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Component 17

Human Resource Development Manual:

Creating a Systemic Faculty Development Center

Faculty recruitment and hiring processes, strategic initiatives, organizational alignment, development design, performance evaluation, psychometric assessments, retention, career development, governance of centers

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Table of Contents

List of Figures	3
Introduction.....	4
Theoretical Foundations.....	4
Systems Thinking.....	4
Evolution of Systems Theory.....	4
Systems Thinking & Faculty Development.....	5
Emotional Intelligence.....	6
Educational Psychology.....	7
Andragogy.....	7
Constructivism.....	8
Systemic Faculty Development Center (Deliverable 2, page 9).....	9
Faculty Recruitment and Hiring.....	12
The Hiring Process.....	14
Strategic Initiatives	23
Organizational Alignment.....	24
Stakeholder Identification and Involvement.....	24
Contents of Organizational Alignment.....	26
Faculty Development Design (Deliverable 3, page 27).....	27
Performance Management	31
Accountability Roles.....	31
Multi-Loop Learning Feedback	31
Those Involved.....	32
The feedback content	33
The feedback frequency	34
Psychometric Assessments	35
Retention& Career Development.....	37
Governance of Systemic Faculty Development Centers	37
References	39
Appendix A: Complete list of values.....	40
Appendix B: Transformational Leadership Assessment.....	41
Appendix C: Action plan template for any given workshop (Deliverable 1)	42

List of Figures

<i>Figure 1.</i> Overview of the Knowledge Creation Spiral – an intricate part of organizational learning.	6
<i>Figure 2.</i> Overview of Systemic Faculty Development Center (SFD) as a development process.	9
<i>Figure 3.</i> Overview of Learning Contents Design.....	11
<i>Figure 3.</i> Overview of Hiring Process.....	13
<i>Figure 4.</i> Recommendations on Systemic Faculty Development Governance.	38

Introduction

The Human Resource Development Manual: Creating a Systemic Faculty Development Center (SFDC) was planned under Component 17: "Faculty Development Specialist". The design of the Systemic Faculty Development Center and its activities are under the Higher Education Reform Project (HERP), meeting the expectations of the Terms of Reference (TOR) and the needs of the HEI's. While the Higher Education Reform Project (HERP) was intended to be a 1.5 year project, this portion of the project for Faculty Development required completion within 5 months. The design incorporates inputs from the four pilot universities with various levels of implementation during the project. It includes the following: faculty recruitment and hiring processes, strategic initiatives, organizational alignment, development design, performance evaluation, psychometric assessments, retention, career development, governance of centers.

Theoretical Foundations

The rationale behind the design of the SFDC includes three primary foundations. They are systems thinking, emotional intelligence, and educational psychology. These three foundations provide unique insights on how faculty development functions as a system, rather than a number of isolated projects.

Systems Thinking

Today is the age of knowledge workers. In most parts of the world, education is stuck in the design from the industrial revolution where reductionism dominates. Within reductionist practices, problems are broken down into parts and addressed as isolated parts. When dealing with human development and learning, reductionism greatly limits some of society's most complex and vital system of higher education. The lack of focus on the system in any given situations leads people towards a simplistic problem-solving orientation. Systems thinking calls for an expansive perspective to any given situation where the interconnectedness of human beings and systems are the basis of understanding.

As our society's higher education institutions continues to grow, the ability for people to learn when they have reached a higher level seems to be limited. Ironically, the more successful one becomes, the less they are capable of learning effectively while keeping an open mind. This was confirmed within workshops by faculty members of some of the most prestigious universities. Most educational institutions still use linear thinking for teaching (reductionism, behaviorism). In order to reverse the trend, systems thinking calls for a much more strategic perspective in seeing the interconnectedness of people and systems. When the basic understanding of systems thinking is applied, organizations thrive as learning organizations where systems' thinking is abundant.

Evolution of Systems Theory

Ironically, the roots of systems thinking date back to the days of Aristotle. He believed "form had no separate existence, but was immanent in matter. Nor could matter exist separately from form. Matter, according to Aristotle, contains the essential nature of all things, but only as potentiality" (Capra, 1996, p.18). Aristotle understood "a hole was more than the sum of its parts" (Checkland, 1999, p. 75). In addition, the Pythagoreans in Greece conducted studies of

patterns during the 6th century B.C.E. (Capra, 1996). Aristotle and the Pythagoreans gave birth to systems thinking, but it was short lived.

The growth of systems thinking was significantly slowed in the 16th and 17th century. The world entered the scientific revolution with the inventions of Copernicus, Galileo, Descartes, Bacon, and Newton (Capra, 1996). According to Descartes, clock is “a metaphor for the body... the only machine that functioned autonomously, running by itself once it was wound up” (Capra, 1996, p.67). He also gave birth to analytical thinking where the behavior of a complex phenomena could be understood by breaking it up into small pieces (Capra, 1996). In addition, Newton’s physics gave birth to mechanistic and linear thinking (Checkland, 1999); Galileo restricted science to that which could be measured and quantified (Capra, 1996). “The world machine became the dominant metaphor” (Capra, 1996, p.19).

In the 18th century, the Romantic Movement began to return to systems thinking. Scholars, such as Kant, saw science as only part of the entire equation. According to Kant, “science could only offer mechanical explanations ... scientific knowledge needed to be supplemented by considering nature as being purposeful” (Capra, 1996, p.21). The idea of the earth as a living, spiritual being” (Capra, 1996, p.22) came into the thoughts of many. In the early 20th century, Henderson wrote that ““a system has come to mean an integrated whole whose essential properties arise from relationships between its parts, and ‘systems thinking’ the understanding of a phenomenon within the context of a larger whole” (Capra, 1996, p. 27).

In the 21st century, systems’ thinking is a widely discussed topic amongst scholars. Most believe in order to understand the behavior a complex phenomenon, the nature of the relationships between the parts is essential. Faculty development is a crucial part of the system in higher educational. Today’s systems thinkers see the “existence of different levels of complexity with different kinds of laws operating at each level... at each level of complexity, the observed phenomenon exhibit properties that do not exist at the lower level (Capra, 1996, p.28). Unfortunately, people are introduced to systems thinking in theory only in graduate coursework. Most organizations are still under the influence of reductionist thinking where a problem is addressed at the surface level. According to Checkland (1999), “reductionist thinking has a strong grip on anyone educated in Western civilization” (p. 97). In systems theory, “in order for you to succeed others must succeed as well” (Senge, 2000, p. 50). The battle between systems thinkers and reductionists are easy to debate and tough to implement. The challenge for many is the leap from theory and into the muddy waters of the real world.

Systems Thinking & Faculty Development

Around the world, faculty development is a common practice in most HEIs. Unfortunately, most of these organizations treat it as project-based function within an organization. When there’s interest, either from someone teaching the content or from the faculty who wish to learn a specific content, a project-based approach creates the isolated workshops with very limited, if any, connections to previous or future development of the individuals involved. The lack of accountability enables faculty to attend a workshop without ever taking time to apply and truly learn. Many universities fall into the trap of measuring number of workshops or number of hours in workshops as a measure of success. This leads to no understanding of what’s being applied and the true impact of faculty development.

Applying systems thinking to faculty development calls for understanding the interconnectedness of people within a larger system of education. A consciously designed development process integrates learning with individual and organizational needs. It ensures the application of new information gained and provides a multi-loop feedback mechanism that

solidifies learning. Much like the invisible network of WiFi that connects Smart Devices to the internet and each other, systems thinking in faculty development links faculty as fellow learners growing through shared knowledge creation (see Figure 1). Within this knowledge creation spiral, the key missing aspect of learning happens through the application of knowledge.

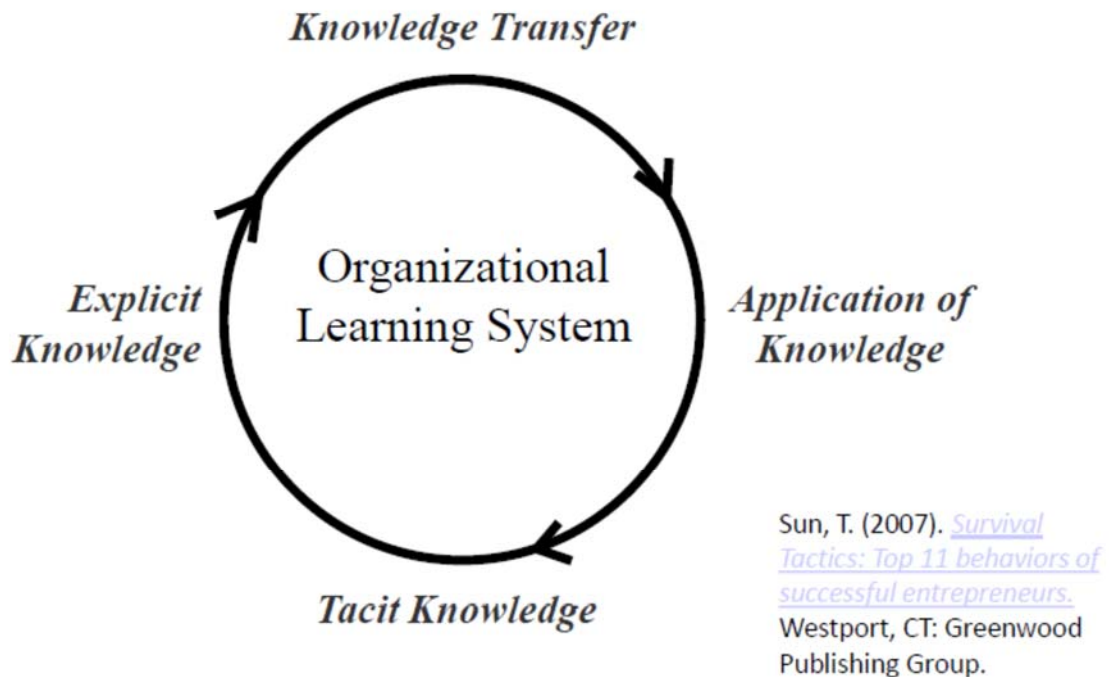


Figure 1. Overview of the Knowledge Creation Spiral – an intricate part of organizational learning.

The cycle of learning starts with understanding the tacit knowledge that’s within each individual. The individual faculty is a starting point for learning where key beliefs, values and needs are clearly understood. Explicit knowledge is the transferable content between individuals like journal articles and texts. The knowledge transfer happens during a workshop. The most important aspect of a learning system resides in the application of new information. This is where new tacit knowledge is created. The design of the SFDC incorporates systems thinking and sees learning as a continuous process of application and measurements.

Emotional Intelligence

The second foundation of the SFDC is emotional intelligence (EI). While this theory is still relatively new to many researchers, ample research in the last two decades has established a clear relationship between EI to leadership success. EI has four cornerstones: 1. Emotional awareness; 2. Emotional literacy; 3. Emotional recognition; 4. Emotional alchemy. The first cornerstone challenges faculty to have a high degree of self-awareness for one’s emotions. The internal recognition is a starting point to developing patience. The second cornerstone enables the effective and efficient flow of emotions through communication. When people are angry and act out, they are unable to recognize the emotion internally and simply react without conscious thought. They go into a primal mental state of flee, freeze and fight. Leaders with high emotional

literacy can quickly identify the emotion internally and efficiently share that emotion as well as design the communication to be constructive for others around them. The third cornerstone of EI is emotional recognition. Masters of this cornerstone can recognize others' emotions without words at times. The final cornerstone is the most challenging where the combination of self-awareness and recognition of others' emotions come together. In a learning environment, creating the desired emotional state within a classroom enables student transformation. Faculty development also require this cornerstone to create the learning environment that engages busy faculty members.

