The role of academics as knowledge intermediaries: the case of HRM/D education and training in the Republic of Mauritius

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Introduction

This paper attempts to map the relationships between training and education in HRM/D and the knowledge management (KM) requirements of a specific context, a small-island, industrialised economy, the Republic of Mauritius (RoM) south of the Indian Ocean. ROM is moving quickly into the information and knowledge age and attempting, quite successfully, to cope with significant economic, social, technological and political specificities (Iles et al 2004). Political rhetoric stresses that the island is well set to become the “cyber-city” of the region, maximising not only on its appreciable technological advances in the field of information and communication technologies, but also on its stock of intelligent, versatile and multi-lingual people. The strategy for developing the human resource (HR) capability required for this ambitious project is not yet clear, either nationally or at the organisational level, however. Traditionally, it has befallen on the University of Mauritius (UoM) and the Industrial and Vocational Training Board (IVTB) and other small training providers to run programmes catering for developmental needs in skills and knowledge, and this has remained so over the various stages of industrial development, in spite of a second university (the University of Technology) and the mushrooming of private training and education providers. The current political thrust has also focussed on HRD as key, alongside appreciable investments in ICT, symbolised by the conspicuous setting up of the ‘Cyber City’ in the geographical centre of the island. However, the current state of HRM/D does not point to the emergence of a nationwide drive that would ensure the identification, development and retention of the human resources it needs for the ambitious project of making Mauritius into the ‘knowledge hub’ of the Indian Ocean and Southern African region. The setting up of the new HRD Council and the enacting of the HRD Act (2004) ostensibly pave the way, but the focus appears to be on the vocational skills side, with little reference to a holistic, long-term national HRD and HRM strategy. What is not clear about this political vision concerns the strategies and the people-centric practices needed to build, apply and deploy knowledge and understanding in support of innovative and effective ‘knowledge work’. In addition, no mention is ever made of the possible issue arising out of the inapplicability of certain Western-born values and practices in HRM/D.

Aims and objectives

The aims of the paper are to:

a. Introduce the research context (RoM).

b. Discuss a theoretical model of Knowledge Management (KM), training and learning transfer in relation to Mauritian companies, including a particular case study of Rogers Cargo Services (RCS).

c. Discuss the methodology employed in the empirical study.

d. Analyse the results of a survey of HRM post graduate students of UoM.
e. Discuss the implications for research and practice in HRM/D education and training in RoM and elsewhere.

The research context: the Republic of Mauritius

The Republic of Mauritius (RoM) is classed as an upper-middle income country, which now no longer enjoys preferential treatment in international trade. It has succeeded in economic development with less and less protection in the form of generous trade agreements, even after the liberalisation of the global markets. RoM is a country with a growing industrial export sector, especially in textiles and clothing as well as a growing financial services and tourism sector. This exposes it, along with the presence of Western Multinationals and joint ventures, to global influences on its management and HRM/D practices. RoM is conventionally placed with the developing countries of Southern Africa, where it is an active player in various regional political and economic groupings, thus linking it more closely with the newly industrialised countries of South and East Asia. (McCourt and Ramgutty - Wong 2002). This position is reinforced by its geographical position and in particular, its population mix. With a population of 1.2 million, the island is one of the most culturally diverse of the world, as depicted in figure 1 below.

Figure 1: Population Mix of RoM

These communities have recently begun to exploit their geographical, religious, family and ancestral ties to Asia to develop trading and other economic relationships, including the importation of Indian, Chinese and other workers into the textile, tourism and financial services sectors. This is regarded with favour by the government as it is bringing the economy in a more competitive position in terms of costs of production, as well as bringing in other tangible benefits such as expertise in their respective fields of work. A protection-free, highly competitive global economy is therefore forcing RoM today to find innovative ways of maintaining its competitive position. The institution of the National Productivity and Competitiveness Council (NPCC) shows the Government’s determination to improve productivity and innovation and to integrate its strategies with the ambitious national vision for world-class excellence. What of the Mauritian configuration?
In a nationwide survey of HRM practices in Mauritius, Ramgutty-Wong (2004) found that ‘the critical mass of HRM-trained individuals is not yet reached, such that changes in workplace policies and practices are going to be difficult. Worse, many postgraduate learners at University, employed at middle management level, explicitly doubt the applicability of academic models, theories and practices, on the grounds that transfer of such learning is impossible in organisations whose senior managers are unexcited about any such changes, or simply because political and other types of interference block individual initiative with regard to improving personnel practices’ (p.58-59).

