



UNIVERSITY OF  
EDUCATION, WINNEBA



# TIME MANAGEMENT:

A MAGIC WAND FOR  
LEADERSHIP EFFECTIVENESS

## INAUGURAL LECTURE

BY  
REV. FR. PROF.  
**ANTHONY AFFUL-BRONI, PHD**  
**FACULTY OF EDUCATIONAL STUDIES**





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# PROGRAMME

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1. Invited Guests seated / Background Music by Department of Music Education

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  2. Arrival of Dignitaries (Procession)

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  3. Procession of Chairman and Speaker (led by cultural troupe from Dept. of Music Education/ Theatre Arts)

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  4. Opening Prayer - Rev. Fr. Anthony Adawu, PhD

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  5. Ghana National Anthem

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  6. Introduction of Chairman - Dr Obaapanin Oforiwaa Adu

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  7. Acceptance and Welcome by Chairman

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  8. Introduction of Speaker by Chairman

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  9. University Anthem / Seperewa Appellation

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  10. Lecture - Rev. Fr. Professor Anthony Afful Broni

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  11. Cultural display by Department of Music Education/ Theatre Arts

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  12. Chairman's Closing Remarks

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  13. Vote of Thanks - Dr. Juliana Daniels

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  14. Closing Prayer - Bishop Francis Hammond (Lighthouse Chapel International, Winneba)

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  15. Ghana National Hymn - Yɛn ara asaase ni

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  16. Recession: Chairman and Speaker, followed by dignitaries (led by cultural troupe from Dept. of Music Education/ Theatre Arts)

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  17. Photographs
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# CONTENT

MY PERSONAL JOURNEY INTO TIME MANAGEMENT_____	1
INTRODUCTION_____	2
BIBLIOGRAPHY_____	11
ACKNOWLEDGMENTS_____	23
ABRIDGED PROFILE OF REV. FR. PROF. ANTHONY AFFUL-BRONI, PHD_____	29



DEDICATED TO  
**GOD, THE ALMIGHTY FATHER**  
AND  
MY BELOVED AND DEPARTED PARENTS:  
**OPANIN JOHN YAW BRONI**  
AND  
**MRS MARY CELESTINE BRONI**



1

MY PERSONAL  
JOURNEY INTO  
**TIME**  
MANAGEMENT





# INTRODUCTION

**M**y journey into educational leadership began as early as during my latter teenage years, while I was in the equivalent of a high school - studying at St. Teresa's Minor Seminary in Amisano, near the historic town of Elmina. At that time, I was the entertainment prefect at the seminary; supply teacher at one or the other Catholic basic school in the Archdiocese of Cape Coast during our three months long vacation periods; I was also youth leader in my local home church, a big brother/ little dad to my four siblings; three sisters and younger brother, and major support to my mother. My father had died when I was 19, and in the fifth year of the minor seminary journey; I had almost suddenly taken on a few extra higher responsibilities in the household.

Indeed, this huge vacuum which my father's demise had created, and which prematurely and suddenly catapulted my assumption of comparatively intimidating and demanding adult roles, compelled me to quickly seek out workable, effective and efficient strategies to enable me to perform my tasks in order to keep body and soul together, not only for myself, but my family. We received some support from the extended family, but those key responsibilities which belonged to my father had suddenly been transferred to me as young and comparably inexperienced as I was.

Of the strategies, principles or the magic wand that I sought, in order to effectively perform my many duties most effectively and efficiently, Time Management became the most enduring, the most effective and it turned out to be the one that carried me further into the academic, as well as the spiritual, professional and social spheres of my life. As I completed the Minor Seminary and journeyed on into the Major Seminary, in my pastoral training and academic formation both at the Seminary and the University, it became even more paramount that I cling more faithfully to the Time Management principles because of the need to multitask a lot, and Time Management strategies

have been adjudged the most effective (Gordon & Borkan, 2014; Kearns & Gardiner, 2007).

I must quickly add that I did not, in the earlier years, possess the full dose or package of the many aspects of the Time Management strategies which I would later develop and run workshops on, when I returned from postgraduate studies at New York City's Fordham University in the United States of America and posted to St Stephen's Catholic Parish at Dunkwa-on-Offin.

In that teenage period, when I felt compelled to assume "fatherhood responsibilities", not only was I required to work extra hard to support my mother to take care of my younger siblings, but I also needed to more strategically look for effective ways by which I could combine forces in order to effectively wear my many hats, none of which I could afford to relinquish.

