



## MINISTERIAL LEADERSHIP LECTURE 2009

**BUILDING HUMAN CAPITAL FOR THE FUTURE: CATALYST FOR ECONOMIC DEVELOPMENT**

In his lecture entitled *Building Human Capital for the Future: Catalyst for Economic Development*, the honorable Minister of Higher Education, Y.B. Dato' Seri Mohamed Khaled Nordin exhorted the leadership of higher education institutions to acknowledge and address the issues pertaining to the roles and responsibilities of higher education institutions in the creation of adequately and appropriately-trained human capital with the capacity to counter the uncertainties of the prevailing climate of economic, financial, and social upheavals. He especially emphasized the need for all levels of leaders and managers of higher education institutions in the country to be sensitive to, keep pace with, and overcome the current challenges besieging the nation and world. In order to achieve this, he expected the leadership of universities to be on the cutting-edge of the latest developments in international higher education, particularly with a view to how these developments could benefit the nation. He reminded the audience that the Ministry, with the support of the government, had already instituted, through the Universities and the University Colleges Act 2009, a number of amendments with significant and far-reaching consequences to the governance of public universities, in terms of administrative, executive, and financial policy changes, which allow universities a large measure of autonomy in the way they wish to manage their affairs. With this, the Minister expressed his confidence that the universities would be able to produce and develop the kind of human capital that the country required to steer it safely through the economic and financial maelstrom to a secure and sheltered harbor of material and temporal prosperity.





“AKEPT is the brain of Higher Education. For an objective to be met, I always believe in small numbers, in quality, and in little things that will bring impact. AKEPT is the best tool as a mechanism to ensure the continuity and consistency of the Ministry of Higher Education in providing quality products and services to our customers.”

Innovation in Higher Education Seminar  
23 & 24 October 2008  
PNB Darby Park, Kuala Lumpur



Innovation is the key word. We must always think of how work should be done in a new and creative way which has never been done by others before. We need to cherish creativity which can be defined as turning problems into opportunities. To make our higher education system the Centre of Excellence (COE), we need to possess certain attributes.

We must ensure that the attribute of excellence must be appreciated by all parties. Our products and services should supersede the needs and wants of our stakeholders. Next, we must continually upgrade ourselves to be competent. The Consciously Competent Model outlines four different levels a person goes through when learning a new skill. They are: Unconsciously Incompetent, Consciously Incompetent, Consciously Competent, and Unconsciously Competent. We want our leaders to be Unconsciously Competent. Besides that, there should be a conducive learning and working environment.

Quality education will satisfy our students and the society at large. Attaining this is a tall order but leaders in tertiary institutions must keep up with the latest developments in knowledge management, governance, and leadership skills so as to produce world-class graduates.

**DATUK IR. H.J. IDRIS BIN H.J. HARON**  
Deputy Minister of Higher Education



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# REFLECTIONS

## VISIONARY LEADERSHIP



Visionary leadership is founded on a balanced expression of the spiritual, mental, emotional, and physical dimensions. There is a focus on

core values, clear vision, good relationships, and innovative action.

Leaders should link their goals and vision for the future. Leadership is figuring out where to go from where you are now. People need to know that a leader has a strong vision for the future and a strong plan for moving forward.

Demonstrating competency will help boost leadership influence. Visionary leaders anticipate challenges and are able to position people to produce effective results. They are proactive, and they focus on opportunities, not on problems. They bring people together around a shared sense of purpose. They are change agents who see the big picture, think strategically, and search for solutions. Leading change is a challenge that draws on the inner resources of a leader as well as techniques for creating active participation and enthusiastic engagement from stakeholders. Visionary leaders transform old paradigms and conventional thinking.

Visionary leaders are the builders of tomorrow. They are bold, insightful, and imaginative. They draw on their inner resources and are willing to stand for something that they believe in passionately. They embody a receptive, as well as a dynamic energy and they know how to listen and learn from other points of view. The most effective visionary leaders respond to the real needs of the subordinates and they work to unite rather than divide people.

