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### *Editorial*

The Open University of Tanzania is celebrating its 20<sup>th</sup> anniversary this year. Being the first public Open University in Eastern Africa it has unveiled the best educational preference to many people in the region. The best learning process transcends the efficiency and ethics of a workforce. Through research and hard work, the university has been stirring social transformation evidently in the elevation of dependable approach in solving social problems consistently with the needs of the 21<sup>st</sup> century. Although the OUT doesn't brag for its learning output, its mission and vision attract many to share the reputation of belonging to such learning institution. The importance of this occasion inspires all university stakeholders to re-evaluate the contribution of the open and distance learning to the nation. The growth in delivering and expanding access to many students in Eastern Africa has been marked with increased knowledgeable workforce in the society.

Adult learning contributes in attainment of achievers of social reform and development. For 20 years, East African nations have absorbed graduates capable of transforming society dreams to reality. Learners' response in e-learning has proved that acquisition of knowledge and skills can be done in a non-tradition classroom setting. Deviating from conventional mode of delivery, learning becomes the source of interest and excitement to both students and scholars. The uniqueness of the Open University of Tanzania is realized in its attainable goals, and taking risks while embracing internal and external challenges. The opportunity to extend access and knowledge coincides with emphasis on andragogical learning methodologies. Mobilization of educational resources and guidance in the acquisition of new knowledge empower learners' confidence and sense of belonging to the institution. Inclusion of learners' background and experience has moderated the pace of learning whereby students are in control of what and when to take courses. An online learning method has encouraged students' inclination and motivation to engage in the 21<sup>st</sup> century technology. The OUT has adhered to students' quest for new knowledge through face to face sessions, virtual and physical libraries.

Open and Distance Learning (ODL) has liberated many individuals from stagnation to active participant through e-learning. Learners appreciate their recognition and inclusion of their experience in the learning process. ODL acts as the remedy of many shortfalls of traditional system of education. ODL is also mentioned by Mushi in her article to create free critical and relatively independent thinkers capable of interrogating, interpreting and innovating. East African governments have welcomed the OUT move to create challengers of actions, goals, social structures, traditions and thinking. Higher quality of learning and achievable goals override society status quo. Although liberation is refined by social transformation, the OUT is still challenging its staff and students to be more conversant with emerging technologies.

Human capital has been a pillar of OUT for realization of its goals. Outsourcing innovators and those proven to excel the norm, has made the institution firm to the

present. Mbwette and Ngirwa emphasized the importance of human resource managers to increase diversity of employees. Inclusion of individual's contributions enables the institution to achieve multiple goals. Differences offer higher chance of growth but is also mentioned by Mbwette and Ngirwa to elevate chances of creating specific challenges. The institution is current in its delivering superior knowledge through qualified individuals and its initiative in sponsoring its workforce in acquisition of new knowledge and skills. The stability of the institution to its core values is affirmed in its unitary vision of all stakeholders.

Dr. John Soka  
The Editor

# Human Resources Management Challenges in Higher Education Institutions in Tanzania

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**Abstract:** People constitute the most important resource in any organisation because they use other resources such as money, machines, materials, methods, information and time that enable organisations to function. People make organisations produce the goods and or services needed in the society to meet day-to-day needs. One of the challenges is the shortage of academic staff in Tanzanian Higher Education Institutions that leads to increased moonlighting and hence poor quality teaching, due to the staff being over-deployed. Another challenge is shortage of HRM experts and the lack of well trained and experienced staff in the area, it is not possible for HEIs to recruit and retain a good manager for an extended duration because of demands for HRM.

There are twenty three (23) HRM functions prior to underlining the fact that Human Resources are the most important resource in any organisation. The evolution of management of human resources in HEIs since the 1960s has been reviewed indicating that it was only very late in the 1990s and early 2000 that most Tanzanian HEIs started to realise the critical importance of HRM. The author has presented 14 (fourteen) critical challenges facing HRM in Tanzanian HEIs prior to highlighting a number of potential future challenges that deserve to be anticipated in time.

