LEADING WITH VALUES

SCENARIO-BASED CASE STUDIES

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Leading with Values: Scenario-based Case Studies

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FOREWORD BY RECTOR OF IIUM

IIUM stands tall as a beacon of Ummatic values, fostering holistic excellence in education through values-based leadership to serve humanity. This book marks an important milestone in advancing our shared vision of higher education as an instrument of intellectual, spiritual, and societal transformation. It symbolises our commitment to cultivating leadership competencies rooted in values and ethics, aspiring to be *Rahmatan Lil-Alamin*—a mercy to all the worlds. In this context, it reflects fruitful collaboration between IIUM and the Higher Education Leadership Academy (AKEPT), Ministry of Higher Education Malaysia.

The integration of *Tawhidic* principles with modern knowledge systems lies at the core of IIUM's strategic agenda as an Ummatic University. This aligns seamlessly with our collaboration with AKEPT to nurture leaders equipped to navigate the complexities of the VUCA world - Volatile, Uncertain, Complex, Ambiguous – amid dynamic global changes. Together, we aim to develop a leadership framework founded on integrity and guided by the SCRIPT paradigm (Sustainability, Care and Compassion, Respect, Innovation, Prosperity, and Trust). These elements are crucial in shaping leaders who not only excel in their roles but also uplift their communities.

This book represents a significant and valuable contribution to building the leadership capacities of university administrators and academics. It addresses real-world challenges in higher education, such as crisis management, teamwork, succession planning, and financial sustainability. These cases reflect the shifting landscape of higher education, where adaptability, strategic thinking, and ethical decision-making are more vital than ever.

As IIUM continues to champion initiatives aligned with its strategic pillars of advancing knowledge, fostering intercultural harmony, and engaging communities, I am confident that this partnership with AKEPT will inspire meaningful progress higher education leadership. May this book serve as a catalyst for reflection, innovation, and excellence.

I extend my heartfelt appreciation to all contributors for their dedication to this initiative. My gratitude also goes to AKEPT for their trust and the opportunity to collaborate. May this endeavour ignite a transformative wave of leadership across the higher education landscape.

Prof. Emeritus Datuk Dr. Osman Bakar
Rector, International Islamic University Malaysia

FOREWORD BY DIRECTOR OF HIGHER EDUCATION LEADERSHIP ACADEMY (AKEPT)

The Ministry of Higher Education Malaysia believes that leadership is key in promoting changes and transformation to reform higher education, more so in the present world that is filled with uncertainties and complexities. It gives me great pride as the Director of Higher Education Leadership Academy (AKEPT) to be able to present this book as a testimony to our tireless commitment towards the development of leaders who will thrive amidst challenges.

This publication befits the strategic agenda of the Ministry, which emphasises that values-based leadership must be imbued into the very fabric of our institutions. This book encapsulates critical leadership scenarios, right from fostering diversity and inclusion to ensuring organisational resilience. Each case is specifically crafted to stimulate deliberation, encourage discussion, and equip leaders with the competencies and confidence to deal with myriad challenges, making it an indispensable toolkit for leadership capacity building.

The publication of this book in partnership with IIUM underscores our shared vision to cultivate leadership competencies beyond academic excellence, with an added profound sense of societal responsibility. Together, we strive to nurture a leadership ecosystem that drives not only institutional success but also meaningfully contributes to nation-building. We look forward to continuing our collaboration with IIUM in our effort to prepare leaders who are truly reflective of the aspirations embodied in the Malaysia MADANI framework, guided by principles of integrity, inclusivity, and excellence.

I extend my gratitude to the editorial team and contributors for their work in producing this resource. It is my hope that this book will inspire current and future leaders to champion transformative change in higher education, guided by the principles of justice, empathy, and sustainability, for the future of Malaysia.

Prof. Dr. Harshita Aini Haroon
Director
Higher Education Leadership Academy Malaysia (AKEPT)
Ministry of Higher Education Malaysia

INTRODUCTION

In today's complex and evolving higher education landscape, leadership requires more than just technical skills—it calls for values-driven action, adaptability, and a deep understanding of personal and organisational dynamics. ***Leading with Values: Scenario-Based Case Studies***, inspired by the human-centred approach outlined in ***Humanising Leadership: Transforming the Education Landscape,*** serves as a vital guide for selecting future leaders in Malaysian higher education institutions. It highlights the essential qualities and competencies needed to excel in leadership roles and underscores the pivotal role of ethical and inclusive leadership in addressing real-world challenges.

