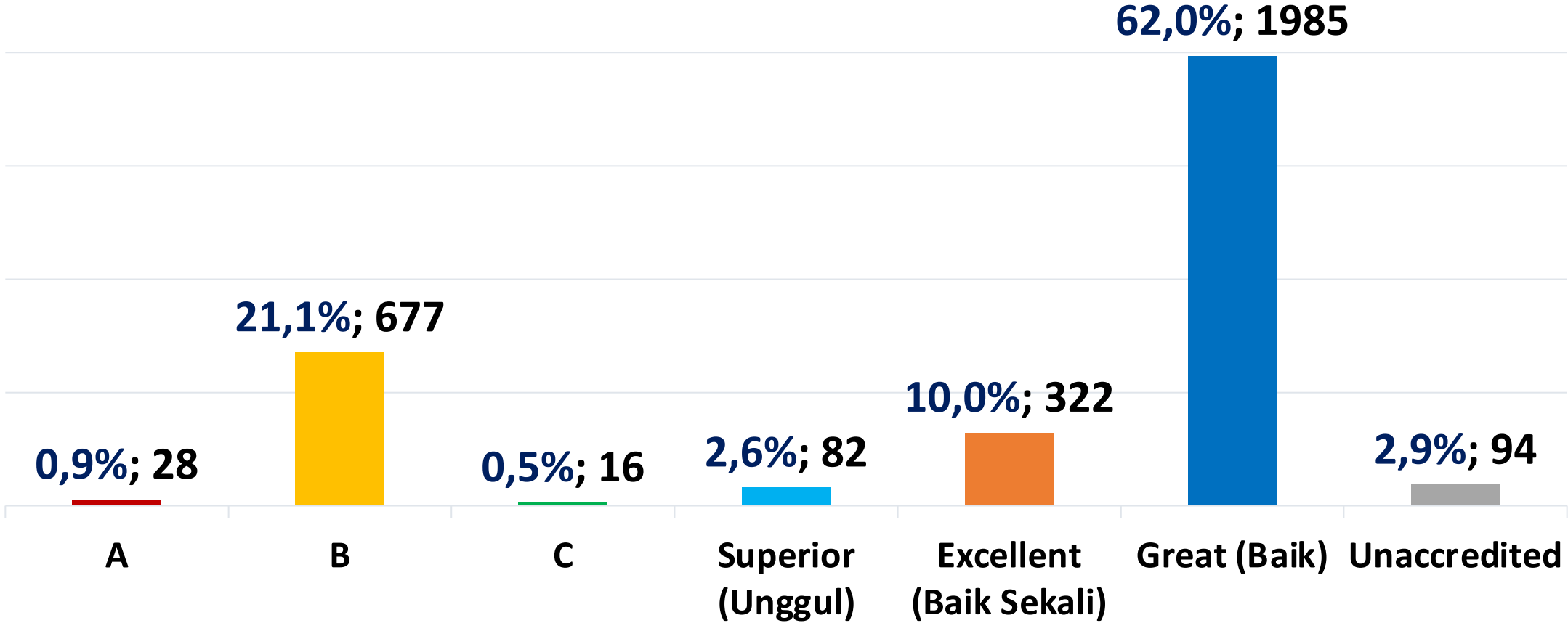


THE LONG WINDING ROAD TO EXCELLENCE: LESSON LEARNED ON GOVERNANCE AND LEADERSHIP

(PEMIMPIN, KEPEMIMPINAN DAN JATUH BANGUNNYA INSTITUSI)

