PLANNING AND MANAGING HUMAN RESOURCES: A FRAMEWORK FOR EFFECTIVE FUNCTIONING OF THE EDUARDO MONDLANE UNIVERSITY

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1997
THE UNIVERSITY OF READING
DEPARTMENT OF EDUCATION STUDIES AND MANAGEMENT
MA in ORGANISATION, PLANNING AND MANAGEMENT IN
EDUCATION

PLANNING AND MANAGING HUMAN RESOURCES: A FRAMEWORK FOR
EFFECTIVE FUNCTIONING OF THE EDUARDO MONDLANE UNIVERSITY

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Dissertation submitted as partial fulfillment of requirements of the award of MA in
organization Planning and Management in Education
August
1997
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Abbreviations and Acronyms

The following guide to the abbreviations and acronyms used in this dissertation is offered in the hope that it will help readers of the this paper:

AS Academic Staff
DRH Human Resources Department (in Portuguese)
EMU Eduardo Mondlane University
FRELIMO Front of Liberation of Mozambique
HRM Human Resources Management
IIEP International Institute for educational planning
INSET In-Service Education and Training
MBO Management by Objectives
OD Organizational Development
OECD Organization for Economic Co-ordination and Development
OPME Organization, Planning and Management in Education
PPBS Programme Planning and Budgeting
SRHE The Society for Research into higher education
TAS Technical Administrative Staff
UFC University Funding Council
UK United Kingdom
USD United States Dollar
WUS World University Service
Abstract

This dissertation is based on findings of research carried out at Eduardo Mondlane University. It reviews the history of the establishment and the development and expansion of the university since 1962. The paper focuses on the role of human resources management in the improvement of the overall effectiveness of the university. It argues that problems affecting the university mainly arise from: inadequate method of government regulation; excessive governmental bureaucratic procedures; practices of civil servant’s principles of employment of staff and organization of work; and low salaries scales upon university functioning. All these have had a negative influence on the behaviour of staff and organization of academic work, consequently affecting the overall institutional performance. This paper further offers some proposals to be taken by government and by university itself in order to improve its management effectiveness and reliability. These insights will focus on the need for rethinking and probably restructuring the government regulations on the university, as well as suggesting a reorganization of work principles of the university staff according to the new reflections on the concept of human resources advanced. Although the approach focuses only on one of the three higher education institutions in Mozambique, the main recommendations and conclusions can apply to all these institutions and can serve as a basis of reference for the government in the process of establishing regulation mechanisms for the private higher education sector which is in the process of emergence.
Acknowledgements

I would like to thank the Eduardo Mondlane University, especially the Vice-Chancellor, Prof. Doctor Brazão Mazula for having provided the scholarship through the Capacity Building Project - World Bank/Eduardo Mondlane University. Without this support my studies for a Master’s course and writing a paper such as this dissertation would not have been possible.

My deepest thanks to Nalá and Rita, to whom I will be always in debt; to Jorge and Emilia; Henrique and Albertina; and Rosita for all of them having assumed the responsibilities of looking after my children and/or many other personal businesses, while I was attending the course abroad. I feel very sorry for my daughters Vanda, Miti, and Liduva who have had to spend this time away from me and my wife, because of the need to take part in the MA course, they were not in condition to accompany us. Hence, I would like to devote this work to them.

I am grateful to all respondents to the survey, interviews, and those who adhere to the debate organized during the research process. I must thank all of them for stimulation and tolerance. The input received from all respondents were welcome and did have an influence on the writing of this dissertation.

A number of people have read all or part of the typescript of this dissertation, Professor K. Watson, Dawn, Lily, Joan, have all done something to improve it. To them many thanks and I would like to exempt them from any responsibility in the case of any failure of this work. All faults attributable to the work are mine.

Special thanks to Professor Keith Watson, my personal tutor during the course and the supervisor of my dissertation, for all the bright lessons, sympathy and openness and for having taught a critical approach to the problems in education and management. I am
equally grateful to him and to other Professors, teachers, and supportive staff of the OPME (Organization, Planning and Management in Education) Master’s course at Reading University, for having created an harmonious environment for studying and transmitted the necessary knowledge and given the support for the successful completion of the course. The course has contributed to expanding and developing in me the academic spirit of working independently, and critically analyzing given assumptions; research carried out and the present dissertation are evidence of that. Thus I would like to express my happiness for the course.

Many thanks, also to all my colleagues at DRH (Direcção de Recursos Humanos), but especially to the secretary of the Director of DRH, Celma, who has intensively collaborated in the efforts for successfully carrying out the research, doing some typing, photocopying and distributing materials, collecting the surveys after being completed and contributing with personal inputs in the several processes that the administration of the survey required. I am also grateful to Salicuchepa who coordinated the activities in DRH during my absence, and kept me regularly informed about what was going on in the university. My thanks to Tomás, Caixote, Nelson and Novo, who timely provided some of my requests on data to illustrate the descriptions developed in dissertation paper. To them all my colleagues, my deepest thanks.

I would like also to acknowledge my grateful thanks to my wife Raquel, who bravely put by her profession and domestic life to accompany me and cheerful look after me during the course. I sincerely recognize the help, encouragement, comfort, and many other inputs given by her in the whole process of our stay in Britain, without which my studies would have been considerably harder than they in fact were.
Introduction and Structure of the Dissertation

Introduction

The Eduardo Mondlane University (EMU) in Mozambique occupies a central place in the whole higher educational system. It serves as an obligatory institutional reference when discussions involve either particular problems of Mozambique's higher education, or education in general, as well as being a reference point then the country's developmental issues which involve the present and future employment of educated manpower are under discussion.

For a long period of time the Eduardo Mondlane University acted as the only institution providing higher education in Mozambique. Even now with some other institutions emerging it is still considered as the national university. Looking for the contribution to development of the country throughout the period of its existence it has been widely recognized that the university has fulfilled well its role and responsibilities, mainly in training qualified cadres for all sectors of the national economy, public, political and social spheres of Mozambique's life (EMU, 1991). However, looking the university from the inside, some problems can be identified, and the major aim of this dissertation paper is to discuss those problems and propose some insights of approach for those institutional problems affecting the management of the organization in general, and the management of human resources in particular.

Within the higher education system of Mozambique there are two other public higher education institutions, all created after independence: the Pedagogical University, formerly with a teacher training vocation, created in 1985, and the Higher Institute of International Relations established in 1986, to help to meet the upsurge the demand on higher education from the post-independence generation and to fulfill the needs of the country.
Recently, some private institutions such as the Catholic University, the Higher Polytechnic and University Institute, and the Higher Institute of Science and Technology of Mozambique have been established.

The establishment of the private sector in higher education in Mozambique is among one of the factors which is a result of the recognition by the government that only the public sector is not in condition of giving full response to the increasing demand on higher education. Thus, the private sector can reinforce the opportunities for people to continue studies in higher education, as well as open the path of choice for those who are able to afford to pay for a private higher education.

Nevertheless, the purpose of this paper is to concentrate efforts on an analysis of the Eduardo Mondlane University. However, many of the problems that will be referred here could be fitted to the other public institutions of higher education in Mozambique.

**Structure of the Dissertation**

The present dissertation begins with general presentation of the major problems affecting the organization and the management of Eduardo Mondlane University. A brief historical outlook focusing on the most important stage of development of the university is provided in order to show that many of problems reported are a consequence of a cumulation of unresolved issues throughout the period of existence of the university. Special emphasis on the causes of the problems affecting the effective management of the university is attributed to a tight governmental control, excessive bureaucratic procedures and the civil servant’s principles and salaries upon the university.

The second chapter discusses the theoretical approaches assumed for the process of developing the ideas in this dissertation. An overview of theories of organizational analysis is presented and the need to adopt the view point of the political theories for understanding the processes ongoing at Eduardo Mondlane University is emphasized, theories which are particularly suitable for the situation of educational institutions such
as University. Some insights of a conceptualization of human resources linked to the university missions are advanced. A detailed description of the understanding of human resources management adopted from Peter Drucker (1969) is discussed in this chapter, as well as the assumptions related to the implementation processes of its major features. The chapter also presents a useful definition for understanding effectiveness in an educational organization, that is important retain because it will be referred to in the analysis.

Chapter three contains the content of the research problem carried out and the research methodology employed in order to assess the effectiveness of human resources management at the Eduardo Mondlane University.

The findings of the research are discussed in chapter four. This chapter begins with the description of the constituent groups of the survey and presents the numbers of informants. This is followed by an examination of findings in its three major parts: (a) findings related to general organizational problems affecting the human resources management at the EMU; (b) detected problems affecting the effective functioning of the core elements in human resources management; and finally (c) the measurement of specific functional management.

The final chapter puts together the most useful lessons learned from the study and makes some recommendations in an attempt to show the way forward in developing the human resources management of the university. These recommendations focus on what needs to be done by the government and by the university itself in order to improve effectiveness. Emphasis is put on discussions of staff development programmes, especially the steps to follow on identification and organization of training needs of the staff in order to prepare the university to face the challenges of the coming new century.

To conclude it must be said that the viewpoints expressed in this dissertation are those of the author and do not necessarily represent the views of the leadership and management of the university, or of the one specific informant of the research carried out. It must also be stated that this work is not a final work, it can only constitute the
beginning of a much larger endeavour. The immensely rich and broad range of opinions expressed by the respondents of the research which are contained in this dissertation can provide some inspiration for much work in analysis and development strategies in order to solve the problems faced by the Eduardo Mondlane University and many other higher education institutions, helping therefore the process of establishing more dynamic and better managed institutions that higher education in Mozambique deserves.
Chapter One

General Profile and Major Problems of the Eduardo Mondlane University

Introduction

This chapter discusses the situation and problems of the Eduardo Mondlane University affecting in general the institutional as well as the human resources management. It looks first at the historical facts in the process of evolution of the university in an attempt to reconstruct what happened during the time of its existence. This will make easier the understanding of the causes of the major problems that have affected the current university performance and life. The historical approach is combined with critical analysis of each aspect of the past referred to in order to find out the key issues and problems that are still unresolved, in which academics and managers of the university have to concentrate efforts to improve and develop new and more appropriate learning environments for the university, making it more prepared to face the challenges of the twenty-first century. However, the development of analysis will focus especially on those institutional problems affecting the human resources management of the university.

General Historical Background of the University

The Eduardo Mondlane University is the oldest higher education institution in Mozambique. It was established under the former Portuguese colonial power in 1962. At the time of its establishment the university was called “General University Studies of Mozambique” or in short “General Studies”.

The major mission of the General Studies in its earlier stage was to administer only general basic parts of a number of courses taught in the metropolitan Portuguese university system. Thus, these studies were created in order to give the opportunity to the sons and daughters of the colonies in Mozambique to start studies in higher education, which had to be finished in Portugal (EMU, 1991).
A study made by the Association of African Universities, confirming the colonial orientation of the Portuguese educational system in Africa, pointed out that:

... whatever secondary, teacher training, technical or higher education that existed were intended more to cater for the needs of children of Portuguese settlers, officials, and a handful of the assimilado than for the needs of the African population (Ajayi et al, 1996, p. 41).

The General University Studies of Mozambique by its character reflected the structure of the colonial society in Mozambique. It was elitist, class and ethnically discriminatory in its organization. The university was treated by the colonial government as a flagship institution, and great efforts were made to ensure that it was staffed by scholars of international standing. These aspects were confirmed in a research on Southern African universities made by Thompson, who wrote the following:

African universities were high quality, high-cost institutions, some what aloof from the rest of the local educational system (Thompson, 1997, p. 282).

The General University Studies was created by the Portuguese state and almost entirely financed by it. It was the state that controlled at least formally, nearly all aspects of the dynamics of functioning of the institution. The Portuguese Ministry of Education regulated the access conditions, the curriculum, the degree requirements, the examination systems, the appointment of academic and senior technical and administrative staff, etc. The condition of this detailed government regulation was to ensure the standardization of the awarded knowledge in Mozambique and make it easy for the graduates to apply for higher education institutions in Portugal. This tight state regulation, that was continued by the new Mozambican government at the independence period, led to a highly centralized bureaucratic control exercised by the central colonial government located in Portugal. The tight control on the university is important to be emphasized because it has been responsible for several current managerial issues and problems of the university today, which are the reflection and continuity of some problems of the recent past that have not yet been resolved.
From General Studies to University Specialization

Following the level of growth reached by the General University Studies of Mozambique in infrastructures, human resources and equipment the institution gained the status of a university in 1968. Hence, the name of the institution changed to “University of Lourenço Marques”, the former name of the capital city of Mozambique. (EMU, 1991). The change of the name was followed by changes also in the mission, which had to respond to the challenges of the situation of the sixties, mainly characterized by increasing political activities and overall pressure of the Mozambique’s liberation movement for independence. From that time the general mission of the university was to train locally the country’s needed technicians to maintain functioning the different sectors of the colonial interests in Mozambique. However, the initially established dependence on the metropolitan higher educational system was continued. The university became an autonomous national university only when independence was achieved in 1975.

The Independence and the Identity of the University

The independence prompted a mass exodus of Portuguese students and staff, which reduced the university students from 2433 in 1975 to 777 in 1977, and five Mozambican teaching staff (Matos et al, 1996).

The proclamation of the national independence had an important impact on the whole Mozambican life and institutions, which had to revise its structure and functioning system, goals and objectives and adjust to the new reality. That mission was not an easy task and meant the beginning a number of great challenges. The university was called to play different qualitative and quantitative roles.

Since independence, the university has had to give responses to the new growing needs of Mozambique’s development, especially in preparing the professional manpower for the needs of the governmental bureaucracy itself and the assessed needs at the nation’s labour market. Looking at ways of fulfilling these important missions and steering the nation’s economy after the massive general exodus of qualified manpower after
independence, the new government found the legitimization for continuing detailed control started by the Portuguese colonial rule on the university. At the same time, establishing a tight control on the university the new government aimed to ensure that the university’s transformation was conducted in accordance with the general interests of the ruling elites. Hence, the governmental functioning system in relation to the university, immediately after independence acquired the basic characteristics by means of a state control model. The state control mechanism of the university was a new task for the governmental apparatus, it had never existed before in the inherited, local bureaucracy, because during the colonial period control over the university was exercised directly from Portugal. To deal with the whole dynamic functioning of a university, including policy development, the establishment of employment procedures of the whole university staff as civil servants, required a powerful national government, a consistent administrative system that the new government did not yet have. The lack of personnel with enough experience of university governance created serious problems of adaptation. The result of these was that the Portuguese model of governance without either necessary innovations or avoiding its highly bureaucracy was adopted. These aspects exercised a negative impact on university management. This can be explained because those Mozambicans that assumed the task of dealing with higher education immediately after the end of colonial period were themselves the product of the colonial education of whatever European system. The major consequence is that the Eduardo Mondlane University, as many other universities in the African continent, failed in the process of introducing changes and creating its own African identity. One of the problems of not finding a national identity is that the reforms always face difficulties of fitness and adaptability to the real situation and demands of an African society. Therefore, the attempts to carry out reforms never fully succeed, until the critical conceptual aspects of the university’s organization is changed to serve the country’s interests and needs. With increasing processes of globalisation throughout the world these processes of identity are becoming more difficult to solve, and the difficulties are supposed to continue for ever.

Some difficulties that exercised a negative influence on Eduardo Mondlane University functioning arose from the process of trying to set up changes and adapt the university to the new situation of the country. It could be said that initially, in the period of its
establishment the university was conceived to serve a totally different purpose and social and cultural groups of the new independent nation as shown above. Thus, the continued use of the university in the new reality without changing its purpose and mission could contribute to intensify the social and regional inequity that inevitably would lead to increased political conflicts and developmental disparities within the country. In this context, many efforts were made by the national government to change the purpose and use the university as an instrument to serve the national interests and development, forcing it to adapt to local needs and circumstances, aiming to ameliorate the conditions of life and work of the ordinary Mozambican citizen. However, the implementation of this policy, apart from certain private and some individual gains of the students, and the well succeeded process of solving the problem of replacement of the qualified manpower that had abandoned the country after independence in the major spheres of productive life, failed in the process of developing equity and reducing the already noted disbalanced tendency of growth between different regions of the country. On the contrary the process of change and adaptation accentuated the already serious cleavages within Mozambican society. This is because in the attempts to change the identity of the university, for example, the government concentrated its major attention on removing the elitism that characterized the Eduardo Mondlane University in its earlier stage of creation, without thinking and/or analyzing the consequences and future needs for economic, qualitative growth, and expansion requirements of the university.

However, in a relatively short period of time the government moved the university from an elite to a mass system of higher education, introducing the policy of free higher education in order to allow everyone to continue their university studies without any obstacles. Therefore, the social, ethnic and regional discrimination were removed and the university gained another qualitative new character. This constituted at that time a proud conquest for the Mozambicans who were enjoying independence enthusiastically and euphorically. However, these changes were inspired more on ground of populist orientation rather than to stimulate the growth and long term goals of the higher education in the sense that the changes was done despite the objective analysis of the major trends on higher education development, clear and extended discussions on the basic reasons of the existence of such an academic institution and
the establishment of its essential character. Additionally, the consequences of implementing a free higher education system for all social groups, the rich and the poor were not properly evaluated and this altered the very nature of higher education. In this respect the World Bank in Education in Sub-Saharan Africa wrote that:

Income inequalities are increased by sharply regressive effect of higher education expenditures: the system ensures that the rich get richer and the poor get poorer.
(World Bank, 1988, p. 77).

Because higher education was free for all, the system was more enjoyable for those who had enough resources than for those who in fact needed it. Socially, this system was unfair because the equalization from the bottom led to favour certain classes more than others. In this case it could be said that university education in which the upper classes have to pay for their education and the lower income group students receive subsidies seems to be more fair and can contribute to promote more equity for the situation of Mozambique. Psacharopoulos concerning distributional equity in education wrote that one of the equity dimensions is about:

... who really pays and who benefits from public educational expenditure. ... the present 'free' education financing arrangements may in fact do a disservice to the equity cause ... the relatively wealthier higher education students appropriate considerable more public resources relative to those who do not go to school at all, or terminate their studies at primary level, and who typically come from poor families. 
(Psacharopoulos, 1988, p. 5).

The described situation is typical to Mozambican society, where many generations of people missed and yet still missing educational processes, and where educational enrollments and quality are low. Recent studies on education in Mozambique, for example, Mazula (1995); World University Service/UK (1994) highlight some matters that deserve appropriate consideration from the government. First study among other aspects concentrates on quality of primary and secondary education throughout the country. This affects the organization, functioning and costs of higher education. In order to help those students who were selected to continue university courses to overcome the lower level of previous education, the EMU has to create in the curricula
especial semester courses. This represents additional costs and wastage of resources if it is taken into consideration that higher education is relatively costly then primary and secondary education. The second study start its analysis from the need of reconstruction and rehabilitation of educational infrastructures seriously damaged during the war of regional destabilization, which included the loss of about 60 per cent of the country’s schools. This contributed to diminish the possibilities to the eligible population to enroll themselves in primary and secondary education. The World University Service study therefore concluded that:

These difficulties overlay existing problems of inadequate coverage and low of education quality which have resulted in boys obtaining an average of only 2 years of schooling and girls only 1 year. Only 1 in 12 children who enter primary school successfully complete 5 years. (WUS, 1994, p.1).

In this state of the situation of Mozambican education system the major challenge facing the government and educational planners, is as Psacharoupolos (1988) pointed out, to find out ways to improve upon the equity aspects of present financing arrangements in education. The World Bank’ suggestions are expressed in terms of introducing a fee package policy:

Fees for all public higher education, combined with loans taxes, and other schemes to allow needy students to defer payment until they become income earners, and a targeted scholarship scheme to overcome the reluctance of the poor to accumulate debt against uncertain futures earnings. (World Bank, 1995).

In this concerns the inequality effect “... can be mitigated by provision of scholarships based on need” (World Bank, 1988, p. 80). These measures were taken up at EMU later along with the introduction of the ‘Present and Perspective’ reform program. However, there are several types of public financial subsidy provided in several countries than the EMU in this stage could analyze and consider. Woodhall (1989) summarized some of them:

(a) Payments to institutions to cover direct costs of tuition, and therefore reduce or eliminate fees to students. (b) Unconditional payment to all students in the form of a
grant. (c) Payments to selected students, in the form of scholarship, grant, or bursary awarded on grounds of academic ability. (d) Payments to selected students, in the form of means tested grants or scholarships, awarded on grounds of academic on grounds of financial needs. (e) Repayable loans provided to students to students from public funds at interest rates below the market rate, or at zero interest. (f) Government guarantees for loans provided by banks or other private institutions, and interest subsidies to enable loans to be offered at less than market rates of interest. (g) Payments to students for part-time work provided under special employment schemes for students. (h) Provision of meals, accommodation, or travel at prices below market prices. (i) Tax concessions to students or graduates. (j) Tax concessions to students' parents. (Woodhall, 1989, p. 446).

In Mozambique's higher education system some of this forms are used, such as the forms referred in a); c); d); g); h); i), but it seems that some studies or reviewing in this concerns are needed in order to explore more and improve these forms. Nevertheless, an additional method of financing higher education that could be recommended now to be considered for Mozambique is the student loans. One of the reasons to recommend this form comes from the fact that the national government have limited resources for education and there are at same time many competing claims on these resources, such as health, transport, defense, primary and secondary education, and other social priorities within the country. Thus loan system would help to increase the supply of financial education without causing long-term constraints to other objects of public expenditures. However, opponents of loans will argue that Mozambique has had in recent past examples of badly handling loans for many other purposes, so the system will be inefficient, or that since repayments will take an extended period the system is likely to fail. Although that is true, however, some contra-arguments can be discussed. The national Parliament has just approved a Law of Defense and National Security, that was being discussed for several months (see editorial of “Domingo” from 13 July 1997, Mozambique’s News Paper). This Law establish the obligation to everyone from the age of 18 to serve two years in the ‘National Service’. In the same logic of thought those who benefit from loans that are enable to pay back the loans could be obligated to serve in the education services or other public needs, during a certain period of time, sufficiently to repay the loans, after being given a special training. This process as suggested by the World Bank (1988) can be done before, during and after enrollment.
in higher education, depending on the need to ensure the repayment of loans. The government is facing a shortage of qualified people to carry out development programs in rural areas, providing alternative education such as Non-Formal Education or other training activities for self-employment of rural people in agriculture and other sectors. Doing so, the government and those who benefit from loans are contributing to attend the development needs of the country, that is also important. It should be noted that development process requires some educational alternatives for the majority of the population. It could not be development excluding the population living in countryside.

On the other hand, the government failed in the process of using the university to reduce the disparities between the regions because most students who enter the university had to be separated from their local background, conditioning them to an alien life style, most of them living in university halls free of charge. The changing situation made the students expect after graduation higher salaries, better employment and improved living conditions. As a result, very few of these graduates have thought of going back to their districts and villages to help the nation in the difficult process of societal development. On the contrary most of them are enjoying their stay mainly in the capital city, when developmental needs are claiming for educated manpower in the countryside. Many other factors may contribute to this prevailing situation, such as the war that followed the independence period, the absence of incentives for those who are ready to participate in the community developmental programs. Moreover, the curriculum inherited followed the metropolitan model and the socialistic orientation of the country’s development after the immediate independence period. Apart from a notable bias towards engineering and sciences, it has been characterized by a considerable amount of social and humanitarian disciplines, which are important but maybe not very determinant for the current developmental needs and priorities of the country. The result is that many of the university graduates are employed in the bureaucratic jobs doing intermediate services rather than in the productive sector, creating the wealth for themselves and for the country, as well as contributing to open new opportunity for jobs.