While many scholarly understand the theory of EI, very few understand the development of EI. Doing a workshop or a few workshops on EI is far from developing EI. The development calls for a mastery of systems thinking where the interrelatedness of intelligences within the human beings and the connectivity to others in a learning environment are part of the development design. From a faculty development perspective, learning has a crucial connection to emotions. Within the environment of a HEI, the emotional dimension can destroy learning or make it thrive. Since faculty members are often overloaded with teach courses and research, the emotional intelligence within SFDC drives people to authentically commit to the learning process and created a shared learning environment through a desired emotional state within faculty.

Educational Psychology

As part of the learning system within the human mind, integrating systems thinking and emotional intelligence, educational psychology helps faculty master the art of teaching. One of the core definitions within the SFDC is the definition of knowledge. Knowledge is the "relative permanent change, due to experience, either in behavior or in mental representations or associations; something that lasts for a period of time" (Ormrod, 2006). In order for the relative permanent change to be sustained, new information gained has to attach to specific emotions. Keeping in mind that the typical human being receives 400 billion bits of information each minute, only around 2000 are processed consciously. During any workshop or classroom, new information only becomes knowledge when powerful and meaningful emotions are attached. Educational psychology includes many theories and methods that ensure emotional attachment to information occurs within a learning system. Within educational psychology, two perspectives inform the design of the SFDC: andragogy and constructivism.

Andragogy

Malcolm Knowles is the pioneer of adult learning who offered a clear differentiation between andragogy and pedagogy. The concept of self-direction is crucial in adult learning. This recognition respects the maturity development of the human being, while placing the learning into the context of one's cognitive concepts. The readiness to learn is another major contribution, although limited due to the impacts of pedagogical methods applied to students throughout their lives. The concepts of andragogy also realizes the innate human desire to grow. It assumes that adult learners are capable to learning on their own, with limited direction given the right environment. Externally applied pressure within a hierarchy may greatly limit learning. Both orientation and motivation illustrate the non-mechanical aspect of human learning. People do not need to be pushed/forced into a workshop. Past studies have clearly illustrated the lack of learning when employees are forced to attend a workshop. When given the choice, they will take part on their own (Smith, 2002). This self-direction is often feared by many systems in our society as control must be released into what appears to be chaos. Yet, in that chaos, order of learning is discovered.

Constructivism

Constructivism sees learning as a synthesis between tacit knowledge and external information. Especially for adults, specific values and beliefs are already present within one's cognition. They drive perceptions and thought processes. In order for people to learn, one must construct knowledge from existing knowledge and new information. Constructivism also applies systems thinking through its social constructivist approach where the collective efforts of students and teachers create meaningful learning. The following discussions also take into consideration the distributed cognition of faculty, as they work in a social environment to collaboratively draw from one another (Ormrod, 2006).

1. Teacher questions are most effective with a basic belief of equality that both learner and teaching contribute equally to the learning of the learner. The social process of asking questions promotes discussion between the teacher and the learner while other learners can also learn vicariously from the dialog and can contribute. High-level questions based on an inspirational mentality (as opposed to a fear-based mentality) can challenge the learner to engage in higher-level thinking. This form of questions can be on the impact of new information, assuming that it has already been implemented in different situations. The most effective construction is when questions are also asked with consideration of the learner's experiences and background, so that mental connections can be made during the dialog.
2. Class discussions calls for social interactions of all learners and the teacher. Since the learners lead the discussion, they must have enough basic understanding of the information. The various discussions between learners create knowledge by sharing similar experiences that connect the knowledge.
3. Reciprocal teaching challenges students to challenge fellow classmates. This form of learning uses the basis that fellow learners have similar experiences. Thus, when creating teacher like questions, the questions have common basis due to the similar nature of knowledge construction. I've used this often to challenge fellow classmates and with some degree of success. Although in some cases, the lack of engagement was a bit sad. Thus, this is most appropriate when learners are engaged AND have the expectations and self-leadership to desire challenge.
4. Technology-based discussions construct knowledge by allowing the teacher to individually engage the student. Based on each students' experiences, the teacher can create meaningful connections that the rest of the class can also learn from. This is most appropriate with adult and perhaps adolescent learners when they have a good foundation of knowledge and experiences.
5. Cooperative learning creates student learning teams to achieve common goals such as a group project. This form of instructional strategy helps students create meaningful learning by engaging the student within a social environment that creates teamwork. Within the team dynamic and experiences, learners create meaning and knowledge construction. This is most appropriate when members of the team have sufficient knowledge of individual preferences. Thus, adolescents and adults may be the ideal application.
6. Peer-tutoring provides learners the ability to further construct knowledge based on knowledge learned. As a peer tutor for other students, learners use their existing knowledge based to construct further meaning from instruction. This is ideal when

learners have the motivation to help other students. Without that motivation, the method would be ineffective and create dissonance amongst the students. Those in need of the tutoring may suffer as well.

The above six points enlighten the design of the SFDC. It calls for integration with many social systems within the environment of any HEI.

Systemic Faculty Development Center (Deliverable 2)

The SFDC is a synthesis of many global best practices in faculty development. With the foundations of systems thinking, emotional intelligence and educational psychology, it has 10 subsystems (see figure 2).

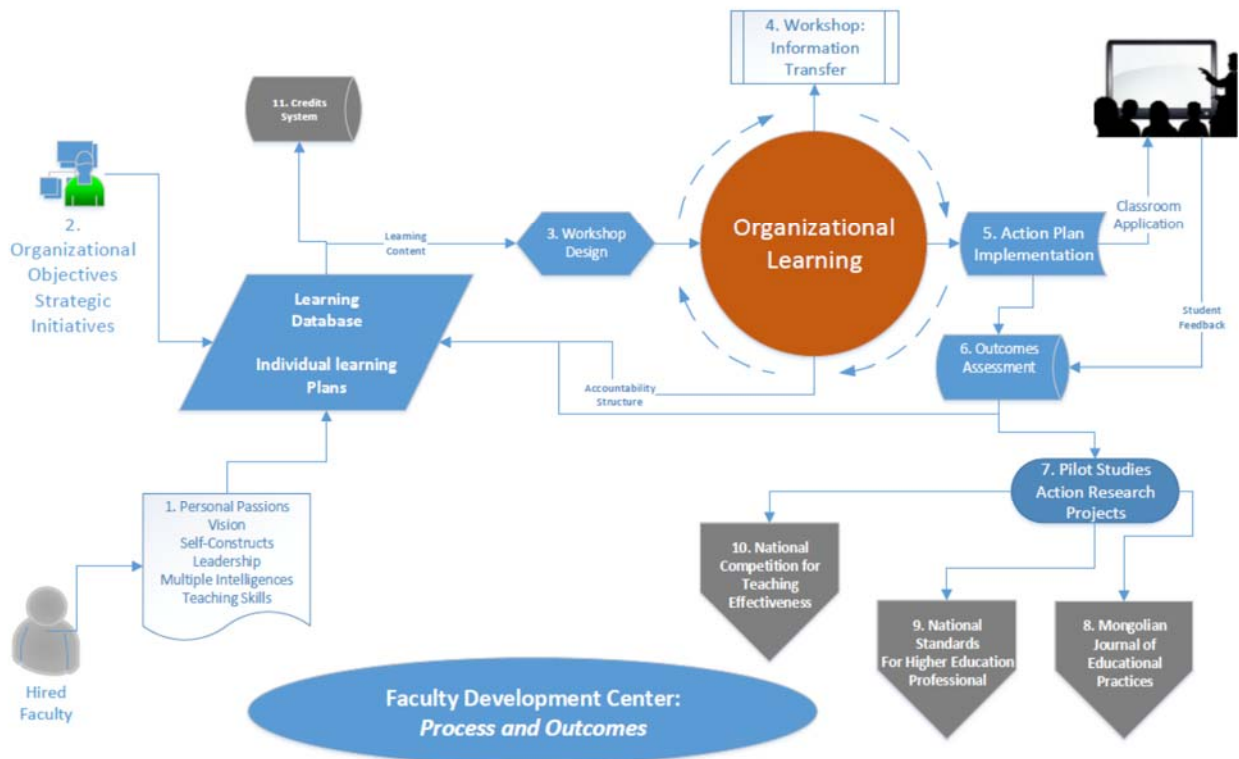


Figure 2. Overview of Systemic Faculty Development Center (SFD) as a development process.

The following offer a high level overview of each subsystem denoted by the numbers in figure 2.

Subsystem #1: The SFDC requires the integration with hiring practices. This subsystem is the entry point to a HEI for faculty. While many conventional hiring processes include CVs and recommendation letters, this system requires some further perspectives that inform the individual development plans. Some of the required content like personal passions, values and vision are written statements by a faculty member; other content like self-constructs and leadership traits

are assessed through validated instruments. The details of the hiring process are below in its own section.

Subsystem #2: This is the organizational perspective for faculty development. While most HEI has learning outcomes that are content based for each program, the SFDC challenges HEIs to create strategic objectives that develop the entire student – contextual outcomes. They include items such as confidence self-esteem, self-efficacy, and emotional intelligence can be part of the outcomes for students. Once the organizational leaders define self-constructs for student development within a program, two activities naturally follows. The first is the conscious development of these self-constructs within the curriculum where courses embed difference aspects. For example, courses #1 and 3 within the program can focus on the development of cornerstone #1 of emotional intelligence. Courses 4, 6, and 7 would move to cornerstone #2 of development. For most HEIs, this would require administrators and faculty to create these contextual outcomes. The second activity leads to the contents of faculty development workshops.

Subsystem #3: The workshop design is one of the most unique aspects to the SFDC. Since forced learning is often a waste of time, the subsystem calls for integration of multiple interests to design learning content (see figure 3). The first interest comes from the hiring subsystem where faculty desires and traits are gathered. The integration of faculty interest maximizes the authentic commitment of faculty to the development process. The second interest come from the program learning outcomes for students. Part of the integrity of education challenges faculty members to exemplify specific outcomes the programs wishes to develop. So if a program desires the graduates to leave with a high sense of self, faculty develop would naturally ensure that faculty possess high self-esteem as well as the skills and tools to develop it. The third interest comes from the HEI itself. The learning design considers organizational perspectives like vision, mission, and strategic initiatives from the institution to the department. Based on the three interests, faculty development expert designs learning plans at the individual level with faculty. Further research would encompass identified topics. The final outcome from this subsystem is a well-designed learning plan.

