



**UPM**  
UNIVERSITI PUTRA MALAYSIA  
BERILMU BERBAKTI

# **PUTRA INNOCREATIVE COMPETENCY – BASED INSTITUTIONAL LEADERSHIP (CbIL) RUBRICS**

Editor :

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# Putra InnoCreative Competency – based Institutional Leadership (CbIL) Rubrics

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**PUTRA INNOCREATIVE COMPETENCY  
- BASED INSTITUTIONAL LEADERSHIP  
(CbIL) RUBRICS**



Putra InnoCreative Competency –  
based Institutional Leadership (CbIL)  
Rubrics

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# Preface

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Alhamdulillah, We are both humbled and excited to introduce this Competency-based Institutional Leadership (CbIL) framework that represents the culmination of collaborative efforts and the expertise of many dedicated individuals. This book is evidence to the values and aspirations of our institution, and it stands as a guidepost for all those who seek to lead with vision, integrity, and excellence.

The development of this framework was not a singular endeavor but rather a journey of discovery, learning, and growth. We had the privilege of working with a diverse group of contributors, each of whom brought their unique perspectives and experiences to the table. The result is a framework that reflects a wide array of insights and best leadership practices, ensuring its relevance in a rapidly changing educational and institutional landscape.

In this playbook, you will find a comprehensive guide to the competency domains that define institutional leadership within our institution. We delve into the essential qualities, competencies, and descriptions that enable leaders to navigate the complexities of academia and foster a culture of togetherness. Moreover, this book is designed to be dynamic, evolving alongside the ever-shifting demands and challenges of our institution and the wider world lensing on BANI (Brittle, Anxious, Non-linear, and Incompressible) ecosystem.

Our goal as editors was to craft a resource that not only outlines the core competencies but also provides practical guidance for developing and applying these competencies in CPD trainings. We aimed to create a framework that would inspire, empower, and support leaders on their journey to making a meaningful impact for the organization.

It is our sincere hope that this CbIL framework playbook serves as a valuable resource for UPM academics in facilitating them on their path to success and inspiring them to lead with purpose and pace with UPM vision and mission.

As this framework becomes a living document, we welcome feedback and contributions from our academic community to ensure that it continues to evolve and remain relevant in the years to come. It is our collective commitment to fostering a culture of leadership excellence that will enable our institution to thrive and excel in an ever-changing world.

With gratitude and enthusiasm,

**Muhd Khaizer Omar, Ph.D.**  
**Yasminani Mohamad**  
Universiti Putra Malaysia

# Foreword

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Dear university community,

It is both an honor and a privilege to introduce the Competency-based Institutional Leadership (CbIL) Rubrics playbook, a vital resource that embodies our university's unwavering commitment to academic leadership excellence. As the Deputy Vice Chancellor of Academic and International, I am deeply proud to present this remarkable publication, which is poised to shape the future of leadership within our academic institution.

In today's ever-evolving educational landscape, effective leadership is at the heart of our core responsibility to rationalize vision and mission of UPM. This framework encapsulates the wisdom and collective experience of our esteemed faculty, staff, and academic leaders who have dedicated their lives to advancing our university's excellence practice.

The CbIL Rubrics playbook is not only a guide but a declaration of our commitment to excellence. It delineates the competencies that define our most successful academic leaders and provides a roadmap for those who aspire to lead with **"True North"** vision and purpose. It underscores the significance of visionary leadership in shaping the trajectory of our institution.

I encourage all members of our university community, from aspiring academic leaders to seasoned professionals, to embrace this framework as a blueprint for growth and transformation. This publication is the culmination of a collaborative effort to ensure that we remain at the forefront of nurturing talents and capacity building of the academics.

I extend my heartfelt gratitude to the dedicated individuals who have contributed to the creation of this framework, and I look forward to witnessing the profound impact it will have on our university's academic and international standing. Together, we will continue to empower leaders who will guide our institution toward even greater heights of success and distinction.

Thank you for your commitment to academic excellence and international collaboration. Let us embark on this leadership journey with enthusiasm and dedication, for the benefit of our academics, our institution, and the ummah.

Sincerely,

**Prof. Dr. Ismi Arif Ismail**

Deputy Vice Chancellor of Academic and International  
Universiti Putra Malaysia



# Foreword

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Dear colleagues and fellow leaders,

I am delighted to introduce the Competency-based Institutional Leadership (CbIL) Rubrics playbook, which has been carefully curated to empower our leaders within our institution to thrive and excel. As the Director of the Centre of Academic Development and Leadership Excellence (CADE-Lead), it gives me great pleasure to present this invaluable resource that will serve as a guiding light for our institution's leadership development journey.

In today's rapidly evolving landscape, effective leadership is paramount for the success and sustainability of any organization. This framework is our commitment to fostering leadership excellence and ensuring that our institution remains at the forefront of innovation and positive change. It encapsulates the culmination of insights and experiences from a wide array of talented leaders, both within and outside our institution.

This book not only defines the key competencies required for leadership success but also provides descriptions on how to develop and apply these competencies in our day-to-day roles. It is designed to be a living document, one that evolves with the changing needs and challenges of our institution, so that it remains a relevant and dynamic resource.

I encourage every leader within our institution to embrace this framework as a roadmap for personal and organizational growth. Let us strive to embody these competencies in our work and foster a culture of leadership excellence that permeates every facet of our institution. By doing so, we can collectively ensure that we continue to thrive in an ever-changing world.

I extend my gratitude to all those who contributed to the creation of this framework, and I am excited to see the positive impact it will have on our institution's leadership landscape. Together, we will chart a course toward a brighter and more successful future.

Thank you.

