

# TOWARDS WORLD CLASS LEADERSHIP MODEL OF PRINCIPALS FOR SCHOOLS IN THE FUTURE

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## INTRODUCTION: IMPACT OF TECHNOLOGY ON EDUCATION

It has often been assumed that education is a dynamic activity that opens the window of the past and anticipates the direction of future trends of socio-economic and political development. Its critical role at the forefront of development is also seen as leading the way to greater enlightenment through continuous knowledge creation. With unprecedented inventions of the information and communication technologies, the development of education has not only been phenomenal throughout the world, but its impacts have also been pervasive in all aspects of the pedagogical systems and methodologies in the classroom.

Indeed, new approaches and techniques of teaching and learning as by-products of the cyber and computer technologies have generated new and exciting possibilities of education towards greater flexibility for individual as well as group learning, especially in terms of developing their respective competences, capabilities and capacities.

However, it has also been perceived that the education system can take the lead in spreading the wonderful benefits of the new information and communication technologies for as long as there is a state of readiness on the part of the relevant actors and participants to institute and part-take the necessary policy reforms, curriculum change, implementation of new strategies, approaches and activities. In this regard, educational policies, goals and strategies for teaching and learning will have to undergo major, and perhaps, some "revolutionary" changes so that schools of the future will be even more flexible so as to function more as 'open learning laboratories' for further educational experimentation and innovation.

### Changing Role Of Teachers

Given the past and current scenarios of the worldwide development of education generally, it can be anticipated that schools of the future will have teachers who are free from the 'tyranny' of the traditional model of preparing lesson plans and the outmoded methods of teaching-learning techniques. It has been anticipated that they will have to function and perform more effectively as 'enablers, facilitators, problem solvers, catalysts or organizers' in terms of knowledge dissemination in innovative settings of the new educational environment.

Thus, their role as prime movers of new learning strategies will be inclined towards propelling students to learn not only through personal and practical experiences but through observations, inventions, innovations and creations of new knowledge, principally aided by the computer and information systems and technologies. Clearly, the traditional role of the school must go beyond the

prevailing curriculum and educational practice where knowledge is disseminated by teachers through interface instruction, textbooks and blackboards.

The irony is, as pointed in a report of 'A Task Force on Public Education for the 21<sup>st</sup> Century' (2004) in 'Renewing Our Schools, Securing Our Future':

***"We are trying to prepare Today's students for  
Tomorrow's economy with Yesterday's ideas"***

### **Policy Of Professional Development Programmes**

It is in this regard that teachers and educators must be continually trained in order to upgrade their knowledge and competencies and to apply new learning methodologies of the computer and cyber systems so as to be effective in their functional role as 'enablers, facilitators and problem solvers' of the anticipated future learning environment.

It is also imperative that strategic policy guidelines for continuous in-service training programmes be instituted for all serving teachers in all domains of the educational curriculum, right from the period they enter the education service. The purpose is to ensure a continual enhancement of their level of competence, capability and capacity so that they will be able to manage the newly acknowledged role and to function effectively.

More importantly, specific policies of professional staff development programmes in the area of computer applications and management need to be instituted by schools and the relevant educational organizations and departments. The policies must be designed to ensure firstly, that all principals, headmasters and senior education leaders at the school and administrative levels are well informed of the changing character of the teaching learning environment in schools. Secondly, they are also to be skillfully capable to conduct, monitor and evaluate their administrative role and functions effectively with the aid of the computer system and technologies.

In the context of the changing character of education in schools of the future, the instructional leadership role of school principals, headmasters and senior leaders must necessarily be re-oriented to suit to the information and technology-based model of pedagogy and teaching-learning situations.

### **Assumptions And Considerations**

Clearly, there are several assumptions whereby future learning orientations in the school system will be different from that of the past and the present. Future development of society will not only be knowledge-based and information-rich, but also the generations will be very skillful and effectively computer savvy. The demand of the market forces of the knowledge economy (k-economy) in the era of the globalization, especially in terms of the information and communication economics, seems it necessary for new modalities of educational opportunities to be made available to all strata of the Malaysian society. Similarly, new approaches with respect to the technical know-how and skills of applications of the computer systems will not only be accessible to all prospective learners, but the computer technologies themselves will also be within reach to all sectors of the population.