**Datuk Dr. Zulkefli bin A. Hassan**  
Secretary-General  
Ministry of Higher Education

## ACADEMIC LEADERSHIP



The management of universities challenges creativity and commitment. Quality management, the application of standards and client service are

as important in tertiary education as they are in any other business or public service activity. Higher education leaders must be aware of the past and possess a vision of the future. Changes are inevitable and these changes will have a profound impact on Higher Education. Institutions that refuse to respond to the trends taking place around them are not likely to survive.

Managing public institutions of higher learning well is the top priority in the face of stiff competition in this globalised world. Arguably, good governance is an important element in ensuring that universities are managed according to the requirements of the varied stakeholders whose needs are continuously changing. Thus, the ability to keep pace with their myriad demands, requires not only continuous delicate balancing acts between members of the university board of directors, but also the university management teams.

Synergistic relationships, if operated within their boundaries, can steer universities to greater heights. Public universities need to maintain very high standards of good governance. The ultimate result of good governance is the maintenance of good public perception and the creation of a conducive teaching, research, and publication environment. The interplay of these critical components of universities obviously has a direct impact in enhancing the stature of our universities in tandem with the requirements of the Ministry's Higher Education Strategic Plan.

**Prof. Dato' Ir. Dr. Radin Umar  
bin Radin Sohadi**  
Director-General  
Department of Higher Education

## FUTURE TRENDS IN LEADERSHIP



**A solid foundation based on proven fundamentals will generate cutting-edge possibilities that new technology can bring to leadership development.**

There is a need to chart the future leadership of higher education. The key word is adaptability that allows for timely and necessary changes to be made in real time.

Adaptability, the capacity to absorb change and sustain high levels of performance, is among the most critical leadership skills. Leaders are self-aware, self-directed, people-focussed and capable of critical thinking skills. The biggest influences on a leader's development will still be job changes, assignments, other people, hardships, and to a lesser degree, formal training programs.

The basics of talent management and leadership development are an increase in coaching, self-directed development, and collaborative networks. A solid foundation based on proven fundamentals will generate cutting-edge possibilities that new technology can bring to leadership development.

AKEPT's leadership training programmes identify competencies that matter for leading in new and different situations. These skills can be learned and developed. Many of the organisational challenges fall under the purview of change, collaboration, and customers. These issues are intricately interrelated and serve to drive growth in the global environment. They are not new, but the pace, urgency, and methods of approaching these issues are different today. For local institutions of higher education to be on par with renowned universities globally, we need to strive for excellence and also ensure that standards are maintained.

To be able to respond to changes in the environment and yet to be able to swiftly adapt to such changes is the greatest source of competitive advantage and the biggest management challenge in the future.

YB. Dr. Hou Kok Chung  
Deputy Minister  
Ministry of Higher Education

# INTERVIEW

## INTELLECTUAL DEVELOPMENT IN HIGHER EDUCATION

**Q** Why is there a need to focus on cutting-edge frontier research?

**A** An emphasis on research quality will certainly go a long way in elevating a university's status especially when we are aiming to be one of the world's top 200 universities soon. We want our academics to be working on cutting-edge research in the class of the world's best so that we are able to elevate ourselves into one of the prominent centres of research excellence. Research output may or may not have commercial value, but should there be, then we strongly encourage them to take it to the market. Thus, applied research is greatly encouraged.

**Q** How do you intend to promote intellectual development in the university?

**A** There should be both short-term and long-term goals. My personal motto has always been "I want to excel in what I do". The first step is to bring in quality people. I want to see 300 posts filled with quality academics in 2009 and to get all academics to focus on quality research. Research papers should be published in high impact factor journals. Next, first class honours graduates will be encouraged to pursue doctoral studies without having to read a masters degree, something akin to a fast track programme. At least 60% of a research university's staff should have PhD qualifications. Finally, only the best academics who have met the set academic excellence criteria should be chosen to take up leadership positions in the university.

