



# **Enhancing Governance, Management and Reform in Sri Lankan Universities through Non-Academic Staff Training (ENACT)**

## **Non-Academic Staff Training and Development Strategy 2025–2027 Sri Lanka Technology Campus (SLTC)**

### **1. Objectives**

The objective of this strategy is to establish a long-term vision and actionable plan for the systematic training and development of non-academic staff, aimed at enhancing overall university performance. This strategy seeks to integrate capacity-building initiatives into all levels of SLTC's operations, ensuring alignment with the institution's strategic goals. The specific objectives include:

- Building competencies and professional skills for improved operational efficiency.
- Fostering a culture of continuous learning and career progression.
- Enhancing communication, teamwork, and resilience in the non-academic workforce.
- Encouraging knowledge-sharing and strengthening stakeholder relationships for organizational growth.
- Ensuring compliance with best practices and operational standards through process documentation and auditing.

### **2. Current Inefficiencies and Gaps in Non-Academic Processes and Systems at the University**

- Poor Communication: Ineffective communication channels hinder collaboration and idea-sharing. There is a lack of structured platforms for addressing staff-related concerns.
- Undefined Processes: Key operational processes are not standardized, leading to inconsistency across departments and inefficiency in day-to-day tasks.
- Limited Career Development: There are insufficient funding and career development opportunities, with many staff members facing challenges in terms of career progression.
- Resistance to Change: Some staff show resistance to new methods or changes, creating obstacles to the adoption of new processes and systems.
- Lack of KPIs: Performance indicators for non-academic staff are not clearly defined, impacting motivation and accountability.

### **3. Feasible Future Improvements, Measures, and Actions for Overcoming These Gaps and Deficiencies**



- **Structured Mentoring Program:** Based on the strategic objective, introduce a compulsory mentoring program for administrative staff. This will involve senior staff and other internal resource persons to ensure structured guidance and foster professional growth.
- **Short Courses and Training:** Develop a curated set of short courses, both technical and soft-skill focused, to enhance competencies. These will be delivered by internal experts and may include industry-relevant skills and compliance training.
- **Process Standardization:** Develop and implement comprehensive process manuals for each department, standardizing operations across campus and ensuring consistency.
- **Performance-Based Appraisals:** Implement performance-based appraisal systems to motivate staff, recognize achievements, and drive accountability. This system will be based on clear KPIs for all staff.
- **Internal Auditing Mechanism:** Introduce an internal auditing system to evaluate staff performance, ensure compliance, and foster continuous improvement.
- **Open Communication Platform:** Establish an open communication platform for monthly meetings to discuss staff-related concerns, offer feedback, and encourage inclusivity and transparency.

#### 4. Priority Areas for Training and Feasible Training Options

- **Internationalization for Higher Education:** Building expertise to implement internationalization strategies and manage global collaborations.
- **Project Management:** Strengthening skills in project costing, budgeting, financing, and resource management for institutional initiatives.
- **Mobility Management:** Enhancing capacities to administer and support student and staff exchange programs effectively.
- **Communication Skills:** Focused training to improve internal communication, collaboration, and idea-sharing.
- **Resilience and Change Management:** Courses to address resistance to change and build resilience among non-academic staff.

#### 5. Key Target Groups for Different Types of Training and Professional Development

- **New and Entry-level Staff:** Induction training on university policies, soft skills, and role-specific skills.
- **Mid-level Staff:** Leadership development, process management, and specialized training for departmental functions.
- **Senior Staff and Mentors:** Advanced leadership and mentoring programs to enhance team management and succession planning.
- **All Non-Academic Staff:** Communication workshops, change management, and resilience-building sessions.

#### 6. Analysis of Available Resources to Implement the Strategy



- **Internal Resources:** SLTC's faculty and senior staff have the expertise to deliver training programs. Existing facilities such as classrooms and online platforms can be leveraged for training delivery.
- **External Resources:** Collaboration with ENACT project partners and external consultants will provide access to expertise and best practices. Additionally, SLTC can explore grants and funding opportunities for staff development.
- **Human Capital:** Senior administrative staff will lead mentoring, while the HR department and NASDC will coordinate program implementation.

