HEADS OF DEPARTMENTS AND DEPARTMENTAL ADMINISTRATIVE OFFICERS: A PARTNERSHIP THAT WORKS

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A PAPER PRESENTED AT A THREE-DAY TRAINING WORKSHOP FOR HEADS OF DEPARTMENTS IN THE FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI FROM TUESDAY, MARCH 11 TO FRIDAY, MARCH 11, 2016.

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Protocol

1. **Preamble**

It is a great pleasure, indeed, and I consider it an honour, to be invited to be a resource person for this very important workshop. I am most grateful to the Director, Centre for Human Resource Development, Professor I.S. Iwueze, for the invitation, which I had no option but to accept and without hesitation too, given that I had been a Head of Department in this University for 9 good years (1989 – 1998), Dean of School for 3 years (1998 – 2001) and Deputy Vice-Chancellor (Academic) for 4 years (2001 – 2005). I have therefore been part of University administration in the past 27 years, having continued to be member or chairman of various University Committees since the expiration of my tenure as Deputy Vice-Chancellor in 2005. I have come a long way in the system. I joined the services of the University in 1984 as Lecturer I and on October 1 last year, my Professorship clocked 20 years old. So if I cannot effectively discuss this system, then something must have gone wrong with me.

I commend the Centre for Human Resource Development for organizing this workshop because, as a matter of fact, a good percentage of our current generation of Heads of Departments and Departmental Administrative Officers do lack the competence and discipline which have been the driving force behind FUTO's enviable culture of academic excellence.

In articulating this presentation, I decided to consider the following:

- Determined functions of and Stakeholders in the Nigerian University System
- Characterization and Governance of the Nigerian University
- Brief history of the Federal University of Technology, Owerri
- Organization of the University

- Emergence of Academic Departments, Heads of Departments and Departmental Administrative Officers
- Who Are the Heads of Departments
- Who are the Departmental Administrative Officers (DAOs)
- Duties of Departmental Administrative Officers
- Partnership That Has to Work
- Conclusion

2. Determined Functions of and Stakeholders in the Nigerian University System

The major roles of a University, as determined globally, and over many centuries, are the **creation, storage** and **dissemination** of knowledge. Knowledge is supposed to be created through the discipline of enquiring and research with peer moderation to ensure validity and societal influence. Knowledge so created or established must be stored to ensure continuity of thought, reason and adaptive academic pursuits. The stored knowledge or information must be recalled, at will, and disseminated for the benefit of society at large. These roles are generally now admitted as **Teaching**, **Research** and **Public Service**. In performing these functions, the crucial question is "who determines the expectations of society, and by what mechanism does the University ensure lasting benefits to society at large, and perhaps the community of location?".

Obviously, there are six major stakeholders, that is, the Students, the Staff, the Proprietor, the Council, the Administration and the Community. The question of order of precedence or importance should not border us much. It is the extent

to which the stakeholders can collaborate, with a clear sense of focus and mission, that guides the University's development and its services to society.

3. Characterization and Governance of the Nigerian Universities

The Nigerian University System currently comprises 147 Universities, 46 of which are Federal, 40 State-owned and 61 Privately-owned. These are majorly made up of 4 categories:

a. General/Conventional Universities
b. Universities of Technology
c. Universities of Agriculture
d. Universities of Education

In addition, there are about 57 privately-owned Universities scattered all over the country which NUC last year declared illegal.

The Nigerian Universities are, for historical reasons, largely patterned on the British model, characteristic of most Commonwealth Universities, but intermingled with the American system introduced by the University of Nigeria, Nsukka. The Governance is by a Council appointed by the Proprietor – Government, or the owner of the University in case of private Universities and, the Academic Administration by the Senate. The Council is headed by the Pro-Chancellor appointed by the Visitor (Head of Government), while the Senate Chairman is the Vice-Chancellor, also appointed by the Government on the recommendation of the Council, assisted by a Joint Council-Senate Committee, lately with inputs from a Search Committee. The apex of the University hierarchy is the Chancellor, usually a traditional ruler of demonstrated socio-political stature. Ordinarily, these constituent bodies are incontestably necessary. The major problem is in the choice of the occupants of the offices.

4. Brief History of the Federal University of Technology, Owerri

The 1980's marked a turning point in the history of University education in Nigeria. The Federal Government under Alhaji Shehu Shagari felt that there was an urgent need for skilled, innovative and technologically-oriented manpower for the technology base of our national economy. Hence, in June 1980 a decision was taken by the President-in-Council to establish a University of Technology in each geo-political State of the Country which did not have a University. The implementation of that decision started with establishment of three new Universities of Technology in Bauchi, Benue and Imo States, in October 1980.

The Federal University of Technology, Owerri, was the first to start. It started operating on November 28, 1980 in the premises of the old Government Technical College, Owerri, with a compliment of ten staff borrowed from the Imo State Civil Service.

Professor Umaru Dechi Gomwalk from ABU-Zaria was appointed the pioneer Vice-Chancellor (1980–1987). He was succeeded by Professor Amagh Nduka (1987-1991) who in turn was succeeded by Professor C.O.G. Obah (1992-1999). Professor Obah was succeeded by Professor J.E. Njoku (2000-2005) who in turn was succeeded by Professor C.O.E. Onwuliri in 2006. Professor C.C. Asiabaka, the current Vice-Chancellor, succeeded Professor Onwuliri in 2011.

From squatting at the Government Technical College, the University moved its operation to Ikenegbu and later to its temporary site, the Lake Nwaebere Campus, the current IMSU Campus. This site was originally meant for the Federal Government Girls' College, Owerri. Lake Nwaebere Campus contained some residential facilities for staff and students, classrooms, laboratories and a library block adequate for the beginning but which soon became grossly

inadequate for the increasing population of staff and students. With the help of Imo State Government, the University acquired its permanent site of about 4,580 hectares of land, which development started in 1985. The University moved into the permanent site in January 1993 under Professor C.O.G. Obah.

The University started with an initial undergraduate intake of 225 students enrolled in its School of Science in 1981/1982 session. Since then, the University has grown from one School in 1981 to seven Schools in 2015, from 225 students in 1981 to its current student population of about 23,000, from staff strength of 10 in 1980 to the staff strength of 3197 as at June last year, made up of 935 academic staff, 1565 senior non-academic staff and 697 junior staff. The figures must have changed somehow by now.

5. **Organization of the University**

A University is a highly complex organizational entity, consisting of diverse, highly specialized units. All the constituent units, particularly the academic ones, must have a measure of operational autonomy and at the same time their operations must be dovetailed and integrated with each other to ensure fulfillment of the overall University goals and objectives. To this end, FUTO has adopted a decentralized but carefully integrated organizational structure. There are two major organizational structures of the University - Academic and Administrative structures.

i. **Academic Structure**

The basic operating unit of the University's academic organization and planning is the multidisciplinary School. A School (Faculty in conventional Universities) is a fully integrated unit of a group of related disciplines which have common academic interests in teaching and research. In each School, there are different Departments offering specific degree programmes.

The administrative function in the School is shared between the Dean's office and the various Heads of Departments. While the Dean is the Chairman of School Board of Studies, the Head of Department is the Chairman of the Departmental Board of Studies.

Teaching staff are assigned to Schools, within which they have primary affiliation to Departments, but they may also take part in the work of other Departments in the same or other Schools.

Whereas the Dean of a School is normally elected by the School Board, the Head of Department is appointed by the Vice-Chancellor, sometimes with inputs from the Deans. The Head of Department is responsible to the University Senate through the Dean of the School and to the Vice-Chancellor for the general administration of the Department and for the organization of research, teaching and examination duties, and external affairs of the Department.

A Head of Department is expected to carry most, if not all the Staff of the Department along so as to give each staff member an appropriate sense of belonging. I will come back to the Head of Department.

ii. Administrative Structure

The administrative structure is headed by the Vice-Chancellor in his capacity as the Chief Executive and Academic Officer of the University. The Vice-Chancellor is assisted by the Deputy Vice-Chancellors while a considerable amount of the administrative function is carried out in the various units headed by Senior Officers who report directly to the Vice-Chancellor. These include:

- The Registry under the Registrar
- The Bursary under the Bursar

- The Library under the Librarian
- The Schools under the Deans
- The Student Affairs Department under the Dean of Student Affairs
- Organized Research Units under the Directors
- The Service Units under the Directors.