**Q** Does the university encourage the import of expert academic staff?

**A** Yes, we want many of such academics in order to keep expanding our expertise base. To date, the University of Malaya has recruited expert academic staff from many countries including Europe, China, the Middle East, India, Morocco, and Kuwait. Retired academics who have proven themselves in research will be considered for reemployment.

**Q** Where should academics publish their research?

**A** The impact factor, often abbreviated IF, is a measure derived from the number of citations of one's work in a large spectrum of learning in the sciences and social science. So it makes perfect sense that publishing in impact factor journals would guarantee that painstakingly conducted research is read and cited by other experts in the same field, thus advancing the body of knowledge. We want our academics to focus their efforts on exposing their work in journals that matter – publications that make an impact in the growth of knowledge.



The quality of research influences a university's reputation. Professor Dato' Dr. Ghauth Jasmon, Vice Chancellor, University of Malaya shares his thoughts



We are living in an age of globalisation. How does this affect higher education? Dr. Shabbir Cheema, Director, Asia-Pacific Governance and Democracy Initiative (AGDI), East-West Center, Honolulu, Hawaii.

## INTERVIEW

### GLOBALISATION IN HIGHER EDUCATION

**Q** What are the effects of globalisation on higher education?

**A** Globalisation and higher education are closely related and complementary. Higher education is the business of ideas and globalisation has made the access to knowledge easier. It is about generating knowledge and using knowledge for transformation in all three areas: social, economic, and political.

**Q** Can globalisation result in uniformity in the education system and thus discourage diversity?

**A** Globalisation can easily accommodate diversity in societies. Take the United States for example. Diversity can be an asset; not a disadvantage. It enables the society to reach out to the world in many areas. Although some institutions stand out as icons, local traditions and culture are still maintained. The Japanese example clearly shows the benefit of embracing both globalisation and maintaining local culture.

**Q** In your opinion, what are the major concerns of the impact of internationalisation of Higher Education Institutions (HEIs) in the ASEAN region?

**A** The main concern is to keep a balance between traditions and values of local cultures and societies and the ability to have access to a wide body of knowledge available. Another concern is the use of knowledge to improve the living conditions of the poor. A third concern is the declining quality of higher education with the increase in student enrolment especially in public universities.

**Q** Will internationalisation and globalisation lead to the decentralisation of the central authority in educational policy making?

**A** Internationalisation and globalisation will inevitably lead to decentralisation of policymaking in higher education. Decentralisation emphasises flexibility and unbundling of vertically-integrated organisations which are essential to improve the quality and efficiency of higher education. The national government should, however, continue to delineate national strategies and standards. In practice, high quality education which is accessible to more citizens in Malaysia requires strong guidance and financial support from the government.

**Q** What role will HEIs play in the future?

**A** With high-level economic performance of the region, HEIs will be hubs for knowledge creation. They can help meet the requirements of the national economy and prepare students for challenges in the job market. Leaders of HEIs should be able to navigate change by mobilising people to solve issues. They should have improved knowledge and skills and be able to forge partnerships and alliances with global and regional institutions. They should be able to innovate, to reform the governance of the institution,<sup>a</sup> and to motivate staff to perform at the highest level.

# INTERVIEW

## GROUND-BREAKING ADVANCEMENT IN HIGHER EDUCATION



The recently established International Institute for Global Health, United Nations University (UNU-IIGH) on our shores promises to explore ground-breaking advancement in this area. Tan Sri Dato' Dr. Mohamed Salleh bin Mohamed Yasin, the Director of UNU-IIGH shares his passion on leading the university to greater heights.

**Q** What is the role of the International Institute for Global Health?

**A** This institute has just been set up to network with Higher Educational Institutions and other regional and international academic centres to look into issues like increasing the efficiency of healthcare systems, managing epidemics, preventing and controlling non-communicable diseases, incorporating IT in health, and monitoring the impact of climate change on health.

