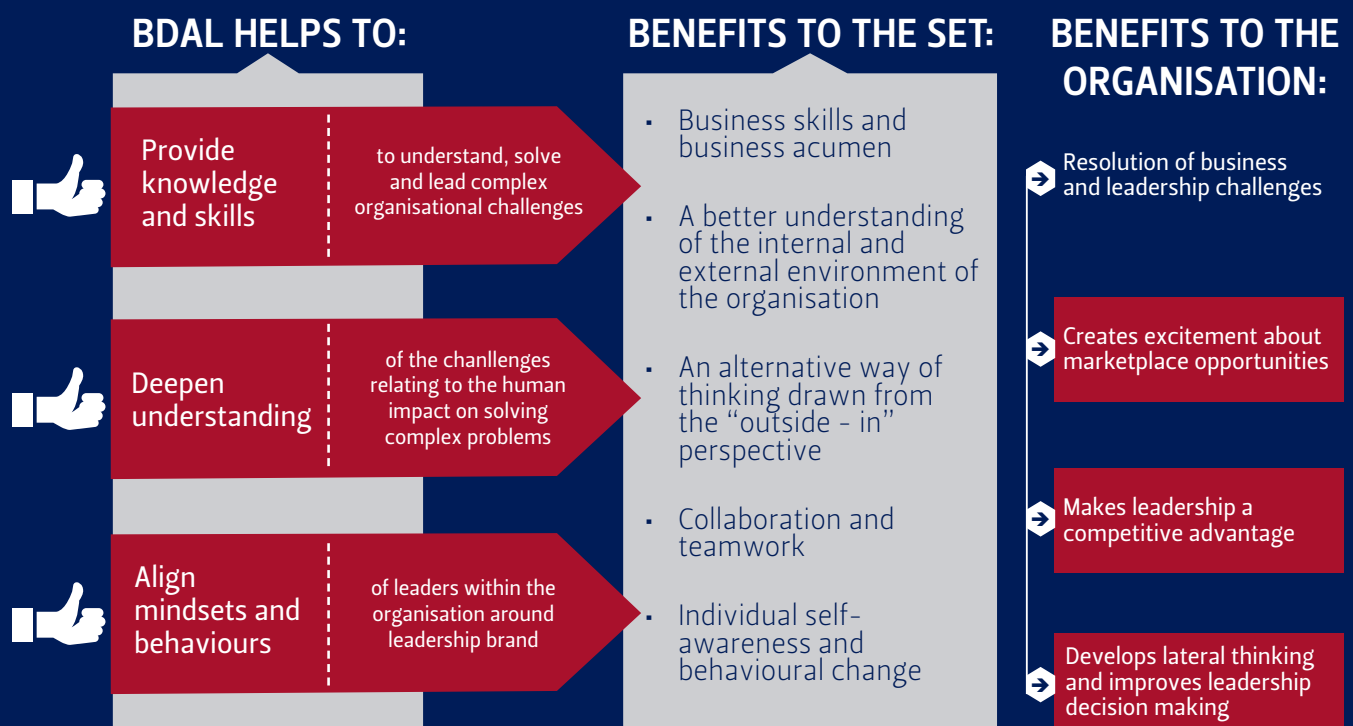
LEARNING METHODOLOGY UTILISED: BUSINESS DRIVEN ACTION LEARNING (BDAL)

A key philosophy of the UFS Business School is the Business Driven Action Learning (BDAL) approach. The facilitation approach is based on BDAL. The founder of Business Driven Action Learning, Yury Boshyk (2002), defines BDAL as:

an approach used by companies and organisations to engage their people in exploring and resolving critical challenges and opportunities, while at the same time enhancing their leadership development and self-awareness. It integrates aspects of the project-based action learning that appeared on the organisational development scene in the late 1980s, with traditional action learning as developed in the United Kingdom by Reg Revans and others a few decades earlier.