It could be said that the political and social considerations of the government to see higher education as an important source of provision of the national unity and for
lessening the discrepancy between the different social classes failed, mainly because of conjectural factors, such as civil war, lack of incentives in several regions of the country that can attract the graduates to go and work in hard conditions, and because the system of free higher education indirectly gave many more benefits for those with purchasing power than for those in need. As a result this contributed to increase the social inequalities.

Increased State Control and its Effects on University Performance

One of the remarkable marks of changing the university to respond to the new political and cultural dynamic is related with the renaming the university of Lourenço Marques to “Eduardo Mondlane University” (EMU) in 1976. The name of ‘Eduardo Mondlane’ was awarded to the university in homage of the first President of FRELIMO, a Mozambican intellectual known as the architect of the Mozambican unity (EMU, 1991). This fact had a significant political and ideological impact on the subsequent university development. It stands as an implicit recognition of the role to be played by the university in the alignment and disseminating the traditional and related ideology of “national unity”, advocated by the only ruling party in the country, Frelimo’s party, as opposed to dissemination of pluralism of ideas and views that do exist in any academic institution. During this period the presence of direct and official linkages between the university and the government and party systems were very clear. This fact at least speaks about the model of autonomy and governance that characterized the university functioning at that time. The effects of these links between an academic institution with the ideology of the ruling Party led to an authoritarian governmental attitude and increased bureaucracy towards the university, which appears to have had a negative influence on the following functioning of the university and all parts of the higher education system in Mozambique. This maybe contributed to affect the interests of the academics on researching and publishing, it might have also affected the quality of the few research and publications that the university kept. Obviously the great effect of these unwanted interferences on the university functioning is felt in the overall performance.
The reflection of a tight control on the management of the university is characterized by the legacy of very heavy bureaucratic procedures, low quality and productivity, and essentially the absence of initiative of most university staff members that is affecting the institution in its attempts of improve changes for better performance. The inefficient functioning of the human resources has had repercussions on the staff increases which aggravates the overall university costs. The very noticeable growing number of the staff of the university, especially the supportive staff, is due to the incapability of existing staff to do the job properly. Hence the managers are forced to recruit increasingly more, while those who are inefficient cannot be fired because they are already civil servants, and the ‘Civil’s Statutes’ in Mozambique still refers to back socialistic principles, which very fatherly protect any single employ, even the worse one. Nevertheless, some changes in the Statutes have been discussed in order to adapt it to the new environment of country’s development. It is hoped that the revision of the Satutes may make it more flexible, as an instrument for guiding the organization of daily work in the public institutions.

However, the highly protective laws in governmental apparatus, along with an inadequate, at least for the university organization, policy of recruitment of staff introduced after independence have contributed to create a body of human resources in the universities and other public sectors that are not always appropriate. According to this policy, the university received centrally, from the state, a number of people to be employed as civil servants without taking into account the special requisites required in an academic organization. This was due to the manpower planning adopted by the government in its early stage of independence, and the consequences are still affecting the organizations. For example for the university the consequence of having inappropriate human resources is that the institution performance is adversely affected.

The “Civil Servant’s” Policy and University Effectiveness

Generally, people working at universities, especially academics, pass a special and rigorous process of selection. For example, it is not enough to have a degree to work at a university, special requisites centered on how the candidate performed academically and pedagogically in his or her studies. The development of scientific and teaching skills
are equally required. Therefore, people working at universities are expected to be highly skilled and scientifically and pedagogically well prepared. Becher and Kogan (1992) underlined that universities are mainly composed of individuals having extensive knowledge of their area of activity and often working independently or in small teams, depending on the scientific discipline. Thus, in the context of recruitment of staff above mentioned it was difficult to be sure that people given to the university were the best that the university really needed.

**Inappropriate Principle of Organization of Work**

Another important drawback affecting the university performance arises from the use of the principles of organization of work transplanted from the civil bureaucratic administration to the university. As Drucker pointed out, when analyzing the situation in many American organizations in the sixties “a fair day’s labour for a fair day’s pay” (Drucker, 1969, p. 261) should be the norm. This principle is too permissible for the universities because it allows to have people doing only little in the organization and being valued in equal conditions as those who are deeply involved in moving the organization further on. Therefore, the fact that a single member of staff can use his talent and time to do cumulatively several organizational tasks as much as he can, apart from his own main tasks should be valued, encouraged, and considered in the several processes of human resources management, whether rewards, or staff appraisal and staff development, if the aim of the institution is to keep people motivated and fully involved in improving the organization performance. Rewarding people who are much more involved in performing several organizational tasks can contribute to changing the established culture of doing little and expecting more for the organization. Changes will gradually bring people working much more time for the institution without distractions nor in they resort to work outside the university to obtain additionally supplements to maintain the surviving for themselves and their families.

The teaching profession has a “labor-intensive character” as underlined by Coombs (1985, p. 147). Therefore, in the situation that Mozambique is facing now, characterized by lack of salaries and incentives for the academic work, the introduction of the principle of rewarding and considering the individual efforts and contribution for
the institutional growth can contribute to greater staff motivation and it can be an invitation for putting people together pushing up the organizational performance.

People working at universities should be much more expensive in comparison with other workers of other business, especially of the civil servant’s apparatus. However, in the situation of Mozambique, being compared as civil servants academics’ salaries are low and regulated in a such bureaucratic way that it is impossible to introduce innovations that can help the incrementary process of rewarding. This fact has contributed to affect the morale and the performance of the academic responsibilities in whole educational institutions.

Therefore, looking for effectiveness and efficiency in the functioning of the Eduardo Mondlane University in the current situation means also the necessity of reviewing the salary scales awarded to teachers, as well as, to other members of staff.

**Salary Scales**

In understanding the causes of the emergence of the situation that makes the university staff work little for the university, a brief analysis of the organization of the current salary structure, which is built on the basis of the civil servant’ salaries can be helpful. This scale of salaries treats all teachers and civil servants of administrative public institutions as if they were alike. Based on uniform salary structure the principle of rewards at university advocates the same pay such as if a teacher and an administrative civil servant perform essentially the same tasks. Additionally, the escalator provision of the civil servants’ salary structure fails to recognize the academic degrees very prized in the educational profession. In the academic institutions the professional growth of the staff is bidding to a constant process of acquisition of new knowledge, as much higher degrees acquired as better. This is not recognized for salaries in public universities in Mozambique.

Coombs, underlining the importance of keeping raising teachers salaries, wrote:
The alternative of not allowing teacher salaries to lag behind other salaries is self-defeating, for it simply results in losing the best teachers and recruiting a poorer caliber of new ones. (Coombs, 1985, p. 148).

Thus, it could be said that ‘civil servant’s model’ of organization of work and rewards at Eduardo Mondlane University fails to attract and motivate the ablest teachers to perform their duties, hence contributing to create serious problems affecting the institutional efficiency and effectiveness.

To change the prevailing situation, academics should use all their efforts to convince the government that the academic tasks are different from the administrative civil servant’s duties, therefore, their consideration should be different also. A fundamental restructuring of the academic profession based on a clear distinction of functions and responsibilities that unequivocally recognize the differing abilities required for those working at universities and those working in a public bureaucratic institution can give a great help on that direction. The recognition that not everyone can be a university teacher could be a good start. Some academic critics at Eduardo Mondalne University used to say that ‘there is nothing wrong in establishing a high scale salaries for politicians, such as members of Parliament, however, in the Mozambique’s situation everyone can be a politician, including a non-educated one, but not every politician can be an academic’.

This critique mentions an essential distinction of the academic profession that has to be taken into consideration in deciding the fair evaluation of the educational profession, and its importance for the future development of the country.

The current situation is that most people do little in the university, but they keep running several private businesses for outside, mainly using the institutional facilities and time. Many reasons could be given to justify the emergence of this phenomenon that have negatively affected the performance of the institution in the last years. However, something might be done to halt this tendency. Thus, the human resource management looking for the need for improvement of institutional performance first of
all should change the current philosophy of employing people based on the following statement ‘a fair day’s labour for a fair day’s pay’ as pointed out by Drucker:

Unfortunately no one has ever been able to figure out what is fair either in respect to labour or to pay. The real trouble with the phrase is, however, that it demands too little, and demands the wrong thing. ... A fair day’s labour for a fair day’s pay, consciously or unconsciously, assumes a system of production under which the worker does nothing but what he is being told to do. (Drucker, 1969, pp. 261-262).

To improve effectiveness in university functioning in Mozambique in the current times implies to carry out innovations not only in the university organization and management as it was preconceived on the ‘Present and Perspective’, but changes should cover the organization and management of work itself. This requires a focus on improvement of human effectiveness in work and this will imply that people change their habits, their perceptions about work, and their relationships to the organization.

Institutional improvement requires that almost every member of staff takes responsibility for his/her actions, for the simple reason that everyone controls and determines the output of the university through the way in which he or she performs his or her tasks. This requires first of all individual motivation and self-determinance. Hence, changes in management of staff and their work to meet the institutional expectations is a complex process and a greater challenge than has to be faced first of all by the leadership of the university and all top and middle managers, if the university is to compete with other sectors of equal importance for the country’s development. To start these changes will imply: (1) an analysis of understanding the university staff as the institutional human resource needed to fulfill the mission established, operating in concrete life conditions and changing market environment. The university has to ask what specific properties of these resources are; (2) the university has to establish the clear demands to make on staff, in respect of the work to be done, as well as to establish a ‘conduct code’ to be observed by each member of staff; and finally (3) the university has also to consider what demands the staff members make on the university
in their capacity as human beings, as individuals and responsible citizens (Drucker, 1969).

Modernization of the University

The situations described in the earlier sections of this chapter contributed to drive the university to a near crisis by the middle of the eighties, which resulted in a general boycott conducted by students and some sections of the university staff. This marked the beginning of the demand for modernization of the university, which received a full response earlier in the nineties, with the conception of the ‘Present and Perspective’ reform program. This program was a result of a self-managed needs assessment undertaken by the Eduardo Mondlane University which identified and analyzed many of the problems affecting the institution: (1) output efficiency; (2) severe problems of staff retention; (3) irrelevant research output in comparison with national needs; (4) inefficiency in whole organizational management, resulting in highly centralized structure, to the extent that it absorbed senior management staff time in the review of numerous minor administrative processes; (5) severe deterioration in the physical plant on the university campus, as a result of a poor investment on the university and the rising costs of the building maintenance.

On this basis, the university received from the World Bank and International Monetary Fund, through the government, the necessary grants and support to carry out the outlined reforms in order to halt the noted negative trends affecting the university development.

The reforms outlined in the ‘Present and Perspectives’ represent an attempt of the university to respond to the changing environment in which it was operating and it was supposed to represent the consensus on the developmental vision of the university up to the year 2000. However, by now, many of its perspectives have been fulfilled or need some revaluation to adjust to the new demands of the university environments in constant evolution and changes. The major merit of the ‘Present and Perspectives’ is that it reflects the starting point of changes required in the new era and new environments created by the ongoing Structural Adjustment Program in Mozambique,
supported and funded by the World Bank and International Monetary Fund, that along with the government has imposed new conditions and changes to development of higher education institutions in Mozambique. In the new conditions the university is expected to: (1) become more responsible to the needs of the economy and national development; (2) become less dependent on public funding and more dependent on private sources of income; (3) provide wider access to its services so that a greater proportion of the population are able to benefit from a university education; and finally (4) become more cost effective and allocate resources more efficiently (World Bank, 1994).

As a result of the ‘Present and Perspectives’ the university gained more autonomy from the government, although the level of autonomy conferred was still not sufficient to lead and direct changes in the university without interference. It represents a great deal towards the real university autonomy needed. The challenge now is to continue the struggle to gain more and more. The best way of helping the process of carrying out this struggle can be facilitated by improving the efficiency and the effectiveness of the university, establishing performance indicators and periodical evaluating the university activities in its faculties and departments, and activities of a single member of staff. Increasing the overall performance, the university gains much more status and recognition of its importance, and this can help the process of acquiring more autonomy. Hence, it is the purpose of the next chapters of this dissertation to address the question of strengthening the university performance through improvement of the human resources management of the institution, who represent the essential conditions in promoting the efficiency and the effectiveness of the university.

Conclusion

In conclusion, it could be said that government influence and control on the Eduardo Mondlane University has been felt since the early stages of its establishment, in the Portuguese colonial period and continued after independence. Although the government after independence attempted to change the purpose and the identity of the university, in the sense that it should serve the social, political, economic, cultural and development interests of Mozambique, these aims were not entirely reached in several
areas. For example, the elitist character of the university was not resolved, in the sense that only selected people can enter the university, and after they finished their studies they occupy or request a distinct position in the society. In many cases these requests are opposite to the purpose of outcomes expected by the government. One of the reasons for establishing tight control on the university was aimed at raising the entrance to the university; to obtain the contribution of the university in lessening the development gap between different provinces and regions, as well as to strengthening the national unity, even if in this case the goal has not yet been reached. However, it should be noted that the contribution of the university to the economy is sensible, especially, the role of the university in preparing qualified manpower in a short time to secure the functioning of the public and private sector of the economy after the exodus of Portuguese specialists as a result of independence.

The continued attempts of the government to monitor the functioning of the higher education sector in Mozambique led to increased state control of the university and loss of autonomy. That has been responsible for several problems affecting the overall management of the university, and has had harmful effects on human resources development and management. All this created such a critical situation that it has resulted in constant increases in the number of staff at the same time that the efficiency and effectiveness of the university have dropped.

As a result of the accumulation of unresolved problems referred to above, as well as, the effect of economic and political changes that have occurred in the country, it has created a situation on the university’s functioning environments that make it no longer able to continue operating in the old parameters. Thus, during 1990-91 the university undertook a well succeeded self-managed assessment which resulted in a program of reforms supported by the World Bank and International Monetary Fund.

Finally, the major question arising from that situation is how to conceive, plan, attract, manage and develop human resources that are adequate, competent, and fully committed to the university business? Trying to answer this question, the next chapter will look at the key theoretical issues of governance in universities, in order to built up
a framework of approaching the problems encountered at Eduardo Mondlane University, and suggest insights for improvement.
Chapter Two

Theoretical Framework for Effective Human Resources Management Approach

Introduction

The first purpose of this chapter is to explore the evolution of theories of organizational analysis and the links between these and the use of human resources management principles for improvement institutional effectiveness. Second to consider the conditions of the applicability of human resources management concept to the real situation of the EMU, by approaching the organizational features of the university. This is followed by a discussion of the university mission statement, highlighting the need for its improvement, according to the real situation of facts. Third, to examine the theoretical concepts of human resources and human resources management on the basis of which the present study is developed. Fourthly to look at the scope for improvement in effectiveness in a higher education institution in Mozambique. Finally, it analyzes the assumptions of human resources management at EMU.

Approaches to the Study of Organizations

The development of a system of human resources management that reconciles the institutional interests with a human focus is appropriate and expected in an educational organization such as the EMU. At Eduardo Mondlane University as like in any other education institution it is difficult to achieve consensus in major management assumptions. This sometimes has led to long delays in developing policies and procedures on management; it has created an inappropriate working environment, characterized by the dissemination of dissatisfaction among several interest groups within the university. That these interest groups exist in the university there is no doubt. Perhaps they do not reveal themselves openly, but they are bound together either by status or by shared values and beliefs, or yet by place of work, whether at university central administration or at faculty (unit) levels. These are the different elites
that constitutes the different groups of the university. The sign of the existence of these interest groups is the conflict that always exists in the university. This is because the different groups each have their own set of goals which they attempt to put forward and promote as the prime goals. In this concern it appears opportune to discuss and suggest the adoption of a philosophy of organizational management that recognizes the existence of the 'micropolitics' represented by different interest groups and at management is coherent with them. This is the philosophy advocated by political or conflict theories of organization. In this scenario, an organization can have a core principles of management stated, that expresses the major values and beliefs of the organization as a whole, but it allows sub-groupings the freedom to take actions independently, as long as they are broadly congruent with the underlying principles of the management of the university stated. This can allow the university to function effectively by acting consistently with perceived interests across the university. Following that aim may be it is worth starting by reviewing the major conceptual management strategies in which the organizational management is usually founded and then discuss the key assumptions of political or conflict theories of organization which is likely to take account of the political nature of organizational behavior, in which individuals and groups seek their own interests through bargaining for resources and power which is particularly true in the universities (Morgan, 1997; Peeke 1994).

Theories such as scientific management, classical management, human relationship theory, behavioral science, democratic management, systems theory and neo-scientific management have come and gone over the years. The earlier theories focused primarily on the task, but later theories proposed to balance the task with people.

**Scientific Management**

Scientific management has been considered part of the classical approach to the study of organization. The proponents of scientific management theory are Taylor (1911), Fayol (1949) and Urwick (1947). They emphasized the viewpoints that in organizations only a few people can handle work which requires creativity, self-direction and self-control. Therefore for them management should be based on close supervision and control, centralization and tight hierarchy, detailed work routines and
procedures. This model is closely linked to the Weber’s bureaucratic model of organization, which stresses the managerial authority in an hierarchy chain of decision making, separated functions and standard operating procedures, and rationality (Weber, 1948). The term ‘rational’ here means sensible, logical and reasonable (Everard and Morris, 1996). This presupposes that scientific management assumes that staff members of organizations as human beings are rational and because of that they will accept every change initiated by the top managers, to the extent that these changes seem to be in the interests of whole organization. However, this approach to management for an educational organization, such as a university, may not be adequate, because staff in this type of organization increasingly behave not always in ways that are perceived as rational by the organization managers. The great autonomy, the individualism, and the academic freedom which are typical of many higher education establishments create room for the staff to exercise personal initiative and discretionary authority which may promote contrary visions and behaviours of those sustained by the management of the university. These particular characteristics of higher educational organizations creates certain difficulties for using the scientific management theories for developing the management effectiveness in educational organizations. However, there are some important aspects emphasized by these theories that might merit an interest of the universities, special in period of resources constraints. These aspects are rational planning and goal setting. Planning can help universities to establish an effective strategy for control and rational use of the scarcity resources, ensuring that the overall institutional performance has been directed to meet the institution goals and objectives.

Systems Theory

Another model of organization analysis is provided by the systems theory. According to Morgan (1997); and Everard and Morris (1996), systems theory conceptualizes an organization as analogous to a biological organism. Morgan using metaphors in understanding organizations considers that organization theory has moved from mechanical science towards “biology as source of ideas for thinking about organizations” (Morgan, 1997, p. 34); The organization according to systems theory seems to be a living entity, and its existence and performance is based on the
relationships that it develops with the correspondent environments (see figure 1 in the next section). Through input, output and feedback the organization reacts to the environments, trying to find its way for surviving. The standpoint for organizational effectiveness of this model is the idea that employees are people with complex needs that must be satisfied to allow them to perform effectively in the workplace. This has led organizational theorists, such as Chris Argirs, Frederic Herzberg, and Douglas McGregor to re-think the organization of jobs and interpersonal relationships in the workplace according to Maslow’s hierarchy needs theory, which is based on the idea that individuals and groups operate most effectively only when their needs are satisfied. Morgan pointed out that particular attention in this reorganization of work to idea of

making employees feel more useful and important by giving them meaningful jobs and by giving as much as autonomy, responsibility, and recognition as possible as means of getting them involved in their work (Morgan, 1997, p. 38).

Mechanical view of organization or scientific management as discussed earlier is expanded in the present model to take into account the relationships between elements arising from of the major features of an organization, i.e. mission, social needs of the staff, managerial, strategic and other techniques concern the appropriate technologies of the organization, and environmental requirements (figure 1).

Systems theory is also based on the assumptions of rationality and it advocates certain techniques for improving management such as management by objectives (MBO) and programme planning and budgeting systems (PPBS) (Van Dusseldorp et al, 1971; Drucker, 1969). However, for a university organization, the use of these tools of management seems to be problematic due to a set of factors. Usually, MBO emphasizes the objectives of the organization, and in doing so it ignores the importance of the individual in the system. Thus, for the organization staff members who have to implement the plans and objectives stated, these appear as an imposition. Baron, (1978) emphasizes that experience has shown that as a rule programmes that are imposed on the staff are unlikely to succeed, because generally, apart from the staff members not seeing these objectives as appropriate, plans are not considered realistically, and measures for achievement are not well developed.
Nevertheless, for the implementation of the concept of human resources management, the techniques of MBO and PPBS discussed earlier are important to be considered, since effective human resources management may depend on effectiveness of individual management plans from the staff, which leads to the achievement of a team-group or sub-unit objectives and these can contribute to further achievements of the whole establishment. However, human resources management differs from MBO and PPBS as it is a system in itself, while MBO and PPBS are only techniques that can be used to help the improvement of human resources management. To be effective, human resources management should consider properly the need to involve the staff members in objective-setting of each process that human resources management comprises, otherwise there will appear to be no link between the objectives and organization members’ desire to implement them. An example of how to deal with this situations is discussed in chapter five, related to the process of setting up training needs identification. The same principles almost can be applied to others processes involving human resources management. The overall management of the organization can be improved depending on the ability of top management to interpret appropriately the conditions facing the organization and its members and adopt relevant courses of action, including the systematic process of satisfying the constant growing staff members needs (Morgan, 1997).

*Humanistic Model*

This approach leads us to the discussion of another model of organization study. This is the humanistic model, usually divided into two basic theories: (a) human relations; and (b) human resources approaches (Miles, 1975). The basic assumptions for both theories are the same, so we will not distinguish one from other here. The humanistic model has been considered in certain literature as re-educative paradigm as opposed to the rational approaches (Morgan, 1997; Everard and Morris, 1996). This model involves developing and sustaining the cooperation of individuals within the organization in order to promote an effective functioning. This model advocates organizational development (OD) and contingency approaches as the techniques of promoting effectiveness based in improvement of power relationships, human values, respect for individuals, consultation, consensus, decentralization, flexible procedures,
multidirectional communications, and management by objectives (Morgan, 1997; Everard and Morris, 1996).

The major assumption of the OD strategies is that individuals must be involved in management of organization for it to be successful (Greiner and Schein (1991); Argyris, 1964). However the major drawback with this approach for an educational organization is that, as Everard and Morris (1996) underlined:

... without care, it tends to lead people to undervalue the achievement of the tasks of the organization and thereby to detract from the organization’s effectiveness in achieving its aims. It can give managers a sense of impotence and loss of control. (p. 144)

Nevertheless, a humanistic model has played a key function in the development of management in organizations in current times; what is important for managers is to find out the balance between how staff members perceive the situations and predict the reactions and act accordingly.

