



ENACT

Final Training Curriculum

Non-academic Staff Training

Version: 2.0, **Revised in:** November 2024

**University of Moratuwa,
Sri Lanka**



Final Training Curriculum - University of Moratuwa, Sri Lanka

Version: 2.0, Revised in: November 2024

Table of Contents

Preamble:	3
Key thematic areas of the future training sessions.....	3
Sub training modules.....	4
1. Internationalization in higher education and transfer of global good practices in University Administration	5
Module 1.1: Internationalization @ Home	5
Module 1.2: Building Skills and capacity to support and cope with Internationalization.....	8
Module 1.3: Proposal Writing and Networking	12
2. Modern Human Resource Management in Higher Education	16
Module 2.1 Talent Acquisition and Recruitment Strategies in Higher Education.....	16
Module 2.2 Performance Management and Employee Development in Higher Education	19
Module 2.3 Employee Engagement and Well-being in Higher Education Institutions.....	23
3. University Governance and Management	27
Module 3.1 Overview of University Governance Structure in Sri Lankan Universities coming under the purview of the University Grants Commission.....	27
Module 3.2 Strategic Management and Planning in the University	30
Module 3.3 Policies for Inclusive Governance and Stakeholder Engagement.....	33
4. Financial Management, Accounting and Auditing in Higher Education.....	37
Module 4.1: Introduction to Financial Management in Higher Education	37
Module 4.2 Accounting Systems and Practices in Higher Education	40
Module 4.3 Auditing and Compliance in Higher Education	44
5. Organizational Efficiency and Productivity in Higher Education	48
Module 5.1: Fundamentals of Organizational Efficiency in Higher Education.....	48
Module 5.2 Enhancing Productivity through Effective Time and Resource Management.....	51
Module 5.3 Building a Culture of Continuous Improvement and Performance Management	55
6. Soft skills for the 21st century	59
Module 6.1: Communication Skills for Effective Workplace Interaction	59
Module 6.2 Leadership, Teamwork and Collaboration in a Multidisciplinary Environment	62



Module 6.3	Adaptability and Problem-Solving in a Changing Work Environment	66
7.	Equality and Diversity	70
Module 7.1:	Introduction to Equality and Diversity in Higher Education	70
Module 7.2	Overcoming Bias and Stereotypes in the Workplace	73
Module 7.3	Promoting Inclusion and Well-being for All Employees and Student.....	77



Preamble:

The final Multiplication Training Curriculum plays a vital role in the sustainability of the ENACT project. This training curriculum provides the details on the guidelines for the future multiplication training sessions to be conducted by the University of Moratuwa in accordance with the sustainability plan of the ENACT project. The curriculum is basically targeted to the context of the University of Moratuwa. However, due to the similarities in many aspects related to the governance, management and reform among the state Universities coming under the purview of the University Grants Commission (UGC), the curriculum can be used and adopted at any Higher Educational Institution.

The inputs received at the following instances of the ENACT project have been considered for preparing the final curriculum.

- Preliminary needs analysis
- Stakeholder consultations
- Experience of conducting multiplication training sessions
- Feedback received at multiplication training sessions
- Material received from participation of transnational training
- Material used at delivery of multiplication training sessions

As per the Actions Plans of the Non-academic Staff Development Cell (NASDC), the Training needs analysis has to be done in consultation with stakeholders in an identified frequency to incorporate dynamic needs of the training areas of non-academic staff of the University to cope up with the modern world. Accordingly, there can be minor modifications to this training curriculum at implementation of incorporation of revised training needs done at the end of each round of need analysis.

Key thematic areas of the future training sessions

In accordance with the findings of the ENACT project, the training modules have been designed and developed under the following seven (07) thematic areas of training

1. Internationalisation in higher education and transfer of global good practices in University Administration
2. Modern Human Resource management practices in higher education
3. University governance and management



4. Financial management, accounting and auditing in higher education
5. Organizational efficiency and productivity in higher education
6. Soft skills for the 21st century
7. Equality and diversity

Sub training modules

Having critically analysed the above thematic training areas, 03 sub training modules have been designed under each training area giving a total of 21 training modules in order to enhance the effective use of the curriculum. Such divided curriculum enables the selection of most appropriate training module depending on the target group.

Each sub training module is described under the following aspects:

- Recognition
- Pre-requisites
- Evaluation'
- Aims (Learning Objectives)
- Learning outcomes
- Learning and Training delivery methods
- Target audience
- Indicative content (outline)



1. Internationalization in higher education and transfer of global good practices in University Administration

Sub Modules:

Module 1.1: Internationalization @ Home

Module 1.2: Building Skills and capacity to support and cope with Internationalization

Module 1.3: Proposal Writing and Networking

Detailed Training Curriculum

Module 1.1: Internationalization @ Home

Module 1.1: Internationalization @ Home
Recognition
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.</p>
Pre-requisites
<ul style="list-style-type: none"> ▪ Participants must either be members of the administrative staff or the staff who work for the assistance to the University administration as subordinate staff of administrative/academic divisions/departments ▪ Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University.



Module 1.1: Internationalization @ Home

- Motive towards achieving Internationalization at the University of Moratuwa
- Basic knowledge on the Goals of the University and its relation to Internationalization
- Leading position at university or faculty level (Only for Administrative/strategic level participants)

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training programme is aimed at the following:

- to introduce the participants to the basic principles of internationalization @ Home concept
- to give them a global perspective on process of integrating international and intercultural dimensions into the administration and practices in domestic governing environment of the University.

Learning outcomes

By the end of the training, participants will be able to;

- be aware of the modern trends in internationalization in higher education,
- learn the benefits of achieving internationalization at the University
- learn on what areas we need to focus on reaching internationalization
- know how to assist to set the right goals in their strategies for internationalization and establish adequate procedures at the Universities to run and maintain a modern



Module 1.1: Internationalization @ Home

international office.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (both administrative and non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any). The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Non-academic staff members working at the Office of the External Affairs, Publicity and International Student Promotion (EAP) Division and the staff members work related to international projects are encouraged to apply.

The programme can be extended to the academic/academic support staff who assists the administration of the University in their different capacities other than teaching.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.



Module 1.1: Internationalization @ Home

Indicative content (outline)

- Definition of *Internationalization* in the context to a Higher Educational Institution in Sri Lanka
- Definition of Internationalization @ Home and its emergence.
- Strategic level of readiness for Internationalization at the University of Moratuwa in line with the Strategic Management Plan.
- Trends in internationalization in Higher Education—opportunities, strategy for internationalization, best practices
- International office of the University – structure and scope of activities, responsibilities and competences
- Obstacles to internationalization
- Future Trends in Internationalization @ Home

Module 1.2: Building Skills and capacity to support and cope with Internationalization

Module 1.2: Building Skills and capacity to support and cope with Internationalization

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.

Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division.

Pre-requisites



Module 1.2: Building Skills and capacity to support and cope with Internationalization

- Participants must either be members of the administrative staff or the staff who work for the assistance to the University administration as subordinate staff of administrative/academic divisions/departments.
- Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University.
- Motive towards achieving Internationalization at the University of Moratuwa
- Basic knowledge on the Goals of the University and its relation to Internationalization
- Leading position at university or faculty level (Only for Administrative/strategic level participants)

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training aims to introduce the participants to the basic skills and capacity required to support and cope with Internationalization at the University and how to improve such attributes. The participants will be convinced of their obligation and value addition to contribute Internationalization of the University by building up their skills and capacity.