Kindest regards,

**Assoc. Prof. Dr. Mohd Zariat Abdul Rani**

Director, Centre for Academic Development and Leadership Excellence  
(CADE-Lead), Universiti Putra Malaysia





# List of Contributors

We gather to express our heartfelt gratitude to the remarkable individuals who have made the Competency-based Institutional Leadership (CbIL) Rubrics playbook a reality. This publication is a tribute to the dedication, expertise, and collaboration of a diverse group of talented individuals who have invested their time and knowledge in the pursuit of academic and leadership excellence.

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# Introduction

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Welcome to the Competency-based Institutional Leadership (CbIL) Rubrics playbook – a comprehensive and dynamic resource designed to embody the unwavering commitment of Universiti Putra Malaysia (UPM) to academic leadership excellence. In the rapidly evolving landscape of higher education, effective institutional leadership is paramount for fostering innovation, driving academic excellence, and navigating the complexities of a globalized world. The CbIL Rubrics playbook serves as a guiding compass, providing UPM leaders with a robust framework rooted in competencies crucial for success in the realm of academic leadership.

As a premier institution dedicated to advancing knowledge, fostering research, and shaping future leaders, UPM recognizes the pivotal role that competent and visionary leadership plays in achieving these objectives. The CbIL Rubrics playbook is meticulously curated to equip leaders at all levels within the university with the tools, insights, and strategies needed to navigate the multifaceted challenges of contemporary higher education. By embracing a competency-based approach, this playbook seeks to cultivate a leadership culture that not only adapts to change but proactively drives positive transformation.

This playbook is not a static manual but rather a living document that evolves with the dynamic landscape of academia. It draws upon the rich heritage of UPM while integrating contemporary leadership theories and best practices. Whether you are a seasoned academic leader or embarking on a new leadership role, the CbIL Rubrics playbook is designed to empower you with the knowledge and skills necessary to lead with confidence, integrity, and a steadfast commitment to UPM's mission of excellence in education, research, and community engagement.

Join us on a journey of leadership development that aligns with the ethos of Universiti Putra Malaysia—a journey that transcends conventional boundaries and inspires a new generation of leaders committed to shaping the future of higher education. The CbIL Rubrics playbook is your companion in this endeavor, dedicated to fostering a culture of leadership excellence that propels UPM to greater heights.

# Framework



## Oversight

- Productivity Management
- Professional Behavior Management
- Quality Management



## Values and Behavior

- Ethical Values
- Professional Attitudes
- Personal Growth and Skill Mastery
- Empathetic Understanding



## Organization

- Role Proficiency
- Resource Management
- Systematic Enablement
- Relationship Building



## Goal Setting

- Strategy
- Change Management
- Crisis Management



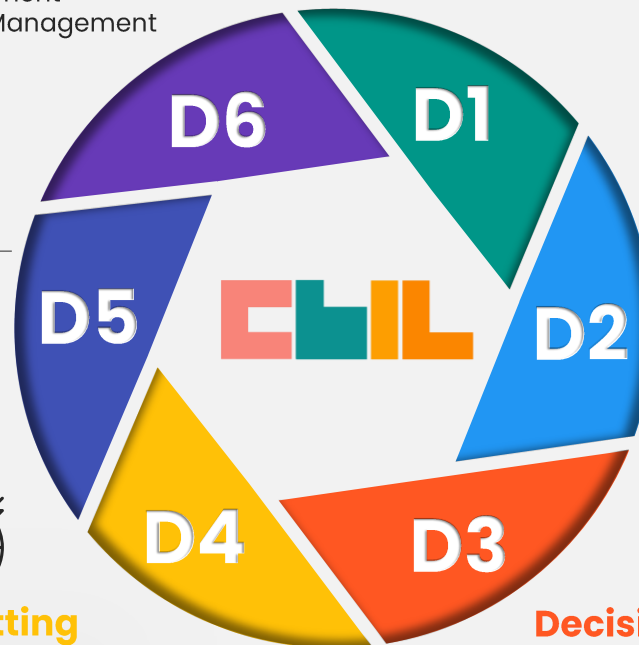
## People Human Development Capital

- Recruitment
- Faculty and Staff Development



## Decision-making

- Individual Decision-making
- Collaborative Governance and Decision-making



# Competency Levels

## Operational Definition

### Emerging Leaders

L1

An individual who exhibits the potential and qualities necessary to take on significant leadership roles within the institutional setting. These individuals are often early or mid-career professionals who demonstrate exceptional competence, dedication, and vision in their respective posts. They display proactive initiative in taking on increasing levels of responsibility and actively pursue opportunities for professional development and growth. Emerging leaders typically embody a strong commitment to fostering a culture of excellence, innovative thinking, and a profound understanding of the challenges and opportunities facing higher education institutions.

### Proficient Leaders

L2

An individual who demonstrates a high level of competence, expertise, and effectiveness in leading and managing academic institutions. Proficient leaders are adept at navigating the dynamic landscape of higher education, addressing challenges, and seizing opportunities to advance the institution's mission and goals. They have a track record of achieving positive outcomes, fostering collaboration and teamwork, and promoting a culture of excellence and innovation within the university community. In addition to their leadership abilities, proficient leaders in university institutional leadership often have a strong commitment to academic integrity, diversity, equity, and inclusion.

# Competency Levels

## Operational Definition

### Expert Leaders

L3

Expert leaders are frequently sought after for their exceptional levels of knowledge, skill, and experience in steering academic institutions toward the attainment of their strategic objectives and the realization of their mission and vision. Within this milieu, expert leaders typically boast extensive experience across various domains of university governance, academic program development, student affairs, research administration, fundraising, and external relations. Beyond their expertise, expert leaders are renowned for their strategic vision, forward-thinking approach, and capacity to inspire and empower others. They excel in constructing and leading high-performing teams, nurturing a culture of excellence, and propelling institutional transformation in harmony with the university's values.