Correspondingly, new systems of teaching and learning will also emerge in the future educational environment. Interface method of teaching-and learning will be the practice of the past. It will gradually be replaced by the 'on-line' and 'distance-teaching and learning' methods through 'electronic note-book' techniques from any corner around the globe and during any hour of the day. With the advent of the broadband technologies of the information and cyber systems, the 'e-teaching' and 'e-learning' systems via the education 'super highways' will be greatly enhanced. Thus, it can be anticipated that the modality of the 'e-teaching and learning' system will be the 'in thing' of pedagogy in the future education environment.

It might be observed that, currently the development and wide application of the smart school system and ICT-based models of school development in many parts of the world makes it necessary and relevant for the traditional method of school leadership and management not only be reviewed, re-examined and revised but perhaps revamped.

With the introduction of e-administration and e-filing approach in the management of schools and students of the future, correspondingly the role and functions of the principal and headmasters have to be re-evaluated and revised. Perhaps the conventional style of bureaucratic, directive and top-down models of leadership and management behaviour of educational leaders, principals and headmasters may seem obsolete much sooner than expected in the years to come.

### Critical Question

Clearly, several critical questions may be posed at this juncture: Why is there a need for change in the style of learning?; Why should there be a need for a change of the nature of the learning environment?; Why should there be a need for a change of the teacher behaviour especially in terms of their pedagogical styles?; Why should there be need of a change in the leadership and management styles of principals and headmasters in the way they lead and manage the school?.

Indeed, all of the questions above generally point to several pertinent observations in the context of the educational and schooling environment of the future. Firstly, learning in schools of the future school will no longer be based solely on the curriculum which has been centrally designed. This is because the underlying philosophy and focus might be traditional and conservative in nature and, which has been organized and prepared by some far-off educational departments or organizations.

Secondly, it will also no longer be based on a centrally-determined curriculum content where knowledge is fragmented, divided and subdivided into, perhaps, many disintegrated or disjointed parts based on the classical partition of the academic disciplines of subject areas.

Thirdly, the curriculum will no longer be centered on teacher-based knowledge, wherein in the past, the maxim has always been that 'teacher knows best' and that the teacher is the sole provider of knowledge in almost all aspects of the knowledge and skills where the education environment and schooling is located. On the contrary, the focus of the curriculum and what goes in the classroom will be, primarily, centered on the students-their learning competencies, capabilities, growth capacity and self development. The learning system will necessarily be supported heavily by the tools and applications of the computer technologies that will generally will be accessible to them.

Fourthly, given the impact of globalization worldwide in all aspects of the socio-economic, political and cultural environment, the reality of characteristics of the future society is clear. Among others, the future society will be highly knowledge-based, educated, have high hopes, expectations and demands, greater sense of global vision, greater degree of connectivity between peoples of different backgrounds and so on. Correspondingly, the characteristics of future student behaviour will reflect: a higher sense of inquisitiveness, creativity and more articulate. Most of the students will tend to become restless learners, innovative knowledge seekers, adventurous and perhaps more unpredictable in learning and social behaviour.

### **LEADERSHIP AND MANAGEMENT: A PARADIGM SHIFT**

In terms of leadership and management, educational leaders in schools should anticipate that the future environment of the school organization will see a greater degree of decentralization. It has been argued that, administratively, the organization of a tightly organized centralized system of education seems to determine and constrain effective educational management at school and classroom level.

Proponents of the contrary argument strongly point out that the decentralized system of school governance can generate greater degree of participatory management, especially in motivating educational actors in influencing educational outcomes at the school level. Similarly, it has also been argued that, with centralization, well formulated educational reform designs often fail to make any sustainable impact at the school and classroom level.

***Shragg (1988) once noted that:***

***"The longest distance in the world is between an official state curriculum policy and what goes on in the child's mind"***

### **Research Findings**

In this regard, interestingly, a longitudinal study was conducted in eight developing countries-South Korea, Papua New Guinea, Thailand, Phillipines, Indonesia, Trinidad and Tobago, Jordan El Salvador by a group of research scholars, organized by the International Institute for Educational Planning UNESCO, Paris (1989-1999). Seven critical findings were identified and cited as the rationale for a decentralization policy, especially in terms of school governance, administration and classroom management.