Aligned with AKEPT's mission, this book delves into key themes such as personal effectiveness, values and ethics, emotional and spiritual intelligence, and cultural understanding, which form the foundation of transformative leadership. It also emphasises organisational commitment: the capacity to align individual behaviours with institutional goals. Moreover, the book stresses the significance of teamwork and team leadership in fostering collaboration and a shared sense of purpose. Through discussions on change leadership, impact and influence, achievement orientation, and proactive initiative, the case studies offer actionable insights into selecting leaders who can navigate challenges and create positive change.

The rubrics are designed to determined three (3) main aspects in future leaders. They are the Clarity of Thoughts (COT), Clarity of Communication (COC) and Clarity of Action (COA). The ***Clarity of Thoughts*** refers to the leader's ability to think clearly, logically, and strategically. It involves having a well-organised mind that is capable to analyse situations effectively, and the skill to develop coherent plans. Clear thinking is crucial for making sound decisions, solving problems efficiently, and anticipating potential challenges. It enables leaders to set clear goals and prioritise tasks effectively.

Clarity of Communication on the other hand, involves the leader's ability to convey ideas, instructions, and feedback in a clear, concise, and compelling manner. It includes both verbal and written communication skills, as well as the ability to listen actively. Effective communication ensures that team members understand their roles and responsibilities, aligns everyone towards common goals, and fosters a transparent working environment. It also helps in building trust and credibility.

Last but not least, the ***Clarity of Action*** defines the leader's ability to execute plans and take decisive actions with confidence and precision. It involves being proactive, staying focused on objectives, and maintaining consistency in actions. Clear actions demonstrate

commitment and reliability, inspiring confidence in the team. It ensures that plans are implemented effectively and that there is follow-through on decisions made.

We hope this book equips institutions with the tools and indicators necessary in identifying leader who embody humanised leadership qualities, ensuring a sustainable future for higher education providers as they continue to thrive in an ever-changing landscape.

No	Case Study Title	Competencies Assessed	AKEPT Competencies/ Cluster
1	Succession Planning of the University	Integrity, Values and Ethics;	Personal Effectiveness
2	Renewing License of Private HEI	Understanding Culture	Personal Effectiveness
3	Handling Student Protest	Emotional intelligence (EQ)	Personal Effectiveness
4	Quantitative Metrics vs Holistic Development	Spiritual Intelligence (SQ)	Personal Effectiveness
5	Developing Comprehensive Roadmap and Strategic Plan	Process and Strategic Planning	Organisational Commitment
6	Designing a Quadruple Helix Programme	Teamwork	Teamwork and Team Leadership
7	Breaking the Silos	Communication	Teamwork and Team Leadership
8	Rebuilding an Institution	Visionary	Change Leadership
9	Abstaining from Ranking	Crisis Management	Change Leadership
10	Balancing and Prioritising Responsibilities	Adaptability	Change Leadership
11	Financial Acumen	Stakeholder Focus	Financial Acumen
12	Promoting Government Agenda	Communication	Impact and Influence
13	Conflicted Sentiment	Crisis Management	Initiative and Proactive Behaviour
14	Quality Management System Certification	Process and Planning	Initiative and Proactive Behaviour
15	Declining Enrolment of International Students	Strategic Thinking	Initiative and Proactive Behaviour
16	Implementation of Diversity, Equity, and Inclusiveness (DEI) Policy	Walk the talk	Achievement Orientation

INSPIRED BY HIS

LEADERSHIP

AL-BARAA BIN 'AZIB SAID:

"I saw the Messenger of God on the Day of the Trench carrying dirt that was dug from the trench, until his chest was covered with dirt."

(SAHEEH AL-BUKHARI - 2780)

Case Study Title:	Succession Planning of the University	Case Study #1
Competencies Assessed	**Personal Effectiveness: Values and Ethics**	
Scenario	The University lacks initiatives in terms of Succession Planning. The Higher Education Leadership Academy (AKEPT), MOHE coordinates the National Top Talent programme for public universities in Malaysia. As a senior administrator of the University, you discovered discrepancies in the practices of the HR office. Talents with disciplinary problems, mental health issues, and other problems were being selected and sent to AKEPT for profiling and leadership development programmes, aiming to groom future leaders of your university. The HR office claimed to have procedures and criteria in place to ensure transparency and integrity of the process. You have been tasked with enhancing the Succession Planning initiatives for the University. Given the issue at hand, explain how you would address them as a senior administrator to ensure transparency and integrity are upheld, while maintaining good relationships with HR personnel and other relevant stakeholders.	
Rating	**Exceptional** Demonstrates a comprehensive understanding of the issue and acts appropriately in their new role, providing exceptional alternatives for solutions. **Proficient** Addresses the core aspects of the issue with tact, thoughtfulness, and sound integrity, considering all relevant factors. **Average** Demonstrates some change but exhibits hesitation or indecisiveness and struggles to gain stakeholders' acceptance of the new procedure. **Unsatisfactory** Fails to effectively integrate integrity and values into the procedure as part of values-based practices.	