Learning outcomes

By the end of the training, participants will

- be aware of the individual's skills and capacity to be developed for the contribution of Internationalization at the University



Module 1.2: Building Skills and capacity to support and cope with Internationalization

- be able to assess their level of competence and readiness for achieving targeted internationalization at the University
- be able to understand how to improve such qualities in them
- be able to understand the benefits at both personnel and institutional level on improving their skills to cope up with internationalization.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

The module will also contain an activity at the Office of the External Affairs of the University where the participants can observe in practice the work and the competencies of their colleagues.

In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (both administrative and non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any). The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Non-academic staff members working at the Office of the External Affairs, Publicity and International Student Promotion (EAP) Division and the staff members work related to international projects are encouraged to apply.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)



Module 1.2: Building Skills and capacity to support and cope with Internationalization

- Building Personal Resilience and Coping Strategies
- Development of intercultural competence among staff
- How to support international Students Effectively
- Avoidance of cultural shock and barriers of communication in a multicultural environment
- Strengthening Communication and Language Skills
- Managing Diversity and Inclusion on University



Module 1.3: Proposal Writing and Networking

Module 1.3: Proposal Writing and Networking

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.

Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division.

Pre-requisites

- Basic understanding of the University's academic and administrative processes.
- Following above Training Module 1.1 or the familiarity with the concept of internationalization in higher education (preferably).
- No prior experience in proposal writing or networking is required, though it would be beneficial.

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)



Module 1.3: Proposal Writing and Networking

The training programme is aimed at achieving the following objectives.

- To introduce participants to the fundamentals of proposal writing for international collaboration and funding opportunities.
- To build networking skills that support the development of international partnerships.
- To empower non-academic staff with the knowledge and tools to successfully contribute to the university's internationalization efforts.

Learning outcomes

By the end of the training, participants will be able to;

- Understand the key components of a successful international proposal.
- Write clear, structured proposals that align with internationalization goals.
- Identify and engage relevant international stakeholders and networks for collaboration.
- Develop strategies for building and maintaining global academic and administrative partnerships.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all



Module 1.3: Proposal Writing and Networking

the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the University.

Target Audience

The participants will be the non-academic staff (both administrative and non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any). The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Non-academic staff members working at the Office of the External Affairs, Publicity and International Student Promotion (EAP) Division and the staff members work related to international projects are encouraged to apply.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Introduction to Internationalization in Higher Education

- Understanding the concept of internationalization and its importance in the university context.
- Benefits of international collaborations for the University of Moratuwa.
- The role of non-academic staff in supporting internationalization initiatives.

2. Key Components of Proposal Writing

- Understanding different types of international proposals (research grants, partnership agreements, exchange programs, etc.).
- Key components of a proposal: objectives, outcomes, methodology, budget, and sustainability.
- Writing clear and compelling objectives aligned with university goals.
- The importance of adhering to funders' guidelines and priorities.

3. Crafting a Successful Proposal

- Structuring the proposal: Introduction, background, project design, timeline, and expected impact.
- Identifying the target audience (funding bodies, potential international partners, etc.).
- Writing a persuasive budget that aligns with the proposal's goals.



Module 1.3: Proposal Writing and Networking

- Reviewing and editing your proposal for clarity, coherence, and alignment with funding body expectations.

4. Building Effective Networks for International Collaboration

- The role of networking in internationalization: finding partners, funding opportunities, and exchange programs.
- Key strategies for identifying and engaging with potential international collaborators (universities, research institutes, NGOs, etc.).
- Using digital platforms and conferences to build global academic networks.
- Developing and maintaining long-term relationships with international partners.

5. Leveraging International Partnerships

- Creating mutually beneficial partnerships: understanding the needs of international partners.
- Strategies for fostering and sustaining global partnerships over time.
- Communicating and collaborating across cultures: challenges and opportunities.

6. Practical Activity: Proposal Writing Exercise

- Participants will work in groups to draft a mini-proposal for an international partnership or collaboration.
- Group discussions on how to approach the proposal writing process and key considerations.
- Peer review and feedback on the drafted proposals.



2. Modern Human Resource Management in Higher Education

Sub Modules

Module 2.1 Talent Acquisition and Recruitment Strategies in Higher Education

Module 2.2 Performance Management and Employee Development in Higher Education

Module 2.3 Employee Engagement and Well-being in Higher Education Institutions

Detailed Training Curriculum

Module 2.1 Talent Acquisition and Recruitment Strategies in Higher Education

Module 2.1 Talent Acquisition and Recruitment Strategies in Higher Education
Recognition
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division.</p>
Pre-requisites
<ul style="list-style-type: none"> Participants must either be members of the administrative staff or the staff who work for the assistance to the University administration as subordinate staff of administrative/academic divisions/departments. Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University. Motive to adopt to changes/modern practices in the HRM of the University
Evaluation



Module 2.1 Talent Acquisition and Recruitment Strategies in Higher Education

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- Understand the principles of talent acquisition in higher education institutions.
- Learn to design and implement effective recruitment strategies for academic and non-academic staff.
- Identify best practices in attracting and retaining top-tier talent within the higher education sector.

Learning outcomes

By the end of this module, participants will:

- Have a clear understanding of the unique challenges and opportunities of recruitment in higher education.
- Be able to create comprehensive recruitment plans for various academic, administrative, and non-academic roles of the University
- Demonstrate the ability to effectively use digital tools and platforms which can be used in recruitment procedures in the University.

Learning and training delivery methods



Module 2.1 Talent Acquisition and Recruitment Strategies in Higher Education

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (both administrative and non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any). The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Non-academic staff members working at the Divisions of Human Resource Management related activities, particularly the staff of the Academic Establishments , Non-academic Establishments division, and staff of the Welfare Division are strongly encouraged to apply. Programme can be extended to the academic staff members who play general administrative roles in the University.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Overview of Talent Acquisition in Higher Education:

- Unique characteristics of recruitment in University sector compared to the procedure of the private sector/industry.
- Understanding the role of diversity, equity, and inclusion in recruitment which are to be prompted in the Sri Lankan University.

2. Recruitment Process in Higher Education:

- Job analysis, creating role descriptions, and understanding institutional needs.



Module 2.1 Talent Acquisition and Recruitment Strategies in Higher Education

- Designing job postings and effective use of recruitment platforms (e.g., LinkedIn, academic job boards).
- Collaboration between HR and academic departments for faculty recruitment.

3. Best Practices for Recruitment:

- Transparent and inclusive recruitment practices.
- Leveraging social media and online platforms to attract global talent.
- Using data analytics to streamline recruitment processes and improve decision-making.

4. Legal and Ethical Considerations:

- Equal opportunity and non-discrimination in the hiring process.
- Compliance with labor laws and regulations specific to University sector.

Module 2.2 Performance Management and Employee Development in Higher Education

Module 2.2 Performance Management and Employee Development in Higher Education

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.

Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division.

Pre-requisites



- Participants must either be members of the administrative staff or the staff who work for the assistance to the University administration as subordinate staff of administrative/academic divisions/departments.
- Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University.
- Motive to adopt to changes/modern practices in the HRM of the University

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- Understand the principles of performance management that can be practiced within academic and administrative contexts of the University.
- Learn new strategies to enhance employee development, including continuous professional development and career planning.
- Acquire tools to manage underperformance and foster a high-performance culture

Learning outcomes

By the end of this training module, the participants will:

- be able to design and implement effective performance management systems tailored to higher education.
- understand the importance of ongoing professional development and provide strategies for employee growth.



- be equipped with techniques for managing underperformance and fostering employee engagement.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (both administrative and non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any). The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Non-academic staff members working at the Divisions of Human Resource Management related activities, particularly the staff of the Academic Establishments , Non-academic Establishments division, and staff of the Welfare Division are strongly encouraged to apply. Programme can be extended to the academic staff members who play general administrative roles in the University.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

Introduction to Performance Management in Higher Education:

- The role of performance management in academic institutions particularly at the University of Moratuwa.
- Alignment of individual goals with the Goals of the University.
- Role of the Establishment Divisions (Academic Establishments and Non-academic Establishment division) of the University in Performance Management and Employee



Development.

