



TLIU LIGHTTRAYS



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Special Issue

Partnering in Tertiary Education for Human Resource Development

Introduction

Bevis F. Peters, Director, TLIU



In April 2005, the UWI (TLI Unit) embarked upon a comprehensive planning initiative for the region's tertiary education sector. The process which commenced in Jamaica (April 25-27, 2005) was essentially a National Consultation convened to promote meaningful

dialogue and gather information and opinions about the human resource needs of the country and the possible responses of the tertiary sector, both from a national and regional perspective.

As part of the "Partnering" we included focus groups and a panel discussion in which some of the key stakeholders - employers, students, representatives of The University of the West Indies and other Tertiary Level Institutions shared their expertise and knowledge in the quest for a more integrated tertiary level infrastructure (national and regional).

Having addressed such contemporary issues and concerns such as access, quality, certification, student mobility, institutional building and inter-institutional collaboration, the consensus was that this important national and regional resource (the tertiary sector) should be enabled to reposition itself. Further, its transformatory role within individual countries and within CARICOM as a whole, should be supported and sustained.

The TLI Unit is especially pleased at this time to include in this Special Issue of Lightrays, four papers that were part of the Panel Discussion, along with the Vice Chancellor's Address delivered at the Closing Ceremonies of the Consultation. This is considered part of the process of the evolution of a human development strategy for the CARICOM region. □



A section of the audience listening intently to the Panel Discussion at the Jamaica Pegasus Hotel, April 27, 2005.

TABLE OF CONTENTS

| | <i>Page</i> |
|--|-------------|
| <i>Introduction.....</i> | <i>1</i> |
| <i>Overview.....</i> | <i>2</i> |
| <i>Address - Professor E. Nigel Harris Vice-Chancellor, UWI.....</i> | <i>4</i> |
| <i>Panel Presentations:</i> | |
| <ul style="list-style-type: none"> ❑ <i>Audrey Hinchcliffe President, Jamaica Employers’ Federation (JEF).....</i> | <i>7</i> |
| <ul style="list-style-type: none"> ❑ <i>Beverley Lopez President, Private Sector Organisation of Jamaica (PSOJ).....</i> | <i>9</i> |
| <ul style="list-style-type: none"> ❑ <i>Karl Williams Marketing Manager, Jamaica Association for Training & Development (JATAD).....</i> | <i>12</i> |
| <ul style="list-style-type: none"> ❑ <i>PVC Lawrence Carrington Pro-Vice-Chancellor & Chairman, UWI Board for Non-Campus Countries & Distance Education</i> | <i>14</i> |

OVERVIEW **JEANETTE GRANT-WOODHAM** **SENIOR PROGRAMME OFFICER** **&** **NIGEL BRISSETT** **ADMINISTRATIVE OFFICER** **TLIU**



The panel discussion entitled, “Partnering in Tertiary Education for Human Resource Development,” formed a central part of Workshop I in the project, *Assessing the Human Resource Needs of CARICOM Countries,*



Planning the Tertiary Education Sector Response.”

The panel discussion provided the opportunity for a diverse and representative group of national development stakeholders to present their views on the merits of partnerships in

advancing and improving the role of tertiary education in national development. The panel consisted of representatives of the employers’ federations, private sector organizations, training and human resource development associations, teachers’ training colleges, teachers’ association and the UWI. This diversity also characterizes the opinions, philosophies and proposals of the presentations which, however, are unified in their commitment to partnerships.

The presentation by **Audrey Hinchliffe**, President of the Jamaica Employers Federation (JEF), identifies the importance of education for the advancement of both the individual and enterprise. This, she says, requires partnership between the academe and the world of business. She maintains that while there are structured collaborations in some educational areas, there is a clear disconnect in others, resulting in potentially significant expertise being underdeveloped or inappropriately utilized. Mrs. Hinchliffe's presentation suggests ways that partnerships can enhance the tertiary education experience, for example by the inclusion of practitioners on academic boards, and student-attachment to work-world institutions and through greater collaboration with JEF in developing and delivering training programmes.

In her presentation, **Beverly Lopez**, President of the Private Sector Organisation of Jamaica (PSOJ), also emphasizes the importance of the synergy between the academe and the "real world" in designing educational programmes and outcomes. In this regard, she highlights several initiatives on which the PSOJ members currently collaborate with the educational system, some of which have resulted in significant monetary commitments to education-related institutions and projects. She also emphasizes the work of the Education Committee of the PSOJ in its mission to influence education policy, including its contribution to the recently completed national Education Task Force Report. As possible partnerships for development, she suggests significant roles that alumni associations can play in supporting schools both materially and through mentorship programmes. Critically too, she highlights the importance of inter-institutional collaboration among tertiary level institutions themselves.