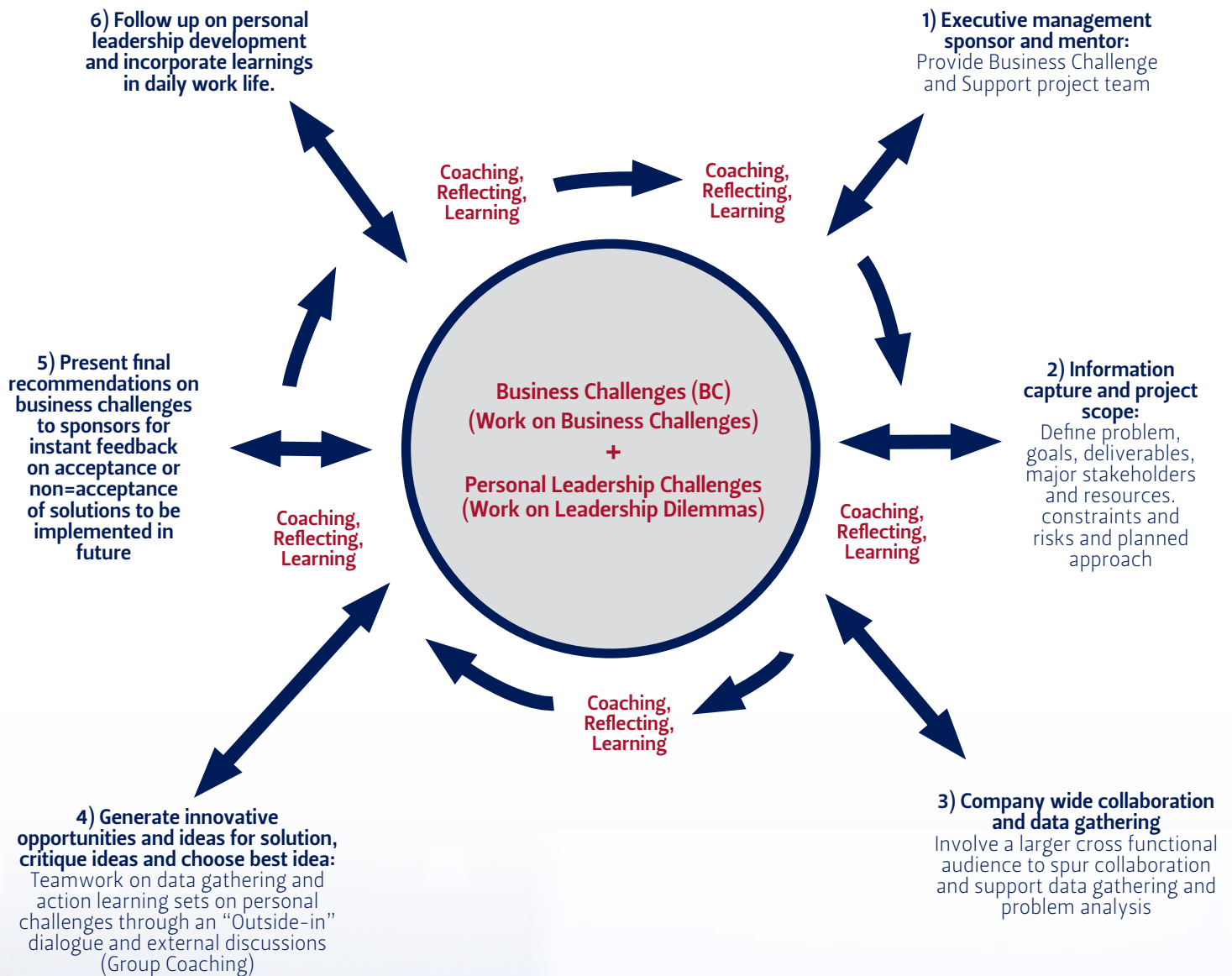
Action Learning tackles **real-life organisational challenges** through a process of asking powerful, insightful questions to clarify the exact nature of the problem, reflecting and identifying possible solutions and then only taking actions. Through the assistance of an **executive coach**, the delegates will be taken on a systematic journey whereby their innovation and systems thinking will be sparked, group dialogue and cohesiveness will be encouraged, and overall learning results will be enhanced to create a sustainable learning organisation. This concept is close to learning-by-doing and teaching through examples and repetitions. Below is a graphic demonstration of the **Business Driven Action Learning approach** (as adapted from the original model of Yury Boshyk, 2002) that will be utilised:

BENEFITS OF BUSINESS DRIVEN ACTION LEARNING



THE BUSINESS DRIVEN ACTION LEARNING APPROACH

AS ADAPTED FROM THE ORIGINAL MODEL OF YURY BOSHYK, 2002



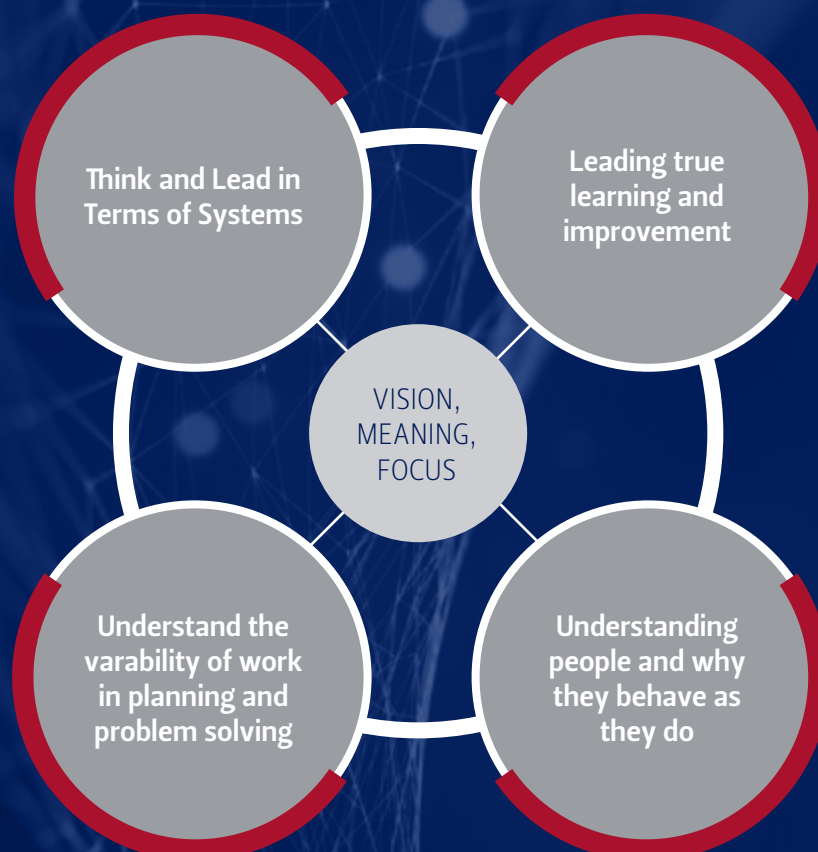
6 DEVELOPING PROFOUND KNOWLEDGE

Managing and leading in times where complexity is at the order of the day requires a different premise, assumptions, and beliefs about people and organisations. The following competencies become prominent:

- The ability to think in terms of systems and knowing how to lead systems.
- The ability to understand the variability of work in planning and problem-solving.
- Understanding how we learn, develop, and improve, and leading true learning and improvement.
- Understanding people and why they behave as they do.
- Understanding the interdependence and interaction between systems, variation, learning, and human behaviour. Knowing how each affects the others.
- Giving vision, meaning, direction, and focus to the organisation.

SYSTEM OF PROFOUND KNOWLEDGE

Deming; Adapted from Scholtes, 1998





	ACADEMIC LEVEL	LEARNING HOURS	AUDIENCE	PRICE	DURATION	ACCESS	RPL TOWARDS...
ACTSA Corporate Treasurers Programme	5	100	All individuals dealing with reasury functions	R20,000	18 weeks	Gr 12	N/A
Advanced Project Management	7	700	All Employees	R39,900	10 months	Gr 12	HCert
Business Continuity	5	40	Middle Managers and Technical experts responsible for managing and mitigating risk	Available on request	4 weeks	Gr 12	N/A
Business & Information Technology	5	40	All Management	R2,200	4 weeks	Gr 12	HCert
Business Writing	5	40	All Management levels	Available on request	4 weeks	Gr 12	HCert
Customer Care	5	40	Customer Facing staff	Available on request	2 months	Gr 12	HCert
Customer Care for Supervisors	5	40	First-time Managers	Available on request	2 months	Gr12	HCert
Directing Remote Teams	5	40	All Management levels	R5,865	5 weeks	Gr 12	N/A
Economics & Banking for Managers	5	90	Middle Management	R3,400	8 weeks	Gr 12	HCert
Enterprise Risk Management	5	40	Middle Management	R3,400	8 weeks	Gr 12	HCert
Ethics and Governance	5	40	All Management	R2,200	4 weeks	Gr 12	HCert
Financial Analysis: Viability & Sustainability	5	200	Senior managers	Available on request	2 months	Gr 12	HCert
Financial Management & Cost Accounting	5	200	All Management	R6,300	8 weeks	Gr 12	HCert
Foundation Skills	5	40	First-time managers	R2,200	4 weeks	Gr 12	HCert
General Management & Communication	5	40	Middle Management	R2,200	4 weeks	Gr 12	HCert
Graduate Development Programme (Workplace Readiness Programme)	5	400	Work force entrants	Available on request	8 Months	GR 12	HCert
Institutional Memory & Knowledge Management	5	40	Middle Management	R2,200	4 weeks	Gr 12	HCert
Introduction to Bookkeeping	5	220	First-time & Middle management	Available on request	6 months	Gr 12	N/A
Labour Relations	5	80	First-time managers	R3,400	8 weeks	Gr 12	HCert
Marketing & Digital Marketing	5	120	Middle Management	R4,900	8 weeks	Gr 12	HCert
Operations & Logistics Management	5	40	First-time & Middle management	R2,200	4 weeks	Gr 12	HCert
People Management	5	120	Middle Management	R3,400	8 weeks	Gr 12	HCert
Personal Finance	5	40	All Employees	Available on request	4 weeks	Gr 12	N/A
PMP® Examination Preparation Programme	7	180	All project & IT managers	R9,900	Max 6 Months	PMI requirements	HCERT
Process Redesign	7	250	All Management levels	R20,000	20 weeks	Gr 12	N/A
Project & Programme Management	5	100	Middle Management	R3,400	8 weeks	Gr 12	HCert
Professional Workplace Conduct	5	40	All Employees	Available on request	6 weeks	Gr 12	N/A
Strategic & Change Management	5	110	Middle Management	R3,400	8 weeks	Gr 12	HCert



