

**INTI EDUCATION**  
S. S. C. U. P.  
SARAWAK INTERNATIONAL UNIVERSITY

**First amongst Equals**

**BRIEFING ON HR POLICIES**  
Date : 22<sup>nd</sup> July 2009

Section Head : Assoc. Prof. Dr. Luan-Bin  
Human Resources : A/Asst.  
Committee members : Assoc. Prof. Cheah, Mr. Ong, Mr. Wee Kij Kien, Mr. Jazmin, Mr. Jagdeep Singh, Mr. Chuan Hui Loo, Mr. See Boon Ping



**Background :**

- Institutional Audit Requirements under the Area 5: Academic Staff
  - 5.1 Recruitment & Management
  - 5.2 Service and Development
- Formation of Task Force & Committee Members (since Aug 2007)
- Development of HR policies
- Deliberation of HR policies (PD retreat – Apr '09)
- Approval of HR policies (Senate – June '09)
- Communication of HR policies (Public folder and Academic Staff Meeting – July '09)

**Approved HR Policies :**

1. Academic Staff Recruitment Policy
2. Academic Staff Development Policy
3. Academic Promotion Policy (Professor and Associate Professor Pathway)
4. Academic Promotion Policy (Lecturer, Senior Lecturer and Principal Lecturer Pathway)

Continue..

5. Academic Staff Advanced Enhancement Policy
6. Academic Staff Consultancy, Private Practice and Community Service Policy
7. Staff Retention Policy

**HR Policies To Be Formalized:**

1. Academic Staff Equitable Distribution of Responsibilities Policy
2. Academic Staff Appraisal Policy
3. Staff Reward Policy

**1. Academic Staff Recruitment Policy**

- Qualification requirements in accordance to MQA guidelines

Level of studies	Qualification
Doctorate	Doctorate
Master degree	Doctorate or Master degree with 5 years relevant working experience
Bachelor degree	Master
Diploma	Bachelor degree
Certificate	Bachelor degree

**Ratio**

- Ratio for full-time (60%) vs part-time (40%);
- Academic staff : student ratio in accordance to MQA guidelines;
- Balance between senior vs junior academic staff
 

Senior	Middle	Junior
10%	30%	60%
- Balance between academic vs non-academic staff
 

Academic	Non-Academic
50%	50%
- Balance between local vs international academic staff
 

Local	International
70%	30%

#### Selection Criteria:

- a. Recognition of meritorious academic and other activities that can be measured by formal qualifications;
- b. Research and teaching output
- c. Work experience (teaching & industrial exp)
- d. Social achievements (involvement in community services and contribution to profession)
- e. Achievements/ Academic Recognition and Leadership

#### 2. Academic Staff Development Policy

- a. Education Assistance to Acquire Higher Education
- b. New Staff Induction Program
- c. INTI-UC Academic Staff Teaching Skills (IAST)
- d. Training Courses, Seminars, Workshops and Conferences.

#### 3. Academic Staff Promotion Policy

(Lecturer, Senior Lecturer and Principal Lecturer Pathway)

- Frequency : Once a year (January)
- Assessment Criteria
  - a. Teaching and supervision
  - b. Research and teaching output
  - c. Conference and scholarly activities
  - d. Co-curriculum achievements  
*Contribution to profession, intra-dept and inter-dept activities, student activities, marketing and promotional activities*
  - e. Achievements/ Academic Recognition and Leadership

#### 4. Academic Staff Promotion Policy

(Professor and Associate Professor Pathway)

- Frequency : Once a year (January)
- Assessment Criteria
  - a. Teaching and supervision
  - b. Research and publication [AP (min. 7); Prof (min. 15)]
  - c. Conference and other scholarly activities
  - d. Consultancy
  - e. Achievements/ Academic recognition and leadership

#### Continue..

(Professor and Associate Professor Pathway)

- Assessors : At least 2 to 3 external assessors of the same rank of relevant discipline from another university (local or international)
- Condition to successful candidates:
  - To produce at least one publication/ paper presentation per year and/ or articles in learned journals.
  - To present an inaugural lecture within the first year of the promotion

#### 5. Academic Staff Advanced Enhancement Policy

- The scheme :
  - a. Research leave
  - b. Sabbatical leave
  - c. Sponsorship for participation to conferences
  - d. Sponsorship for organizing conferences



**a. Research leave**

- Confirmed staff with min. of 3 years of continuous service as full-time staff
- Not applicable for the purpose of carrying out research activities while pursuing higher degree
- Based on own funding
- Not more than 1 month for every 2-year cycle (Sep or Dec semester break)

**b. Sabbatical leave**

- Confirmed staff with min. of 7 years of continuous service as full-time staff
- Not applicable for the purpose of carrying out research activities while pursuing higher degree
- Based on own funding
- Not more than 4 months (Sep or Dec semester break)

**6. Academic Staff Consultancy, Private Practice and Community Service Policy**

**a. Consultancy**

- *Technical advisory, business advisory, other advisory like languages etc, business and mgt services, corporate training and seminar, provision of technical and business solution, others..*

**b. Private Practice**

- *Professional practice e.g. clinical, engineering, quantity surveying and architectural, law practices, accounting practices etc.*
- *Professional practice that is contributing to the field of teaching & research*

**6. Academic Staff Consultancy, Private Practice and Community Service Policy**

**a. Consultancy**

- *Includes but not limited to technical advisory, business advisory, other advisory like languages etc, business and mgt services, corporate training and seminar, provision of technical and business solution.*

**b. Private Practice**

- *Includes but not limited to professional practice e.g. clinical, engineering, quantity surveying and architectural, law practices, accounting practices etc.*

**c. Community Service**

- *Includes but not limited to service to the profession in the field of teaching and research, service to the academic community, relevant services to the local community*

**7. Staff Retention Policy**

INTI-UC is committed in providing employment environment, infrastructure and system that:

- a. Have enlightened leaders;
- b. Offers opportunity for career development;
- c. Have an attractive and competitive remuneration package;
- d. Have conducive working environment

### HR Policies To Be Formalized:

1. Academic Staff Equitable Distribution of Responsibilities Policy
2. Academic Staff Appraisal Policy
3. Staff Reward Policy