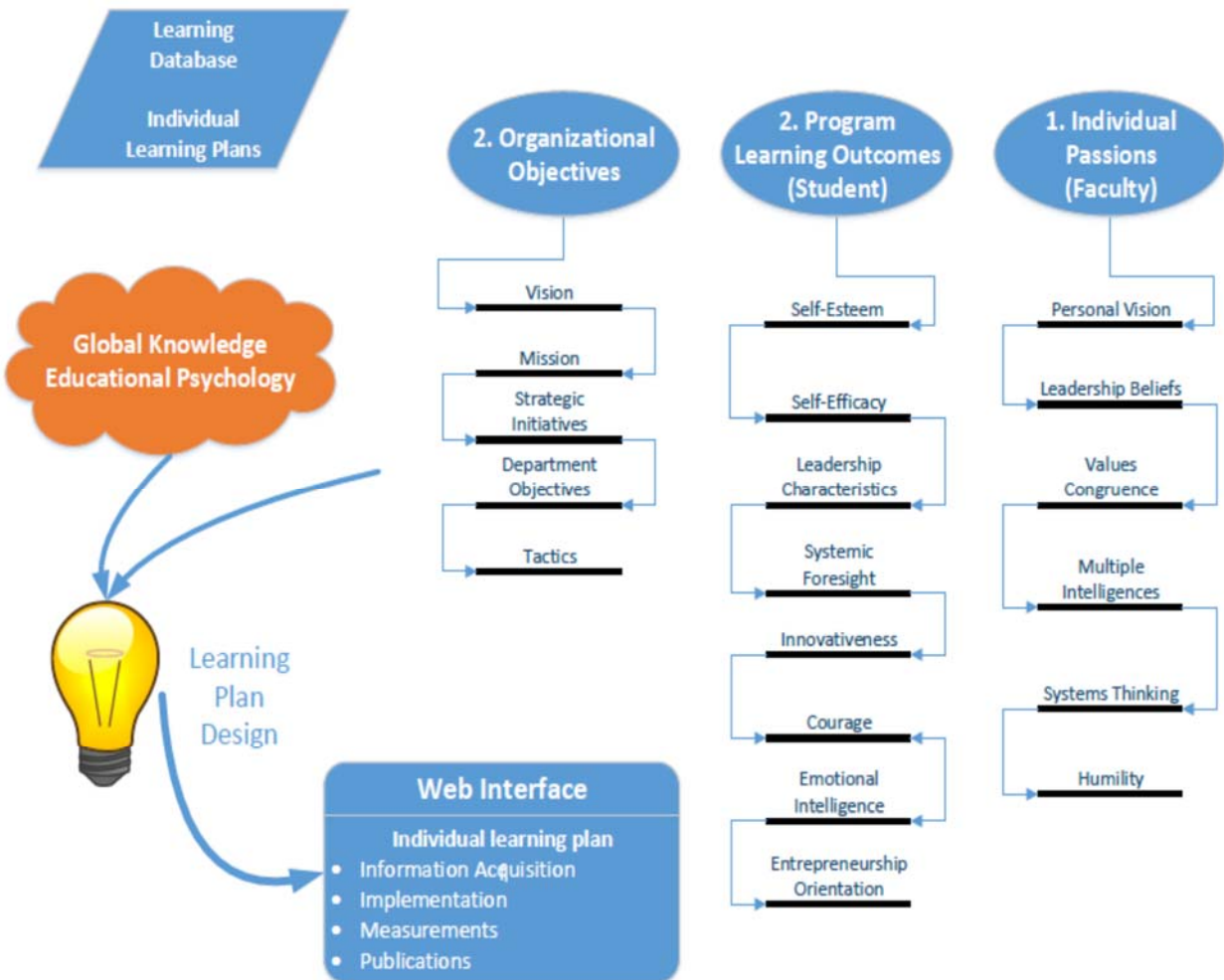


Figure 3. Overview of Learning Contents Design.

Subsystem #4: This is the process where faculty would engage in the development process. Once the learning content is completed in subsystem #3, faculty would authentically engage in the workshops for their development. One key aspect to success of knowledge transfer is the practical application of any new topic. During the workshop, each key topic/lesson would include a meaningful activity where faculty members can practice what they are learning within the workshop before they design and implement it into their classrooms. The final outcome from this subsystem is an action plan (see appendix A) that ensures the application of new information.

Subsystem #5: This is the accountability structure for learning where faculty applies the newly gained information from the workshop within a few days. In most cases, the application would happen within the classroom. Depending on the content of the learning program, the application can also occur between faculty as well as a first step to practicing new skills, then applied to a classroom.

Subsystem #6: This is the feedback system within the SFDC. It calls for a multi-loop feedback process where qualitative and quantitative feedback is gathered, much like a mixed-method study. The qualitative aspect may occur within interviews and focus groups with students

and observational feedback with peers. A key skill within this process would call for mastery of Socratic methods. The quantitative feedback would call for the development or adaption of psychometric assessments. Whatever the implementation, psychometric assessment could be done much like an action research project with control and experimental groups. The outcomes of this subsystem are quantitative and qualitative data from multiple stakeholders' feedback.

Subsystem #7: This part of the SFDC helps faculty practice the development of theories and practices specific to the national culture. Since research publication is one of the requirements for faculty within HIE, developing action research based on the implementation of faculty learning can create a new source of publication that's much more hands on than any given theory. Faculty can begin to design and create culturally based theories in learning. The outcomes of this subsystem are action research projects that can be published.

Subsystem #8: The rest of the items (8-10) are recommendations for further development. They intend to close the loop of learning by solidifying faculty development as a vital aspect to the quality of education. The first item is a Mongolian journey for educational practices. Such a journal does not currently exist. The creation of this journal provides an outlet for these action research projects based on implementation of the development program. The journal would have a double blind peer review process to ensure the highest quality of publications. External reviewers can maximize the scholarly nature of the articles.

Subsystem #9: The second item is a national standard for faculty within HEIs. This standard would be a new policy challenging faculty to consistently develop themselves. A recommendation would call for faculty to have at least 6 new implementations each year to maintain their professional license for teaching within HIE. This is a departure from conventional practices of professional bodies that require continuing education credits to maintain licensing with hours of development. Such a recommendation empowers faculty to be self-driven in learning while creating a challenging learning environment.

Subsystem #10: The third item is a national competition for teaching effectiveness. Each year, one area of teaching methodologies would be selected as a focus for development at the national level. The HIEs would integrate that focus area into their learning plans for faculty and run internal competitions to select a champion that competes at the national level. This recommendation creates a new game that would be fun and challenging, while highlighting teaching effectiveness. Another strategy would also enhance the community's view of faculty within their community. Elements of the completion can be televised through traditional media or through youtube and other social media outlets.

The following sections will discuss these subsystems in more detail with a focus on the specific processes that enable a systematic flow from a humanistic perspective as well as an inter-systems perspective. Some of the sections will incorporate more than one subsystem since they are highly connected subsystems.

Faculty Recruitment and Hiring

The entrance point within SFDC is the hiring process that provides the baseline information at the individual level. The conventional process for hiring calls for reading many CVs and then conducting interviews on the pool of applicants. This is very time consuming and also filled with validity challenges. Significant research findings in many parts of the world have illustrate the lack of integrity in the majority of the resumes/CVs with false information. With a focus on efficiency, the following faculty recruitment process integrates strategic concepts that test key desired traits of faculty while collecting necessary information for subsystem #1 within SFDC (See figure 4).

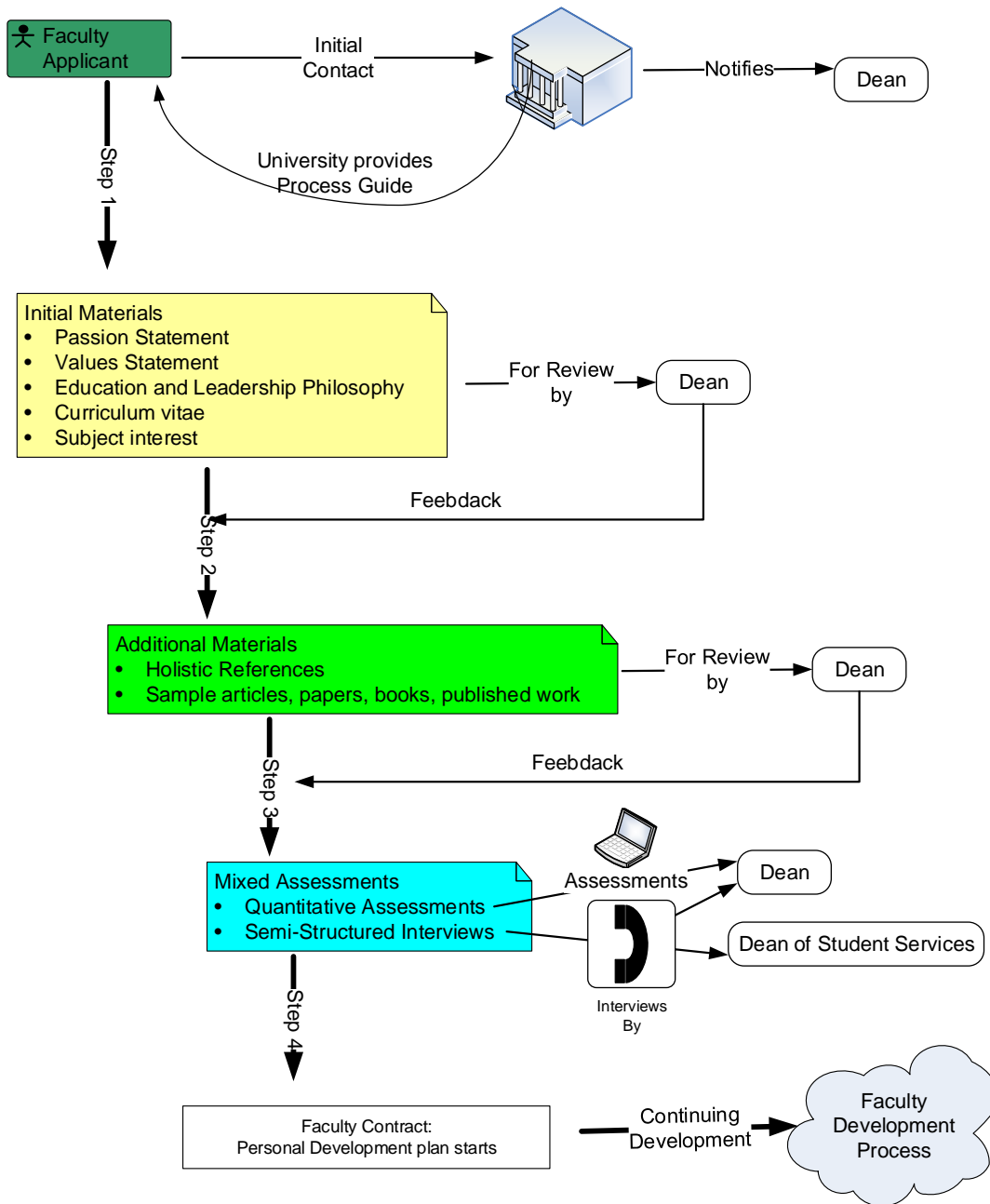


Figure 4. Overview of Hiring Process.