	ACADEMIC LEVEL	LEARNING HOURS	AUDIENCE	PRICE	DURATION	ACCESS	RPL TOWARDS...
New Managers Programme	5	650	First-time managers	R24,900	8 Months	Gr 12	HCert
Advanced Management Development Programme	6	760	Middle Management	Available on request	8 months	Gr 12	HCert
Executive Development Programme	8	440	Senior Managers	R42,500	8 months	Gr 12	



	ACADEMIC LEVEL	LEARNING HOURS	AUDIENCE	PRICE	DURATION	ACCESS	RPL TOWARDS...
Coaching for Managers	6	60	Managers and leaders	R9,975	12 weeks	Gr 12	N/A
Complexity Fitness	7	60	Middle & Senior management	R25,000	12 weeks	Gr 12	N/A
High Performance Supervision	5	40	First-time managers	Available on request	5 weeks	Gr 12	HCert
Leadership Development	5	220	Middle Management	R6,300	8 weeks	Gr 12	HCert
Operational Leadership: Connecting the dots	6	420	Middle management	Available on request	6 months	Gr 12	HCert
Mentoring	5	70	Middle & Senior management	Available on request	4 weeks	Gr 12	HCert
Systems Thinking for Middle Managers	6	100	Middle Management	Available on request	6 months	Gr 12	
Systems Thinking for Senior Managers	7	100	Senior Managers	Available on request	6 months	Gr 12	
Women In Leadership	5	70	Middle & Senior management	Available on request	3 months	Gr 12	



	ACADEMIC LEVEL	LEARNING HOURS	AUDIENCE	PRICE	DURATION	ACCESS	RPL TOWARDS...
Entrepreneurship & Innovation	5	200	All Management	R3,400	8 weeks	Gr 12	HCert
New Venture Creation	5	200	Entrepreneurs	R9,950	12 weeks		



The Executive Development Programme was a wise and timely investment. The knowledge I gained through this programme will serve me well throughout the rest of my career. No matter what your profession, the EDP is universal – you get in-depth awareness of how the world is changing and the megatrends shaping the future.

Ailly Hangula-Paulino (CPRP)



My overall experience of the Higher Certificate in Management Development was impressive. I came into it with an expectation to better myself in my career; I believe that I will achieve this, as I was presented with tools and techniques that will help me grow professionally. As I went through the programme, I developed a sense of ambition and my strategic thinking progressed. I learned a lot about the basics of an everyday business world as we went through different modules, and there were a lot of 'aha' moments.

Tiisetso Mokoena, top student Class of 2020



The Higher Certificate in Management Development was both humbling and enriching and my personal growth was uncomprehending. It provided me with the necessary tools and skill set to establish and maintain a successful business; as it was practical and relevant supporting my own vision and business plan in my business... I would recommend this course to any entrepreneur.

Adriaan van Wyk



I found the Advance Project Management Programme at the University of Free State very valuable. This course thoroughly prepares students with relevant skills on time management and communication. I am now more aware of the type of work I need to do with my clients, stakeholders, and team members. I would highly recommend this program to anyone who has an interest in Project Management or a job that requires them to frequently manage projects.

The tips and tricks provided in the program will save you a great deal of time and headaches by giving you the tools needed to properly and successfully manage those projects. This course definitely helped me improve the project management skills important to me and the work I'm doing every day.

Most importantly it has boosted my confidence, made me feel more professional and increased my chances of promotion at my workplace. I'm thrilled to return to my Commercial projects with a new perspective.

Strauss Bell



ENQUIRIES

Ansie Barnard (Strategic Partnerships)

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