## Introduction

Human Resources is defined as “the individuals who make up the workforce of an organisation” (Human resource, 2011a). Others literature defines it as “The persons employed in a business or an organisation” (Human resource, 2011b). On the other hand, Human Resource Management (HRM) is regarded to be the function within an organisation that focuses on recruitment, management, and the direction of the people in the organisation (Heathfield, 2011). Human Resource Management is the management of an organisation's employees. This includes employment and arbitration in accordance with the law as well as the organisational directives (Human resource, 2011b).

Ngirwa (2006), on the other hand defines human resources management as a set of management actions intended to influence the effective utilization of human resources in the performance of work in organisations. It is the art of guiding a group of employees to effectively achieve the organisational goals as defined by its most up to date strategic and business plans and the targets set for each employee.

## HRM Functions in Work Organisations

The twenty three HRM functions that are considered to be very relevant for Tanzanian Higher Education Institutions (HEIs). Ngirwa (2006), Mbwette and Bakari (2010), and Human resource (2011b) mentions the following as are functions of HRM:

- |                                     |  |
|-------------------------------------|--|
| 1) Recruitment,                     | 13) Compensation,                                      |
| 2) HR Planning,                     | 14) Health and safety management,                      |
| 3) Job Design,                      | 15) Labour relations,                                  |
| 4) Orientation and placement,       | 16) Disciplining,                                      |
| 5) Training and development,        | 17) Counseling,  |
| 6) Career planning and development, | 18) HR Accounting,                                     |
| 7) Performance appraisal,           | 19) HR Audit,  |
| 8) Motivation,                      | 20) HR Policies and Procedures,                        |
| 9) Job satisfaction,                | 21) Performance Management,                            |
| 10) Quality of work initiatives,    | 22) Human Resources Information System (HURIS),        |
| 11) Management of communication,    | 23) Management of termination of employment contracts. |
| 12) HR supervision,                 |  |

While there is no reason to dwell with their definitions or descriptions in this paper, their relative importance will be demonstrated when discussing the HRM challenges.

### **Importance of Human Resources Management**

All organisations in the world include people. People constitute the most important resource in any organisation because it is people, acting on the other resources such as money, machines, materials, methods, information and time that enable organisations to function. It is people therefore, that make organisations produce the goods and or services which they were established to produce, and which society uses to satisfy its day-to-day needs.

People are not only the most important resource any organization possesses but their activities constitute a huge investment and expense item in all organisations' income. For example, the U.S. Government reports show that, approximately 73% of the U.S. national income is used to compensate employees in various organisations. US Government 1991. In Tanzania, for instance Higher Education Institutions annually spend between 60 and 80 percent of the annual budget on human resource compensation.

Like all other categories of work organisations, HEIs expend resources of a technical and human nature as they function. The resources of a technical nature mainly include machines, money, materials, methods, information and time while those of a human nature include the organisation's employees. HEI managers should see their human resources not as a dispensable bother, but as a crucial resource that no technological revolution will completely eliminate in the production processes of work organisations. In order to improve the understanding of the pivotal position and comparative importance of human resources vis-a-vis other types of resources, it is important to examine and appreciate the following five differences as narrated in the literature such as in Ngirwa (2006):

- (i) Human beings are the most important resources of any organisation. Human beings are the resources which HEIs cannot function or survive without to produce organisational results, and technological explosion.
- (ii) Human beings are unique creations and thus act and think differently due to individual differences in abilities, needs and motivation to work, as well as in work attitudes (Glueck, 1982). This calls not only for HR skills but also tolerance and great understanding.
- (iii) Human beings belong to many organisations at the same time, thus carrying with them a mix of influences which complicates their behaviour. HR must adopt different situations by unlearning influences from their positions and roles in previous organisations to be able to fit well in their new positions and roles in their new organisations.
- (iv) Human beings possess a sense of purpose and choice. Unlike the other resource categories, they are able to work consciously towards the achievement of their objectives. They can explain why they join organisations, why they remain there, and why they do or do not co-operate in performing this or that task within the organisations. Human beings remain the only resource category that can say yes when they mean no and vice versa.
- (v) Due to their uniqueness and multiple memberships, in many organisations human resources are not always rational. Their behaviour and performance cannot be programmed. For instance, HRs can be hard working on Mondays and Tuesdays but they can be low performers on Wednesdays for some reason.