*Contingency Theory*

Similarly, contingency theory advocates the principle of constant adaptation of the organization to the environment in order to survive. In contrast the classical theories explored earlier in this chapter ignored the role of the environment, treated the organizations as relatively closed systems. The contingency approach focus the need for survival as the key or primary task of any organization. This also contrasts with the system theory’s approach which emphasizes the operational goals as ends to be achieved, while survival is seen as a process (Morgan, 1997). The new orientation given to management by contingency theory increases the flexibility of organizations to prevent unwanted situations and be prepared to face the challenges for surviving. Mintzberg (1983); Lawrence and Lorsch (1967) referring to flexibility of contingent organizations stated that management in a certain establishment may vary between organizational departments because of the influence and characteristics of their “sub-environments”. Morgan (1997) continuing this description wrote:
For example, in relatively stable environments, conventional bureaucratic modes of integration such as hierarchy and rules appeared to work quite well. But in more turbulent environments they needed to be replaced by other modes, such as the use of multidisciplinary project teams and the appointment of personnel skilled in the art of coordination and conflict resolution. (Morgan, 1997, p. 50).

Translating the essence of the Morgan's statement to the real situation of the EMU, it could be said that although in general, decentralization can be recommended for improving the university effectiveness, for certain services, such as financial administration, housing, transport, the extent of this centralization could be pondered and well measured, because of the environment in which the university operates they may require clear definition and control, and special organizational preparation than work in other areas. This applies to what Mintzberg (1983) called the creation of 'working constellations' to deal with different aspects of environment. One constellation may be organically structured to handle dynamic conditions, and others may operate in more centralized bureaucracy.

... disparities in the environment encourage the organization to differentiate its structure and use selective decentralization ... In other words, it can centralize and decentralize at same time (Mintzberg, 1983, p. 14)

Alongside with many strengths of the humanistic model there are also some limitations. This stems from the fact that both OD and contingency approaches to the management assume that individuals as rational entities, voluntary will follow the organization in its attempts to adapt to the nature of the environment in order to maximize its effectiveness. It does not take into account that individual and organizational interests may not be congruent. There are some important power and conflict dimensions involving the activities of rulers and ruled in organizations that the humanistic model does not respond to in the degree required. This requires a political approach that links the interests, conflict and power in management of organizations to explore next.
Political or Conflict Theories

Political or conflict theories of organization see all the previous approaches to organizational analysis as condemned to failure, since they fail to take into account the political nature of organizational behaviour, in which individuals and groups seek to meet their own interests (Morgan, 1997; Cohen and March, 1974). It could be said that the situation described fits particularly to the university organization, where the diffusion of power with potentially diverse and conflicting interests are typical. Nevertheless, the political approach may be not welcomed at EMU and many institutions of Mozambican society. First because of the widespread idea that organizations, especially ‘public’ ones are supposed to be rational enterprises in which their members seek common goals. This may tend to discourage discussions viewing public organizations as seeking political motives. However, intruth as changes occurred in the Mozambican society along with the Structural Adjustment Programme, the values of the people in organizations have also changed. People are no longer seeking the same goals as the organization as they did during the socialistic development that the country knew. The second reason that may discourage the discussions in this view is the distressful image of politics in the local environment, that makes the term ‘politic’ seen as a “dirty word” and politics as not worthy for individual people either, for organizational life. In this regard, one useful clarification of the term ‘politic’ is given by Morgan who points out that:

... in its original meaning the idea of politics stems from the view that, where interests are divergent, society should provide a means of allowing individuals to reconcile their differences through consultation and negotiation (Morgan, 1997, p. 154).

Nevertheless, the university and its many faculties and departments, in openly recognizing (or not) the validity of politics in shaping the management their units have embarked on carrying out activities such as elections for appointment of the vice-chancellor, deans and head of departments, features of which have been considered in this model.
Conflict in organizations it is not a bad thing at all when the ability to recognize its existence and the capacity to handle it is present. It can be a key in management success. For that managers should be trained to develop certain attitudes and skills. According to Everard and Morris (1996) among other aspects managers have to be able to say ‘No’ when it is appropriate. They must develop listening skills, present their ideas and feelings clearly, concisely, calmly and concisely. Successful handling conflicts in organizations requires the ability to articulate the common goals which should help both parties to rise above their differences to look to future achievement of the organization rather than past frictions. The value of a constructive conflict in an organization is explained by the fact that it is a result of the availability of two or more alternative courses of action. If the management of the organization is able to thoughtfully consider further that different possibilities it helps to reduce the risk of missing an important flaw in the problem-solving process in the institution which may emerge later. The absence of conflict in an organization should preoccupy the management because it “may indicate abdication of responsibility, lack of interest or lazy thinking” (Everard and Morris, 1996, p. 88). However, conflict can become a disruptive force when personal interest, not of the institution or of the group is stacked on the outcome.

The implications of political approaches to human resources management arise from the fact that bureaucracy, according to Audit Commission (1985) on “Good Management in Local Government” is no longer an appropriate organizational mode for today’s environment. Therefore, it could be said that what is currently adaptable for complex organizations like universities is “flexibility and responsiveness” as Storey (1994, p. 52) underlined. Flexibility and responsiveness find its expression in the practice of devolved management to departments and faculties. Its fully realization is possible only through gradually abandonment of formal rules and control which are typical to any bureaucracy and centralized management, shifting it by localized form of control, involving flexible responses, self-control and commitment. The major justification of this is the fact that commitment of the staff in a university organization, which is at the heart of human resources management, is not based on mere observance and actions according to the formal rules and procedures established by the bureaucracy, but relies on personal initiative and creativity.
Civil servant's bureaucratic regulation upon staff at the Eduardo Mondlane University dictated greater formalization of relations with staff members on a collective basis. The personnel function therefore was to become more detailed and specialized, and this led to the growth of personnel department at EMU. Relations with staff generally is put on a more 'proceduralized' ground. Internally, personnel department has to set about written procedures trying to cover almost every eventuality. The consequence of all this is the increased bureaucracy that reigns in human resources management of the EMU that undermines the responsiveness of service. Storey (1994) adds that bureaucracy also not offers a way "to achieve consistency, equity and impartiality of service ..." (p. 56) that are important to consider in the modern management.

Political considerations on organizational approaches make claims for a radical changes in the concept of human resources management. Instead of collective procedures of employee behaviour established by the civil servants' statutes shift is required to a far more systematic approach based on an individual level. In this situation the key function for the university is to establish a rigorous control in the selection processes of staff to ensure that only the best candidates are admitted to constitute the human resources management of the university. Similarly, it should be ensured that staff appraisal and performance, training, reward and communication systems and other aspects of human resources management are in greater alignment with managerial principles, "shifted from reliance on 'collective' forms of accommodation with labour to more 'individualistic' ones" (Storey, 1994, p. 49). In this perspective yet according to Storey (1994) the direction for human resources management "would be set not by industrial relations and personnel specialists but by the key operational managers" (p. 55). In the case of the EMU it means that the human resources management would be 'owned' by line managers constituted by heads of department and deans. However, it should be recognized that the establishment of these changes, if they have to be accepted, will not occur without difficulties. Difficulties will arise from the inherently political nature of the values and objectives of the staff and of the organization itself which will govern the direction taken for implementation of the new policy; they will this derive also from the fact that bureaucracy in public service is not easily discarded.
Hence, successful human resources management under political approaches requires not only top management support but also support from the staff members and from the different elite groups that constitute the ‘micropolitic’ universe of the university.

To conclude the discussion on theories of organization it could be said that there are a variety of models to explore. However here only the most representative theories were discussed. Each of these concepts contains a clear view of the basic principles for human resources management. These concepts specify and guide the choices of behaviour of staff along with its integrative mechanisms, i.e. style of leadership, approach to organization and job design, communications and control, reward design and allocation of resources, etc. The useful advice to the management of the university is to consider the strengths and weaknesses of these models and take into consideration the most fruitful aspects to improve institutional effectiveness. Next applying to some of these insights we will try to analyze the Eduardo Mondlane University and describe its major features.

Understanding the Eduardo Mondlane University as an Organization

The major starting point of any study on institutional management is the analysis of that organization aiming to understand its main features, weaknesses and strengths that can facilitate the approach of any improvements in effectiveness. This was done partially in the first chapter, however some understanding of the EMU as an organization providing higher education, from the theoretical view of organizational analysis is still necessary.

The over simplified model of presenting the Eduardo Mondlane University as an organization is illustrated in the next figure 1. This figure was conceived by taking into account the recent discussions at the EMU with the respondents of the survey and the theoretical perspective of analyzing organizations developed by Miles (1975) and then referred to in the works of Sanyal and Martin (1997); Cave, Hanney and Kogan (1988); Johnes and Taylor (1990); Romiszowski (1981).
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*Figure 1*: An abstract model of the EMU.

The main features shown in this figure are: the university in the middle, surrounded by its environments concerning its Inputs and Outputs; In the first plan are shown the major institutional missions: 1.- Teaching; 2.- Research; 3.- Extension; and a ‘new’ mission 4.- Management. Apart from the institutional mission it is also shown that in order to operationalize the mission the university needs appropriate human resources, a typical structure and processes (technology) to develop the work.

The figure tries to put together the traditional activities of the university, teaching, research, and extension, and additionally advances the management function of the university as the new sphere of the university mission to be considered as an important component of the process of modernization, enhancing the overall university functioning.

Applying the Miles’ conception of organization, to characterize what the university is, it could be defined as an organization which holds a determined mission, constituted by people grouped together around a technology (processes) which is operated accordingly to an established organizational structure of governance and decision.
making, aimed to transform identified inputs from its environments into marketable outputs and outcomes (Miles, 1975). Although Miles developed this conception in relation to profitable organizations it can apply to any organization. This definition can also be adjusted for an education organization such as a university, if some specific aspects of universities are considered.

According to Cohen and March (1974) universities can be considered in the group of anarchic organizations, which posse three major characteristics: (a) problematic preferences; (b) fluid membership; and (c) unclear technology. In his turns Turner (1977) considers that a thoughtful examination of organizations of higher education will reveal that different organization members often have widely different goals. This ensure that problematic preferences are a reality for universities. Fluid participation is explained by ever-changing users (mainly student population), encouragement of non-organization members to use university facilities such as libraries, computer services, sport facilities, amphitheaters for meetings, and variety commitment of the staff inside and outside university. Further, Turner argues that teaching activities are based in unclear technology, in the sense that there is no a unique way for delivering the learning process and it is difficult for the teacher to measure how much students learn in each process of teaching. All the described characteristics confirm that university is a particular type of organization, therefore it merits a different approach and treatment if compared with the most civil servants’ organizations in Mozambique or to any other profitable organization. University outputs are so diversified, research, graduates, publications, services and so forth, that makes it to be different from many organizations.

Next, two main features of the figure 1, those that seem to need more explanation for the purpose of the present paper will merit a detailed description to help the reader to understand some of the specific problems of the EMU.

**Institutional Mission of the Eduardo Mondlane University**

Institutional mission as it is perceived by Pearce, involves the establishment of an:
... enduring statement of purpose that distinguishes one business from other similar firms. (Pearce, 1982, p. 16).

The Eduardo Mondlane University mission statement advanced in the ‘Present and Perspective’ was essentially perceived only as part of the academic process. The mission covered almost three central functions: (1) teaching - the process of transferring knowledge, skills, and attitudes; (2) Research - the process of generating new knowledge; and (3) Extension - the function of providing services to the community.

... aside from training university technicians, the EMU must contribute to resolving some of the nation’s problems by promoting research, extension activities and consulting services. (EMU, 1991, p. 42).

Here the extension activities should be understood as the opportunity of the university to offer its academic expertise to the community, thus it can be a continuation of the implementation of the academic mission by other means to meet the local conditions and needs of the local population. However, this understanding of the university mission as a continuity of the academic processes of the university seems not to be satisfactory for the current requirements of modernization of the university. During the research process carried out for writing this dissertation, the current mission statement of the university was discussed with several respondents and some respondents highlighted the need of expanding it in order to cover also the ‘management ethos’. In fact the management activities in the universities has been increasingly recognized as part of a wider activity that enhances the success of the whole university business. This seems to be an international trend grown throughout the 1980s and early 1990s as was underlined by the Society for Research into Higher Education:

Mission establishment, which many initially perceived as part of an academic process, has become associated with the managerial ethos that is pervading all sectors of British education. (Peeke, 1994).
The consideration of the managerial approach on the whole university functioning seems to be going necessarily to establish a new culture which will benefit those who work and study in the institution, because management has been recognized as a necessary element in improving the institutional effectiveness. The logical inter-relationships established among the main spheres of university functioning shown in the figure 1, broadly specify some of the difficult mechanisms that the organization faces in fulfilling the day to day tasks. Thus successful process of dealing with problem-solving in any institution requires a combination of a good leadership and management skills. Bennis and Nanus underlined that in the following way:

The problem with many organizations, and especially the ones that are failing, is that they tend to be over managed and underled ...There is a profound difference between management and leadership, and both are important. “To manage” means “to bring about, to accomplish, to have charge of or responsibility for, to conduct.”. “Leading” is “influencing, guiding in direction, course, action, opinion.”. (Bennis & Nanus, 1985, P. 21).

The major message valid for our purposes here is that in dynamic organizations such as universities, people do not want to be managed but they do need to be led. Thus the successful handling of a university mission requires the managers to acquire and develop leadership and managerial skills, letting people do things by themselves, once it is widely recognized that each person is a manager for dealing with his/her own businesses.

Thus, it could be said that the main functions that characterize the Eduardo Mondlane University as an organization are: the teaching, the research, the extension, and the institutional management.
Looking at the experiences of university management in different parts of the world we can see that some universities stress the major function of teaching first and research as the next most important or vice-versa, depending on their tradition, evolution, and place in the national development process. In the case of the Eduardo Mondlane University it could be said that the major function is teaching. However, there are other functions that come to greatly enhance that function. Arising from the need to fulfill the university missions, the other feature in describing the university is the understanding of the people involved in the university work, the type and quality of the institutional human resources, which concept is described next.

The Concept of Human Resources

People in universities occupy a central place in the organizational functioning, they establish the institutional mission and they operate the functional processes or technology. The technology of an organization such as a university includes not only the machinery, tools, and equipment used in the process of teaching, research, extension or management, but also the specific human skills, knowledge and procedures that make possible to have the job done (Miles, 1975). Therefore the human factor is the most important and valuable resource of any university.

Theoretically, the conceptualization of the human resources of a university organization will reflect the needs of the institution to fulfill its established mission. The university in principle will have such type of human resource according to the different spheres of activity of the organization as referred to in figure 1. However, an addition should be made in figure 1 to cover the area of supportive services, such as administration and several other aspects of technical support (in laboratories, computer services, libraries, etc.). The requirements in the process of selection of these type of staff should be equally rigorous as with the selection of other academic staff in the interest of maintaining the balanced functioning of the university as a whole. However, in practice a certain relaxation in the process of selecting the supportive and administrative staff at EMU could be detected, and the consequence of this is two fold. First the absence of not establishing and rigorously observing a certain level of standards in the recruitment process has affected the quality of expected results of the work done by these people.
Second, it has created difficulties in the process of finding ways of reorganizing new careers and global rewarding proposals, which are supposed to be fair and not discriminating against the other groups of employees. A rigorous criterion process of recruitment of staff members of a university organization can help the establishment of an integrated scheme of rewards. The major justification of this is that to maintain the highest standards of work and correspondent outcomes that a university organization deserves, the staff have to be highly qualified and professionally competent in comparison to other areas of public services. Therefore the organization of work and requirements of staff recruitment of an academic institution such as the universities should be different from the rest of public services.

Translating the figure 1 to show the composition of the human resource body of the Eduardo Mondlane University will result in the following features shown next in the figure 2.

*Figure 2: The Concept of Human Resources*

Description of the main features: 1. - Teachers; 2. - Researchers; 3. - Staff involved in doing community services ("extensionists"); 4. - Managers; 5. - Technical and Administrative Staff.

The interaction between the circles representing the major different groups of staff, shows the different types of works that a member of staff is expected to perform in
theory. However, the organizational model adopted at Eduardo Mondlane University explicitly does not recognize the existence of researchers and "extensionist" as different identified groups of staff of the university, such as these functions are supposed to be fulfilled by teachers as part of the continuation of their academic responsibilities. Hence, officially the staff recognized with especial careers in the university in summary can be divided in: (1) Teachers; (2) Technicians; (3) Administrators and Secretarial; and (4) Ancillary. These conceptions of human resources bring some problems to the organization of human resources management. Some of these problems are typical and their analysis merits our attention.

Such as the main function of the Eduardo Mondlane University is to provide teaching, by definition the teaching staff are expected to do teaching as their own major task, once they should guarantee the execution of the main tasks that make the existence of the organization to be possible. The second important function defined for teachers is to carry out research activities, not only for keeping improving their teaching function, but also for publishing scientific articles to guarantee their development and growth in the academic career, such as the academic job in the universities following this model in the world requires. Additionally, teachers are expected to participate in extension activities, as well as assuming management functions in the central or in the faculty administration.

Thus, teachers' activities at Eduardo Mondlane University are expected to cover a wide range of any of the five major functions of the university referred to on the figure 1. However, in reality, very few teachers are performing all these functions at the same time. Some of them are involved in doing teaching and some research at the same time, others are in teaching and management or vice-versa. The majority are involved only in teaching. There are also teachers doing only research, once there is no a special career for researchers, but being considered as teachers for effects of progress in career development. Extension activities are being carried out by designated centers and some people with high degrees involved in this centers have claimed to be considered as teachers also, because being a teacher is more prestigious. Also in several faculties there are teachers doing extension activities and/or research linked to appropriate centers, conceived to exercise a kind of interface with the community. However the
major function of these centers is to raise money for themselves once the university does not have appropriate control on their functioning.

Nevertheless as can be seen from the few examples advanced here the current situation of organization of work at Eduardo Mondlane University, it is not the best, and it brings about several problems affecting the overall institutional effectiveness.

Very rarely in the working environments in which the university operates, aggravated by the poor working conditions, low salaries and low levels of incentives, people can do everything at the same time. Thus a clear definition about the division of labor at the university seems important in order to overcome the current problematic situation. May be a policy of incremental paying, according to additional work done above the average, could help the improvement of effectiveness. However, for that aim the necessary criteria should be established to distinguish the minimum work that each member of staff should give to the organization as its obligation of being the university staff. The additional work to be rewarded should be in a certain way quantifiable, by additional hours of work, number of publications, supervision of students, the relevance of studies, research, or extension activities, etc.

Conceptual Clarification of Human Resources Management

The framework of the review that will be discussed in the following chapters provided a useful clarification of human resource management borrowed from Peter Drucker (1969) who defined that management involves the tasks of planning, organizing, leading, controlling, and developing.

Thus, managing human resources in a university meant, working with and through people to achieve the organization's goals effectively. This is not an easy task, as it is known that university as a form of organization is a special case, difficult to manage well, with substantial sub-unit autonomy, and lack of consensus on major managerial issues, where the organizational decisions are open to different interpretations. (Becher & Kogan, 1992; Morgan, 1997). This is due to the plurality of interests within universities which makes the achievement of true consensus difficult. Peeke add that:
Education ... is so closely associated with personal values and beliefs that clear potential for disagreement exists. (Peeke, 1994, 125).

Successful human resources management is the one that helps the organization to meet the expectations claimed by its members and it is in conditions to mobilize them to increase their commitment to fulfill the organization mission. Human resources management conception may thus be successful if it is able to identify the futility of the tight central control of the government or of the organization itself (Morgan, 1997), and therefore, be helpful in creating a climate in which self-managing, responsive teams, operating within a broad institutional framework, may become the model of the Eduardo Mondlane University as it faces the challenges of the 2000s.

Therefore, human resources management for the purpose of the present study, is understood as the performance of the tasks of Planning, Organizing and Decision-making, Staffing and Developing, Leading, Controlling, Communicating, Appraising staff for effective functioning of the institution. Any manager in the university should have the skills to fulfill these tasks at different levels of the organization and responsibilities.

Fidler and Cooper in the following quotation offer a simplified description of each process of human resources management above mentioned.

The processes which comprise staff management are

Selection: selecting appropriate staff for particular posts and appointing new staff;
Induction: ensuring that new staff are introduced to and prepared for the new job in a systematic way;
Motivation: providing staff with enthusiasm and determination to achieve good results;
Control and direction: ensuring that staff know what they should be doing and monitoring progress;
Delegation: ensuring that staff are given increasing amounts of invigorating work for which they are accountable;
Appraisal: taking stock of the past preparing for the further;
Training and development: diagnosing needs and ensuring delivery of training and providing training opportunities;
Coaching: working with and encouraging staff to acquire and perfect new skills;
Counselling: helping staff deal with work related problems in a sympathetic way;
Rewarding: ensuring that receive appropriate rewards for their efforts;
Discipline and grievance: dealing with staff who are not performing appropriately and handling any complaints; and
Debriefing of existing staff: finding out from leaving staff why they are leaving and obtaining details of their former job. (Filder and Cooper, 1992, pp. 8-9).

Effectiveness in managing human resources for the university requires not only a high level of performing the tasks mentioned above, but also a commitment of the various managers to working effectively together in solving problems and achieving the individual’s and institution’s goals. For that purpose, the usual gap between personal and organizational needs and goals should be reduced, and most of all staff and managers must be committed to both organizing and performing the work economically (Morgan, 1997; Drucker, 1969). The university effectiveness therefore is founded upon responsible participation of all staff members. The absence of a good staff management system this has partly caused wastage of resources which therefore affected the effective functioning of many African universities (Sanyal and Martin, 1991).

The concept of University Effectiveness

Before discussing the findings of research, it seems useful to consider the conceptualization of the effectiveness in an educational organization. From our previous discussions it seems reasonable to assume that university effectiveness will depend mainly on the quality and motivation of the human resources employed to operate the organization and transform the inputs into outputs. Thus improved skills and the practice of planning, organizing, leading, controlling and training strategies in the organization can help the process of improving the institutional effectiveness. Thus effectiveness can be described by analyzing the functioning processes of a university organization.
For a university to be able to function it requires *inputs*. Inputs can be determined as staff, salaries for staff, buildings, students, equipment, consumables, etc. Through teaching, research and extension processes the inputs are transferred into *outputs*: graduates, new knowledge, publications and generated supplementary income (as a result of provision of expertise to the community). For example, the graduates in their adult life are expected to become knowledgeable, capable, and responsible members of society. These and other processes of higher education that contribute to people becoming valuable members of society are the *outcomes* of the university. (Sanyal and Martin, 1997).

As useful members of society graduates are expected in return to contribute to a realization of societal goals in various spheres of the country’s life, economic, education, health, etc. The role of the graduates in realization of society’s goals can be understood as the *effects* of higher education processes. According to this explanation effectiveness denotes two essential measurements, it can reflect internal processes the outputs or external, the judgments on the outcomes. Internal effectiveness refers to output, the graduates. The internal effectiveness only measure the results, it has nothing to do with input and the process leading to graduation. It indicates only if the required output is realized or not. More years to graduate mean extensive use of resources (inputs) what makes the system inefficient.

External effectiveness measures the outcome, the usefulness of the graduates. Do the graduates get a job or not after graduation, are they responsible citizens? These are the questions to be answered in order to measure external effectiveness.

Internal and external effectiveness however, are often influenced by external factors to the university and by what happens in the class room. Low levels of inputs like limited facilities, a weak primary and secondary education system will negatively interfere in the internal effectiveness which will remain low as the university may never be able to produce graduates beyond a certain level. External effectiveness can be influenced for example by the labor market if it is or is not capable of absorbing the graduates even if the university is cost-efficient and has a high level of internal effectiveness.
Effectiveness can be expressed in terms of ratio output/input for internal effectiveness and outcome/input ratio for the external.