**Q** Can you explain how the idea of this institute was mooted?

**A** The idea of setting up UNU- IIGH was mooted by UNU and WHO in 2000, to address issues on Global Health and Public Health Delivery Systems. This is in response to the call for a dramatic reduction in poverty and major improvement in the health of the poor. Issues on Global Health are embedded in the UN's Millenium Development Goals (MDG) which emphasise a call to improve health and longevity of the poor by 2015, especially in developing countries.

**Q** How can UNU- IIGH help improve health and longevity?

**A** Good health is a fundamental goal of economic development. SARS, Avian influenza, and monkey pox are all newly-emerging and re-emerging diseases. Research on health impact is very much needed as such diseases threaten the very existence of mankind. The role of UNU- IIGH is thus to address these concerns through research, capacity development, knowledge transmission, and the provision of advisory services.

**Q** What is your vision for the university?

**A** The rationale for the setting up of UNU-IIGH in Malaysia is because of the country's strong public health delivery system programme, impressive economic growth, and high human development index in the last three decades. Presently, academic programmes run by UNU-IIGH consist of masters, doctoral, doctoral internship, and post-doctoral programmes for both local and international students. We hope to engage in capacity-building, especially in countries like Nepal, Yemen, and Mongolia.

**Q** Can you comment on international networking?

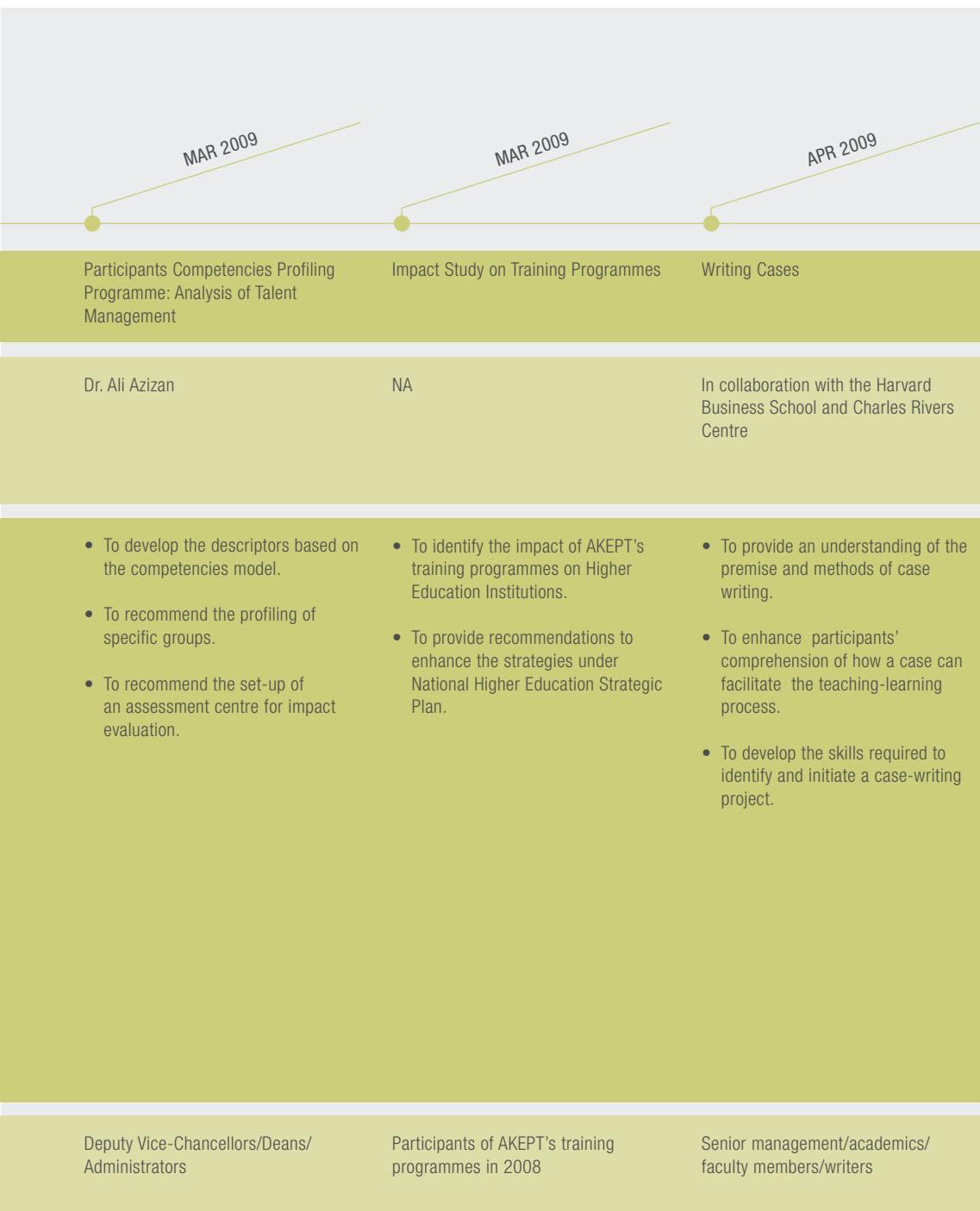
**A** Foreign experts in identified areas will soon be recruited so that local researchers will have greater access to international networking and research funding when they carry out joint-research projects with UNU-IIGH Fellows. This will result in the development of post-doctoral programmes and an increase in the quantity and quality of publications in high-impact journals. Hopefully, UNU-IIGH will be an epicenter for addressing issues on global health and a centre for training global health practitioners from all over the world.





