Enrolment 2 Employment

To achieve our mission in providing career focused quality education and training, the following specific areas of linkages and collaboration have been identified:

- Industry Attachment and Internship Program
- Industry-Faculty R&D Classroom Project
- Industry Exposure and Visitations

Basic Models Of Universities & University Colleges
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 2009)
- 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 MOA guidelines

<table>
<thead>
<tr>
<th>Level of studies</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>Doctorate</td>
</tr>
<tr>
<td>Master degree</td>
<td>Doctorate or Master degree with 5 years relevant working experience</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>Master</td>
</tr>
<tr>
<td>Diploma</td>
<td>Bachelor degree</td>
</tr>
<tr>
<td>Certificate</td>
<td>Bachelor degree</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Senior</th>
<th>Middle</th>
<th>Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>30%</td>
<td>60%</td>
</tr>
</tbody>
</table>

- Balance between academic vs non-academic staff

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Non-Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

- Balance between local vs international academic staff

<table>
<thead>
<tr>
<th></th>
<th>Local</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Selection Criteria:
- Recognition of meritorious academic and other activities that can be measured by formal qualifications;
- Research and teaching output
- Work experience (teaching & industrial exp)
- Social achievements (involvement in community services and contribution to profession)
- Achievements/Academic Recognition and Leadership

2. Academic Staff Development Policy
- Education Assistance to Acquire Higher Education
- New Staff Induction Program
- INTI-UC Academic Staff Teaching Skills (IAST)
- 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
     - Teaching and supervision
     - Research and teaching output
     - Conference and scholarly activities
     - Co-curriculum achievements
     - Contribution to profession, intra-dept and inter-dept activities, student activities, marketing and promotional activities
     - Achievements/Academic Recognition and Leadership

4. Academic Staff Promotion Policy
   (Professor and Associate Professor Pathway)
   - Frequency: Once a year (January)
   - Assessment Criteria
     - Teaching and supervision
     - Research and publication (ref. 7, Prof. min. 15)
     - Conference and other scholarly activities
     - Consultancy
     - 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:
     - Research leave
     - Sabbatical leave
     - Sponsorship for participation to conferences
     - Sponsorship for organizing conferences
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

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

---

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)
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

<table>
<thead>
<tr>
<th></th>
<th>Teaching &amp; Supervision</th>
<th>Research &amp; Publication</th>
<th>Scholarly Activities</th>
<th>Consultancy</th>
<th>Community Services</th>
<th>Admin. Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>40-60</td>
<td>20-50</td>
<td>5-10</td>
<td>0-20</td>
<td>0-10</td>
<td>5-10</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>30-50</td>
<td>15-40</td>
<td>3-10</td>
<td>0-15</td>
<td>0-10</td>
<td>3-10</td>
</tr>
<tr>
<td>Principal Lecturer</td>
<td>20-40</td>
<td>10-20</td>
<td>3-10</td>
<td>0-15</td>
<td>0-10</td>
<td>2-10</td>
</tr>
<tr>
<td>Lecturer</td>
<td>10-20</td>
<td>5-10</td>
<td>2-10</td>
<td>0-10</td>
<td>0-10</td>
<td>1-10</td>
</tr>
</tbody>
</table>

Writing the Future Story of INTI-Laureate International Universities

Ibrahim Ahmad Bajunid

8 Ages Man

Integrated Approaches & Holistic People Development – Knowledge Generation – Organisation and System Building
Global Changes and Challenges

1. Management Events

National IT Agenda – The Vision and Goals

Stages of promotion of the KICT Agenda

Civilization Changes

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

How do we model Lifelong Learning?
Conceptual Stages of Development of Virtues – Based Knowledge Society with High Culture

- Knowledge Society
- Heritage Culture
- Documentation Culture
- Research Culture
- Thinking Culture
- Writing Culture
- Reading Culture
- Learning Society
- Learning Family
- Learning Individual

Ways of Being-Modes of Learning

1. Self-Directed Learning (LWB1)
2. Creative Learning (LWB2)
3. Expressive Learning (LWB3)
4. Feeling Learning (LWB4)
5. On-Line Learning (LWB5)
6. Continual Learning (LWB6)
7. Reflexive Learning (LWB7)

Of Human Capital

- Human Resource Management
- Human Potentials
- Talents
- The Nature of Intelligences
- Competencies
- Generic Skills
- The Vision Factor
- Character Matters-National Character
- Transforming change flows not from the work of the “great man”... but from the collective achievement of “a great people.”-Transforming and Empowering Values.
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 to be 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... (Edward de Bono).
- In the Eureka Pursuit to understand the breakthrough logic of evolution, extended and integrated metaphors are used as follows: ....
- A Wilderness of Possibilities, Chuteless Plateaus, Narrow Canyons of Explorations and Cases of False Promise... (David Falconer).
- The Buffalo and Geese Metaphor (Philip Hallgren).

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

CONSTITUTIONAL

OPERATIONAL VALUES

HUMAN DEVELOPMENTAL

VALUES

PERSEVERANCE - EFFICIENCY

PROFESSIONALISM

LEGISLATIVE

EXECUTIVE

JUDICIAL

PURPOSE

SACRED CORE

VALUES

CULTURE - VIRTUE

PROCESS OF GLOBALIZATION: ACADEMICS AS COSMOPOLITANS

- MOBILITY
- SIMULTANEITY
- BYPASS
- PLURALISM
- CONCEPTS
- COMPETENCE
- CONNECTIONS
- Rosebeth 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. "(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 (Saukop).
- The Meaning of It All (Feynman).
- The West is about Teaching and the East is about Learning (Nawaz).