### Distinguished/ Excellent Leaders

L4

A distinguished or excellent leader in university institutional leadership is someone who distinguishes themselves through exceptional accomplishments, exemplary leadership qualities, and significant contributions to the advancement and transformation of higher education. These leaders have garnered recognition and esteem within the community and beyond, owing to their outstanding achievements and innovative leadership. They possess a forward-thinking vision for the institution and adeptly articulate and implement strategies to achieve long-term goals and aspirations. Upholding the highest standards of integrity, ethics, and accountability in their leadership practices, they serve as role models for ethical behavior and responsible management of institutional resources. Their contributions to the advancement of higher education extend beyond their institutions, shaping policies, practices, and discourse in their respective fields within the broader academic community.

## Domain 1

# Values and Behavior

### Competencies Dimension

**01**

**Ethical Values**

**02**

**Professional Attitudes**

**03**

**Personal Growth and Skill Mastery**

**04**

**Empathetic Understanding**

# Values and Behavior

In the realm of institutional leadership within higher education, Domain 1: Values and Behavior, constitutes a foundational framework encompassing ethical values, professional attitudes, personal growth and skill mastery, and empathetic understanding. This domain underlines the essential qualities and conduct expected of institutional leaders as they navigate the complex landscape of higher education.

01

## Ethical Values

Committed to upholding the highest standards of ethical conduct. Cultivate an environment that promotes integrity, transparency, and accountability. Foster a culture of trust and respect among faculty, staff, and students.

02

## Professional Attitudes

Exhibit a professional demeanor characterized by a strong commitment to excellence, continuous improvement, and a forward-looking perspective. Serve as role models, demonstrating a dedication to scholarly rigor, academic excellence, and a collaborative approach to problem-solving.

03

## Personal Growth and Skill Mastery

Embrace personal growth as an ongoing and integral aspect of leadership. Actively seek opportunities for self-reflection, professional development, and adaptability, resilient and effective in the face of evolving challenges.

Prioritize the continuous refinement and mastery of leadership skills. Invest in developing the abilities to communicate effectively, make informed decisions, and navigate the complexities of organization. Skill mastery extends beyond technical competencies, encompassing emotional intelligence and strategic thinking.

04

## Empathetic Understanding

Demonstrate a genuine concern for the well-being of their institutional community. Actively listen, seek diverse perspectives, and foster a culture of inclusivity, recognizing the importance of empathy in building strong interpersonal connections.

## 01

**Ethical Values**

- Recognizes and understands basic ethical guidelines and standards.
- Proactively reaches out for advice when facing ethical dilemmas.
- Demonstrates willingness to learn about and discuss ethical issues.
- Displays honesty and transparency in daily tasks and initial responsibilities.

## 02

**Professional Attitudes**

- Demonstrates a willingness to work with colleagues, faculty, and staff to achieve common goals, encouraging open communication and teamwork.
- Exhibits flexibility in managing challenges and changes in the academic landscape, promoting a growth mindset among team members.
- Practices active listening and ensures respectful and constructive communication with stakeholders.
- Takes responsibility for decisions and actions, admitting mistakes when they occur, and seeks ways to improve.
- Provides guidance and support to junior faculty and staff, fostering their professional development.



## 03

**Personal Growth and Skill Mastery**

- Demonstrates the ability to priorities tasks and manage time efficiently to balance administrative responsibilities and academic pursuits.
- Develops strong interpersonal skills to communicate with faculty, staff, and students clearly and empathetically.
- Develops skills in handling conflicts and disagreements constructively, seeking collaborative and amicable resolutions.
- Develops basic analytical skills to assess academic program performance and identify areas for improvement.
- Practices self-reflection to identify areas for personal growth and professional development.

## 04

**Empathetic Understanding**

- Listen actively without interrupting during conversations.
- Notice basic non-verbal cues during interactions.
- Acknowledge others' feelings and perspectives in conversations.
- Refrain from making immediate judgments.

L1

Emerging



## 01

**Ethical Values**

- Consistently acts in line with organizational ethical standards and expectations.
- Takes responsibility for addressing and rectifying unethical behavior within their team.
- Incorporates ethical considerations in regular decision-making processes.
- Begins to consider a broader range of stakeholders in their actions and decisions.

## 02

**Professional Attitudes**

- Articulates a clear vision for the academic unit and aligns its goals with the institution's overall mission.
- Promotes diversity and inclusion, creating an environment where all individuals are valued and respected.
- Develops and implements long-term plans to enhance the academic unit's performance and reputation.
- Handles conflicts and disagreements constructively, seeking win-win solutions whenever possible.
- Upholds high ethical standards and models integrity in decision-making and behavior.

L2

Proficie

## 03

**Personal Growth and Skill Mastery**

- Acquires skills in strategic planning to align academic goals with the institution's mission and vision.
- Develops the ability to inspire and lead teams effectively, fostering collaboration and encouraging diverse perspectives.
- Demonstrate proficiency in financial management, including budget allocation and resource optimization.
- Hones skills in representing the academic unit to external stakeholders, promoting the institution's values and achievements.
- Cultivates mentoring and coaching abilities to support the growth and development of faculty and staff.

## 04

**Empathetic Understanding**

- Respond with reflections that mirror understanding.
- Comfort colleagues or subordinates during challenging times.
- Practice seeing situations from others' viewpoints regularly.
- Demonstrate willingness to understand diverse emotions and backgrounds.

L2

Proficie



10

**01****Ethical Values**

- Shapes or refines organizational policies and practices with ethical considerations.
- Handles complicated ethical dilemmas, demonstrating depth in ethical reasoning.
- Champions and promotes ethics training within their departments or teams.
- Becomes a go-to person for ethical guidance, both internally and for external partners.