### **The Major Historical Changes in HR Management Practices in Post-Independence Tanzania**

Since the colonial rule, human resources matters of all public institutions as well as Government departments were constantly guided by the Standing Orders prepared based on existing policies and relevant laws as approved by Parliament from time to time. As early as 1964, the Government of Tanzania prepared Staff Circulars (URT, 1964) that were based on a number of Ordinances that continued to be used until 1967 when the parastatal organisations were established. Following nationalisation some private property were placed under the Standing Committee on Parastatal Organisations (SCOPO). It administered Parastatal Service Regulations. Government Ministries and Departments were guided by Standing Orders that were periodically updated like the 1994 Standing Orders (URT, 1994). The latest version of the Standing Orders was produced in 2007 as the second tool after the enactment and approval of the Employment and Labour Relations Act of 2004 and by the President. The disbanding of SCOPO in 1992 led to the division of parastatal organs into two categories. Those that were defined as “productive” e.g., Tanzania Electricity Supply Company (TANESCO), Tanzania Railways Corporation (TRC) were granted full operational and management autonomy as guided by their respective Boards. Other parastatal organs e.g., HEIs were categorised as “unproductive” and unfortunately these were placed under the management of a HR unit under the Treasury Registrar who is the custodian of Government investments. Thus management of HRs in this latter category was

placed under performs its oversight role through directives. As a result of the above narrated frequent changes that have occurred at macro level, some degree of abandonment of good old practise of pilot testing circulars before they are released for wider applications.

Though most public institutions and government ministries and departments knew that National laws and policies were super-ordinate, a number of gaps were felt thus leading to the need to provide more guidance at institutional level. A number of circulars that were sent to the public HEIs could not be implemented due to having a much bigger population of staff who would qualify to be paid certain compulsory benefits and incentives. Their implementation required that the public HEIs be allocated additional funds beyond those allocated as “Other Charges” (OC) that is wholly consumed by activities associated with academic discourse. A good example here is that while the Government to date assumes that housing allowances can be payable from the OC allocation, the magnitude of funds allocated for OC is so small that public HEIs cannot pay their staff such allowances, unless it is provided by the Government from other sources as periodically done now. A mere pilot testing of such allowances should have led one to conclude that payment of Housing Allowances from OC is not feasible due to the low budgetary allocation given by the Government to HEIs. To date, HEIs are not given any funds to pay for initial costs associated with their recruitment covering luggage transport, fares and per diems.

A number of HEIs have had to prepare their own, terms and conditions of service as done by UDSM since its inception in 1970 (UDSM, 1970) in order to customize the HRM Directives of SCOPO or the Treasury Registrar. However, later on they also had to prepare Schemes of Service that had to be approved by the SCOPO secretariat and subsequently the Treasury Registrar prior to use, thus leading to HEIs having too many different Schemes of Services for Administrative and Technical staff even within one Ministry instead of having standard Schemes for all. As a result, approval of new Schemes of service by Treasury can take two years. Because of the disjointed approach, there are no agreed terms and conditions of service for top university managers of Tanzanian HEIs.

### **Evolution of the Organisational Structures Responsible for HR Management in HEIs in Tanzania**

Luhanga *et al*, (2003) has explicitly narrated how most post-independence African universities faced a crisis of identity as well as their relationship with the state as a result of not regularly reviewing their curricula and hence bringing doubts of their relevance, apart from the crisis of maintaining the inherited organisational structures in post-independence. In addition, apart from the problems emanating from the macro policies and the rigid or inflexible legal environment, the universities were staffed with senior managers who never had any training in HR or even personnel matters but somehow, they were expected to manage human resources management matters on their own. At that time, it was erroneously imagined that any good manager can easily



manage HR as exemplified by a Secretary to Council of UDSM acting as the Chief Employer in the 1970s and early 1980s. However, when the number of staff and students increased, and the funding started drying, HEIs realised the need to have, apart from the Terms and Conditions of Service, well defined schemes of service based on the Treasury Registrar's Circulars after the demise of SCOPO.