Within the office of the Vice-Chancellor and directly responsible to him are the following:

- Deputy Vice-Chancellors
- Director, Academic Planning and Development
- The Director, Physical Planning Development
- The Director, Office for University Development
- The Head of Information, Public Relations and Publication
- The Chief Security Officer
- The Internal Auditor
- The Chief Catering Officer

6. Emergence of Academic Departments, Heads of Departments and Departmental Administrative Officers

Uptill 1987/1988 session, all the academic units within the Schools were referred to as Programmes. I do not know the origin of that nomenclature. For instance, my Department, Department of Animal Science and Technology, was called Animal Production Programme. Their Administrative Heads were referred to as Coordinators. The Coordinators were assisted by Typists who also doubled as Secretaries to the Coordinators. It was not until 1987/1988 session that the University Senate, in its wisdom, decided to change the nomenclature of the units to Department.

Even then, the Typists remained the Secretaries to the emerging Heads of Departments until 2006 when the University door of employment was thrown wide open for recruitment of young graduates as Administrative Officers or Assistants, sometimes with no clear need for some of them in the system.

The University witnessed explosion in student population during the tenure of Professor J.E. Njoku as the Vice-Chancellor. With the upsurge in student population, the workload of the Typist Secretaries became increasingly overbearing. Therefore the decision to post Administrative Officers/Assistants to the Departments as Departmental Administrative Officers in 2006 became a welcome development, to lessen the workload of the typists or computer operators, so to say. Unfortunately, most of them were posted to the Departments without any practical training as administrators, which was the reason for the workshop organized last year for them. A good number of them who were not humble enough to learn the work from the typists became inefficient or difficult DAOs. I recommend that for anyone to be posted to a Department as a DAO, he/she must have worked in the University for at least 5 years and is not below the rank of Assistant Registrar.

7. Who Are The Heads of Departments

The Head of Department is the Chief Executive and Academic Officer of the Department. The Head of Department is therefore a major administrative and academic leadership position. It is for that reason that it is not given to staff below the rank of Senior Lecturer. The Head of Department must therefore be one that is conversant with the way things are done in the University, particularly in the Departments and Schools. It is expected that Heads of Departments should be quite familiar with:

i. Procedures for admission of students
ii. Approved guidelines for admission by transfer

iii. Procedures for registration of students
iv. Conditions for transfer of students from one degree programme to another
v. Guidelines for award of research grants and conference attendance and grants from conference/workshop funds
vi. Procedures for appraisals and promotions of academic and academic support staff.
vii. Procedures for appraisals and promotions of administrative and professional staff
viii. Method of production of students' examination results
ix. University laws, rules and regulations, particularly as they affect the administration of academic Departments.
x. Must be present at Senate meetings so as to have first-hand knowledge of Senate decisions.
xi. The Head of Department is expected to be working closely with the Dean and other Heads of Departments in the School for effective growth and development of the School and the University in general. The strength of the School largely depends on the manner the Departments therein are run. An academic staff that is non-chalant about the goings-on in the Department or School is likely to become a bad Head of Department.

8. Who Are Departmental Administrative Officers (DAOs)?

Whereas the Head of Department is the Chief Executive and Academic Officer of the Department, the Departmental Administrative Officer (DAO) can be described as the "Registrar of the Department". He/She is therefore the Chief Administrative Officer of the Department and responsible to the Head of Department for day-to-day administration of the Department, just as the Registrar is responsible to the Vice-Chancellor for day-to-day administration of the University.

The DAO is the staff member in charge, under the HOD, of the Departmental central administrative office, irrespective of his or her rank and by virtue of the position is senior to any other staff in the administrative area of the Department. He/She is required to assist the HOD in the general administrative relationship with the rest of the University.

9. Duties of Departmental Administrative Officers

The Departmental Administrative Officer is normally responsible to the Head of Department for the following functions:

A. Secretary to Departmental Board and other Committees

The DAO is the Secretary to the Departmental Board and normally to all Departmental Committees: Appraisals, Planning, Admissions etc.

DAOs, being secretaries to committees, should therefore note that committee discussions and minutes writing in general are aimed at producing decisions and actions, although sometimes a committee will only "note" some information.

HODs and DAOs are therefore advised as follows:

i. During a meeting, if the DAO is not clear on the conclusion reached on any matter, he/she should ask the Chairman, the HOD, there and then to clarify it. The HOD should do so politely.
ii. HOD should encourage the DAO to write and submit draft minutes promptly after a meeting, not more than five working days later.
iii. Minutes should be circulated as soon as the draft is approved by you the Chairman: to wait until the next meeting is not good practice.
iv. Follow-up action should be taken at once, where a decision taken was clear, or officially notify others to take action or inform them on what

has been decided. Do not just assume they will pick things up from the minutes.

Minutes writing is actually what separates good secretaries from the bad ones. To avoid embarrassment at meetings, make sure that you, the Chairman, vets the draft minutes before final production. Meetings are rendered clumsy and uninteresting when too much time is spent in correcting minutes. Do not impress on your DAO that he/she is incompetent.

B. Other Duties of DAOs

Apart from being secretaries to Departmental committees, DAOs are entrusted with the following additional duties:

a. Custody and control of movement of files and documents in the Departments
b. Receive incoming mails and ensure free flow of correspondence between the HOD and other Officers of the University.
c. Supervise typing and photocopying of such documents as cannot be safely left with subordinate staff.
d. Maintain the confidentiality of information in the office. Confidential letters should be passed unopened to the HOD. The University has matters which should be kept confidential. These include details of personnel matters, such as interview discussions and results, assessments of staff for promotions, discussions on student admissions or discipline and so on. Many other matters that will eventually be made known may be regarded as confidential too, while they are under consideration, until the proper Authority in the University decides that the information be given out. It is not easy to give a rigid definition of what matters are confidential, but it is not difficult to recognize them.

e. Keep spare copies of papers that may be wanted later, in an orderly manner
f. Requisition and control of stationery
g. Supervision of clerical and other staff in the Department, seeing that they deal with matters efficiently and promptly, maintain good filing and observe discipline
h. Maintaining the records of all Junior Staff in the Department and acting as the channel for administrative action concerning them, including promotion, discipline etc.
i. Maintaining staff lists, data and statistics
j. Be familiar with administrative aspects of student registration, matriculation, examinations, graduation and student matters generally in liaison with academic staff of the Department, the Registry and the Student Affairs Department
k. Maintain students records, lists, data and statistics
l. Safe-keeping, maintenance and inventory of all office furniture and equipment
m. Dealing with visitors, telephone callers and requests to see the HOD
n. Generally assisting the HOD to ensure that the Department runs smoothly and effectively, keeping a note of all his/her engagements and having the materials he/she needs for them
o. The DAO is the one to keep the Department's imprest, contrary to what obtains now in some Departments
p. Any other duties that may be assigned by the HOD

NB: It should be noted that the DAO is a member of the Unified or Central Cadre, and may be re-assigned at any time. While in the Department the

DAO acts under the direction of the HOD and the Departmental Board, he/she should also comply with the general professional guidance from the Registrar and with any instructions by other Administrative Units of the University. The DAO and his/her subordinates are expected to play full part, when required, in University activities and ceremonies, along with other members of the University Administration.

Partnership That Has To Work

Having looked at the responsibilities of the HODs and DAOs, it appears obvious that the HOD and the DAO are the two administrative legs upon which the Department is seated. It follows therefore that any defect on one or both legs is bound to bring down the Department. No Department can function effectively if there is no synergy between the HOD and the DAO. Most of the lapses and deficiencies that characterize service delivery in some Departments are reflection of lack of working harmony between the HODs and the DAOs.

Some HODs play truancy with their job. They regularly absent themselves from duty with no tangible excuse, perhaps because the air conditioner in the office is not working or there is no place to urinate. Some DAOs come late to work as a routine and when they come, they spend most of the time loitering about and gossiping. Any HOD or DAO involved in such behavior is not worthy of the position.

The relationship of the HOD and the DAO to a large extent determines the efficiency with which the Department is run. The disposition of the HOD matters a lot. People may wonder why in some offices junior staff always do what the boss asks them to do. This, in reality is as a result of the approach

of the boss. It is not always that a statement is given as an instruction. Instructions can be given in the form of request. For example: “Madam, can you please ensure that this mail is delivered to the HOD of CST”. That is an instruction but in the form of request. In this way, staff would comply without hesitation. To some staff, instruction is derogatory and dehumanizing and this makes it difficult for them to carry out their functions in good spirit.

During the questions and answers section of the workshop organized last year for the DAOs, many of them complained that their HODs preferred to deal directly with the computer operators/secretaries and other junior staff in the Departments. It is not proper but sometimes certain developments may lead to that. A DAO who betrays the trust of the HOD will not expect the HOD to continue to deal freely with him or her. Under normal situation, there is an order of command in the office. Any attempt to distort that order non often than not generates crisis. The HOD should not give a mail directly to the clerical officer to dispatch unless the DAO is not around. Mails are pushed to the DAO who, based on the minutings on them, takes the next necessary action.