As my theological studies progressed in the Major Seminary, and as demands on my time, energies and focus increased, the adherence to Time Management strategies became even more important. Although as a quick learner, I did not face challenges with my academic work, I still needed to be extra mindful of the limited free time that I had, as I was, during much of my seminary years, given leadership responsibilities at almost every level. Indeed, in my last year, the Deaconate year at the Major Seminary, I was, in addition to my multiple expectations, at the Seminary and in my home parish, elected the President of the Student Representative Council (SRC).

Looking back, I owe the ability to effectively combine those many responsibilities and to discharge them with efficiency to God's grace and my deliberate attention to the unique and mysterious nature of time; the faithful adherence to Time Management principles that I had read about and practised, to the extent that I was able. I feel deeply privileged for the opportunities to multi-task, and to have been able to deliver effectively during my seminary and earlier university years, for, these greatly helped me to take up even higher responsibilities upon my Priestly Ordination, as my first appointment was to serve as Chaplain and Tutor at the St. Mary's Girls Vocational Centre and Archbishop Porter Girls Polytechnic, both in Elimina where I taught English and Religious Education as well as Chaplain.



MY PERSONAL  
JOURNEY INTO  
**TIME**  
MANAGEMENT



As Chaplain, I was responsible, not only for the general moral upbringing of the students, but also for conducting daily Holy Masses, but to prepare students to receive the Sacraments of Baptism, First Holy Communion, Confirmation and Penance. I was, as Chaplain, responsible for offering Guidance and Counselling to the students and most colleagues- staff. What was even more challenging was that I had no residence in the two institutions; and had to commute from the Fourth Ridge in Cape Coast, where I lived with the Franciscan Friars in their Portiuncula, and travelled, sometimes, twice in a day to my two work sites near Elmina; a practice that made extra demands on my time.

The demands on my time increased when, after my first academic year after ordination, I was transferred from my Elmina schools to Holy Child School in Cape Coast as the first resident native Chaplain and Teacher. This was a much larger institution with more students and staff than my earlier assigned sites combined. Besides conducting daily Holy Masses, preparing students for the Sacraments of Baptism, First Holy Communion, Penance and Confirmation, I was also responsible, as Chaplain, for counselling services and spiritual direction to the students and staff.

As teacher, I taught Logic to the Lower and Upper Six students and Religious Education to all students, from Form One to Upper Six. To say that my schedule was quite hectic would be an understatement, as I also had several other responsibilities outside Holy Child School. Once again, I owe my ability to effectively discharge these duties to my faithful adherence to the Time Management principles that I had studied and practised.

Going to the United States of America for further studies after my fourth year in priestly ministry brought with it unique challenges that demanded further multi-tasking; apart from all what was involved in leaving home and my familiar surroundings and family into a completely new environment and responsibilities; as Associate Pastor in the first parish where I resided, St. Angela Merici on Morris Avenue in the New York City borough of the Bronx, with all the tasks expected of a Pastoral Staff, I was also working as part-time Chaplain at the Bronx-Lebanon Hospital Centre, also in the borough of the Bronx, while pursuing further studies at the prestigious Fordham University.

Upon my transfer from the City of New York into the suburb of Cortlandt Manor, New York, after a year at St Angela Merici's, Holy Spirit Catholic Church, became my new residence where I was in charge of the youth programmes – training altar servers, supporting the teaching of catechism, giving counselling to the youth, those preparing to get married, the bereaved, besides my duties as Assistant Chaplain at the Hudson Valley Hospital Centre across the street from the church, where I was often on duty call.

Living in the suburb of Cortlandt Manor, New York, I would normally commute 50 miles into Fordham University in New York City three days a week for my postgraduate studies. When I started the participant observation and data gathering processes towards my doctoral studies, I needed to, in addition, spend some hours each week, for several months, at the Bronx Leadership Academy High School which was my study site.

It could be safely said that but for the Time Management strategies that I had acquired and practised, the effective discharge of my work as doctoral student, Associate Pastor, Hospital Chaplain, Parish Youth Leader, and Assisting Priest of the Ghanaian Catholic Community in the Bronx and later Connecticut would not have been possible, given all the demands on my time.