The next stage of realisation was for the need to have their own (institutional) comprehensive Human Resources Management policy that was based on the National policies, Acts and service regulations as guided by the Treasury Registrar. At this point, their Schemes of Service had to be drawn based on their own HRM policies that even forced them to employ qualified and experienced HR experts (e.g. UDSM, 2004a & UDSM, 2004b) after the establishment of Directorates responsible for HRM for the first time in the early 2000s. Furthermore, the lack of understanding of the critical role and importance of HRM, made the Tanzanian HEIs to start teaching HRM within their undergraduate curricula in the mid-1990s while specialisation at Masters level at UDSM only started by late 1990's. To date, fully fledged Masters degrees in HRM are offered at OUT in Tanzania and in Kenya in collaboration with the Institute HRM in Nairobi as well as the M.Sc, (HRM) at Mzumbe University (Kuzilwa, 2011). It is quite clear that to date, there is very little appreciation of the role of HR as the most important resource in Tanzanian HEIs. The early imagination that a HEIs can manage HR matters well while relying on macro level policies, Acts and regulations only died away very fast. Today some training in HRM is required for the HRM managers

### **Absence of a Tanzanian HR Professional Association**

Due to the fact that to date, human resources management is not yet considered as a profession in Tanzania, many HEIs erroneously assumed that human resources management functions could be performed by any university officer with little consideration for relevant training. Examples include cases where at difference times some universities (e.g. UDSM and OUT) allocated human resources management duties to staff trained in English literature, law, agriculture and even mathematics.

For instance, highly trained staff requires a highly communicative and participatory management style with:

- Low emphasis on staff loyalty and obedience to their seniors, implying that managers earn their legitimacy more from hard work, straight and fair leadership than from the authority surrounding their structural positions as narrated in literature. (Burns and Stalker, 1961).
- High emphasis of the bottom to top and lateral (i.e. among peers) communication style, implying a relatively higher emphasis of open and free communication among employees.

Again due to the absence of a HR professional association to oversee the professional conduct of HR, practitioners in Tanzania to date, there is no professional code of ethics to bind and guide HR practitioners in Tanzanian HEIs. As a result, many HEIs in Tanzania are managing their human resources with varying standards of effective.

### **Challenges Facing HRM in Tanzanian HEIs**

**Staff Retention.** One of the challenges facing HEIs in Tanzania is the retention of its trained staff. Yet HEIs are willing to continue training and developing their employees. HEIs should note however, that it is not enough for the Government HEIs or Development partners to spend money on staff training and development only but they should also spend money to retain the trained staff. As a matter of fact, if HEIs do not retain their trained staff ultimately, it will probably be a waste of time and resources to train them, because they surely will lose them! In the environment of liberalised economies, qualified human resources will be difficult to restrict to HEIs, which often compensate them poorly and keeps them under poor working condition unless some measures are taken to supplement it with self generated funds.

**Shortage of Qualified and Experienced HR Managers.** Currently, because of the general shortage of HRM experts in Tanzania, and the lack of well trained and experienced staff in the area, it is not possible for HEIs to recruit and retain a good manager for an extended duration because of the schemes of service with much lower pay than in other industries, be they public or private. In addition, public HEIs have very limited funds to support staff training and development in their budgets as provided for by the Government and the self generated funds. In addition to the above challenge, nowadays there is general shortage of academic staff in the recruitment catchment in comparison to the increasing number of universities that have to recruit more qualified staffs that are simply not there. In a devastating study of the HR situation in the education sector with country showed that the majority of staff in almost all universities public and private are tutorial or part-time.