Some people are difficult by nature. They are usually difficult to work with anywhere they find themselves and they cannot change. A good Head of Department may be unlucky to be inflicted with such a character as DAO. Similarly, a good DAO may find himself/herself posted to a difficult HOD. Do not fight to tarnish your good image. The understanding here is that no condition is permanent. Just continue to do what you are supposed to do, hoping that sooner or later, one or both of you will be transferred out.

Conclusion

The University is **not** recognized anywhere in the world as a place for making money. It is a revered place for knowledge generation and dissemination. Those who indulge in all kinds of vices in the University (sorting, extortion, sale of hand-outs etc) to make money do not belong to this system. A truly academic staff cannot be described as a rich person but he is not poor. What really makes him happy is not the number of plots of land or houses he owns but the number of graduates he has produced and the number of well-researched work he has published.

So, my dear HODs, the University owes you a living. You must be paid your salaries and allowances, and promptly too. In return, you are heavily indebted to the University; you owe the University leadership.

Leadership does not involve empty rhetoric but rather a willingness to serve. It has little to do with exercise of power but much to do with exercise of understanding. It involves commitment to excellence and integrity. Every task at hand is an opportunity for you to exhibit leadership. The problem you solve, the student you counsel, the despondent staff or student you encourage, all these are acts of leadership. You therefore become a good leader when you influence those around you positively and a bad leader when you do so negatively.

I therefore urge you to strive and be good leaders in your various Departments so as to be proud participants of the current quest for excellence in the University.

Ladies and gentlemen, I may have bored some of you to sleep or yawning. To those of you who are still alert I say thank you very much for listening.

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PREAMBLE

First of all, I will like to thank Prof. I.S.Iwueze, Director, CHRD, FUTO, for inviting me and requesting me to present my thoughts as one of the Resource Persons at this all important discourse.

Secondly, should I say I am happy to be here? Yes I am, but I am still wondering why I have been chosen to be sandwiched among such veteran and erudite Professors as Prof. A.B.I. Udedibie, Prof. M.O. E. Iwuala, Prof. O. Ogbobe (DVC, Acad) as well as my most Senior Colleagues, Mr. Orje Ishegh-Nor (Registrar) and Barr. H.O. Mezieobi (DR/Coordinator, Legal Matters Unit and member 10th Governing Council of the University) as well as Mr. R.U. Akujiobi (former Bursar). I guess I am privileged to be among this distinguished audience.

The ideas I will present here are those I have observed and experienced over the years as a School Administrative Officer as well as my understanding of the University System as contained in the Regulations/Policies establishing the University, having risen through the ranks to my present position. I hope my ideas may meet your requirements.

1.0 INTRODUCTION

While pondering over the theme of this workshop i.e. **"The Fundamentals of Office Administration, Leadership Skills and Effective Communication; Processes and Practices**" and the

topic given to me "**Heads of Departments and Departmental Administrative Officers: A Partnership that works**". I ask myself: How can we improve on the working relationship between these two pillars of the Departments to ensure effectiveness and efficiency thereby achieving the goals for which the Departments were created? For us to answer all these questions in this Paper, we shall discuss the following issues;

- Objectives of the University
- Administrative Structure of the University
- Source of Administrative Authority
- Role of the Registry Department in University Administration
- School System in FUTO
- Administrative aspect of the School: Role of Deans, Associate Deans and Heads of Departments
- What is a Department
- Duties of a Heads of Departments
- Functions/Duties of a Departmental Administrative Officers
- Partnership that works: Heads of Departments and Departmental Administrative Officers
- How Heads of Departments/ Departmental Administrative Officers can collaborate for effective management of the Departments.

2.0. OBJECTIVES OF THE UNIVERSITY

The Federal Government in establishing the Federal Universities of Technology structured it to provide and promote sound basic scientific training as a foundation for the development of technology and applied sciences for overall national development.

The objectives of the University as contained in the Acts establishing it are as follows:

i. to encourage the advancement of learning and to hold out to all persons without distinction of race, creed, sex or political conviction, the opportunity of acquiring a higher education in technology;

ii. to develop and offer academic and professional programmes leading to the award of diplomas, first degrees, and higher degrees which emphasize planning, adaptive, technical maintenance, developmental, medical and allied professional disciplines, with the aim of producing socially matured men and women with capability not only to understand, use and adapt existing technologies but also improve on the, and develop new ones;

iii. to act as agent and catalyst, through postgraduate training, research and innovation for the effective and economic utilization, exploitation and conservation of the country's natural, economic and human resources;

iv. to offer to the general population as a form of public service, the result of training and research and to foster the practical applications of these results;

v. to establish appropriate relationship with other national institutions involved in training, research and development of technologies;

vi. to identify technological problems and needs of the society and find solution to them within the context of overall national development;

vii. to provide and promote sound basic scientific training as a foundation for the development of technology and applied sciences, taking into account indigenous culture and the need to enhance national unity; and

viii. to undertake any other activities appropriate for a University of Technology of the highest standard.

3.0 ADMINISTRATIVE STRUCTURE

FUTO operates a decentralized administrative structure. The Vice-Chancellor who is the Chief Academic and Executive Officer of the University, is at the Head of the hierarchy. He is ably assisted by two Deputy Vice-Chancellors and other Principal Officers namely: The Registrar, the Bursar and the University Librarian who all constitute the University Management.

The University is structured and administered along two broad components; Academic Units and Administrative/Service Units.

Academic Units comprise of Schools and Departments headed by Deans and Heads of Departments respectively.

Administrative/Service Units comprise of a number of functionaries performing specific duties and reporting directly to the Vice-Chancellor. They include:

- Registry Department
- Bursary Department
- Estate and Works Department
- Health Services Department
- Student Affairs Unit

There are other Service Units like University Staff School (USS), FUTO International School Owerri (FISO) and Child Development Centre (CDC) etc.

4.0 SOURCES OF ADMINISTRATIVE AUTHORITY IN THE UNIVERSITY

Administrative authority can only be exercised with the possession of relevant accurate information which is a critical asset for efficient and effective service delivery. Heads of Departments by virtue of their position as management Staff and therefore should avail themselves with the sources of information and authority in the University Service as contained in various documents as follows:

- The Federal University Technology's Act F 23, laws of the Federal Republic of Nigeria, 2004.

- Handbook of Administrative Procedures (HAP) FUTO.
- Regulations Governing the Conditions of Appointments of Senior and Junior Staff respectively.
- Scheme of service for Senior/Junior Staff of the University.
- Minutes of meetings of statutory committees in your School/Departments/Units.
- Academic Brief 2009/2010
- Academic Regulations for Undergraduate/PGS etc

The list is endless. You can cite copies of all these documents in the University Library and make photocopies for your personal library.

5.0 ROLE OF THE REGISTRY DEPARTMENT IN UNIVERSITY ADMINISTRATION

The Registry Department is the heart of the University, without the Registry, the system cannot function effectively. The administrative machinery of the University is the bridge that links the various Units/Departments of the University as well as the outside world so you can see that the Registry Department has a lot of responsibilities to carry out and which must be exercised with utmost effectiveness and efficiency.

In order to carry out these functions effectively, Management considered it necessary to create the positions of the School Administrative Officers and Departmental Administrative Officers to assist in the administrative responsibilities in the School/Departments.

6.0 ADMINISTRATIVE ASPECT OF THE SCHOOL: ROLE OF DEANS/ASSOCIATE DEANS AND HEADS OF DEPARTMENT

The Administrative aspect of the School is concentrated in the Dean's Office, while at the departmental level, in the office of the Head of Department, leaving the teaching staff groups free to focus essentially on academic matters. The Dean of a School works hand in hand with the Head of Department in that particular School for the day to day coordination of all activities in the School.

6.01 WHO IS A DEAN?

The Dean of a School is the representative of the Vice-Chancellor in the overall administration of the School. He is the Chief Academic/Administrative Officer and oversees the academic/administrative functions of the School on behalf of the Vice-Chancellor.

He is elected as one of its members being a professor assigned to that teaching Unit for appointment by Senate for a term of two years. The Dean is also eligible for reappointment to one further period of two years. Heads of Departments are usually appointed by the Vice-Chancellor on the advice of the Dean of that School for a period of one year which may be reappointed for another period of one year.

6.02 ASSOCIATE DEAN

The Dean appoints an Associate Dean with the approval of the School Board. The Associate Dean acts for the Dean in his absence. He/she

is also assigned some specific functions which are academic in nature.

6.03 HEAD OF DEPARTMENT

The Head of Department assists the Dean of School in coordinating the administrative matters as it relates to a particular department. He is usually appointed by the Vice-Chancellor on the recommendation of the Dean. Thereafter, all decisions taken with regards to Communication from the various departments in the School are processed from the Dean's office to Senate for approval or ratification as the case may be.