I have gone into these details to make a simple point; that like many other people that I have come to know, the numerous demands on one's personal, social, pastoral and professional time make it humanly impossible to function without resort to some survival or progress strategies such as Time Management, even if they would not call them such. The very hectic schedules that I have almost always followed may not be peculiar to me, as I am aware of several others with different schedules carrying similar loads. There are a number of people out there, in a variety of contexts, whose many responsibilities put such great demands on them that they tend to become quite stressed, sometimes in danger of burn out; and they end up simply avoiding aspects of their work, even if each one was quite critical. Yet, while some may delegate part of their responsibilities to their subordinates, team members or request for increase in the work force, others, as well intentioned as they may be, would simply do only what



MY PERSONAL  
JOURNEY INTO  
**TIME**  
MANAGEMENT



MY PERSONAL  
JOURNEY INTO  
**TIME**  
MANAGEMENT

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they can, and/ or simply leave other equally important aspects undone.

When people's work schedules and other responsibilities make huge demands on them, they are compelled to multi-task, or seek those tried and tested strategies that will enable them to effectively and efficiently deliver. Time Management has proven to be one major solution to the challenge, and my goal in this presentation is to show how this strategy has proven to be a magic wand to life in general, including running an effective and efficient private, public and service institutions as anywhere in the world.

#### Educational Leadership and Time Management

The choice of my inaugural lecture topic is not just a happenstance. My entire life has been revolving around Educational Organizations at various levels. Whatever I have been able to achieve in my leadership positions in such institutions are due greatly to my ability to manage judiciously the time available to me. Thus, the essence of this lecture is to carry the audience along in appreciating time management as a veritable tool in achieving both Organizational and personal success in life. In educational leadership, just as in almost any other important responsibility, timely and quality delivery of services is critical for the overall success of the life of the educational establishment, the local community and the nation as a whole.

The educational landscape, like a few other similar contexts, is one that has multiplicity of timelines, stipulated goals, targets and expectations for themselves, their stakeholders including the Government. Therefore, effective and efficient delivery of services are sine qua non for schools, and indeed its leadership. Since schools have almost everywhere been, or considered as agents for social change and national development (Ololube, 2011; Harington, 2005), a lot is invested into it as well as its leadership. There is therefore a huge burden on educational leadership for which reason time management becomes a magic wand.

Besides, there are numerous other benefits that Time Management practice offers to enrich the performance of the educational leader, and indeed anyone else who subjects himself to its principles and strategies. I may even venture to state that

much failure in educational leadership could be attributed to lack of linkage with or adherence to Time Management principles and strategies.

As it must be obvious, Time Management principles have at their foundation, a thoughtful appreciation of the nature of time. The world would be chaotic, or at least far less organized and coherent than it is, were it not for the recognition of the unique nature of time and adherence to Time Management principles. It is when people come to appreciate the value of time that effective and efficient work will be delivered. Without the use of time to measure, to clarify, to situate and to identify, there would be much more confusion than we would otherwise experience in life. Time is that reality which embraces periods or moments in life, and although not always as perceptible as other things are, continues to influence and affect our lives. Time is a process which remains in constant motion and never ends. In some ways, time can, and has been described as mysterious and humbling:

The human person, with all his power, is just like a helpless infant before time. Indeed, whereas man is vulnerable and weak in many respects, time stands tall and strong. The human person who changed the course of rivers, trapping them at times to generate electricity; the wise and genius man who built the aircraft to travel thousands of kilometers at a time, over oceans and nations; the great homo sapiens who built the ultrasound, the computers and many cures for many hitherto deadly illnesses, the man who is able to trap electricity from the winds' movement, determining where there is oil and tapping it to generate the huge machines he has built, cannot do much when it comes to aging brought on by time. The best he can do is dye his hair, and, if he can afford it, do a skin tightening surgery to look younger,



MY PERSONAL  
JOURNEY INTO  
**TIME**  
MANAGEMENT



deceiving himself into thinking that he has bought more time. The fact remains that no matter how rich or powerful, how educated or strong, how religious or politically astute, we will have the same doses of time. No one can buy or rent or borrow any more time than another. The formula is the same everywhere and for everyone:

(Afful-Broni, 2005; p.35).

It has become increasingly clear that although every living being and even the dead, are affected by time and that we cannot avoid dealing with or being influenced by time, time remains a rather complex entity. The complexity of time could make it fearsome to deal with, and in some ways it is. The person who ends up not doing much in a given period, and who almost suddenly “realizes” that a lot of time has gone by, can have much to worry about; or can be pitied. Yet the sadder reality is that no one can either borrow or buy more time. As far as the human being is concerned, time is not an expandable commodity.