First, centralized policies never (or seldom) get communicated to all schools, especially those that are located in rural and remote areas of the country. Thus, school heads do not often realize that they are supposed to be doing something different. Second, if centralized policies get communicated to schools, they were in vague terms. In such situations, school heads and the administrative personnel at the schools either implement the policies incorrectly, in part, or not at all. Third, centralized policies coming from the top are (often) seen as inappropriate because teachers see the centralized policies and directives out of touch the realities of the classroom and school environment. Fourth, there is an apparent feeling of over expectation of teacher capabilities that the actions and activities expected of them to implement new policies and practices place

demands on them that they are unprepared or unwilling to meet. Fifth, the means and support for implementing new policies are generally inadequate. Very often, financial and infrastructure support do not come in timely, or are transparent, causing breakdowns in implementation. Sixth, School-based information available at national or central level, for example, data collected and collated under the Educational Management and Information System (EMIS) do not include information on school variables and pedagogical practices at the classroom level. Indeed, macro level data and information do help much in solving micro level issues at school and classroom level.

The study's seventh finding suggests that seemingly good practices very often interact in negative ways. Many of the well thought policy decisions at the central level are too focused on conformity of implementation rather than diversity of method of implementation based on local and local context.

### **SCHOOL-BASED MANAGEMENT: A STRATEGIC APPROACH**

Correspondingly, four reasons seem to justify that the school-based management is a critical strategy that would allow for greater improvement in the management in schools of the future. First and foremost, the school-based can strengthen the developmental and transformational role of the school reform process. Second, school-based management engenders local level initiatives with sustainable locally developed programmes for lasting reform effects. Third, school-based management can enhance local leadership capabilities in terms of management experience and problem solving instead of heavily relying on directive from the top. Fourth, school-based management recognizes the professional role of heads of school and teachers as key players and the community as stakeholders at the downstream level in terms of decisions that affect them.

Thus, educational leaders and management staff of the future school need to anticipate not only the implementation policy of decentralization of school administration and management but also the introduction of more open curriculum policies and designs with minimal rules and procedures coming from the central departments and organizational. School-based curriculum and co-curriculum with wider subject options for student learning, and school-based assessments and learning evaluations will slowly replace the current policies learning toward fulfilling the requirements of tests and examinations.

**Relationship of Curriculum Development Activities  
And Paradigm of Teaching-Learning Orientation**

<b>Paradigm /Curriculum Development Activities</b>	<b>Past Orientation Teaching-Learning Model</b>	<b>Present Orientation Teaching-Learning Model</b>	<b>Future Orientation Teaching-Learning Model</b>
Content Identification	Traditional disciplines of subject areas, factual, knowledge by	Teacher-centered, information transmission of futuristic teacher mainly	Students-centered, holistic, multi- discipline, integrated,

Formulation	Process and principles of learning procedures-memory	Strategy by behaviour learning objectives	Students-inclined: creative, self learning, innovative, based on IQ, MI, Skills oriented, EQ, SQ, thinking skills
Pedagogical Strategy	Teacher centered, teaching strategy	Enquiring learning styles, some variations	Exploration/Discovery /Imaginative experientel/ technology support learning,self-motivated
Production /output	Centrally produced curriculum, content focus, retention of facts	Uniformly designed materials with teacher support	Diverse student centered designs and variability of students learning output
Implementation stage	Teacher-talk syllabus-based subject areas 'learning to know'	Teacher class activity, directed-adaptation/ conformity of learning styles 'learning to know' and ' learning to do'	Students learning toward self-actualization, individually guided learning (ICT), freedom of student expressions, 'Learning to be', SAL
Evaluation of outcome	Deterministic, centrally designed tests and examination	Some school-based assessment, teacher designed tests	Self-learning increments, self-progression achievement scores
Curriculum research comparisons	Quantitative, norm-referenced analyses,	Qualitative learning, classroom focused varied student output	Project-based learning products,  " learning how to learn ", " how to go on learning "

With school-based curriculum and school-based learning evaluations and assessments augmented by the technology-based support learning systems, the emotional and social character of future students will be different from that of the present trends with regard to their learning styles, interests and inclinations. The resurgence of new values and social patterns of behaviour will dominate the future learning environment of the school.

The above table illustrates the conceptual relationship between the activities of curriculum development and the paradigm of teaching-learning orientations of the past, present and future.

The schematic matrix of the relationship suggests that what is taught and learned in the classroom represents a product of the varied functional stages of curriculum preparation, designs and development. In terms of implementation in the classroom, there are at least three distinct periods with different features of curriculum paradigm and models of teaching-learning orientation: Past, Present and Future. A short description of the elements in each of the period is explained as in the following.