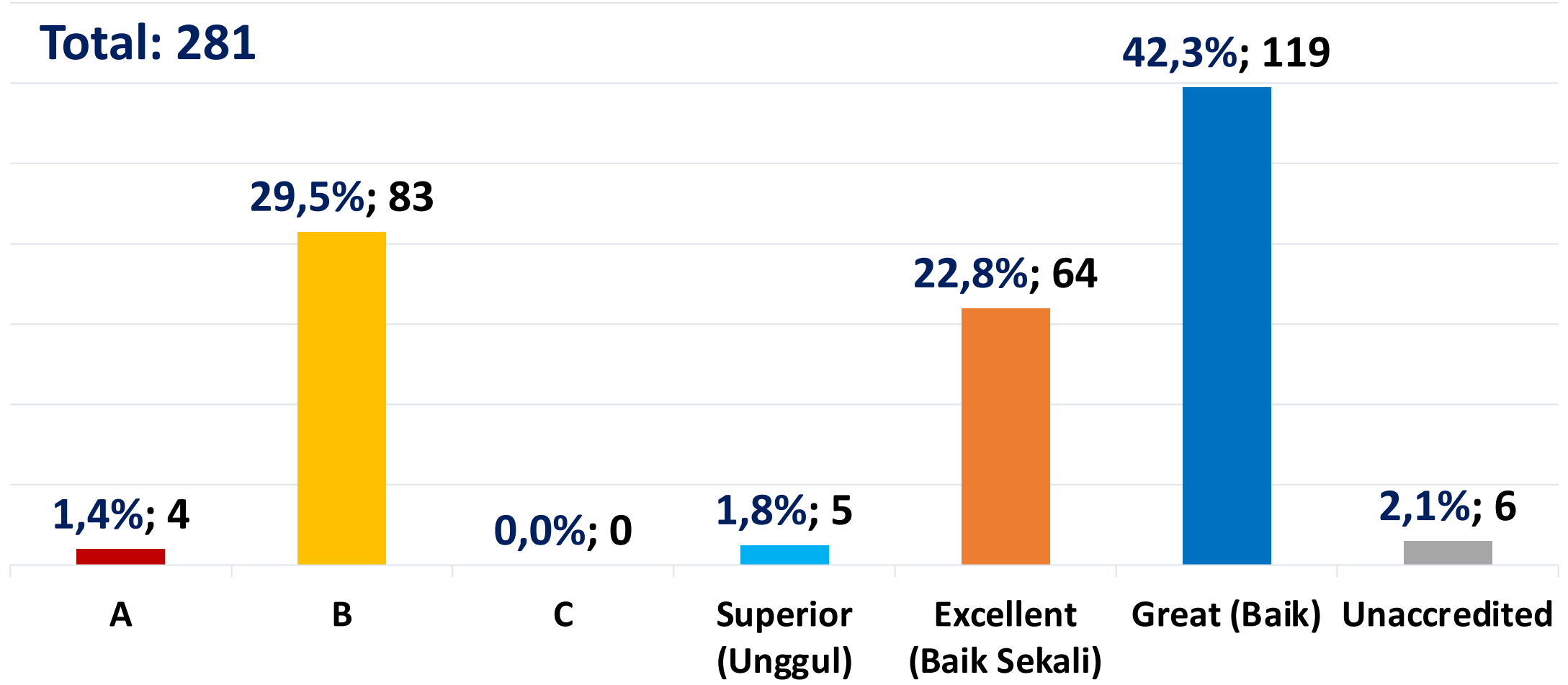
ACCREDITATION RANKING OF HIGHER EDUCATION IN INDONESIA

Total: 3204



Source: Website BAN-PT (https://www.banpt.or.id/?page_id=1903)

ACCREDITATION RANKING OF POLYTECHNICS IN INDONESIA



In your opinion, why are the rise and fall of institutions determined by the leader and his leadership?

- Use metacard
- Write your answer in capital letters and in large size
- Use keywords or short answers
- Each participant can give 3 answers

DISCUSSION

Why are leaders and their leadership an important determinant of the success and failure of institutions in welcoming progress?

ROTTEN FISH STARTS FROM ITS HEAD



The progress or decline of an organization is determined by the leader and his leadership

Are there other roles besides the role of leader and leadership that determine the rise and fall of an institution?