My personal and professional experiences strengthen my belief in what Khan Ahmad and Naseer-ud-Din (2015) state; regarding the essence of time management.

It is noteworthy that all time management skills and strategies are learnable. It should be noted that if one knows how to use one’s time effectively and efficiently, many problems may be pre-empted and resolved effectively. It is noteworthy that planning and organizing can turn one’s goals and visions into actions. This also means balancing work, family, study and other commitments. Thus, balancing commitments means setting priorities and remembering that time management is not about getting more done; it is about doing the important things. Effective time management involves establishing short-term and long-term goals, prioritising competing responsibilities, planning and organizing activities, and minimizing time wastage in unnecessary circumstances.

It ought to be obvious that from the many experiences in multi-tasking, gathered from my latter teenage years while a student at the St Teresa's Minor Seminary up until my return to Ghana from postgraduate studies at Fordham University in the USA, Time Management strategies had been central to my workings. It was becoming important that as a teacher of Educational Administration and Management at the University, and for more effective living, Time Management became a topic of greater curiosity and research.

Soon after settling down at the then UCEW in October, 2000, I started a more focused reading, as well as notes making; these notes guided the Time Management Workshops which I started to run, initially for our PAX Romana (Catholic) students. When this came to the attention of the Vice Chancellor, he invited me to expand and incorporate the workshops into the university-wide Freshers Orientation that began each academic year, and where, for over seventeen years, I almost became a permanent fixture.

After much practice and research, I published my first, seven-chapter textbook in time management titled **Principles and Practice of Time Management** in 2008. Two years later, having continued thorough reflections and reviews of the work, and having added a chapter, I came out with the second edition of the **Principles and Practice of Time Management**. While further study and considerations were embraced in my research, I was able to stay focused on this path, and four years later, I had completed an extensive revision of the second edition. Thus, whereas the 2010 edition had eight chapters, the 2014 edition, in addition to substantial reviews to the original work, had three new chapters added, making this latest edition eleven chapters.

The purpose of this Inaugural Lecture is to make a case for Time Management as Magic Wand for leadership effectiveness, and aware that everyone of us is interested in, or affected by time, I wish to invite you to patiently walk with me in this brief journey together this evening.



MY PERSONAL  
JOURNEY INTO  
**TIME**  
MANAGEMENT





2

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**3**

# **ACKNOWLEDGMENTS**

**T**he long journey of academic life and its accompanying accomplishments have not been achieved in solitariness. The inspiration, guidance, encouragement, and support of innumerable wonderful people have guarded me at various stages at different times. Mindful of this, therefore, I wish to take this singular opportunity to express my gratitude to God Almighty and then to some of these very special individuals for the various roles they have played in assisting me to reach this far.

This journey started somewhere in Southern Ghana in a small farming community called Assin Asempanaye, located near the Pra River when God gifted me to my parents, John and Mary Celestine Broni. For this reason, permit me to foremost thank God for the grace of life. I am also very grateful to my parents for having me. I sincerely thank them for the values of discipline and time consciousness which they endowed my siblings and me when we were growing up. Indeed, it is with profound love that I express my gratitude to my late mother who walked every moment of this eventful path with me. She was there to provide the needed motherly love, support, and prayers and to urge me on in both joyous and difficult times.

I am especially thankful to my late father from whom I learned the values of punctuality and consistency. The traits of craftsmanship, hard work, discipline, and time consciousness that he passed on to me have contributed to molding me into what I am today. I remember how he always ensured that our old grandfather's clock which hanged in the upstairs living room of our home was always working. He insisted that hearing the bells of the clock ring should serve as a reminder of time ticking away. His was the view that clocks must be hanged where everyone can easily see and tell the time. Whether we did something with the time or not, this seemed a simple act, but one rich in profound meaning and sequence for my life. Time was indeed everything to him.

Being the 19<sup>th</sup> born of my father's twenty-three children, there was a lot that I learned from my siblings, for which I want to thank them. I am sincerely appreciative for their prayers, companionship, love, and support throughout my growing up, academic and priestly life.

I am indebted to my late siblings William and Cecelia for the roles they played in our growing up. To Patricia, Theresa, Veronica, Robert snr. and Robert jnr, I am eternally grateful for your unconditional love. It's been a blessing growing up with you! may we grow old together byHis love!