### Academic Staff Equitable Distribution of Responsibilities Policy

	Teaching & Supervision	Research & Publication	Scholarly Activities	Consultancy	Community Services	Admin. Duties
Professor	40-60	20-50	5-15	0-20	0-10	5-10
Associate Professor	50-70	10-40	5-15	0-15	0-10	5-10
Principal Lecturer	65-90	0-20	5-15	0-15	0-10	5-10
Senior Lecturer	65-85	10-20	5-10	0-10	0-10	5-10
Lecturer	75-95	0-10	3-10	0-5	0-5	5-10
Instructor/Teacher	80-95	0-5	3-10	0-5	0-5	5-10
Tutor/Demonstrator	80-95	0-5	5-10	0-5	0-5	5-10

### Academic Staff Equitable Distribution of Responsibilities Policy

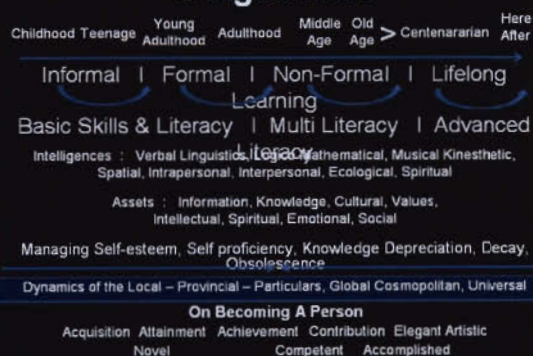
	<5	Research & Publication	Scholarly Activities	Consultancy	Community Services	Admin. Duties
	0-5					
Dean	20-40	20-40	5-10	0-5	0-5	35-55
Director	20-50	10-20	5-10	0-5	0-5	35-55
Deputy Dean	30-50	10-20	5-10	0-5	0-5	35-50
Head of Program	40-60	0-10	5-10	0-5	0-5	25-40
Course Coordinator	40-60	0-10	5-10	0-5	0-5	25-40
Assistant Head of Program	50-70	0-10	5-10	0-5	0-5	20-40

### Writing the Future Story of INTI-Laureate International Universities

Ibrahim Ahmad Bajunid

passion  
performance

### 8 Ages Man



### Integrated Approaches & Holistic People Development – Knowledge Generation – Organisation and System Building

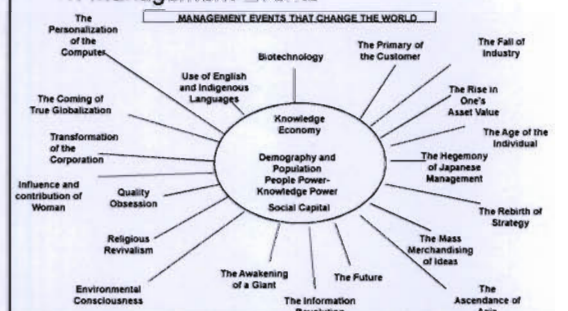




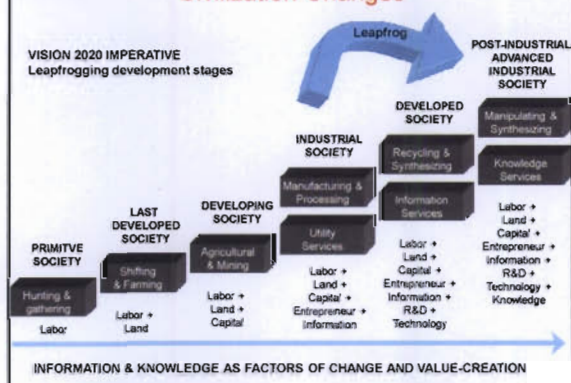


## Global Changes and Challenges

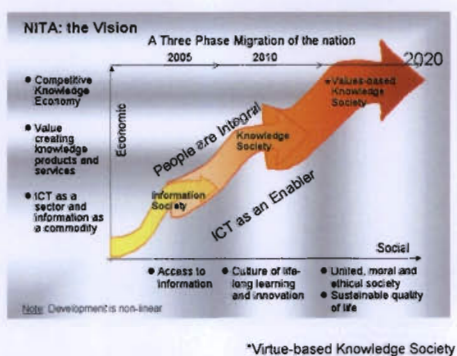
### 1. Management Events



## Civilization Changes



## National IT Agenda – The Vision and Goals



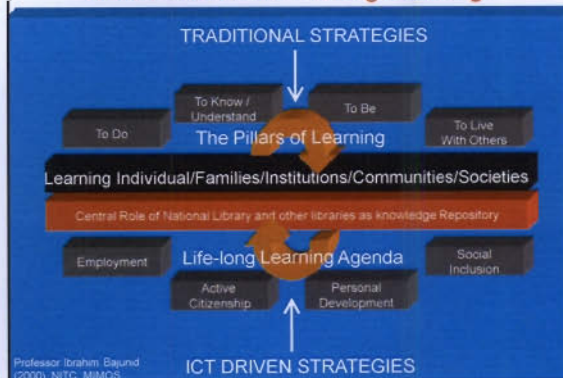
## National Information Technology Council (NITC) Metaphors of Strategic Agenda and Strategic Thrusts DIGITAL EPOCH

- E-Sovereignty
- E-Learning
- E-Economy
- E-Community
- E-Public Services
- The Multimedia Super Corridor Project-Seven Flagships: Supportive Infrastructure
  - World-wide Manufacturing Webs
  - Borderless Marketing Centers
  - Research and Development Clusters
  - TeleMedicine
  - National MultiPurpose Card
  - Electronic Government
  - Smart Schools