At the moment, even institutions that teach only call themselves Universities instead of being referred to as glorified secondary schools or at most mere colleges. The worst case are those HEIs that almost exclusively teach only courses whose programmes qualify for the HESLB funds. Such universities are reported to sometimes ensure all students pass in their examinations at the expense adhering to quality.

**Increased Staff Awareness of Their Rights.** HEIs have to be aware that due to the general enhanced awareness of the rights of Tanzanian employees as well as the staff of most HEIs through civic education as well as the educational programmes given to the staff, have to be careful with the manner in which they handle disciplinary cases in order not to bring their institutions into disrepute and unnecessarily losses. Where a staff member's contract has to be prematurely terminated, it is necessary to seek a comprehensive HR and legal opinion on the best way for the institution to get out of such a contract without any regrets because current policies are designed in a manner which favours the employee more than the employer. Caution has to be exercised to avoid making even the smallest procedural errors even if it may not be substantive. Sometimes the inclusion of law experts can justify the legal process in handling issues of rights and justice.

**Ineffective Staff Deployment Due to Increase in the Number of HEIs.** The shortage of academic staff in Tanzanian Higher Education Institutions has led to increased moonlighting and hence poor quality teaching, due to the staff being over-deployed. It is necessary to allow staff members a certain degree of freedom but must be controlled, such as monitoring extended absence without permission.

**Technological and Scientific Developments.** New technologies pose an opportunity as well as another challenge to human resource managers. In general, technological changes affecting human resources management are widespread, but probably none are more dramatic than those related to computers. In addition to using computers in performing the traditional functions of accounting and payroll calculations, computers today can be used to maintain and facilitate access to employee data that are valuable in HR planning, job placement, training and development as well as deployment. Technological development arouses the need for job redesign, recruiting, retraining, re-design of remuneration, review of schemes of service, review of HR policies and procedures, etc.

Computers can also be used in employee training, workforce planning, management of employee exit programmes, as well as compensation management. Cyberspace and the Internet are changing the way human resources managers are used to operate. Today, it is possible for a human resources manager to conduct research using electronic databases, recruit personnel and disseminate information to various departments and employees, networking, as well as conducting useful group meetings at minimum cost to their organisations.

**Succession Planning.** Succession planning identifies specific employees, who in due course, will fill key positions in the organisation. It is normally done for managerial job positions, but it may be extended to cover other technical positions in the organisation. Succession planning is a demonstration of concern for the continued stability and sustainability of an organization.

Currently, Tanzanian HEIs are not doing serious succession planning and thus losing its benefits namely: maintained stability of their organisations' performance when their good people leave we need to cherish the principle that "we design organisations to live longer than their members".

**Ageing Staff Cohorts.** The ageing phenomenon amongst university staff is another HR challenge in Tanzanian HEIs. The number of senior staff is rising systematically in practically all HEIs in Tanzania. Deliberate HR strategies e.g. recruitment of young graduates, better staff remuneration, staff retention strategies, succession planning, should be forged to ensure the maintenance of a balanced age-mix in the workforce teams of Tanzanian HEIs.

HEIs need to adopt HR policies that encourage ageing senior academicians to mentor, coach and supervise junior staff in teaching, research and consultancy rather than deploy them on loaded routine duties that demoralise and rob them of the time to incubate the younger colleagues.

**Student Crises.** Student crises pause another HRM challenge to Tanzanian HEIs. Student crises have an impact on the management of human resources in HEIs. Students constitute the most important stakeholders in HEIs in that they are the reason for the continued presence of both academic and support staff in HEIs. Some Organisational analysts regard students as the raw materials which HEIs transform into their intended outputs (Ngirwa, 2006). Certainly no industrial organisation would like to see her major raw materials involved in any form of crisis as that would threaten the organisation's productivity and life. Mbwette and Ishumi (1996) have clearly suggested that student crises be as much as possible prevented in the first place and if they cannot, they must be pre-empted and finally, they ought to be well managed when they occur. Student crises disturb peace and the work environment and schedules for all staff and students, often make university campuses unsafe, reducing or halting the volume of services when students are suspended. They also cause disruption of university and individual plans, causing the convening of remedial emergency meetings they lead to wastage of time through supervision of implementation of decisions to send students home, sorting out of names of students who should return and those who should not, and readmitting and re-registering students. They also result in staff leave suspensions, threats to staff and sometimes damage to infrastructure.