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**LEADERSHIP+LEADERSHIP: MAN/WOMAN BEHIND THE GUN
GOVERNANCE: GOOD POLYTECHNIC GOVERNANCE**

IMPORTANCE OF LEADERSHIP IN HIGHER EDUCATION

- Having **leadership skills** is helpful in many fields, but it's crucial in higher education. When you work in this field, you might be responsible for supervising employees and staff members or for teaching students. No matter what your specific duties and responsibilities are, you'll need **to put leadership skills into practice in order to be effective**. Being a good leader can help you when it comes to making major decisions at your educational institution or determining which goals to focus on. When you encounter challenges in this type of job, having **leadership qualities** can also make it easier to handle them.

LEADERSHIP SKILLS, LEADERSHIP QUALITIES, EFFECTIVENESS
EFFECTIVENESS AND EFFICIENCY BY SYSTEM AND IQA

TRAITS OF EFFECTIVE LEADERSHIP IN HIGHER EDUCATION

1. They Are Passionate About Their Work
2. They Lead by Example
3. They Are Planners
4. They Are Driven to Help Others
5. They Develop Strong Connections
6. They Encourage Risk-Taking
7. They Are Data-Driven
8. They Tolerate Grayness
9. They Empower Their Colleagues

EFFECTIVE: ABILITY TO ACHIEVE TARGET

EFFICIENT: USE OF MINIMUM RESOURCES POSSIBLE

Please write down the outputs/outcomes of becoming an effective and efficient leader!



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DIFFERENT LEADERSHIP STYLES IN EDUCATION

1. Transformational Leadership
2. Instructional Leadership
3. Emotional Leadership
4. Strategic Leadership
5. Authoritative Leadership

1. TRANSFORMATIONAL LEADERSHIP

- **Collaboration** and **inspiration** are the keys to practicing transformational leadership. This style involves a heavy emphasis on **teamwork**, which includes delegating tasks to others as needed. In order to use this style effectively, it's important for you to know **how to motivate others and provide ways to empower them**. When you use a transformational leadership style, you'll need **to have excellent communication skills and be comfortable aiming higher in terms of setting goals and objectives**. This type of leadership style focuses on **helping others grow while also encouraging them to work as a team and develop mutual respect and trust**.

2. INSTRUCTIONAL LEADERSHIP

- An instructional leadership style is a natural fit for those who want to work in higher education. Whether you end up working with students or managing teachers and staff, **this style focuses on performance and progress**. Instructional leaders might help students find ways to improve their performance in certain classes or at school overall. Other leaders who use this style in higher education might assist teachers with improving their professional performance or helping them develop and achieve goals for their career. An instructional leadership style involves **being able to identify areas of improvement that students or teachers can work on and helping them accomplish this through training, tutoring, or other methods**.

3. EMOTIONAL LEADERSHIP

- Emotional leadership involves **using emotional intelligence to understand the feelings and emotions of the people you're responsible for**, whether they are students or teachers and staff. This leadership style requires you to be able to identify emotions in others in order to help them work toward goals or make improvements to their academic work or professional work, as needed. Using this kind of leadership style also involves **knowing how to effectively motivate students or teachers and staff based on their emotions**. Emotional leadership requires you **to have outstanding communication skills** so that you can get through to others and successfully encourage them to focus on achieving goals or improving their performance at work or school.

4. STRATEGIC LEADERSHIP

- A strategic leadership style comes in handy when you're setting long-term objectives or goals in a higher-education setting. This type of style puts **a strong emphasis on analyzing or evaluating performance** in the school as a whole or in specific classroom settings. These evaluations are done in order to help you determine planning that helps your school or classes improve overall. Strategic leaders should be able **to think outside the box**, if needed, and evaluate a wide range of data to develop goals and objectives on a large-scale basis. **This type of leadership style in education is useful at times when you don't need to put as much focus on day-to-day issues and tasks.**

5. AUTHORITATIVE LEADERSHIP

- Authoritative leadership in education is typically suitable when you need to ensure that students or teachers and staff follow strict policies. **This style focuses less on collaboration than other leadership styles.** With this style, you can use your expertise to earn the respect of students or teachers and staff as a leader. Authoritative leaders usually need to set short-term objectives and goals in order to reach or achieve a larger goal or objective. Being an authoritative leader involves **a heavier emphasis on supervision and delegating tasks rather than encouraging a more collaborative approach.**