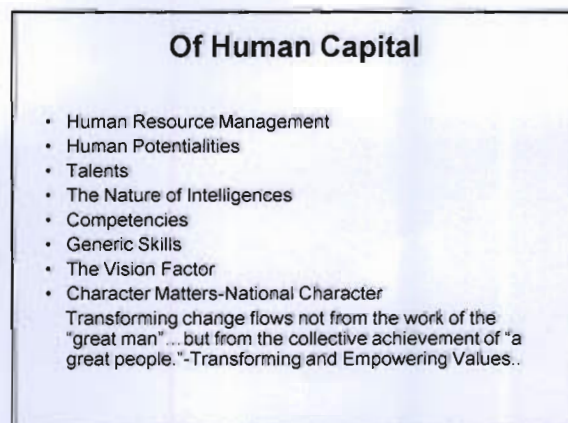
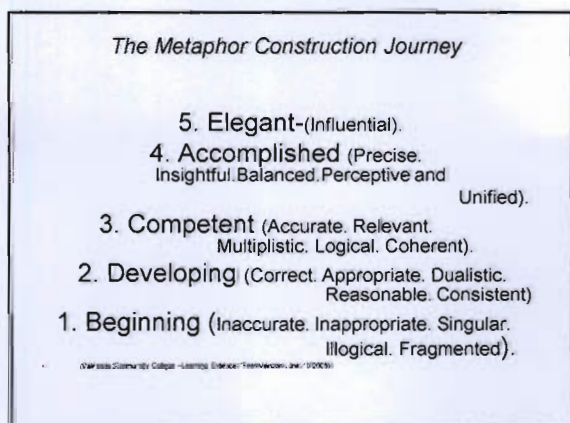
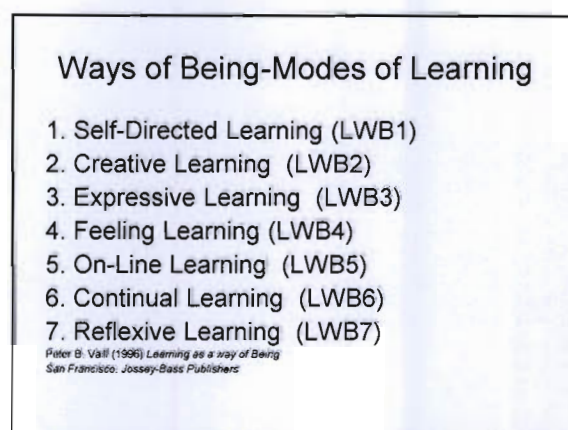
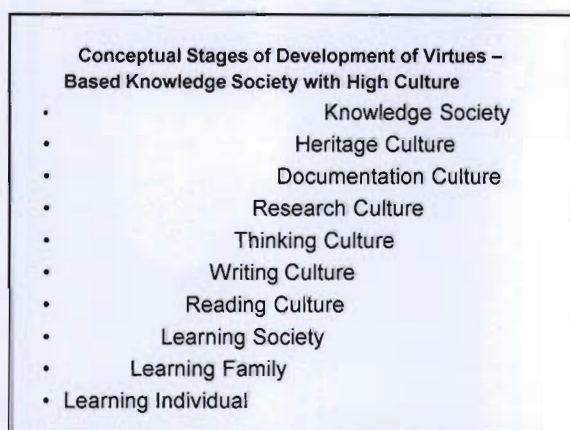
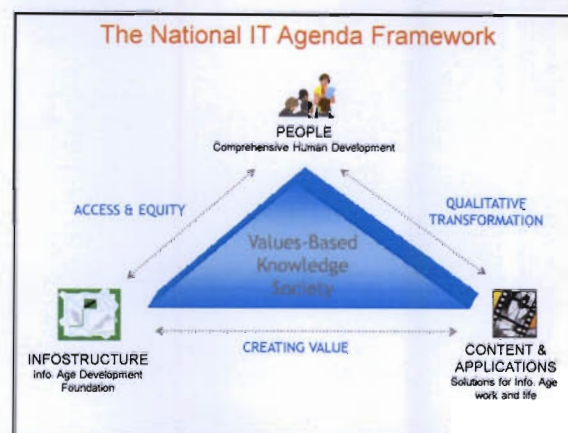
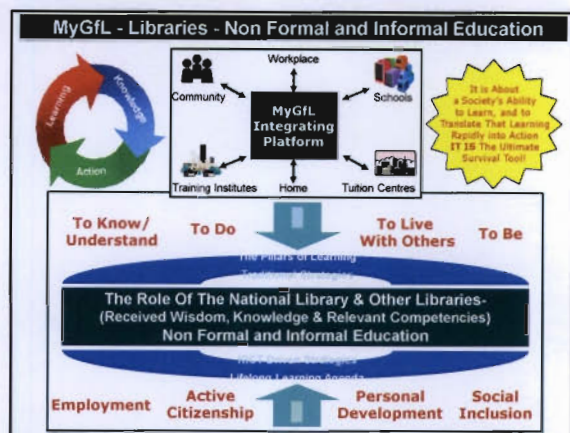
## Stages of promotion of the KICT Agenda

- Ensuring that Technological Infrastructure is in place
  - Ensuring Access to ICT-Creative Incentives
  - Promoting ICT Literacy
  - Creative Conditions for Literacy
  - Fostering Applications of ICT skills
  - Fostering Creative Use of Skills
  - Ensuring Generation of Production and
  - KICT Leadership
- ICT  
SMEs  
Skills  
Advanced

## How do we model Lifelong Learning?







### Future Challenges: Changes of Metaphors of Realities, Learning and Development

- Change of Attitudes and Mindsets
- Change of Paradigms
- Meeting the Global Challenge
- Meeting the Scientific-Technological Challenge: *Technological Determinism*.
- Political-Economic and Social Challenges: *Cultural Determinism*
- Simultaneously meeting the quantitative and qualitative challenge at all levels.
- To meet the challenge of the Highly skilled and knowledgeable knowledge worker.

### Education and Employment: Articulating National Ideals. Core of Reforms (Knowledge, Schools, Learning)

- To make Europe the most competitive and dynamic Knowledge-based economy in the world, capable of Sustainable economic growth, with more and better jobs and greater social cohesion...

New Strategic Goal for Europe by 2010, set by the European Heads of State at the Lisbon Summit in March 2000.

"Thinking schools, learning nation."  
Singapore

"Smart Schools and the creation of a knowledge and virtue based society."  
Malaysia

"No Child Left Behind"  
United States of America  
No Employee Left Behind?