Together with my parents and siblings, there are many more people who played key roles in my upbringing, education, and formation. My basic school teachers at Assin Asempanaye, my classmates, and formators in the seminary, especially Msgr. Martin Essilfie, Msgr. James Robert Myres and the Late Msgr. Michael Obosu at St Teresa's Minor Seminary at Amisano are some of the wonderful people who have contributed immensely to who I am today. To all of them, I express my profound and sincere appreciation.

There is no doubt that the Catholic priesthood which I have had the privilege to embrace for over thirty-three years has influenced, extensively, my perspective of life in general and all my academic endeavours and achievements. It is for this reason that I say thank you to the Late Most Rev. John Kodwo Amissah, DD, JCD, the first African Catholic Archbishop of Cape Coast, and my former superior, for teaching me the value of time, by word and deed. I also wish to express my deepest gratitude to His Eminence Peter Cardinal Kodwo Appiah Turkson, the former Catholic Archbishop of Cape Coast and Ghana's first Cardinal. I thank him for allowing me to pursue higher education at Fordham University in New York, USA; for his support and constant encouragement in my religious and academic life and my placement at the University of Education, Winneba (UEW), Ghana. I am thankful to him for his continuous support in a variety of ways over the years. I am equally grateful to Most Rev. Matthias Kobena Nketsiah, the immediate past Archbishop of Cape Coast, and Most Rev. Charles G. Palmer-Buckle, the current Catholic Metropolitan Archbishop of Cape Coast, for their prayers, support, and guidance.

I also wish to thank my superiors, co-workers and students at St. Mary's Girls Vocational School and Archbishop Porter Girls Polytechnic, both in Elmina and at Holy Child School in Cape Coast,

where I had my first stint of work experience before proceeding to Fordham University to pursue higher studies.

The precious time I spent at Fordham University in New York City, USA for my MA and Ph.D. studies and the encounters I had there with time-conscious professors, administrative staff and colleague postgraduate students had a great influence on me. It taught me, even if indirectly, that time is priceless, and that time once wasted, would never be retrieved. I, therefore, wish to particularly acknowledge Professors John Shea, Gloria Durka, Janet Ruffing, Barbara Jackson, Vincent Novak, Gerry Cattaro, Gerry Starratt, Rita Guare, Bruce Cooper, and most especially, the Principal Supervisor of my Ph.D. dissertation, Professor John L. Elias, for teaching me how not to waste time and how to effectively use my time in planning to start and complete my studies on schedule.

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My academic journey at the University of Education, Winneba (UEW), and the progress I have made to the rank of a full professor and Vice-Chancellor has been made possible because of the rich relationships that I have had with some very good people. I have had the privilege of encountering some very special persons who have contributed in many diverse ways to mentoring me into who I am today. Thus, I am especially thankful to Prof Aloy Ejiogu; Prof. M. F. Alonge; Prof. Joseph Obebe; Prof. Nana George Deh; and the Late Prof. Daniel Acheampong, former Chairman of the National Accreditation Board, and prior to that, Director of the Quality Assurance Unit of the University of Ghana, Legon; Prof Onike Rodriguez, Former Dean of the School of Nursing at the University of Ghana, Legon.

It is also with great delight that I acknowledge two great people who have played important roles in my professional progression at UEW. I thank Prof. Jophus Anamoah-Mensah, OV, the first Vice-Chancellor of the University, for challenging me to not only run the workshops on Time Management for the PAX Romana and the Community Health Training School students in Winneba but to extend it to all students at the University, especially freshmen and women; it was through his leadership that the Time Management Workshop became an integral part of UEW's Freshers Orientation, and has remained so for several years since. Prof. Anamuah-Mensah also urged me to develop the ideas on Time Management into a book that many more could benefit from. My sincere gratitude is to him for his leadership and mentorship and for gladly accepting to read the drafts of my publication on Time Management. This book has since its publication been of great benefit to many; as it has seen two other major revisions/ editions and has proven to be the core of my research and professional work at UEW.

I am equally grateful to Prof. Akwasi Asabere-Ameyaw, former Vice-Chancellor of the University during whose tenure I had the privilege to serve as Dean of the Faculty of Educational Studies for five academic years, and as Pro-Vice-Chancellor of the University for a little over two academic years. I am grateful to him for his mentorship, encouragement, and support.