The presentation by **Karl Williams**, Jamaica Association for Training and Development (JATAD), is premised on the principle that the national education and training system supplies to the nation individuals with specific qualities who have a commitment to excellence. He bemoans, however, that very rarely do graduates enter the world of work with the combination of all these central qualities due to economic realities and changing modes of programme delivery. He also observes that education outside the classroom is increasingly proving to be more effective than the formal system. Consequently, he maintains, it is primarily through partnerships that the best balance between the formal and informal systems can work. In light of this he mentions the importance of mentorship and internships as critical forms of partnership. Mr. Williams also highlights efforts to regionalize human development initiatives through the formation of a Human Resource Management Association of the Caribbean.

Professor Lawrence Carrington, Pro-Vice Chancellor, UWI, recognizes the responsibility of the UWI to serve the Caribbean peoples, but also the increasing importance of the role of indigenous institutions individually and, increasingly, in partnerships among themselves and other social institutions. He maintains that such partnerships must transcend the now outmoded role-assignment strategy, to embrace the more philosophical approach of a shared vision of a "desirable operational future." He points out, significantly, that private sector support of the educational system is critical and should be based primarily on the recognition of the inter-dependence of the two sectors. Ultimately, he states, various stakeholders in development planning must engage in continuous interaction, dialogue and

evaluation for meaningful tertiary education planning that will yield desired results.

All the presenters highlight the importance of partnerships and collaborations among various stakeholders for human resource development and institutional strengthening. Their commitment to partnerships is referenced by their current collaborations and suggestions for further approaches. The diversity of these opinions and proposals provides for very stimulating and results-oriented deliberations. □



Professor Elsa Leo-Ryhnies, Pro-Vice-Chancellor, Office of the Board for Undergraduate Studies, UWI & Discussant of the Panel Discussion addressing the audience.

Other members of the Panel from L-R are: Dr. Vivienne Roberts, Senior Programme Officer, TLI Unit & Moderator of Panel Discussion, Professor Lawrence Carrington, Pro-Vice Chancellor & Chairman, Board for Non-Campus Countries & Distance Education, Ms. Audrey Hinchcliffe, President, Jamaica Employers' Federation (JEF) and Ms. Beverley Lopez, President, Private Sector Organisation of Jamaica (PSOJ).

**PROFESSOR E. NIGEL HARRIS
VICE-CHANCELLOR, UWI**



I wish to start by thanking Dr. Bevis Peters and colleagues for providing me with the opportunity to participate in this workshop and to share some of my thoughts with you.

I welcome this workshop very much because it promises to achieve something I myself want to see done, namely, initiating a structured process to determine the distribution of human resource needs in English Speaking Caribbean countries for the next few decades.

I applaud the engagement and inclusion in this process of the stakeholders from outside the UWI, since our university will need to link with the same stakeholders, namely, students, leaders of private and public sectors, and heads of tertiary level institutions to define and then mobilize the relevant constituencies and necessary finances to meet the human resource needs of our countries. This two-day workshop has been billed as a first step in that more extensive process. After hearing this afternoon's discussion, I believe that process has truly begun.

As a recent returnee to the Caribbean, it is abundantly clear to me that our policy makers and leaders in other sectors of our societies are profoundly aware of the value of tertiary education in enabling sustained development and greater competitiveness of our countries in what popular jargon calls a "globalised world". There is ample evidence to suggest that the more knowledgeable and educated a country's population, the more competitive

the society. Knowledge, creativity and innovation have become commodities more precious than a country's natural resources or the presence of large industrial plants.

While a knowledgeable population in and of itself brings value, the distribution of the knowledge and skill set of the population must also be important. If all the university educated people in a society are physicists, or all are graphic artists, or social workers, then it is likely that the society will not be competitive, since it lacks the rich diversity of knowledge and skills necessary for comprehensive growth, innovation and entrepreneurship. (God forbid, can you imagine a country with only physicists and mathematicians?). While our countries in the region are not faced with the extreme scenarios I just depicted, it is evident that the distribution of knowledge and skill sets are probably not ideal to achieve the competitiveness and sustained development we wish. For example, a broad survey of students enrolled on the main campuses of The University of the West Indies suggests that there is an overwhelming preponderance of students registered in the social sciences and humanities, while there is a relative dearth of students in the sciences and technology. There is good evidence that countries experiencing most robust growth today have relatively high numbers of scientists, both basic and applied, and technologists. For example the up and coming giants in China, Belize and India are believed to have reached their level of competitiveness because they invested heavily in sciences and technology. Given our current distribution of students enrolled in tertiary learning institutes, it is likely that huge gaps in knowledge and skills exist in science, technology and many other areas relevant to our region's growth. Hence, it is important that we engage in planning exercises such

as conducted in this workshop.