**02****Professional Attitudes**

- Inspires and motivates others through visionary leadership and fostering a sense of purpose and pride in the institution.
- Effectively allocates resources to support academic programs, research, and student success.
- Represents the institution's interests and advocates for academic excellence at external events and with various stakeholders.
- Demonstrates composure and decisiveness during times of crisis, guiding the institution through challenges.
- Encourages a culture of continuous improvement, fostering innovation and academic excellence.

**L3**

Expert

**03****Personal Growth and Skill Mastery**

- Enhances visionary leadership skills to set a compelling and inspiring direction for the institution.
- Develops expertise in leading institutional change and managing transitions effectively.
- Builds strong partnerships with external organizations and stakeholders to enhance the institution's reputation and influence.
- Gains advanced negotiation and diplomacy skills to navigate complex situations and achieve mutually beneficial outcomes.
- Develops crisis management skills to lead the institution through challenging times effectively.

**04****Empathetic Understanding**

- Convey deep concern for others' well-being consistently.
- Inquire regularly about the impact of their interactions.
- Validate and respect diverse perspectives consistently.
- Navigate intricate emotional scenarios of others with nuanced understanding.

**L3**

Expert



12

## 01

**Ethical Values**

- Defines and elevates the organization's ethical standards, leading by example.
- Influences and shapes the broader organizational culture around ethics.
- Represents the organization's ethical stance in the wider industry or community.
- Leads or contributes to initiatives that foster ethical practices across the industry.

## 02

**Professional Attitudes**

- Develops and communicates a compelling long-term vision for the entire institution, driving it toward greater success.
- Demonstrates a deep understanding of the institution's role in society and its impact on students and the broader community.
- Builds strong relationships with other institutions, governments, and industries to enhance the institution's reach and impact.
- Cultivates a global perspective, addressing global challenges, and promoting international collaboration.
- Serves as a role model for ethical behavior, instilling a culture of integrity and accountability throughout the institution.

L4

Excellent

## 03

**Personal Growth and Skill Mastery**

- Masters the ability to lead transformative changes that shape the future of the institution positively.
- Develops skills in working with the board of trustees or governing bodies to ensure effective governance and decision-making.
- Enhances advocacy and fundraising abilities to secure resources and support for the institution's strategic initiatives.
- Cultivates a global mindset, understanding international trends, and fostering international collaborations.
- Further develops emotional intelligence to inspire, motivate, and engage diverse stakeholders across the institution.

## 04

**Empathetic Understanding**

- Engage in conversations, ensuring others feel truly heard.
- Champion genuine care and concern across the organization.
- Promote the importance of understanding and celebrating emotional and experiential diversity.
- Model providing in-depth, empathetic responses in a variety of situations.

L4

Excellent



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## Domain 2

# People Human Development Capital

### Competencies Dimension

**01**

**Recruitment**

**02**

**Faculty and Staff Development**



# People (Human Development Capital)

Encompasses strategic initiatives related to recruitment, faculty development, and staff growth, reflecting a commitment to nurturing the human capital essential for the success and vibrancy of the academic institution.

01

## Recruitment

Adept at identifying and attracting diverse and talented individuals who align with the institution's mission and values. Leverage a strategic approach to recruitment, considering not only academic qualifications but also the potential for contributions to the institution's culture, innovation, and overall organizational excellence.

02

## Faculty and Staff Development

Prioritize the continuous development of faculty members and staffs. This involves creating a supportive environment that encourage scholarly pursuits, pedagogical innovation, and opportunities for professional growth. Foster a culture of mentorship, ensuring that faculty members and staffs have the resources and guidance needed to thrive in their institutional roles. Focus on the holistic development of faculty members and staffs, recognizing their integral role in the functioning of the academic institution. Actively promote diversity, equity, and inclusion in all aspects of human capital development.

## 01

**Recruitment**

- Develops clear and comprehensive job descriptions that outline the responsibilities, qualifications, and expectations for the academic leadership position.
- Utilizes various channels, such as job boards, professional networks, and academic associations, to identify potential candidates.
- Conducts initial screening of applicants to assess their suitability based on the job requirements and institutional needs.
- Possesses basic interviewing skills to evaluate candidates' qualifications, leadership potential, and alignment with the institution's values.
- Demonstrates awareness of the importance of diversity and inclusion in the recruitment process and seeks to attract a diverse pool of candidates.

## 02

**Faculty and Staff Development**

- Conducts a basic needs assessment to identify areas where faculty and staff require training and development.
- Organizes workshops and seminars on teaching methodologies, classroom management, and other essential skills for faculty.
- Provides regular constructive feedback to faculty and staff to help them improve their performance and teaching effectiveness.
- Establishes support networks or mentoring programs to help new faculty and staff adapt to their roles and responsibilities.

## L1

## 01

**Recruitment**

- Develops a deeper understanding of academic leadership competencies and uses relevant assessment tools to evaluate candidates' leadership potential.
- Cultivates relationships with potential candidates and networks with other academic institutions to establish a pipeline of prospective leaders.
- Conducts more in-depth interviews and candidate assessments to identify the best fit for the academic leadership position.
- Leads or participates in selection committees, promoting collaborative decision-making and ensuring a fair and transparent selection process.
- Understands the importance of institutional reputation and employer branding in attracting top-tier academic leaders.

## 02

**Faculty and Staff Development**

- Offers leadership training and workshops to prepare faculty and staff for higher-level administrative roles.
- Provides guidance and resources for faculty to develop and improve their academic curricula and instructional materials.
- Assists faculty in securing research funding and navigating the publication process to enhance their research contributions.
- Conducts comprehensive performance evaluations, acknowledging strengths and identifying areas for growth and development.