### **Past Orientation of Teaching Learning Model**

In the content identification activity of the curriculum development stage, past orientation suggests that the curriculum focus is based on clear-cut subject disciplines. Knowledge, facts and information are organized in varied sections and sub-sections of the curriculum to be delivered to students for them to learn and remember. The curriculum content is structured according to the of the subject areas. Students' learning of the subject contents would be evaluated through periodic tests and examinations after specific periods and lessons in class.

In effect, it is a curriculum-centered development approach of education. The teaching learning situation is wholly based on the syllabi of the centrally designed curriculum. Student creativity in learning throughout the curriculum is very minimal as learning for the sake of passing tests and examinations takes top priority.

The formulation of the curriculum principles emphasizes the process and procedure of the memory-based learning techniques. The pedagogical strategy that is adopted and practiced is the syllabus-based didactic approach of 'teacher-talk' teaching technique and the 'learning to know' model of instruction. As the curriculum is centrally prepared and designed, the learning activity is content-focused whereby mastery and retention of facts and information predominates the classroom teaching-learning process.

The evaluation of the learning outcome assumes a deterministic role since the final 'goal' of learning and education is to score the highest possible marks and grade. Theoretically the system of assessing the learning outcomes is based on a norm-referenced model of evaluation. Comparisons and analyses of student performances between schools and individuals have become the 'sine qua non' of the educational orientation and programme.

### **Present Orientation of Teaching Learning Model**

Apparently, in the present orientation of teaching and learning in many schools, the trend seems to take a slightly different philosophical shift. The curriculum development philosophy assumes that for the syllabi to be effectively implemented, teacher knowledge and understanding is seen as very vital in the delivery process of the curriculum. Hence, the curriculum delivery process becomes more teacher-centered as the subject contents need to be transmitted mainly by the teachers teaching the respective subjects. The assumption is the more knowledgeable, competent and skillful the teachers are with respect to their understanding, mastery and teaching of the subject contents, the higher the probability that their students would score well in their school tests and/or national examinations.

However, with the gradual process of decentralizing of the examination system through such approaches as school-based tests and assessments, there appears to be a gradual changing role of the centrally prepared curriculum. The strategy of determining behavioural objectives of learning seems to be more pervasive in the teaching and learning of the prescribed subjects in the school curriculum. The pedagogical style seems to emphasize the enquiring learning approach whereby students are highly encouraged to be interacting actively with their teachers in the classroom.

Nonetheless, in terms of teaching manuals and modules, the designs and contents of the materials, on the most part, are still centrally produced and generally uniform in organization and substance. While teachers are expected to design and devise more additional teaching materials to support what is recommended from the central curriculum centers, their contributions are generally limited due to constraints of factors such as time, teaching workload and limited knowledge and experience.

At the level of curriculum implementation in the current teaching-learning orientation, class activities appear to be more teacher-focused and directed toward ensuring the completion of the syllabi as prescribed in the educational curriculum. With some adjustments and adaptation the teaching-learning orientation seems to conform to the maxims of 'learning to know' and 'learning to do'.

It is observed that the evaluation of educational outcomes under the current educational orientation is primarily based on a two-fold approach. First is the series of school-based assessment tests that are self-designed by teachers and qualitatively controlled through workshops conducted by teachers of the school or district. Second is the centrally controlled national examination system which has been continued since the period of the colonial administration, with adjustments and adaptations over the last four decades. One is at the end of the Primary level, one at the Lower Secondary level, and one at the Upper Secondary level. These examinations are basically norm-referenced in nature as the amount and degree of student learning is measured along these sets of national testing instruments and examinations.

### **Future Orientation of Teaching-Learning Model**

With changing trends in the conception and role of education, learning and teaching as outlined in the earlier sections of the paper, especially in terms of philosophy, goals, and objectives of the educational policy, the pedagogical processes in schools of the future are expected to be quite different from that of the past and present orientation. It can be anticipated that the future orientations of pedagogy will be strongly student-centered, holistic in approach, multi-disciplined in nature, more integrated in curriculum organization and futuristic in the substantive elements of the curriculum content.

With respect to curriculum content, it might be anticipated that the body of knowledge that will be imparted in schools of the future will be through various channels of learning methodology, more student-friendly in nature and highly technology-driven in character. Learning manuals and modules will be more geared towards generating greater and wider skills of creativity, innovations, and thinking through the most efficient use of the information and communicational medium-the computer.



Students will be greatly challenged individually to develop their personal innate and acquired characteristics in terms of thinking, creativity and innovations through greater use and applications of the computer-based learning systems. Their innate intelligence, competencies, abilities and imagination will be challenged by the computers which have sophisticated knowledge and information storage and retrievable systems, particularly the Internet. Their multiple-intelligence and emotional quotient skills development will invariably be guided more by the Net and the cyber culture than their teachers and parents.