The faculty hiring process embodies a comprehensive overview of individuals from both a qualitative and quantitative perspective. Selection for faculty members involves written materials and reflections, assessments and interviews. Upon receiving initial applicant interest (via email, phone, web), the following process provides the applicant a guideline for becoming an esteemed faculty member. The process is also designed in such a way that makes a clear statement about the type of faculty members that the HEI desires. The job posting for a faculty position will ask for the initial listed below with very limited information on what the contents of each item should be. This explores the applicant’s ability to thrive in ambiguity as well as a desire to learn. It makes a clear statement for self-reflection, learning and authentic interest. Thus, the faculty

hiring process is a marketing tool as well as a development tool for those who take the time to work through it.

The Hiring Process

The hiring process has the following 4 stages. Each aspect provides some quantifiable assessments and examples where necessary.

Stage 1. **Initial Materials:** the posting of an available position will include the following required items. Upon initial contact in any medium, the applicant will provide the following documents:

- *Passion statement:* this is a reflective document that challenges applicants to define their passion on paper. While it may include actions and interests, the passion statement is an emotional expression for one's greatest enjoyment.

- *Assessment (scale of 1-10):* determine the level of authentic passion, beyond a job. Those with high emotional content in the passion statements illustrate a higher level of self-awareness and purpose in life. Look for passions that relate to student outcomes as well as self-actualization (constant focus on development of self).

- *Values statement:* applicants would define top values and describe each value in detail. This is a very unique request to challenge the applicant towards self-reflection. Especially from an ethical perspective, great leaders are very clear on their core values and commits to living by them. The knowledge of personal values also enable the alignment with organizational values. When faculty members get into conflict and/or quits, it's often a lack of aligned values that drive such outcomes.

- *Assessment (scale of 1-10):* the value statement should have at least 5 or more values. The terms are from the global list of values as depicted in Appendix A. The proper use of terms and understanding of values explores the applicants' ability to research and apply. Solid examples of values statements are as follows:

- I am pleased to prepare a values statement. The opportunity to reflect in a deep way about my core values is an exercise that I welcome...My overarching core value is honesty and openness. I try hard to present my thoughts and beliefs in an open, reliable, consistent way that represents who I really am. Similarly, I must be open to hearing and acting upon honest feedback in a positive manner...At a young age, I realized how important it is to help people and I grew to really care about the welfare of others. This carried me initially to work in the nonprofit sector with an eye towards making the world a better place. I remember my mantra about the need to do the right things, well.

This is only the start of the applicant's values statement. It goes on for another page and a half. It clearly shows the understanding of what values are as well as a desire for self-reflection. This particular faculty is one of the best in the university with many positive outcomes on student learning.

An example of a low score would look like the following:

- I regard myself as broadly humanist and in most although not all contexts guided by English utilitarianism. I tend to disfavor approaches to organization based on special interests and discrimination against minority groups, and have sometimes had to intervene in this regard when holding administrative office. My track record of mentoring younger academics is

good, and is associated with their emerging as published authors in their own right. I believe that there is a wider academic community and that some duty is owed to its long-term development.

This was the full values statement of an application. It lacks research on what values mean nor presents any values. The challenging phrase that illustrate a warrior mentality – “to disfavor approaches” should be avoided, as this individual will likely have such warrior attitudes in class.

In addition to the individual assessments of values, organizational alignment also have to be part of the process of assessment. While the values does not have to match exactly between individual top values and organizational top values, there has to be a high level of alignment in similar ideals that guide thought processes.

- *Education and leadership philosophy*: please define your personal educational philosophy including any specific andragogical and pedagogical approaches you prefer and its outcomes. The leadership philosophy is a foundation of all courses. Your leadership philosophy may exhibit key characteristics essential to transformation learner outcomes. We recommend conducting some research on leadership theories and synthesize your philosophy from existing bodies of knowledge. Part of this process also determines your research capabilities, as all faculty is constantly developing their research skills as a context of being.

- *Assessment (scale of 1-10)*: there are at least two sections to this requirement. The ability to organize and distinguish between educational and leadership philosophy provides evidence of synthesis in thought and application. Ideally, the individual has an educational philosophy that partners with students in learning, and not embody a hierarchical attitude.

A solid example may look like the following:

- Teaching is an art that is most successful not only when content is communicated, but when an instructor is able to ignite a deeper level of critical thinking abilities and a passion for learning in the student. From my personal experience, the key to achieving these goals is to concentrate on engaging the student in their learning. Teachers should demonstrate subject matter expertise, provide support and encouragement, challenge students to do their best work, and utilize “compassionate communication” techniques to connect with students.

This statement has some key words like “ignite a deeper level of critical thinking abilities”. It clearly shows the focus on engaging students, which is aligned with student-centered learning.

A poor example of looks like this:

- Effective instruction begins with the establishment of clear and measurable instructional objectives. Without such objectives, the effectiveness of teaching cannot be evaluated and the nature

of the instruction and assessment will remain ambiguous. Having stated this, my primary goal is to implement instructional objectives that will be educational to my students and also provide them with the business savvy and knowledge that will serve as an important function for them in their career and education.

When explore this paragraph, the context of learning comes from outside the classroom through instructional goals. As the starting point of educational philosophies, this conforms to hierarchical traditions of pushing knowledge into students. When assessing educational philosophy, the first paragraph makes a clear statement on what's important- which should be the engagement of the students. The two examples provide clear difference in thought between the applications. When put into practice, the first example revealed a faculty member who won teaching awards for his use of Socratic methods that engaged the students. The second example revealed generic faculty who stood at the front and lectured the entire time with very limited student learning outcomes that can be sustained.

- *Curriculum vitae*: this is the standard document that all applicants have.
 - *Assessment (scale of 1-10)*: when exploring the document, look for actual achievements, not just actions. Most CVs have plenty of actions like committee work and courses taught. The activities does not provide information on the success of the activities. Look for achievements like student learning outcomes met, student application and outcomes. One key aspect to also explore is the level of professional engagement. To bridge the gap between industry and academia, HEI would hire faculty members who have worked in the real world using their technical expertise. The pure academic may further distance the HEI from the real world.
- *Subject interest*: please provide a list of courses you are interested in and qualified to facilitate. Furthermore, also indicate the areas of interest that you would like to further develop as a faculty member.
 - *Assessment (scale of 1-10)*: when assessing this list, consider the number of items in the list. Too many items may illustrate an inflated ego that does not have practical experience. The subject interest also needs to align with the organizational needs of the HEI. The second part of this document is the development interest. The ideal faculty would have ample desires and thoughts for their development and growth. Those with short interests for growth further supports the egoism within the applicant.

The list of required documents at the first stage of the hiring process challenges applicants to work to enter the HEI. It is much more comprehensive than conventional approaches for one primary reason – the hiring of faculty who have passion and is humle enough to continue to learn. While skills can always be developed, the passion to learn and make a difference cannot be taught. The key attribute to humility is at the basis of any effective development.

Assessing one's humility will enable HEIs to create a humble learning environment that's at the core of faculty development and nation's future in education.

From a quantitative perspective, each of the documents should have an assessment of 6 or higher ; depending on the HEI's priorities, some documents would have a higher weight than others such as the values and passion statements. An average of 8 or higher would provide a solid starting point to hiring the best possible candidate for the next stage. This minimum thread hold would vary depending on the readiness of the HEI to raise the standards of hiring.

From a time perspective, once the applicant sends in the documents, hiring deans should review it within 72 hours and provide respective feedback to the applications. The turnaround time is a clear indication of the importance of the documents, while keeping the applicant engaged in the process.

Stage 2. References and Sample Materials: When the applicant meets the minimum assessment standards, the applicant shall provide the following to proceed to the next step:

- *Holistic References:* the reference list shall include a minimum of three individuals that may consist of:

- A previous supervisor/Dean
- A peer/colleague
- An individual which a recent conflict occurred

The third reference is uniquely positioned to determine the level of honesty within the applicant. This reference also strategically provides content for the interview process. In dialogue with the references, some standard questions would also verify the key qualities identified in stage 1 from personal reflections like humility, passion and openness to learning. In addition to the standard questions for references, some additional assessment questions for references would include the following :

- How as the applicant adapted to a major challenge he/she faced?
- What are the greatest challenges you see for the applicant? Do he/she openly accept this weakness and what have you seen in terms of his/her efforts/actions to address the weakness?
- Specific for the conflict reference :
 - What was the specific conflict in the recent past?
 - How did the applicant show respect for your views?
 - How did the applicant address the emotional aspect of the conflict?
 - How did the applicant proactively assess the various outcomes of the conflict beyond the immediate involved persons?
 - How did the applicant heal the relationship with you?
- *Assessment (scale of 1-10):* explore the theme of humility in the various discussions along with the constant drive to learn. The ideal applicant would consistently show behaviors that look to grow and develop as a leader. In the conflict reference, the ideal applicant would

be able to see beyond the surface of the conflict and address systemic issues while also focusing on the emotional dimension of the conflict. Once a resolution is present, the applicant should ensure the security and development of the relational bond between the parties involved.

- *Sample articles/books/published work* : this is a standard step to assess the applicant's ability to research and write as a scholar.
 - *Assessment (scale of 1-10)*: From an academic perspective, explore the level of publication in international journals as well as domestic journals. One specific area of focus is to assess the innovative nature of the applicant. If the applicant's publications show new theories and models in the writing, the level of innovation would be highly desired. Other articles may show research testing only existing models and theories, mostly from the west. This would illustrate the lack of critical thought for national values that influences theories. Another area of focus for this stage is the practical application from research. Due to the significant disconnect between the real world and academia, ensuring that applicants have the ability to apply technical knowledge in the real world can be illustrated by the practical recommendations in the sample writing.

Overall, HEI expecting to hire the top faculty members would look for an average of 8 or higher in these two areas. The duration of this stage may be a bit longer (likely to be 1-3 weeks) due to the scheduling of interviews with references. The departure from conventional hiring processes is the use of references at an earlier stage of the hiring process. This strategic design enables accurate holistic information gathering while also providing a much more meaningful interview with the applicant. Since most applicants will speak positively about themselves in an interview, perspectives from others would enable the interviewer to balance out any disconnects and seek further understanding. The information gathered from the first two stages provides the basis to design interviews that are much more integrative and challenging. This design enables further assessment of the applicant when being challenged.

Stage 3. Mixed Assessments: When applicant received the above minimum score for references and sample work, the Dean will invite the applicant to complete faculty assessment and schedule necessary interviews. The psychometric assessments may include constructs like Self-esteem, Self-efficacy, Transformational Leadership traits and personal congruence. An example of the transformational leadership assessment is in Appendix B. A standard minimum Likert scale of 5 or more will enable further statistical analysis between constructs and performance in the future. Ideally, key constructs will be above 3 in a scale of 0 to 4. This will provide some quantitative numbers for further evaluation, as well as the key data necessary for individual-development plans in the core database for SFDC.

On the qualitative aspect of the assessment, a minimum of 2 interviews will include an interview with the Dean or other leadership of the school and also an interview/activity with peers to assess the applicant's ability to work together and lead teams in a learning environment.