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Last, but not least, I am also grateful to my post-graduate and undergraduate students at UEW for sharpening my tools to identify, reflect on and delve into important trajectories of my research journey which has as a central theme "time management".





ABRIDGED PROFILE OF  
**REV. FR. PROF.**  
**ANTHONY AFFUL-BRONI, PHD**



ABRIDGED  
PROFILE OF  
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ANTHONY AFFUL-BRONI,  
PHD**

**R**ev. Fr. Prof. Anthony Afful-Broni was gifted to this world through Madam Mary Celestina Addae and Opanin John Yaw Broni, both of blessed memory. He was born on Wednesday, November 23, 1960, at the St. Francis Xavier Catholic Hospital at Assin Foso, in the Central Region of Ghana.

Young Anthony set out his basic school education in 1965 at his native hometown of Assin Asempanaye Roman Catholic School. There, in 1975, he obtained the Middle School Leaving Certificate (MSLC) with Distinction. In the same year, he responded to the priestly call and submitted to its vocational tutelage at St. Teresa's Minor Seminary at Amisano near the historic coastal town of Elmina in the Central Region of Ghana. The seminary regime aided him to develop his clerical passion and academic aspiration in tandem. As a result, he obtained his Ordinary Level, General Certificate of Education (O' Level/GCE) in 1980, and the Advanced Level, General Certificate of Education (A' Level/GCE) in 1982 from the St. Teresa's Minor Seminary. Whilst at the Minor Seminary, during vacations, Rev Fr. Prof Afful-Broni taught at various basic schools including Ayensuako Catholic School, Assin Nsuta Catholic School and Assin Asempanaye Catholic School. These services earned him a living and some financial support for his mother and younger siblings following the demise of his father in September, 1979.

After formation in the minor seminary, Reverend Afful-Broni proceeded to the St. Peter's Major Seminary in Pedu, near Cape Coast in 1982. At the major seminary, he got the opportunity to learn organizational skills from holding positions such as the Class Prefect and in his Deaconate year, the SRC Presidency. In addition, he had the privilege to pursue a Diploma in Sacred Theology at the University of Ghana, Legon, completing in November, 1986. After 13 years of formation at St Teresa's and St Peter's Seminaries, his dream of becoming a Catholic priest finally came to fruition. It was a remarkable journey that counted him as one of the 9 out of 45 students who made it to ordination as Catholic Priests. In July 1988, to the Glory of God, Reverend Father Anthony Afful-Broni was ordained by the Late Most Reverend John Kodwo Amisah, DD.,JCD. at the St Francis de Sales Cathedral in Cape Coast.

Upon his ordination to the Catholic priesthood, Father Afful-Broni served as a Tutor and Chaplain at St. Mary's Girls' Vocational

School and Archbishop Porter Girls' Polytechnic, both in Elmina in his first academic year after Ordination, (September, 1988) and then Holy Child School, in Cape Coast between 1989 and 1992. His telling dedication to work and its positive impact on his students is epitomized in the flourishing relationship he still enjoys with his former students, some 33 years after.

From Holy Child School, the young Reverend Father Afful-Broni proceeded to Fordham University, a Jesuit higher education institution in New York City, USA, to pursue a Master's Degree in Pastoral Counselling and to fine-tune his academic and pastoral development from 1992 to 1994. He continued immediately upon completing this Master's and in May 1999, completed Fordham University with a PhD in Educational Administration and Management. Fordham provided him with the privilege to learn through service as a Graduate Assistant, an Associate Pastor at the St Angela Merici Catholic Church in Bronx, New York and subsequently Holy Spirit Catholic Church in Cortlandt Manor, New York. In both parishes, he served as an unofficial Patron of the Music Ministry, Patron of Youth Programmes, and participant-observer at the Bronx Leadership Academy High School where he collected data for his PhD thesis. At Fordham, he also advanced on the virtues of prudent time management and due diligence.

Following the completion of his doctoral studies, this patriotic priest returned to the Archdiocese of Cape Coast in Ghana in September 1999, and a few weeks later appointed Associate Pastor at St Stephen's Catholic Parish at Dunkwa-on-Offin, where he ministered to 45 Church Communities for nearly a year. He joined the Faculty of Educational Studies of the University of Education, Winneba as a lecturer and the resident Chaplain of the Holy Spirit Catholic Church on the University campus in October 2000. He also became the University Chaplain from 2006 to 2009. His 33 years of service as an ordained Catholic priest is adorned with service on many local and international boards. His lot of achievements include being the past President of the Priests Senate, past Chairman of the Education Committee of the Archdiocese of Cape Coast, and Member of the College of Consultors for the Metropolitan Catholic Archbishop of Cape Coast.