7.0 SCHOOL SYSTEM IN FUTO

The Senate of FUTO, which is a creation of the Law establishing the University, is responsible for organization and control of Teaching, the admission of students and promotion of research in the University. It also has the mandate to establish and control Colleges, Schools, Institutes, Departments and other teaching and Research Units with the approval of the Governing Council.

These basic functions of the Senate are carried out in the University through the Schools and also brings us to the issue of what a School is and its relationship with the departments.

A "**School**" or "**Faculty**" (as used by many Universities) is a fully integrated Unit of a group of related disciplines which have common academic interests in Teaching and Research. Therefore the basic

operating unit of the University's Academic Organization is the multi-disciplinary Schools as we have them in FUTO. Each school has a certain degree of autonomy and at the same time their operations are merged and integrated with each other to ensure fulfillment of overall University objectives.

Each School comprises of a number of degree awarding departments with well defined specialization areas that provides theoretical and practical instruction related to a particular discipline/profession.

8.0 WHAT IS A DEPARTMENT?

A Department is a well defined specialization area that provides teaching leading to the award of degree in a particular discipline. The Departments are therefore integral parts of the School because all decisions taken at the Departmental level are collated and processed to the School Board for consideration and thereafter forwarded to Senate for either ratification or approval and subsequent implementation. The Departmental Board also complies with any general professional guidance from the Registrar and with any instructions by the Administrative Units of the Registry.

9.0 DUTIES OF HEADS OF UNITS/DEPARTMENTS

In the context of the Handbook of Administrative Procedures, (Second Edition) a Unit is defined as a School or an Administrative or service Department providing an extensive service and whose head is directly responsible to the Vice-Chancellor. A department is defined as a teaching or research sub-unit within a school or any other

administrative or service sub-unit providing a clearly defined function and with a measure of responsibility to the Vice-Chancellor.

Each Head of Unit is responsible to the Vice-Chancellor for the general operation of his Unit. He is also the normal channel for all official communications outside his unit. On the specific aspect of staff administration, the Senior and Junior Staff Regulations set out a number of the functions of Heads of Unit in general (while the Senior Staff Regulations also make certain distinctions in relation to academic and other senior staff). For most staff, their "Head of Unit" is the Head of the Unit in which they are currently working, for all purposes.

The day to day direction of the Head of Unit in which such staff are working includes specifying their duties and giving them instructions on their work, providing their Unit annual appraisals and performance reports.

The said Head of Unit may also approve all routine casual, sick, compassionate leave matters (provided no replacement from outside the Unit is required), duty journeys within Nigeria, travelling allowances and transport expenses, leave transport grants and other matters which the Regulations authorize a Head of Unit to approve.

While the Registrar or the Bursar may give general professional guidance on the function and work of the unified cadre staff, their long-term career matter as recruitment, confirmation, promotion, study leave, study fellowships, staff training and discipline shall be

centrally handled. All decisions or recommendations on such matters will be largely guided by the reports, information and recommendation of the Heads of Units where such staff have been or are currently working.

Any application in relation to such matters from a staff member should be submitted through the Head of Unit where he/she is currently working. The staff themselves may from time to have contacts, singly or collectively, with the Registrar or the Bursar on professional or general career matters, but normal procedures should apply for any formal actions as set out above.

I extracted those functions of the Head of Departments/Units as contained in Hand Book of Administration Procedure (Second Edition) which I felt was relevant to our discussion. I will also highlight the duties of the Head of Department as contained in your letters of appointments by the Vice-Chancellor. They include as follows:

i. Responsibility for research work.
ii. Responsibility for teaching and ensuring efficient standards.
iii. Responsibility for advice on curriculum development.
iv. Assisting the Dean in respect of day-to-day discipline of the members of staff and students assigned to the department.
v. Assigning responsibilities to the members of the department and supervising and coordinating their work.

vi. Advising on the evaluation of qualifications and experience of prospective members of staff for appointment to work in the department.

vii. Financial responsibility for all departmental property.

viii. Serving on the Planning Committee of the School which would meet as required by the Dean to collectively deliberate and advise on matters of interest to the school or rendering nay informal advice to the Dean on the affairs of the department.

10.0 DUTIES OF A DEPARTMENTAL ADMINISTRATIVE OFFICER

Departmental Administrative Officers are microcosms of the School Administrative Officers posted to the Departments to assist the Heads of Departments in administrative responsibilities. Their duties include, but are not limited to the following:

- Secretary to the Departmental Board of Studies and normally all Departmental Committees;
- Keeping and updating of Departmental records and collating relevant statistics and data;
- Supervision of Senior (non-teaching) and Junior staff of the Department;
- Seeing to the matters of registration of students, matriculations, examinations, graduation and other students' matters generally in liaison with academic staff of the department and the Registry;
- Maintaining students' records, class lists, data and statistics;

- Preparation of papers from the Department for submission to Senate or any University Committee;
- Submission of any returns required from the Department;
- Coordinating and supervising, the maintenance, security and cleanliness of the Departmental building, ground, furniture and equipments;
- Exercising control, expenditure and stores including the Departmental Imprest Account, Vote Book, Local Purchase Orders and Stationary requisitions, subject to the University's standing instructions and the approval, where appropriate, of the Head of Department;
- Facilitating appropriate exchanges of information between the Departmental Office and the Departmental staff;
- Liaison with the Head of Department and School Administrative Officer to ensure that the business of the Department is effectively covered;
- Distribution of individual examination results to students;
- Any other lawful duties that may be assigned.

The Departmental Administrative Officer is a member of a unified or central cadre, and may be re-assigned at any time. While in the department, the Departmental Administrative Officer shall act under the direction of the Head of Department and Departmental Board of Studies but shall also comply with any general professional guidance from the Registrar and with any instructions by the Administrative Units of the University.

11.0 ROLE OF THE DEPARTMENTAL ADMINISTRATIVE OFFICERS IN EFFECTIVE ADMINISTRATION OF THE DEPARTMENTS

The role of the Departmental Administrative Officers in effective administration of the Departments cannot be over emphasized. They are expected to bring more functional administration to the Departments. The Departmental Administrative Officers assist the Heads of Department in ensuring that the Departments are administered effectively and that proper records are kept. This will in turn enable the Heads of Departments to focus more energy on teaching and research. The Departmental Administrative Officers work in liaison with the School Administrative Officer who coordinates the general administration of the School.

In other words, the Departmental Administrative Officers are the ears and eyes of the Registrar in all administrative matters as it relates to the Departments. They are expected to handle all administrative issues with efficiency being the custodians of the rules and regulations of the University.

12.0 PARTNERSHIP THAT WORKS: HEADS OF DEPARTMENTS/ DEPARTMENTAL ADMINISTRATIVE OFFICERS

A “Partnership”, according to Oxford Advanced Learner’s Dictionary (International Student’s Edition) is defined as a relationship between two people, organizations etc, the state of having this relationship.

Partnership can also be defined as an arrangement where parties agree to cooperate to advance their mutual interest. In this case, the Heads of Departments/ Departmental Administrative Officers are partnering together to increase the likelihood of each achieving their mission by contributing their share using their wealth of experience in their various fields to achieve the departmental goals. This is to ensure that the department is sustained according to the regulations guiding its establishment.

Heads of Departments and Departmental Administrative Officers are Partners in the "FUTO Project". Despite their different career paths, they have been joined together by destiny to contribute their own quota to the growth and development of the University.

The Head of Department, who is an academic administrator was employed to teach but can be elected or appointed to administer and later return to base. For instance, Vice-Chancellor, Deputy Vice-Chancellors, Deans, Heads of Departments etc. the Departmental Administrative Officer is a career administrator employed to administer and in line of succession to the Registrar who is the Chief Administrative Officer of the University. By virtue of the position, Departmental Administrative Officers are expected to be versatile in matters concerning University Policies, Rules and Regulations and are expected to be good advisers/managers in the departments.

The Departmental Administrative Officers therefore are saddled with the herculean task of giving proper guidance to the Departmental

Boards on all academic matters and all matters bordering on students discipline, examinations and examination malpractices with reference to the Regulation.

Heads of Departments and Departmental Administrative Officers both have a stake in the health of their departments so any job assigned must be done well. Departmental Administrative Officers role in the department is supportive but essential because they coordinate all the activities in the departments as well as interpret rules/regulations while also offering Management advice. They also recognise that their power derives from the position of the Head of Department in the system.

There is a symbiotic relationship between the Heads of Departments/ Departmental Administrative Officers. The Registry department, which is a support unit in the University system and where the Departmental Administrative Officers belong complement the activities of the Academics where the Heads of Departments belong.