1. Leadership Interview : The contents of the semi-structured interview with the leadership of the school would encompass some of the standard interview questions as well as specific questions derived from stage 1 and 2 of this process. Some guidelines and example questions concerning stage 1 and 2 would include further assessments of one's passions, values, learning practices, and humility. The following are some example questions that challenge the applicant :
 - a. What was your thought process when you received the information on the required information to start the hiring process for our HEI? This question seeks to explore the reactions of the applicant when they first got the hiring instructions. Assess (*scale of 1-10*) the level of open mindedness and humility in their response.
 - b. How did you come to realize your passion of _____? This question is more of a validity check to ensure that the applicant wrote the passion statement and embodies the content. Assess (*scale of 1-10*) the level of energy when speaking about the passion to determine the authentic nature of self-awareness.
 - c. What are your top three core values and how did you arrive at these three values? This question also validates the content from the values statement as a starting point, while exploring further thought process and/or history that led to these top three values. Assess (*scale of 1-10*) the consistency of response between the written values statement and the spoken response. The fluidity of the rationale concerning the priority of top values also provides insight to one's conscious efforts to be self-reflective.
 - d. How do you go about ensuring that learning is a regular practice? This question explores the applicant's conscious efforts to continuously learn. For many, learning stops once formal education is complete. Assess (*scale of 1-10*) the proactive and strategic thinking that enables the applicant to have a self-driven development process. Ideally, look for practical actions in the response like – 'each night, before I got to sleep, I read self-improvement or a journal article for at least 30 minutes. Before going to bed, I write down a practical new action for the next day based on what I read.' Such a standard practice clearly indicates the self-driven nature of the applicant to continuously learn.
 - e. How do you integrate theoretical knowledge and practice? This question explore the applicant's ability to integrate theory with practice. Assess (*scale of 1-10*) the practical examples that highlight specific applications from theories within a given field. For example, a common theory in management is Maslow's theory of motivation. Ask the application how he/she would apply it in the real world and then how they would teach such theory with practical applications for the students.
 - f. What was the last conflict you encountered and how did you go about healing the relationship from the conflict? This question is a validity check with the reference person #3. From an integrity perspective, the response will match the specific conflict from that reference check, since the directions were to share a reference with the most recent conflict. If there is a misalignment between the two conflicts, ask for the thought process that led to the

difference. Assess (*scale of 1-10*) the systemic thought that may exist in the applicant. Ideally, the applicant is aware of the content of the conflict and can compromise between parties. In addition, the applicant is also aware and took proactive actions concerning the emotional aspect of any given conflict. This is one indication to one's emotional intelligence, which is a key aspect of development and effective teaching.

- g. What is your belief concerning the role of teachers/professors in the classroom? This question is a belief assessment and also a validation check from the teaching and leadership philosophies. Assess (*scale of 1-10*) the applicant's belief in the partnership in learning between faculty and students. This will also setup the peer-interview where the actions of teaching should reflect the theoretical response to this question.
 - h. What is your purpose in life? This question is often one of the most challenging as it requires a great deal of self-reflection. Ideally, the overall purpose of the applicant is related to transforming the lives of students. Assess (*scale of 1-10*) the level of self-awareness as well as the alignment between an education career and individual passions.
2. Peer Interview: The peer-interview/activity will have two distinctive components. The first is a standard group interview where other faculty members of the HEI would ask some basic questions of the applicant. The second component would be an activity that explores the applicant's ability to facilitate a conversation while creating an empowering environment. Within this activity, the applicant would be asked to teach a topic to the group. Depending on the level of challenge, the topic may be set by the peer group or be chosen by the applicant. Give the applicant 20 minutes to teach the topic to the peer group. During this time, assess (*scale of 1-10*) the teaching ability of the applicant while also determine if the teaching style in practice aligns with the words written from the teaching philosophy and the response from question g from the previous leadership interview. After the 20 minute session, peer groups can engage in a dialogue with the applicant on their reaction to the activity as well as provide constructive feedback. One critical aspect to explore is how the applicant receives feedback. Ideally, the applicant continues to exhibit humility during the feedback session.

Depending on the amount of time and the resources, a third step in the assessment can also have the applicant teach a topic to the students in a classroom setting for 20 minutes. The same type of assessment can be applied from the peer-interviews.

Stage 4. **Synthesis of Assessments and Personal Development Plan:** Upon completion of the first three stages of the hiring process, the synthesis of assessments will determine if the applicant will receive an offer of a faculty position. The assessments can be quantified in a summary table. Table 1 is an example of the assessment outcomes.

Table 1: *Applicant's assessment scores through the hiring process*

Stage 1 Assessments	Assessment score	Average assessment score for each stage
Passion statement	8	
Values statement	7	
Education philosophy	8.5	
Leadership philosophy	7.5	
Curriculum vitae	8	
Subject interest	7	
		7.667
Stage 2 Assessments		
References: supervisor	7	
References: peer	8	
References: conflict	7	
Sample Materials	6	
		7.000
Stage 3 Assessments		
Psychometric assessments	6	
Leadership interview	7	
Peer interview	7	
Teaching activity	6.5	
		6.625
Stage 4 Assessment		
Individual development plan		

The assessment scores are sample scores. One area of concern with such a score is the lower scores in stage 3 where numerous validation checks occur to explore the written contents in stage 1 and the holistic references in stage 2. When explore the topics during live interviews and activities, the lack of congruence between the content from the first two stages and the third stage offer room for development in one sense, but it can also illustrate some issues in ethics and self-awareness. The HEI can choose to hire the application with an expectation to bridge the gap between written words and practice.

Before a final offer is made, the HEI would make a final request of the applicant. After having gone through the hiring process, the applicant would create their own individual development plan based on what they learned in the process. Especially with the feedback given from the interviews, the successful applicant would use the experiences in this process to create a detailed development plan. Provide the applicant one week to create the individual development plan, while using that week to finalize the employment offer. Before the offer is made, the applicant would submit an individual develop plan with specific topics of development, times/frequency of

development activities as well as measurements to determine the success of the developments. When the applicant submits the plan, the offer is made.

The information on the individual development plan is then entered into the Learning database for future use, along with all of the psychometric assessment data. This will be the individual inputs into the complete individual learning plan.

Strategic Initiatives

The second subsystem in SFDC is the organizational input into faculty development. At the high level, the inputs include organizational vision, mission, strategic initiatives and department tactics. At the academic program level, this subsystem requires further input for faculty development. The development process has to have clear organizational level outcomes. In most programs, the program level learning outcomes is clearly stated and directly connected to the field of study. What's missing are the contextual outcomes that is also necessary for student success. One of the fundamental challenges in education is the development of the individual as a whole, not just technical knowledge. The contextual outcomes at the program level provides specific goals for development of the whole individual while providing scientific measurements of self-constructs. Some self-constructs can include self-esteem, emotional intelligence, self-efficacy, leadership, innovativeness, courage, entrepreneurial orientation, and systems thinking. Many of these self-constructs require a long term develop design within the curriculum, not just in a single course. From a process perspective, departments would co-create these contextual outcomes for each academic program amongst the faculty while also synthesizing workplace requirements from focus groups of businesses.

Within an HEI, the faculty development leader along with the department dean can initiate the group co-creation process by the follow steps:

1. Faculty development experts research 3-5 self-constructs and create meaningful activities that illustrate the value of these self-constructs. Those who attended the faculty development workshops have the experience to create such activities. This step creates the explicit knowledge for the next step of a workshop.
2. Organize a short 1 hour workshop and help faculty members understand what contextual outcomes are and how to create them at the individual level.
3. Request each faculty member to create what they believe are crucial contextual outcomes – at least 3 of them for each program.
4. The faculty development leader and the dean would synthesize the list of outcomes into a consolidated outcome which sets the strategic direction for future developments. The content can also be part of the marketing of the HEI for future students.

An example of contextual outcomes would contain some of these terms along with definitions within a given context of the program. So if self-esteem is one of the contextual outcomes, a related definition within a business program could read as “Graduates would have the confidence in their abilities to succeed in business, no matter what barriers may appear; such a favorable impression of self does not always require external recognition and can be sustained through challenging times”.

- Self-esteem
- Emotional intelligence
- Self-efficacy

- Leadership
- Innovativeness
- Courage
- Entrepreneurial orientation
- Systems thinking

Organizational Alignment

The process of organizational alignment is not a specific subsystem within the SFDC, but a common process in top organizations. The concept of alignment challenges leaders to breakdown high level concepts into functional tactics. Within a HEI, the process calls for alignment of organizational vision at the highest level of the organization to the classroom tactics at the lowest level of the organization. This process can be complex and involves many stakeholders. Similar to the complexity of the higher education reform project, organizational alignment interconnects the various stakeholder groups within a HEI from a relational perspective while linking the contents of everyday actions in the classroom to the overall vision of the HEI.

The process of organizational alignment requires two separate sub-processes. The first process is the people involved. This requires a comprehensive involvement of stakeholders. The right people having input at the right time is where innovations occur within the overall progress. The second process involves the contents of organizational alignment including values, vision, mission, strategic initiatives, curriculum design, course design and classroom tactics.

Stakeholder Identification and Involvement

The first process is stakeholder identification and involvement. A few models exist for stakeholder identification. The earlier theorists who felt that the key attributes of stakeholder identification were relationship attributes, power, urgency, and legitimacy. This was later modified to include philosophy and impact, instead of power and urgency. From a practical perspective, these models do not clearly state a process of identification that includes the people involved in the identification. In order for stakeholder theory to be useful for HEIs, an organic process involving various groups enables a holistic perspective. The process of identification is rather interesting, since the people involved in the process will evolve. If the identification rests within the realm of top level leaders only, the limited perspectives will not provide systemic insight.

The systemic stakeholder identification process is as follows:

1. Starting with the executives, reflect on the following questions (these questions reflect the previous models that include attributes of power, urgency and legitimacy, philosophy, and impact):
 - a. Who do I report to and what outcome do they desire?
 - b. When I am making decisions, who is/are immediately affected by them?
 - c. Who surprised me in the past when I made a decision and failed to consider?
 - d. Who else is important to my success?
 - e. Who is/are influential to the success of the company in the long term?
2. Translate the individuals from the previous list of questions to groups when possible.
3. Assess the degree of impact of each of these individuals/groups by a simple categorization of crucial, important, and somewhat important. This step allows strategic

focus in the engagement of the initial stakeholder groups. If leaders attempt to engage too many groups, the diversification of focus may not yield an optimal result.

4. Starting with the crucial stakeholder group, ask them to identify the critical influences (people/groups) for them with the following questions:
 - a. Who has influence over my decisions?
 - b. When I am making decisions, who is/are affected by them?
 - c. Who do I care about the most (be sure not to separate personal and professional)?Applying [systems thinking](#) and one of the foundations of stakeholder theory, stakeholder groups and people are interconnected entities. They operate within a system of interconnected relationships. Stakeholder groups will influence one another often. Knowing how one influences another allows strategic design to be wise and focused. For example, the media controls much of the community opinion, at both local and national levels. These two stakeholder groups have significant power.
5. Translate the individuals from the previous list of questions to groups when possible.
 - a. Continue this cycle (return to step #4) of new stakeholder groups from each respective group until the list becomes very repetitive with the combined list of the previous cycles. This is a similar approach to qualitative research using a grounded theory approach. The cycle highlights various stakeholder groups within the system from a holistic perspective.
6. Compare the current list of stakeholders with the initial list created by the executive.
7. Combine all lists together and assign three levels of priority for future consideration.