Designing Effective Performance Appraisals:

- Introduction to widely practiced methods of assessing the staff performance (e.g., 360-degree feedback, peer reviews).
- Setting clear, measurable goals and expectations for faculty, staff, and administrative roles.

Employee Development Strategies:

- Professional development programs for the newly recruited staff (e.g., workshops, mentoring, and online courses).
- Building career pathways for employees and ensuring growth opportunities.
- Developing leadership skills among staff members to promote internal mobility.

Managing Underperformance:

- Identifying signs of underperformance in academic and non-academic staff.
- Strategies for offering constructive feedback and performance improvement plans (PIPs).
- Techniques for motivating staff and encouraging continuous improvement.



Module 2.3 Employee Engagement and Well-being in Higher Education Institutions

Module 2.3 Employee Engagement and Well-being in Higher Education Institutions
Recognition
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division.</p>
Pre-requisites
<ul style="list-style-type: none"> ▪ Participants must either be members of the administrative staff or the staff who work for the assistance to the University administration as subordinate staff of administrative/academic divisions/departments. ▪ Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University. ▪ Motive to adopt to changes/modern practices in the HRM of the University
Evaluation
<p>Informal assessment through participation in discussions and activities</p> <p>Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).</p> <p>There will be a 10% bonus for active participation in the discussions.</p> <p>Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)</p> <p>Post-training survey to gather feedback on the session's effectiveness</p>
Aims (learning objectives)



Module 2.3 Employee Engagement and Well-being in Higher Education Institutions

The training modules is aimed at achieving the following objectives:

- Understand the importance of employee engagement and well-being in higher education settings.
- Explore strategies to improve job satisfaction, work-life balance, and overall well-being for The University and staff.
- Learn to develop and implement engagement initiatives that foster a positive organizational culture.

Learning outcomes

By the end of this training module, the participants will:

- Understand the key drivers of employee engagement in higher education and how to measure them.
- Be able to implement well-being programs that support staff in their personal and professional lives.
- Have a set of tools and strategies to create an inclusive and supportive organizational culture.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (both administrative and non-administrative) of



Module 2.3 Employee Engagement and Well-being in Higher Education Institutions

the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any). The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Non-academic staff members working at the Divisions of Human Resource Management related activities, particularly the staff of the Academic Establishments, Non-academic Establishments division, and staff of the Welfare Division are strongly encouraged to apply. Programme can be extended to the academic staff members who play general administrative roles in the University.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. The Importance of Employee Engagement in Higher Education:

- Defining employee engagement and its significance in academic settings of the University.
- Link between engagement, retention, productivity, and institutional success.

2. Creating a Positive Work Environment:

- Building an inclusive, collaborative, and transparent institutional culture.
- Encouraging open communication and fostering trust between management and staff.
- Prospective recognition and reward systems that motivate the staff of the University.

3. Well-being Initiatives for the Staff:

- Mental health support, stress management programs, and work-life balance initiatives.
- Strategies to prevent burnout and manage workload effectively.
- Employee assistance programs (EAP) and wellness resources for staff.

4. Measuring Engagement and Well-being:

- Tools and surveys for assessing employee engagement and job satisfaction.
- Analyzing feedback and making data-driven decisions to improve engagement



Module 2.3 Employee Engagement and Well-being in Higher Education Institutions

efforts.

- Developing a continuous improvement cycle to address staff concerns and enhance well-being.



3. University Governance and Management

Sub Modules

- Module 3.1** Overview of University Governance Structure in Sri Lankan Universities coming under the purview of the University Grants Commission
- Module 3.2** Strategic Management and Planning in the University
- Module 3.3** Policies for Inclusive Governance and Stakeholder Engagement

Detailed Training Curriculum

Module 3.1 Overview of University Governance Structure in Sri Lankan Universities coming under the purview of the University Grants Commission

Module 3.1 Overview of University Governance Structure in Sri Lankan Universities coming under the purview of the University Grants Commission (UGC)	
Recognition	
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.</p>	
Pre-requisites	
<ul style="list-style-type: none"> • Basic understanding of the University's organizational structure and functions. • Familiarity with the concept of Governance in educational institutions. • Awareness of the importance of diversity, equity, and inclusion in academic and administrative settings. • No formal prior training is required, but experience working with university processes and stakeholder engagement would be beneficial. 	



Module 3.1 Overview of University Governance Structure in Sri Lankan Universities coming under the purview of the University Grants Commission (UGC)

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To understand the governance structures within Sri Lankan universities and their roles in decision-making.
- To explore the roles of key stakeholders in university governance, including academic and non-academic staff, students, and government bodies.
- To familiarize participants with the regulatory and policy frameworks that shape university governance in Sri Lanka.

Learning outcomes

By the end of this module, participants will:

- Be able to describe the governance structures of Sri Lankan Universities, including the roles of the University Grants Commission (UGC), and the internal authorities such as the Council, Senate, and the Faculty Boards.
- Understand the legal and regulatory framework governing the universities coming under the purview of UGC.
- Recognize the responsibilities and relationships between various governance bodies and stakeholders.



Module 3.1 Overview of University Governance Structure in Sri Lankan Universities coming under the purview of the University Grants Commission (UGC)

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any). The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). The newly recruited staff members are highly encouraged to attend the programme as it contributes orientation to the legitimate system that they work within. Programme can be extended to the higher-level managers, academic or academic support staff members as well as the awareness of the legal framework of the University system is a topic of common interest.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

- 1. Governance Structures in Sri Lankan Universities:**
 - Overview of the UGC's role and its relationship with individual universities.
 - The roles and functions of the University Senate, Council, Faculty Board, and Officers
- 2. The Legal and Regulatory Framework:**
 - Key acts and regulations: The Universities Act and other pertinent policies.
 - University autonomy vs. government oversight.
 - The role of the Ministry of Education and the UGC in University governance.
- 3. Stakeholders in University Governance:**
 - The role of academic staff, non-academic staff, and students in governance.



Module 3.1 Overview of University Governance Structure in Sri Lankan Universities coming under the purview of the University Grants Commission (UGC)

- Understanding shared governance and its importance in decision-making.
- Mechanisms for student representation in university decision-making.

4. Ethics, Accountability, and Transparency in Governance:

- Promoting ethical conduct in governance.
- Ensuring accountability in decision-making and the allocation of resources.
- Strategies for promoting transparency in university governance processes.

Module 3.2 Strategic Management and Planning in the University

Module 3.2 Strategic Management and Planning in the University

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.

Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.

Pre-requisites

- Participants must either be members of the administrative staff or the staff who work for the assistance to the University administration as subordinate staff of administrative/academic divisions/departments.
- Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University.
- Motive to enhance the knowledge and skill in the concepts of governance.

Evaluation

Evaluation will be based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).



Module 3.2 Strategic Management and Planning in the University

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To explore the principles of strategic management and planning in higher education.
- To understand the process of developing and implementing strategic plans within Sri Lankan universities.
- To learn how to align academic, administrative, and financial goals with the university's mission and vision

Learning outcomes

By the end of this module, participants will:

- Be able to develop and implement strategic plans that align with the university's goals and vision.
- Understand how to engage key stakeholders in the strategic planning process.
- Gain insight into how to evaluate and adjust strategic plans based on changing educational landscapes within and external to the University.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module will be done by the trainers of ENACT who involve in strategic level activities of the University.