### **Diversity in the Work Force**

A close examination of recent national and global initiatives to provide increased opportunities for women to access higher education, to participate in economic and political activities, suggests that the future will see a rising percentage of female managers and employees in Tanzanian private and public HEIs. This particular dimension of workforce diversity will have such significant ramifications for HEIs such as considerations for childcare, spouse relocation, maternity leave, and flexible hours for maternity leave, and stay-at-home assignments and jobs.

Therefore, HR managers must start to recognise diversity among employees. People are diverse: they will not all look and act the same way. Organisations must create and review HR policies to guide HEI managers in decision-making so as to enable them to respond better to the unique needs of employees as individuals.

Increasing diversity e.g. in terms of gender, race, age, religion, and disability will create certain specific challenges but may also make significant contributions.

Increasing diversity will present organisations including HEIs with new opportunities e.g. a culture of greater tolerance of different behavioural styles and views. Such an opportunity will lead to better business decisions and certainly enhance the capability of employees to respond to diverse groups of customers.

### Structural Changes

Modern work organisations in Tanzania today have to undergo structural changes. The most common of these changes are:

- **Re-engineering** refers to a fundamental re-thinking and radical re-designing of business processes in order to achieve dramatic improvements in cost control, quality re-assurance, service, and speed.
- **Downsizing** is the process of laying off a significant numbers of employees in order to strike a balance between the desired size of the workforce in relation to the available quantity of work.
- **Rightsizing** is closely related to downsizing. Rightsizing is the continuous and proactive assessment of mission-critical activities of the organisation and its staffing requirements with the objective of ensuring that staffing levels remain meaningfully relevant to the current and foreseen “mission-critical” activities.
- **Outsourcing** is the decision to sub-contract work to outside organisation that specialise in a particular type of work. Examples of work that is normally contracted out include consultancy services to formulate HR policies and procedures, review of staffing levels, review of organisational structures, review of schemes of services, design of training programmes, or undertaking estates cleaning work.

### Managerial Changes

In post-socialist Tanzania, many organisations are approaching the recruitment function more professionally than before, in order to curb the problems of recruiting unproductive and persons with the wrong qualifications. In the same spirit, so HEIs are opting for contract rather than permanent terms of employment in order to induce their employees to earn their stay in the organisations rather than merely “remaining around and being careful not to rock the boat”.

Also many organisations are avoiding the build-up of fleets of pool vehicles, and opting for hiring transport services when they require them, or encouraging their managers to own private vehicles and chauffeur themselves for an allowance. The challenge facing HR management here is how to “keep their hands off” but “maintain eyes on” in the management of out-sourced services.

### Government Regulations

Governments have been making a number of new regulations and laws such as in the areas of employee participation in multi-party politics, health and safety, equal employment opportunities for men and women as well as disadvantaged groups, pension reforms, labour unions, and the environment. Such regulations and laws introduce the need for new skills for networking initiatives, handling of cases, and implementing court decisions.

### **Empowerment of Employees**

In many enlightened work organisations, employees are considered associates or partners. The challenge here is to make managers reject the by-the-numbers approach to management, recognising that an increasingly important part of their role is to show others that they really care. Human resources managers are redesigning jobs, in order to make them more humane and flexible, designing better career ladders, paying people better, and improving working environments and tools.

### **Organisational Culture**

As a result of regionalisation and globalisation, Tanzanian universities and other HEIs find that they have to interact with people from other cultures in the world. As a consequence, investors and employees have to learn new values, while seeking to influence foreign values. Martin and Siehl (1983), define organisational culture as the values and beliefs that are shared and expressed through various means including organisational stories and ceremonies. It is important to note that an Organisational culture is normally established over time and it is likely to influence the behaviour of employees in the organisation as is articulated its own identity.