Knowledge migration and learning transfer

What, then, is the scope for the effective “transfer” or “translation” of HRM/D knowledge and techniques from the University into a “usable” form by HRM/D practitioners? Iles et al (2004) remind us that HRM/D practices are typically derived from attempts by large, American, private-sector companies in the 1980s and 1990s to respond to their own difficult competitive environment at the time. As HRM/KM may be the key to opening avenues to innovation and competitive edge, the development of such a model by careful inclusion of KM theory and practice merits even more attention. Figure 2 depicts such a model.

Figure 2: A Knowledge Migration model (adapted from Steenhuis & de Boer 1999)

Knowledge “Transfer” or effective knowledge migration requires balancing between source and destination, such that one role of a local knowledge intermediary (KI) such as an academic from the UoM may be to help monitor and correct imbalances that may be caused in the destination, such as inapplicability or irrelevance of Western-based theory. The migration model stresses the necessity for knowledge appreciation and knowledgeable action as phases in effecting the successful movement of knowledge. The control mechanism involved in knowledge migration is that which interconnects the different worldviews of the actors, such as western business realities and non-western practitioners. As part of the process, new knowledge is locally-generated within the actor. Such knowledge may be shared and re-shared through a constant feedback motion, because new knowledge created by one actor will have a local relevance that will be less meaningful to other actors. This knowledge can be seen as potentially capable of migrating in both directions, not only from source to destination, but also from destination to source, via the intermediary.
“Partnerships” or collaborative, mutually-beneficial relationships between actors can be formed where parties seek to establish common, or at least, compatible, interests. For instance, the KI may facilitate the ability to identify, recognise and validate knowledge and access it in the process of knowledge migration, helping the destination (such as University learners as individuals and/or their employers) acquire knowledge, like new ways of managing people associated with a Strategic HRM model. The KI (say, UoM academics) may help to enrich that acquired knowledge by a process of knowledge appreciation by helping the learners (destination) adapt tools and concepts of HR/D. “Supplementing the existing knowledge profile of the destination by connecting it with relevant expertise in the knowledge base as an additional resource” may be another helping KI role (Iles, P., Ramgutty-Wong, A., & Yolles, M. 2004:16).

The KI may also help in the application of knowledge through a process of knowledgeable action. For instance, UoM academics may help in the process of organisational knowledge renewal and reconstruction, helping the destination to retain useful knowledge, acquires more knowledge, evacuate old or useless knowledge, and assist in the process of organisational renewal and learning. Following Newell (1999), increased social interaction and knowledge sharing between academics and organisations involves an important feedback loop, which may also take the form of consultancy and applied research, and enhanced student practicum. Also if KI make it their duty to know whether learning has been successfully transferred to the workplace, they would be able to keep an eye on how far the educational background meets organisational objectives and provides value for money. Gibbons et al. (1994), for their part, argue that only the involvement and participation of universities in professional and commercial practice will ensure that universities are not left behind and instead retain their credibility as research institutions as well as become increasingly relevant to society. However is this happening in the day-to-day running of companies in RoM?

**HRD in RCS, ROM: a case study**

One example of a Mauritian company trying to improve productivity and innovation is Rogers Cargo Services or RCS, a subsidiary of Rogers Group of Companies (Meetoo 2003). This company is trying to establish training and development (t&d) as one of its strategic pillars. RCS is a service-oriented company competing in the Cargo Sector of the Airline industry. The Company’s Strategic intent is to be number one or two in its sector of operation and measure its performance through value-based management. This company is focusing on applying HRM/D knowledge (western-based theories) through the actors (employees) by developing a performance culture, ensuring that it recruits and promotes the best (one of the strategic intents of the company). Encouraging a t&d environment is being taken seriously by management, but to what extent are KI part of the process, and to what extent are the HRM/D models employed appropriate? The study, a survey of RCS employees at various levels, showed some interesting facts about HRD: especially the role of feedback, t&d, and how employees feel about these issues. Employees are keen to gain feedback from all the stakeholders concerned, namely clients, superiors and colleagues, among others.