Once needs are defined, we shall need to mobilise with relevant teaching, public and private institutions to meet those needs.

Recognising the importance of a post secondary education in achieving development, UWI and other publicly funded Tertiary Learning Institutions in Jamaica, Barbados, and Trinidad, have increased student enrollment considerably. But, I am concerned that access remains limited for many young people in smaller countries in our region. Traditionally, the UWI has been the primary institution charged with enabling access to a university education for students of these countries. This service has been provided by admitting some students to one of the UWI's three main campuses or by distance education or by articulation agreements with community colleges enabling the latter to give degree programmes. Lack of funds to send sufficient number of students to one of our three main campuses, limitations in numbers of courses that can be provided by distance, lack of capacity to provide degree programmes in the community colleges as well as less than adequate library resources in those countries have all conspired to make access to tertiary education less than ideal. Even for those who gain access, there is a question as to whether the distribution of educational opportunity and skills they receive will meet the needs of their country. Nothing is wrong with these disciplines such as business, computer science and so on that students flock to these days, but overwhelming numbers of students in two or three programmes inevitably will create gaps elsewhere.

In truth, the gap in access to tertiary education is being met in several ways in the smaller countries. For example, North

American Institutions are “coming a calling” in droves for competitive students of colour. They have taken to recruiting Caribbean students as opposed to recruiting black American students from their inner cities. While their motives may be pure, the more suspicious among us would say these schools are recruiting Caribbean students so they can meet US Federal guidelines for percentage minority enrollment. By coming to the Caribbean they can often get black female students who are likely to graduate – they get three points for one student! In addition, while some universities and colleges recruiting these students are highly reputable, there are some that are questionable. Whether these students go to a reputable or questionable institution, the likelihood of them returning to the Caribbean is questionable – I know from experience that once one is settled in the USA it is very difficult indeed to leave. Hence, our students may get the tertiary education but it invariably will not benefit us. The cynical say that we shall benefit from remittances, but getting remittances cannot compete with knowledge capital present in the real article – the graduate contributing to our society. Large numbers of international universities are also beaming in education programmes to students in the region. These courses are provided in relatively narrow programmatic areas (business administration, and computer science). Matriculation requirements and the quality of education are sometimes questionable.

Providing a tertiary education which has a Caribbean focus, which seeks to preserve our identity and values, which educates and trains people in disciplines that meet the comprehensive needs of our societies for sustained development is a goal that all in our society should demand – no international trader in education or university services from

outside our region can meet our needs. Only regionally funded and supported public and private institutions can provide the comprehensive quality education relevant to our needs.

I must note that getting a tertiary education need not be all degree programmes. In the USA, while the level of individuals with post secondary education may be as high as 60%, and about one quarter to one-third are bachelor’s degree programmes – the most are associate degrees and certification courses.

There are three more points that I wish to raise briefly.

The first is that when addressing the question of Tertiary education needs, we must consider postgraduate education. The UWI has introduced numerous Taught Masters Degree Programmes in a broad array of areas. These can be significant contributors to professional and personal development needs of individuals in our society and they can fill specific knowledge and skill gaps in public and private sectors of our countries. A second aspect of graduate education that requires attention is research degrees. Invariably creativity in many fields comes from individuals with postgraduate education - it is certainly true of the sciences.

I also believe that as we consider our needs, it is important to explore every opportunity for students to get “hands on”, “practical experience” in work place and community settings. If our students are truly going to become problem solvers, analytical thinkers and armed with practical work experience, then some of their learning must take place in the real, “rough and tumble” world of the workplace. One does not only have to look at opportunities in the country in which the student resides, but some of these

experiences can occur in other Caribbean countries. This strategy may fill knowledge and skill gaps that are missing in smaller countries and it will help promote Caribbean integration.

My final point is that we cannot only educate and train students to be employees. If our societies are to develop and become truly competitive, we have got to expand our business enterprises and increase wealth producing endeavours. What exists currently is inadequate. Our education system must encourage entrepreneurship, creativity and innovation.