Just like the Vice-Chancellor cannot function without the Registrar, so also the Heads of Departments cannot carry out their responsibilities effectively without input from the Departmental Administrative Officers. Why is this so? This is so because as custodians of University rules and Regulations, the Departmental Administrative Officers by virtue of their positions as Registrar's representatives have the responsibility of interpreting/ implementing policies and

decisions taken at the departmental level for effective and efficient growth of the departments.

The Heads of Departments have a huge role to play in the departments.

The Departmental Administrative Officers equally have heir own responsibilities in ensuring that the Head of Departments duties are efficiently carried out. The point is that one cannot do without the other. The University System operates by laid down Rules/Regulations. In effect, the point being made here is that there should be a symbiotic relationship between the Head of Departments/ Departmental Administrative Officers if the departments must develop their full potentials. How can this be achieved?

- Mutual cooperation and mutual confidence is an important factor.
- Services rendered must be coordinated
- There is need for cooperation, consultation, free flow of information and ideas.
- Heads of Departments and Departmental Administrative Officers should be conversant with the Rules and Regulations of the University (e.g. rules governing academic matters, discipline and conditions of service, HAP) etc.
- Mutual respect for each other
- Ensuring that the chain of command is observed in issuing orders and resolving conflicts. Go through official channels.

There is bound to be conflict between the Heads of Departments/ Departmental Administrative Officers visa-a-vis their individual needs. There is therefore need for participatory decision-making by involving your Departmental Administrative Officers. Listen to them. They might come up with good ideas that will help the department.

13.0 AREAS OF CONFLICT BETWEEN HEADS OF DEPARTMENTS/ DEPARTMENTAL ADMINISTRATIVE OFFICERS

Having worked as a School Administrative Officer, I was privileged to interact with Departmental Administrative Officers during our routine meetings and the following areas of friction were usually raised as issues militating against effective discharge of their duties.

- Usurping the responsibilities of the Departmental Administrative Officers = Non adherence/interference to the schedule of duties
- Using their secretaries and sometimes clerical staff to do administrative duties
- Lack of trust in the Departmental Administrative Officers
- Non-release of official memos forwarded to the departments to the Departmental Administrative Officers for necessary action.

This paper is not intended to conclude that all Heads of Departments are guilty of the sentiments expressed above but it is pertinent to note that the issues raised also play a vital role in the lack of motivation to excel by the Departmental Administrative Officers. There is therefore need to bridge the gap created by the observed frictions for more effective partnership.

Possible Ways to Resolving the Conflict

- Trust, Trust and more Trust: Believe they can do it, sit back and relax.
- Delegate responsibilities – Give the Departmental Administrative Officers a free hand to operate according to their schedules.
- Your Secretary is not an administrator: Limit his/her responsibilities in time with what the regulation has mapped out in his/her schedule.

On the other hand, some Departmental Administrative Officers do not live up to expectation by their attitude to work. Heads of Departments can apply sanctions by either reporting such erring staff to the School Administrative Officer, who is the direct representative of the Registrar, or issue a query directly to the staff.

RECOMMENDATIONS

- Heads of Departments are expected to call a meeting of staff of their offices at least once a month.
- They should always interact with their Departmental Administrative Officers and seek their opinions frequently on administrative matters.
- Delegate responsibilities to them as contained in their schedule of duties.

- Heads of Departments should encourage recalcitrant Departmental Administrative Officers to acquaint themselves with the contents of the Handbook of Administrative Procedure and other policy documents as this will enhance their knowledge of the University administration as well as their productivity.
- Mutual trust
- Render pastoral assistance to staff under you, not just the Departmental Administrative Officers to ensure adherence to the regulations and procedures of the school.
- Ensure that staff performance is managed appropriately and in a way that is consistent with the expectations of the school and department. Ensure that fair workload allocation processes are in place.
- Ensure that the Departmental Administrative Officers have access to the necessary support to enable them contribute fully and develop their skills and experience – challenge them!
- Entrench a culture of excellence, co-operation and respect both within and beyond the department and also ensure a safe and healthy environment for all staff. Give the Departmental Administrative Officers opportunity to assert their responsibilities. You will get the best from them.
- Will, commitment and effort should be the watchword
- Departmental Administrative Officers should be encouraged not to fail in any of their duties because if they do, the entire department will been thrown into a state of confusion. That is why they need

the unalloyed support of the Heads of Departments to carry out their duties efficiently and effectively.

- Responsibility must be created let the Departmental Administrative Officers know what is expected of them. Head of Departments have so much work to do and cannot do them alone. There is need to delegate and ensure effective monitoring of the assigned responsibilities.
- Organize orientation for newly employed staff to acquaint them with due process. Also they should start their work experience in the Core Registry Department before being posted out. This is to ensure that they have acquired the basic knowledge in University administration.
- Constant training should be provided as a means of improving knowledge skills, attitudes and enhanced performance.

Heads of Departments can partner effectively with the Departmental Administrative Officers if they can imbibe the following qualities of highly effective people. If these traits are implemented, the department will be used as a reference point and the Departmental Administrative Officers will put in their best in ensuring that nothing goes wrong as far as administering that department is concerned.

- Character Base: Must be very strong, no matter who you are (HOD/DAO)
- Be Proactive: Have a strong area of influence, not area of concern. Don’t blame condition for your actions in the office.

- Begin with the End in Mind: Design your mission statement and monitor it
- Put first things first: Urgency 1st before importance. Always delegate responsibilities.
- Think Win-Win: Be kind and courageous.
- Seek 1st to understand: Then to be understood Always Communicate. Try and see your Departmental Administrative Officers ideas. Always listen to his/her point of view.
- Synergize: Complement each other. You cannot do it alone. Imbibe the spirit of Team-work. Remember the adage "United we stand divided we fall.

CONCLUSION

Heads of Departments and Departmental Administrative Officers are the pillars of the departments. One cannot do without the others. It is therefore imperative that they work as a team in order to achieve the objectives for which the Department was created in overall interest of the University growth and development.

I would also like to appeal to the Heads of Departments to always consider referring to the schedule of duties of the Departmental Administrative Officers working with them and assign responsibilities based on their job titles to avoid unnecessary conflicts.

I will end this Paper with the following quotes:

“The toughest part of getting to the top of the ladder, is getting through the crowd at the bottom” (Anon)

“The secret of success lies in being focused on selected major ideas; do them right and keep doing them right for a sustained period of time (Soludo, 2006).

Thank you for your precious time and God bless us all.

C.E.H. Sani (Mrs.)
Deputy Registrar/Coordinator, CCE

COMPUTATION, VETTING AND MANAGEMENT OF STUDENTS RESULTS

A PAPER PRESENTED AT A THREE-DAY TRAINING WORKSHOP FOR HEADS OF DEPARTMENTS IN THE FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI FROM TUESDAY, MARCH 11 TO FRIDAY, MARCH 17, 2016.

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UNDERSTANDING TREASURY MANAGEMENT, BUDGETING AND FINANCIAL PROCEDURES IN THE UNIVERSITY SYSTEM

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UNDERSTANDING TREASURY MANAGEMENT, BUDGETING AND FINANCIAL PROCEDURES IN THE UNIVERSITY SYSTEM

INTRODUCTION

What is Finance?

Finance can be defined as a resource and also as a discipline or area of study. As a resource, it is a critical factor of production. It can be called money in the layman's language. It is the life-wire of any organization; whether government, business enterprise or corporate. It is with finance that an organization can acquire other factors of production such as labour, machinery, technology, land and raw materials.

We can also define finance as a discipline or area of study. It is the study of the ways a person, government, company or any organization manages the financial resources available to it. It can as well be defined as a field that deals with the study of investments, which includes the dynamics of asset and liabilities over time under the conditions of different degrees of uncertainty. It can simple be defined as the science of money management.

THE NATURE OF FINANCIAL MANAGEMENT

Financial management is that managerial activity which is concerned with planning, acquisition, allocation and control of financial resources of an organization in order to achieve the goals of the organization with minimum financial discomfort and maximum benefits. Chuke E Nwude(2004). It has also been defined:

- As the area of business management devoted to a judicious use of capital and a careful selection of sources of capital in order to enable a business firm to move in the direction of reaching its goals.-J F Bradlery
- As that area or set of administrative function in an organization which relates with arrangement of cash and credit so that the organization

may have the means to carry out its objectives as satisfactorily as possible.-Howard Opton

From the above definitions we can simply say that Financial Management means planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds of the enterprise. It means the application of general management principles to financial resources of an enterprise.

OBJECTIVES OF FINANCIAL MANAGEMENT

- To ensure regular and adequate supply of funds to the organization
- To ensure optimum fund utilization. Once the funds are procured, they should be utilized in maximum possible way at least cost.
- To ensure adequate returns to the shareholders which will depend on earning capacity, market price of shares and expectations of the shareholders.
- To ensure safety of investments, ie funds should be invested in safe ventures so that adequate rate of returns can be achieved.
- To plan a sound capital structure. There should be sound and fair composition of capital so that a balance is maintained between debt and equity capital.