Pedagogically, much of the learning activity will be geared toward knowledge exploration and discovery through technology-driven individual effort or group work and participation. Student-teacher interface learning situations will be much less practiced than in the present and past educational orientations. Problem-based learning that employs imaginative and experiential approaches will become the order of the day whereby the element of self-generated motivation will become the most influential factor in terms of student learning.

The designs of curriculum will be wider in perspectives and scope in order to address the needs of more diverse student groups and a variability of student learning outcomes. It can be expected that the style of student learning will more inclined towards self actualization especially in their field of competence. Since there would be a widespread application of the computers, learning through the medium will be intensive and widespread in schools of the future. Students will develop and progress more via the computer as a dependable vehicle of learning than perhaps their teachers. Increased percentage of the student populations in the school system will use the computer as a vehicle to develop their thought processes, intellect and verbal expressions when following the 'open' curriculum.

In such learning situations, it can be anticipated that student evaluations would take different forms from that of the current practice. The system of evaluation would probably adopt the modality of self-learning increments whereby students would have to devise and develop their skills in the self-progression achievement score cards. The evaluation of student would be defined in the form of project-based learning products as there would be varied student learning output. The general philosophy of learning will be based on the principles of not only 'learning to be' but more significantly on 'learning how to learn' and 'learning how to continue learning'.

#### **IMPLICATIONS:**

#### **LEADERSHIP AND MANAGEMENT BEHAVIOUR OF THE FUTURE PRINCIPAL**

The cursory analysis generally outlined above strongly suggests that there are several far reaching implications of the changing character of schooling in the future educational environment. Not only it has implications on the changing needs and character of teaching-learning orientation, areas of curriculum focus, accessories of support systems as well as modalities of learning evaluations, testing and assessments, but, more importantly, its implication is also related to the approaches and style of leadership and management behaviour of principals in schools of the future.

What are the anticipated challenges of principal leadership and management behaviour for schools of the future? What are the new challenges that future principals have to confront in their anticipation of the changing learning environment of schooling in future? What new and critical characteristics of leadership behaviour could be expected for principals to effectively manage schools of the future generations?

Clearly, the answers to all of the questions above call for a deep analysis of various multi-dimensional issues of leadership patterns and management styles of principals. Suffice to say, at this juncture that there are at least three major characteristics that are vital for future principals to be address; they are a higher degree of professionalism, ethical standards and integrity; a greater sense of leadership flexibility, capability and capacity; and a greater degree of management adaptability and openness to the changing modalities of the teaching and learning culture in schools of the future.

The following table is conceptual matrix of the relationship between the style of management and approach that is generally discernable from the patterns of leadership and management behaviour as practiced by principals in the Past, Present and FutureTable

### Past: 'Traditional-Conservative' Model

In terms of management approach, in the Past, the model of school leadership and management has been very traditional in nature. The structure of the education system is tightly based on hierarchy and it is hinged on the conservative approach of the bureaucratic system of administration and governance. Policy directives on curriculum implementation, staffing and infrastructure development of the school sent down through 'circulars' from the central agencies become the source of all of the decision making processes of the downstream activities.

Under such conservative, traditional or perhaps classical style of leadership and management approach, the nature of response of the officials and personnel in the educational organizations and the school system has been overwhelmingly 'reactive'. All activities at the level of the school were designed, organized and tailored to the education laws, rules and regulations as prescribed by the central agencies.

### Present: 'Enlightened' Model

Over the past three decades, however, the model has gradually shifted to slightly different paradigm of leadership and management behaviour. With an expanded education system, an ever increasing growth of student populations and teachers, greater role and demand of parents and communities through the political system towards ensuring positive development of education as a whole, the paradigm of educational leadership and management seems to have shifted to what is termed as an 'enlightened' form of leadership behaviour in organization.

Some leeway had been given to administrators and teachers of the school system so that they can 'bend' some rules and regulations in response to their contextual needs and situations for as long as the main policy guidelines and principles are well-adhered. In this regard, some form of 'proactive' leadership characteristics could be observed in many schools and institutions

## Future: 'Super Leadership' Model

However, in schools of the future, it can be anticipated that leadership and management styles of principals will have to change from the 'enlightened' model of leadership to the 'super leadership' paradigm. The rationale is obvious. As pointed and extensively discussed above, the model of teaching learning methodologies and modalities have changed, student characteristics and learning behaviour have changed, and the nature of educational curriculum designs have changed.