DIFFERENT LEADERSHIP STYLES IN EDUCATION

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2. Instructional Leadership
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4. Strategic Leadership
5. Authoritative Leadership

REFLECTION QUESTIONS :

1. In leading your institution, which leadership style is the most dominant? *Use metacards*
2. Why is that leadership style your choice? *Discuss it.*

DIFFERENT LEADERSHIP STYLES IN EDUCATION

1. Transformational Leadership
2. Instructional Leadership
3. Emotional Leadership
4. Strategic Leadership
5. Authoritative Leadership

The art of leadership is the art of using leadership styles at the right time, place, situation and person.

CHARACTERISTICS OF INSTITUTIONAL COLLAPSE :

1. Failure in leadership succession
2. Mistakes in choosing leaders
3. Foundation prestige (not involved, doesn't want to hear, doesn't know field conditions, interests)
4. Omission
5. The truth is defeated by group dominance
6. The truth is being apathetic
7. Internal conflict
8. No communication
9. Office politics (no conducive atmosphere)
10. Other:?????

HOW DO WE PREVENT THE COLLAPSE OF INSTITUTIONS

1. Preparing for leadership succession
2. Check track record
3. Ensure references for the performance and work attitudes of prospective leaders
4. Don't depend on one person
5. Building organizational systems and culture
6. Carry out ongoing leadership quality assurance
7. Transparent communication and coordination
8. Transparency in organizational governance that builds trust and togetherness.
9. Presenting many leaders as man/woman behind the gun
10. Building synergy and teamwork

CHALLENGE OF HIGHER EDUCATION LEADERSHIP

1. Collaboration, partnership and interdisciplinarity
2. Enhancing the student experience (teaching, extra-curricular, employability)
3. Learning communities and learner-centred approaches
4. Bureaucracy which stifles innovation and creates ineffectiveness
5. Efficient use of resource
6. Combined role (teacher/researcher/citizen)
7. Collegial preference tending towards a self-serving culture
8. Transitional roles for academic leaders
9. Conflicts between management and research aspects of academic leader roles
10. Difference between the demands encountered in Professional, Academic and Senior leadership
11. Need to adapt and improve the organization
12. Individualism and external loyalties
13. Leading diversity and inclusion
14. Globalisation and internationalization
15. Governance

DISCUSSION OF LEADERSHIP SUCCESSION

1. Do you comply with the statutes (e.g. 2 periods) that apply to all higher education institutions? Small or big?
2. If the leader does not perform well during his leadership period, will you as the leader or the Foundation terminate or tend to provide opportunities until the leadership period is completed?
3. What do you think about the following opinion:
 - Don't depend on the leader, build the best system possible, so that whether or not there is a reliable leader, the organization will still run well.
 - Whether the organization is good or not, the progress or decline of the organization is determined by its leader.

GROUP WORK

1. Participants were divided into 4 groups
2. Use a flipchart and crayons, express in the form of pictures and captions the following things :
 - The ideal leader in leading higher education institutions.
 - Good Polytechnic Governance (GPG) of the Future
3. Processing time 15 minutes, with conditions :
 - Eye-catching, interesting, and informative visualization
 - The message is conveyed clearly
 - Joint work
4. Presentation: 5 minutes per group

Sukses bukan hasil dari suatu **gebrakan hebat / tindakan heroik**,
tetapi kerja kecil-kecil yang
membosankan, tidak sexy, melelahkan,
yang dikerjakan terus menerus **dengan benar.**

Quality is never an accident,
it is always the result of high intention,
sincere effort,
intelligent direction
and skillful execution,