In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience



Module 3.2 Strategic Management and Planning in the University

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any). The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). The programme can be extended to the higher-level managers, academic or academic support staff members as well as the University seeks the inputs and consults all such parties when preparing the Strategic Management Plan (SMP) and particularly designing the yearly Action Plans of SMP.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

Strategic Management in Universities:

- Introduction to strategic management principles in the higher education context.
- The role of strategic leadership in guiding universities towards their long-term goals.
- Challenges faced by Sri Lankan universities in strategic management and planning.

Developing a Strategic Plan:

- Steps in creating a comprehensive strategic plan: vision, mission, values, goals, and objectives.
- Engaging stakeholders in the planning process: faculty, staff, students, and external partners.
- Methods for data collection and analysis to inform strategic decisions.

Aligning University Goals with National Education Policies

(Note: This subtopic will be included in the training programmes only if the participants are of policy making and higher management level)

- Aligning university goals with the broader national education policy in Sri Lanka.
- The role of the UGC and government in influencing university strategies.
- How to incorporate Sri Lanka's socio-economic and cultural priorities into university strategies.

Monitoring and Evaluating Strategic Plans:

(Note: This subtopic will be included in the training programmes only if the participants are of policy making and higher management level)

- Techniques for tracking progress against strategic goals.



Module 3.2 Strategic Management and Planning in the University

- Setting up feedback mechanisms and performance indicators.
- Adjusting plans to account for changes in government policy, funding, or institutional needs.

Module 3.3 Policies for Inclusive Governance and Stakeholder Engagement

Module 3.3 Policies for Inclusive Governance and Stakeholder Engagement

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.

Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.

Pre-requisites

- Basic understanding of the University's organizational structure and functions.
- Familiarity with the concept of Governance in educational institutions.
- Awareness of the importance of diversity, equity, and inclusion in academic and administrative settings.
- No formal prior training is required, but experience working with university processes and stakeholder engagement would be beneficial.

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a



group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The aim of this training session is to:

- Provide non-academic staff with a comprehensive understanding of inclusive governance and stakeholder engagement principles.
- Equip participants with practical knowledge to implement and support inclusive governance policies.
- Enhance the ability of non-academic staff to actively engage with stakeholders from various sectors, promoting transparency and accountability.
- Foster an inclusive environment within the university by understanding the importance of diverse representation and participation in decision-making processes.

Learning outcomes

By the end of this training, participants will be able to:

- Define inclusive governance and its importance in higher education institutions.
- Understand the key policies that support inclusive governance and how they can be implemented within the University of Moratuwa.
- Identify the different types of stakeholders (internal and external) and their roles in governance.
- Demonstrate skills in stakeholder engagement techniques and communication methods.
- Contribute to the development of inclusive governance strategies that promote equal opportunities, diversity, and participation.
- Apply inclusive governance policies in day-to-day activities and decision-making processes at the University.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who



will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module will be done by the trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any). The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). The programme can be extended to the higher-level managers, academic or academic support staff members as well as the University seeks the inputs and consults all such parties when preparing the Strategic Management Plan (SMP) and particularly designing the yearly Action Plans of SMP.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Introduction to Inclusive Governance

- What is Inclusive Governance?
- Equity, diversity, and inclusion in university settings
- Benefits of inclusive governance for the university community (staff, students, administration)

2. Key Policies for Inclusive Governance

- Government policies on inclusion, diversity, and equity



- The University of Moratuwa's specific inclusivity policies and initiatives
- Equal Opportunity Policies, Gender Policies, Disability Policies

3. Governance Frameworks and Guidelines

- University decision-making structures and their inclusivity
- Academic, administrative, and financial governance policies
- Code of Conduct, Ethical Guidelines, and Transparency in University Policies

4. Stakeholder Engagement

- Definition of stakeholders (internal vs. external stakeholders)
- Key stakeholder groups (students, staff, faculty, government bodies, the public, etc.)
- Stakeholder Analysis
- Techniques for Effective Stakeholder Engagement
Communication channels (meetings, surveys, focus groups, social media), Active listening, feedback collection, and inclusive participation methods, Building partnerships and collaborations

5. Implementing Inclusive Governance and Stakeholder Engagement

- How to promote inclusive decision-making at the university level
- Best practices for engaging diverse voices in governance structures
- Ensuring transparency, accountability, and inclusivity in all operations
- Simulations on stakeholder meetings and inclusive decision-making
- Conflict resolution and addressing diverse viewpoints in governance

6. Challenges and Solutions in Inclusive Governance

- Barriers to Inclusive Governance
- Addressing the Challenges



4. Financial Management, Accounting and Auditing in Higher Education

Sub Modules

Module 4.1: Introduction to Financial Management in Higher Education

Module 4.2 Accounting Systems and Practices in Higher Education

Module 4.3 Auditing and Compliance in Higher Education

Detailed Training Curriculum

Module 4.1: Introduction to Financial Management in Higher Education

Module 4.1: Introduction to Financial Management in Higher Education
Recognition
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.</p>
Pre-requisites
<ul style="list-style-type: none"> • Basic understanding of the University's organizational structure and functions. • General knowledge of financial terms and concepts (e.g., income, expenditure, revenue). • No prior formal training in finance or accounting is required.
Evaluation



Module 4.1: Introduction to Financial Management in Higher Education

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To provide a foundational understanding of financial management in the context of higher education institutions.
- To equip participants with basic skills in financial planning, budgeting, and reporting for university operations.
- To familiarize participants with the financial environment of the University of Moratuwa and its key processes.

Learning outcomes

By the end of this module, participants will be able to:

- Define Financial Management and its relevance in a University setting.
- Understand the financial structure of higher education institutions coming under the purview of the University Grants Commission.
- Develop basic financial plans and budgets for different Faculties/divisions/units of the University.
- Interpret key financial statements used in Universities.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who



Module 4.1: Introduction to Financial Management in Higher Education

will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). The newly recruited staff members are highly encouraged to attend the programme as it contributes orientation to the financial system used in the University. Further, the subordinate staff of the Finance Division, Supplies division, and Internal Audit Division will also be strongly encouraged to participate as the module content is directly related to their routine work at the University.

Programme can be extended to the higher-level managers, academic or academic support staff members as well as the awareness of the financial procedures of the University is a topic of common interest.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Introduction to Financial Management

- What is Financial Management in Higher Education?



Module 4.1: Introduction to Financial Management in Higher Education

- Key financial principles: Efficiency, Effectiveness, and Accountability.
- Financial decision-making in universities.

2. Financial Planning and Budgeting

- Components of a university budget: revenue, expenditures, capital, and operating budgets.
- How to plan and allocate financial resources.
- Understanding income sources: government grants, student fees, donations, etc.
- Budgeting techniques: zero-based budgeting vs. incremental budgeting.

3. Key Financial Statements

- Overview of financial statements: Income statement, balance sheet, and cash flow statement.
- How to read and understand financial reports.
- University-specific financial reporting formats.

4. Internal Controls and Financial Governance

- Importance of financial governance in universities.
- Safeguarding assets and preventing financial mismanagement.
- Role of internal controls in financial management.

5. Hands-on Activity

- Case study: Developing a departmental budget for the University.
- Group exercise: Reviewing a university's financial report.

Module 4.2 Accounting Systems and Practices in Higher Education

Module 4.2 Accounting Systems and Practices in Higher Education

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.

Learning outcomes achieved upon successful completion of the training module will be



Module 4.2 Accounting Systems and Practices in Higher Education

recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.

Pre-requisites

- Basic knowledge of financial terms and concepts.
- Familiarity with general administrative functions in universities.
- Basic experience with spreadsheets or accounting software is an advantage.