There are different perspectives in understanding effectiveness of an academic institution. Academics are more interested in internal effectiveness, at what level graduates leave the university. Administrators tend to be especially interested in internal effectiveness, while employers are mainly interested in external effectiveness, at what level of knowledge students are integrated into society. The position of the government and the tax payer, students themselves and parents reflect the interest in both internal and external effectiveness.

Peeke wrote that,

> despite these different elements of effectiveness, the one most commonly espoused is the view that an organization is effective in so far it meets its objectives ... (Peeke, 1994, p.54).

Whatever the interests revealed the university managers in the current competitive situation in which universities have functioned, somehow have to address all these conflicting views and objectives and get a balance between internal and external effectiveness in order to guarantee the inputs from the society. Additionally, the university has to develop, in an organized and controlled manner, its own ways of generating funds improving the relevance of its research and community services, if the objective is to improve effectiveness and generate funds that can benefit whole staff members of the organization.

**Assumptions of Human Resources Management**

The implementation process of the above described features of human resources management within the context of organizational behavior, arises from a number of assumptions that may worth to look at them, even briefly. These are the assumptions of rationality and consensus. The assumption of rationality implies that once the procedures concerning each of the aspects of human resources management are established, then the organizational decisions and actions will be based on those
procedures. The assumptions of consensus implies that once the concept of human resources management and all concerned procedures are established, then organization members will subscribe to them and sublimate any personal interest to the institutional. Nevertheless, in the real situation things are not working like this. These assumptions may be problematic to handle within the context of a university organization. Difficulties here have arisen from the reasons relating to specific characteristics of a university as an organization. It was said before that the university is a complex organization, difficult to establish consensus and difficult to manage. According to Sanyal (1995), who described the university as an organization with a long history and relatively stable structure throughout the time of its existence, it is a largely fragmented organization built upon the teaching or research subject, where the organizational unit is normally the academic faculty and/or subject-based department (Becher and Kogan, 1992).

This implies for example that for the individual academic staff member, the most important source of identification with other people within the organization is the academic subject and the scientific and professional community (subject-based department) to which he or she belongs, rather than the institutional affiliation. This is a very distinctive difference between university and whatever productive organization, which makes the university to be different. In the universities the peer’s relationships are more important than organizational. This particular aspect of peer organizational relationships in the universities can help us to understand the development of some typical trends in the university management that makes the relationships of a given faculty or subject-based department of one university be stronger with the similar faculty or department of the other university, while the relationships of the same faculty with other faculties of the same university may be weak.

The fact that a unit of one university can develop strong relationships outside while its relationships within the organization are weak determines to a large extent, the general claims for the need of decentralization in the universities. The units as well as their functions by their character tend to be very autonomous. The main characteristics of the basic units in many universities throughout the world are that they have identified academic responsibility, they have their own operating budget and they have some
discretion in managing allocated and self-generated resources and staff (Becher and Kogan, 1992). Thus, these units can operate relatively independent from the central administration.

The above referred situation is reinforced by another characteristic of higher education institutions, that is the human factor. Universities are mainly composed of individuals having extensive knowledge of their area of activity and often working independently or in small teams, depending on the scientific discipline. This sets the universities apart from many other organizations.

Hence, it could be said that academics carry out their responsibilities with a relatively high degree of authority with respect to the decision-making process. The existence of such specificity in the functioning process of the university implies a wide diffusion of power and a high degree of decentralized structure.

However, universities as all organizations do need some coordinating and integrative features which group individual activities.

The division of labor allows the academics to share their tasks and remain relatively independent within the organization. Therefore, one of the biggest difficulties encountered in many universities is related to the need for developing mechanisms that can serve the socialization of the academic's behavior in the norms of the institution. It is in the context of seeking ways of increasing professionalism of the institutional staff that universities have carried out such mechanisms of developing internal coordination of professional behavior as staff appraisal schemes, and in-service training programs. (Becher and Kogan, 1992; Fidler and Cooper, 1992).

The general characteristic of academics concerning management issues is that they do not like to observe rules, strict regulations, especially the bureaucratic administrative norms. Thus, in-service training activities help them to socialize in this perspective.
Conclusion

This chapter has dealt with major organizational theory analysis, that are used as a basic framework throughout the dissertation paper. Human resources management as part of management of whole university cannot excuse the characteristics and problems of the institution and staff that it serves. Therefore, the major features of the university highlighted in the several sections of this chapter should be considered in the whole processes of human resources management described. Nevertheless, a suggestion for the management of the university can be addressed in order to open up a fundamental debate about the basic purpose and role of the university in Mozambique and then shape the appropriate reforms in order to prepare the university to meet the perceived challenges. Fortunately, this debate was already initiated with the discussions on “rethinking higher education in Mozambique” (see information in the local News Papers, “Savana” and “Domingo” of 18th and 20th of July 1997, respectively). However, it seems important also to bend over the question about the organization of work and the staff and rewarding accordingly to the need to fulfill the university mission established. It should be borne in mind that effectiveness of university functioning depends on the way that people are managed and motivated.
Chapter Three

Research Problem and Methodology

Introduction

This chapter begins with a detailed description of the research problem selected in order to measure the state of affairs of human resources management at Eduardo Mondlane University. This is followed by a description of the organization of the framework of the research and its instruments. The final section of this chapter discusses the organization of the surveying work and the methodology of the research.

The background and major problems of the university were discussed in chapter one, here the objective is to narrow down the research question of interest to a specific area of concern - the improvement of human resources management.

Terms of Reference for the Study

The specific research problem for this study can be formulated as followings: What sorts of human resources management strategies can be developed for effective functioning of the university? As it can be seen, the research problem places much more emphasis upon staff and effectiveness. This implies that the major concerns of the problem are related to the improvement of university performance through effective use of its most important resources, the human resources. Riches and Morgan (1989) emphasize that:

Human Resources management (HRM) in any organization - educational or otherwise - is part of the process of management in general but is focused on the people side of management, seeking to ensure that the objectives of the organization, whether factory, hospital, school or college, are met. Indeed, many see management as the art of getting things done through the key resource - people. (Riches and Morgan, 1989, p. 1).
Thus, the review carried out was aimed to find out first of all the strengths and weaknesses of the staff management processes to be used then as subsidies for developing a new approach for the human resources development of the university.

One of the purposes of the study is to get effective functioning of the university, the overall supportive working environment should be improved, so that staff can develop and enhance their job satisfaction and personal effectiveness. Therefore the assessment of the other factors of university management affecting human resources management will merit attention in the review. Another purpose of the study is to help the participation of staff in institutional decision-making to enable them to discharge their responsibilities effectively. Thus, the effective functioning of the university is associated with the development of an “ethos of openness and mutual support”, in which all staff members of the university are involved and committed to the fulfillment of the university mission (Peeke, 1994, p. 110). These are the major features that reflect the staff’s concerns about the working conditions and the role of staff in decision making on which the university performance depends.

Bearing in mind the very important role of the human resources in maximizing the institutional achievements a research framework was conceived which focused on major aspects affecting human resources management (see Appendix I). Apart from collecting data, this framework had the aim to urge people to think of actions that can develop those specific parts of personal and institutional management that can help the improvement of efficiency and reinforce organizational strengths. Following these objectives the terms of reference established for the study were: (1) to identify major problems and issues in the human resources management processes; (2) to suggest strategies for improving human resources management in response to problems encountered; (3) to help the respondents think about the current situation of human resources management of the university and on the ways that they are performing their own duties. It should be noted as Riches and Morgan (1989) pointed out that institutional improvement depends on a high demand of individual performance.
General Background to the Survey

The framework of the review defined the basic aspects of human resources management and provided the guidelines for the process of institutional assessment, in order to get the relevant information for the study. It was constituted by the following research instruments: (1) Interview Format with issues to be explored during discussions; (2) the Survey Data Collection Instrument; and (3) the Criteria for Analysis of the Information. These research instruments, with the exception of the criteria for analysis, to which the major features are described throughout the chapter and can be found in the Appendix I. They are all compatible such as they were conceived in the same light of the framework earlier referred.

Basically, the framework divides the research question into three major parts: (1) the identification of the nature and major organizational problems affecting the effective management of the human resources; (2) the core elements in the human resources managerial sequence. This is the essential part for human resources management. It encompasses questions on planning human resources; organizing and decision-making; staffing and developing, leading, directing and communicating; controlling and appraising staff; and the final category of assessment is about (3) specific functional management aspects.

To attain the aims stated the survey instruments had to be prepared on a mix of: i) open ended questions; ii) yes/no questions; and iii) opinion questions. The idea for using a combination of research instruments with all this type of questions came from the need to minimize the difficulties in applying the results of the surveys only to practical management, as underlined by Frankel and Wallen (1996). This helps to combine the stated opinions in the interviews or in written form with the measurable results of the questionnaire to assist management in making practical use of the survey. One of the major tasks of the open questions of the survey developed for the Eduardo Mondlane University context, was the gathering of statements of the perceived situation, as relevant and potentially relevant to be considered by the university management body in its process of improving reforms and changes. This task was greatly enhanced by interviews carried out with management of the university itself and
by information collected from the round table discussions with administrators of faculties. The interviews, discussions, and opinions expressed in written format in the surveys, encompasses the personal sense and views of the informants, on fundamental aspects of university life that can help the fulfillment of the task of developing missions and visions on human resources development.

The research was supplemented by consulting any relevant documentation produced by the university stating its aims, objectives, aspirations for modernization and expansion, and annual reports.

Methodology: Organization and Administration of the Survey Work

The survey was conducted during the last two weeks of May, and first week of June 1997, within different units of the university. A number of 32 units received a total of 100 questionnaires distributed. The survey was supposed to cover every staff representative of different groups in order to get as much as possible the real perception of the situation on the university. Each group can perceive differently the same situation. Therefore, the survey covered: (1) the leadership of the university (vice-chancellor and pro-vice-chancellors); (2) deans of faculties; (3) directors of central services; (4) heads of department; (5) administrators of the faculties; (6) members of academic and (7) technical administrative staff (who are not exercising supervision functions). The survey was not designed for students therefore students were not surveyed.

A total of 53 questionnaires were returned a response rate of 53 per cent. However, one questionnaire was not considered since the respondent did not indicate his/her background. This reduces the rate of responses to 52 per cent. Meanwhile it should be considered that a reasonable number of people, 15 participated in interviews.

Some of the interviews agreed had to be canceled because of time constraints. Most of the interviews were tape-recorded in an attempt to ensure the statements referred to were accurate. Because of the lack of time to carry out individual interviews, it was decided to have a group discussion with administrators of faculties and other interested
members of staff. The group discussion turned out to be a useful means of gathering information from many informants at the same time. Table 1 in the next chapter summarizes the various group responses.

The organization of the surveying process included several stages. Firstly, there was an approval from the leadership of the university allowing the researcher to carry out the work within the university, and the leadership decided to give the support needed for the successful work. Secondly, it opened the possibility to present in a monthly director’s council meeting a brief outline of the framework of the research, as well as, the sequence of organization of the work to be carried out within the university. This presentation was done on 22nd of May 1997, before the survey started. The council’s meeting was chaired by the vice-chancellor and one of the pro-vice-chancellors, deans of faculties, directors of central services, and directors of centers took part in it. It was a good opportunity to meet all the desired people and to prepare the work. However, because it was an examination period in the university the staff was very busy. This made it impossible to work as it would be in the middle of term. This aspect may also have affected the rate of returned questionnaires. Nevertheless, the following general principle was agreed with those who are responsible for the units present at the meeting. The deans and directors would receive a number of questionnaires and they would be responsible for distributing among the designated members of different groups. The leadership of the university, deans and directors expressed that they were pleased and welcomed the researcher for the individual interviews. Other members of staff were not included in interviews because of lack of available time.

Thirdly, the pro-vice-chancellor for academic’s affairs signed a circular letter prepared by the researcher, for sending the surveys to the units. This act gave an official permission to the researcher for working within the institution. It was also an appeal for people to adhere and give their contributions to the assessment to be carried out. However, the involvement of the leadership and managers of the university might account for the possibility of some people not responding to the questionnaire, with regard to staff suspicion, despite the fact that it was explicitly stated that the survey “is not a test of competence or loyalty, it is a simple review for academic purposes only”. It can be supposed that some staff members, fearing for their ‘status’ and being aware
that completing the questionnaire would contribute to restructuring their work and establish better control, might have been reluctant to complete the questionnaire.

The truth is that in Mozambique a research activity is not always welcomed. It may be because of the constraints of the recent past that were referred to in chapter one, that researcher’s work is still regarded with suspicion in many organizations. Although this research was to be carried out in a university organization, of which one of the major functions is research, to try to do the work without involving the leadership and from them to get the managers and the rest of staff involved would be a total failure of the purpose of getting the research done in such short period of time. Nevertheless, there is no evidence that this involvement did affect the score of respondents. There is a suggestion that different factors might affect people not returning all the questionnaires sent, rather than one common factor. The major reasons might be attributable to a lack of time, and unfortunately it should be recognized that the questionnaire seems to be very long and to fill it out is a time consuming task, and people in university are worried to do such things, especially when they cannot see the immediate results of doing such work. Therefore, the initial response rate of 53 percent, plus interviews and group discussion should be considered as representative for the survey groups. It is also hoped that the 47 people that did not return back the questionnaires, all have different reasons for not completing the survey. For example, some people who gave interviews expressed immediately their concerns of time and they did not completed the surveys distributed to them. Nevertheless, their opinions were expressed during the interviews and the justification seems to be acceptable.

Another reason that might affected the rate of returns of questionnaire was that a certain number of deans and directors had only recently been appointed after being in post-graduation courses. As a consequence, their specific knowledge on human resources problems in their units in the last few years was limited. For that reason two of these directors proposed to ask the predecessor directors to fill out the questionnaire.
Conclusion

This chapter reports on research problem and research methodology followed on the assessment on effectiveness of human resources management, conducted at the EMU, in which the perceptions of staff were sought as important to be considered in the process of improving changes in human resources management towards improvement of university performance.

Four main methods of data collection were employed: questionnaire, interviews, debate, study of documents that might be referred as recent historical documentary sources. Questionnaires were sent to all staff representative groups, while interviews and debate were conducted with the management, which included the vice-chancellor and the two pro-vice-chancellors of the university. Debate included only the administrators of faculties and some members of the human resources department, including the director in charge of human resources department. The respondents were selected as key informants because they represented different status levels and academic and no-academic areas within the university. The data were collected in the basis of a confidential relationship between the researcher and respondents, and anonymity was guaranteed. The research was carried out in the end of the academic year 1996-97.

The Eduardo Mondlane University was chosen as a research field because it is there where the researcher works as an assistant lecturer and as a human resources director since 1992. Hence, being familiar to the institution and aiming to develop some thing that can be useful for future prospectus of the institution the researcher found convenient to develop his research in that institution. Additional motivation for doing the research at the EMU is explained by the fact that the dissertation paper appeared as a challenge to be faced trying to combine the requirements of a paper for academic purposes with the need to express personal experiences in managing human resources accumulated recently at EMU and in other organizations where the researcher worked before. Therefore, it is clear the attempt and responsibility of trying to develop at same time an academic and a utilitarian piece of work.
Chapter Four

Report of the Review on Effectiveness of Human Resources Management

Introduction

This chapter presents the statistical data of the results and suggestions of the assessment carried out at Eduardo Mondlane University in May/June 1997, on effectiveness of human resources management. It focus on analysis of findings, including the identification of the nature of the problems revealed by the survey. The chapter highlights underlined problems by the research that should merit further consideration of the university or of the research activity to provide the possible improvements. Due to the limitations of a dissertation paper, only the relevant information will merit the attention of the analysis for the present chapter. The results of the survey are presented in tables, figures and boxes, describing respectively firstly the scores of the responses and lastly the written statements across the questionnaire and the summary of the interviews and debate. Other information sources, especially some tables and boxes containing summaries of suggestions and opinions given during the interviews or in written form in the questionnaire survey can be found in the appendices.

The results of the assessment are analyzed across the responses and interviews and sorted by categories (background descriptors) and not by individual responses. The report guarantees the anonymity of the informants promised during the surveying process. The report is an important source for the understanding some of the problems of the Eduardo Mondlane University discussed in the chapter one. The various constituent groups to the survey are presented in the following Table 1. This table shows in the first plan the main groups of the university staff that were involved in the process of the assessment.
This is followed by a column showing the total number of the university staff in each category. The next column refers to the number of people who actually gave information and returned back the questionnaire survey distributed.

Table 1. Constituent groups to the Review and Method of Information Surveying

<table>
<thead>
<tr>
<th>Background Informant</th>
<th>Descriptors of the Informant</th>
<th>Univ. Staff</th>
<th>Infor mants</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Team Leadership (vice-chancellor &amp; pro-vice chancellors)</td>
<td>3</td>
<td>3</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Dean</td>
<td>10</td>
<td>12</td>
<td>✔      ✔</td>
</tr>
<tr>
<td></td>
<td>Director of Service</td>
<td>11</td>
<td>10</td>
<td>✔      ✔</td>
</tr>
<tr>
<td></td>
<td>Director of Center</td>
<td>5</td>
<td>5</td>
<td>✔      ✔</td>
</tr>
<tr>
<td></td>
<td>Heads of department</td>
<td>36</td>
<td>6</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Academic Staff Member</td>
<td>426</td>
<td>15</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Technical Administrative Staff Member</td>
<td>1323</td>
<td>15</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Faculty Administrator</td>
<td>5</td>
<td>5</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>6</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1819</strong></td>
<td><strong>93</strong></td>
<td></td>
</tr>
</tbody>
</table>

It should be noted that a total of 100 questionnaires were sent to the units within the university. The total number of 93 informants includes all who responded either to the questionnaire or who participated in interviews, or in the round table debate. Finally, the table shows the three methods used in the process of collecting information. Some of the informants filled out the questionnaire in addition to the fact that they participated the in interviews. Most of the respondents used only one method, i.e. questionnaire survey or interview or debate. A fourth method that should be considered in addition to three mentioned in the table is the study of documents of the university.
In each major topic of the review the presentation of the report starts with the identification of the major questions that guided the process of collection of the information and it is followed by a brief discussion justifying the importance of the topic for improvement of human resources management at a university organization, and where it is applicable and relevant some analyses are carried out. Next the main findings are discussed.

**General Major Organizational Problems to Effective Staff Management**

This section was intended to identify the general problems affecting the university governance that affects also the poor performance of all managerial tasks, including human resources management in the institution. The specific elements in this category that merited the attention of the study are: salaries for staff; internal communication system; freedom of speech; supply of the units with talented people available to manage.

The following Table 2, summarizes the answers of the informants in relation to their perception to the general matters of the institution affecting the management tasks. It should be noted that there is no immediate relationship between these problems and the management of human resources. However, the existence of such problems, at the end will affect the human resources performance of the institution, because as stated earlier in this chapter, human resources management is part of the process of institutional management in general.

As it can be seen 138 responses out 192, what means about 71.87 percent of respondents against 28.12 percent pointed out the inadequacy of the major aspects assessed in this topic. The major aspects that worry people here are the issues of basic salaries and communications within the organization. These categories often neglected in practice of improving changes at Eduardo Mondlane University, even in its process of the ‘Present and Perspectives’ it has been referred in several pieces of organizational literature as extremely important because they constitute the basic prerequisites for an effective management of change, and because normally they interfere in the people’s motivation to work.
Table 2. Organizational Aspects of the University

<table>
<thead>
<tr>
<th>Descriptors of the Informant</th>
<th>Totally Adequate</th>
<th>Mostly Adequate</th>
<th>Mostly Inadequate</th>
<th>Totally Inadequate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Director of Service</td>
<td>1</td>
<td>7</td>
<td>26</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>Director of Center</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Heads of department</td>
<td>2</td>
<td>3</td>
<td>14</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Academic Staff Member</td>
<td>0</td>
<td>12</td>
<td>26</td>
<td>14</td>
<td>52</td>
</tr>
<tr>
<td>Technical Administrative Staff Member</td>
<td>5</td>
<td>11</td>
<td>24</td>
<td>13</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>41</td>
<td>91</td>
<td>47</td>
<td>192</td>
</tr>
</tbody>
</table>

People can devote their full time and energy to the tasks of managing without concern about basic welfare for their families only if they have adequate basic salaries. Kells from the IIPEP/UNESCO, pointed out that:

... several organizational psychologists ... have argued that it is not possible to motivate people to fulfill their potential, to accomplish tasks and to achieve goals if their basic needs for food, safety, shelter, salary and the like are not met (Kells, 1991, p.9).

Some critics can argue that academic staff in comparison to the rest of the categories of civil servants in Mozambique are enjoying higher salaries than the average in the rest of the public sector. However, teachers salaries are still not competitive with those of private sector and the major consequence is that the effective university functioning is being greatly affected. As was referred in chapter one, it is an error to pay and equalize teachers’ work with any bureaucratic civil servant’s career.

**Reliable Internal Communication System**

Especial attention in this section was given to the need to find out the level of satisfaction concerning the flow of information within the university, because in many cases the deficient functioning of communications within the institution has been
responsible for a break down of the morale of the staff. The absence of good communications channels and means have led to the development of unwanted trends, such as, speculation, and rumors, that contribute to divert the attention of people from the major institutional objectives, affecting therefore the performance of the staff.

Any organizational system of management should allow the efficient running of upward/downward, and lateral flow of information. Many managerial problems are caused by lack of communication among its members, either formal or informal, e.g., through meetings, reports, conversation. Organizations have failed in using these requirements for effective management (Everard and Morris, 1996; Morgan, 1997);

The review showed that many people at university are not satisfied with the way that information about what is going on is disseminated. The statistics of the survey on communication processes at EMU revealed that about 92.30 per cent of the respondents were dissatisfied and only 7.69 per cent stated their satisfaction on that matter. The data in table 3 in the appendices in detail refers to statistics of the answers on that question. In the chapter five suggestions of the respondents of the survey in order to improve communications at EMU are presented and some of them discussed.

Having discussed the most highlighted basic prerequisites the assessment now turns to the analyze of the responses on the basic steps of human resources management sequence.

**Core Elements in the Staff Management Sequence**

The present topic was conceived with the aim of evaluating the aspects which are mainly related to the basic steps of human resources management, in order to find out the strengths and weaknesses of the university human resources management and to propose its improvement. The major core elements that merited attention to the review are: planning and decision-making; leading, directing and communicating; controlling, evaluating and developing human resources.
Planning

Planning in human resources management is understood as the process of setting goals and staff needs with the aim of making the organization able to function more effectively and efficiently at institutional and departmental levels. Educational planning according to Coombs (1970), is a systematic approach of preparing a set of decisions for future action directed at achieving goals by optimal means. It requires accurate data, regular assessment of its results, set up changes and adaptation for further development, as well as, costing and comparisons with other systems in order to make it possible. The ultimate objective of planning human resources development at university is to provide every member of the teaching and technical administrative staff with an opportunity to get satisfaction on what he/she is doing, and for developing her/his potential and make the most effective contribution to the effective work of the institution Woodhall (1992). In the concrete situation of the EMU this may involve actions of contraction in number of staff to guarantee the creation of better conditions for those who are already in the organization.