Thank You

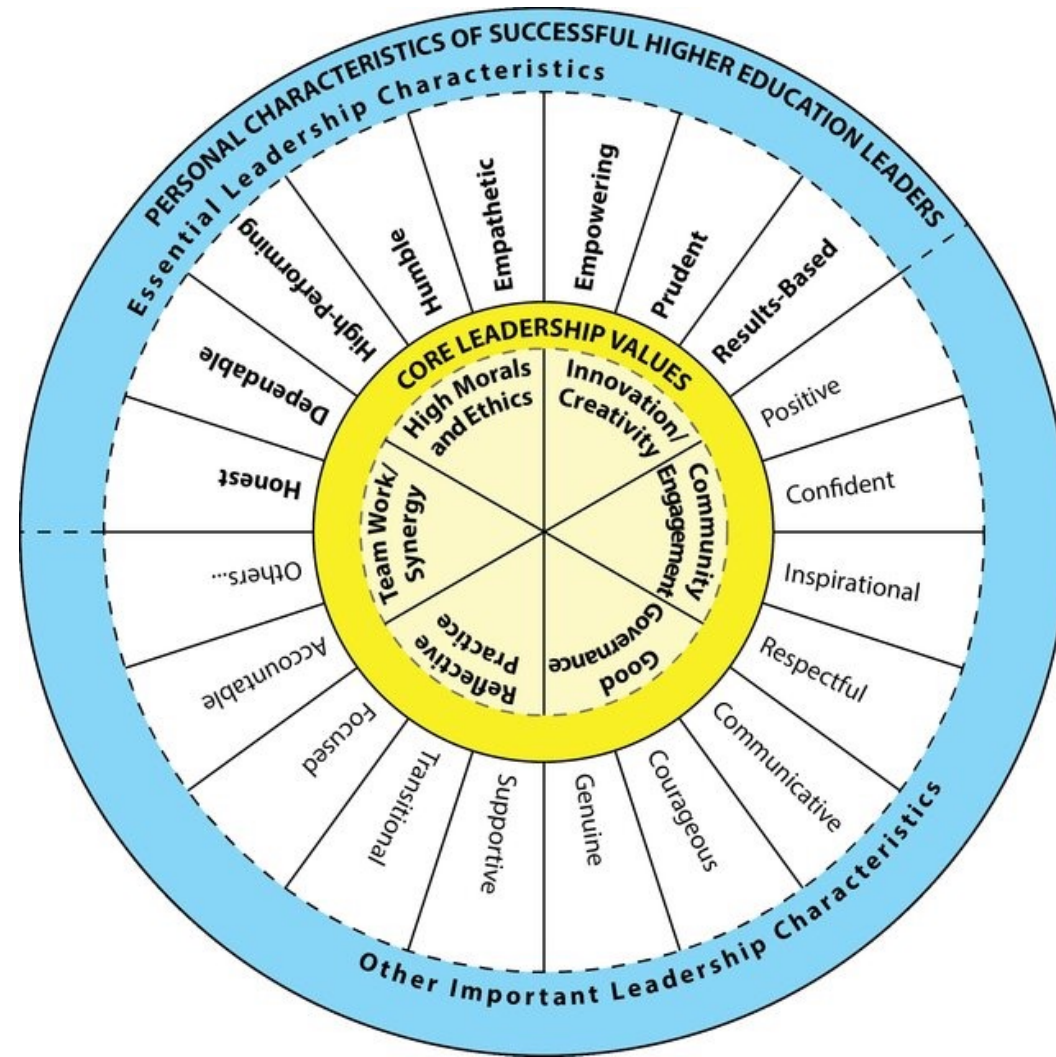
THE EFFECTIVE LEADERSHIP IN HIGHER EDUCATION ENTAILS THE FOLLOWING (RAMSDEN, 1998):

- leadership in teaching (new ideas, creativity, exciting);
- leadership in research;
- strategic networking and vision;
- transformational and collaborative leadership;
- fair and efficient management;
- development and recognition of performance; and
- interpersonal skills.