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To provide an understanding of accounting systems and practices applied in higher education institutions.
- To enable participants to grasp the different types of accounting used in Universities (accrual vs. cash basis).
- To familiarize participants with the internal accounting procedures within the University of Moratuwa.

Learning outcomes

By the end of this module, participants will be able to:



Module 4.2 Accounting Systems and Practices in Higher Education

- Understand the accounting systems used in universities.
- Distinguish between various types of accounting methods.
- Record and classify university transactions appropriately.
- Prepare and maintain accurate financial records for departments.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). The newly recruited staff members are highly encouraged to attend the programme as it contributes orientation to the financial system used in the University. Further, the subordinate staff of the Finance Division will also be strongly encouraged to participate as the module content is directly related to their routine work at the University.

Programme can be extended to the higher-level managers, academic or academic support staff members as well as the awareness of the financial procedures of the University is a topic of



Module 4.2 Accounting Systems and Practices in Higher Education

common interest.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

- **Understanding University Accounting Systems**
 - Key features of university accounting systems.
 - Differences between public sector and private sector accounting practices.
 - Accrual vs. cash basis accounting.
- **Accounting for University Transactions**
 - Revenue recognition: tuition fees, research grants, donations, etc.
 - Expense categorization: salaries, operational costs, capital expenditures.
 - Recording and reporting journal entries.
 - Use of accounting software tools.
- **Internal Financial Procedures**
 - Purchase orders, payment procedures, and procurement cycles.
 - How to maintain financial records and receipts.
 - End-of-year closing procedures and financial audits.
- **Hands-on Activity**
 - Practical exercise: Recording university transactions using Excel or accounting software.
 - Simulation: Preparing a simple university fund report.



Module 4.3 Auditing and Compliance in Higher Education

Module 4.3 Auditing and Compliance in Higher Education	
Recognition	
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.</p>	
Pre-requisites	
<ul style="list-style-type: none"> • Completion of above Training Module 4.1 and Module 4.22, or equivalent basic understanding of Financial Management and Accounting. • General familiarity with university governance structures and operations. 	
Evaluation	
<p>Informal assessment through participation in discussions and activities</p> <p>Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).</p> <p>There will be a 10% bonus for active participation in the discussions.</p> <p>Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)</p> <p>Post-training survey to gather feedback on the session's effectiveness</p>	
Aims (learning objectives)	
<p>The training modules is aimed at achieving the following objectives:</p>	



Module 4.3 Auditing and Compliance in Higher Education

- To introduce participants to auditing and compliance procedures in the context of higher education financial management.
- To equip participants with the knowledge to understand and support internal and external audits.
- To highlight the importance of transparency, accountability, and compliance with national and institutional regulations.

Learning outcomes

By the end of this module, participants will be able to:

- Understand the auditing process in universities.
- Identify key compliance requirements related to university finances.
- Support auditing procedures and understand auditor reports.
- Ensure that financial practices comply with regulations and policies.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience



Module 4.3 Auditing and Compliance in Higher Education

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). The newly recruited staff members are highly encouraged to attend the programme as it contributes orientation to the financial system used in the University. Further, the subordinate staff of the Finance Division, Supplies division, and Internal Audit Division will also be strongly encouraged to participate as the module content is directly related to their routine work at the University.

Programme can be extended to the higher-level managers, academic or academic support staff members as well as the awareness of the financial procedures of the University is a topic of common interest.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Introduction to Auditing in Higher Education

- What is auditing and why is it important for universities?
- Types of audits: internal vs. external audits.
- The role of auditors in assessing financial health and governance.

2. Audit Procedures and Practices

- Key steps in the audit process: planning, testing, reporting.
- Understanding audit trails, documentation, and evidence gathering.
- Common audit findings in university finances.
- Types of financial audits: regular audits, performance audits, compliance audits.

3. Compliance in Higher Education

- Understanding compliance with government and institutional regulations.
- Key regulatory bodies and standards: Government Financial Regulations, Sri Lanka Auditing Standards.
- University-specific compliance requirements (e.g., financial aid disbursement, research funding regulations).

4. Improving Internal Controls for Audit Readiness



Module 4.3 Auditing and Compliance in Higher Education

- Building an effective internal control system to prevent errors and fraud.
- Best practices for data integrity, transparency, and accountability in financial reporting.
- Role of non-academic staff in supporting compliance and audit preparation.

5. Hands-on Activity

- Group exercise: Reviewing and discussing a sample audit report.
- Role play: Preparing for an internal audit in a selected Department/Division.



5. Organizational Efficiency and Productivity in Higher Education

Sub Modules

Module 5.1: Fundamentals of Organizational Efficiency in Higher Education

Module 5.2 Enhancing Productivity through Effective Time and Resource Management

Module 5.3 Building a Culture of Continuous Improvement and Performance Management

Detailed Training Curriculum

Module 5.1: Fundamentals of Organizational Efficiency in Higher Education

Module 5.1: Fundamentals of Organizational Efficiency in Higher Education	
Recognition	
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.</p>	
Pre-requisites	
<ul style="list-style-type: none"> • Basic knowledge of the university's organizational structure. • Understanding of general administrative functions within the university. • No formal background in management or organizational theory is required. 	
Evaluation	
<p>Informal assessment through participation in discussions and activities</p>	



Module 5.1: Fundamentals of Organizational Efficiency in Higher Education

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To introduce the concept of organizational efficiency and its relevance to higher education institutions.
- To help participants understand the key drivers of efficiency in a university setting.
- To explore strategies and tools to improve organizational performance in administrative processes.

Learning outcomes

By the end of this module, participants will be able to:

- Define organizational efficiency and recognize its importance in higher education institutions.
- Identify factors that influence organizational efficiency in a University context.
- Apply tools and strategies to streamline University operations and improve overall productivity.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:



Module 5.1: Fundamentals of Organizational Efficiency in Higher Education

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Participants can represent any academic or administrative unit of the University as the topic is commonly relevant to any staff member of the University working towards achieving ultimate goals of the University.

Programme can also be extended to the higher-level managers, academic or academic support staff members as well as everyone needs to contribute efficiency and productivity of the University irrespective of their role.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Understanding Organizational Efficiency

- Definition of organizational efficiency and productivity in higher education.
- Key concepts: resource optimization, time management, cost-effectiveness.
- The relationship between efficiency and effectiveness in universities.

2. Organizational Structures and Efficiency

- The role of organizational structure in promoting efficiency.
- Centralized vs. decentralized management models.
- Improving communication and coordination within departments.



Module 5.1: Fundamentals of Organizational Efficiency in Higher Education

- Removing silos and enhancing collaboration.

3. Strategies for Enhancing Efficiency

- Lean management principles in higher education.
- Process improvement: Identifying inefficiencies and streamlining workflows.
- Technology and automation in administrative tasks.
- Delegation, time management, and prioritization techniques.

4. Measuring Organizational Efficiency

- Key performance indicators (KPIs) for measuring efficiency in Universities.
- Data collection and analysis for performance improvement.
- Benchmarking against best practices in higher education.

5. Hands-on Activity: Process Mapping

- Group exercise: Mapping out a specific University administrative process (Ex. student admissions, procurement of a construction project) to identify current inefficiencies and suggest improvements.

Module 5.2 Enhancing Productivity through Effective Time and Resource Management

Module 5.2 Enhancing Productivity through Effective Time and Resource Management

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.

Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.



Module 5.2 Enhancing Productivity through Effective Time and Resource Management

Pre-requisites

- Completion of above Training Module 5.1 or basic knowledge of organizational efficiency.
- Understanding of daily administrative tasks and resource allocation within the University.