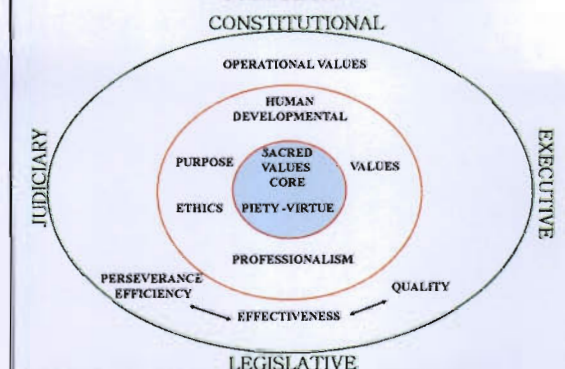
### Breakthrough Thinking:

- The ordinary conceptual system is fundamentally metaphorical in nature...to live by a metaphor is to have your reality structured by that metaphor and to base your perceptions and actions upon that structuring of reality... (Lakoff and Johnson).
- In the Eureka Pursuit to understand the breakthrough logic of evolution, extended and integrated metaphors are used as follows: ....  
*A Wilderness of Possibilities, Clueless Plateaus, Narrow Canyons of Explorations and Oases of False Promise...* (David Perkins).  
*The Buffalo and Geese Metaphor* (Philip Hallinger)

### Metaphors for the Possible Futures

- Intelligent Robots substituting for Human Labor/Manpower
- Trading Opportunities in isolated areas including in mountains.
- Interactive Purchasing and Customer's Own design for Required Goods.
- Revolution of the Arts and Entertainment by Computers.
- The Shift of Educational Sites from the Classrooms to the Home Lounge.
- Virtual Reality and Artificial Intelligence.
- "Agriculture" in the seas and oceans.
- "Mining" in other planets in space.
- Prevalent use of "biochips."

### Developing Metaphors for A Values Framework



### PROCESS OF GLOBALIZATION: ACADEMICS AS COSMOPOLITANS

- MOBILITY
  - SIMULTANEITY
  - BYPASS
  - PLURALISM
  - CONCEPTS
  - COMPETENCE
  - CONNECTIONS
- Rosabeth Moss Kanter



### MODELS, MARKETS AND MINDS

- OPEN MINDS
- OPEN OPPORTUNITIES
- OPEN MARKETS
- OPEN CHALLENGES
- OPEN COMPETITION
- WORLD MODELS
- WORLD STANDARDS
- WORLD SOURCING

### "The Futural Imagery" Metaphor

- Our identity is a figure which we fix against the ground of the time perspective we acquire. The resulting role conditioned by time can be called the "future-focused role-image." The FFRI is our self-image projected into the future, and it lends meaning to much of what we do in the present. <sup>21</sup> (Alvin Toffler [Ed.], *Learning for Tomorrow*, 1974. p. 21)

### Exploring Metaphors of the Arrival of Meanings

- The "Eureka" as Metaphor
- 'Meme' as the DNA or 'Mental Gene' the unit of thought in Ecology of Human Culture and Communication.
- 'Meme' promotes discourse on the social evolution of ideas.
- The End of History (Fukuyama).
- The End of Science (John Horgan)
- A Short History of Nearly Everything (Bryson).
- The Meaning of It All (Feynman)
- The West is about Teaching and the East is about Learning (Naisbitt)

### DIGITAL AGE METAPHORS

- *The Future Just Happened.*
- *The New Barbarian Manifesto.*
- *Digital Colonizers-Digital Nomads-Digital Citizens*
- *Global Villages, Electronic Cottages.*
- *Multimedia Super Corridor, Cyberspace*
- *Virtual Realities, Virtual Universities, Cyber Cities, Information Superhighway.*
- *(Windows, Guide Room, Trash Cans, Recycle Bin, Folders, Browse and Attach, Surfing, The Computer is down, Phishing...Clusters of Digital Metaphors.*
- *Open Source and E Learning.*

- **Inventiveness Thinking**
- Adaptability and Complexity Management Thinking
- Inquisitiveness, Creativity and the willingness to take risks.
- High Order Cognitive Competencies and sound reasoning.

### Understanding of FILTERS INFLUENCING THINKING and Levels of Paradigms

- SUBCONSCIOUS FILTERS
  - Values
  - Culture and Heritage
  - Religion
- SURVIVAL FILTERS
- SOCIAL FILTERS
  - (Desires, Goals, Aspirations)
- ANCHORING AWARENESS LEVEL(AHA, Safe, Danger)
- MESSAGE CONTENT (Known and Unknown Information)
- AWARENESS LEVEL (Unaware how much one knows, Aware, Unaware how much one does not know)
- Jim Wheeler (1998)-*The Power of Innovative Thinking*

(Jim Wheeler, 1998)

### **New Frontiers and Fourth Generation Management:**

#### **Opportunities For Learning**

- Home
- Religious Places
- Schools
- Work Places
- Communities
- Management by Doing
- Management by Delegating
- Management by Results- Key performance Indicators
- Management by the Total Quality Agenda

### **THE QUALITY STUDENT**

- THE COMPETENCIES
- THE INTELLIGENCES
- CAPACITIES, TALENTS, POTENTIALITIES
- CHARACTER MATTERS
- THE ATTAINMENTS
- THE ACHIEVEMENTS
- THE CONTRIBUTIONS
- and Passions of Researchers
  - The Passion for Truth
  - The Passion for Understanding
  - The Passion for Method
  - The Passion for Observation
  - The Passion for Reflection
  - The Passion for Reading
  - The Passion for Thinking
  - The Passion for Writing and Dissemination
  - The Passion for Documentation

### **Types of Knowledge Capital**

- Of Human Capital
- Of Knowledge Capital
- Of Social Capital
- Of Intellectual Capital
- Of Cultural Capital
- Of Values Capital
- Of Human Resources

#### *And The Promise of the Intelligence Revolution*

- General Intelligence
- Multiple Intelligences
- Social Intelligences
- Adversity Intelligence
- Successful Intelligence
- Emotional Intelligence
- Spiritual Intelligence

### **Understanding Peak Performance in Organizations and Society**

As Connections are made there is the critical need to Understand Realities and:

1. Accept, even celebrate diversity
2. Understand Paradoxes
3. Understand Uncertainties
4. Understand Contradictions
5. Understand Ambiguities
6. Understand Half Truths
7. Understand Minds
8. Understand Cultures
9. Understand the Past and the Revisionist Preferred Past
10. Understanding Preferred Futures
11. The Many Facets of Educational Leadership

### **Recurring Challenges: Learning Across Formal, Non Formal and Informal Contexts**

- The Nature of Transformative Learning
- The Learning Rhythm
- The Learning Cycle
- The Learning Event
- The Drama of Learning
- The Arrival of Meaning
- The Joy of Learning
- Personal Construct Psychology.
- The Wisdom of Crowds

### **Recognizing Knowledge Assets**

- Gender Oriented Knowledge
- Culture Specific Knowledge
- Multiple Intelligences
- Adversity Intelligence
- Emotional Intelligence
- Moral Intelligence
- Spiritual Intelligence
- Business Intelligence
- Universal Knowledge