While this process lays out a practical approach to clearly identifying stakeholder groups, it may require some modifications depending on the organizational context. The objective of the process is to gather a holistic view of stakeholders from the stakeholders themselves. While books and articles offer certain stakeholder groups in theory, the dynamic nature of education embodies changeable stakeholder groups. Depending on the specialization of knowledge, each HEI may contain unique stakeholder groups and its respective representatives during strategic initiatives. Like knowledge, it is never a frozen concept and is always changing. Obtaining an accurate representation of these groups is the first step in many organizational initiatives.

Once the stakeholders are clearly identified, the next step in the process is to obtain their authentic engagement. This requires strategic consideration of their interests, not just assuming that they would make time to get involved just for the sake of it. The concept of authentic engagement requires a high level of emotional connection to the success of the HEI. Depending on the brand image of the HEI, some stakeholders would be more challenging to engage due to the lack of time and resources. While it would be great to have a single process to engage them, the unique motivations of each stakeholder group requires different approaches. At the same time, there are some common human motivations that can be used in addition to individual approaches based on their interests. One effective strategy to engage stakeholders is to seek their ideas and show them that their ideas matter. This is a simple three step process:

1. Ask for input from the stakeholder group – the input can be with any content like the vision to ideas on making the graduates more powerful.
2. Apply input from the stakeholder group – the application of others' ideas make a powerful statement that their ideas are heard. This is a powerful motivator for most people, as human beings have an intrinsic need to be heard.

3. Measure the outcomes of the application of new ideas – this would complete the feedback loop for stakeholders to see the outcomes of their ideas, giving them more fuel to continue to be involved. This is often the most common flaw in many organizations with so called ‘Open door policies’ where they want employees to share ideas, but do not create/provide a feedback loop to tell them that they are heard.

Within these two processes, stakeholders are identified and given a simple process to provide valuable input into the system.

Contents of Organizational Alignment

The second process for organizational alignment deals with the strategic contents of the HEI. Starting with the core values of the HEI, the alignment between vision, mission, strategic initiatives, curriculum design, course design and classroom tactics has to be present so that efforts to improve educational outcomes have coordinated efforts throughout the organization. For faculty development, these elements are the backbone of the contents of faculty development. For example, one vision of a HEI involves being a globally competitive educational institution. An aligned mission might call for achieving certain levels of recognition within Asia such as certain a rank. Such a mission would call for strategies that promote global accreditation standards for its programs. At the same time, while accreditation brings the programs to a certain level, it doesnot mean that the programs cannot be a leading program in the world with its innovative approaches from the faculty. The curriculum design can apply a systemic integration approach. Course designs would integrate contents from other courses as well as have a strategic focus on developing the strategic initiatives discussed in the previous section. These educational design strategies would also flow into classroom practices where faculty are capable of developing the multiple intelligences within students. All of these concepts fall back onto the faculty develop centers where faculty has to be at the helm of these strategic initiatives. Helping faculty become strategic thinkers who can lead the various aspects of the HEI is part of the design in the SFDC. Those who attended the faculty development workshops personally experienced some of these alignment activities. The further application of what they learned from the workshop would solidify the skills necessary for organizational alignment. Some of these activities would be standard practices within strategic planning processes, although not all strategic planners are skilled at seeing the systemic influences and design at this level of complexity. HEI could further utilize systems thinking and apply stakeholder engagement in a new strategic planning process to design the necessary strategies for the future.

The outcomes of organizational alignment with the authentic engagement of stakeholders would yield specific areas of focus for faculty develop. Moving forward, these specific areas would be incorporated into the contents of faculty development. For the purposes of this manual, the above example of the values, vision, mission, strategic initiatives, curriculum design, course design and classroom tactics would illustrate a simplified organizational initiative in the following:

Values: Integrity, respect, growth, honesty, humility

Vision: To be a globally competitive educational institution.

Mission: To achieve international accreditation for all programs within the next 5 years

Strategy: Regional recognition of innovative program designs (of course with any given mission, there would be other strategies considered; this strategic is just one example for the faculty development design).

Curriculum design: apply a systemic integration approach to curriculum design that seeks to develop the entire student as a complete person (development of multiple intelligence), rather than one specific part (analytical intelligence). This strategy would embed different elements of complex development areas like emotional intelligence and systems thinking into the curriculum.

Course Design: integrate course content with other courses in the program, providing systemic insights to real world applications. Within this strategy, faculty competence in understanding how to integrate theory and current real world practice is crucial.

Classroom tactics: integrate constructivism into every class as a teaching methodology, while focus on enhancing one dimension of emotional intelligence of the students

When HEI leaders are able to achieve organizational alignment, the interconnectedness between the different levels of the organization provide very straight forward areas of focus for faculty development.

Faculty Development Design (Deliverable 3, page 27)

The third subsystem within the SFDC is workshop design. Conventional approaches tend to select workshop content on a project model based on content interests of specific individuals; this approach lacks a positive emotional connection for most faculty while also fails to design a long term development with complex advancement of faculty in concepts like emotional intelligence and humility. Individual workshop cannot achieve any sustainable outcomes with this approach. In contrast, the approach used within subsystem 3 of the SFDC is a co-creation process that considers inputs from the faculty as well as the organization. The contents of the workshops need to integrate the interests of the individual faculty, the department and the organization.

Below is a process that gathers the relevant information from faculty, program leaders and HEI leaders. The leader of the faculty development center would then integrate the information to create development programs that may span over a year or more. This process was conducted in one of the faculty development workshops and the data in green are real thoughts from the participants.

The Design process is as follows:

1. Gather individual interests: obtaining the interests of the faculty within a department or the entire HEI can be as efficient as an email or a group meeting. From a learning perspective, this can also be used as a bonding experience for faculty to see their common interests, if facilitated properly. If the existing faculty have very diverse interests, other challenges may occur. From a process perspective, the SFDC would send out an invitation to participate in the design of future faculty development programs. Each faculty would receive the invitation with two specific questions:
 - a. What are some of your greatest challenges?
 - b. What would you like to learn or further develop?

Then the faculty is asked to have at least 2-3 items to address each question. Emailing these responses into the SFDC would provide a broad overview of challenges and interests. If the HEI has a cohesive faculty group, much of the responses would have very similar challenges and topics for learning. The following items are some that was

gathered at a faculty development workshop (in green). The highlighting of these items show some commonality that could be a focus for development.

- Scholarly writing
 - Interdisciplinary studies – psychology, epistemology
 - Leading culture – change models, emotional intelligence, leadership
 - Lesson design – practical steps, activities
 - Motivate students – emotional intelligence
2. Select contextual program outcomes: this information would be derived from the strategic initiatives section above. Based on the workshop activities in 2016, innovativeness and emotional intelligence was one of the top contextual outcomes that programs should have to be competitive. The outcome demands graduates to complete their education with an ability to see beyond what's in front of them, and innovate new ideas, products, services, and processes in a given field. They would also have the emotional intelligence to be able to influence people to accept radically new ideas and embrace change. This information would likely be from department/program leaders.
 3. Select organizational strategies: this step includes curriculum and course design. Based on the contents from the above section for organizational alignment, the selected organization strategy for this example is the systemic integration approach within the curriculum that calls for applications of complex topics like systems thinking and emotional intelligence to be embedded within numerous courses. This information would likely be from organizational leaders.
 4. Find common ground – this step will be one of the more challenging responsibilities of the faculty development center. The leader of the center would need to know how to synthesize interests from various groups and extract the key terms that would enable all involved to see that their interests are in the new program. At least three specific perspectives has to be present in the synthesis and design of development programs in order for the faculty development center is to survive in the long run:
 - a. The programs has to have consistent support from organizational leaders. Specific terms from organizational strategies have to be present so that a contextual message of “I heard you” can be in the program.
 - b. The program has to have departmental connectivity from department leaders. This enables the HEI to maintain its integrity in developing the whole individual with contextual program-level outcomes. The faculty would need to have exhibit these contextual outcomes like innovativeness and be able to develop these complex constructs in the students.
 - c. The program has to have the authentic interest of faculty members. This creates a learning environment that busy faculty members willingly make time for and makes further commitment to apply after the workshop.

Using the information collected from the three levels of the organization, the faculty development program would contain contents from the following equation.

Emotional intelligence (individual-level) + Innovativeness and emotional intelligence(program-level) + systemic integration in curriculum (organizational-level)

While one can see that emotional intelligence is a common theme, the systemic integration in curriculum can also integrate emotional intelligence into the curriculum as the new content to be embedded. The skill of synthesis of interest will take time to develop with ample practice. Someone with ample experiences in qualitative research could be a good fit for this role, since finding themes in words is very similar to the skills required for this part of the SFDC.

5. Research and design the program: the development focus drives the SFDC to initiate research and obtain the necessary resources for the development program. Using the example, the development program is called “Creating an Emotionally Intelligence System in Education”. The title would introduce emotional intelligence as a concept while also the term of system where faculty, students and administration are all part of the overall educational system. The SFDC would then research related topics like emotional intelligence and find the following as an example:

Emotional intelligence has four specific dimensions for development:

1. Emotional Awareness – knowing how you feel
2. Emotional Expression – being able to accurately express what you feel in a constructive manner
3. Emotional Identification – recognizing what others feel
4. Emotional alchemy – creating the desired emotional state within a group/organization

With the above content, the SFDC would then design the respective content into a development program. The development program would take at least one year. Some basic rules for successful enhancement of emotional intelligence are as follows:

- Actionable content: Each faculty can take on 1-2 new actions at a single time for their development. Especially with busy teaching and researching loads, faculty can only take on 1-2 new actions from each workshop. Keep development actions simple so that it's easy to hold them accountable.
- Workshop length – from a practical perspective, workshops can last anywhere from 30 minutes to an hour. The delivery of workshop content can happen in about 15 minutes of speaking by a facilitator. The longer time in the workshop has to be some activities to make the concepts come alive through real world practice.
- Workshop frequency – approximately every 20 days; this allows proactive feedback on new applications of knowledge to develop solid new habits, without allowing negative habit to be developed
- Learning environment: department leaders has to create an environment where testing of new skills will celebrate failures and focus on the group lessons from individual failures. This has to be a fun process of learning.

From the content aspect, the 4 dimensions of development could be broken up into 4-5 workshops every three months. The first three month period would cover the development of the first two dimensions of emotional intelligence. The second three month period would cover the third dimension, leaving the final and most complex dimension to be the next five months. The final month would call for the reflections of

the faculty's journey in the program and application of such design into curriculum designs.