In closing, let me express the hope that we are going to go well beyond today's exercise. Our region is drowning in thoughtful white papers and excellent speeches, but action is sometimes lacking. Given the energy and commitment of the organizers of this conference and based on my discussions with participants, I am hopeful that this effort will yield meaningful action and result.

Thank you. □



A member of the audience making a comment during the Panel Discussion.

**AUDREY HINCHCLIFFE
PRESIDENT, JAMAICA
EMPLOYERS' FEDERATION
(JEF)**



Vice Chancellor Professor Harris, other officers of UWI and other institutions, Facilitators, Mrs. Roberts, Dr. Morgan, Discussant, Professor Leo-Rhynie, distinguished members of the panel, participants. I am deeply honoured and grateful for the opportunity to represent employers (those wicked people from the evil empire) among this distinguished panel of presenters. Thanks to Mrs. Grant-Woodham and her team from the Tertiary Level Institutions Unit for the invitation.

The subject "Partnering in Tertiary Education Human Resources Development" raises a number of issues that I would consider crucial for consideration. To place these issues in context, allow me to reflect a little on the system.

The pursuit of education and training is a given for all well thinking persons. We hardly ever question why but we almost always agree that we should educate ourselves. In the distant past, education was not only a means of increasing one's understanding of the world but also a privilege enjoyed by only a few. Those who could read or write were the elite of the society. Gradually, opportunities opened up to the masses and today, it is theoretically open to all in our society at least at the lower levels, notwithstanding the barriers that prevent many from utilising all the educational opportunities that are available.

Now that education is taken-for-granted, it is being increasingly put under the microscope to determine how it might be more relevant to the direct beneficiaries and the wider society. In developed societies, it has been linked to the technological and economic advancement of countries. Japan for example, is believed to have advanced to the extent that it has in the last century because of the emphasis that was placed on education in that

country. Similarly, the birth of the Industrial Revolution was precipitated by increased learning that drove the development of advanced technology.

Today, while the educational system is believed to have been one of the engines that has driven the advancement of the developed countries, and which spurred the development of enterprise in these countries, the system in turn, is now being driven by enterprise which feeds into the educational training system by various means. For example, universities are hiring retired industry practitioners to bring industry experience into the classroom and using them also as Guest Lecturers. University lecturers in turn enter into attachments in industry in order to keep abreast of industry practice. Also industry persons being placed in University programmes: example Mable Tenn and Jimmy Moss-Solomon from Grace Kennedy to Mona Institute of Business. Students outside of traditional professions such as law and medicine, do internships in industry to aid in their preparedness for the workplace.

This has given new meaning to the system and it is now expected that one of the primary objectives to be met by the education/training system, is the preparation of beneficiaries to meet the requirements of the workplace, including reducing snobbery of certain industries. Without this emphasis, education, for all its inherent virtues, would be regarded as little more than an indulgence reserved for the idle rich.

So then we see that education must be regarded as an engine for the advancement of both the individual and the enterprise. The question is what is the situation with respect to our society?

While there is some degree of collaboration between the world of business and our universities, the breadth and depth of this collaboration has not been sufficient to have serious impact on the offerings of our universities. Some departments such as Law, Social Work, Education and Medicine include practical experience in their curriculum. Most other departments do not. So Natural Science graduates, for example, mainly become teachers or switch their speciality to go into areas such as sales or management because they find few job opportunities for utilising their learning in the

sciences. Thus individuals who could be undertaking research to improve production processes are engaged in activities such as sales of pharmaceuticals.

Most businesses demand experienced workers and this further compounds the problem. This could change, if there were closer collaboration between employers and educational institutions. Practitioners in business could increase the extent to which they sit with academic boards to ensure synergy between academic programmes and employer needs. Final year students could serve attachments to institutions that are likely to be able to utilise their area of learning. In this regard, some companies such as Red Stripe are offering an internship programme for young graduates. Grace Kennedy & Company's Cadet and Accelerated Development Programmes offer six months to one-year rotation throughout the company. Most are offered employment upon completion.

While some schools already do this, more of them should invite individuals from a wide spectrum of business and occupational areas to come into the schools and speak to students about the academic and attitudinal requirements for various business and occupational groupings. Many companies sponsor ongoing training programmes to enhance the skills of their employees.

The Jamaica Employers' Federation also delivers an annual schedule of training to assist employers and is in the process of strengthening its training capacity through institutionalisation of its programmes and alignment with existing accredited training institutions. Tertiary level institutions could examine how they might collaborate with organisations such as JEF, which has the pulse of employers, in the development and delivery of educational/training programmes. They could also solicit the inputs of business enterprises to see how they may be able to facilitate their educational/training needs through the delivery of tailor made programmes. In other words JEF could serve as a "clearing house" between tertiary institutions and employers for some clearly defined programmes, for example the link with HEART/NTA. Regionally, JEF is a member of the Caribbean Employers Confederation, IOE and of course employers

representative at the ILO. Of course there are impediments to the achievement of these ends. Some of these are as follows.