FUNCTIONS OF FINANCIAL MANAGEMENT

1. **Estimation of Capital Requirements**
   A finance manager has to make estimation with regards to capital requirements of the organization. This will depend on expected costs, profits and future programmes and policies of the concern.
2. **Determination of Capital Composition**
   Capital structure has to be determined. This involves short-term and long-term debt equity capital of the company and the additional funds which have to be raised from outside parties.
3. **Choice of Funds**
   - Issue of shares and debentures
   - Loans from banks and other financial institutions
   - Public deposits like bonds.

4. **Investment of Funds**
    - Safety of Funds
    - Return on Investments
5. **Disposal of Surplus**

   The net profit decisions have to be taken
    - Dividend distribution
    - Retained profits
6. **Management of Cash**

   The Finance manager makes decision as to cash management- cash levels to be established and imprest system to be operated.

7. **Financial Control**

   The Finance manager plans and also procures and utilizes the funds. This involves ratio analysis, financial forecasting, cost and profit contribution. It may be necessary to mention some financial statements which include:

i. The Balance Sheet:- A record of the financial situation of an organization on a particular date showing its assets and liabilities.
ii. Income Statement or Profit and Loss Account:- This is a financial statement that gives the operating results of the organization for a specific period usually one year
iii. CashFlow Statement:- This is a financial statement that shows the details of cash movement within a particular period usually one year.

TREASURY MANAGEMENT

All organisations; profit and non-profit oriented, public or private, governmental or non-governmental require the use of cash for its day-to-day operations. It is important to inform you that absolute liquidity does not in itself generate profit or transform the organization, rather its management is no less to the overall attainment of the organizational goals. An institution may survive temporary illiquidity by borrowing,

increasing capital contribution or renegotiating repayment terms, none can survive permanent illiquidity otherwise known as insolvency. The management of the treasury should therefore not be left to chance; rather conscious efforts should be made through planning and control to ensure that the operations of the organization are not stopped by labour unrests, sub-optimal performance and litigation process by creditors.

Treasury Management can be defined as the management of an organisation's holdings with the ultimate goal of managing its liquidity and mitigating its operational, financial and reputational risks. It includes an organization's collections, disbursements, concentrations, investments and funding activities. The underlying principle behind treasury management therefore is to ensure that funds are available for the business of an organisation at all times at the Right Quantity; at the Right time; at the right Place and at the Right Price.

OPERATIONAL TOOLS IN TREASURY MANAGEMENT

1. **The management Process**
   For an effective management of the treasury, planning is a key function. It involves setting the objectives, assessing existing resources and the environment; determining the strategy and then developing a programme of action.
2. **Cash**
   We all know that the underlying principle in treasury management is the ability to assure the institution's management of adequate funds to meet the transactions of the institution at the time required. Cash is money or any negotiable money order or instrument which are available for use by the institution. Money is a means of exchange for commodities or services which is generally acceptable to the community at large and can be legally enforced.
3. **Working Capital**
   This is defined as that part of finance of the organization which is set aside to fund its day to day operations. Where a business is

already in existence, it means the excess of the value of current assets over current liabilities.

4. **All other financial resources**
   This represents the totality of other funds available to the management for its operations.

OBJECTIVES OF TREASURY MANAGEMENT

The main objective of treasury management is to ensure that the organization is always solvent by the management ensuring that there is sufficient funds to meet the financial obligations of the institution. This is achieved by:

a. Ensuring that a reasonable portion of the current assets are in cash or near cash items from time to time; and
b. Ensuring that an acceptable level of cash is maintained at all times.

WHY DO WE HOLD CASH?

(i) Transaction Motive

We hold cash so as to meet the day to day requirements of our homes, companies, organisations and institutions such as food, clothing, raw materials; pay for services rendered etc.

(ii) Precautionary Motive

We also hold cash so as to meet unforeseen circumstances.

(iii) Speculative Motive

Most business organisations, especially those in the stock exchange business hold cash so as to procure liquid assets with a view to making extra profits on increase in prices.

SCOPE OF TREASURY MANAGEMENT

The scope of treasury management varies from one establishment to another. However it includes all or some of the following:-

a) Day to Day Management of Cash

As has already been mentioned, this involves ensuring that there is adequate funds to meet the financial obligations of the establishment.

b) Investing Surplus Funds

Incidentally, the federal government does not encourage the fully funded Ministries, Departments and Agencies to invest in the security market. This may be borne out of the fear of the unstable nature of the economy, corruption and weakness of our currency. In the business organisations, investment is a major aspect of the treasury function.

c) Meeting future financial obligations and contingencies:

Apart from meeting the day to day requirements of cash, the treasurer has to ensure that future obligations are provided for; eg pending litigations, procurement of new technologies etc.

d) Considerations of losses/gains on currency exchange

The fluctuation of the naira is an example- payment of school fees for those on scholarship from N157 to N200.

e) Insurance protection over Cash:

There should be an adequate insurance for cash-in-transit and held in custody. The university at a time had an insurance cover for N5m cash in custody.

f) Maintaining a good relationship with Bankers:
A good relationship solves such problems as prompt payments, easy overdrafts and ease of reconciliation.

g) Management of Pension Schemes:
This may be an additional function if the scheme is being operated by the organization. We of course know that the federal government operates the contributory pension scheme which removes this function from the universities.

BUDGETING AND BUDGETARY CONTROL

Budgeting is the process of transforming a series of programme decisions into operating plans of the institution in financial terms for a period of time usually one year.

The Need for Budgeting

The institution of a sound budgeting process may be seen as the beginning of proper financial control and management. There is no other management tool that can provide the operational direction as a well-planned and meaningful budget. The budgeting process provides a mechanism for the allocation of manpower, facilities and other resources rationally and economically. In the Public Sector, the government budgets are expected to serve as a major macro-economic policy tool. It is through the fiscal and monetary policies components that the lives of individuals, business organisations and various sectors of the economy and the economy as a whole are affected. The government budget can be said to serve four main purposes:

1. It represents an economic document which spells out the policies of government towards promoting economic growth, development, full employment and other goals of government which improve the quality of lives of the populace.
2. It represents a proposed allocation of resources.
3. It serves as a legislative clearance to the executive arm of government to collect and disburse funds.
4. It gives the citizenry an insight into government policy thrust and direction and also acts as a guide to private investment.

THE BUDGET PROCESS IN THE UNIVERSITIES

1. The Vice-Chancellor, at the Management Committee meeting directs the Bursar to issue a Call-Circular to the Deans, Directors, Heads of department and Units to submit their budget estimates for the forth-coming financial year. The financial year of the universities had been 1st July to 30th June until recently when the federal government directed that it should be the same with that of the federal government which is 1st January to 31st December. The Call Circular will indicate the direction the management wants to go in the new year.
2. The estimates from the schools, departments, directorates and units are submitted to the Bursar within the time frame stated in the Call Circular.
3. The Bursar collates the submissions and submits to the Management Committee.
4. The Management Committee, after due considerations convenes the University Estimates Committee. This committee then invites all those concerned to defend their submissions which it then transmits to the Finance and General Purposes Committee of the Council.
5. The Finance and General Purposes Committee which is guided by the needs and philosophy of the university, the National Universities Commission policies and the federal government policy thrusts, will take appropriate decisions. It transmits its decisions to the Governing Council for approval.

6. The Governing Council approves the budget which becomes a working document of the Management

The Relationship between the Budget approved by the Governing Council and the Federal Appropriation Act.

It is important to explain what looks like two budgets being operated by the university in each year. The federal government usually sends out Call Circulars each year requesting all establishments to submit their budget estimates. The university makes its submission along other universities. This budget estimate, after all processes in the Ministry of Finance is presented to the National Assembly for consideration and approval. In recent years, the federal government introduced what they called "envelopes" for the ministries, departments and agencies. This simply specifies the total amount approved for each institution for the year, excluding personnel cost. It is this lump sum that the university now allocates to the various cost centres for the approval of Governing Council.

MODELS OF A BUDGET

1. Zero-Based Budgeting or Priority Based Budgeting

   In not long before now, Public Sector institutions adopted the incremental budgeting approach. Under the system, cost levels are frequently determined by what was spent in the previous year plus a percentage for inflation. This system inhibits change and does not provide the necessary details between need, costs, benefits and the policy thrust of the institution. As a result, a new approach known as the Zero-based budgeting approach or Priority-Based budgeting system was developed.