L2

Proficiency



## 01

**Recruitment**

- Aligns recruitment strategies with the institution's long-term goals and vision for academic excellence.
- Collaborates with executive search firms to identify and attract highly qualified candidates from diverse backgrounds.
- Possesses negotiation skills to secure top candidates and effective onboarding processes to facilitate their smooth transition.
- Engages in succession planning efforts to identify potential internal candidates and develop future academic leaders within the institution.
- Promotes a culture of talent development and growth within the institution to retain and nurture high-potential employees.

L3

## 02

**Faculty and Staff Development**

- Implements strategic leadership development programs to identify and cultivate potential academic leaders within the institution.
- Encourages faculty and staff to participate in national and international conferences and networks to promote collaboration and knowledge exchange.
- Allocates resources and funding for faculty and staff development initiatives to ensure continuous growth and improvement.
- Provides support for faculty engaging in institutional research, grant writing, and publication activities.

## 01

**Recruitment**

- Demonstrates strategic thinking and visionary leadership in identifying academic leaders who can advance the institution's mission and vision.
- Engages in national and international searches to attract academic leaders with exceptional qualifications and global perspectives.
- Collaborates with the board of trustees or governing bodies to ensure alignment in the recruitment of senior academic leaders.
- Understands the impact of key leadership hires on the institution's reputation and takes steps to protect and enhance the institution's brand.
- Engages in succession planning efforts for top leadership positions to ensure a smooth transition of leadership in the long term.

## 02

**Faculty and Staff Development**

- Engages in succession planning efforts to identify and groom future institutional leaders among faculty and staff.
- Partners with external leadership programs and organizations to offer high-level leadership development opportunities to faculty and staff.
- Collaborates with the board of trustees or governing bodies to ensure the alignment of faculty and staff development efforts with institutional goals.
- Supports initiatives that promote diversity and inclusion among faculty and staff, ensuring a supportive and inclusive work environment.

L4

## Domain 3

# Decision -making

### Competencies Dimension

**01**

**Individual Decision-making**

**02**

**Collaborative Governance  
and Decision-making**

# Decision-making

Emphasizes the multifaceted nature of decision-making. Adeptly navigate individual and collaborative governance decision-making processes, integrating strategic vision, data-informed insights, and ethical considerations. Contribute to the institution's resilience, effectiveness, and ability to thrive in a rapidly evolving organization landscape.

01

## Individual Decision-making

Skilled in making informed and strategic decisions independently. Demonstrate a keen understanding of the institution landscape, leveraging their expertise to navigate challenges and opportunities. Individual decision-making involves a commitment to thoughtful analysis, ethical considerations, and aligning choices with the institution's mission and values.

02

## Collaborative Governance and Decision-making

Recognizing the importance of shared leadership, institution leaders within this domain actively engage in collaborative governance and decision-making processes. Foster an inclusive and participatory environment, involving faculty, staff, and relevant stakeholders in discussions that impact the institution. This approach ensures diverse perspectives are considered, leading to decisions that are more comprehensive and reflective of the collective wisdom of the institutional community.

## 01

**Individual Decision-making**

- Demonstrates the ability to identify and define problems or challenges within the academic unit that require decision-making.
- Collects relevant data and information related to the decision at hand, seeking input from faculty, staff, and stakeholders.
- Consults with colleagues and higher-level administrators for guidance and support in decision-making processes.
- Adheres to institutional policies and guidelines while making decisions at the department or program level.

## 02

**Collaborative Governance and Decision-making**

- Grasp the basic principles and structures of shared governance in the organization.
- Engage in departmental or team meetings, sharing opinions and listening to others.
- Identify situations where collaborative decision-making is required.
- Reach out for advice or mentoring on governance-related matters.

## L1

Emerging





## 01

**Individual Decision-making**

- Develops strong analytical skills to assess complex issues and weigh different options before making decisions.
- Engages with various stakeholders, including faculty, staff, students, and external partners, to gather diverse perspectives and insights.
- Conducts risk assessments to evaluate potential outcomes and consequences of decisions, considering short-term and long-term implications.
- Communicates decisions clearly and transparently, providing rationale and context to affected parties.

## 02

**Collaborative Governance and Decision-making**

- Lead collaborative decision-making sessions, ensuring all voices are heard.
- Translate collaborative decisions into actionable tasks or projects.
- Keep stakeholders informed about governance decisions and processes.
- Address conflicts or disagreements that arise during collaborative sessions, aiming for consensus.

L2

Proficie



## 01

**Individual Decision-making**

- Ensures that individual decisions align with the institution's overall strategic goals and mission.
- Utilizes decision-making frameworks and tools to facilitate systematic and comprehensive evaluations of options.
- Demonstrates the ability to make swift and effective decisions during times of crisis or urgent situations.
- Considers ethical implications and potential conflicts of interest in decision-making processes.

## 02

**Collaborative Governance and Decision-making**

- Advocate for the principles of shared governance across the organization.
- Guide emerging leaders in understanding and participating in shared governance.
- Periodically assess and refine collaborative governance processes for effectiveness.
- Engage with external stakeholders or partners, integrating their insights into governance decisions.

L3

Expert



## 01

**Individual Decision-making**

- Makes decisions that align with a long-term vision for the institution, considering its impact on future growth and success.
- Engages with the board of trustees or governing bodies to keep them informed and seek their input on significant institutional decisions.
- Considers the potential benefits and risks of strategic partnerships and collaborations with external organizations.
- Develops expertise in change management to lead the institution through significant transformations.

## 02

**Collaborative Governance and Decision-making**

- Propose and implement new strategies or structures to enhance collaborative governance.
- Shape organizational culture, emphasizing the value of shared decision-making.
- Align shared governance processes with the organization's long-term vision and objectives.
- Seamlessly blend collaborative governance principles in all aspects of organizational leadership.