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To provide tools and techniques for better time and resource management.
- To help non-academic staff recognize how their roles contribute to the overall productivity of the university.
- To explore best practices for effective resource allocation in administrative functions.

Learning outcomes

By the end of this module, participants will be able to:

- Implement effective time management techniques in their daily work.
- Use resource management tools to allocate University resources efficiently.
- Improve productivity by adopting best practices in task prioritization and optimized resource allocation.



Module 5.2 Enhancing Productivity through Effective Time and Resource Management

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Participants can represent any academic or administrative unit of the University as the topic is commonly relevant to any staff member of the University working towards achieving ultimate goals of the University.

Programme can also be extended to the higher-level managers, academic or academic support staff members as well as everyone needs to contribute efficiency and productivity of the University irrespective of their role.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Time Management for Increased Productivity



Module 5.2 Enhancing Productivity through Effective Time and Resource Management

- Identifying time wasters and overcoming procrastination.
- Time management tools and techniques (e.g., Eisenhower Matrix, Pomodoro Technique).
- Prioritizing tasks: urgent vs. important tasks.
- Setting realistic goals and deadlines.

2. Resource Management in Higher Education

- Defining and categorizing resources: human, financial, technological, and physical resources.
- Strategies for effective allocation and utilization of resources.
- Balancing resource needs across various departments and functions.
- Sustainable resource management practices.

3. Improving Task Execution

- Delegation strategies: when and how to delegate effectively.
- Managing workloads: balancing high-priority tasks with routine duties.
- Minimizing downtime and optimizing office space and equipment use.

4. Adopting Technology for Productivity

- Overview of digital tools and platforms that support time and resource management (e.g., new modules to the current Management Information System (MIS) of the University, project management software, shared spreadsheets, collaboration tools).
- Leveraging technology for task tracking, communication, and scheduling.
- The role of automation in reducing repetitive tasks.

5. Hands-on Activity: Time Audit

- Participants track and analyze how they currently spend their time.
- Group discussion: Identifying time management improvements for greater productivity in university settings.



Module 5.3 Building a Culture of Continuous Improvement and Performance Management

Module 5.3 Building a Culture of Continuous Improvement and Performance Management
Recognition
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.</p>
Pre-requisites
<ul style="list-style-type: none"> • Completion of above Training Modules 5.1 and 5.2, or a basic understanding of Organizational Efficiency and Productivity. • Familiarity with the University's goals and performance expectations for non-academic staff, particularly the Action Plan of the year concerned.
Evaluation
<p>Informal assessment through participation in discussions and activities</p> <p>Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).</p> <p>There will be a 10% bonus for active participation in the discussions.</p> <p>Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)</p> <p>Post-training survey to gather feedback on the session's effectiveness</p>
Aims (learning objectives)



Module 5.3 Building a Culture of Continuous Improvement and Performance Management

The training modules is aimed at achieving the following objectives:

- To promote a culture of continuous improvement within the University of Moratuwa.
- To introduce participants to performance management tools that can be used at their work that help monitor and enhance individual and team performance.
- To provide techniques for setting performance goals and fostering accountability among non-academic staff.

Learning outcomes

By the end of this module, participants will be able to:

- Understand the principles of continuous improvement and how they apply to higher education.
- Set and track personal and team performance goals to boost efficiency.
- Foster a mindset of accountability and proactive problem-solving in administrative work.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.



Module 5.3 Building a Culture of Continuous Improvement and Performance Management

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Participants can represent any academic or administrative unit of the University as the topic is commonly relevant to any staff member of the University working towards achieving ultimate goals of the University.

Programme can also be extended to the higher-level managers, academic or academic support staff members as well as everyone needs to contribute efficiency and productivity of the University irrespective of their role.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Principles of Continuous Improvement

- Definition and importance of continuous improvement in higher education.
- Identifying opportunities for improvement through feedback and data analysis.

2. Performance Management Systems

- Key performance indicators (KPIs) and how they are set for university staff.
- How to track performance and provide feedback for improvement.
- Setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for staff.

3. Cultivating a Growth Mindset

- Fostering a culture of learning, feedback, and collaboration among non-academic staff.
- Encouraging staff to take initiative and be proactive in improving processes.
- Recognizing and rewarding high performance and innovation.

4. Collaboration and Team Performance

- Building high-performance teams within University departments/divisions/units.
- Strategies for effective teamwork, conflict resolution and maintaining positive working



Module 5.3 Building a Culture of Continuous Improvement and Performance Management

relationships.

5. Hands-on Activity: Performance Goal Setting

- Participants set personal and team performance goals aligned with university objectives.
- Group activity: Developing a performance improvement plan for a selected administrative task or process.
- Peer review of goals and suggestions for refinement.



6. Soft skills for the 21st century

Sub Modules

Module 6.1: Communication Skills for Effective Workplace Interaction

Module 6.2 Leadership, Teamwork and Collaboration in a Multidisciplinary Environment

Module 6.3 Adaptability and Problem-Solving in a Changing Work Environment

Detailed Training Curriculum

Module 6.1: Communication Skills for Effective Workplace Interaction

Module 6.1: Communication Skills for Effective Workplace Interaction
Recognition
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.</p>
Pre-requisites
<ul style="list-style-type: none"> • Basic understanding of communication in a work environment. • Experience in handling basic communication tasks such as emails, meetings, and phone calls. • No formal background in communication is required. However, familiarity with University's communication protocols is beneficial.
Evaluation



Module 6.1: Communication Skills for Effective Workplace Interaction

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To develop participants' verbal, non-verbal, and written communication skills.
- To enhance staff's ability to communicate effectively with colleagues, students, and external stakeholders.
- To improve listening skills and promote clearer, more confident expression in both formal and informal settings.

Learning outcomes

By the end of this module, participants will be able to:

- Understand the principles of effective communication and apply them in daily interactions.
- Communicate clearly and confidently in both written and spoken formats.
- Use active listening techniques to understand and respond appropriately in conversations.
- Recognize the impact of non-verbal cues on communication effectiveness..

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.



Module 6.1: Communication Skills for Effective Workplace Interaction

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Participants can represent any academic or administrative unit of the University as the topic is commonly relevant to any staff member of the University working towards achieving ultimate goals of the University.

Programme can also be extended to the higher-level managers, academic or academic support staff members as well as everyone needs to improve their soft skills to carry out their day-to-day activities effectively.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Introduction to Communication

- What is communication? Types of communication: verbal, non-verbal, and written.
- Barriers to effective communication and how to overcome them.
- The role of tone, body language, and listening in communication.

2. Verbal Communication Skills

- Techniques for speaking clearly and assertively.



Module 6.1: Communication Skills for Effective Workplace Interaction

- How to structure a message for clarity.
- Speaking in meetings and presentations: confidence-building strategies.

3. Non-verbal Communication

- Understanding the power of body language, facial expressions, and gestures.
- Building rapport through non-verbal cues.
- How to read non-verbal signals from others.

4. Active Listening

- The importance of listening in communication.
- Techniques for active listening: paraphrasing, questioning, and reflecting.
- Responding effectively to what others communicate.

5. Written Communication

- Email etiquette and best practices for clear, concise communication.
- Writing formal reports, memos, and notices for university use.
- Avoiding common mistakes in written communication.

6. Hands-on Activity: Role-Playing

- Participants practice communication scenarios (e.g., handling a difficult conversation, delivering feedback, giving instructions).
- Group activity: Peer-to-peer feedback on communication style and effectiveness.

Module 6.2 Leadership, Teamwork and Collaboration in a Multidisciplinary Environment

Module 6.2 Leadership, Teamwork and Collaboration in a Multidisciplinary Environment

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.