Firstly, our educational system, especially at the tertiary level, on which I am placing my focus, has traditionally tended to place very little emphasis on workplace relevance and much on academic achievement. While it is essential to maintain academic relevance, the neglect of workplace issues in the development of academic programmes as earlier discussed, has created a gap between graduating students of our tertiary institutions and employment.

The second is that many enterprises that employ individuals who are skilled at their core area of work but require educational improvement in order to advance or to broaden the scope of their jobs, cannot afford to release the workers for day classes. This applies in cases where highly specialised skills are needed or where the enterprise cannot afford to hire a replacement when a worker is released for study or other purposes.

A third and final issue relates to the area of internships. The issue is that some companies, particularly smaller ones, are unable to provide the supervisory skills required for mentoring a university student who might wish to do an attachment with them. This might be because they do not have personnel trained to undertake this type of supervision or because they are unable to afford to give time to a qualified person to accommodate the required supervision.

All of these issues may be resolved by a collaborative effort between industry and the educational/training system. The important thing is that the dialogue, although already in progress in some instances, needs to deepen and widen. It needs more structure and continuity and should result in the creation of the types of programmes that will enable graduates to be more work ready and employers to be more receptive of new graduates.

In conclusion I regard this forum as a good platform on which the collaborative effort might begin. I hope that it will result in the sort of synergy that will propel our enterprises and educational system into the 21st century. □

**BEVERLEY LOPEZ
PRESIDENT, PRIVATE SECTOR
ORGANISATION OF JAMAICA
(PSOJ)**



Dr. Henley Morgan,
Dr. Vivienne Roberts,
Professor Elsa Leo-
Rhynie, University and
TLI personnel,
association and
g o v e r n m e n t
representatives, other
distinguished ladies and

gentlemen, good afternoon.

Let me first thank you for inviting me to share with you today. I also wish to congratulate the Tertiary Level Institutions Unit for choosing the theme “Partnering in Tertiary Education for Human Resources Development”. It is both encouraging and appropriate that you have selected a ‘partnership’ theme. This is in keeping with the current approach being used, certainly in the private sector, as we believe that for us to succeed in national development, fostering partnerships between sectors is pivotal.

The theme and objectives outlined provides an excellent opportunity to examine existing linkages between our important stakeholders and to focus on strategies to advance regional development through tertiary education.

The role of this workshop is critical in disseminating ideas and positions in support of tertiary education partnerships. I am impressed with the effort that has been made to seek the views of a wide variety of stakeholders, and I feel sure that you will all agree that open discussion and collaboration are essentials in strengthening relationships.

Ladies and gentlemen, the imperatives of globalisation are dictating that we find new and creative ways to grow our economy. I submit that we need to be very clear about the quality of education we are offering and the education outcomes which are being sought. Let me commend the TLI Unit for conducting this human development needs survey and to encourage more of this type of research. We must ensure that the needs of our region are reflected and being met through the educational programmes being offered and that our institutions are positioned as centers of influence and excellence.

It can be said that our future will be defined by the output of many of the students now being trained in our tertiary institutions. The principal goal of education in the schools should be to produce men and women who are creative, inventive and discoverers, who can be critical and are able to verify, and not accept everything they are offered. They are the ones who will solve many of the business, social and environmental problems with which we are grappling today.

We, in the Private Sector Organisation of Jamaica, are at one with you in this task of developing the capacity and analytical skills that will help drive our economy, strengthen civil society and provide effective political leadership.

Partnerships are being built between the private sector and tertiary institutions, however, there is room for so much more to be accomplished. One example of the commitment of the PSOJ to contribute to the national effort to upgrade our educational system is reflected in the work of the Education Committee of the PSOJ.

The vision of this committee is the development of an Education System to facilitate young people optimizing their

potential, achieving self actualization, and becoming productive citizens of Jamaica and the global community. This committee works to influence and monitor educational policy and legislative issues and to recommend strategies to enhance the delivery of educational services in Jamaica. They represent the PSOJ on a number of national education committees, including the committee which produced the Education Task Force Report. The PSOJ Education Committee has also implemented a private sector-high school mentorship programme to promote the transfer of managerial and leadership skills from the private sector to senior high school administrators.