L4



26

## Domain 4

# Goal Setting

### Competencies Dimension

**01**

**Strategy**

**02**

**Change Management**

**03**

**Crisis Management**

# Goal Setting

Encapsulates the visionary and adaptive capacities necessary for steering institutions towards success. This domain comprises three interrelated competencies: strategy, change management, and crisis management, collectively shaping the trajectory and resilience of academic institutions.

**01**

## **Strategy**

Adept at planning and executing strategies that align with the institution's mission and vision. They engage in foresight, analyzing internal and external factors to identify opportunities and challenges. Strategic goal setting involves the development of clear objectives, allocation of resources, and monitoring progress, ensuring the institution remains agile and responsive to the evolving landscape of higher education.

**02**

## **Change Management**

Proficient in navigating change, whether prompted by shifts in educational paradigms, technological advancements, or organizational needs, effective leaders implement change management strategies. Foster a culture of adaptability, communicate change initiatives transparently, and provide the necessary support to faculty, staff, and students to navigate transitions successfully.

**03**

## **Crisis Management**

The ability to navigate crises is a critical facet of institutional leadership. Prepared to respond decisively to unforeseen challenges, such as, financial crises, or public health emergencies. Crisis management involves swift decision-making, clear communication, and resource allocation to mitigate the impact and safeguard the well-being of the institution community.

## 01 Strategy

- Demonstrates the ability to set specific, measurable, achievable, relevant, and time-bound (SMART) goals for their academic units.
- Conducts basic SWOT (Strengths, Weaknesses, Opportunities, Threats) analyses to assess the internal and external factors influencing their department or program.
- Develops simple resource plans to align budget and staffing needs with the unit's goals.
- Collaborates with other departments or programs to ensure alignment of strategies and avoid duplication of efforts.

## 02 Change Management

- Develops an awareness of the need for change and the impact it can have on the academic unit and its stakeholders.
- Communicates the reasons and benefits of the change to faculty and staff, addressing their concerns and questions.
- Provides support and encouragement to faculty and staff during the early stages of change implementation.
- Identifies and addresses initial resistance to change, seeking ways to build consensus and support.

## 03 Crisis Management

- Recognize early signs or indicators of potential crises.
- Acquire foundational knowledge about the organization's crisis response protocols.
- Report potential crisis situations promptly to relevant stakeholders.
- Play an active role in crisis drills or simulations, gaining hands-on experience.



## 01 Strategy

- Contributes to the development and communication of the institution's vision and mission, ensuring they guide the unit's strategic direction.
- Conducts regular analyses of the external environment, including trends in higher education and changes in the job market, to inform strategic planning.
- Utilizes data and analytics to make informed decisions and measure progress towards strategic goals.
- Implements performance metrics to evaluate the success of strategic initiatives within their academic unit.

## 02 Change Management

- Participates in developing change plans that outline objectives, timelines, and key stakeholders.
- Engages with faculty, staff, and students to gather their input and involve them in the change process.
- Manages resources effectively to support the change process and ensure smooth implementation.
- Anticipates potential challenges and develops strategies to overcome obstacles during the change journey.

**L2**

Proficie



## 03 Crisis Management

- Evaluate the severity and implications of crises, determining the appropriate response levels.
- Organize teams, resources, and stakeholders effectively to address crisis situations.
- Implement crisis response strategies efficiently, adhering to established protocols.
- Ensure transparent and timely communication with internal and external stakeholders about the crisis and response measures.

# L2

# Proficiency



32

## 01 Strategy

- Ensures that the unit's strategic plan aligns with the broader institutional strategic plan and priorities.
- Leads strategic planning efforts for their academic unit, involving faculty, staff, and stakeholders in the process.
- Evaluates potential risks and uncertainties associated with strategic decisions and develops contingency plans to address them.
- Makes strategic resource allocation decisions to support high-priority initiatives and promote institutional success.

## 02 Change Management

- Articulates a clear vision for the change and aligns it with the institution's long-term goals.
- Takes the lead in driving major change initiatives across the institution.
- Develops a comprehensive communication strategy that keeps stakeholders informed and engaged throughout the change process.
- Evaluates the effectiveness of change initiatives and makes adjustments as needed to achieve desired outcomes.

**L3**

Expert

## 03 Crisis Management

- Design and refine the organization's crisis management plans, incorporating lessons learned from past incidents.
- Take charge during crisis situations, guiding teams and ensuring effective responses.
- Engage with external entities, such as media, partners, or regulatory bodies, during and after crises.
- Post-crisis, assess the effectiveness of the response and make necessary adjustments to protocols.

**L3**

Expert



## 01 Strategy

- Provides visionary leadership, shaping the institution's long-term strategy and direction.
- Identifies and leverages strategic partnerships with external organizations, governments, and industries to advance the institution's mission.
- Drives and manages major strategic changes across the institution, ensuring alignment and support from all stakeholders.
- Collaborates with the board of trustees or governing bodies to align institutional strategy with the expectations of stakeholders.

## 02 Change Management

- Integrates change efforts into the institution's culture, ensuring that change becomes an ongoing process rather than isolated events.
- Collaborates with the board of trustees or governing bodies to secure support and resources for large-scale change initiatives.
- Demonstrates resilience and adaptability in leading the institution through complex and continuous changes.
- Promotes a culture of continuous learning and improvement in change management practices.

**L4**

## 03 Crisis Management

- Introduce advanced tools, technologies, or strategies to enhance crisis preparedness and response.
- Train and mentor both internal teams and external partners on best practices in crisis management.
- Seamlessly weave crisis management principles into the organization's overarching strategies and culture.
- Promote the importance of crisis management in wider industry forums, setting standards and sharing best practices.