6. Create activities for each workshop: the designed faculty development program would have specific workshop contents. In order to maximize the learning in a workshop, applying constructivism and educational psychology has to engage faculty for every minute of the workshop. This is where concepts like learning modalities (Visual, auditory, kinesthetic or VAK) provides different approaches to how the topics are taught in the workshop. To maximize learning, the topic would be delivered in all three learning modalities. The faculty development workshops practiced this application with some great learning moments which can be found in the workshop reports.
The other factor that has to be designed is the activity for each workshop. In order for learning to happen, faculty has to experience the topics, not just listen to it and forget it in the next few days. Research has found that listening to lecture has an average recall of around 5% of the information. As a result, most of the content being delivered is lost. The conscious effort to create an activity also makes learning fun. Ideally, the activity would get the participants moving out of their chairs. The purpose of the activity is to create an emotional connection to new information that enables longer term recall. The faculty development workshops used activities like blind rope, team Jenga and time management to facility its many key points. Regardless of the complexity of the topic being taught, the activity would make the topic practical in action.
7. Create action plan for post workshop: one crucial outcome of any workshop has to be the action plan written by the participants. This plan challenges faculty to apply the new information gained so that the honeymoon effective of learning something new and forgetting it later on does not occur. The action plan is shown in Appendix C. This plan is written by the participants immediately after the new information is delivered and the learning activity is experienced. This action plan has three columns of information. The first column challenges participants to write down what they've learned. The second column asks participants to take action on the new information gained. This column has to contain very specific and practical actions that someone who did not attend the workshop would know what to do based on what's written. With that definition, faculty would create actions that are simple to apply. The third column is the commitment to a specific timeline. The contents of the action plan builds into the next section of the manual for performance evaluation. This aspect also initiates the integration between subsystem #4 (information transfer) and subsystem #5 (action plan implementation) (see figure 1).
8. Metrics for outcomes from new actions: the principle of "what gets measured gets done" is one of the many foundations supporting the SDFC. For any given workshop, an accountability structure supports action after the workshop is complete. Since the majority of the learning takes place in the real world, the action that faculty take has to be connected with assessments. The details of the assessment are discusses in the performance management section. Overall, the assessments will happen in both qualitative and quantitative methodologies. Qualitatively, observations and focus group discussions would be the primary means of data collection. Quantitatively, psychometric

assessments with Likert scaled instruments would be used. Depending on the workshop contents and program design, the assessments can take place pre-workshop to establish a baseline. Post workshop assessments can be anywhere between a week to a month with further measures in the future.

Performance Management

The key aspect to any effective performance management process is its ability to guide sustained learning. Just as HEIs are in the business of education, the SFDC is designed with the knowledge creation spiral as one of its foundations so that performance management evolves around constant learning and improvements. In the conventional practices, performance management systems tend to have annual reviews with very focus on continuous improvement. As a result, the idea of an annual appraisal tends to have a negative connotation. In order to avoid such negative connotations from past experiences, the performance management system would take on a new title call Systemic Learning Guide (SLG). This guide takes the output from subsystem #5 (action plans from new information in workshops) and maximized the likelihood of learning that involves multiple stakeholders. Ideally, [SMART goals](#) are created within the action plans. Since the focus is around learning, subsystem #6 explores the assessment of learning outcomes. Based on the principles within SFDC, the learning outcomes happen in at least 2 different areas: the faculty member and one stakeholder group (i.e. students). Since learning can be a shared experience, integrating the learning activities after the workshop with key stakeholders is part of the SLG design.

Accountability Roles

As a faculty member departs the workshop where new information is processed, an action plan with implementation schedule becomes a guiding document of development. During the workshop, the facilitator of the workshop ensures that the items on the action plan are specific, relevant, time bound and achievable within a short amount of time (1-2 weeks at most). Once the action plan is created, it's entered into the individual's learning plan within a central database. The action plan would then be used to hold the faculty member accountable to the actions while also having some measures for learning outcomes. The accountability can happen through a technology or people. Depending on the technological capabilities of the HEI, the individual learning plan database would send out reminders of action commitments and also outcome assessments once actions are completed. On the people side, a combination of the SFDC, department leaders, and peers can all participate in holding faculty members accountable to their action commitments. Since human beings are more likely to follow through with a commitment when they know someone is watching, this accountability structure should have an automated aspect and a human aspect. From a measurement perspective, the HEI can determine a basic thread hold for integrity of 90% or higher. Since integrity is doing what one commits, an action plan with 4 specific actions would result in a number of actions executed. Of 4 out of 4 is complete, then it would be a 100%. If 3 out of 4 is executed, the integrity score is 75%. Overtime, HEI can hold all faculty to a higher standard of integrity that's easily and objectively measured.

Multi-Loop Learning Feedback

Multi-loop learning is a relatively new concept that goes beyond the typical single or double loop learning discussed in learning organizations. Within the process of learning, the first question to explore is the people involved in holding other accountable.

Those Involved

The people involved in holding another accountable is as follows, but can also be others from the stakeholder identification process above:

- Self-Accountability – this may be one of the most obvious aspects to learning, but most do not make it a systemic process. As practiced within the faculty development workshops, faculty place a post-it-note in the mirror where they brush teeth very morning and evening. The note would be a constant reminder of what needs to be done in order to be the best possible teacher/professor/learning. Some example questions are as follows:
 - How am I empowering others?
 - What new ways have I created to engage students?
 - Who am I? What is my purpose?
 - How am I designing my lesson according to VAK?
 - What else can I do to inspire students?
 - What type of individual learning plan exists for my students?

These questions are tools for self-reflection. One can also create more specific questions that relate to their action plans from a given workshop. So if they committed to practicing a new skills, the question would relate to that new skill.

- Peer accountability structure – this can be a powerful and cost effective process for holding people accountable. After the workshop is complete, faculty would copy and pass their action plan to at least one other attendee or a peer within their department. That peer would then note on his/her calendar the completion date of an action commitment. On or before that date, the peer would inquire about the achievement and lessons learned in the process. Ideally, this peer accountability structure changes the culture of normal language in the HEI. Instead of the usual greetings, faculty members would engage in conversations that start with “hi, what have you learned today?”

The peer accountability structure should be designed in a circular fashion, rather than a single partner model. As with any system, a single point of failure can be detrimental to learning if one person decides that he/she is not going to hold another accountable since that person did not complete their actions. The circular system of accountability would have each person holding another accountable, but never the same person returning that accountability. So when standing in a room, each person would hold a peer standing to their right accountable. One can also draw names from a box randomly as well.

Another major benefit to implement a peer-accountability structure is the shared learning that happens as faculty members hold each other accountable. When faculty dialogue about their actions, the challenges, and outcomes, the courage of doing something new can inspire further actions among peers.

- Department Chairs/leadership accountability – this is a traditional model of accountability and relatively challenging with leaders with full workloads. Rather than have a chair hold his/her team accountable on every item in the action plan, the chair can simply monitor the overall integrity measure for the team.
- Student Accountability – this may be one of the more challenging applications of the multi-loop feedback. As humble faculty members, they would share with students their key learning and actions plan immediately after a workshop. A request for the

students to observe the action plan taken place would show ample humility to the students while also inspiring them to see the example of a proactive learner. So for example, a faculty member completes a workshop in emotional intelligence with a focus on emotional expression. The faculty would walk into the next class and inform the students what he/she has learned and commit to an item on the action plan such as share an authentic emotion at the start and the end of each class. The students would then hold the faculty member accountable to expressing emotions, creating a shared learning environment. This also greatly enriches the classroom as new content gets introduced into the classroom beyond the technical transfer of information.

- Working professionals accountability— one of the biggest challenges in education is the major disconnect between what's being taught and what the workplace requires. This accountability structure is more challenging to establish for most HEI as it requires focus groups from the business world to proactively engage with faculty members. Depending on the content of the workshop, real world integration of learning content in the classroom would obtain some participation from the workplace. This can be done by inviting working professional into the classroom to share their experiences, while also holding faculty to specific actions related to industry.

The above groups are the basic groups that the SFDC can design into the multi-loop feedback system. There are a few others depending on the individuals involved. In some instances, involving family or an external coach can also be a powerful tool to maximize learning. For those with children, being a great example of a leader would challenge faculty to share their action commitments with their children. When they get home from work, children are the best at asking for the follow through of that commitment. This practice can greatly inspire the children to be lifelong learners, while provide significant drive for faculty since most parents do not want to let their children down.

The feedback content

The feedback content will always have a qualitative aspect and a quantitative aspect. The quantitative aspect would be psychometric assessments that the SFDC would need to create based on the content of the workshops. The content of the workshop would be dissected into constructs. These constructs would be further spread into specific variables which psychometric statement would measure. The SFDC would also have a validation process in place to ensure the validity and reliability of the assessments. This will be discussed in the later section.

The qualitative feedback would involve strategic and constructive dialogue with the stakeholders involved. Empowerment is the primary focus of qualitative feedback, along with the secondary emotional goals of trust and respect between those involved. Some basic skills would enable the feedback to be empowering. For the purposes of this section, the one providing the feedback will be titled as feedback coach. This feedback person can be any from the previous section.

- Choice of words: the choice of words has to be strategic when providing feedback. Some words in common language are likely to get people to be defensive, which minimizes learning. Other words can empower people and challenge them to think. For example, when someone makes a mistake, the term “why” can be rather challenging with connotations that the person did something wrong. Instead of using “why”, use the phrase “help me understand your rationale in...decision”. Such a

phrase presents a much more respectful position while seeking to understand (a foundation of systems thinking). From a language perspective, an empowering phrase can always be “what would you do differently in the future when this occurs?”. All dialogue on feedback with a future orientation to new action based on lessons creates the empowering dynamic.

- Socratic methods: this is the process of knowing how to ask the right questions. Following principles of Socrates and Plato, the feedback is rarely in the form of a statement like “you did something wrong”. Instead, empowering questions would guide the faculty to a place of self-reflection. When people share their view of an idea, even if it’s a great idea, the ownership of that idea is only with the feedback coach. The objective of using Socratic methods is to guide the dialogue so that the ownership of the lesson and new ideas are purely from the learner. One effective manner to monitor this is for the feedback coach to maintain a minimum of 30%-70% speaking to listening ratio during a feedback session. This would challenge the feedback coach to speak less with more empowering questions, and allowing the learner to focus on creating knowledge from experiences.
- Innovation focus: the feedback process has to have a future orientation towards being better. Too often, feedback gets too far into conversations about the past. From a leadership perspective, any feedback should spend more time on future innovations such as new approaches and perceptions. With any action taken by faculty, the feedback coach can challenge innovative thinking on two areas. The first area is the perception aspect of any situation. How someone perceives reality is a starting point for development. This is also commonly known as seeing the situation from another’s perspective. The feedback coach can ask the faculty member – “how else could you have perceived the situation as a leader”? Especially if the faculty gets into the blame, denial and excuses world, pushing them into an empowered perspective calls for a shift in perception.

The second area is the innovative aspect of the future action/choice. In most situations, this is the final portion of the feedback session. It creates a new set of action plans based on what was learned in a given situation. A feedback coach can always ask the faculty for at least 2 or more ideas on how to approach a situation. This practice stretches one’s thought towards different innovative ideas. While most people have one solution to a given issue, asking them for 3 or 4 solutions makes a contextual message of “I see you as an innovative and empowered professional” while also enables the faculty to create some new ideas.

All of these skills were presented, discussed and practiced in the faculty development workshops. One of the most interesting challenges during the workshop was the use of close ended questions and open ended empowering questions. It appears that most are used to telling people what went wrong and sharing their own ideas, instead of pulling it out of those involved. This will be a solid challenge for SFDC to develop in the feedback loop.