Private sector entities continue to make impressive contributions to education by providing funding for programmes, foundations and research projects. Some of these I want to highlight include Grace Kennedy, the Bank of Nova Scotia and as you know, last year, the National Commercial Bank has pledged to contribute US\$1 million to the Technology Innovation Centre for technology start-ups. The Jamaica Bankers' Association, a member of the consolidated secretariat of the PSOJ, recently agreed to provide 1.5 Billion Jamaican dollars to the Students Loan Bureau for on-lending to students.

Strong partnerships already exist among the nation's players. Such partnerships can be compared to the different sections of a house. Let us examine the house. The students are the roof of the house, supported by the teachers who form the walls. Their education will provide them with a window on the world and its opportunities. The leadership of schools is the foundation, and the Government, through the Ministry of Education, provides the support. It is clear from this illustration that the walls, foundation and support systems are all there

to sustain the roof – and it is therefore important to arrive at sound policies to see this process through collaboration again! I would like to suggest that a regular schedule of certification of all teachers and continuous training and upgrading must be instituted. In order to build a great education system, we not only need to recruit and reward great teachers, we must invest in the development of our teachers and the institutions in which they are grown. I raise this matter because in all the discussions about tertiary education, we tend to ignore the importance of upgrading our current teachers as well as preparing the next generation of teachers. In terms of resources, one gets the feeling that our teachers' colleges are left behind, almost like a poor-cousin.

What of alumni associations? They are a wealthy resource for our academic institutions. Many of them proudly support their schools with donations, but is there more that they could do, say in areas of mentoring? Could they provide a pool of experts as guest lecturers or motivational speakers? I know many persons would say that this is happening, however, can we promote alumni support on a larger scale?

I also want us to consider the traction that could be gained from institutions supporting each other more. The stronger schools can help to strengthen the weaker ones and such collaboration could take place at all levels – teaching, research, administration. For instance, I understand that there is a shortage of good math tutors. Why couldn't a school which has the services of an excellent teacher share these skills with other institutions, thus strengthening the overall cadre of the teaching pool. This could result in a future where we will be sharing ideas and resources and where the weak will stand on the shoulders of the strong.

We know that the Private Sector has a crucial role to play! We are the creators and producers of goods and services and we have to continue to be the risk takers.

The private sector can provide useful exposure to the working world to provide our graduates with the leading edge in a world to be increasingly defined by agreements such as the CSME, WTO and the FTAA. Just imagine if more tertiary level students were provided with the opportunity to receive three-month to one year internships in business firms. If firms in specific sectors could be requested to offer such internships to those students with relevant skills and knowledge, I can see infinite benefits for both parties. The organisation receives young, bright, creative minds on an ongoing basis and the students will gain invaluable work experience, contacts and a wonderful start on their career path.

Through such partnerships, I hope we can win the hearts and influence the minds of future generations, because I am confident that combining our graduates' education and knowledge with business experience will create a powerful fillip to drive our country forward.

It is clear that national development requires movements on a variety of fronts, including the political, economic and social. Through job creation and employment, the private sector is working to build our region and we invite everyone to take his and her place in constructing each structure, block by block. We must be especially aware of the significance of the CSME to the development of our region and the opportunities it will provide for our citizens. The CSME will allow our region the prospect of escaping from the constraints imposed on us by small land,

Continued on page 14

**KARL WILLIAMS
MARKETING MANAGER
JAMAICA ASSOCIATION FOR
TRAINING & DEVELOPMENT
(JATAD)**



Peter Drucker, the renowned management thinker and writer says, "There is nothing more inefficient as doing efficiently what should not be done at all." Human resource needs assessment will ensure

that we do effectively and efficiently that which needs to be done.

Congratulations to the organisers for this workshop - feedback is that it has been first rate.

A truism of our time is that tertiary institutions must prepare work ready graduates that possess the required academic qualifications supported by the technical know how in order to succeed in today's fast paced, competitive work environment.

These graduates must then be placed in positions where they can perform and realise their full potential. This essentially is the goal of human resource management and so the need for partnering is a real one. The Jamaica Association for Training and Development (JATAD), Jamaica's premier human resource association, is excited and stands ready to partner with all stakeholders in achieving this goal.

Where do we begin? Let's examine the education process as a natural first step.

For the majority of us, the principal pathway to development is education; education is the theoretical side of the whole development. It is important because it provides the tools for skills development which is one of our most urgent needs in Jamaica today.

Our education and training system must supply the world demand for a more assertive, educated, skilled and competent worker who can perform at a consistently exceptional level and produces results of the highest quality standard.