### Understanding Maximum Learning

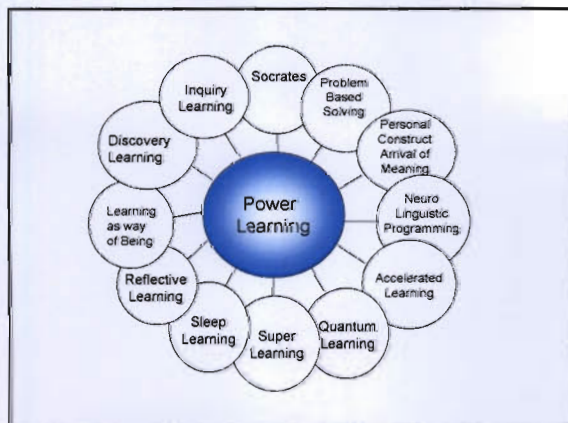
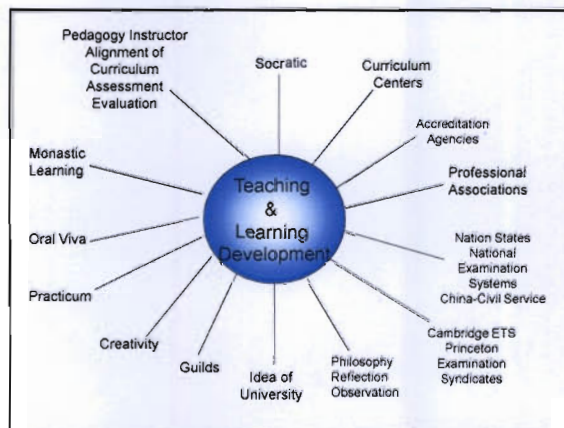
- The Nature of Learning
- The Nature of Power Learning
- The Nature of Accelerated Learning
- The Nature of Super Learning
- The Nature of Quantum Learning
- The Nature of Transformative Learning
- The Learning Rhythm
- The Learning Cycle
- The Learning Event
- The Drama of Learning
- The Arrival of Meaning
- The Joy of Learning
- Personal Construct Psychology.

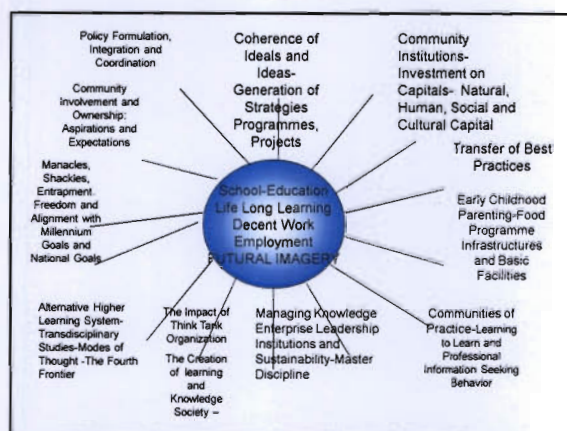
### VALUES EDUCATION and YOUTH

- VALUES EDUCATION is HOLISTIC EDUCATION-Total DEVELOPMENT (Intellectual, Physical, Social, Moral and Spiritual).
- Values are learned through Experience of the total environment.
- *Learning to Value Self*
- *Learning to Value Relationships*
- *Learning to Value Society*
- *Learning to Value the Environment*

### Universities of Industry: Shift From Building Production Capacity to Building People Capacity.

- "In the 1900s and 2000s (*and beyond*), people outside the universities will increasingly be working in similar ways and with similar talents to those within: and they will often do so more innovatively and with greater vigour, because they will come to what they do untrammelled by academic traditions, preconceptions and institutions. The pioneers of the knowledge society will be able to compete with the universities and, increasingly, will do so." Sir Douglas Haque Quoted in Cannon P. 121





### GENERATING and SUSTAINING ROBUST IDEAS: SHARED VISIONS

- Human Rights
- Full Employment
- Unemployment
- Underemployment
- Decent Work
- Dignity of Labour
- The Achieving Community
- The Creative Community
- DUALISM
- DIVERGENT VISIONS
- Myopic Visions
- Telescopic Visions
- Distorted Visions
- Nostalgic Visions
- Imperialistic Visions

### Events that are Changing Policies and Practices: The Search for Relevant and Robust Metaphors

- The Human Rights Agenda & Human Dignity
- The Digital Era and the ICT Revolution
- The Knowledge Revolution and the Democratization of Higher Education
- Focus on Human Resources-Talent & Capital
- Life Long Learning Initiatives
- Knowledge Generation and K Management
- Research & Development-Commercialization
- The K Economy-The Innovation Economy

### CRITICAL MASS of LEADERS: Leadership for Learning in Schools and Work Organizations

- Identifying Potential Leaders
- Identifying the Important Domains of Leadership for Poverty Eradication
- Identifying the Corpus of Relevant Contents of Knowledge and Values to be Shared by Leaders.
- Growing Local, National, Regional and Global Leaders.
- Building Infrastructures, Institutions and Support Mechanisms for Leaders.
- Leaders who are Champions for the Eradication of Poverty.
- Leaders who are Changemasters

### Exploring Talent-Talents Everywhere

- ACADEMIC TALENT (RECEIVING AND REPRODUCING)
- CREATIVE TALENT (THINKING AND PRODUCING)
- Scholastic Education
- Professional Education
- Financial Education
- in Classrooms
- On Stage
- in Laboratories
- On the Fields
- in Marketing
- in Book-Keeping
- Natural Talents
- Gifts and Callings
- Multiple Talents
- Special Gifts
- Cultural Humility

### From Abject Poverty to Wealth Competencies and Empowerment

Elegance and Artistry of Products and Services  
Originality  
Uniqueness  
Specialized Competencies  
Advanced Competencies  
Multiliteracies  
Basic Skills and Literacies



### World Class: Rosabeth Kanter Moss- 1995, pp.22-23

- Cosmopolitans are rich in their intangible assets, three C's that translate into preeminence and power in a global economy: concepts-the best and latest knowledge and ideas; competence-the ability to operate at the highest standards of any place anywhere; and connections-the best relationships, which provide access to the best resources of other people and organizations around the world. Indeed, it is because cosmopolitans bring the best and latest concepts, the highest levels of competence, and excellent connections that they gain influence over locals.

### WORLD CLASS

- Cosmopolitans carry these three C's with them to all the places in which they operate. As they do so, they create and become part of a more universal culture that transcends the particularities of place-and, in the eyes of some the locals, threatens the distinctive identity of groups and communities. And cosmopolitans argue for a "qualitocracy" -that the highest quality matters more than place of origin-because then cosmopolitans who tap into the best in the world automatically win out over those who are more restricted.

