

Bahagian Pembangunan Pegawai Akademik (PPA)
 Pusat Pembangunan Akademik (CADe)
 Continuing Professional Development (CPD)
 19 March 2021

UNRAVELLING HIGH COMPETENCE LEADERSHIP IN TEACHING AND LEARNING

Professor Emeritus
 Dato' Dr Sheikh Omar Abdul Rahman
 drsoar@gmail.com



A GOOD TEACHER VS A GREAT TEACHER

- A good teacher **teaches well**
- A great teacher **teaches well AND inspires, energises and facilitates self learning**

A GREAT TEACHER

- Applies his high **leadership competence to inspire, energise and facilitate self learning**

A GREAT TEACHER

- plays an important role in instilling good values and shaping students' personality
- It can not be replaced by technology



REALITY CHECKS

- Only the inspired can inspire
- Only the motivated can motivate
- Only the energetic can energized

REALITY CHECKS

- A great leader creates more leaders, **NOT** more followers



UNRAVELLING

- is clarifying the elements of something complicated, mysterious or baffling

unravelling

- high competence leadership
- Its application in teaching and learning

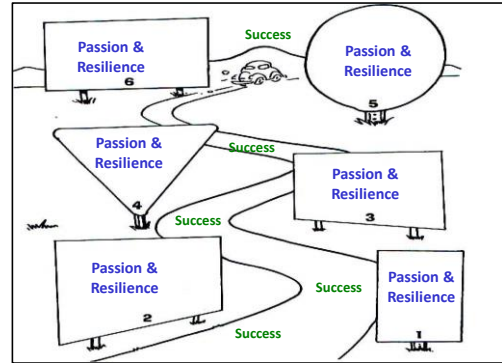
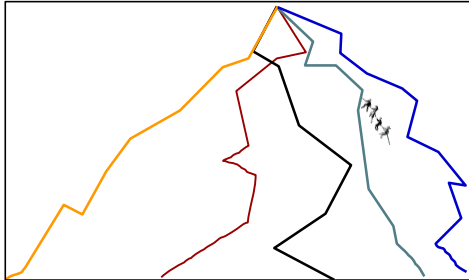


SCOPE OF THE TALK

1. The Essence of Leadership
2. Leadership Journey
3. Human Capital
4. The Academic Process
5. Professionalism
6. Leadership Competence
7. Leadership in teaching and learning



THE LEADERSHIP JOURNEY



THE LEADERSHIP JOURNEY



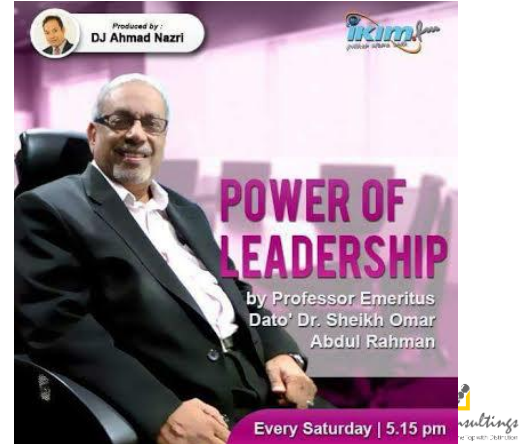
LEADERSHIP

- Leadership is the art of getting others to do something **you** want done because **they** want to do it **now**.



LEADERSHIP

- Leadership is **POWER WITH** people (vs power over people= the boss)
- It does not depend on your position and title.
- The best leaders are independent of positions



A LEADER

1. **Knows** the way
2. **Goes** the way
3. **Shows** the way



TWO MOST IMPORTANT ROLES OF A LEADER

1. Establishing direction
2. **Influencing** the team to move in that direction **willingly**



LEADERSHIP

It's Not Just About You

Best of leaders

- abiding love
- desire to see people grow and succeed



LEADERSHIP

It's Not Just About You

- Building **self-confidence**
- pouring out encouragement & recognition to energize your team.