Lack of appropriate planning skills at EMU have proved that it can lead to overestimate the staff needs in quantitative and qualitative terms. Therefore, any attempt of the central administration of the Eduardo Mondlane University to keep controlling the process of overstaffing has been on the basis of conflict opposing it and the units. Thus, the review in the planning perspective focused on searching for a realistic and sounding criteria for calculating human resources needs at University, Faculty, and Departmental levels. It concentrated on finding out reliable criteria, based on certain performance indicators, that can be easily understood and agreed by most interested groups in the university. The assessment in this concern tried to find the major aspects of consensus on establishing the criteria indicators for human resources planning. This consensus should contribute to avoid the subjectivism in judgments that characterize the current situation of staffing controlling. The new approach of calculating human resources needed is supposed to create a foundation that can help the process of estimation of the overall costs of delivering academic services in general.
The preoccupation on staff planning and controlling arises from the fact that the trends in higher education concerning resources management in Mozambique, and in the world overall, claims for contractions, austerity and rationalization of the available resources. Yet Fowler, a former Minister for Higher Education in United Kingdom, in the 70s, characterized the situation of the future of higher education development in OECD (Organization for Economic Co-ordination and Development) countries in such a way that it still valid for the current situation of many universities of developed and developing world. He said that the prospectus for higher education looks "less bright" than in its whole past period. The vulnerability of higher education is still being confirmed by many examples of the current developments. Recently, in Great Britain measures have been prepared in order to diminish the government expenditures on higher education despite the displeasure that this package of measures can cause in the electorate that have just chosen the Labour Party to create the government. An article published on The Daily Telegraph of 17th, July, 1997, quoted education ministers as having described this situation as "the most difficult decision on education faced by the Government". The article adds that:

"However, ministers are understood to have concluded that they have no option but to act radically because of a growing cash squeeze" (Jones and Copley, 1997, p. 1).

This testifies the thesis that higher education in situation of economic difficulties is more vulnerable to be protected in comparison to other social programs, such as primary education, health, and rural development.

All this should be taken very seriously by academics and administrators of the Eduardo Mondlane University, and set up now discussions with the national government in order to improve the autonomy of the university and allow the university to prepare itself strategies that can help to face the challenges of the coming new millennium while there is time. It should be noted that the situation above reported on the OECD countries also applies for most universities in developing countries. It can have a profound negative impact, once it is known that these countries, in comparison to the OECD countries, are economically more vulnerable and therefore less prepared to face the challenges.
This means that higher education in Mozambique, like in OECD, is going to operate under severe resource constraints for the foreseeable future, more than of the current situation. Therefore, planning and several measures of savings and generating funds should be considered now.

For the Eduardo Mondlane University there is at least one additional factor that makes the need for planning human resources an important task. This factor arises from the considered increased scarcity of resources available to cover the institutional needs which will drive the government to accede to the university autonomy as a way to discard its responsibility on the university funding. The justification could be the fact that the university has for so long insisted on its autonomy. However, autonomy should be taken as a means of achieving dynamism, active participation of the university community in generating innovative solutions. When finance is a major issue affecting the development of higher education we have to be cautious that autonomy supported by the government is not a means of transferring financial responsibility to the university only, once the government showed its incapability to cope with the demands and expansion of higher education. It could be said that any reduction of the government finance for the university is likely to intensify geographical inequalities and inequalities of access to higher education referred to earlier, as long as there are historical discrepancies in the wealth of provinces and regions in Mozambique.

Currently the effects of economic circumstances have affected first of all the staff salaries that do not keep pace with inflation and increased cost of living. One of the ways for attacking this problem is to encourage contractions on human resources increases, maintaining only the minimum necessary, so that the university can save money for distributing it for the current staff through designed bonus schemes or other types of indirect salaries. Cazalis from University of Québec in Canada, examining austerity managing of universities in the 80s suggested the need for controlling university staff numbers.

In the 80s, however, even more than during the previous decade, managing austerity will, in particular, mean staff planning, and sometimes even planning for staff reductions or redistribution to new sectors, and retraining and finding jobs for teaching
staff in waning disciplines or administrative staff in sectors calling for structural or technological reorganization (Cazalis, 1979, p. 41-42).

Although the situation referred to here relates to the last decade it is still actual to the current situation of Mozambique. The issues pointed in this quotation need an appropriate consideration at Eduardo Mondlane University which is affected by the phenomenon of staff increases in some areas. Planning, reductions and redistribution of staff should be considered for the university to be able to deal with human resources management in the situation of economic constraints. However, reductions in the staff should not mean to send people to unemployment. It can be attained by not replacing those staff members who retire or abandon the university; by retraining and redistributing some staff members from one unit to other. The eldest staff could benefit from earlier retirements schemes.

With increasing university autonomy the institution will have to learn to find by itself solutions for most of its current problems, without expecting considerable inputs from the government. Furthermore, in the situation of increased autonomy the university will not be able any more to blame the government for not getting solutions for some identified problems, as it is possible in the current situation. This can be some of the dangers of having autonomy in the era of total resources constraints. Having said that, it means that internal conflicts will arise. Thus, concerning human resources management a responsible management should prevent future problems by not allowing the institution to have much staff than it in fact needs. The major cause of the situation that university units are tempted to recruit more staff than they in fact need partially was explained in the first chapter. The justification that some staff members are not competent or that they are not fulfilling properly their tasks because they are not enough motivated; that the most competent people are likely to have other duties outside, and they do little in the university, so it is necessary to contract new staff are absolutely unacceptable.

The major questions that guided the process of assessment in the present topic of planning are the following: are staff needs at University, Faculty, and Departmental levels prepared on a realistic, sounding criteria, such as strategic or tactical plan and
goals? do individuals’ staff developmental plans cover the organizational and personal expectations? are plans focused on priority for action and availability of resources? Are plans worthwhile, tied to budgeting and institutional priorities? do plans mobilize and guide the commitment of people’s work in the university?

The results of the survey on planning for human resources are summarized in the following Table 4 and Table 5 in the appendices.

Concerning the criteria to be used for calculating the required staff for the university, the current situation seems to use a diversified variety of criteria, that do not help the process of establishing performance indicators throughout the university.

However some responses given by informants can help the process of conception of an adequate formula to be used in the university human resources planning. The Table 5 in the appendices lists hierarchically the gathered answers, in order of showing which criteria merited more consideration of respondents, as a form of getting some consensus towards establishment criteria indicators for the university.

**Table 4. Planning Human Resources Needs**

<table>
<thead>
<tr>
<th>Descriptors of the Informant</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Can’t Say</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>0</td>
<td>3</td>
<td>11</td>
<td>12</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Director of Service</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Director of Center</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Heads of department</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>16</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Academic Staff Member</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>32</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>Technical Administrative Staff Member</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>25</td>
<td>18</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>11</strong></td>
<td><strong>51</strong></td>
<td><strong>98</strong></td>
<td><strong>40</strong></td>
<td><strong>202</strong></td>
</tr>
</tbody>
</table>
Nevertheless, it should be noted that many respondents maybe not very familiar with recent approaches of using formula and criteria indicators in planning human resources, so the answers do not appear to be consistent. On the other hand only about half the informants answered the questionnaire. Additional to that enquiry respondents were asked to list down alternative views of calculating needs in human resources. Apart from demanding to take into consideration the specific organizational aspects, of the university which is installed in several campus across the capital city, and the workload of the different subject that can interfere in the employment of human resources at Eduardo Mondlane University, other sounding proposal were not received.

Organizing and Decision-Making

Organizing and decision-making is seen in this review as the process of establishing structure and conditions to implement the plans and achieve goals. Questions trying to measure the impact and validity of job descriptions of the staff, the clarity that each member of staff has about his tasks, that can facilitate the processes of evaluation of staff appraisal and performance, and in the setting goals and objectives for staff development programs merited special attention to the review. Drucker (1969) pointed out that the profile of jobs and working programs should be adequate to the existing people and their training level, as well as to the organization's mission and objectives in order to get improved results in work. This section also evaluated the functionality of the lines of authority. The presupposition was that, the clarity and the simplicity of the organizational structure, the absence of duplications, delegation of responsibility, the timely functioning of the Council, Senate, Faculty Boards, Committees, helps to get the job done effectively, and it helps also the managerial within the organization. The answers to this section are summarized in the Table 6.

The immediate aspect that comes up in this table is the number of people that answered that they cannot qualitatively specify their answers opting for the easiest of 'can't say', about fifty percent of the answers.
Table 6. Organizing and Decision-Making

<table>
<thead>
<tr>
<th>Descriptors of the Informant</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Can't Say</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>30</td>
<td>3</td>
<td>49</td>
</tr>
<tr>
<td>Director of Service</td>
<td>3</td>
<td>10</td>
<td>26</td>
<td>6</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>Director of Center</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Heads of department</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>26</td>
<td>8</td>
<td>48</td>
</tr>
<tr>
<td>Academic Staff Member</td>
<td>5</td>
<td>9</td>
<td>25</td>
<td>52</td>
<td>26</td>
<td>117</td>
</tr>
<tr>
<td>Technical Administrative Staff Member</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>31</td>
<td>86</td>
<td>126</td>
<td>149</td>
<td>299</td>
</tr>
</tbody>
</table>

In other hand the scores of the answers qualifying the elements asked for assessment in this topic are balanced about forty percent qualifying them as fair, good and excellent in favorable side, and the remaining forty percent for the opposite side, seeing them as poor. Therefore, the results of unqualified answers should merit further considerations in order to clarify what is their real meanings.

Decentralization

Concerning decentralization of specific functions of the human resources management, the review considered three main apex's levels to carry out a certain core functions. These levels are, the department, the faculty, and central administration. The informants were asked to classify from a number of essential tasks concerning human resources management, which should be carried out in which level. The results of the survey are presented in Table 7.

The results shown in this table testify that some tasks can be devolved to the departments and faculties, while some tasks should remain yet at the central level. The related to the various aspects of the staffing process, such as the conception of job
descriptions; selection and recruitment procedures are likely to be done in departmental and faculty levels according to the results of the survey. Next it should be noted that there are no staff appraisal programs, as a well organized coordinated program covering whole university at the moment. However, if these schemes are to be created the implementation of the program can be devolved to the departments, meanwhile the co-ordination process has to be done at the faculty level.

Table 7. Decentralization of Human Resources Management

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Department</th>
<th>Faculty</th>
<th>Central Administration</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resourcing (Job Description Recruitment &amp; Selection)</td>
<td>19</td>
<td>20</td>
<td>7</td>
<td>46</td>
</tr>
<tr>
<td>Percentage</td>
<td>41,30</td>
<td>43,47</td>
<td>15,17</td>
<td>100</td>
</tr>
<tr>
<td>Deployment of staff (contract, employment documentation &amp; salaries)</td>
<td>0</td>
<td>11</td>
<td>36</td>
<td>47</td>
</tr>
<tr>
<td>Percentage</td>
<td>0</td>
<td>23,40</td>
<td>76,59</td>
<td>100</td>
</tr>
<tr>
<td>Staff Appraisal</td>
<td>26</td>
<td>16</td>
<td>2</td>
<td>44</td>
</tr>
<tr>
<td>Percentage</td>
<td>59,09</td>
<td>36,36</td>
<td>4,54</td>
<td>100</td>
</tr>
<tr>
<td>In-Service Training &amp; staff development</td>
<td>12</td>
<td>23</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Percentage</td>
<td>26,66</td>
<td>51,11</td>
<td>22,22</td>
<td>100</td>
</tr>
<tr>
<td>Validation of procedures in the staff management</td>
<td>2</td>
<td>16</td>
<td>33</td>
<td>51</td>
</tr>
<tr>
<td>Percentage</td>
<td>3,92</td>
<td>31,37</td>
<td>64,70</td>
<td>100</td>
</tr>
</tbody>
</table>

Accordingly the results of the survey, which shows a percentage of more than 90 percent of the score voted the task to be done in department and faculty, against only
4.5 percent of central level, at beginning stage of introduction of staff appraisal schemes, it seems that the central administration should play a decisive co-ordinator role.

The results of the survey show also that some activities, such as in-service training, should occur equitably in all three levels of decision-making, faculty, department, and central administration. This maybe because training involves great efforts of co-ordination and use of common resources to be effective and profitable.

Two groups of tasks still laying in the central organs, are the functions involving the emission of contracts and all employment documentation, and the salary processing, as well as, the confirmation of the legality of the contractual acts and other procedures done in the inferior level, to guarantee that all staff members are being threaten equally throughout the university. Only the central organs can control and exercise the implementation of the policy of equal opportunity when some issues are designed to cover all university staff members, than when the process is carried out by each department. However, looking for an effective process of decentralization the university should on the basis of the trends shown on this assessment, analyze task by task to find out which tasks can be suitable to be devolved immediately, and which merit more ponderation, in order to have time for creating the correspondent capabilities in the faculties and departments before starting the process of devolution. These aspects were also mentioned in the interviews and it seems important to welcome this contribution. Decentralization without creating appropriate conditions can appear worse than centralization, because it will not function.

Staffing, Staff Appraisal and Development Schemes

The aim of the review in this section was to access the strengths and weaknesses of the process of providing adequate trained, and motivated human resources for the university, as the mean to guarantee that the best talents are attracted to academic work. Hence, the assessment concentrated its efforts first in finding out answers on the image of the organization, marketing and publicity, and level of assistance to those seeking employment. It also looked at pay scales, promotions, incentives that can
attract the talents and ensure retention, as well as, full professional attention to the job from those staff members that are already in the institution. The review considered the participation of departments in the selection, orientation and initiation processes of work of the staff recruited. Finally, the existence of staff appraisal schemes carried out timely, regularly and continuously, as well as, staff development programs, harmonized to the job requirements, to staff development needs and to barriers to be removed, were considered. The major responses to this section are summarized in Table 8.

The table 8 dispenses comments. It clearly shows that the university needs to make efforts to improve the situations evaluated in the present section. There was 155 responses out a total of 284, equivalent to 54.57 per cent stating the poor performance of the university on the matters above referred to. This rate of responses is high if it is taken into consideration that at least about 11 per cent could not classify their answers.

**Table 8. Staffing, Staff Appraisal and Development Schemes**

<table>
<thead>
<tr>
<th>Descriptors of the Informant</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Can't Say</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td>23</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>Director of Service</td>
<td>4</td>
<td>9</td>
<td>10</td>
<td>17</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>Director of Center</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Heads of department</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>25</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>Academic Staff Member</td>
<td>0</td>
<td>4</td>
<td>25</td>
<td>44</td>
<td>7</td>
<td>87</td>
</tr>
<tr>
<td>Technical Administrative Staff Member</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>36</td>
<td>15</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>22</strong></td>
<td><strong>72</strong></td>
<td><strong>155</strong></td>
<td><strong>31</strong></td>
<td><strong>284</strong></td>
</tr>
</tbody>
</table>

Therefore, only 34.85 per cent, 99 responses classified the university positively, including in this numbers a majority of about 25 per cent of responses that classified it as fair. The rest 9.5 per cent fall in good and excellent. These figures show that there is not enough profit yet to have a functional management processes at university. If some of aspects included in this section, such as pay scales and promotions, to have
them sorted out satisfactorily, may be highly dependent on, for instance, government policy, the state of the economy, and basic infrastructure, however, there are still many other aspects that can be improved internally, without having to wait for the government action. This could be the introduction of staff appraisal schemes, not in the sense that we are accustomed to from our civil servant statutes, but in a new and improved way, that it aims not to classify the staff hierarchically, accordingly to its level of performance, but, which the major objective is to give the opportunity to the staff members and their managers to discuss together the problems of institution and of the staff in order to improve them. Thus staff appraisal and staff development at university should be linked and as Cowan (1997) states “...intended to facilitate the self-actualization of staff and organization” (p. 126). It is yet in this concerns that the university could develop internally many other skills, that can help the improvement processes of the rest of aspects included in the assessment of this topic. These skills are described in the following statement:

Other skills which have been recognized as essential in recent years include strategic thinking, entrepreneurial, identifying and creating opportunities for the future, public relations, image building, fund-raising and setting achievable objectives. (Cowan, 1997, p. 117).

The University as Seen by its Staff Members

The review had also as one of its aims to classify which type of organization the university presents itself. This was tried by assessing how people see the university as an institutions where they work and should therefore, in principal, have mutual benefits. From the answers given to the survey it was possible to construct the following table 9 with responses which gives an overview of what type of organization it is The question to the survey was in terms of: how would you classify the EMU? Thus the responses are listed in hierarchical order of the rate of responses in the next table.

This table helps to realize that the Eduardo Mondlane University is a political organization, according to Morgan, who viewed the organizations as a political
systems, in such way that to any organization involving people working together it is typical the relationships between “interests, conflict and power” (Morgan, 1997, p. 160). Continuing, Morgan adds that the organizational politics in this system arise because people have values, individual goals, desires and expectations, so they are tended to think and act differently. This characteristics are typical for most universities, and for the Eduardo Mondlane University in particular. Now the interesting thing is to find out, by analyzing the data inserted in this table which interests are more dominant.

If those of the institution only, so we will have an autocratic institution, which is imposing its desires and interests over the staff. If on the contrary, only the interests of individuals are prevailing, so we may have an anarchical organization, where each one does what and how he/she wants. No order, no discipline, and there is a lot of confusion in such type of organization.

**Table 9. University as a Political Organization**

<table>
<thead>
<tr>
<th>The university is</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a balanced organization where people work and benefit equitable Percentage</td>
<td>6</td>
<td>43</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>12.24</td>
<td>87.75</td>
<td>100</td>
</tr>
<tr>
<td>an organization where people tend to pursue their own goals, using the organization for their own ends. Percentage</td>
<td>36</td>
<td>13</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>73.46</td>
<td>26.53</td>
<td>100</td>
</tr>
<tr>
<td>an organization where people give more than they benefit from it. Percentage</td>
<td>26</td>
<td>21</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>55.31</td>
<td>46.68</td>
<td>100</td>
</tr>
</tbody>
</table>

If the interests in an organization are equally balanced, or alternatively favoring each time either the organizational interests, or the individual interests, so we have an ideal democratic institutional. This type of institution is likely to have a good performance,
and people are happy. Thus, in the light of this principle, let us try to describe the data of Table 9, and find out which type of organization the Eduardo Mondlane is?

The first answer suggests to classify the university from the point of view of what it is not. So it could be said that according to the 87.75 per cent of the rate of responses on answer ‘NO’ provided in the questionnaire, the university is not a balanced organization where the interests of the individuals and of the organization are equally balanced. Therefore, our previous question of the last paragraph probably will be answered by analyzing the remaining two responses. The next answer, shows that 36 people out 49 or 73.46 per cent voted ‘Yes’, which can lead to a variety of conclusions. One of the conclusions could be that Eduardo Mondlane University as a political organization suits well the individual interests of its staff members. It is an organization where people can use it for attaining their own interests. Another conclusion that is opposite to the first one, could be that the university has a lack of control and accountability. Once the university is a public organization it should be a certain measure and limitations of using it to pursue and attain its own goals and ends. The taxpayer would not keenly accept this organizational behavior any longer. The third conclusion could justify why most staff despite increases complain of salaries that are still linked to the university. Working at university is prestigious, it gives status and recognition in the society. Thus, maybe the relative tolerance and kindness of the university to their staff members have been helping the continuity of its functioning until now.

Whatever interpretation we can make to the results on this answer, one major conclusion that can suit all interpretations is that the university is not an unfair organization in relation to the individual interests. Maybe it lacks of control on inspecting the individual performance, but it suits well their staff members. This also may justify why some attempts of introducing radical changes at university functioning and control on performance of staff in the recent past did not succeed, because they were interpreted as aiming to interfere in what people can classify as ‘acquired rights’. Thus, one can be learnt from experience, changes at university should be a gradual process and they should accomplish the individual interests of the organization’s staff members. Cowan concerning management of change, highlighted that change is likely
to achieve its desired impact when “… people believe they will benefit from the change there will be a greater sense of ownership and commitment to its success” (Cowan, 1997, p. 117).

The third answer reveals a certain contradiction in relation to the previous one, because it seems not to follow the systematic pattern of the previous answers. If it is compatible to the previous answers it seems that the results should be different of those obtained. However, it gives us a certain courage, because it shows that in the end, the university is not as much worse as the results shown in first answer; and it is not less equitable as the results stated on the second answer. Fifty five against forty six per cent is all of about a balanced organization, where people work to the organization and both benefit mostly equitably.

Mixed Component of Employment Role

Once it is recognized that pay rates tend to be low at the Eduardo Mondlane University, as well as, in the all public sector in Mozambique, the assessment seeking arguments that can help the process of searching for new solutions for the salary problems in order to improve motivation of the staff to work, it asked the informants if the university should allow the employees to have more freedom to choose mixed components of employee role behavior, that can help them to make up the pay package. The results of this question are described in the following table 10.

Table 10. Trends on Employment Behaviour

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay rates tend to be low. Should the university allow employees to have</td>
<td>29</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>more freedom to choose a mix components of employee role behavior, that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make up the pay package?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>61.70</td>
<td>38.29</td>
<td>100</td>
</tr>
</tbody>
</table>
Arguments in Favour and Against Mixed Component of Employment

Arguments in Favour

A majority of respondents, are favorable of having a mixed component of employment. However, there are arguments pro and against this process that should be properly considered before any action is taken. The major justifications given in written form and in interviews to support that choice are as the following: (1) it will help the university to accommodate the real situation of many people of the university who have already settled themselves in this regime, but the university continues needing their services. (2) it can possibly open opportunities for rewarding differently better those who are fully working at the university; (3) the real challenges of the country’s development does not allow the university to prevent academics not to take part in these challenges and exiting country’s development needs. However, it is highlighted at the same time to improve control upon the quality of teaching and scientific work; (4) it is a realistic way of searching feasible solutions for salaries problems of the university staff, once it is evident that the government, at least, in the current economic situation is not in condition to improve salaries for academics. If the prevailing situation is prolonged the university will end up without qualified teaching staff. (4) a mixed component of employment is a good idea for academics themselves and for the institution, because it can contribute to supplement the rewarding scales and maintain people motivated, on the one hand. On the other hand, by taking part in real situation of the job market outside the university, staff will contribute to increment the relationships of the university with its external environments, gaining therefore the necessary experience from the practice of doing concrete as well as academic things, that experience can be used in improvement of the university function. (5) a good performance of the university staff outside can contribute to increase the prestige of the university. However it is not mentioned that the contrary is also possible, the poor performance can contribute to denigrate the image of the university.

Arguments Against

The arguments against making official the mixed components of employee behavior at the university is related to the fear of incurring lowering the level of academic and
management performance which are already very low. Some further arguments are the following: (1) a mixed system of employment at university will transform the university to become an institution of part-time staff; (2) this will create difficulties in exercising control on the process of how people are performing the activities and responsibilities. One of the consequences is that the university performance will fall down lowering yet further the current level. This will lead the university to lose its place and reputation in the society. (3) the units through its component of rendering services to community can generate means that can be used internally to contribute for salary increment. Doing so the university will not loose control upon staff. (4) the solution for improvement of university performance can not be attainted by allowing people working as part-time staff at university. The university needs qualified, well motivated staff that can fully respond to the demands of academic work, in its several components, teaching, research and extension work. (5) instead of relaxing the obligations to the university jobs, the university should increase the demand and control on quality and quantity of the work done by each individual and use its staff to generate resources that can be redistributed for all staff members as a form of indirect salaries in order to stimulate the staff to work. This will contribute to make the salary’s scales more attractive and will contribute to attract and retain the best staff. Thus the university performance will be also improved.