### The Universe of Metaphors Civilizational and Indigenous Metaphors

- Religious Metaphors: Scriptures and Charter Documents  
Hinduism, Greco-Roman Cultures, Judaism, Christianity, Islam, Buddhism, Shintoism, New Age Icons.

Root Metaphors, Visions of Reality and the Shaping of *Weltanschauung*

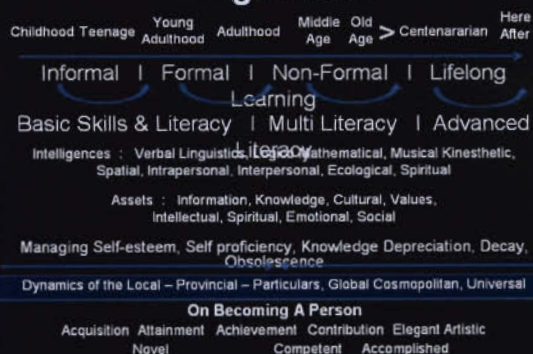
Psychofacts and Sociofacts of Deeper levels of Consciousness of Definition of Self and 'Other' in terms of Meanings and Realities.

- Metaphors We Live By
- Metaphors We Read By
- Metaphors We Teach By
- Metaphors We Make Mistakes By
- Metaphors We Die By

### Under-addressed Phenomena: Obsolescence of Knowledge and Values

- Obsolescence of Educational Knowledge and Assumptions.
- Obsolescence of selected aspects of community values.
- Metaphors of Ecology of Information, Knowledge; Skills using notions of 'wear and tear', 'atrophy', 'decay', 'shelf-life', 'service life' and 'life cycle'. 'Built to last' or 'built-in-obsolescence' as manifested in the Core Curriculum, the Classics, the Great Books Programme and the quest for Wisdom of the Ages and eternal values.

### 8 Ages Man



### Integrated Approaches & Holistic People Development – Knowledge Generation – Organisation and System Building







#### The HUNT for ROBUST EDUCATIONAL IDEAS For Development INITIATIVES After 2015 (1)

Profound awareness of the philosophical mistakes that are made by societies and the various errors that are embedded in ideas (Adler, 1985).

The hunt for significant ideas from all domains is a serious process (Ulrich, 1947; Beeby, 1992; Perkins, 2000; Palmer, 2007; 2007a; Lauer, 2008).

When such ideas have relevance and impact on other sectors, then these ideas are more likely to be received and further developed as the foundational ideas of educational development for the next decades.

#### The HUNT for ROBUST EDUCATIONAL IDEAS For Development INITIATIVES After 2015 (2)

Among the ideas from the political domain recognized as significant are World Peace, Democracy, Human Rights, Collaboration, Social Order and one World/Planet, Civil Society, Social Capital.

Among the driving ideas in the economic domain are the K Economy, Entrepreneurship, Human Capital, innovation, Full Employment.

Ideas from the education domain which are receiving attention but have not been explicitly formulated as goals or Targets to be achieved include Talents and Potentialities, Multiple Intelligences, Life Long and Life wide learning, Perpetual learning, Critical and Creative Thinking, Universal Values, Intellectual Character.

### Educational Stakeholders

<i>Traditional Stakeholders -</i>	<i>New Stakeholders</i>
Students	Learners
Parents	Parents Guardians
Teachers	Instructors –Guides
Teachers Unions	Professional Organizations
Philanthropists	International
	Philanthropists
Bilateral Donors	Multilateral Donors
Civil Society Organizations	
Employers	Industry Partners

### SEVERAL DRIVING EDUCATIONAL IDEAS

- Universal Education
- Education for All
- Millennium Goals
- Education for Sustainable Development
- Lifelong Learning Agenda
- Peace Education-Citizenship Education
- Home Learning Distance Education Open Learning E Learning Blended Learning. Customized –Personalized- Individualized Curriculum
- Perpetual Learning-Learning as A Way of Being

### CORE COMPETENCIES and CORE RIGIDITIES

- Core Competencies in Planning and Management
  - Core Competencies in Human Resources Management
  - Core Competencies in Financial Management and Accountability
  - Core Competencies in Technical Specializations
  - Core Competencies in Business Management, Customer Management and Risk Management
  - Core Competencies in Problem Solving
  - Core Competencies in Legal Matters
- Core Competencies are the complex sets of Resources and Capabilities

FOUR CRITERIA are: Valuable Capabilities  
Rare Capabilities  
Costly to Imitate Capabilities  
Non Substitutable Capabilities.

### On National and Global Benchmarking for Competitiveness

- Internal Benchmarking
- Generic Benchmarking
- Operational Benchmarking
- Statistical Benchmarking
- Strategic Benchmarking
- Process Benchmarking
- Competitive Benchmarking
- (Best Practices, Borrow Shamelessly and Creative Imitation)

### The Eight Levels of Performance Benchmarking for Best Practices

- 8] Providing World Class Leadership
- 7] Meeting World Class standards
- 6] Providing best in Country Leadership
- 5] Taking on Industry Leadership
- 4] Meeting the Industry Standards
- 3] Being the Best Department in the Organization
- 2] Borrowing Good Ideas
- 1] Learning from the Past

### APPLIED BENCHMARKING (Richard Keegan & Eddie O'Kelly)

- The Diagnosis
- The Total Solutions
- War on Waste
- People and Team
- Maintenance
- Practical Quality [*Seiri*-Sorting Out; *Seiton*-Systematic arrangement; *Seiso*-Spic and span; *Seiketsu*- Standardising cleanliness; *Shitsuke*-Self-Discipline-Perseverance]
- Financial Management
- Supply Chains and Logistics
- Innovation and Design
- Value Management
- The Big Picture

### QUALITY of LIFE CHALLENGES: Metaphor Construction

#### Dimensions of Quality of Life Indicators

Education  
Employment  
Energy  
Environment  
Health  
Human Rights  
Income  
Infrastructure  
National Security  
Public Safety  
Recreation  
Shelter

### The Quality Journey-Quality of Life Agenda

- The QJ-Landmarks, Milestones, Turning Points
- Across All Sectors and Levels
- Global Q of Life Agenda
- National Q of Life Agenda
- Regional Q of Life Agenda
- Institutional Q of Life Agenda
- Departmental Q of Life Agenda
- Community Q of Life Agenda
- Family Q of Life Agenda
- Individual Q of Life Agenda