"Self-confidence energizes, and it gives your people the courage to stretch, take risks, and achieve beyond their dreams. It is the fuel of winning team".



LEADERSHIP

It's Not Just About You

- Leaders relentlessly upgrade their team, using every encounter as an opportunity
- Coaching - helping people improve themselves



LEADERSHIP

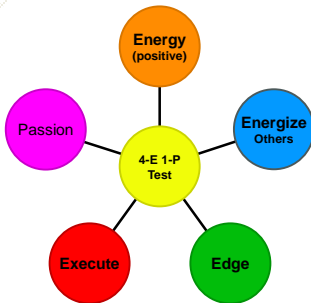
It's Not Just About You

Leadership is about growing others



Leaders

What Leaders are Made of



"People with positive energy just love life".



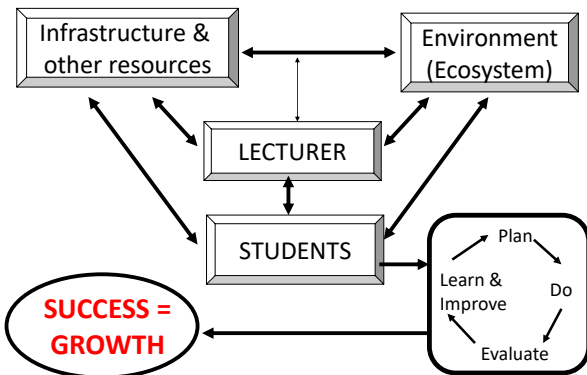
Passion

- Heartfelt, deep, authentic excitement about work.
- They care.

"Whatever – they just have juice for life in their veins".



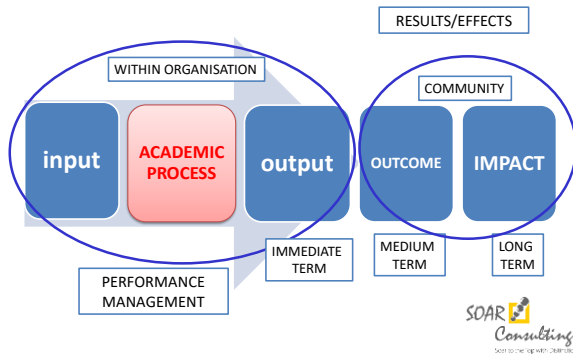
THE ACADEMIC PROCESS



THE ACADEMIC PROCESS (ADDING & GIVING VALUE)



THE ACADEMIC PROCESS



LEARNING OUTCOME

- the overall purpose or goal from participation in an **educational** activity.
- Courses should be planned with a measurable **learning outcome** in mind.



LEARNING OBJECTIVES

- are used to organize specific topics or individual **learning** activities to achieve the overall **learning outcome**.

- A **learning objective** is the instructor's purpose for creating and teaching their **course**.
- In contrast, **learning outcomes** are the answers to those questions. They are the specific, measurable knowledge and skills that the learner will gain by taking the **course**.



ATTRIBUTES OF A GOOD ACADEMIC

1. **R**esult-focussed
2. **P**urpose-driven
3. **M**assive action

LEARNING PROCESS

- requires both students and teachers to be committed to the process.
- Teachers need to adopt a teaching strategy that combines three domains of learning to enable teaching and learning to be effective.



3 LEARNING DOMAINS

1. Creating new **knowledge (Cognitive)**
2. Developing feelings and emotions (**Affective**)
3. Enhancing physical and manual skills (**Psychomotor**)



COGNITIVE DOMAIN

- aims to develop the mental skills and the acquisition of knowledge of the individual.
- encompasses of **six** categories
 1. knowledge
 2. comprehension
 3. application
 4. analysis
 5. synthesis
 6. evaluation.