One closing remark to this discussion about the arguments pro and against should be made whatever the decision that can be made. With the extremely low basic salaries of roughly 250 USD on average or less per month for the majority of academic staff members, that meet perhaps 25 per cent of basic needs, the university it is in effect an organization of part-time staff. They must spend most of their time in second jobs or farming in order to support their families. In this context, if the university cannot afford to pay a living wage cost to the teachers and administrators it is not ideal for cost efficiency efforts. Surely the university in this situation will have legally or not most staff working as ‘part-time’ employees. Hence, with the introduction or not of a mix component of employee behavior with group of ‘part-time’ staff it is not easy to coerce this staff into advocated entrepreneurial schemes. Indeed, most staff are already personally entrepreneurial, in order to survive.
Leading, Directing and Communicating

The present section of the review was intended to assess the performance of the leadership and managers in the several levels of the organization, in leading and managing the organization or the units and motivating the staff to use their full capabilities to achieve the established university goals and objectives. The main questions of the assessment was based on the process of selection and appointment of the university leaders and managers, if it allows the organization to select the best. The section also looked at the behavior of these leaders and managers if they provide the best example of professional life and practice for the whole organization to be followed by the rest of staff members. Do the middle and top level managers delegate responsibilities effectively, retaining the ultimate accountability? Are the managers at various levels well organized; manage time well; arrange to be accessible at regular times; handle communication effectively; exhibit good interpersonal skills; handle their workload in an effective and timely manner? Nevertheless, people at university seem to be mostly happy with the processes assessed in this section. As a result, 54.67 per cent of the answers, which corresponds to 111 answers out 203 shows the range level of satisfaction from fair to excellent, against about 29 per cent of inadequate. The detailed score of the answers to this questions are presented in Table 11 which is in the appendices.

Delegation of Responsibility

Along with modernization of the Eduardo Mondlane University a process of decentralization and delegation of responsibility was initiated. Therefore, evaluating the current situation of the university it appeared important to find out how this process has been handled, special by the leadership and by managers, and what is the way forward to its improvement. It is recognized that effective delegation of responsibility when accomplished by support structures and people that enable managers to manage, enhances the management by alleviating the managers not to be consumed by administrative details. Thus, an effective process of management according to Becher and Kogan (1992) requires a consistent devolution of human resources management and budgetary management to the organizational “basic unit”, department, with the
availability of talented willing managers. However, the answers in this section of the assessment, show that delegation processes at EMU have followed the patterns of the decentralization of authority earlier discussed in this report which are not satisfying people at the university. Statistical details of the responses on this section can be seen in the Table 12, and in the Box 1 both in the appendices, some arguments on discussion about delegation are presented.

Controlling and Evaluating

This category of assessment concerns the process of conducting ongoing and periodic evaluations of how effectively and efficiently the university and its units serve the clients and fulfill the plans that have been formulated. The review in this section considered that for an optimal functioning of the organization as a whole, it is important to have a useful information system that can provide timely basic information for the evaluation function and decision-making. This can be facilitated by regular assessment of the level of satisfaction of clients that university serve; by encouraging managers the willingness to listen to their clients and colleagues; and by taking into account the reported problems as challenges to be met, matters to be solved not to be reacted to defensively or ignored (Everard and Morris, 1996). The assessment stands to consider regular internal evaluation through staff appraisal programs as a basis of improving and developing the management practices, by improving the practice of doing things, participating in problem-solving, and so forth. The Table 13 in the appendices summarizes the opinions of the respondents on this concerns.

Functional Management

The last category of the assessment concerns the technical mechanisms that can guide the human resources professionals in fulfilling their daily responsibilities. Thus it concentrates in find out the level of satisfaction of the staff on those institutional dimensions required by specific managers to accomplish specific tasks of human resources management. The assessment in this category was guided by questions focusing on: university goals and objectives; level of consensus on staff management policies and procedures making; level of control of the major functions of the
university (teaching; research; and extension); level of training staff to carry out the major university functions; and finally, level of training managers in management principles. The results are shown in Table 14 next, which are very encouraging.

The table shows that people are mostly satisfied, once the statistics confirms that 93.38 per cent of the responses considered the tasks assessed in this section in range of ‘mostly adequate to excellent’, while only a little 6.6 per cent considered inadequate.

**Table 14. Specific Functional Management**

<table>
<thead>
<tr>
<th>Descriptors of the Informant</th>
<th>Totally Adequate</th>
<th>Mostly Adequate</th>
<th>Mostly Inadequate</th>
<th>Totally Inadequate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>2</td>
<td>13</td>
<td>16</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>Director of Service</td>
<td>1</td>
<td>21</td>
<td>10</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>Director of Center</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Heads of department</td>
<td>1</td>
<td>10</td>
<td>16</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Academic Staff Member</td>
<td>1</td>
<td>25</td>
<td>34</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>Technical Administrative Staff Member</td>
<td>6</td>
<td>30</td>
<td>30</td>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>103</strong></td>
<td><strong>111</strong></td>
<td><strong>16</strong></td>
<td><strong>242</strong></td>
</tr>
</tbody>
</table>

**Conclusion**

This chapter provides a detailed description of the most peculiar situations of the university, through analysis of the findings and data collected during the review. Focus throughout the chapter is on highlighting those aspects and problems of the institution that can affect the performance of the human resources management. In discussions some different view points were advanced in order provide the most open and fruitful interpretation of the issues and then suggest improvements towards university effectiveness. The major conclusion that can be drawn from all discussions provided is that the university is operating in the very severe salary conditions for its staff.
members, to such an extent affecting whatever suggestions that can be advanced in order to improve the performance of the staff, and consequently of the university itself.

Nevertheless, the material discussed throughout this chapter, suggests a number of areas where more detailed research would be appropriate and valuable. These areas are as follows: to display the link between institutional mission and personal interests, values, and identity. How far is the institutional mission affecting the values, attitudes, and professional performance of individuals in the university? In what circumstances might the university mission be subject of change in order to respond the challenges of the present era of scarcity in resources? How can the concept of human resources in a university organization be better operationalised to meet the real limitations and conditions in which it operates? Is it real that in situations that universities can not afford to pay a living wage cost to teachers, the staff will be committed to accomplish the full range of the academic work, teaching, research, and extension, as it is required in a such academic institution? If not what is the way forward? Further investigations into attempts to operationalise strategic planning and human resources planning in such severe conditions as of the EMU are needed. How could strategic planning processes be encouraged? How effective is it in linking staff performance and staff appraisal schemes. In which ways would human resources planning and staff development processes improve the quality and overall performance and variety of services offered by university? Is it now an opportune moment to introduce staff appraisal and staff development schemes at EMU? These are some of the questions requiring further developments. However, in the recommendations chapter of this dissertation some crucial aspects of staff development programs for the EMU will merit special attention.
Chapter Five

Conclusions and Recommendations

Introduction

This dissertation has been concerned with analyzing the functionality of the concept of human resources management in a higher education institution, seeking to ensure the best use of its staff meeting the objectives of the organization in an improved level of performance. Following that objective an assessment on effectiveness of human resources management at Eduardo Mondlane University was carried out. In the previous chapters, we quoted Riches and Morgan (1989) seeing that human resources management is the art of getting things done through people. In fact people are the key resources of any organization. Only people can grow, learn and develop, and be motivated to achieve certain desired organizational aims. The referred authors go further by considering that the attaining of the mission of the institution depends on the way that staff are managed.

... it is the way people are managed so that maximum performance is matched as closely as possible with satisfaction for the individuals doing the performing, which is at heart of HRM [human resources management] and optimum management (Riches and Morgan, 1989, p. 1).

Considering this background we shall now turn to what has been learnt from this work that might be considered by management of the Eduardo Mondlane University. One thing is important to emphasize is that human resources management is a multifaceted concept. This arises from the several processes that it involves as shown in the definition given by Peter Drucker (1969) and mentioned somewhere in this dissertation as the guiding concept for this paper.
Implications of the Organizational Nature for Human Resources Management

The implications arising from the organizational nature of the university for human resources management are enormous and it is difficult to describe all of them. Thus the most realistic organizational mechanism that can help the process of dealing with the nature and complexity of the demands of a higher education institution, such as a university is developing and expanding decentralization of most of the processes of human resources management. Decentralization allows the institution to function with a certain degree of consensus by establishing systems of governance that place emphasis in small teams working together and interpersonal behavior in order to enhance interaction and participation in decision making (Sanyal, 1995). This approach to management of human resources encourages commitment of staff to implement organizational goals and missions, because it makes people identify themselves with most decisions taken and other ongoing processes in their team group or department.

The current situation of the functioning of human resources management at EMU was argued as unsatisfactory by most informants during the assessment carried out, especially concerning decentralization and delegation of responsibilities in managing resources. An apparent misunderstanding appears to exist between informants from central administration and those of the units. The claims for the latter are for more discretion and autonomy in exercising the delegated power, while those informants at the central level argue that the deans and heads of departments do not really exercise the power that statutorily they have. Faculties and other units keep sending to central administration assumptions that should and might be managed or resolved locally. It seems that the crucial aspect of these mutual accusations between the intervening parts is due to the fact that to exercise and fully execute decisions require the availability of resources, financial and highly trained professionals at the operating core, who understand the complexity of the detailed bureaucratic procedures established in order to manage the routines of work (Mintzberg, 1983). The complexity of procedures at Eduardo Mondlane University is in certain extent due to the detailed control and accountability required by the different governmental departments, that in fact it could be avoided because it has proved irrelevant. It is widely recognized throughout the university that accountability is necessary but not in such awful detail. The government
itself in order to maintain these unnecessary procedures has to hire and pay useless civil servants, that once in post have to do everything to justify their importance. Thus the central administration of the university in order to respond to the requirements of government departments, especially those related to finance and human resources management, customs (for receiving books and teaching material from abroad), and management of public property, have to establish internally corresponding bureaucratic apart and procedures. This contributes to make management within the university to be a very painful process and currently has lead to increased disagreements between the central administration and the units. This also is responsible for increasing the number of secretarial and administrative staff. Reducing the detail and the number of the bureaucratic papers required by the government departments it could help the efforts for establishing an effective management at Eduardo Mondlane University. Thus it could be said that the university system in Mozambique has been operated in a very hostile environment, characterized by pressures for expansion as a result of the massive demand on higher education throughout the country, as well as political changes; increasing scarcity of public resources; growing concern for the development of national human capital; government pressure for both efficient use of resources and quality and excellence of academic outputs; increasing government interference into resources management by establishing a tight and rigid control on how to spend money according to the very bureaucratic rules; governmental and bureaucratic regulations that overall administrative university governance have to obey. This environment in which the university has functioned has been responsible to a certain extent for the failure of the attempts at introducing reforms in management and increased decentralization advocated in the ‘Present and Perspective’ of the EMU. In this environment decentralization have to assume a kind of organizational management and control mechanism that relies, according to Mintzberg, on “standardization of work processes” when the appropriate mechanism for a university should be “mutual adjustment and liaison devices” (Mintzberg 1983, p. 144), corresponding to the dynamic characteristics and internal environments of the university as a complex organization. Standardization of the work procedures in the university is a result of the need for the central administration of the university to respond to the bureaucratic principles and rules established from outside, and it has proved to be inefficient concerning the need for improving the flexibility of university management.
What we learn from the discussion on decentralization and control mechanisms for improving management is the need for developing flexible approaches in management processes in higher education institutions. No model can fully describe the nature of solutions in a complex organization such as a higher education institution. Analyses of decision-making processes have shown that there are numerous models that are applicable to various extents. Their appropriateness and applicability vary according to a number of environmental factors. This led us to a conclusion that human resources management is not a pure science like mathematics or biology; it is an art. Successful management depends on capacity and capability of individuals and organization as a whole to apply to a varied knowledge, skills and experience and use them adequately in the process of solving managerial problems.

**The Prospectus for Improving Human Resources Management**

The possibilities for improving university human resources management at EMU should be considered together with the improvement of institutional management as a total system. Sanyal (1995) in its recommendations to a study on “Innovations In University Management” summarizes most of the recent lessons of the research carried out by the IIEP/UNESCO in most African universities from 1990 to 1995, focusing on integrated resource management, where finance, human resources and space merited special attention. This study will guide the presentation of most recommendations of the present section as a means of inserting and comparing the specific findings of the research carried out at EMU with the trends shown in a study covering a larger scale of developing countries. The comparison was done in order to ensure the compatibility and efficiency of recommendations of the present dissertation with those showing the major trends in this matter, and the major conclusion is that they coincide on most important issues.

**Improving Communication Processes**

The findings of the research on effectiveness of human resources management at EMU are likely to suggest that most institutional management problems derive from the lack of communications within the university. Theory and successful practice of
organizational management has tended to focus on the role of communications as one of the key aspects for effective management. This is because healthy and opportune communications among staff members and other interested groups has proved useful to the management in order: (1) to convert into practice plans and prospectus for change or improvements, (2) to involve staff in following and fulfilling the objectives stated; (3) to interpret and correctly evaluate the environment in which the institution has functioned. (Hoyle, 1986). All these factors contribute to creating the consensus among different interest groups and mobilizing participation of people, factors which are crucial for the successful implementation of management. The need for improving communications with staff should not be ignored, since features of improvement of institutional performance in any organization lie in the importance of properly considering the contribution of the human dimension in the management processes. Sanyal concerning the role of staff in carrying out changes in higher education wrote that:

New structures and strategies will not be implemented unless they have the support of people involved and are underpinned by programmes to develop the new skills needed, and in particular by changes in attitude (Sanyal, 1995, p. 311).

Training courses can achieve some of the requirements referred to in the quotation, but the main influence on behaviour of people can only be enhanced by improving the dialogue, openness and wider work environment to assure people that things are going to be different. True and regular communication along with regular circulation of information about what is going on can also stimulate sources of participation with the management of the institution, from the rest of the staff.

The survey instruments collected during the research, suggesting several means of improving and disseminating information across the university, are worth exploring. These suggestions include: (1) the establishment of special days for exchanging information between several categories of staff with different levels of managers and leaders of the university; (2) revitalization the up/downward and down/upward systems of flow of information; (3) on increase in informal forms of contact among different staff members of the university, by establishing the university friendship association; (4)
promotion of lectures, seminars and informal talks between academics, technical administrative staff and the leadership of the university; (5) facilitation of the dialogue between leadership and the rest of the university community; (6) promotion of the lateral flux of information between different departments and faculties; (7) creation of multi-disciplinary team-working groups; (8) establishment of an information cabinet that can ensure the collection, exchange and dissemination of information throughout the university; (9) publishing memorandum and resume of the main university councils’ meetings and relevant news or problems and successes at different levels of the university organization; (10) editing a special management bulletin or journal; (11) allocation of a special mean of transport for timely distributing correspondence of the all units of the university; (12) guarantee an adequate functioning of the of telephones, faxes machines, and electronic mail; (13) using the electronic mail to quick the flow of pertinent information, and popularize its use in enhancing the management; (14) removing people who proved lack of academic culture and create difficulties to improve dialogue with the management of the university.

Each of these aspects merits an adequate assessment by the management of the university in order to consider their validity and applicability in the process of improving institutional management. In the meantime, at least two comments now merit our attention. One is related to the flow of information up/downward and vice-versa. It should be noted that one of the purposes of the ‘Present and Perspective’ reform program was to establish a clear line of management system where every decision that the central administration took, unless it was personal or somehow privileged information, would be distributed to deans, for them to tell their colleagues within their faculties what was going on. The same is true for down/upward direction. This was thought of as an efficient way of communicating. However, looking for the results of the survey (82, 35 per cent of responses revealing dissatisfaction with communication processes at EMU) it could be said that the established system does not work. Perhaps there has been a block somewhere along the line. If the system is to be revitalized as suggested, the first thing to do is to find out where is there the block and then measures have to be taken to open and improve the communication channels.
A second set of questions to be considered is if there is no lack of management expertise or if the block is due to lack of equipment, such as computers that can enhance the rapid responses and flow of information, or yet is due to the managers resistance derived from fear that open communication can contributing to reveal their weaknesses, and as a consequence they can be removed losing the continued employment, status and salary? Or is this related to low motivation because of the inadequate reward system? The answers to these questions are vital in order to provide an effective reply to the problem of the need to improve communications that can work throughout the university. However, the survey showed that there is some evidence suggesting that some managers, even where they are elected by their units, have problems in gaining acceptance as managers by their colleagues. They also often lack the time for their management duties because as mentioned earlier in this dissertation, academics would prefer using time to devote to teaching in private schools and universities or doing consultancies and research or other private work outside the EMU, such as commerce, breading chickens, etc., in order to increment their salaries.

The second comment is related to the mentioned proposal on the need to establish an university friendship association to help the improvement of the dialogue and communications among university members. This is equal true not only for enhancing internal processes at EMU, but because it can also contribute to promoting good relationships and collaboration between government ministries and other interested organizations and the university. It is evident that close collaboration has been necessary for improving the management of finance, human resources, research, services to community, etc. The university friendship association can help the university to give collective opinions, which can prepare a more solid ground for continuing debates, even in the most sensible assumptions, where there is no unanimity. In the debates to be organized by the association, ministries and academics can have the opportunity to exchange and share views and create a favourable ground, for example, for changing the current hostile environmental functioning of the university, establishing therefore a more practical and collaborative mechanisms and procedures of coordination and control for resources management. Lessons for personal experience have shown that improved institutional management requires the sympathetic support of ministry officials to avoid bureaucratic procedures which work to the detriment of
good day today management. Practical collaboration might also contribute to ensuring that academics understand the constraints of the government and together embark upon new direction of searching solutions to the problems.

**Government Regulation and University Innovation**

Much discussions in the dissertation focused the relationships between government and university respectively, concerning the negative effects exercised by the government practice of increased control upon university; the negative impact of the of the ‘civil servants’ policy in the organization and work design, philosophy of employing and rewarding staff. Further considerations of this policy can testify that it broadly affects the style of leadership, communications, use of available resources and many other aspects of everyday university life. All the described features can play a negative role in the management of the university. Under this environment of tight control and increased bureaucracy it is sure that there is no room for institutions of higher education to become innovative and profitable. This has undermined the efforts for changes carried out at EMU in order to respond to the need for the institution to become more enterprising and generate resources to help its adaptation to ever changing environment. It also undermines the need for university to become innovative and imaginative in utilizing its limited resources in producing more graduates, expanding society-related research output and also providing services to the community. Tight state control undermines also the efforts to open the university to improve changes in its internal organizational structure and management functioning, that the research reveal needed. After this overall conclusions on government influence upon university performance, we try next to formulate some insights that can help the study for establishment a reliable government regulation model that can enhance the quality and effectiveness at EMU.

**Government Regulation Framework**

Relationships between government and universities have been analyzed in a number of studies, such as van Vught (1989); and Neave and van Vught (1991). With respect to the implementation of higher education policies in developing countries, some studies
can also be recommended, such as Neave and van Vught (1994), Sami and Verspoor (1994), Rondinelli et al (1990) and major recent work of the IIIEP/UNESCO in which set Sanyal (1995) should be mentioned.

In most of these studies government regulation is seen as a framework of rules within which individual institutions are able to make decisions without the need to resort to the governmental departments to receive the appropriate permission to do some crucial and basic things. Such frameworks have been designed because they reveal the reduction of the costs of management by limiting the high transition costs that centralized management implies. The framework can assume a form of agreed contracts. As a framework, the contract simple delineates the boundaries within which the individual institution determines its choices. The implementation of such principles of regulation is based on strategy of increased autonomy, decentralization and self-regulation of the university. van Vught, evaluating the strengths of governmental regulation through self-regulation and contracts confirms the limited action of the government only in monitoring and evaluating the performance, and changing the rules (contract) when they seem inadequate to measure the performance. Thus he wrote:

Compared to the strategy of rational planning and control [typical to centralized model of management], the strategy of self-regulation is far more modest. It acknowledges the limitations of acquiring knowledge and exercising control over an object of planning which in itself, already consists of a complex set of mechanisms by limiting itself to setting broad frameworks and by providing facilities for the behavior of decentralized units (van Vught, 1989, p. 39).

State Control and Supervising Models

Major recommendations to the government is to adopt a state supervising model of regulation for the university, which focuses on “product control rather than of process control” (Neave and van Vught, 1994, p. 8).
The state control model is characterized by the government holding much power through a combination of the authority of state bureaucracy, and controlling, at least formally all aspects of the dynamics of higher education system. (Clark, 1983). In Mozambique, this is increased by a very detailed and rigid procedures of allocation and use of resources. The state rather then education institutions award the equivalencies of degrees for those who studied abroad, and also controls the appointments of the leadership of the university and academic and technical administrative staff.

In contrast, the state supervising model shows far less governmental influence on higher education than state control. (Clark, 1983). In some countries, which enjoy a kind of state supervising for example UK, there is no formally organized system of national government control, apart from the University Funding Council (UFC). However, budgets allocated are used at discretion of the institutions and enterprising and competition are stimulated.

With the state supervising model the universities in Mozambique could enjoy more autonomy, be freed of civil servants' policy and be responsible for developing their own management procedures. It could be said that state supervising model is advisable for the situation of Mozambique, because it reflects the strategy of self-regulation which seems to confer more dynamic functioning to universities, being able to cope with ongoing changes in all spheres of society starting with the Structural Adjustment Programme. At same time the supervising model in contrast to the state control model has been argued as relatively low in costs of information for decision-making, transaction and administration. (Clark, 1983). The state control, by introducing rigid and detailed procedures of hierarchical control ignores the fundamental issue of costs. Studies on management have provided evidences that decisions are effective and cost less when they are taken in the lower level units, where the specific knowledge and information are generated (Paterson, 1969).

Two important questions which may need to be put forward to remind the government of the need to review the current situation: What would have been the cost of retaining the traditional methods of government/university relationships? Is the innovation necessarily expensive? In the earliest discussions in this dissertation it was shown that
the value for money in the government procedures has not been considered as a critical factor. Most important for the government is to follow the established regulations whatever the cost that it implies. This way of managing public institutions, at least has proved direct implications of increasing the proportion of administrative staff, and staff in most organization is the most expensive resources. Eduardo Mondlane University spends at least near 90 per cent of its public expenditures on salaries. Efforts have to be made to restrain this trends of increasing staff by changing the rigid procedures lessening bureaucracy in all domains.

Nevertheless, it should be noted that whatever model of coordination and control is adopted, whatever level of autonomy is conferred to the university, government intervention in higher education in Mozambique will still be needed because higher education institutions may, respond too slowly to serve society's broader needs, since it is known that universities are, almost without exception, highly conservative social institutions in terms of their internal structures and operations. The justification for continued public support of the university is due the prevailing social demand on higher education, the emphasis on social inclusion of previously marginalized populations, the new demands on labour supply, the technological impacts on labour preparation, the globalization trend of information, and public and political attitudes to higher education (Sanyal, 1995). The challenge for universities today in Mozambique has been to maintain quality and expand supply at a time upon they should also increase effectiveness of performance and responsiveness to changing needs.