# FUTURE PROGRAMMES

	THROUGHOUT THE YEAR	JAN 2009	FEB 2009
<b>JAN - APR 2009</b>			
<b>PROGRAMME</b>	Feedback Analysis	Universities and University Colleges Act (Amendments) 2009	Research Grants
<b>SPEAKERS</b>	NA	Prof. Dr. Shad Saleem Faruqi, Prof. Dr. Mohd. Akram Shair Mohamed, Prof. Dr. Shaik Mohd. Noor Alam S M Hussein, Siti Naaishah Hambali, Thanavathi K.Krishnan	NA
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To evaluate the impact of AKEPT's programmes in meeting the standards and requirements of the National Higher Education Strategic Plan.</li> <li>To innovate future programmes through feedback analysis and to generate new ideas through 'thinking out of the box'.</li> <li>To continuously improve the delivery and the management of AKEPT's programmes in order to ensure high-impact results.</li> </ul>	To provide a clear overview and understanding of the amendments made to Universities and University Colleges (Amendment) Act 2008.	<ul style="list-style-type: none"> <li>To stimulate, create, and maintain an excellent research culture in the area of leadership and teaching and learning in higher education.</li> <li>To establish a platform for high-impact research.</li> <li>To create awareness on the importance of leadership through research.</li> <li>To establish AKEPT as a renowned regional centre of research and development in higher education leadership.</li> <li>To create an interdisciplinary and synergistic relationship with reputable researchers, organisational stakeholders across industries and sectors, as well as local and international research establishments.</li> </ul>
<b>TARGET PARTICIPANTS</b>	AKEPT top and middle management officers	Senior academics and administrators/ student representatives from public HEIs	Researchers from HEIs/government research and training institutes





After the AKEPT Advisory Board investiture ceremony.

Above: The highlight of AKEPT's calendar for this year; the Ministerial Leadership Lecture delivered by the Minister of Higher Education and attended by distinguished academicians and educationists from all over Malaysia.



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LEAD welcomes feedback. Please contact LEAD at: Email: [roslind@mohe.gov.my](mailto:roslind@mohe.gov.my) Tel: +603-8883 5492 / 5053 / 5437  
 Higher Education Leadership Academy (AKEPT), Ministry of Higher Education Malaysia, Level 2, Block E3, Parcel E, Federal Government Administrative Centre, 62505 PUTRAJAYA