L4

## Domain 5

# Organization

### Competencies Dimension

**01**

**Role Proficiency**

**02**

**Resource Management**

**03**

**Systematic Enablement**

**04**

**Relationship Building**

# Organization

Organization serves as a foundation for effective and efficient institutional functioning. This domain encompasses four key competencies: role proficiency, resource management, systematic enablement, and relationship building, all of which are pivotal in ensuring the optimal organization and operation of academic institutions.

**01**

## **Role Proficiency**

Demonstrate a high level of proficiency in their respective roles. Whether as university management officers, or other important positions, leaders understand and effectively execute their responsibilities. Role proficiency involves staying informed of industry trends, fostering continuous learning, and ensuring that the institution's leadership is well-equipped to address the evolving demands of higher education.

**02**

## **Resource Management**

Effective leaders excel in optimizing the diverse resources, including financial, human, and technological availabilities. They make strategic decisions regarding budget allocation, prioritize investments that align with institutional goals, and implement sustainable practices to ensure long-term financial health. Human resource management involves optimizing staffing structures, talent acquisition, and professional development to create a high-performing organizational community.

**03**

## **Systematic Enablement**

Adept at creating and sustaining systematic processes that enable the smooth functioning of the academic institution. This involves the development and optimization of administrative procedures, technological infra and infostructure, and organization workflows. By fostering systematic enablement, leaders enhance efficiency, reduce administrative burden, and create an environment conducive to institutional excellence.

**04**

## **Relationship Building**

The ability to build and nurture meaningful relationships. Cultivate strong connections with faculty, staff, students, alumni, and external stakeholders. Effective relationship building fosters a collaborative culture, promotes a sense of community, and enhances the institution's reputation both within and beyond academic circles.

## 01 Role Proficiency

- Understand basic role responsibilities.
- Collaborate effectively with peers.
- Seek guidance for role improvement.
- Adjust to role-related changes.

## 02 Resource Management

- Demonstrates an understanding of their academic unit's budget and seeks to align expenditures with priorities.
- Engages in fundraising efforts and grant writing to secure additional resources for research, programs, and initiatives.
- Manages time and tasks efficiently to optimize the use of available resources.



## 03 Systematic Enablement

- Awareness of emerging and disruptive technology.
- Demonstrate the capacity to make the university system work efficiently and resilience to overcome challenges.
- Aware of the needs to work collaboratively among university stakeholders.

## 04 Relationship Building

- Develops basic professional networks within the institution.
- Shares information and updates with colleagues and teams.
- Establishes rapport with immediate colleagues and peers.
- Recognizes the importance of inclusivity but may require guidance.
- Communicates respectfully and inclusively with colleagues.
- Contributes to a positive team environment.

## 01

**Role Proficiency**

- Execute role-specific tasks consistently.
- Guide newer team members.
- Enhance task efficiency.
- Communicate role-related updates.

## 02

**Resource Management**

- Develops and implements resource plans that align with the academic unit's strategic goals and institutional priorities.
- Engages in fundraising efforts and grant writing to secure additional resources for research, programs, and initiatives from external sources.
- Guide staffing decisions and personnel-related resources, ensuring the right talent is in place to meet objectives.

## L2

## Proficiency

## 03 Systematic Enablement

- Develop emerging and disruptive technology.
- Develop a solution to ensure the university works in a more efficient way and provide suggestions to overcome challenges.
- Manages to work collaboratively among university stakeholders.

## 04 Relationship Building

- Collaborates effectively with colleagues and departments on joint initiatives.
- Engages with stakeholders, including faculty, staff, and students.
- Demonstrates strong communication skills in various contexts.
- Supports diversity and inclusion initiatives within their department.
- Provides mentorship and support to colleagues and junior staff.
- Encourages diverse perspectives in decision-making processes.

# L2

# Proficiency



## 01

**Role Proficiency**

- Lead within their role.
- Develop long-term role strategies.
- Align role tasks with organizational goals.
- Address role-specific challenges.

## 02

**Resource Management**

- Participates in institution-wide resource allocation decisions, collaborating with other leaders to balance priorities.
- Demonstrates a strong understanding of financial matters and effectively manages budgets on a larger scale.
- Identifies opportunities to optimize resource usage and streamline processes for greater efficiency.

L3

Expert

## 03 Systematic Enablement

- Practice emerging and disruptive technology.
- Exercise the proficiency in practicing the best practices of the university system and capability in overcoming challenges.
- Leads the collaborative works among university stakeholders.

## 04 Relationship Building

- Manages relationships with key stakeholders, including donors and external partners.
- Handles conflicts and disagreements within teams and departments constructively.
- Mentors and supports emerging leaders within the institution.
- Demonstrates inclusive leadership behaviors and fosters belongingness among their teams.
- Advocates for institutional policies that promote diversity, equity, and inclusion.
- Leads efforts to achieve inclusive excellence in academic programs and services.

**L3**

Expert



## 01 Role Proficiency

- Innovate within their role.
- Influence organizational strategies.
- Train others in their expertise.
- Assess and refine role processes.

## 02 Resource Management

- Develops comprehensive resource development strategies, encompassing financial, human, and physical resources.
- Supervise the management of endowments and investments to support the institution's financial sustainability.
- Leads strategic planning for capital projects, ensuring that the institution's physical infrastructure supports its academic mission.

# L4

Excellent

## 03 Systematic Enablement

- Strategize emerging and disruptive technology.
- Oversees the whole university system and warrants the success of solving the noticeable challenges.
- Supports collaborative works among university stakeholders by mitigating crucial needs.

## 04 Relationship Building

- Sets a vision for a connected and collaborative academic community.
- Develops strategic partnerships and collaborations with external organizations.
- Demonstrates strong leadership during crises and challenges, fostering unity and resilience.
- Embeds inclusivity and belongingness in the institution's mission and strategic vision.
- Demonstrates high levels of cultural competence and sensitivity.
- Holds the institution accountable for its diversity, equity, and inclusion commitments.