It has to be pointed out here that this practice enables the actors (employees) to gain more knowledge about their performance and working environment. It will also help them to have a continuous feedback loop through the two players (actor and environment), thus generating knowledge which can also be fed back in the system to the knowledge source (UoM) when the employees are sent for further training and education. Each actor (employee) will gain knowledge from the workplace, which can then be shared with the source (UoM) through the KI.
Thus, KI (UoM academics/trainers) need to be in constant touch with the actors from both source and destination to be able to give the company the knowledgeable employees that they need. The General HR Manager of RCS, Mr Jolicoeur, who also teaches the MBA students at the UoM, was asked about his opinion in this matter and he said “HR & HRD modules should be taught by practitioners only. Furthermore, there should be intensive programs in HRM for high level managers”.

The HRD strategic pillar in the company is a step forward in consolidating the company in the new KE. The survey shows that employees preferred to gain training in their respective spheres of work, but also pointed out their preference of having their immediate management support in using the knowledge they acquired on training programmes in the workplace. Another issue cropping up in RCS is that employees thought that training helped them do better at their jobs. One consistent finding was that employees preferred their training needs to be identified through the performance management system (PMS). One objective of the PMS is to help identify the type of training needed by employees. The knowledge acquired through t&d, by employees, will hence need to be transferred to their daily work. Identifying training needs at the workplace would help the KI know where to focus the type of training given. KI needs to get hold of the information gained through PMS to help reduce the discrepancy between the knowledge source and knowledge destination. KI need to be in constant contact with both spheres (UoM and companies) so as to be able to keep up with the demand of the market (local workplaces and the whole economy).

The role of the university as a KI

Moreover, from a position of “critical neutrality”, universities can encourage people and organisations to challenge their existing paradigms. The KI can hence help the government move towards its goal of making the RoM the knowledge hub of the region. In order to succeed in the building of a KE, HRD KI not only need to be able to encourage collaborative learning networks and social capital within organisations, but also with strategic partners such as local and central government agencies and international agencies and partners. For example, senior and line managers may engage in the learning process by disseminating the message of how people learn and work together with employers, KI and government to support new approaches to training and education in order to address the ‘transfer of training problem’ (CIPD 2005). The US literature shows that universities have typically been slow to provide appropriate learning opportunities for students to develop the required skills and competencies. Developments reflecting this concern have included academic and practitioner partnerships to publish a common journal, wherein several articles discuss the teaching of HRM competencies (Brockbank et al., 1999) and a certification mechanism for the purpose of certifying HR managers as professionals in collaboration with university professors. In the case of the RoM, it would appear that despite the exposure of the country to global influences and to the models of Multi-National Companies (MNCs), and despite the efforts of UoM in providing education in HRM/D, there has been little “transfer” of knowledge about HRM/D strategy, policy or practice (Ramgutty-Wong, 2004; Iles, Ramgutty-Wong & Yolles, 2004). This raises several issues, ranging from the general question of knowledge transfer between cross-cultural contexts to problems of interpretation and re-constitution by the K-destination, to the flaws present at the KI stage. This paper focuses on the latter issue as especially relevant to both a change-agent role for the UoM and a transformational management role for corporate Mauritius, poised at a developmental crossroads.

Of special interest is the fact that the “worldviews” of UoM academics and of the postgraduate learners are very similar in structure, process and associated behaviour, such
that the migration of knowledge, in effect the movement of understandings between worldviews, is in a favourable position to “transfer” HRM/D knowledge. Given that those most likely to come in frequent contact with non-Mauritian textbooks and theories, meet visiting Professors and attend conferences overseas are UoM academics (almost all being Mauritian citizens), the feedback migration/ re-migration loop becomes even more potent as an instrument for an ever-refined, iterative process of transferring HRM/D knowledge to organisational worldviews (contexts) and back (to non-Mauritian academics as sources and UoM academics as knowledge intermediaries).

Much tacit knowledge regarding developing-country cultural subtleties and Mauritian specificities, for instance, is shared both by academics and practitioners. Thus, the problematic application of HRM/D strategy, policy and practice in Mauritian organisations, as influenced by Western norms and values, but mediated, re-created and re-constituted sensitively by UoM teaching and research staff, becomes an achievable process after all, provided that of course all or most teachers of management at the UoM conceive of the knowledge transfer process in this way. Another limitation may reside in the very learning orientations, delivery modes and curriculum content employed, which may not be compatible with our model (Figure 1), requiring an analysis of current UoM models. The extent to which UoM academics orient their course content, delivery methods and student learning is now examined as a baseline to determine, or at least shed some light on, the adequacy of these existing HRM/D orientations in the context of the growing “knowledge hub” that is the RoM.