Strategies for Improving University Performance

The fact that management for academics means additional work, should not be lost sight of and if this work seems not to be paid nobody will devote his time to it. Making the transition to change the lack of interest of academics in management and their unwillingness to assume responsibility for it, will require some courageous measures to be taken by the university management. This can include the need to adopt such flexible strategies in all domains of human resources management as: (1) appointment of heads and mangers at all levels based on merit in teaching, research, and administration as well as attendance at management courses; appointing people who have shown
strengths in the practice of improving the job in their sectors and belief in perseverance as an essential part of ensuring good university performance; (2) clear allocation of time for management duties, teaching and research; (3) regular accountability for assessment of the level and quality tasks fulfillment; (4) establishment of a special and flexible contract for those performing several duties in the university; (5) establishment of a special bonus, based on quantity and quality of the tasks performed.

One further aspect which should be considered, is that attitude change in university performance requires perseverance and a core of staff dedicated to continuing improvement. This core staff should be well paid in order to be motivated. This may imply abandoning the civil servants’ rewarding policy. Sanyal highlighted in his study that: “Attitudes are deep-seated and do not change overnight, so such a process requires many years of continued effort” (Sanyal, 1995, p. 310)

Centre of Studies in Educational Management and Training

No reform is ever completely finished, since it inevitably results in requirements for change. Therefore, it may be a good idea for the university to consider the possibility of creating a Centre of Studies in Educational Management and Training, that can help the university to stimulate sources of change, by researching, gathering and circulating information on management and training in education. Research inside the organization, in other educational institutions and countries, especially southern African neighbouring countries, and regular participation on forums for the discussion of management issues, connected with university problems should be encouraged through this centre to enhance the development of policies and administrative procedures for improving the local university management system. Successful innovation must be followed by a new routinization of procedures to replace the old. This process, innovation-routinization, can be cyclic, though a special centre that can promote studies and control of information in management could be helpful. This centre could represent the interface of the university with the rest of institutions of education system in Mozambique, especially vocational and technical, with secondary schools. This could depend on great deal on the university in promoting effectiveness of earlier education institutions in which results the quality of university performance depends. This centre could also
promote foreign collaboration to use experiences from abroad to quicken the process of transformation in university management. Before adapting the know-how, potentially useful ideas should be tested under the control of this centre to examine their feasibility within the local conditions. The centre could be responsible for acquiring funds for studies and equipment. The point is that to implement reforms for improvement the university effectiveness educational research should play an important role in supporting and directing the process, seeking ways to optimize the use of scarce resources. The key role of educational research is that it provides information that will close the gap between the policy-makers and classrooms, and between policy-makers and departments and individual members of staff. In the absence of research central university administration lost one important element of providing the touch with the reality of the university at a time when the context of management is changing.

Appraisal of Staff Performance

It has been stated earlier that performance of a university depends principally upon the performance of its staff. Thus the university has to establish coherent schemes of staff appraisal. One of the objectives of appraisal of staff performance is to improve each members performance in the present job and another is to see what potential each member may have for other jobs in the institution including a higher level one. This will imply: (1) to set up the performance standards that university expects from the staff members to help comparisons in the evaluation process. Here the need is to emphasize the standards rather than results that depend not only on the ability of the staff. (2) to determine what can be learned by staff to improve their performance; (3) establish the regularity and procedures of assessment of the staff in order to judge the staff’s capacity to improve their abilities and potential strengths; and finally (4) establish ways and resources for the staff to develop their abilities on-job-training or through further training.

Setting performance standards is a complex task, but the purpose of standard specification is to motivate staff to perform well. The indicators of standards in starting point may be the easiest one, objectively measurable, countable e.g. number of lectures per week; publications per year; guiding thesis-writing; guiding assistants to become
lecturers; writing text books; producing a paper concerning innovations at university; giving evidences of favour duties in university rather than outside with more material profit, etc. For further details see “List of Figures and Tables” in Cave, Hanney, and Kogan, 1991).

However, the reliability and validity of the assessment techniques must be ensured previously in the institution, so that everyone can know.

Effectiveness for the university functioning stresses the role of the staff in the process of performing the university tasks. This concern is crucial since it is known that without well trained and dedicated academic and technical administrative staff the most well designed and appropriate management system in the institutions will be ill-functioned and its overall performance affected. Thus, one of the cardinal determinant of effective university functioning or whatever organization is the use of the right, trained and competent people in the key functions.

Hence, staff training is crucial in building a capable university management. Training can never be a one-time event. Once staff are trained, their skills should be kept up-to-date and their performance should be monitored.

**In-Service Education and Training (INSET)**

INSET is an acronym used in educational and organizational literature to mean in-service education and training. In this perspective INSET is used in several ways to refer to organized, planned or not, instruction in the workplace, usually focused on post-school learning. In broad understanding INSET covers job-related training sponsored by the employer or by the individual him/herself, conducted on both within the organization and outside it (Bowman, 1996). Nevertheless, as emphasized by Watson, (1985) many of INSET activities for the university staff can take place at a unity (department), at a regular basis while the teacher or whatever staff member is in work.
Many of ... skills are best learnt and taught in service, as many large-scale INSET programmes have shown, with individuals sharing and learning from each others’ experience (Watson, 1985, p. 71).

Recommendations that can be advanced to the university concerning improvement of INSET are in the perspective of exploring the principles of educational and training needs identification within the university. One of most important aspects to be considered by the management and by the staff members of the university on dealing with training matters, is the need to reconcile the disparities arising in the process of identification of training needs in the context of the wide, and sometimes conflicting, interests of individuals and of the organization, especially in the foreseeable future situation of increased autonomy, when the university will have to decide by itself priorities in using limited resources in order to guarantee the fulfillment of its other important missions.

The major question to be answered here is how to organize INSET activities more effectively, in order to strengthen the staff of the university, academic and technical administrative, as well as managers, so that they can be more effective in their activities. In this context, INSET is viewed here as a necessary and important function of the staff development program in the university, that can help the institution to accomplish effectively its mission and obligations to society in which it is inserted. Therefore may be it is worth looking at the purpose and content of INSET in the context of a university organization.

Aims of INSET

The prime aim of INSET for the Eduardo Mondlane University perceived from the assessment carried out, should be as Oldroyd and Hall (1988) pointed out, of developing “the professional knowledge, skills, attitudes and performance of professional staff” (p. 7). The other aims of INSET are to allow a job satisfaction of the staff, to encourage personal development and confidence through assertiveness courses. INSET should be the major vehicle for delivering educational skills. It is the means to help people to become increasingly professional and implement reforms and changes. Encouraging
people to learn about the organization and its culture should be a great deal of the INSET at the EMU.

A Typology of INSET Activities

INSET in a university covers a wide range of activities that can be joined in three main groups, comprising activities intended to give professional: (1) support; (2) training; and (3) education.

Professional support activities can be aimed to develop on-the-job experience and performance. This can include peer coaching, or job rotation within the workplace. The professional training activities aimed to confer an improved knowledge in a determined aspect of the current job, or to enhance the professionals to carry out a programmed change or reforms, can be fulfilled out through workshops and short courses, usually academic non-accredited. The longer and more detailed activities are attached to the professional education group. This group includes theoretical courses, advanced learning activities, such as Diploma, Master’s and Philosophies’ Degrees. In the appendix III, a detailed presentation of a typology of INSET activities is given. This was adapted from Hopkins (1986) and was enhanced with the gathered information of the practices of staff development programs in a range of institutions by Cowan (1997).

What seems important for the INSET in enhancing the institutional performance and effectiveness is that it should contribute to the development of the professional competence and to change and create positive attitudes of individuals to meet the general institutional goals and objectives. Changes of attitudes at EMU seem to be of particularly crucial importance for improvement the institutional effectiveness. This is because at EMU, courses are run, budget are used, but knowledge, attitudes and skills seem to remain much the same. According to Annual Reports of EMU from 1993 up to now, about 20 per cent of academic staff members are annually integrated in long term courses, Master’s and Philosophies’ Degrees. According to data of human resources department of the EMU, only in a program known as ‘Capacity Building Project’ responsible for organizing and financing special activities of INSET for human resources development, in action since 1995, about 397 staff members attended and are
attending various short, medium, and long-term courses. To cover the costs of these activities the university has spent more than 418 000 US Dollars. However as referred before, the performance is not getting much better. It seems that people take time to move beyond the ritual of taking part in many INSET activities and their performance remaining always the same.

The challenge to be attained by the management of the university in this concern is how to use INSET to influence changes in attitudes and beliefs of the staff? How to make staff to change their daily routines and practices to better, acquiring a more dynamic and constructive attitude to work? Logically, it is supposed that after participating in a training program or whatever type of INSET activity, staff should be more competent in their jobs, but unfortunately, that is not always the case.

Oldroyd and Hall (1991) in an analysis of the above referred situation in other institutions, came to the conclusion that the way that this could be done is unclear. Regarding changes in beliefs also mentioned above, it may be worth considering the following:

> Changes in beliefs are ... difficult to bring about: they challenge the values held by a person regarding the fundamental purposes of education and they are often explicit or recognized ... (Fullan, 1988, p. 197).

This suggests that courses alone could not provoke attitude change. Thus to enhance the efforts of carrying out staff development activities, some thinkers have suggested a combined process of action and critical reflection on experience. This can be done through practices of professional dialogue involved in feedback about performance, than by discussion of a general sort that are not focused on performance (Rogers, 1996; Oldroyd and Hall 1991; and Fullan, 1988). Additional to that it should be said that training and attitude changes for the improvement of the management in the Mozambican’ situation must focus not only on university staff and leaders, but also on some of administrators and leaders of those governmental departments who set standards and governmental bureaucratic procedures that shape the institutional environments. The problem is that it is not the leaders who actually carried out most of
the types of management tasks, but they need to know and support what has to be done. Thus may be it is not a bad idea to thing in involving some of the ministries staff members in the courses and workshops that are regularly organized by the university, especial those oriented by external experts, so that they can learn from experience of other universities how things are done.

Towards the fulfillment of the objectives of the staff development activities within the organization it is important to consider the purpose of INSET at the EMU.

The Purpose and Content of INSET in a University Organization

According to an international study published by Hopkins (1986) it could be said that there are five main purposes of in-service education and training for an educational organization such as a university. These purposes are: (1) upgrading and broadening job performance skills of the whole staff. This implies carrying out courses intended to broaden specific central requirements in connection with the overall interests of the institution as a whole, e.g. development activities in management, educational evaluation, educational methods, curricula development, educational reforms or several changes within the university, when INSET measures are required to carry out desirable improvements. This can be done through institutional focused INSET, or through basic training after staff have been contracted in order to acquire initial professional experience; (2) improving the job performance skills of an individual member of staff, e.g. an induction program for a beginning teacher or member of technical administrative staff; or an induction program to acquire local requirements which may often be peculiar to the faculty or department to which the staff is allocated,(3) extending the individual experience for career development or promotion purposes; (4) developing the professional knowledge through Master’s degree in educational studies; (5) extending the personal or general education of an individual through Master’s or Ph.D. courses in subject related to teaching.

Distinction has to be made between INSET activities which are intended to meet the wider professional development needs of an individual member of staff, for example, Master’s or Ph.D. courses, and INSET activities which are intended to meet the
institutional needs, such as several short courses in order to improve institutional performance. There can be a conflict between the two, especially when resources to be allocated to attend longer courses are scarce. There are indications that in these circumstances, generally, employers give priority to institutional needs.

Various suggestions can be made to overcome the conflict between individual and organizational interests. The most successful approaches are those which take into consideration interests of both, the individual and the organizational needs. This suggests that EMU should adopt the institutional focused INSET approach which is concerned with development of those INSET activities which focus upon the interests, needs and problems directly related to a specific and most important site of the institution. This approach is recommended because it focuses not only on individual concerns and needs, but also on matters that demand the coordinated efforts of several if not all, persons within the organization (Williams, 1991; Hopkins, 1986).

The diagram below, figure 3, borrowed from Hopkins (1986) shows the correlation between organizational and individual need factors, related to the five purposes of INSET for staff in an educational institution.

<table>
<thead>
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<th></th>
<th>Purpose 1: Staff/group Performance</th>
<th>Purpose 2: Individual Job Performance</th>
<th>Purpose 3: Career Development</th>
<th>Purpose 4: Professional Knowledge</th>
<th>Purpose 5: Personal Education</th>
</tr>
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</table>

Two main extremes are represented in this table, illustrated by purpose 1 and purposes 4 and 5. The first is seen likely to satisfy the institutional requirements and goals and least the individuals self-fulfillment needs, while the purpose 5 shows the reverse. A relative balance can be seen in the following two purposes, 2 and 3. Here the institutional and individual interests are likely to coincide. In fact, for an educational institution where the need for permanent acquisition of new knowledge
and constant adaptation to changes are essential elements for improvement of institutional effectiveness, the interests concerning INSET goals should not be in opposition. The rapid, extensive and fundamental nature of technological, economic, cultural, social, political changes in our epoch makes INSET in its several purposes to be an imperative for personal and institutional growth (Torrington and Hall, 1995).

Several conclusions can be made about the contradictory process of setting up goals to meet training needs, but perhaps it is worth saying that INSET needs are complex and likely to be given different priority by the various interested parties within the institution. This process can be facilitated by having appropriate arrangements to carry out negotiations and necessary agreements. For that purpose an institutional development plan appears to be crucial to the success of the approaches, because it can indicate the present situation and future prospects and needs of development of the staff to meeting institutional goals. A plan is also important to avoid subjectivism in decision-making when it is necessary to decide priorities. Nevertheless, training should always be linked also to appraisal and staff development schemes (Fidler and Cooper, 1992).

**Principles for Effective Needs Identification**

The identification of training and educational needs is one of the key issues in the INSET planning process and provision. Because of the conflictive character of interests between the individual and the organization, this process should be conducted carefully and sensitively. It should not be a process imposed on the individual. It has to be a result of negotiations, taking into account the needs of individuals, groups, as well as the overall interests arising from the institution. In the process of needs identification it is important to bear in mind that each group with an interest in university success will perceive its needs differently. Hence, one aspect seems to be essential for taking-off the process of identification of training and educational needs, that is the general guidelines of development prospects of the institution, the plan of the university development. This has to be clearly defined and understood by all staff members and other interested groups. The
process of identification of education training needs of each interested group have is defined in relation to meeting the requirements of the established development plan of the organization. Thus, the organizational development plan constitutes the overall framework for effective INSET needs identification that all interested groups have to refer to.

Seeking ways of effective needs identification, the Advisory Committee on Supply and Education of Teachers 1984 (see Williams, 1991) listed certain conditions for the effectiveness of INSET. However, it is Oldroyd and Hall (1991) who pointed out some principles which lay at the heart of an effective approach to needs identification. These principles can be summarized as follow.

The first principle is the link between INSET, as a central aspect of staff development with institutional improvement plan. This principle arises from the fact that the development of any organization cannot happen without the improvement of the staff. Torrington and Hall (1995) highlighted that institutions as learning organizations benefit from their staff because they trust them and they give them the means that allow their personal growth. The individual INSET outcomes should have an important return influence on the organization through the more qualified and specialized contribution that the trained can offer to the organization. Thus, along with the needs of the organization it is important for the university not to lose sight of the importance of recognizing staff’s career and life-cycle experiences.

The second principle is the need for staff to be fully involved in the process of needs identification. Some experiences from the practice of INSET in several countries (see Hopkins, 1986) have demonstrated that the more staff are encouraged to contribute to the process of identification of needs, the more INSET can play an active role in overall strategy of professional and institutional development.

The third principle arises from the potential of the INSET since it is a means of acquisition of the desired knowledge and skills leading to a desired performance.
However it is important here to bear in mind the essential fact that learning it is only a means rather an end in itself. Learning to be efficient does not necessarily make staff more effective, unless the training activity provokes in individual aptitude and attitude change towards improved performance. To meet this goals it could be crucial for the university to consider both individual factors and the appropriateness of the INSET activity or purpose itself.

Nevertheless, for INSET to be successful it has been recommended to link it with the need to reveal the gap between present and future improvement, whether it is focused on career development needs or those arising from the institutional development plan. Thus INSET should be a result and aimed to respond to the staff appraisal needs. Fidler and Cooper related to this aspect of INSET wrote:

An appropriate training and development strategy ensures that the appraisal process actually leads to change and growth. At simplest appraisal provides the diagnostic and analytic component of a strategy for effective learning (Fidler and Cooper 1992, p. 53).

Fourthly, needs identification should be followed by needs analysis from which emerges decisions about priorities for action. In many occasions staff found frustration when the results of a complex needs identification process does not give expected outcomes. It is a demanding and challenging task to design the balanced priorities for INSET to meet individual, group and institutional needs. Thus it follows that the process of identification of needs should be a shared task between those responsible for staff development within the university and those who will benefit from the INSET programs that result.

To conclude it could be said that the staff are the most valuable resource that any institution can have. The need to invest in them is a stimulus for personal and institutional growth. It is in this perspective of thought that this dissertation concentrated it major efforts in finding out strategies for an improved and rational use of human resources of the EMU in order to get the institutional mission done through and with the help of them. Handy (1995), and Torrington and hall (1995) have highlighted that we live in times of constant changes, which affect all spheres of life.
The rapid extensive and fundamental natures of technological, economic, cultural, social, political changes of our epoch have imposed continuing personal and professional education as an imperative for surviving. Development in science and technology, and economics have been the powerful catalyst of the changes taking over society. The EMU as a center of diffusion of sciences and innovations in the whole spheres of life of Mozambican society has to be in a rearguard in responding to these challenges of the epoch. Thus it has to become a learning organization itself, in the sense that it has to facilitate the learning of all its staff members, and then these staff should be able to accept and adapt changes in all their functional activities. That is why the recommendations of the dissertation focused on developing strategies for carrying out human resources management effectively. The human mind will stagnate, become dull, lazy and unimaginative if not continually stimulated. Just as we need to exercise our bodies to maintain physical health, our minds also need exercises for peak mental health.

The individual member of staff will despair if she/he realizes that the university has no interest in her or his development. This will have a negative impact on institutional effectiveness and productivity. People will be happy when their needs for growth are recognized through well planned, realistic and accepted staff development programs, in which INSET is an important component. INSET will help the university to grow and respond timely to the societal requests, because training makes people feel happy, and happy people are more likely to be concerned with their duties, are effective and productive people.

Hence, the approaches to human resources management need to be the most effective in achieving the creation of a human body with skills and competencies required by the university. They will also need to be appropriate to the culture of the university. The university in the context of a learning organization should encourage innovation, creativity, generation of new ideas and perspectives. Generally, human resources management to be successful in this type of culture it is recommended to follow a holistic organizational perspective. In other type of cultures the situation may be different. It is in this context that this tries to question the current practice in order to make it more adaptable to respond to the human and organizational needs. Finally, it
could be said that only questioning and trying to suggest hypotheses of responding to challenges can we develop our university further, to be able to respond to the demands and challenges of the coming new era of the 2000s.
APPENDIX I
Review Format

Introduction

(1) The Interview will be preceded by a letter explaining the review.
(2) At the actual interview, the interviewer will quickly review the purposes and guarantee anonymity of informant.
(3) The results will be analyzed across the interviews and sorted by categories (background descriptors) and not by individual responses.
(4) The questionnaire is not a test of competence or loyalty; it is a simple review for academic purposes only.

<table>
<thead>
<tr>
<th>BACKGROUND DESCRIPTORS OF THE INFORMANT (One X for each question)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vice-Chancellor</td>
</tr>
<tr>
<td>• Pro-Vice Chancellor</td>
</tr>
<tr>
<td>• Dean</td>
</tr>
<tr>
<td>• Director of Service</td>
</tr>
<tr>
<td>• Director of Center</td>
</tr>
<tr>
<td>• Head of Department</td>
</tr>
<tr>
<td>• Academic Staff Member</td>
</tr>
<tr>
<td>• Technical Administrative Staff Member</td>
</tr>
<tr>
<td>• Faculty Administrator</td>
</tr>
<tr>
<td>• Other</td>
</tr>
</tbody>
</table>

☐ Please Specify .......................
Interview instrument

Starting Points for Discussions (Issues to be explored)

1. What is the Basic University Mission Statement?

2. Translate please the University Mission to fundamental directions of Staff Development (short-term and long-term objectives)?

3. What are the major problems in the institutional management

4. What are the major strengths of the staff management processes at the EMU, or, what areas or functions are managed well? Can you distinguish by level in the institution?

5. What are the major or top priority problems of the staff management processes at the University. Please distinguish by level in the institution.

6. What other strategies would you suggest to be employed to improve the major weaknesses you cited?

7. What other comments would you like to make?

Please remember to fill out the detailed survey form if you have not already done.
Thank you very much for your time and ideas.
Survey Instrument

GENERAL MAJOR ORGANISATIONAL PROBLEMS TO EFFECTIVE STAFF MANAGEMENT (Check one item per line)

Part one

<table>
<thead>
<tr>
<th>Issues to be explored</th>
<th>Totally Adequate</th>
<th>Mostly Adequate</th>
<th>Mostly Inadequate</th>
<th>Totally Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic salaries for staff</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Internal communication system</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Freedom from any interference (political or other)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. A basic supply of talented people available to manage</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Part two

QUESTIONS

1. Are you satisfied with communication processes throughout the University? ☐ ☐

2. Do you feel you are kept informed about what is going on? ☐ ☐

3. Discuss and suggest forms/ways of improving communications:

   ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................
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   ..................................................................................................................
CORE ELEMENTS IN THE STAFF MANAGEMENT SEQUENCE (Check one item per line)

PLANNING

Part one

<table>
<thead>
<tr>
<th>Issues to be Explored</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Can’t Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundation of staffing process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Integration of staff developmental programs</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>3. Clear ties to budgeting and priorities</td>
<td></td>
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<tr>
<td>4. Continuity of action and implementation</td>
<td></td>
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</tr>
</tbody>
</table>

Part two

5. Which criteria indicators do you use for the estimation of the required staff

<table>
<thead>
<tr>
<th>indicator</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. Student enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2. Student enrollment weighted by subject of study and level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3. Required student hours to be taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4. Average contact hours per teacher per faculty/department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5. Average class size per faculty</td>
<td></td>
<td></td>
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<tr>
<td>5.6. Lecturer/Professor ratio</td>
<td></td>
<td></td>
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<tr>
<td>5.7. Support/academic staff ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.8. Student/teacher ratio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.9. Others (specify)

5.10. Very briefly comment how do you estimate your staff needs:

---

**ORGANISING AND DECISION-MAKING** (Check one item per line)

**Part one**

<table>
<thead>
<tr>
<th>Issues to be explored</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Can’t Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job descriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Organizational structure</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Decision-making and advisory organs</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Delegation of responsibility</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Budgeting</td>
<td></td>
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</tr>
<tr>
<td>6. Budgetary devolution and control to departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Human resources management devolution and control to departments</td>
<td></td>
<td></td>
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<tr>
<td>8. Manageability of the size and workload of the services</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
10. In your opinion in which decision-making level should the following functions be carried out

<table>
<thead>
<tr>
<th>10.1. Resourcing (Job Description Recruitment &amp; Selection)?</th>
<th>Department</th>
<th>Faculty</th>
<th>Central Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.2. Deployment of staff (contract, employment documentation &amp; salaries)?</th>
<th>Department</th>
<th>Faculty</th>
<th>Central Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.3. Staff Appraisal?</th>
<th>Department</th>
<th>Faculty</th>
<th>Central Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10.4. In-Service Training &amp; staff development programs?</th>
<th>Department</th>
<th>Faculty</th>
<th>Central Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10.5. Validation of procedures in the staff management?</th>
<th>Department</th>
<th>Faculty</th>
<th>Central Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

**STAFFING (Check one item per line)**

**Part one**

<table>
<thead>
<tr>
<th>Issues to be explored</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Can't Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attractiveness for the available talents</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Selection techniques that are appropriate</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Appropriate orientation and initiation processes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Reward structures: Pay scales, promotions, incentives</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Staff appraisal schemes that work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Staff Development Schemes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Part two

7. How would you classify the EMU: YES NO

7.1. is an organization where people tend to pursue their own goals, using the organization for their own ends? □ □

7.2. is a balanced organization where people work and benefit equitable? □ □

7.3. is an organization where people give more than they benefit from it? □ □

8. Pay rates tend to be low. Should the university allow employees to have more freedom to choose mix components of employee role behavior, that make up the pay package? □ □

8.1. Justify your answer in number 8:

..............................................................................................
..............................................................................................
..............................................................................................
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..............................................................................................
..............................................................................................