To do so, the education system, principally the Tertiary institutions, must produce a more sophisticated employee who has the knowledge, attitude, skill and habits necessary to succeed. Very often graduates turn up at workplaces with one or two of these success factors in place, the knowledge and skills, or the knowledge and attitude but rarely balancing all four factors.

In regard to performance management, that is the various ways that management uses to control, guide and improve the performance of employees, these tools should be emphasised during the learning years for the realisation of the importance of performance to one's success.

With children, the focus is on potential; with adults it is performance that matters. A respected CEO puts it this way, "if you and I are not friends and you perform - no problem, if you and I are friends and you don't perform, then we have a problem".

The whole matter of planning, managing, evaluating and rewarding performance must be taught and learnt before graduates enter the work world. A concern that I have noted is with bigger class sizes and distance learning; tutorials are being reduced, that

means there are fewer opportunities for providing feedback, coaching and evaluating and these are important workplace issues; the result is that students enter organisations not as prepared as they should be.

And so I would encourage tertiary institutions to be always refreshing themselves as to the curriculum and the delivery of success factors for the workplace.

It is unfortunate that the education outside the classroom often proves to be more important than the formal system. This gap needs to be closed and it can be closed, or more accurately, significantly closed through partnering.

Speaking specifically to the students in the audience, HRM as defined by Dessler is “the process of coordinating policies and practices that are geared towards sourcing, selecting, developing, evaluating and compensating employees in a manner that their behaviours support organisation goal achievement”.

And so, HR managers are interested in knowing that the skills that you bring to their organisation will fuel growth and accomplishment; seven of these skills are:

1. Performance driven/results orientated.
2. Ability to communicate effectively.
3. Integrity
4. Ability to obtain information.
5. High tolerance level.
6. Be trainable.
7. Emotional maturity and sociability.

It is said that “anything less than a conscious commitment to excellence is an unconscious commitment to mediocrity”.

How do we make it happen?

There are several ways in which we can commence partnership. Firstly, through Mentorship. JATAD is establishing a mentorship programme in collaboration with the UWI Career Services. We are advanced and when we roll out the programme it will ensure that students are moulded in the requisite success factors. They will leave this programme better prepared for workplaces as well as having a coach to assist them with the early transitional issues that invariable arise.

Secondly, Internship programmes can be established and facilitated through our membership. Several of our corporate members already offer internships, however the programme can be strengthened to provide more students with these opportunities.

Essentially both programmes will provide a “bird’s eye” view of what it takes to win prior to leaving university. Students please note that higher education is a route to somewhere rather than a natural step towards development and organisational success.

Finally, I would like to inform you of a very important initiative that will assist further with partnership attempts.

A working group comprised of JATAD, HRMATT, the Human Resource Management Association of Trinidad and Tobago and HRMAB, the Human Resource Management Association of Barbados is intent on creating a Caribbean region-wide human resource organization, HRMAC, the Human Resource

Management Association of the Caribbean, to support employers, employees and tertiary institutions in leveraging the expertise, resources and information that currently reside in the human resource professionals and practitioners across the region.

This working group is formed to begin to address the challenges and opportunities of the CSME and to combine the thinking of those who will be managing these processes, so that the best solutions may be identified and implemented. Some of the activities being discussed include certification of human resource professionals, publications such as the first Caribbean-based Human Resource textbook and a regional conference to be held in Jamaica, at the Sunset Jamaica Grande during November 17 - 20.

Along this trajectory, JATAD is committed to partnering in tertiary education for human resource development.

Thank you.☐

**CONTINUED FROM PAGE 12
BEVERLEY LOPEZ**

market and population size and limited natural resources. Let us work together to make a strong region a reality for future generations.

In the words of John F. Kennedy, “Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.”

Ladies and gentlemen Let us partner together to develop our human capital.☐

**PVC LAWRENCE CARRINGTON
PRO-VICE CHANCELLOR
& CHAIRMAN
THE UNIVERSITY OF THE WEST
INDIES
BOARD FOR NON-CAMPUS
COUNTRIES
&
DISTANCE EDUCATION**



The University of the West Indies contemporarily perceives of itself as one of the regional intellectual resources at the service of those whose funds, goodwill and expectations support it. It is our view that more, not fewer, indigenous institutions must participate in the level of tertiary education that can drive our generation of human resources. The policy to which we are aligning our practices is one of partnership in the conceptualisation, delivery and the financing of the goods of tertiary education. The partnerships that we wish to pursue may be summarised as follows:

- Firstly, with our collegial peers in other tertiary level institutions and higher education institutions as providers of education,
- Secondly, with governments in their roles as planners and implementers of social development,
- Thirdly, with the private sector as users of human resources and investors in human capital,
- Fourthly, with the multiplicity of social institutions whose engagement in our societies is engendered and

enhanced by the participation of citizens with ever increasing levels of education and skill.