**Methodology**

A conceptual framework combining the dual issues of HRM/D knowledge and competencies for effective KM and of the content and process of postgraduate HRM/D education was developed from the preceding discussion. This was translated into the following research propositions:

1) The competencies critical to effective functioning as an HRM/D practitioner in the current and future corporate configuration of the RoM are identifiable

2) Practitioners with postgraduate HRM/D education and training perceive their competencies as adequate

3) The KI role of the UoM is flawed

To address these questions, a research project combining qualitative and quantitative approaches was employed. A postal and Web survey of all MBA (HRM) and MSc HRS alumni, as well as a small sample of BSc Management (Specialisation HRM) alumni was conducted, alongside focus groups of current MSc HRS learners. These were included because the learners are the “recipients” or beneficiaries of the recently-revised curriculum of the programme, which incorporates an Action Learning element aiming at developing organisationally-relevant, “real” projects.

The following table 1 shows the population contacted for the survey.
The first section of the questionnaire, incorporating 27 questions drawn from Raich (2002), focused on the knowledge an HR graduate should be able to display; the second section consisted of a list of 14 management competencies, regarded as useful or necessary for the practice of HRM/D. Alumni were asked to give a rating of these competencies on a three-point scale, and to state their own level of knowledge and competence (poor/average/good) along each dimension. A third section examined the specific views of alumni on their educational experience at UoM, their general views regarding HRM/D education, and of University-industry links.

Results

The findings represent a partial data set, constructed from forty-four valid returned questionnaires. At the time of writing, the focus groups had not yet been run. Knowledge and skills considered “essential” by managers trained in HRM at UoM are ranked as shown in table 2:

<table>
<thead>
<tr>
<th>Course</th>
<th>Cohort (year)</th>
<th>No. graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Human Resource Studies</td>
<td>1999</td>
<td>20</td>
</tr>
<tr>
<td>MSc Human Resource Studies</td>
<td>2002</td>
<td>15</td>
</tr>
<tr>
<td>MBA (HRM)</td>
<td>2000</td>
<td>19</td>
</tr>
<tr>
<td>MBA (HRM)</td>
<td>2002</td>
<td>23</td>
</tr>
<tr>
<td>BSc(Hons) Management</td>
<td>2000</td>
<td>30</td>
</tr>
</tbody>
</table>
Table 2: Knowledge displayed

<table>
<thead>
<tr>
<th>Questions</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing how to set up a PMS</td>
<td>95</td>
</tr>
<tr>
<td>Holistic understanding of role of HR within the organisation</td>
<td>90</td>
</tr>
<tr>
<td>Knowing how to develop a training &amp; development system</td>
<td>90</td>
</tr>
<tr>
<td>Understanding the business strategy/strategic planning process</td>
<td>84</td>
</tr>
<tr>
<td>Knowing how to act as a Change agent in the organisation</td>
<td>82</td>
</tr>
<tr>
<td>Knowledge of setting a recruitment and selection and its process</td>
<td>82</td>
</tr>
</tbody>
</table>

The areas of competence considered essential by respondents, and forming the overall competence frame of a manager, are shown in Table 3:

Table 3: Management competencies

<table>
<thead>
<tr>
<th>Questions</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to operate in uncertainty</td>
<td>100</td>
</tr>
<tr>
<td>Listening skills</td>
<td>100</td>
</tr>
<tr>
<td>Oral and written communication skills</td>
<td>97</td>
</tr>
<tr>
<td>Ability to speak with confidence before an audience</td>
<td>92</td>
</tr>
<tr>
<td>Strategy skills</td>
<td>90</td>
</tr>
<tr>
<td>Self-leadership and self-reflection</td>
<td>95</td>
</tr>
<tr>
<td>Ability to act effectively as a team member</td>
<td>92</td>
</tr>
<tr>
<td>Ability to take leadership of a team</td>
<td>91</td>
</tr>
</tbody>
</table>
Sadly, the very competence area of HRM/D practice which may reasonably be considered “core” topped the list as being poorly or moderately developed, according to the respondents themselves, with only 36 percent claiming their skills in the technical elements of the HR function to be “good”. Other areas of concern regarding non-mastery of core HRM/D practice include: 26 percent of alumni actually admitted to have only average competence in being able to view and practice HRM holistically as it relates to the overall functioning of their organisation.; half of the group said they had only average competence in matters of business strategy and of the strategic planning process; while a mere fifteen percent claimed to be “good” in their knowledge of how to act as a change agent in their organisation, with the majority stating that they were hardly competent in defining and implementing methods for managing change (26 percent saying they were “poor” at this, and 45 percent that they were only “average”). Another core area of HR knowledge, namely, employment laws, is seemingly also not mastered by the majority of alumni, since only twenty one percent claim to have a good knowledge of such laws, forty two percent state that their knowledge is average and thirty seven percent admit that their knowledge of such laws is poor, as depicted below in figure 3.

Figure 3: HR Competencies – employment laws

The critical area in which respondents consistently expressed a low level of confidence, with almost 20 percent admitting to “poor” level of competence, is in setting up systems and processes for employee relations (such as counselling, grievances, discipline, HR policies and procedures, manuals and handbooks, attitude surveys, and so on). Almost 20 percent also admit to be “poor” in understanding and playing their role as HR professionals in the quest for improved quality and productivity, and only 23 percent claimed to be “good” in this area. In this same domain, only eight percent claimed to be “good” at designing and implementing group- and individual-level interventions for
enhancing quality and productivity, in spite of a significant Organisational Development (OD) element in their programmes of study. Whereas most respondents claim to possess either “average” or “good” competencies in the field of performance management, only 18 percent claimed to be good in developing a reward system to attract, retain and motivate people. Fifty percent of respondents have only average competency in the development of a staffing plan based on business needs and objectives, using job analysis and job design, and only 29 percent know how to develop a training and development programme.

Competency in consultation skills, listening, coaching, oral and written communications, being approachable, understanding the customers of the organisation, being able to gain respect from colleagues, self-leadership, and the ability to work toward team goals were seen as ‘good’. A selection of key areas considered either “poor” or “average” in terms of their own competency is: use of IT, establishing credibility as HR professionals, ability to speak confidently before an audience, ability to link the HR function to the bottom line of their organisation, having financial acumen, knowledge of how to improve inter-group relations, knowledge of how to manage restructurings and downsizings, and knowledge of how to set up an international HRM programme. In addition, a supposed impoverishment of the HR function in the RoM may actually not stem from the calibre of the trained professionals themselves, but may be indicative of other ills, both structural and cultural. One respondent blamed Boards of Directors and CEOs who “unfortunately have [a] limited view of the use of a HR strategy that would help meet business objectives and employee well-being”.

Mr Jolicoeur points out here that, “management’s expectation level tends to be on the high side, very often resulting in the HR person being dragged into operational issues and distracted from the strategic dimension of the business”.

Learning processes at UoM

What can be learnt regarding the learning objectives and pedagogical orientation of UoM postgraduate education in HRM/D? Apart from the evidence and other assertions found in the growing body of knowledge in this area, the present study has thrown considerable light on the preferred orientations, programme content and learning objectives of practising professionals who have been trained in HRM/D at the UoM. The findings are also edifying in that they reveal the extent to which the postgraduate HRM/D programmes have been effective in their contribution to the practice of human resource management and development in RoM, most especially in the context of the emerging KE. Thus, consistent with claims in the literature for a more experiential, project-based learning experience as being the most effective and appropriate pedagogical orientation in management education, 55 percent of respondents stated their opinion in this very direction, with 29 percent advocating a mix of conventional lectures and an action-learning type of orientation. Most responding alumni (60%) however reported that their own learning experience at UoM occurred mostly through conventional lectures, use of case studies, and through assessment by written examinations. Two issues emerged: firstly, the module-specific versus programme-wide, holistic type of learning experience offered by the programme; and secondly, the extent to which the programme ought to be, and was, customised for the Mauritian organisational reality (as opposed to wholesale transfer of ‘knowledge’ from Western theories and practices).