The feedback frequency

The final portion of the multi-loop feedback process is the frequency of feedback. This varies slightly depending on the action commitments. Some actions take more time to develop, while most should be actionable within a week’s time frame. Since the SFDC hopes to avoid the honeymoon effect of short term memory of new information, most actions would be within a

week of the workshop, if not the next day or two. The feedback should follow immediately after the action is complete. Another factor driving the feedback frequency is the difficulties of changing a habit once it is formed. By design, the feedback should happen under 20 days from that habit development perspective.

Overall, the multi-loop feedback within the SLG would have three dimensions (accountability structure, feedback content and frequency of feedback). Since this manual only provides a two dimension view, table x summarizes the components of the multi-loop feedback system.

Table 2. Matrix of multi-loop feedback system

Accountability structure	Qualitative feedback	Quantitative feedback
	<ul style="list-style-type: none"> • Strategic words choice • Socratic methods • Innovation focus 	<ul style="list-style-type: none"> • Key constructs • Variable map • Validation of instrument
Self-accountability		
Peer-accountability		
Leader-accountability		
Student-accountability		
Professional-accountability		

Psychometric Assessments

One of the challenges identified early on in the project was the lack of expertise in psychometric assessments. This is a crucial part of the SFDC since education resides on empirical data. While qualitative research is growing in popularity, the need for empirical data from quantitative research is still dominant in many fields. In order to conduct solid action oriented research from the lessons in the system, the basic fundamentals of psychometric assessments is a requirement for the SFDC. In many schools of psychology, this is an entire course lasting at least one term/semester. Unfortunately, the ability to create psychometric assessments is still lacking in practice, even from many highly rated universities. This manual will cover some of the practical key concepts from a faculty development perspective.

During the faculty development workshops, participants explore the definitions and applications of constructs and variables. A construct is an abstract concept that contains many specific variables. Some constructs are larger than others and can be broken down into further constructs. Constructs are like a container that holds a number of variables. A construct is often too large to measure directly. The variables are behaviors, decisions, actions that can be specifically measured. For example, a faculty development workshop on inspiring students would have some key constructs like student motivation and faculty leadership. The construct of student motivation would contain a number of variables. One can easily break that down into intrinsic motivation and extrinsic motivation. Within the intrinsic motivation, the key variables could be ambition, or core values. For the construct of faculty leadership, one can explore variables from transformational leadership like inspirational motivation or individual consideration. It is the variables that psychometric assessments measure.

From these variables, each variable would require approximately 3 statements to accurately assess the variable. Each statement would be a first person statement measuring only that

variable. For example, continuing with the previous example, a statement to measure the faculty’s understanding of student ambition would be as follows:

I take time to learn the ambitions of each student.

It is impossible to know the personal goals of my students.

With these two example statements, the first is a positive statement, while the second is a negative statement. It is a solid practice to have negative statements in an assessment to check for the validity of the responses. So with any given workshop, there may be a number of constructs that are the focus of the workshop. These constructs would form the key variables for assessment. The action plans gathered from the participants would be another source for key constructs and variables for measurement. Some variables would focus on the actions taken to develop specific skills, while others would assess the intended outcomes. For the above example on a workshop on inspiring students would have an outcome assessment of a database containing student aspirations. Skills assessment would have action variables like individual consideration and inspiration integration (which is a variable intended to determine the level of integration between student aspirations and course content). A natural outcome of the measurement would flow easily into a correlational study between action variables (like individual consideration and inspiration integration) with outcome variables (like student grades and student application rate).

Another example are the end of workshop surveys. The following is part of the survey that workshop participants received. The key variables of interest was expectation alignment, meaningfulness, ease of application and enjoyment. For all psychometric assessments, statistical richness requires a Likert scale of 5 or more.

The “degree of agreement” is meant to determine how much you agree with the following statements. The following key applies to the “*Degree of Agreement Scale*”:

- 6 – Strongly agree
- 5 – Agree
- 4 – Slightly Agree
- 3 – Slightly Disagree
- 2 – Disagree
- 1 – Strongly Disagree

		Degree of Agreement Scale					
1.	The content met my expectations.	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The Session content was meaningful to me.	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I will integrate most of the content of the workshop within the week.	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I enjoyed learning from the facilitator.	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The skills of creating solid psychometric assessments take time to develop. At minimum, each instrument would have validation statistics on construct validity and reliability. Since the necessary skills of creating psychometric instruments and its required validation is crucial, a national body can help facilitate this across all HEIs. Further thoughts on a national body with regards to SFDCs in the later section of governance of SFDC.

Retention & Career Development

With a solid SFDC, faculty entering a HEI would be provided with a powerful system of development. Imagine having a learning database that understands faculty aspirations, aware of faculty strengths and challenges, and designs a systemic path towards empowerment. The employment within a HEI would provide a rich and meaningful growth where the faculty looking back at themselves just one year in the past would recognize the amazing growth they've experienced. This is the most powerful and unmatched competitive advantage for any HEI. From the motivation perspective, rewarding people with money and positions come from a world of scarcity where there can never be enough for all. At the end, one is only training faculty to be loyal to money. The SFDC teaches people about their identity and empowered possibilities. These intrinsic motivations serve as the tool in faculty retention.

From a career development perspective, the SFDC is the idea tool to develop the new faculty starting their career into education and develops them with many skills and tools that their formal education system does not provide.

Governance of Systemic Faculty Development Centers

The final aspect of this manual is the governance of the faculty development centers. Conventional models use either a fully resources center with full time individuals or a committee structure of faculty members. The SFDC considers economies of scale to maximize resource utilization in a given HEI. Depending on the number of faculty within a HEI, the model would have two specific resource areas (See figure 5). The first resource areas is the general skills requirement that's common among all HEIs. This includes technology like a learning plan database, contents of key knowledge areas like educational psychology and psychometric assessments. The details are shown in the figure 5. This resource area can exist within each HEI or it can exist as a national body for faculty development. Since many of the expertise is common within this resource area, a shared resources model would efficiently use the limited resources and obtain the maximum benefits. Especially with technology like a learning plan database, this would enable much more fluid governance of faculty member across the nation.

The second resource areas focus on HEI's program specific needs. This is area would require approximately one faculty development specialist for every 100 faculty member if funding exists. Otherwise, the process can be guided by a committee on faculty develop using a peer-accountability structure.

**Faculty Development Center:
Required Competencies**

- Generic skill set requirements**
- Learning plan database management
 - Learning Management System (LSM such as Blackboard, Canvas, Moodle)
 - Process management - from hiring to career development
 - Expertise/knowledge sharing - chief learning knowledge officer
 - Tracking - certification - x credits each year to maintain xyz - build multiple levels: white, yellow,red at master
 - Develop feedback coaches
 - Maintain knowledge databasc (educational psychology) and sharing
 - National competition on specific learning skills each year
 - Assist in establishing national standards of contextual educational outcomes



2 FTE or Outsource

- University/School/Department Specific:**
- Develop content specific workshops
 - Accountability for learning and application
 - Facilitate learning meetings- knowledge creation
 - Manage learning process and schedule
 - Create psychometric assessments
 - Define key program level assessment- develop the whole human being
 - Define faculty competencies



1 for every 100 faculty or Peer model for accountabilities

Figure 5. Recommendations on Systemic Faculty Development Governance.

Regardless of the approach in governance of faculty development, both resource areas are necessary to create a powerful system that guides the long term development of the faculty in Mongolian HEIs. The system enables complex development of faculty. Developments like enhancing multiple intelligences of faculty and creating systemic thinkers are all possible within the SFDC. Since faculty are the engine that drives education forward, implementation of the SFDC will empower Mongolian education to be a leader in Asia.

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Appendix A: Complete list of values

Personal Achievement / Excellence	Courage	Freedom	Legacy	Security
Organizational Achievement/ Excellent	Decisiveness	Friendship	Loyalty	Service/Helpful
Adventure/Challenge	Democracy	Fun /Happiness	Order	Simplicity
Authority	Dependability	Growth	Optimism	Speed /Fast Pace
Balance	Diversity	Honesty	Passion	Spirituality
Career	Ecological awareness	Independence	Perfection	Stability
Change	Efficiency	Influence	Pride	Status
Comfort	Empathy/Kind	Inner harmony	Privacy	Structure
Community	Fairness	Innovation / Creativity	Quality	Teamwork
Competence	Fame	Integrity	Recognition	Trust
Competition	Family	Intensity	Religion	Wisdom
Cooperation	Financial Independence	Knowledge	Respect	
Country	Health	Leadership	Responsibility	

Appendix B: Transformational Leadership Assessment

Манлайлагчийн зан чанар судалгаа

Энэ судалгаа нь манлайлагчийн байр сууринаас харж таны ерөнхий дүр зураглалыг гаргахад ч иглэнэ. Энэхүү судалгааны дүнд таны хөгжлийн төлөвлөгөөг боловсруулж мөн болно.

Name: _____	Огт үгүй	Тодорхой хугацаанд нэг удаа	Үе үе	Нилээд олонтоо	Ямагт биш гэхдээ давталттай
	0	1	2	3	4
1. Асуудлыг шийдвэрлэхдээ олон янзын байр сууринаас ханддаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Би өөрийн үнэ зүйлийг бусадтай олонтоо ярилцдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Бэрхшээлтэй тулгарахад би өөрийн төсөөлөлд шүүмжлэлтэй хандаж дахин эргэцүүлдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Би ирээдүйн талаарх өөрийн өөдрөг үзлийг бусадтай хуваалцдаг.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Өөртэй хамаатай хүнд өөрийн бахархлыг хуваалцдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Би амжилт хүрсэн замаа бусадтай хуваалцдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Би бусадтай зорилгоо хуваалцдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Бусдыг чиглүүлэх, зөвлөхөд би их цаг зарцуулдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Би өөрийн болон бүлгийн хэрэгцээний тэнцвэрийг олж чадна	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Бүлгийн гишүүн бүрийг би өөрийн өвөрмөц онцлогтой нэгэн гэж үзнэ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Би өөрийн амьдралын бүхий л талыг хүндэтгэдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Үйлдлийнхээ ёс зүйн үр дагаврыг харах өөрийн төсөөллөө бусадтай хуваалцдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Би өөрийн чадалдаа итгэлтэй байдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Би байгууллагын алсын хараагаар аливаа асуудлыг шинжиж харна	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Би хүн бүрийг хувийн өвөрмөц онцлогтой өвөрмөц оршихуй гэж үзнэ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Бэрхшээл тулгарахад би бусдыг олон янзын хандлагаар удирдан хөтлөх чадвартай.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Бусад хүмүүс зорилгод хүрэхэд нь би өөрийн тусламж дэмжлэгийг өгч чадна.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Байгууллагын хэтийн зорилгыг хэрэгжүүлэхэд би хамт олны нэгдмэл саналыг харилцан яриагаар бүтээж чадна	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Би өдөр тутмын даалгаврын гүйцэтгэлийг шинэчлэл, бүтээлч хандлагаар ямагт удирдана.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Би бусдын хөгжилд ухамсартайгаар оролцдог.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C: Action plan template for any given workshop

Action Plan for _____ (Your name) Date: _____

What I have Learned	What will I do (More of, Less of, Add, Remove)? <i>State in I statements in future terms.</i>	In what time frame? <i>Be very specific – to the day or even hour.</i>
1.		
2.		
3.		
4.		
5.		
6.		