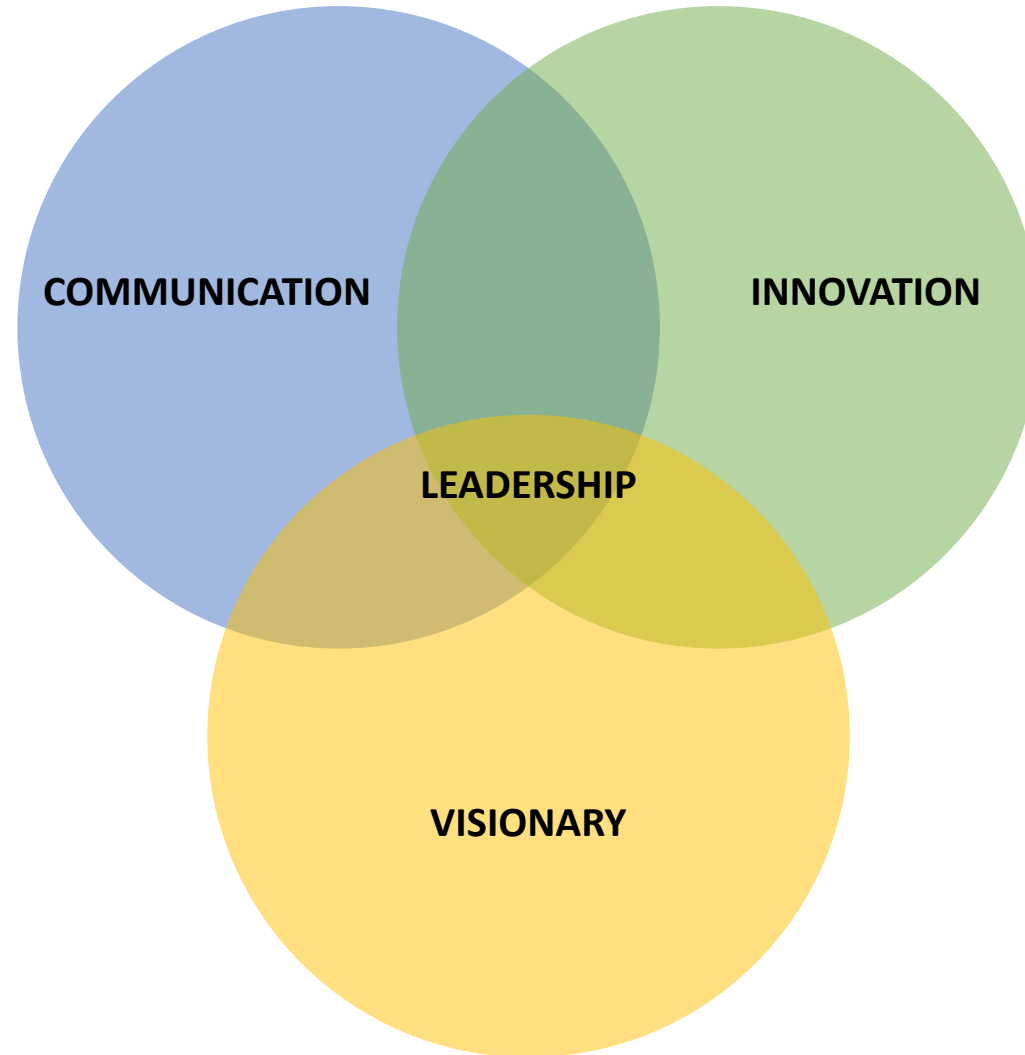
THE FUTURE LEADERSHIP SKILLSET

- Quality #1: Leaders who are Anticipatory Thinkers
- Quality #2: Leaders who are Tolerant of Risk and Failure
- Quality #3: Leaders who are Effective Conveners and Facilitators
- Quality #4: Leaders who are Courageous Decision Makers
- Quality #5: Leaders who are Resilient

THE HIGHER EDUCATION LEADERSHIP WHEEL



3 THINGS A LEADER MUST HAVE



CHARACTERISTICS OF MODERN LEADERSHIP

1. Have the ability to set direction and goals
2. Have the ability to influence people in organizational groups
3. Have the ability to organize and create strategies
4. Have the ability to be a mediator and motivator

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