The development of human resources for any Caribbean society like Jamaica requires a collective effort that cannot be sustained or fulfilled by any single institution or sector of the society. The fundamental strategies for success are collaboration, partnership and collective investment. The implementation of these strategies is not merely a matter of correct assignment of roles but more importantly the development of a shared vision of a desirable operational future. This requires repeated consultation and the evolution of common understandings about the curriculum for human resource development and rational commitments to meeting its costs. The cost of tertiary education is daunting, but more daunting is the cost of failing to invest in it.

The notion of cost must be balanced by the notion of investment. The private sector in our region has to re-examine any residual notions that support of the education venture is a form of goodwill on the part of a good corporate citizen. We cannot sustain the use of the products of our education systems in an extractive manner like bauxite being scooped from the soil without conservatory investment, or oil being pumped from the ground without recognition of its finiteness. This is not a wise posture for a private sector in our stage of development. The future of commerce, enterprise, industry and other economically productive initiatives in our society has to be linked to investment in a wider range of curriculum solutions than any individual initiative might appear to need. For instance, producing an Otaheite Apple for a niche market does not require only biotechnology; it can require skills in speaking Portuguese or Japanese.

Partnership among the indigenous providers of higher education is equally necessary for the advancement of the national and regional agendas. The notion of a hierarchy of institutions determined by the labels of the qualifications they are entitled to grant is an obsolete construct if development is our guiding motivation. We have to create instead a common collaborative space in which proper appraisal of resources, skills and the potential for effective action can be true determinants of where we invest resources for specific educational and training requirements in our developmental movement. Some kinds of human resource preparation are best conducted in the working environment of the enterprise using the resource. They have to be part of our tertiary education process. Other resource preparation might be best conducted in tightly concentrated programmes that develop reflexes of action. Others are best structured with time scales that are less intense. Quality is not linearly related to elapsed time nor is it to labels. In essence then, the response that our tertiary sector should have to the human resource development process required by the Caribbean, including Jamaica, should be characterised by continuous result-oriented dialogue, an open and pragmatic attitude to the assignment of areas of responsibility and an expansion of the options available in the society for the creation of knowledge, competences and skills. I pay obeisance to the jargon.

The University of the West Indies was born as a result of partnership and it has been nurtured by partnership. We came into being to fulfil the needs of this region for cadres of professionals, technocrats, bureaucrats and academics at the foreseeable end of the British Empire in this region. The collapse of the West Indian Federation in 1962, a mere 14 years after the University came into being,

did not end Caribbean idealism on regionalism. The University itself fed the idea and offered it operational shape by the intellectual platform it created for CARIFTA, CARICOM and more recently for the CSME. We are the outcome of partnerships among the governments and peoples of this region. It should not be surprising therefore, if I affirmed our openness to partnership in the enterprise in which we are engaged.

Consensus is frequently elusive in universities. The commitment to freedom of thought reduces commitment to consensus. Consequently, it is not surprising that opinions will vary among the members of the community on issues related to the institution's direction. Policy articulated will identify desirable action and ideal targets; practices will chase them falling short hopefully by decreasing distances until we achieve harmony between one and the other.

My remarks have been brief but I hope they are sufficiently suggestive and clear to fuel the discussion that we crave. □



TLIU Staff and Workshop Facilitator, Dr. Henley Morgan listening intently to a presentation on Records Management being delivered by Ms. Sonia Black, Campus Records Manager, UWI Mona.

A THANK YOU NOTE

The Director and Staff of the UWI Tertiary Level Institutions Unit (TLIU) extend sincere thanks to all who participated in Workshop #1 held in Jamaica, April 25-27, 2005.

UPCOMING ...



The University of the West Indies

TERTIARY LEVEL INSTITUTIONS UNIT

**Assessing the Human Resource Needs of
CARICOM Countries:
Planning the Tertiary Education Sector
Response**

TRINIDAD AND TOBAGO • JUNE 27-29, 2005

.....Planning for Caribbean Development



Coordination of Newsletter:

*Mrs. Janetha Long, Planning/Administrative
Assistant, TLI Unit*

Production Assistance & Page Layout:

Ms. Sharon Estwick, Secretary (Ag.) TLI Unit