LEARNING OUTCOMES VERBS

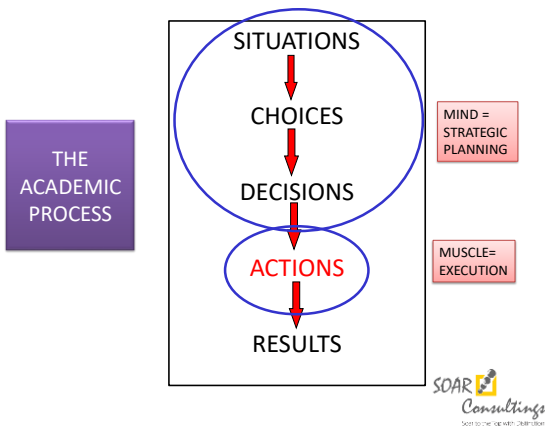
(cognitive domains, Bloom's taxonomy)

1. **Knowledge/Remembering:** define, list, recognize;
2. **Comprehension/Understanding:** characterize, describe, explain, identify, locate, recognize, sort;
3. **Application/Applying:** choose, demonstrate, implement, perform;
4. **Analysis/Analyzing:** analyze, categorize, compare, differentiate;
5. **Evaluation/Evaluating:** assess, critique, evaluate, rank, rate;
6. **Synthesis/Creating:** construct, design, formulate, organize, synthesize.



AFFECTIVE DOMAIN

- includes the feelings, emotions and attitudes of the individual.
- include
 - receiving phenomena
 - responding to phenomena
 - valuing
 - organization
 - characterization



PSYCHOMOTOR DOMAIN

- utilizing motor skills and the ability to coordinate them.
- The sub domains:
 - perception
 - guided response
 - complex overt response
 - adaptation
 - origination



HUMAN CAPITAL

- expertise
 - experience
 - energy
 - excitement
 - ethical
 - empathy
- = EMPOWERMENT and **PROFESSIONALISM**



A CHAMPION MINDSET

1. High Energy
2. Always Raising the Bar
3. Never Gives Up



WHAT IS "PROFESSIONALISM?"

WHAT DOES IT MEAN AND WHAT DOES IT TAKE?

PROFESSIONALISM

Professionalism = Competence + Caring

Competence = Knowledge + Skill + Attitude

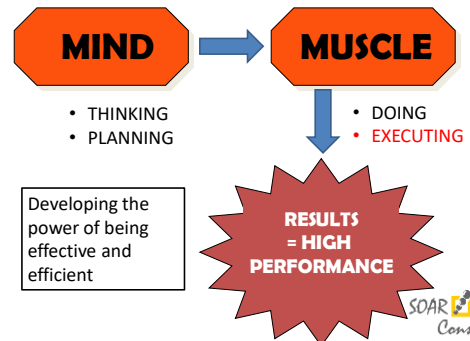


COMPETENCIES

- mastery of theoretical knowledge
- application of theoretical knowledge to practice
- ability to create knowledge as well as possess it
- capacity to solve problems
- commitment to continuous learning about the profession
- enthusiasm and commitment to clients



PROFESSIONALISM



A TRUE PROFESSIONAL IS...

- He who has a high technical **competence**, and
- He who **cares**



TRUE PROFESSIONALISM

People don't **care**
how much you **know**,
until they **know**
how much you **care**



A TRUE PROFESSIONAL

- has **abundant energy**
- is on **inner drive**
- has unqualified **commitment to excellence**.
- Focus on his career not the job.



LEADERSHIP COMPETENCIES

- **leadership skills** and behaviors that contribute to superior **performance**.
- using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders



8 IMPORTANT LEADERSHIP COMPETENCIES

1. Integrity

- doing the right thing even when no one is watching.
- prioritizing the consistency of their character in both their personal and professional relationships.
- are honest, humble and reliable.