Module 6.2 Leadership, Teamwork and Collaboration in a Multidisciplinary Environment

Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.

Pre-requisites

- Basic understanding of the University's organizational structure and functions.
- Experience working in teams or collaborative environments (preferred but not essential).
- Open-mindedness to learn about leadership and teamwork dynamics.

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To introduce participants to leadership principles and their application in multidisciplinary teams.
- To enhance understanding of teamwork and the importance of collaboration in a university setting.
- To develop skills for effective communication, problem-solving, and decision-making



Module 6.2 Leadership, Teamwork and Collaboration in a Multidisciplinary Environment

within teams.

- To foster a cooperative, inclusive, and productive working environment in multidisciplinary settings.

Learning outcomes

By the end of this module, participants will be able to:

- Understand key leadership principles and the role of leaders in multidisciplinary teams.
- Demonstrate effective teamwork and collaboration skills in a diverse environment.
- Apply strategies for conflict resolution and decision-making in team settings.
- Communicate effectively with colleagues from different departments and disciplines.
- Lead or contribute to projects that require interdepartmental cooperation and synergy.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the



Module 6.2 Leadership, Teamwork and Collaboration in a Multidisciplinary Environment

stipulated regulations of the NASDC for taking part in training activities (if any). Participants can represent any academic or administrative unit of the University as the topic is commonly relevant to any staff member of the University working towards achieving ultimate goals of the University.

Programme can also be extended to the higher-level managers, academic or academic support staff members as well as everyone needs to improve their soft skills to carry out their day-to-day activities effectively.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Introduction to Leadership in Teams

- What is leadership? Key leadership styles and their application in the workplace.
- The role of leadership in fostering collaboration within teams.
- Leading by example: how effective leadership shapes team culture.

2. Understanding Teamwork and Collaboration

- The importance of teamwork in achieving organizational goals.
- Characteristics of high-performing teams.
- Benefits and challenges of working in a multidisciplinary team environment.
- Building trust, respect, and accountability within teams.

3. Effective Communication in Team Settings

- The role of clear, open communication in successful teamwork.
- Active listening and ensuring that every team member's voice is heard.
- Communication tools and techniques for fostering collaboration.

4. Decision-Making and Problem-Solving in Teams

- Collaborative decision-making: collective input vs. individual authority.
- Techniques for effective problem-solving in team environments.
- Managing diversity of opinion and finding common ground in decision-making.

5. Conflict Resolution and Building Cohesion



Module 6.2 Leadership, Teamwork and Collaboration in a Multidisciplinary Environment

- Identifying and addressing conflicts within multidisciplinary teams.
- Conflict resolution styles and techniques.
- Turning conflict into an opportunity for growth and better collaboration.

6. Hands-on Activity: Group Simulation

- Participants will engage in a group exercise that involves working in multidisciplinary teams to solve a university-related problem.
- Group discussions will follow to review the effectiveness of leadership, teamwork, and collaboration throughout the task.

Module 6.3 Adaptability and Problem-Solving in a Changing Work Environment

Module 6.3 Adaptability and Problem-Solving in a Changing Work Environment

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.

Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.

Pre-requisites

- Basic understanding of organizational change and work flexibility.
- Experience in addressing workplace challenges, whether technical or interpersonal.
- Open-mindedness towards new strategies, tools, and approaches for problem-solving.



Module 6.3 Adaptability and Problem-Solving in a Changing Work Environment

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To enhance participants' ability to adapt to change in the workplace.
- To provide tools and techniques for effective problem-solving in a dynamic higher education environment.
- To promote a positive, flexible mindset when faced with challenges.

Learning outcomes

By the end of this module, participants will be able to:

- Demonstrate an ability to adapt to changes in the work environment and university policies.
- Apply problem-solving strategies to address workplace challenges.
- Cultivate a mindset of continuous improvement and resilience.
- Use creativity and critical thinking to find solutions to complex problems.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module by trainers of ENACT who involve in strategic level activities of the University.



Module 6.3 Adaptability and Problem-Solving in a Changing Work Environment

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Participants can represent any academic or administrative unit of the University as the topic is commonly relevant to any staff member of the University working towards achieving ultimate goals of the University.

Programme can also be extended to the higher-level managers, academic or academic support staff members as well as everyone needs to improve their soft skills to carry out their day-to-day activities effectively.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. The Importance of Adaptability

- Why adaptability is crucial in the 21st century workplace.
- Navigating changes in university operations, technology, and policies.
- Building resilience in the face of uncertainty and change.



Module 6.3 Adaptability and Problem-Solving in a Changing Work Environment

2. Problem-Solving Techniques

- The problem-solving process: defining the problem, generating solutions, implementing solutions, and evaluating outcomes.
- Critical thinking vs. creative thinking: when to apply each.
- Using the “5 Whys” technique and root cause analysis to resolve issues.

3. Overcoming Resistance to Change

- Understanding why people resist change and how to overcome it.
- Techniques for managing change within university departments.
- Communicating effectively during periods of transition.

4. Creativity and Innovation in Problem-Solving

- Encouraging creativity in the workplace to generate new ideas and solutions.
- Techniques for brainstorming and idea generation.
- Building a culture of innovation within university departments.

5. Decision-Making Skills

- How to make effective decisions in complex, uncertain situations.
- Weighing pros and cons, considering risks, and analyzing potential outcomes.
- Using decision-making models to guide thought processes.

6. Hands-on Activity: Real-World Problem-Solving

- Participants will be given a University governance-related problem to solve using problem-solving techniques.
- Group discussion: Reviewing different solutions and approaches.



7. Equality and Diversity

Sub Modules

Module 7.1: Introduction to Equality and Diversity in Higher Education

Module 7.2 Overcoming Bias and Stereotypes in the Workplace

Module 7.3 Promoting Inclusion and Well-being for All Employees and Students

Detailed Training Curriculum

Module 7.1: Introduction to Equality and Diversity in Higher Education

Module 7.1: Introduction to Equality and Diversity in Higher Education
Recognition
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.</p>
Pre-requisites
<ul style="list-style-type: none"> • Basic understanding of the University's environment. • No prior knowledge of diversity and inclusion principles is required. • A willingness to engage in discussions about equality and diversity.
Evaluation
<p>Informal assessment through participation in discussions and activities</p>



Module 7.1: Introduction to Equality and Diversity in Higher Education

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- To introduce participants to the concepts of equality and diversity in the context of higher education.
- To raise awareness about the importance of creating inclusive and equitable environments within the university.
- To help non-academic staff understand their role in promoting diversity and equality in daily work activities.

Learning outcomes

By the end of this module, participants will be able to:

- Define key concepts of equality, diversity, and inclusion.
- Recognize the importance of fostering equality and diversity within the university.
- Understand the benefits of a diverse and inclusive workplace.
- Identify the role of non-academic staff in supporting equality and diversity initiatives.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module will be done by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:



Module 7.1: Introduction to Equality and Diversity in Higher Education

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Participants can represent any academic or administrative unit of the University as the topic is commonly relevant to any staff member of the University working towards achieving ultimate goals of the University.

Programme can also be extended to the higher-level managers, academic or academic support staff members as well as everyone needs to contribute maintaining Equality and Diversity in the University environment and its operations.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Defining Equality and Diversity

- Definitions of equality, diversity, and inclusion.
- Differences between equality and equity.
- Why diversity and inclusion are important in higher education institutions.

2. The Value of Diversity in Higher Education

- The impact of a diverse workforce on innovation, creativity, and problem-solving.
- The benefits of diversity for student engagement, learning, and outcomes.



Module 7.1: Introduction to Equality and Diversity in Higher Education

- Addressing the challenges of diversity in academic and non-academic settings.