L4

Excellent



## Domain 6

# Oversight

### Competencies Dimension

**01**

**Productivity Management**

**02**

**Professional Behavior Management**

**03**

**Quality Management**



# Oversight

Determines the importance of effective oversight. Leaders adeptly manage productivity, foster professional behavior, and maintain quality standards. Through these competencies, institution leaders contribute to the creation of a robust, ethical, and high-performing organization that succeed and advances the institution's reputation in the broader sense.

01

## Productivity Management

Strategically optimize the allocation of resources, streamline workflows, and foster a culture of efficiency within organization units. Adept at identifying opportunities for improvement, implementing best practices, and supporting faculty and staff in their pursuit of excellence. Productivity management involves aligning resources with priorities, ultimately contributing to the overall effectiveness of the academic institution. Use quantitative and qualitative data to assess productivity, identify trends, and inform strategic decision-making. This data-driven approach ensures that decisions are grounded in evidence, fostering a culture of accountability and transparency within the academic institution.

02

## Professional Behavior Management

Uphold and enforce standards of professional conduct among faculty, staff, and students. This includes promoting a culture of respect, integrity, and accountability. Address issues related to ethical conduct, conflicts of interest, and other matters that impact the professional environment within the academic institution. Knowledgeable about and ensure compliance with relevant regulations, policies, and legal requirements in higher education.

03

## Quality Management

Involves a commitment to maintaining and enhancing the quality of teaching and learning deliveries, research, and services. Implement quality assurance mechanisms, conduct regular evaluations, and use data to inform decisions aimed at continuous improvement. Quality management extends to accreditation processes, ensuring that the institution meets and exceeds established standards of excellence.

## 01 Productivity Management

- Demonstrates the ability to collect basic data on faculty and staff activities and outputs.
- Sets clear and achievable performance goals for faculty and staff within their academic circle.
- Participates in performance reviews for faculty and staff, providing feedback on their productivity.

## 02 Professional Behavior Management

- Demonstrates a basic understanding of institutional policies and guidelines related to professional behavior and ethics.
- Observes and provides constructive feedback to faculty and staff regarding their professional conduct.
- Select mentor for professional behavior.

## 03 Quality Management

- Gather data related to program performance and outcomes.
- Participates in basic assessment processes, such as course evaluations.
- Becomes familiar with quality standards and accreditation requirements.



## 01

**Productivity Management**

- Implements performance metrics and indicators to evaluate the productivity of faculty and staff.
- Analyses productivity data to identify trends, strengths, and areas for improvement within their academic circle.
- Identifies professional development opportunities to enhance faculty productivity and effectiveness.

## 02

**Professional Behavior Management**

- Implements and enforces institutional policies on professional conduct within their academic circle.
- Sets an example of professional behavior through their own actions and interactions with others.
- Cultivates a positive team culture that values professionalism and mutual respect among faculty and staff.

## L2

## Proficie

## 03

## Quality Management

- Analyses data to identify trends and areas for improvement.
- Coordinates assessment efforts within departments or programs.
- Ensures compliance with quality standards and accreditation criteria.

L2

Proficie



## 01

**Productivity Management**

- Conducts strategic assessments of academic unit productivity aligned with the institution's goals and benchmarks.
- Utilizes productivity data to inform resource allocation decisions and optimize the allocation of funding and staff.
- Implements recognition programs to acknowledge and reward faculty and staff for exceptional productivity.

L3

## 02

**Professional Behavior Management**

- Establishes and promotes institutional standards for professional behavior and ethics across the institution.
- Demonstrates skill in addressing conflicts and interpersonal issues related to professional behavior.
- Holds faculty and staff accountable for their behavior, taking appropriate actions when violations occur.

## 03 Quality Management

- Aligns evaluation efforts with the institution's strategic goals.
- Uses data to inform decision-making and program improvement.
- Establishes processes for quality assurance and continuous improvement.

**L3**

Expert



## 01 Productivity Management

- Oversee institution-wide productivity assessments, comparing performance across departments and programs internally and externally.
- Leads initiatives for continuous improvement in faculty and staff productivity, using data-driven strategies.
- Engages with stakeholders, including faculty, staff, and governing bodies, to discuss productivity metrics and goals.

## 02 Professional Behavior Management

- Demonstrates ethical leadership, modelling the highest standards of professional behavior for the entire institution.
- Periodically reviews and updates institutional policies related to professional conduct to reflect changing norms and best practices.
- Leads efforts to transform the institutional culture, promoting a strong commitment to professional behavior and integrity.

L4

Excellent



## 03

## Quality Management

- Oversees the comprehensive evaluation of the institution's academic programs, services, and operations.
- Provides leadership for the accreditation process, ensuring compliance with accrediting bodies.
- Fosters a culture of quality and continuous improvement throughout the institution.

L4

Excellent



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# Appendix



**Rajah 1:** Kerangka Kluster Kompetensi Kepemimpinan Pentadbir (Pendaftar Dan Bendahari) UA.

Akademi Kepimpinan Pendidikan Tinggi (AKEPT), 2021. Pengurusan Bakat Berasaskan Kompetensi : Kepemimpinan Pentadbir Universiti.

# Appendix

Pra-Bengkel  
Penambahbaikan Kerangka CbTnL  
dan Pembangunan Kerangka Cbil  
5 September 2023



Bengkel Penambahbaikan  
Kerangka CbTnL dan  
Pembangunan Kerangka  
CbIL UPM  
12 September 2023



Lawatan Penanda Aras  
Kepemimpinan Akademik  
ke UM LEAD  
17 Oktober 2023



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