8 IMPORTANT LEADERSHIP COMPETENCIES

2. Self-discipline

- acting not out of their own interest but out of a concern for others.
- carefully considering the possible consequences of their actions instead of making rash decisions.
- controlling natural tendencies to act out of anger, greed or selfishness.



8 IMPORTANT LEADERSHIP COMPETENCIES

3. Communication

- willing to share their ideas and plans with their team.
- share information concisely and efficiently
- impart instructions and expectations clearly.
- willing to listen to input and ideas from their teammates



S.P.E.A.K

- SHARING
- POSITIVE
- EMPOWERING
- ACTIONABLE
- KNOWLEDGE



8 IMPORTANT LEADERSHIP COMPETENCIES

4. Trustworthiness

- Building trust with everyone in your workplace is an important part of being a competent leader.



8 IMPORTANT LEADERSHIP COMPETENCIES

5. Teamwork

- All teams function based on the individual skills of the team members.
- Good leaders
 - know what each member of their team can contribute to a project.
 - know their team well enough to recognize their skills and know how to use them.



8 IMPORTANT LEADERSHIP COMPETENCIES

6. Conflict management

- Competent leaders
 - know how to manage and reduce conflict to preserve a pleasant and productive work environment.
 - act as a mediator— listen to both sides of a disagreement
 - capable of dissolving the tension and reviving the cooperation of their team.



8 IMPORTANT LEADERSHIP COMPETENCIES

7. Problem-solving

- competent leaders
 - use their creativity and practical experience to solve problems
 - draw on their resources to find actionable solutions.
 - Combine their knowledge, practical experience and creative thinking to solve problems



8 IMPORTANT LEADERSHIP COMPETENCIES

8. Initiative

- Competent leaders
 - see a need and take the steps necessary to fill it.
 - do not wait to be asked before agreeing to manage or contribute to a task.
 - focus their energy on getting important projects off to a good start.
 - use their initiative and innovation to produce valuable results.



TEACHING AND LEARNING APPROACHES REQUIRING HIGH COMPETENT LEADERSHIP



PROBLEM-BASED LEARNING (PBL)

- a complex real-world problems are used as the vehicle to promote student learning of **concepts and principles**
- promote the development of critical thinking skills, problem-solving abilities, and communication skills.
- provide opportunities for working in groups, finding and evaluating research materials, and life-long learning.



PROBLEM-BASED LEARNING (PBL)

The problem chosen:

- must motivate students to seek out a deeper understanding of concepts.
- should require students to make reasoned decisions and to defend them.
- needs a level of complexity to ensure that the students must work together to solve it.



STUDENT-CENTERED LEARNING

Starts with the teacher

- deciding that he will "share" power by empowering learners.
- encouraging students to share in decisions, believing in their capacity to lead, and remembering how it feels to learn.
- understanding what the students value, and engaging them in those areas..



STUDENT-CENTERED LEARNING

- include students in planning, implementation, and assessments.
- Involving the students in these decisions will place more work on them, which is a good thing.
- Teachers are comfortable with changing their leadership style from directive to consultative -- from **"Do as I say"** to **"Based on your needs, let's co-develop and implement a plan of action."**



Allow Students a Share in Decision Making

- Placing students at the center of their own learning requires their collaboration.
- They need a voice in *why, what,* and *how* learning experiences take shape



Believe in Students' Capacity to Lead

- Give students the chance to take charge of activities, even when they may not quite have all the content skills.



OUTCOMES-BASED APPROACH

- completely student-**centred**
- focuses on what students know and can actually do.
- Sharpening the focus onto student **learning outcomes** constitutes a paradigm shift in educational philosophy and practice.
- Requires leadership competence



Characteristics of outcome based education

A combination of three types of competence:

1. **practical**: knowing how to do things, ability to make decisions
2. **fundamental**: understanding what you are doing and why
3. **reflective**: learn and adapt through self-reflection; apply **knowledge** appropriately and responsibly.



**THANK YOU
AND
BEST WISHES**