   The Zero-based budgeting (ZBB) has been defined by the Chartered Institute of Management Accountants (CIMA) as *"a method of budgeting which requires each cost element to be specifically justified, as though the activities to which the budget relates were being undertaken for the first time. Without approval, the budget allowance is zero."* It is interesting to note that the federal

government has directed all ministries, departments and agencies to adopt the ZBB in the preparation of the 2016 budget.

Stages in the implementation of ZBB

a. Determination of the Policy Thrust

The policy thrust is the direction to which the institution wants to go. The policy thrust has it component activities or functions that will assist in the achievement of the goals. The components are evaluated and the details of the anticipated costs and results expressed in terms of tasks to be accomplished and the benefits to be derived.

b. Evaluation and ranking of the components

When all the component activities have been prepared as in (a) above, the management then ranks them in order of priority as will enable it achieve optimal results within the financial resources available to it.

In priotising the components, such questions as;

(i) Does the activity need to be carried out at all? What will be the effect, if any, if it ceased?

(ii) How does the activity-existing or proposed contribute to the university's programmes or objectives?

(iii) What is the current level of provision? Has too much or too little been provided in the past?

(iv) What is the best way to provide the function Have all other alternative possibilities been considered?

(v) How much should the activity cost? Is this expenditure worth the benefits

achieved?

(vi) Is this activity essential or one of those frills?

c. <u>Allocation of Resources</u>

As we all know, there is never a time the resources available to an institution will be enough to meet all its objectives. The management then allocates the resources according to its ranking. It is important to remember that financial resources may be available while the human capital aspect may be lacking. In such cases, the management will take another look at the priority it has set.

ADVANTAGES OF ZERO-BASED BUDGETING SYSTEM

- Properly carried out, it should result in a more efficient allocation of resources to activities and programmes
- It focuses attention on value for money and makes explicit the relationship between the input of resources and the output of benefits.
- It develops a questioning attitude and makes it clear to identify inefficient, obsolete or less cost-effective operations.
- The process leads to greater staff and management knowledge of the operations and activities of the organization and can increase motivation.
- It is a systematic way of challenging the status quo and obliges the organization to examine alternative activities and existing cost behavior pattern and expenditure levels.

DISADVANAGES OF ZERO-BASED BUDGETING SYSTEM

- It is a time consuming process which can generate volumes of paper work especially for the decision package.
- There is considerable management skill required both in drawing up decision packages and for the ranking process. These skills may not exist in the system.
- ZBB is not always acceptable to staff and trade unions who may prefer the status quo and who see the detailed examination of alternatives, costs and benefits as a threat not a challenge.

- There is so much politics in the university system now which makes the ranking method unrealistic.
- It may emphasise short- term benefits to the detriment of long-term programmes that may even be more beneficial to the system.

PROGRAMING PLANNING AND BUDGETING SYSTEM (PPBS)

This is an integrated management system that places emphasis on the use of analysis for programme decision making. It is a theory that is output and objective oriented. It is usually used in government programmes that span over a long period of time, such as the government programme to eliminate malaria within the next ten years. The system also, most times involve many departments if the objective is to be achieved. It requires a sophisticated information system to monitor the progress being made by each of the departments.

ADVANTAGES OF PPBS

a. The process and discussions involved in setting programme objectives clarify policies and strategies and provide the essential framework for realistic operational planning and budgeting.
b. The process of PPBS and the associated operational planning help to co-ordinate the different aspects of the institution and help to avoid sub-optimality.
c. Having strategic programme objectives as the background avoids undue concentration on short-term factors and facilitates those programmes which by their nature have term impact on the organization.
d. Properly carried out, it results in a more efficient allocation of resources to activities and departments.
e. PPBS exposes weaknesses in the institution's information system and forces improvements to be made.

DISADVANTAGES OF PPBS

a. Like the ZBB, it is a time consuming process which can generate volumes of paper work especially for the decision packages.
b. There is considerable management skill required both in drawing up the long-term programmes and for their distribution to the operating entities
c. PPBS may result in infexibility and inability to respond to many changes.

FINANCIAL PROCEDURES IN THE UNIVERSITY SYSTEM

The bursar of the university is the officer primarily charged with the responsibility to manage the university finances. He is the Chief Financial officer of the university and is responsible to the Vice-Chancellor. The whole idea of financial management in the university is guided by the Financial Regulations of the university as approved by the Governing Council. The financial regulations are drawn from the basic accounting and financial principles, the conditions of service of staff of the university as approved by the Council, the federal public service rules and relevant federal government circulars.

It deals with procedures for the preparation of the budget and contract awards; how the accounts and accounting records will be kept, authority limits of officers of the university and who is authorized to collect money on behalf of the university. In our university, it is well specified that only the Vice-Chancellor and the Bursar shall be the signatories to the accounts of the university or whosoever they appoint as their alternates. The financial regulations also specify whether or not the university shall maintain an imprest system and how such will be operated. It gives guidance as to cash-in-transit and cash in custody with the insurable limits.

The main purpose of the financial regulations is to ensure effective internal control of the resources of the university and an efficient accounting system.

Where does the Head of Department come in in all these?

1. The HOD has the responsibility to ensure that he/she submits his/her budget estimates whenever the Call Circular is issued.
2. He/She is to ensure the honest use and retirement of the imprest approved for the department.
3. He/She is not authorized to collect any money or issue any receipt on behalf of the university to anybody.
4. He/She is to authorize expenditure based on the authority limit specified in the financial regulations of the university.
5. The HOD <u>has no authority to open and operate any bank account in the name of the university.</u>

CONCLUSION

I believe that the paper has been able to explain the basic issues concerned in the management of the financial resources of the university. It will also help you to appreciate the position of management whenever the issue of money is discussed.

I thank you for listening.

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TEAM BUILDING AND LEADERSHIP SKILLS FOR HEADS OF DEPARTMENTS IN THE UNIVERSITY SYSTEM

A PAPER PRESENTED AT A THREE-DAY TRAINING WORKSHOP FOR HEADS OF DEPARTMENTS IN THE FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI FROM TUESDAY, MARCH 15 TO THURSDAY, MARCH 17, 2016.

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TEAM BUILDING AND LEADERSHIP SKILLS FOR HEADS OF DEPARTMENTS IN THE UNIVERSITY SYSTEM

BY

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INTRODUCTION

I should begin by commending the vision and wisdom of the University Management under the sixth substantive Vice-Chancellor, Professor Chigozie C. Asiabaka in establishing a for Human Resources Development in the Federal University of Technology, Owerri (FUTO). The unique choice of a sound and seasoned academic in the person of Professor I.S. Iwueze as the pioneer Director of the Centre, together with a nuclear team of committed Administrative Staff, has also provided a solid basis for the effective take-off of the Centre.

As you are aware, the Centre has successfully organized a series of training programmes for various categories and cadres of staff during the past year, and stands ready to do even more in the foreseeable future. In this regard I am grateful to have been invited to participate in this particular training Workshop focusing on “the Fundamentals of Office Administration, Leadership Skills and Effective Communication: Processes and Practices”. Of special interest is the fact that the Workshop is being organized for the Heads of Departments and Departmental Administrative Officers in the University.

In particular, I have been requested to speak on “Team Building and Leadership Skills for Heads of Departments”. This topic in itself underscores the collectivity of purpose and the essence of good governance in the Management of University affairs. It takes account of the essence of team work and efficient leadership in running the affairs of the various Departments in a University. To start with we are reminded of the basic concepts of “Team”, “Leader” and “Head” as applicable to respective functional Units of the University System.

As you know, a “Team” comprises a number of persons playing, operating or functioning together in a co-ordinated fashion, for purposes of accomplishing a common task or better still attaining a common objective or goal. A “Leader” denotes a person who leads, directs, guides and regulates the activities, functions and performance of others in the discharge of a task or for purposes of task accomplishment. As for the term “Head” this refers literarily to the individual holding or occupying the apex position in an organization, agency or outfit, or more specifically in a Department or Unit within an establishment such as ours.

TEAM BUILDING

The concept of team building refers to grooming and cultivating a group of individuals to co-operate and work together for purposes of achieving some target objectives and goals. Examples include Football Team, Research Team Management Team etc. As a rule every member of the team should

be properly sensitized and convinced on the essence, relevance and purpose of the assignment or task at hand and the overall mission. Each member should therefore be submissive to the team and committed to the task and its accomplishment. Based on this we note that proper Team building calls for such fundamental elements as (i) Loyalty (ii) Commitment (iii) Selfless efforts (iv) Collective inputs, (v) Co-operation, and (vi) Co-ordination.

Consequently every member of a Team should be focused on the success of the group/unit, over and above personal or individual advantage or benefit. Furthermore, the vision and mission of a good team is the successful accomplishment of tasks, based on a mutually supportive approach such that members are willing and ready to help see each other through.