LEADING, DIRECTING AND COMMUNICATING (Check one item per line)

Part one

Issues to be explored            Excellent Good Fair Poor Can’t Say

1. Selection and appointment     □ □ □ □ □

2. Consistency, fairness and reliability □ □ □ □ □

3. Effective delegation          □ □ □ □ □

4. Management skills             □ □ □ □ □
Part two

QUESTION
5. Are you satisfied with the extent of delegation of responsibility ongoing in the university? □ □

6. In which way do you feel delegation could be expanded in order to improve your discretionary authority contributing for the improvement of the Staff Management? Describe.

CONTROLLING AND EVALUATING (Check one item per line)

Part one
Issues to be explored

1. Information system for decision-making
   Excell ent □ □ □ □ □
   Good □ □ □ □ □
   Fair □ □ □ □ □
   Poor □ □ □ □ □
   Can’t Say □ □ □ □ □

2. Regular assessment of the level of satisfaction of clients
   □ □ □ □ □

3. Reported problems
   □ □ □ □ □

4. Improving the practice of doing things
   □ □ □ □ □
SPECIFIC FUNCTIONAL MANAGEMENT (Check one item per line)

<table>
<thead>
<tr>
<th>Issues to be explored</th>
<th>Totally Adequate</th>
<th>Mostly Adequate</th>
<th>Mostly Inadequate</th>
<th>Totally Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University goals and objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Level of consensus on staff management policies and Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Level of control of the major functions of the university (teaching, research and extension)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Level of training of staff to carry out the major university functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Level of training of managers in management principles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Comment on what the university does best and what does poorly in staff management:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1. It does best:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2. It does poorly:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Comment on what the university does best and what does poorly in staff management:
6.7. What changes in management of staff would you like to see in order to make the organization functioning more effectively? Comment your question.

Other comments not specified in the review:
Bibliography


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APPENDIX II
Presentation of the Results of the Review (Continuation)

Table 3 Level of Satisfaction on Communication Processes

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you satisfied with communication processes throughout the university?</td>
<td>4</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>7.64</strong></td>
<td><strong>93.30</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>2. Do you feel you are kept informed about what is going on?</td>
<td>9</td>
<td>42</td>
<td>51</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>17.64</strong></td>
<td><strong>82.35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 5. Criteria Indicators for the Estimation of Required Staff

<table>
<thead>
<tr>
<th>Criteria Indicators</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student enrollment</td>
<td>22</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>57.89</strong></td>
<td><strong>42.10</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Student enrollment weighted by subject of study and level</td>
<td>25</td>
<td>14</td>
<td>39</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>64.10</strong></td>
<td><strong>35.89</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Required student hours to be taught</td>
<td>21</td>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>56.75</strong></td>
<td><strong>43.24</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Average contact hours per teacher per faculty</td>
<td>16</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>44.44</strong></td>
<td><strong>44.44</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Average class size per faculty</td>
<td>12</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>40</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Lecturer/Professor ratio</td>
<td>18</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>54.54</strong></td>
<td><strong>45.45</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Support/academic staff ratio</td>
<td>13</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>44.82</strong></td>
<td><strong>32.43</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Student/teacher ratio</td>
<td>25</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>67.56</strong></td>
<td><strong>32.43</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 11. Selection and Performance of Leaders and Managers

<table>
<thead>
<tr>
<th>Descriptors of the Informant</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Can't Say</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td>9</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Director of Service</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Director of Centre</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Heads of department</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Academic Staff Member</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>16</td>
<td>7</td>
<td>53</td>
</tr>
<tr>
<td>Technical Administrative Staff Member</td>
<td>4</td>
<td>7</td>
<td>22</td>
<td>17</td>
<td>12</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>29</td>
<td>73</td>
<td>59</td>
<td>33</td>
<td>203</td>
</tr>
</tbody>
</table>

Table 12: Level of Satisfaction on Delegation of Responsibility

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you satisfied with the extent of delegation of responsibility ongoing in the university?</td>
<td>14</td>
<td>30</td>
<td>44</td>
</tr>
<tr>
<td>Percentage</td>
<td>31.81</td>
<td>68.18</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 13. Client’s Evaluation of Effective Functioning of the University

<table>
<thead>
<tr>
<th>Descriptors of the Informant</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Can’t Say</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>20</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>Director of Service</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Director of Centre</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Head of department</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>15</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Academic Staff Member</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>22</td>
<td>15</td>
<td>54</td>
</tr>
<tr>
<td>Technical Administrative Staff Member</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>23</td>
<td>17</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>18</td>
<td>40</td>
<td>90</td>
<td>46</td>
<td>195</td>
</tr>
</tbody>
</table>
### Box 1. Arguments to be Considered in the Improvement of Delegation

<table>
<thead>
<tr>
<th>Arguments of those who answered 'No'</th>
<th>Arguments of those who answered 'Yes'</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) it is difficult to have a realistic delegation without a competent body of technical and administrative staff that can help the management at the unit levels; (2) delegation to be effective should consider devolution of power to the departments, and should be based on trust of managers of the lower levels; (3) the current delegation is lack of empowerment of the managers at department levels; (4) the main input in the management should start from departments to faculties, while the central administration should be involved only in the case of dealing with global questions, requiring general uniformity of procedures; (5) there is discrepancy between delegation and the means provided for executing the responsibilities; thus (6) delegation to be effective should be accompanied by decentralization of finance and human resources management; (7) the supervision of the teaching research and extension activities should relay on department and never to faculty or central administration because only the department is in condition to control and know what is going on; (8) the departments need autonomy and good functioning of communication channels for the improvement of management; (9) some departments of central administration should have their representatives in the faculties to facilitate the management; (10) the organizational structure of the EMU is very heavy, there are many bosses, it needs restructuring.</td>
<td>(1) decentralization and delegation processes at EMU are well documented and oriented. Perhaps it only needs to be updated; (2) managers at unit levels in many cases do not use the given power and responsibility; (3) these managers sometimes are lazy in dealing with bureaucratic and administrative procedures established, and mainly avoid taking decisions for specially ‘hot’ assumptions, and prefer to send them to central administration. Thus they lose the conferred power; (4) there is a lack of circulation of information at unit levels and effective delegation and decentralization encompasses a practical and functional system of flow of information. Hence people at lower levels do not take advantage from delegation; (5) existing problems in delegation should mainly be resolved at unit levels.</td>
</tr>
</tbody>
</table>
The respondents expressed their opinions on what the university performs better and what it performs poorly. This view points are summarized as follows in the Box 2.

**Box 2. Strengths and Weaknesses of the University Management**

<table>
<thead>
<tr>
<th>The University does best</th>
<th>The university does poorly</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) provision and organization of training activities for both academic and technical administrative staff; although started later with training for technical and administrative staff; (2) provision of housing for academic staff which is a great incentive, and transport for staff members; (3) establishment of criteria and payment of bonus (salary supplement); (4) building infrastructures for expansion of the university; (5) introduction of election system for appointment of the leadership and the main managers of the university; (6) encouraging staffing and promotion through public competition; (7) giving the autonomy to the units to select and recruit their staff; (8) keeping discussions with the government for an increased autonomy; (9) continuing searching solutions for the university problems, especially salaries; (10) attraction of technicians and other specialists from outside university for teaching as part-time staff; (11) openness of the leadership and capacity to listen to the staff before taking relevant decisions for the university; (12) regular functioning of the university councils, although the results of these councils’ meetings are not relevant; (13) establishment of the methodology for the conception of the ‘personnel matrix’ of the university. However the work started should be continued.</td>
<td>(1) staff appraisal; (2) appraisal of performance of the staff; (3) the university does not have the culture of prizing or rewarding the good performance and criticizing the bad; (4) excessive bureaucracy creates delays for decision-making in relevant assumptions of staff development such as authorization for integration in training activities or decisions on promotions, contracts of new staff members; (5) public and international relations and cooperation; (6) control and accountability of the main university activities: teaching, research, and extension; (7) communications throughout the university, especially with the central administration; (8) incompetent people still in the posts for long time; (9) lack of changing working teams; (10) culture of working in ad-hoc commissions; (11) many attention of the university is concentrated in the attempts of defining strategic plans and policies, while many day today aspects are in degradation; (12) accentuated weaknesses of the operational management; (13) inadequate use of academic staff and students for the fulfillment of the research and extension activities; inadequate and not attractive pay salary scales for an academic institution; poor articulation for concession of scholarships and lack of training, and inadequate employment of technical administrative staff.</td>
</tr>
</tbody>
</table>
Suggestions for improvement of changes in management of staff in order to make the organization functioning more effectively was addressed by the informants, and this are listed in the following box 3 next.

**Box 3. Proposals for Changes to be Considered**

**Question:** What changes in management of staff would you like to see in order to make the organization functioning more effectively?

| (1) the creation of 'the staff matrix' of the university; (2) establishment of a progressive and programmed decentralization of finance and human resources management sectors; (3) improvements in autonomy of the units and real devolution of power in human resources management for those faculties where the correspondent administrative conditions have been created; give more autonomy and room for maneuver in management to departments (4) intensification of training for supportive staff, especially secretaries; (5) dismissal and replacement of the staff with poor performance; (6) stop the practice of continuing contracting people who are already retired; (7) introduction of flexible forms of contracting people, such as 'by task'; (8) improvements in communication system throughout the university; (9) establishment of detailed job descriptions for each staff member; (10) introduction of staff appraisal schemes, and appraisal of performance linked to job satisfaction and salary increment and moral stimulus; (11) improvement of the training activities for all staff members in order to prepare them to face the future challenges of the university; (12) promotion of short-term training courses in human resources management in order to create the management capabilities in the faculty and departmental levels to enable them to carry out independently the required tasks; (13) change the pay salary scales to be compatible with the requirements of academic work; reward of academic staff should consider the number of cumulative duties fulfilled: teaching hours, publications, supervision of students' diploma work, number of students taught, etc. (15) promotion of an efficient system of flow of information that covers every sectors of the university; (16) review of the forms of selection and appointment of managers in the central administration; (17) establishment of a specific career for research staff members;
Other comments that were not specific asked in the assessment were also welcome, and these are presented in the Box 4. Some of comments are beyond the area of human resources management only, they cover many aspects of the university functioning in general, but the management of the university can make use of them to improve the process of university governance.

**Box 4: Other General Comments Expessed During the Review**

1. With current pay salary scales at university it is difficult to establish an effective human resources management system, that can contribute to change the behaviour of the staff to the better; especially the introduction of appraisal of performance of the staff will be a failure; 2) changes for improvement of the institutional effectiveness at EMU should start by changing some people working in the vice-chancellor office and public relations; the leadership of the university should listen more to the staff members and students; 3) the university seems to have two opposite extremes that may undermine the improvement of changes: a) one extreme is composed by the young academic staff members, who are the majority, but have less of power. This group would like to the modernization processes going so far; b) the other extreme is composed by the senior and most experienced academics who seem to fear changes because they have settled themselves private business, or they are following their own interests; 4) it is important to define in the interest of the university the mission of the centres of the university, and clarify their obligations; 5) some faculties should be coercive forced to complete the revision of the curricula started; 6) the establishment of the strategic plan of the university is important for reference of the managers and individual members of staff in their daily actions; 7) solutions for unqualified staff that the university cumulated throughout the years are needed, in order to open room for new recruitment of better qualified people, since these people have undermined the improvement of university effectiveness.
## APPENDIX III

A Typology of INSET Activities in a University Organization

<table>
<thead>
<tr>
<th>Source Group</th>
<th>INSET Provision Activity or Method</th>
<th>Location and Target Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Support</td>
<td>1. Individual working experience</td>
<td>On-site Grou p</td>
</tr>
<tr>
<td></td>
<td>2. Team working experience</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>Regular department/staff meeting Member of ad hoc working team Personal and professional : i)counseling; ii)training; iii) group discussion</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>5. Study visits to other institutions</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>6. Consultancy with expert/ adviser</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>7. Peer review/support</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>8. Job shadowing</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>9. Job rotation</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>10. Systematic delegation of tasks from heads of departments/faculties to staff in lower ranks</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>11. Staff appraisal</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>12. Organizational/departmental audits and review</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>13. Needs analyses</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>14. Regular review of goals (departmental/organizational)</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>15. Monitoring and self-evaluation</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>16. Interfaculty/department collaboration</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>17. Formal procedures for feedback from students and others</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>18. Appropriate leadership</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Training</td>
<td>1. Study conference, Seminar, workshop</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>2. Especial management/technical Centre Training</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>3. Reading private study</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>4. Faculty-based training programmes</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>5. Individual based training programmes</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>6. Long term mission statements</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>7. Regular updating of certain ‘everyday’ skills (e.g. technological) to ensure compatibility with the modern world</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>8. Self-management competence</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>9. Institutional recognition that staff development is important in the achievement of organizational, departmental and individual goals</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>10. Appropriate funding for staff development work</td>
<td>✓</td>
</tr>
</tbody>
</table>

| Professional Education | 1. Short courses | ✓ ✓ |
|                       | 2. Longer courses | ✓ ✓ |
|                       | 3. Research | ✓ ✓ |
|                       | 4. Sabbatical term | ✓ |
|                       | 5. Greater involvement of | ✓ |

within the institution
19. Open channels of communication within the institution and opportunities for staff to feedback ideas for improvements within the system
<table>
<thead>
<tr>
<th>Description</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical and administrative staff in the INSET programmes</td>
<td>✓</td>
</tr>
<tr>
<td>6. Greater financial support for special centres for staff development</td>
<td>✓</td>
</tr>
<tr>
<td>within the university</td>
<td>✓</td>
</tr>
<tr>
<td>7. Nationally and locally recognized accreditation of staff training</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Source: Adapted from Hopkins (1986, p. 17) and Cowan (1997, p. 125)*
APPENDIX IV

Formula Instrument for Estimation of Required Staff Members

Introduction

The identification of quantitative requirements in terms of staff at EMU has constituted a great preoccupation. That is why this appendix will present an approach of using a formula system to calculate the number of staff required in each department or faculty. Using a formula instrument the academic staff requirement is usually estimated and projected on the basis of student contact hours in a particular discipline, level and method of instruction, e.g. lecture, seminar, tutorial, practical work, field visit, etc. These requirements are commonly expressed in terms of full time equivalent teacher. The norms vary, in general, from discipline and different levels of study as well as teaching method. However, the university has to establish the optimum norms to facilitate the calculations. (Sanyal and Martin, 1991).

As the estimation of staff is related with ratios from student contact hours, so forecasting university enrollments is therefore a starting point in projecting all the needed resources for carrying out university duties.

Considering full time equivalent teaching staff, it is possible to estimate quantitative staff needs for different levels and types.

The procedures to estimate the number of staff will be the following steps: (1) estimation of student enrollment weighted by subject of study level; (2) estimate the required student hours to be taught; (3) estimate the teaching staff required; (4) estimate the support staff required; (5) establish the number of research staff.

Here we will not deal with calculations in detail. However, the major aspects to consider in each step will be provided.

STEP 1: Estimation of Student Enrollments Weighted by Subject of Study

The major factor in step 1 is the number of students admitted which depends on policy decision of the university. Because of the workload and the resources required for
graduates students their costs are higher. Therefore, each student is given a ‘weight’ relative to the undergraduate student. For example, the weights for Medicine, science and technology, social sciences and humanity's faculties could be respectively: 3.0; 3.0; 1.5; 1.5., according to the costs of a specific course in El Salvador University (Sanyal and Martin, 1991). The given numbers are hypothetical for the EMU, the real figures should be established by the university taking into account the past experience and the general trends in other similar universities. Thus, by multiplying the number of graduate students by the weight we get the equivalent number of undergraduate students.

The presuppose is that the degrees awarded are based on the transition rates between one year of study to the next and the graduation rate of the final year students taking into account promotion, failure, drop out and repetition. It is a performance indicator dependent upon a large number of input and process available. (Cave, Hanney and Kogan, 1991).

The class size is one of the most important factor determining the rates.

The figures of weighted students are used as the 'theoretical' student enrollment in order to calculate student hours, student/teacher ratio, cost per student, tuition, and other calculations needed.

**STEP 2: Estimation of Required Student Hours to be Taught**

Student hours are the annual average number of hours per student in one year. These are the required hours per subject to be taken in order to complete one year of the course. For example, courses offered by the Science and technology Faculty can be partially taken by students of Medicine and technology. Courses offered by the Social Sciences Faculty can be taken by students in all the degree areas.

The required student hours each faculty will be a result of the average number of hours multiplied by the weighted students calculated in the previous step.
STEP 3: Estimation of Teaching Staff Required

From the data on student hours, accordingly to Sanyal and Martin (1991) we can estimate the number of required teaching staff by setting the contact hours per teacher and average class size.

The general formula to find out the required teaching staff is:

\[
\frac{\text{SH}}{\text{RT}} = \frac{\text{CH} \times \text{ACS}}{} 
\]

Where:

\[
\begin{align*}
\text{RT} &= \text{Required teachers;} \\
\text{SH} &= \text{Students hours;} \\
\text{CH} &= \text{Average contact hours per teacher faculty;} \\
\text{ACS} &= \text{Average class size per faculty.}
\end{align*}
\]

STEP 4: Establishment of the Number of Support Staff

The next step is to estimate the number of required support staff. The estimation is based on the number of teaching staff and academic support staff ratio. Ratios can vary from faculty to faculty depending on the character of the subject, teaching methodology, as well as from university to university or from country to country, depending on past experiences, culture and other factors. The following figure 2 provides an example from Latin-America (University of El Salvador) in establishing ratios and class size norms to show how this function.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Medicine</th>
<th>Science &amp; Technology</th>
<th>Social Sciences</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class size (Norm)</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Lecturer/Professor ratio</td>
<td>4.0</td>
<td>4.0</td>
<td>8.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Support/Academic staff ratio</td>
<td>1.0</td>
<td>0.83</td>
<td>0.22</td>
<td>0.14</td>
</tr>
</tbody>
</table>

*Table 14: Class size norm; Lecturer/Professor ratio; and Support/Academic staff ratio (Performance indicators, adapted from Sanyal and Martin, 1991)*

**STEP 4: Establishment of the Number of Research Staff**

The number of research staff is not based on the number of other staff. The establishment of the number of research staff is a decision made by the university. In general, it is assumed that the more research staff the university has, if the research carried out is relevant, the more possibilities there are for generating research income. (Sanyal and Martin, 1991). So decision in the number of staff research seems to be a matter of financial strategy.

Using this formula model for calculating the number of staff required, institutional effectiveness can depend on the following internal variables: number of staff, number of contact hours and class size.

Increasing number of staff has an effect on total salary costs; appointing only lecturers for filling the gaps may affect the quality of instruction and research.

Increasing the contact hours the university should face staff resistance. To avoid the resistance the university may have to consider a corresponding salary increases if it is possible.

Increasing the class size can lead to consequences on the quality of learning.

Another important factor affecting the effectiveness and efficiency may be the quality of the staff. This can be resolved by hiring expatriates which are very costly or by preparing national staff which is costly also at beginning, and time consuming, but by
the end of the day it seems to give more guarantees for the university stability and
development in long term.

As it can be seen the choices become difficult to be made. However, the university
managers have to play with these factors, drawing multiple scenarios. Lessons from
experience have shown that increase both contact hours and class size are the most
useful choices. However, many other variants can be explored, depending on real
situation.

So far it has been established student enrollment in form of weighted students and the
number of staff. Now it is possible to establish financial indicators to calculate
expenditure and try to construct the strategic plan.

**Expenditure**

Expenditure is categorized in the following way: (1) Staff costs which is the sum of the
salary for professors, lectures, research staff, and support staff; (2) non-staff costs,
these are the gross costs with Teaching materials, Research cost and Overhead cost
(staff development costs, the cost of central administration ...).

In terms of function of teaching, expenditures are categorized in the following way: (3)
Instructional costs which are found out by summing up the Salary for teaching and
support staff and teaching material’s cost; (4) Programme costs which is the result of
Instructional costs and Overhead costs.

The total expenditure is the aggregate costs of Programme costs plus Salary for
research staff and Research costs.

The calculations given in the present section led us to the statement of the current
situation of the university. However, it possible to use the available data and the same
methodology used to estimate the current needs and costs for making projections and
forecasts for future planning. Again forecasting university student’s enrollment should
be a starting point in calculating all the needed resources.
Conclusion

In conclusion it could be said that the model used here is a linear mathematical model which assumes that "... the relationships between different variables are linear specified" (Psacharopoulos, 1987, p.351).

Thus, the teacher/student ratio is fixed as well as the absolute class size accordingly to the teaching subject.

Nevertheless, planning human resources is too complex and diversified a thing such as in many cases it is based on the subjective factors of the major actors in the organization. In the real situation successful human resources planning requires a combination of different approaches of planning to supplement each other. Moreover, planning involves setting up targets which shows the direction for actions, the desired performance. Targets can be modified from time to time in accordance with experience gained in the course of the planning process. However, human resources planning is a choice based upon priorities. Any organization can not claim to have all desired performance at once. It needs a programme that is the strategic plan of the organization, department or faculty, consisted on hierarchy of priorities.

The need for planning for the university in Mozambique arose with evolving complexity of modern society, as well as the changing role of the university. This change can be illustrated by several trends affecting and shaping the environments in which universities operates, such as: (1) an increasing demand for accountability not only on using the inputs, but also for the educational process itself and quality of graduates; (2) an increasing demand for the relevance of the university processes, teaching, research and extension (internal and external effectiveness and efficiency); (3) a decline in government funding a higher demand for diversification of university income by stimulating contract research and community services; (4) growing competition between public and private sector in higher education; and (5) an increasing demand on expansion of higher education.
Finally, university to meet, or at least respond to these changing demands, developments, finds itself in a position where it often has planning and makes strategic decisions in order to survive. These decisions influence directly the human resources functioning. Thus, human resources planning, or for that matter any kind of planning, is intimately involved with politics and policies of a university. The planning process must play a very important role in supplying policy alternatives in meeting the institutional as well as individual expectations in everyday university life.