Rubric for Case Study #1				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Comprehensive analysis using correct facts and data; anticipates all complexities and stakeholders' perspectives.	Conducts thorough analysis; sensitive to issues faced and addresses core problems effectively.	Provides only basic analysis; clearly shows some gaps in understanding.	Incomprehensible and incomplete analysis of the issues; misses key complexities.
COC	Very persuasive, clear actions, and displays understanding, and shows interest in stakeholder focused.	Displays clear, effective communication using tactful language with a focus on stakeholders.	Communication is clear but mostly lacks persuasive depth.	Vague and ineffective communication, lacks clarity and persuasion in presenting ideas.
COA	Truly proactive, strategic thinking, and delivers innovative solutions that align with the organisation's values and integrity.	Very thoughtful in determining the next course of action; strategically devises plans to ensure ethical deliverables through sound implementation.	Very reactive and demonstrates clear struggles with stakeholder buy-in.	Fails to meet the standards set by policies and regulations; generally, very ineffective and fails to uphold integrity.

Case Study Title:	Different Organisational Work Culture	Case Study #2
Competencies Assessed	**Personal effectiveness: Understanding Organisational Culture**	
Scenario	You have been working as an academic for the past ten years at a comprehensive public university that balances teaching and research. You have now been seconded to the Ministry of Higher Education as the Director of the Private HEIs Governance Division. A week into your appointment, you are tasked with chairing a meeting to deliberate on the renewal of a license for a private HEI. Being new to the Ministry's processes, you sense that the procedure is not as straightforward as it seems, as many factors must be considered, including the possibility that some officers may have vested interests. As someone new to this environment, how would you navigate the situation?	
Rating	**Exceptional:** Demonstrates a deep understanding of the Ministry's complexities and organisational work culture. Transparently communicates decisions and tactfully manages conflicts. Proactively seeks guidance from experienced officers, upholds the highest standards of integrity, and ensures impartiality. **Proficient:** Understands the Ministry's processes and is aware of the organisational work culture. Prioritises transparency in decision-making and communicates clearly. Effectively manages conflicts diplomatically, follows established protocols, seeks clarification when needed, and collaborates with officers to ensure transparency and policy adherence. **Average:** Possesses a basic understanding of Ministry processes but may overlook organisational work culture and potential vested interests. Communicates decision-making steps and adheres to due process but lacks proactive engagement with officers and does not critically evaluate their inputs. **Unsatisfactory:** Struggles to understand procedures and organisational work culture. Fails to communicate effectively or address core concerns, relying entirely on unverified information and plans of action from officers.	

Rubrics of Case Study #2				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Demonstrates a deep understanding of the Ministry's complexities, identifying hidden factors and balancing objectivity with organisational work culture.	Understands the Ministry's operational processes, is aware of the organisational work culture, and maintains focus on transparent decision-making requirements.	Has a basic understanding of Ministry processes but may overlook the impact of organisational work culture on decision-making.	Lacks understanding of the Ministry's procedures and organisational work culture, being completely dependent on officers' inputs.
COC	Clearly articulates the decision-making process, considering the implications of organisational work culture, and tactfully addresses potential conflicts.	Communicates with precision, asking probing questions and diplomatically acknowledging potential conflicts.	Communicates basic steps of the decision process without fully addressing organisational work culture and/or potential vested interests.	Communicates decisions minimally or avoids addressing core concerns, especially matters involving conflicts of interest, causing confusion or mistrust.
COA	Proactively seeks guidance from experienced officers, sets clear standards to ensure integrity, and initiates checks to verify impartiality.	Follows protocol consistently, seeks clarifications when uncertain, and collaborates with officers to promote transparency and adherence to policy.	Performs essential steps for due process but may miss opportunities for proactive engagement with officers or fail to question certain practices.	Relies on informal guidance without verifying its appropriateness, leading to inconsistent adherence to due process and potentially biased outcomes.