3. Legal and Ethical Aspects of Equality

- Overview of national and international equality laws and policies.
- University policies on non-discrimination and inclusivity.
- Ethical considerations in fostering diversity in the workplace.

4. Building a Culture of Equality and Diversity

- Promoting an inclusive environment where everyone feels valued.
- The role of non-academic staff in shaping an inclusive university culture.
- Encouraging respectful interactions and zero tolerance for discrimination.

5. Activity: Personal Reflection and Group Discussion

- Participants reflect on their personal experiences with diversity and inclusion.
- Group discussion on how participants can contribute to a more inclusive workplace.

Module 7.2 Overcoming Bias and Stereotypes in the Workplace

Module 7.2 Overcoming Bias and Stereotypes in the Workplace

Recognition

Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.

A letter of active participation will be issued (on request) for the participants.

Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.

Pre-requisites



Module 7.2 Overcoming Bias and Stereotypes in the Workplace

- Basic understanding of the University's environment.
- No prior knowledge of diversity and inclusion principles is required.
- A willingness to engage in discussions about equality and diversity.

Evaluation

Informal assessment through participation in discussions and activities

Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).

There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)

Post-training survey to gather feedback on the session's effectiveness

Aims (learning objectives)

The training modules is aimed at achieving the following objectives:

- Completion of above Training Module 7.1 or a basic understanding of equality and diversity.
- Open-mindedness to explore biases and stereotypes in the workplace.
- Willingness to engage in self-reflection and group discussions.

Learning outcomes

By the end of this module, participants will be able to:

- Identify common types of bias (Ex. gender, racial, cultural).
- Understand the impact of bias on workplace dynamics and student engagement.
- Implement strategies to reduce bias in decision-making and interactions.
- Foster a more inclusive environment by challenging stereotypes.

Learning and training delivery methods



Module 7.2 Overcoming Bias and Stereotypes in the Workplace

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module will be done by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Participants can represent any academic or administrative unit of the University as the topic is commonly relevant to any staff member of the University working towards achieving ultimate goals of the University.

Programme can also be extended to the higher-level managers, academic or academic support staff members as well as everyone needs to contribute maintaining Equality and Diversity in the University environment and its operations.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Understanding Bias and Stereotypes

- What are biases and stereotypes, and how do they affect workplace behavior?
- The psychology behind unconscious bias and its impact on decisions.



Module 7.2 Overcoming Bias and Stereotypes in the Workplace

- Types of bias: gender, racial, age, disability, cultural, etc.

2. The Impact of Bias in the Workplace

- How bias influences recruitment, promotion, and performance evaluations.
- Bias in interactions with students, faculty, and colleagues.
- Effects of bias on team collaboration and communication.

3. Addressing and Overcoming Bias

- Techniques for recognizing and confronting personal biases.
- Best practices for inclusive decision-making processes.
- Strategies for mitigating bias in day-to-day interactions (e.g., inclusive language, equitable distribution of opportunities).

4. Building Allyship and Advocacy

- The role of allies in combating bias and promoting diversity.
- How non-academic staff can support marginalized colleagues and students.
- Encouraging open dialogue about diversity and bias within teams and departments.

5. Activity: Bias Awareness Exercise

- Participants complete a bias awareness exercise (e.g., Implicit Association Test, or scenarios highlighting common biases).
- Group discussion on how to handle bias-related situations in the workplace.



Module 7.3 Promoting Inclusion and Well-being for All Employees and Student

Module 7.3 Promoting Inclusion and Well-being for All Employees and Student	
Recognition	
<p>Attendance of the participants will be recorded within the records of NASDC of the University of Moratuwa.</p> <p>A letter of active participation will be issued (on request) for the participants.</p> <p>Learning outcomes achieved upon successful completion of the training module will be recognized at the internal staff appraisal and will be used for monitoring the personal development plans of the respective participant by the respective Head of the Department/Division under the direction of the Head of the Institution.</p>	
Pre-requisites	
<ul style="list-style-type: none"> • Completion of the above Training Module 7.1 and Module 7.2, or a solid understanding of diversity and bias. • Interest in promoting well-being, mental health, and inclusivity in the workplace. • Willingness to explore practical steps for creating an inclusive environment. 	
Evaluation	
<p>Informal assessment through participation in discussions and activities</p> <p>Evaluation can also be made based on a practical case study which may be carried out as a group of maximum of 05 trainees (2-hours task).</p> <p>There will be a 10% bonus for active participation in the discussions.</p> <p>Pass/fail grade (70% needed for passing grade, and such quantitative grading-based evaluation will be done only if required for a specific performance evaluation purpose)</p> <p>Post-training survey to gather feedback on the session's effectiveness</p>	
Aims (learning objectives)	
<p>The training modules is aimed at achieving the following objectives:</p>	



Module 7.3 Promoting Inclusion and Well-being for All Employees and Student

- To equip participants with practical tools for promoting inclusion and well-being in the workplace.
- To help staff members create a supportive environment that accommodates diverse needs.
- To explore strategies for fostering inclusivity for both employees and students, with a focus on mental health and well-being.

Learning outcomes

By the end of this module, participants will be able to:

- Implement strategies to promote inclusivity and well-being in their workplace.
- Understand the concept of psychological safety and its importance in an inclusive environment.
Support colleagues and students from diverse backgrounds with empathy and understanding.
- Recognize signs of discrimination or exclusion and take appropriate action.

Learning and training delivery methods

The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems and share solutions and advice. Delivery of the module will be done by trainers of ENACT who involve in strategic level activities of the University.

Training Methodology:

- Interactive presentations and discussions
- Group work and case studies
- Practical role-playing and scenario-based activities
- Audio-visual materials for better understanding of key concepts
- In addition, a special “open” session (30 minutes) will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.



Module 7.3 Promoting Inclusion and Well-being for All Employees and Student

Target Audience

The participants will be the non-academic staff (can be administrative or non-administrative) of the Administrative Divisions/academic Departments of Study fulfilling the pre-requisites specified (if any), and Financial Officers of the University. The participants need to agree on the stipulated regulations of the NASDC for taking part in training activities (if any). Participants can represent any academic or administrative unit of the University as the topic is commonly relevant to any staff member of the University working towards achieving ultimate goals of the University.

Programme can also be extended to the higher-level managers, academic or academic support staff members as well as everyone needs to contribute maintaining Equality and Diversity in the University environment and its operations.

Applications are invited through an open invitation published by the NASDC to take part in the training programme.

Indicative content (outline)

1. Creating an Inclusive Environment

- Understanding the concept of inclusion and how it differs from diversity.
- How to create an environment where all individuals feel respected, valued, and empowered.
- Identifying and addressing exclusionary practices or behaviors.

2. Supporting Mental Health and Well-being

- Recognizing the impact of mental health on well-being and productivity.
- Creating a supportive environment for staff and students experiencing mental health challenges.
- Resources and support systems available within the university for mental health.

3. Building Psychological Safety

- The importance of psychological safety in fostering open communication and collaboration.
- Techniques for promoting psychological safety in teams and workgroups.
- Encouraging participation, idea-sharing, and risk-taking without fear of judgment.

4. Practical Strategies for Promoting Inclusivity

- How to be an active ally and advocate for inclusion.



Module 7.3 Promoting Inclusion and Well-being for All Employees and Student

- Strategies for accommodating diverse needs in the workplace (e.g., accessibility, flexible work arrangements).
- Practical ways to integrate inclusion and well-being into daily tasks and interactions.

5. Activity: Scenario-Based Discussion

- Participants discuss scenarios that highlight issues of exclusion, discrimination, or well-being.
- Group exercise to develop an action plan for addressing these issues in the workplace.