### THE QUALITY JOURNEY (1)

- 1920s Statistical Methods in Manufacturing
- 1930s-1940s- SM in Non Manufacturing
- 1950s-1960s Systems for Improvements
- 1970s-1980s DEMINGS' 14 POINTS
- Late 1980s The New Climate
- 1990s System of Profound Knowledge
- 2000- Knowledge Management
- 2005 K Economy
- 2008 Innovation Economy

### THE QUALITY JOURNEY (2)

- The Quality Control Circles
- Quality Management
- Total Quality Management
- SIRIM and MAMPU
- The Prime Minister's Quality Awards
- Industry and Ministry's Quality Awards
- Professional Organizations' Quality Awards
- International Quality Awards



## Common Frameworks of Values of Paradigm Pioneers

The *How To* of Policy Development being increasingly provided by Consultants, Researchers, Scholars and Writers from different perspectives.

The driving intellectual and managerial drives for change have been founded on a range of management based inputs, in the English language [there are of course Translations] such as the following. *Mind of the Strategist, & Habits, Age of Unreason, Fifth Discipline, Blue Ocean Strategies*. There are, of course, rich arrays of other inputs which have shaped the minds of "paradigm pioneers" in all fields who want change to happen.

In the Islamic World Paradigm Pioneers have promoted the Notion and Policy of *Islamization of Knowledge*

## Systems, Institutions and Policy Ideas and Histories (1)

Global and National Systems and Sub Systems all have their own Histories, often untold, of the Biography of Ideas and Policies.

One such untold Biography of an important Global Idea of First Principles is of the Human Rights Agenda and its evolution as the Human Rights Commission in Malaysia with its Chain of Governing Policies

SUHAKAM is now one of the more increasingly significant institutions overseeing Human Rights Policies and Practices in Malaysia and Educating the Citizenry regarding Rights and Responsibilities.

## Systems, Institutions and Policy Ideas and Histories: (The Language and Literary Agency (*Dewan Bahasa dan Pustaka*)) (2)

Institutions have their own Institutional Histories. Within each institution, there are the Histories of each stand alone Policy Idea or Policy Ideas in Hierarchical or Networked Relationships.

Institutions are significant participants in the Policy Generation Debates and processes. The influence of Governing Policy Ideas from a particular Sector and institution may cut across all other sectors. The establishment of the Language and Literary Agency (*Dewan Bahasa dan Pustaka*) in Malaysia created its own core and extended language Policy Elites which ensure sustainability of Policy, specifically, through Educational Policies and processes.

## Systems, Institutions and Policy Ideas and Histories: Key Institutions in the Education Sector (3)

Institutions in the Education Sector which generate, maintain, review and advocate new policies include the following:

The Examination Syndicate and the Examination Council;  
The Educational Planning and Research Division;  
The Curriculum Development centre  
The Teacher Education Division  
The Technology Division  
The National Institute of Educational Management and Leadership  
(*Institut Aminuddin Baki*)

Policies are founded on and sustained by Constitutional, Statutory, Regulatory and Professional Authorities. Policy sustainability occurs when there is policy relevance, dynamism, and when there are policy champions.

## Institutions and Policy Frameworks: The Malaysian Qualifications Agency (1)

The MQA guides Higher Educational Institution in Malaysia through quality assurance evaluation documents adhered to meticulously. Higher Education institutions as well as Audit Panels of various kinds use the following Documents and their Contents:

The Malaysian Qualification Framework (MQF);  
The Code of Practice for Programme Accreditation (COPPA);  
The Code of Practice for Institutional Audit (COPIA);  
Programme Discipline Standards; and  
Guides to Good Practice.

## Institutions and Policy Frameworks: The Malaysian Qualifications Agency (1)

The quality evaluation process covers the following nine areas:

- Vision, mission, educational goals and learning outcomes;
- Curriculum design and delivery;
- Assessment of students;
- Student selection and support services;
- Academic staff;
- Educational resources;
- Programme monitoring and review;
- Leadership, governance and administration; and
- Continual quality improvement.

**The Smart School Management System (SSMS) (The Smart School Technology Infrastructure and the Smart School Systems Integration).**

Further enhancement of Policy and Practice Ideas of the SSMS encompass the following:

School Governance;  
Student Affairs Management;  
Educational Resources management;  
External Resources Management  
Financial Management  
Facilities management  
Human Resources Management  
Security Management  
Technology Management  
Hostel Management

Embedded within the above is focus on Front Desk Management, Office Management, Curriculum and Co Curriculum Management, Community Management, Archival Records Management

**Early Identification of Key Characteristics of Effective Schools.**

(Peter Mortimore, 1995)

Professional leadership  
Shared Vision and Goals  
A learning Environment  
Concentration on Teaching and Learning  
Purposeful Teaching  
High Expectations  
Positive Reinforcement  
Monitoring progress  
Pupil Rights and Responsibilities  
Home –School Partnerships  
A learning Organization.

(Peter Mortimore, 1995)

**Metanalysis of Megaforces, Megatrends, Megashifts  
(1)**

Scholars and writers and researchers are often enamoured by epochal, era shaping forces which are exciting to analyze, if not for scholastic reasons for the power of drama and dramatic possibilities. From such macro ideas, policy makers formulate statements of ideals and vision, and shape policies. From policies, leaders drive and foster advocacy and champion causes. Vision and Mission Statements which generate policies do not necessary make things happen. When policies are formulated there must be policy champions and a critical mass of policy supporters.

**Metanalysis of Megaforces, Megatrends, Megashifts  
(1)**

These champions and supporters require human expertise with appropriate competencies to implement the substance and contents of policies. Across all the levels and stages of implementation of some powerful ideas which aim to bring about the meaningful transformation of society, there must be change masters with political will, bureaucratic will, professional will of groups and the personal will of leaders. Policy changes in education may sequentially or simultaneously involve the dominant processes of maintenance of status quo, continuous and incremental improvements, benchmarking agenda, Best practices and lessons learned, radical Quality culture push, priority shifts and Paradigm Pioneers.