Case Study Title:	Handling Student Protest	Case Study #3
Competencies Assessed	**Personal Effectiveness: Emotional Intelligence (EQ)**	
Scenario	There has been a recent change in University policy that has sparked a student protest on campus. The protest escalated into a physical altercation, leading to several injuries. This unprecedented incident has attracted significant media attention, with mixed reactions circulating on social media. Students are demanding immediate action and transparency from the University administration. The University has tasked you with resolving the matter. Describe how you would handle the situation, considering the strong emotions involved in the incident.	
Rating	• **Exceptional:** Demonstrates a consistently thorough understanding of the key issues, identifying core challenges and stakeholders involved. Effectively analyses the situation to provide solutions that are comprehensive and achieve a win-win outcome for all stakeholders. • **Proficient:** Understands the root causes and able to analyse the needs of stakeholders, though not extensively. Provides conflict resolutions that are valid for implementation, even if not necessarily a win-win for all stakeholders. • **Average:** Identifies at least two important stakeholders and shows a basic understanding of conflict resolution, though with limited depth. • **Unsatisfactory:** Struggles to identify the stakeholders involved and has difficulty formulating any plausible conflict resolution.	

Rubrics of Case Study #3				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Consistently demonstrates the ability to prioritise all stakeholders, analysing various perspectives to develop a comprehensive and win-win resolution.	Understands the root cause and analyses stakeholder needs, though not extensively. Provides valid resolutions that may not achieve a win-win for all but are feasible for implementation.	Identifies at least two important stakeholders and shows a basic understanding of resolving conflicts, though the analysis may lack depth or overlook some perspectives.	Struggles to identify the stakeholders and their needs, leading to difficulty in forming any plausible conflict resolution, often resulting in unclear or ineffective thinking.
COC	Effectively communicates the root cause and stakeholder needs with precision and clarity, ensuring all perspectives are understood.	Communicates the root cause and stakeholder needs clearly, though may not extensively cover all perspectives.	Communicates basic stakeholder needs and the root cause but may miss important details, leading to potential misunderstandings or incomplete resolutions.	Struggles to communicate the root cause or stakeholder needs clearly, resulting in confusion and a lack of understanding that hinders effective conflict resolution.
COA	Demonstrates a strong ability to describe how the resolutions will be effectively implemented and provides a thorough outcome analysis to ensure all stakeholders are satisfied.	Able to describe how the resolutions will be valid for implementation but may not fully satisfy all stakeholders; outcome analysis is sometimes described.	Lack thoroughness or adaptability, leading to resolutions that only partially address the conflict, with very little outcome analysis provided.	Struggles to deliver clear or effective measures and fails to address the root cause, resulting in unresolved or ineffective conflict resolution.

Case Study Title:	Quantitative Metrics vs Holistic Development	Case Study #4
Competencies Assessed	**Personal Effectiveness: Values and Ethics**	
Overview	In your university, there is growing concern that the institutional focus on Key Performance Indicators (KPIs) has overshadowed its raison d'etre and mission to nurture students into holistic individuals who contribute meaningfully to the community. The university's leadership is primarily driven by quantitative metrics, such as graduation rates and research and publication output, leading to a culture where KPI achievements are prioritised over student development and well-being. This focus permeates the university's current ecosystem, including its policies and performance evaluations, which place excessive emphasis on KPI attainment for staff and organizational success. Consequently, there is a narrow focus on metrics, sidelining the personal and spiritual growth of students. As the Vice-Chancellor, how would you address this challenging situation?	
Rating	**Exceptional:** Demonstrates a deep understanding of the KPI issue, communicates a balanced vision, and implements innovative, strategic solutions that integrate holistic student development. Actions align with the transformative strategic agenda, inspiring others to embrace change **Proficient:** Thoroughly analyses the problem, demonstrates clear, balanced, and structured thinking and communicates effectively. Exemplifies the transformative agenda with stakeholders and persistently and executes thoughtful, strategic changes to include holistic development. **Average:** Provides a basic analysis of the issue and communicates clearly but lacks depth in driving and embedding meaningful change. Responds to the issue with limited stakeholder buy-in and minimal long-term impact. **Unsatisfactory:** Fails to analyse the complexities of the issue and communicates ineffectively within the organisation and to stakeholders. Implements changes that fail to uphold holistic values or adequately address the KPI focus, resulting in an unstable organisational climate.	