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MY PERSONAL  
JOURNEY INTO  
**TIME**  
MANAGEMENT



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He served as Head of the Department of Psychology and Education for four years, Director for the Centre for Educational Policy Studies for a year, and Dean of the Faculty of Educational Studies for five years. In February 2014, he was nominated by the Vice-Chancellor at the time, Prof Akwasi Asabere Ameyaw, among two other Professors to contest for the vacant Pro-Vice Chancellor position. He received overwhelming support from Convocation and went on to win the Pro-Vice-Chancellorship contest emphatically. After two successful years in office, he won the position for a second term and held it until he was appointed Acting Vice-Chancellor in February 2018. Whilst still a Pro-Vice-Chancellor, he served as the Acting Principal of the College of Languages Education in Ajumako from October 2014 to September 2015. In September 2018, he was appointed as the substantive Vice-Chancellor of the University of Education, Winneba after occupying the office in an acting position for seven months.

During his tenure as Vice-Chancellor, the University experienced tremendous transformation and massive expansion in the areas of infrastructure, student, faculty and staff development. He adopted an Open-Door Policy and Student-centred leadership approach which led him to expand the capacity of the Student Affairs Directorate. In addition, his administration built the iconic Student Centre to house the numerous offices of Student leadership such as the SRC, GRASSAG, NUGS, GNATOC, University Chaplaincy, University Television Station, University Radio Station, Student Accounts Offices, Guidance and Counselling Centres, Seminar/ Conference Rooms, Restaurants, Wifi Centres; indeed, this is the first of its kind in the country.

His stewardship as Vice-Chancellor witnessed the employment of over four hundred new staff in various teaching, technical and administrative positions in the University to address the increasing needs of the institution. In addition, to advance the image of the University, several new academic departments, faculties, and schools were established. The Institute of Distance Education and E-Learning (IdeL) was also elevated to the status of a College of Distance and E-Learning (CODeL) under his stewardship, in 2021. Simultaneously, several new academic programmes were introduced in every faculty. In addition, over

700 hundred academic and non-academic staff received the necessary boost, which led, significantly, to their promotion from one rank to the other within the span of stint as Vice-Chancellor. This is unparalleled in the history of the University.

Reverend Fr. Prof. Afful-Broni is an accomplished scholar with merit. He is well-published with over 40 peer-reviewed articles in reputable academic journals to his credit. He has authored eight textbooks including the Principles and Practice of Time Management, which was first published in 2008 with revised editions in 2010 and 2014. He has edited over 140 published articles and serves as the Editor-in-Chief of the prestigious International Journal of Educational Leadership. Over the years, he has mentored many faculties in professional development. He led a team of facilitators who run capacity-building workshops for academic staff of universities across the nation Ghana and within the West African sub-region. His team once ran a training programme for the West African College of Physicians and Surgeons. For more than a decade, he served as a Consultant to the Academic Quality Assurance Unit of the University of Ghana, Legon, and has worked for the National Accreditation Board for several years now. Since December 2000, he has supervised several Doctoral theses, over 48 Masters dissertations, and numerous undergraduate projects. He is also an External Assessor for the University of Cape Coast, Cape Coast, the Catholic University, Fiapre, Sunyani and the Teacher Training Department of Jackson Educational Complex, Kumasi.

Reverend Fr. Prof. Afful-Broni serves on many national and international boards, including the World Vision International, Morgan International Community School, and Community Health Nursing Training School at Winneba. He is Chairman of the Education Committee of the Catholic Archdiocese of Cape Coast. He is also a member of several professional bodies, including Vice Chancellors Ghana (VCG), University Teachers Association of Ghana (UTAG), Kappa Delta Pi, (Fordham University Chapter) Phi Delta Kappa, (Fordham University Chapter) and the Association for Supervision and Curriculum Development (ASCD), USA. He is also a founding member of Africa Deans of Education Forum (ADEF) based in Nairobi Kenya, a member of the National Union of Ghana Catholic Diocesan Priests (NUGDPA), Ghana and a member



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of the Catholic Archdiocesan Priests' Association of the Cape Coast Archdiocese.