For any Organization, Agency, Department or Unit, and indeed for various Associations, Clubs or Societies effective team building starts with the identification of a clear-cut purpose or mission; followed by specific guidelines on the scope and criteria for participation. This defines the basis for inclusion in the team and the possible delineation of roles and anticipated contributions of would - be team members. In setting up a team therefore one is required to define clearly what the aims and objectives of the team are; and the respective areas of contribution(s) required for successful accomplishment of the tasks ahead. It is against this background that the calibre and composition of team members can be based.

Fundamentally also, the Team Leader must be quite knowledgeable about the essence, goals and targets of the organization, agency or enterprise; the scope of activities or operations involved and the cost implications in terms of human, material and financial resources etc. over a specified (or foreseeable) time frame; as is the case with budgeting and project implementation. The reason is because it takes a good, competent and qualified Co-ordinator, Team Leader or Departmental Unit Head to assess and understand the task at hand before proceeding to constitute and groom an efficient team for effective and speedy discharge of the functions of the Unit or Department.

LEADERSHIP SKILLS

The concept of Leadership captures the role of the person (or group) that guide(s) decision-making, or operations in a given organization, Institution, Department or Unit etc. Such person(s) are responsible for giving direction, setting the pace and propelling action and progress, with respect to policy initiatives and implementation, in their respective Units or Departments, Agencies or Organizations. The Leadership therefore determines the scope and pace of performance of their followers, and are responsible for the success or failure of their Units or Organizations in the discharge of the tasks assigned to them

Leadership skills therefore derive from the ability, competence and dexterity of each Leader in providing guidance and direction for the followers, for the positive attainment of the aims, objectives and targets of

the establishment or organization. In doing so, the Leadership should be seen to foster and regulate functions of the Unit or Establishment in keeping with laid down rules and operational guidelines. As a rule, the essential elements of good leadership rest on such time-tested principles as honesty and transparency, integrity and accountability; equity and fairness. Contemporary elements such as parity, inclusiveness, and time consciousness are also of great essence in assessing Leadership skills.

Against this background, evolutionary stages in Organizational Leadership and Entrepreneurial Management had for many years emphasized the need for such practices as “Leadership by Example” and “Management by Objectives”. These two approaches canvass the need for a Leader to be above board, through setting positive examples worthy of emulation by their followers. In addition, Leaders should endeavor to manage and guide the affairs of their respective establishments, enterprises or Departments in a purpose-oriented manner to meet the aims and objectives of the respective Organizations and agencies. In each case, the success or otherwise of any Leadership derives from its ability to guide or direct well, command respect and enjoy the confidence, trust and support of the followers.

HEADSHIP AND ADMINISTRATION OF DEPARTMENTS/UNITS

As you are aware, Departments and Units in the University System are headed by individuals appointed by Management to superintend or oversee the affairs of such arms or units of the Institution. Persons so appointed are

deemed to be suitably qualified and sufficiently senior in the hierarchy of Staff available to the respective Departments/Units. The respective Appointees are responsible for the day-to-day management of their Departments or Units; and they are answerable to the University Management for the success or failure of their respective Departments or Units in the discharge of their assigned roles. This applies to Heads of both Academic Departments and those of Administrative/Non-academic Departments; inclusive of Departmental and School/Faculty Administrative Officers.

Each Head of Department, Administrative Officer or Co-ordinator of Unit is charged with Leadership responsibilities as clearly defined in their respective letters of Appointment and the Academic regulations, for Heads of Academic Departments; and in the Handbook of Administrative Procedures, for Co-ordinators and Heads of Non-Academic Departments/Units. For example, Heads of Academic Departments are required, among other things, to:

- Provide Academic and Administrative Leadership in their respective Departments;
- Ensure that Departmental functions and operations do comply with University Regulations
- Harness, manage and regulate Departmental Resources (Human/material/financial etc) and provide necessary facilities

- Organize, promote and co-ordinate Departmental Academic Programmes and Research in keeping with Approved University Guidelines
- Oversee Staff and Students' welfare, development and discipline;
- Undertake any other functions as may be assigned by the University Management.

The respective Heads of Administrative Units and Non-Academic Departments/Units are required, among other things, to:

- Organize, regulate and co-ordinate the functions of their respective Departments or units in keeping with their duty schedules,
- Ensure prompt, timely and efficient discharge of their respective Departmental or Unit functions
- Harness, manage and regulate resources available to the Department/Unit (inclusive of imprests etc);
- Co-ordinate and oversee the welfare, deployment and discipline of staff in their Departments/Units
- Undertake any other functions as may be assigned by the University Management, or Head of Department/Dean in the case of Departmental/School/Administrative Officers.

Outside the above, Heads of Departments and Co-ordinators of Units, whether Academic, Administrative or Non-Academic are required and enjoined to comply with the following fundamental Principles in the Management of affairs of their respective Departments/Units:

- Punctuality, steadfastness and duty diligence
- Loyalty, commitment and duty consciousness

- Honesty, transparency and accountability
- Equity and fairness in dealing with staff, students and others
- Integrity and uprightness.

You will agree that any Head of Department, or Unit Co-ordinator or Administrator who complies with the foregoing guidelines and is seen to be ethically and morally sound, is sure to command the respect and voluntary followership of his or her staff and this is sure to reflect in their motivation, and Co-operation and of course on the overall performance of the Department/Unit

MODALITIES FOR TEAM BUILDING AND POSITIVE DEPARTMENTAL/UNIT LEADERSHIP

In applying the concepts of Team building and Leadership Skills to the Management of Departmental or Unit Affairs, certain principles and measures have to be called into play. Among these are the following:

- Heads of Departments, Administrative Officers and Unit Co-ordinators need to understand well their roles and responsibilities, taking account of the nature of their respective Departments/Units plus the scope of functions and the expectations/challenges involved.

- Each Head of Department/Unit should carefully consider and assess available Staff composition and provide clearly defined duty schedules for the respective Staff. In doing so, effective Staff

deployments should be emphasized, to help service the needs of the Department/Unit adequately.

- Regular Staff Meetings, Consultations and Orientation Seminars should be arranged to help assess progress of work and monitor performance of individual Staff, plus the overall achievements of the Department/Unit, e.g on monthly or quarterly basis.

- For sake of staff motivation, confidence building and steady encouragement, Heads of Departments/Units should cultivate close interpersonal relationships with their Staff, including periodic individual interactions and consultations, they should also show keen interest in their personal lives and career progression.

- As much as possible, every effort should be made to promote team spirit in each Department/Unit through collective involvement of staff in handling of Departmental Unit and tasks. This can be fostered through strategic involvement of staff in shared functions and responsibilities.

- As a boost for cultivating Team spirit and enhancing productivity, Heads of Departments, Administrators and Unit Co-ordinators should endeavor to set time frames, and clear-cut schedules targets and time-lines for various assignments

- As a follow-up to the above, Departmental/Unit Heads should provide opportunities for periodic stock-talking and appraisal of performance (e.g on monthly/quarterly basis or after each major project or task). This will go a long way in fostering team spirit in the Departmental or Unit.

- As a rule, Staff who perform very well in their duties and those showing outstanding contributions and initiatives should earn due commendation and preferential recommendations for promotion. This should serve as motivation for hard work and productivity.

- Heads of Departments and Co-ordinators of Administrative Units should as much as possible cultivate the habit of Administrative disbursing or sharing functions to involve as many staff as possible in decision in making and project execution. This will help to make Departmental or Unit tasks lighter and easier. It also allows for shared responsibility to accomplish as is the case with the use of Committees and the Committee System in Universities and other establishments.

- As part of their basic responsibilities, Heads of Departments, Administrators and Co-ordinators of Units should as much as possible promote, protect and champion the interests of their staff, to earn their trust and confidence. They should also be responsible for the monitoring, assessment and discipline of the respective staff.

CONCLUSION

In conclusion, there is no gainsaying the fact that Team-building and collective efforts are essential ingredients in the efficient and effective Management of Departments and Units in the University system. This approach ensures not only the support and co-operation of available staff; but also enhances trust and mutual confidence between Leaders and their followers.

The result is improved performance and greater cost effectiveness and productivity. Staff also derive greater job satisfaction as they feel wanted and their efforts duly appreciated; Hence they can voluntarily give of their best in the performance of their duties, even with minimal supervision.

In return, Heads of Departments and Co-ordinators of Units stand a good chance of maximizing efforts and benefits, while minimizing overall costs and wastes in their respective Departments and Units. It is therefore important to embrace strategic and tactful application of time-tested Principles of Administration, based on good Leadership skills and effective Communication. All Heads of Departments and Co-ordinators are accordingly enjoined to subscribe to this approach.

Thank you

Professor Moses O. E. Iwuala

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