In essence, the 'super leadership' model of management is based on the principle that principals as educational leaders in the school system must not only be able to their teachers and staff but they must be able to 'lead them in order that they can lead their own selves'. This 'leading others to lead themselves' approach will be the next the dominant leadership paradigm in the years to come.

### Generalized Model of Changing Leadership Behaviour in Educational Organization

Period/ Approach	Past	Present	Future
Management	Traditional/ Conservative/ Classical/ management model	Enlightened and creative management model	Super leadership management model
Orientation Response approach	Reactive in thinking and action	Proactive/action orientation	Self-leading approach ( leading others to lead themselves)

The next pertinent question that should be asked is: What are the principal characteristics of the three paradigms of the leadership model as suggested above? In response to the question the paper will briefly list of characteristics across the three paradigm

### Principal Characteristics of Conservatives /Traditional Leaders- Reactive Model

Are resistant to change	Feel they have no control of environment
See reason they cannot do things	Often work very hard but not smart
Focus on finding to fix	Are afraid of risks or major challenges
Are blinded by problems in a situation	Suffer excessive minor stress
Avoid blame or responsibility	Cannot let go of the past
Are limited by what worked in the past	Are devastated by failure
Are poor listeners	Have low self esteem
Run out of energy quickly	Focus on what they want to avoid
Find it difficult to choose or decide	Do things right
Feel the need to have all his or her own answers	Analyze, analyze, analyze
Are "tell oriented	Create sporadic motivation

Make all the decisions personally	Are highly opinionated
Push the organization for results	Teach subordinates to accept direction
Are afraid of losing control	Are in self-protect mode
Focus of finding and fixing problems	Quick to fire those that fail

## MAIN CHARACTERISTICS OF ENLIGHTENED LEADERSHIP MODEL

### Developing World Class Enlightened Leadership Model

- Know true power lies within the people in the organizations
- Continually quest for better understanding to bring about the best in the people
- Highly sensitive to their needs
- Have high versatility to move up and down of the 0-10 continuum of the extreme leadership model
- Enlightened leaders realize not about doing it one way or another, but make conscious choices
- Spend much more than 80% of their energy on Creative mode Spend only 20% of their energy on Reactive mode
- Most important factor-harnessing people strengths-...knowledge, creativity, awareness, energy, commitment
- Believe in behavior of leadership has major impact on the followers Followers are readily made to commit that their ideas must work
- Go to extremes to help those who help them selves
- Exploit the power of empowerment-get energized, open, creative, common ownership, sharing a vision

### Actions of an Enlightened Leadership style

- Inspiring, compelling vision
- Positive discipline
- People first (people oriented leadership) Self-responsibility
- Expectation for results

## MAIN CHARACTERISTICS OF THE NEW SUPER LEADERSHIP MODEL

- Orientation-super leaders lead others to lead themselves  
Critical first step: master the art of leadership. Teach followers to do the same

### Super Leaders Emphasize:

- Strong work values and orientation
- Exemplary model of leadership behavior
- Encourage high performance
- Consistency of reward system - verbal and non verbal
- Self leadership of others and very supportive of them

### Distinctive Strategies of Super Leaders :

- Listen more
- Ask more questions
- Foster learning from mistakes
- Encourage problem solving
- Share information
- Encourage creativity
- Encourage teamwork
- Foster independence
- Develop committed self leaders

## STRATEGIC APPROACHES OF SUPER LEADERS

### Establish Information System Through :

- Effective communication channels
- Virtual teams
- Networking teams
- Synergistic teams, etc

### Establish Organizational Structures Through :

- Self-managing teams
- Internet
- Intranet
- Group effort that support self-leadership

### Establish a Holistic Self-Leading Culture Throughout the Organization

- Encourage consultative approaches of communications
- Do the right things
- Effective action and behavior through sharing of values and visions

## Development of Super Leaders for Malaysia

- Renewal of philosophy, paradigm and orientations on leadership training in Malaysian organization
- Emphasis on Leadership, Management and Development of human resource Simultaneously
- Continuous and improved version of staff development programs for our institutional and organization leaders
- Increase in financial allocations for staff development Continuous life-long learning within the learning organization concept

### To Stress On and To Aim For:

- 'Glocal' Super leaders - ability to operate effectively at local as well as global
- Super leader characteristics
- Understand the pulse of the nation in tandem with reality of international environment

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