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.
- 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
  - Visual
  - Culture and Heritage
  - Religion
- SURVIVAL FILTERS
- SOCIAL FILTERS
  - (Crepes, Goals, Aspirations)
- ANCHORING AWARENESS LEVELAH/A, 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 (1999)-The Power of Innovative Thinking

[Jim Wheeler, 1999]
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 Attitudes
- The Achievements
- The Contributions
- The Passions of Researchers
- The Passion for Truth
- The Passion for Understanding
- The Passion for Method
- The Passion for Reflection
- The Passion for Realism
- 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 Intelligence
- 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 Revisional Preferred Past
10. Understanding Preferred Futures
11. The Many Faces 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 unhampered 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

[Diagram of teaching and learning development with various nodes connected by lines]

[Diagram showing recurring and emerging challenges in the horizon with connections to accreditation agencies, instruction and learning, and community institutions]
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 Changemakers

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 three intangible assets, three C's that translate into prominence 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.

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**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.

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**The Universe of Metaphors**

Civilizational and Indigenous Metaphors

- Root Metaphors: Visions of Reality and the Shaping of Weltanschauung
- Psychocasts 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 Possible 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”. Sustain 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**

<table>
<thead>
<tr>
<th>Childhood Teenage</th>
<th>Young Adulthood</th>
<th>Adulthood</th>
<th>Middle Age</th>
<th>Age 2</th>
<th>Centenarian</th>
<th>Here After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal</td>
<td>Formal</td>
<td>Non-Formal</td>
<td>Lifelong Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Basic Skills & Literacy: Multi Literacy, Advanced Literacies
- Intelligences: Verbal, Linguistic, Logical, Mathematical, Musical, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Ecological, Spiritual
- Artes: Information, Knowledge, Cultural, Values, Intellectual, Spiritual, Emotional, Social
- Managing Self-esteem, Self-proficiency, Knowledge, Degradation, Decay, Creativeness

---

**Integrated Approaches & Holistic People**

Development – Knowledge Generation – Organisation and System Building

- Teaching
- Learning
- Research & Development
- Publications
- Consultancy
- Community Service

- Problem Solving
- Innovation
- High Quality Traditions
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 (Ullrich, 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.

Educational Stakeholders

<table>
<thead>
<tr>
<th>Traditional Stakeholders</th>
<th>New Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Learners</td>
</tr>
<tr>
<td>Parents</td>
<td>Parents Guardians</td>
</tr>
<tr>
<td>Teachers</td>
<td>Instructors - Guides</td>
</tr>
<tr>
<td>Teachers Unions</td>
<td>Professional Organizations</td>
</tr>
<tr>
<td>Philanthropists</td>
<td>International Philanthropists</td>
</tr>
<tr>
<td>Bilateral Donors</td>
<td>Multilateral Donors</td>
</tr>
<tr>
<td>Civil Society Organizations</td>
<td>Industry Partners</td>
</tr>
<tr>
<td>Employers</td>
<td></td>
</tr>
</tbody>
</table>

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

Chary

- The Diagnosis
- The Total Solutions
- Waste
- People and Team
- Maintenance
- Practical Quality (Skan-Sorting Out, Sefte-Systematic arrangement, Sego-Solid and Span, Sedom-Standartising cleanliness, ShitsuKe-Self-Discipline-Perserverance)
- 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
- 2006 Innovation Economy

THE QUALITY JOURNEY (2)

- The Quality Circle/Circles
- Quality Management
- Total Quality Management
- S/RI M and MAIMs
- 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

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 Chair 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)

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

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 Ambarita Dini)

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

Institutions and Policy Frameworks: The Malaysian Qualifications Agency

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

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
- Hotel 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)

Metaanalysis 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 solistic reasons for the power of dramat 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 necessarily make things happen. When policies are formulated there must be policy champions and a critical mass of policy supporters.

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

When speaking 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 gifted the great opportunity to serve my country, and in all times. I will be strong in purpose, steadfast in will, resolved 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))

Metaanalysis 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 (3).

I remember words that I have relayed with me since 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—like as Prime Minister I will continue to listen and learn from the British people. I will reach out beyond the narrow party labels.

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))

20
Core Ingredients of Leadership: From Rhetoric, Promise, to Policy and Implementation (3).

As Malaysia strives forward to develop itself, Mahathir Mohamad outlined the direction of development, thus:

Malaysia should not be viewed only in the ethnocentric sense. It must be a nation that is fully developed along the dimensions: economically, politically, socially, spiritually, psychologically and culturally. We must be fully developed in terms of national unity and moral order, in terms of the 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 Malay/Malay society, infused by strong moral and ethical values, living in a society that is democratic, liberal and tolerant, caring, economically just and equitable, progressive in prospects, and in full possession of an economy that is competitive, dynamic, robust and resilient.


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 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 institutions, there must be assessment tools through their structure and contents, tools that 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 polices.

And We Continue...

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

Q & A