### **An Insight of Future Challenges**

In order to meet the challenges of the future, tomorrow's human resources departments will have to be much more sophisticated than their predecessors. In almost all African countries today, the role of human resources management is expanding faster than ever before. It is essential that human resources managers be integrally involved in their organisation's strategic and policy-making activities. There is a need to be an autonomous department of human resources management and its head reports to the chief executive officer and sits on the Board of Directors, the Planning Committee, and other key participatory organs.

If the future human resource managers are to earn the respect of their colleagues and of top management, they are going to have to work hard to overcome certain negative impressions. This could be accomplished in four ways.

*First*, organisations should shift from conducting the human resources function with "common-sense personnel".

*Secondly*, human resources managers will need to become well-rounded businesspeople. This means, that in addition to being well grounded in the basic disciplines of the HRM profession, human resources managers should strive to increase their conversance in the complexities that face their work organisations. This initiative will assist to overcome the misguided feeling among people that HRM experts do not understand the operating problems and issues facing their organisations.

*Thirdly*, human resources managers should strive to become greatly knowledgeable about current and future trends and issues in their organisation's operating environment.

*Fourthly*, Tanzanian HEIs will have to promote the effective deployment of human resources. Human resources managers should learn to be proactive and to seize opportunities to demonstrate how they can positively affect the bottom line such as:

- (i) Reduce unnecessary overtime expenses by increasing productivity during a normal working day.
- (ii) Stay on top of absenteeism and institute HR programmes designed to reduce money spent for time not worked.
- (iii) Get rid of time wastage by employees through sound job design.
- (iv) Minimise employee turnover and underemployment.
- (v) Install and monitor effective health and safety programmes to reduce lost-time, accidents and keep medical and workers compensation costs low.
- (vi) Train and develop all employees so that they can improve the value of their contribution to the organisation and do a better job of producing high-quality products i.e. graduates, research reports, consultancy reports, publications etc and services at the lowest possible cost.
- (vii) Decrease costly material wastage by eliminating bad work habits and attitudes and poor working conditions that lead to carelessness and mistakes.
- (viii) Recruit the best people available on the market for all job positions and keep an eye on overstaffing or its potential.
- (ix) Maintain competitive pay practices and benefit programmes to foster a motivational climate for all employees.
- (x) Encourage all employee categories to contribute ideas for increasing productivity and cost reduction.
- (xi) Encourage management practices that focus the university in performance of more on cores than support activities. Wherever possible, procure support services from outside rather than getting the university to provide them.
- (xii) Utilise employee skills acquired through training by redesigning jobs of trained human resources to include duties that utilise the new skills.
- (xiii) Increase pay packages of trained staff. Pay increase in the form of increments and allowances are an effective strategy of recognising employee training efforts.
- (xiv) Promote trained staff.
- (xv) Symbolically recognise employee training efforts. Employees returning from training feel honoured if they are congratulated through a letter of commendation or even a small party.

### **Necessity to Introduce an Effective Performance Management System (PMS)**

Performance management is the process through which managers ensure that employee' activities and outputs are made congruent with the organisation's goals. (Noe *et al.*, 2004). With a well designed PMS, Tanzanian HEIs can effectively:

- Define their performance processes by participatory setting of institutional performance targets where-from the supervisors and subordinates cascade divisional, directorate/departmental objectives, departmental/sectional targets, and individual targets. Through this sub-process all employees at all levels

become part of their organisation's plans and not only the top management Staff.

- Measure the performance of their employees through the Open Performance Review and Appraisal System [OPRAS] as stipulated in Establishment Circular No. 2 of 2004 and from TFN 832. The appraisal of the employees performance starts with the employee's self appraisal and ends up with the supervisor as a second opinion, thus minimizing the chances of disagreement between the two.
- Feedback performance information to all employees is transmitted through an appraisal meeting involving supervisors and employees. The aspect of feedback is a marked benefit of OPRAS and the PMS in that it is a basis of performance improvement and minimisation of conflict between supervisors and subordinates on the one hand but eventually among the entire work force.

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