Approximately half of the responding ex-students advocated a mid-way approach, incorporating both a holistic integration of the various subjects, with some amount of modular instruction. Respondents (76%) also expressed the view that the strong partnerships between academics and industry would improve the relevance of UoM
management programmes. They also stated that they believed the organisational relevance of the programme they had followed was “average”. A couple of ex-MSc students proposed enhanced networking amongst the alumni community, for, one said, “many of us are individually fighting losing battles against prevailing systems... There must be more freedom, more exchange, more awareness, and more contacts”. And another one further emphasised, “there should be continuous interaction between graduates who leave the University, and the University”.

Finally, most respondents expressed a clear preference for a reasonably mixed course content that would incorporate both “imported” (mainly from US and UK) theories and practices, with some amount of Mauritius-specific, contextualised, course content, such as case examples and material from research and consultancies undertaken by academics.

**Conclusion and commentary**

The data regarding the extent of customisation of course content and the orientation of HRM/D courses begs the following questions:

1. Do UoM academics possess the capability to design and run courses that offer a fifty-fifty offering of imported theories and Mauritian specificities?

2. Does the institutional set up at UoM with regard to curriculum development and delivery support project-oriented, action learning, holistic learning experiences?

Currently, no case material exists that reflects Mauritian organisational reality; the research in HRM is so scant as to offer a mere sprinkling of empirical evidence of practices in industry and government, and there is little indication that either research or consultation activities will suddenly take an upturn. The academics have mostly little or no practical management experience in either private or public organisations, even though this fact in itself might not perhaps represent a disadvantage but for the reality of poor research activity within the department. The kinds of competencies to be developed in HR professionals for the new KE are not exactly the sort to be handed over wholesale by academics to passive learners in classroom situations, but rather those that must be developed experientially and reflexively for lasting and iterative impact. Our analysis of the critical role of HR in developing organisational understandings of what facilitates or inhibits the creation and sharing of knowledge supports this contention... Clearly, more data is needed to confirm this, but the insights already gained here are likely to be a peephole to the bigger (and bleaker) picture, and must not be dismissed. Indeed, action is required both in the area of continuing professional education as well as in curriculum review and pedagogical paradigm shift, so as to engage in a gradual but committed shift in activities and responsibilities in order to make HR one of the most highly-valued business partners.

On the University front, an enhanced project-oriented, action learning type of curriculum, coupled with experiential and significantly practical delivery styles, ought to benefit all the actors, be they students, academics or organisations. The “destination” organisations may find their missions enhanced by relevant theory and research, access latest developments in the area of interest, leading to enhanced development for staff and the organisation. As an active partner, they may provide research opportunities to UoM academics and help the latter develop on-site, customised programmes that are focused on real problems, thus making effective the migration-re-migration process of knowledge transfer. Organisations may find that reflection and resource-based type of thinking can develop thanks to their questioning managers, fostering the development of unique
competitive strategies. Of course, many organisations will prefer to maintain the status quo. This implies that their employees are expected to receive the kind of training and education that fits neatly into the existing corporate system, which in turn implies that wholesale “transfer” of Western-born methods and practices, which we aver does not make a meaningful difference, will be preferred.

On the part of management teachers, to persistently preserve the “conventional” teaching methodologies focusing on classroom lectures, case studies and end-of-module examination, especially using a “tried-and-dried” curricular orientation from the West for maximum “acceptance” and “credibility” is to suppose that learners and their employers just wish to receive existing practices, preferably developed in the West. But surely the skills gained through experiential opportunities (such as, say, through Action Learning sets) would be of interest to some enlightened employers? But perhaps it is easier for academics to project a lack of interest on employers. Surely the possibilities of changing management practices depend on transforming the current generation of professionals’ and managers’ understandings? The UoM, in fulfilling its role as knowledge intermediary, may find, for its part, that its development of research programmes and of curriculum is greatly enhanced by contacts with practice, its ability to conduct field research enhanced, and its academic development upgraded by such collaboration, all in all improving knowledgeable action and relevance in the wider society. Ultimately, not only will organisations benefit from the relevance and quality of ever-improving courses, but the UoM will also gain access to techniques and practices “in situ”, obtain recruitment and placement opportunities for students, enhance its consultancy skills and status, and generally benefit from a prominent corporate image as the premier provider of high quality, friendly and relevant HRM/D education and training for the country.

References