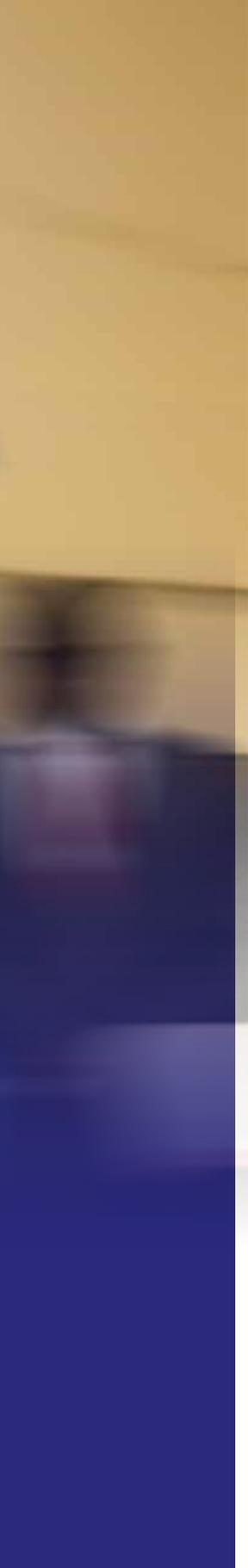
Sensitive to the plight of the needy and the poor in society, the indefatigable benevolent Catholic priest and Professor has, over the years, been deeply involved in numerous outreach and community improvement projects alongside his teaching and research activities. He has embarked on a succession of fundraising ventures, particularly in the USA, which has enabled him to oversee the construction of several edifices. First among them is the construction and furnishing of a 1,500-seater Church Auditorium/Office Complex with Grotto, which was started as soon as he took the helms as Chaplain of the Holy Spirit Catholic Church on UEW campus. This was followed by a Rectory for the Chaplaincy which was started in 2016 and completed in 2018. Taking after his father, who single-handedly marshalled human and financial resources to build and establish the Assin Asempanaye Catholic Church some decades ago, Rev Fr. Prof Afful-Broni spear-headed the construction of the Assin Asempanaye Community Centre/Library Complex with funding support from several individual families and the Knights of Columbus at the St Thomas the Apostle Catholic Church, West Hempstead, New York and the Holy Spirit Catholic Church, Cortlandt Manor, New York between 2001 and 2002. His goal was to provide a suitable facility for meetings, seminars, workshops and other education programmes for the students and people of the Assin North Municipality and beyond. Other projects include the establishment of an Early Childhood Centre to provide a Kindergarten facility to the Assin Asempanaye Catholic Basic School with funding support from Ms Wanda Lee, Mr Norman Thompson, & Mrs Ida Wiggins and several other families from Cortlandt Manor, New York. He worked tirelessly to ensure the eradication of Schools under Trees at parts of the Assin North Municipality. This, he accomplished through the provision of appropriate accommodation for school children at Assin with funding support from Yeedehe and Jimbay Loh, Chicago, IL, USA, Marge Smith, Amy and Tony Sucich, Tina McDermott, Charmaine and Mike Miles, Cortlandt Manor, New York as well as the Broni and Allied Families in the USA and Canada.

It is not surprising that this good Father's sheer sense of benevolence and humble effort to contribute to the betterment of humanity has endeared him to many and earned him many acknowledgements. The appreciation of his deeds has come in varied ways including national and international honours. Such accolades include the Jesuit Scholarship for Missionaries to support his Master's and Doctoral studies at Fordham University. This award afforded him the privilege of working in the Office of the Chair, Division of Administration, Policy and Urban Education (A.P.U.E.) to improve on his leadership and managerial skills. Also, in recognition of his contributions to the development of education in the Assin North Municipality, he was privileged to be among 9 awardees recognized by the Municipality, as part of Ghana's Golden Jubilee Celebration. In the year 2002, he also received an award for distinguished leadership by St. Margaret Mary Church, Bronx, New York at a special ceremony in New York. This was for his participation in the founding of the Ghanaian Catholic Community in New York City. These honours and others speak to the totality of the nobility of the persona of Reverend. Fr. Professor Anthony Afful-Broni. He, simply put, embodies an exemplum of selflessness and total devotion to God and humanity; an accomplished Catholic cleric and a scholar of global repute.



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