## 7. Leadership for Implementing the Strategy

- **Strategic Oversight:** The Vice-Chancellor, COO, and Council will oversee implementation, ensuring alignment with SLTC's strategic goals.
- **Operational Leadership:** The NASDC, supported by the HR Department, will lead the planning, execution, and monitoring of training initiatives.
- **Collaboration with Key Stakeholders:** The Non-Academic Staff Development Committee (SDC) will work collaboratively with HR and departmental heads to ensure effective execution and strategic alignment.

## 8. Management of the Implementation of the Strategy

- **Planning and Coordination:** The NASDC will design and coordinate training programs, with input from HR and departmental heads.
- **Feedback Mechanisms:** Regular feedback from staff and supervisors will inform continuous adjustments to the training programs.
- **Reporting and Accountability:** Regular progress reports will be submitted to the Council and Vice-Chancellor through the COO, providing updates on staff development activities and results.

## 9. Stakeholder Analysis

- **Internal Stakeholders:** Non-academic staff, Academic Staff Members, HR department, administrative heads and senior management.
- **External Stakeholders:** ENACT project partners, training providers, Ministry of Higher Education (MOHE), and educational/non-educational organizations for collaborative training.

## 10. Expected Impact

- **Improved Competencies and Operational Efficiency:** With enhanced training and standardized processes, non-academic staff will perform more efficiently and contribute to better institutional outcomes.



- **Increased Staff Motivation and Retention:** Clear career development opportunities, performance-based appraisals, and a positive working environment will motivate staff and reduce turnover.
- **Stronger Organizational Culture:** A culture of open communication, knowledge sharing, and continuous improvement will strengthen SLTC's internal cohesion and overall performance.

## 11. Risks and Their Mitigation/Avoidance

- **Risk 1:** Resistance to Change: Some staff may resist new processes or performance appraisals.
  - Mitigation: Offer change management workshops, involve staff in the design of new systems, and highlight the benefits of these changes for both personal and institutional growth.
- **Risk 2:** Insufficient Resources: Financial or human resources may be limited for the delivery of extensive training programs.
  - Mitigation: Leverage external partnerships, use available grants, and adopt a phased implementation approach to optimize resource allocation.
- **Risk 3:** High Staff Turnover: Competitors offering better incentives may lure SLTC's skilled employees.
  - Mitigation: Develop competitive incentives and ensure SLTC offers a positive work environment with growth opportunities.

## 12. SWOT Analysis

- **Strengths:**
  - Strong team collaboration and resilience to change.
  - Senior staff available for mentorship and knowledge transfer.
  - Access to internal and external networks for staff development.
- **Weaknesses:**
  - Poor communication and lack of well-defined processes.
  - Insufficient career development opportunities and limited staff welfare.
- **Opportunities:**
  - Access to Ministry of Higher Education training programs and external partnerships.
  - Investor interest in people development and industry growth in the educational sector.
- **Threats:**
  - Political and economic instability.
  - Migration of skilled employees and competition for talent from other institutions.

## 13. Monitoring and Evaluation Mechanisms



- Annual Reviews: The NASDC will conduct annual reviews of training programs, collecting feedback from participants to assess program effectiveness.
- KPIs and Performance Metrics: Develop specific KPIs to monitor the success of staff development initiatives and track progress toward strategic objectives.
- Feedback and Surveys: Post-training surveys will gather feedback from participants to evaluate the quality of the training sessions and identify areas for improvement.

#### **14. Baseline Data for Future Evaluation**

- Collect data on current competencies, performance levels, and staff satisfaction to serve as a baseline for future evaluations.
- Monitor the implementation of training programs and gather data to assess the impact on staff performance, career progression, and institutional outcomes.