**Core Ingredients of Leadership: From Rhetoric, Promise, to Policy and Implementation (2).**

When taking over the Office of Prime Minister Gordon Brown stated:

I have accepted the invitation of the Majesty the Queen to form a government. This will be a new government with new priorities. I have been privileged to be granted the great opportunity to serve my country, and in all times, I will be strong in purpose, steadfast in will, resolute in action, in the service of what matters to the British people, meeting the concerns and aspirations of our whole country. This need for change cannot be met by the old politics, so I will each out.

(Gordon Brown, Prime Minister of Great Britain. 10 Downing, Street, June 27, 2007. (1)

**Core Ingredients of Leadership: From Rhetoric, Promise, to Policy and Implementation (3).**

I remember words that have stayed with me since my childhood and which matter a great deal today-my school motto-"I will do my utmost". This is my promise to all of the people of Britain and now let the work of change begin.

If we can fulfill the potential and realize –the talents of all our people, then I am absolutely sure that Britain can be the great global success story of the century. I have listened and have heard from the British people-and as Prime Minister I will continue to listen and learn from the British people. I will reach out beyond the narrow party interest.

I will build a government that uses all talents. I will invite men and women of goodwill to contribute their energies in the new spirit of public service to make our nation what it can be.  
(Gordon Brown, Prime Minister of Great Britain. 10 Downing, Street, June 27, 2007. (1)



### Core Ingredients of Leadership: From Rhetoric, Promise, to Policy and Implementation (3).

As Malaysia strides forward to develop itself Mahathir Mohamed outlined the direction of development, thus:

Malaysia should not be developed only in the economic sense. It must be a nation that is fully developed along all the dimensions: economically, politically, socially, spiritually, psychologically and culturally. We must be fully developed in terms of national unity and social cohesion, in terms of our economy, in terms of social justice, political stability, system of government, quality of life, social and spiritual values, national pride and confidence...

By the year 2020, Malaysia can be a united nation, with a confident Malaysian society, infused by strong moral and ethical values, living in a society that is democratic, liberal and tolerant, caring, economically just and equitable, progressive and prosperous, and in full possession of an economy that is competitive, dynamic, robust and resilient.

(Mahathir Mohamed, 1991, Malaysian Business Council, Kuala Lumpur)

### Whys and Wherefores of leadership Let downs (1)

Whys and Wherefores of leadership Let downs at all levels is always not because of lack of intention or ideas. There are Leaders who Promise and Leaders who do not promise; Leaders with Substance and Leaders with Rhetoric. Often from the articulation of ideas and the initial formulation of policies, problems arise because of the adage that *"The Devil is in the Details"* albeit the ideals of the *"The Angel is in the Big Picture"*. Political will, bureaucratic will, the will of the community and professional will must come together if articulated and shared visions and goals of global, national, local or institutional dimensions are to be achieved.

### Whys and Wherefores of leadership Let downs (2)

In interrogating the claims of success or failure or effectiveness of educational policies in schools and other educational institutors, there must be assessment tools through their structure and contents shield help to measure the critical measures of policy and practice engagement and participating by all those who matter. Such tools should go beyond the managerial and mechanistic to the dynamic human-centered focus of development.

### The Education Master Plan 2006-2011

- To build a Malaysian nation
- To develop human capital
- To make national schools attractive
- To narrow educational divides
- To raise prestige & status of teaching profession
- To enhance excellence of educational institutions

### The Seven Thrusts of Higher Education

1. Provide Wider access to Higher Education
2. Improvements of Teaching-Learning Methods
3. Strengthening of Research and Innovation
4. Strengthening of Institutions of Higher Education
5. Enhancement of Internationalization to turn Malaysia into an educational hub.
6. Promotion of Life Long Learning
7. Strengthening of the MOHE delivery System

### The Malaysian National Mission

To drive Malaysian economy up the value chain  
To raise national knowledge & innovation capacity, to foster development of first class mentality

To address recurring socio-economic gaps & imbalances in constructive & productive ways  
To raise level & sustainability of quality of life  
To strengthen institutional capacity building & implementation capacity

And then...

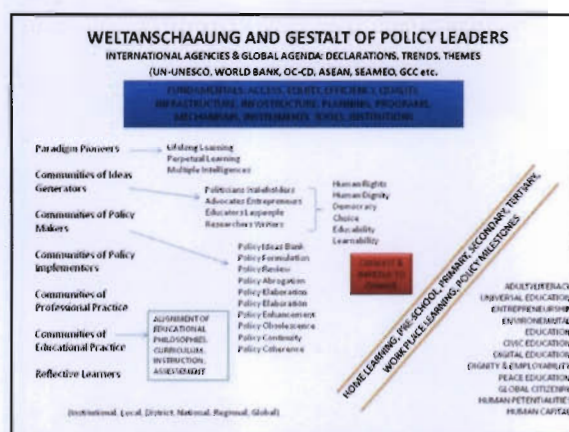
The NKRA

### Of Omissions, Gaps, Unaddressed issues (2)

For continuity, sustainability, comprehensives and holistic continuing improvements and development efforts, national educational systems and the development agenda have to be cognizant of all best practices at all levels of education in all types of institutions, public, private, local and international in order to learn from the very best and avoid mistakes from lessons learned and also develop meaningful *Weltanschauung* and *Gestalt* regarding stages of development and positive further initiatives.

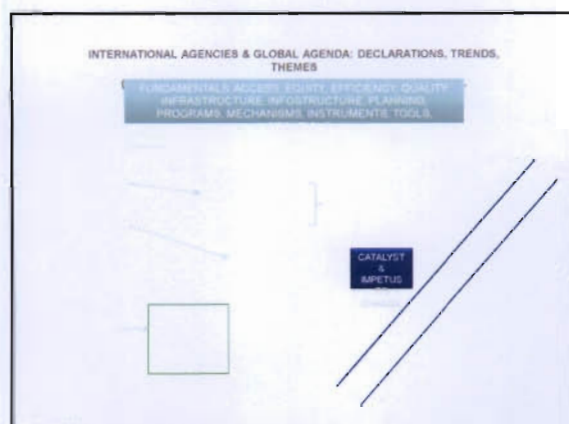
### Of Omissions, Gaps, Unaddressed issues (3)

National Stakeholders and Policy-Makers in particular require the macro, overarching and governing views of national policies that must be formulated in order to bridge the omissions and gaps of development and also to provide the impetus to development through statutory, regulatory, legal and professional frameworks and the ensuring development of human resources required in order to implement policies.



### And We Continue...

The Presentation Departs from the Prepared Paper and Notes in several ways...



### Q & A