Rubrics of Case Study #4				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Deeply comprehends how KPI focus affects holistic development and recognises the need for a balanced approach to student growth.	Conducts a detailed analysis of how KPI-focused practices impact student development, while thoughtfully integrating strategies to promote holistic growth alongside performance metrics.	Provides a fundamental analysis of KPI impacts on student development but fails to explore deeper implications or integrate holistic development considerations effectively.	Fails to grasp the full complexity of KPI impacts on student development, missing critical issues and failing to address key aspects of holistic growth.
COC	Clearly presents a persuasive vision that balances KPI achievements with holistic student development, motivating stakeholders to embrace and support transformative changes for a well-rounded educational experience.	Clearly conveys ideas and solutions, effectively aligning them with the university's strategic goals and ensuring that all stakeholders understand and support the proposed changes.	Communicates ideas clearly but only superficially addresses Spiritual Intelligence, lacking depth in connecting its importance to the university's broader goals and values.	Communication is ineffective and lacks clarity, leading to misunderstandings and failure to convey the importance of integrating Spiritual Intelligence into the university's strategic vision.
COA	Implements changes inadequately, with a focus on KPIs that neglects the importance of holistic values, resulting in ineffective strategies and a failure to improve student development.	Implements well-planned, strategic changes that address both KPI focus and holistic development, actively engaging stakeholders to gain their support and ensure successful execution.	Takes reactive measures to address issues without a strategic plan, resulting in limited engagement and support from stakeholders, affecting the effectiveness of the implemented changes.	Implements changes inadequately, with a focus on KPIs that neglects the importance of holistic values, resulting in ineffective strategies and a failure to improve student development.

Case Study Title:	Developing Comprehensive Roadmap and Strategic Plan	Case Study #5
Competencies Assessed	**Organisational Commitment: Process and Strategic Planning**	
Overview	You are nationally and globally recognised expert in Aerospace Engineering, frequently invited to collaborate on prestigious research projects and honoured by various agencies. Your leadership and management skills have led to your appointment as the Director of the Office of Strategy. The university has recently undergone a strategic shift, emphasising community engagement as a key priority to bridge the gap between the university and the broader community. The Vice-Chancellor has personally tasked you with leading a new initiative to develop and implement a comprehensive roadmap and strategic plan across all faculties to bring this vision to life. This new role requires you to step back from your current research projects and fully dedicate yourself to advancing the university's strategic goals. Describe how you would realign your personal and professional priorities with the university's new direction. Additionally, explain how you would plan and execute this transition to ensure the success of the initiative while demonstrating your commitment to the organisation's mission.	
Rating	• **Exceptional:** Exemplifies clear, insightful thinking and generate innovative ideas, using persuasive communication in a simple and understandable manner despite complexity. Actions are consistently aligned with organisational goals, inspiring and leading others to participate. • **Proficient:** Demonstrates clear and well-structured thinking, effectively communicating relevant ideas that are easily understood by others. Actions are well-directed and aligned with organisational goals, leading to the successful implementation of plans. • **Average:** Occasionally demonstrates clear thinking but lacks consistency and clarity in expressing ideas. Actions are sometimes not aligned with organisational goals, which impedes the successful implementation of plans. • **Unsatisfactory:** Struggles to think and communicate clearly, and actions are not aligned with organisational goals, resulting in the failure of plans.	

Rubrics of Case Study #5				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Exemplifies clear, insightful thinking; consistently generates well-structured, innovative ideas that align with and advance organisational goals.	Consistently demonstrates clear and well-structured thoughts; ideas are relevant and aligned with organisational goals.	Sometimes demonstrates clear thinking but may lack depth or coherence; ideas may need refinement.	Struggles to form clear thoughts related to organizational goals; ideas are often vague or unfocused.
COC	Exemplifies clear, persuasive communication; consistently conveys complex ideas in a simple, understandable manner; serves as a role model for effective communication.	Consistently communicates ideas clearly and effectively; messages are well-structured and easily understood by others.	Occasionally communicates clearly but may lack consistency or precision; may require assistance to improve clarity.	Communication is often unclear, disjointed, or difficult to understand; fails to convey key messages.
COA	Exemplifies clear, decisive actions that consistently align with and advance organisational objectives; often leads others through effective action.	Consistently takes clear, well-directed actions that align with organisational goals; effectively implements plans.	Sometimes takes clear actions but may lack consistency or alignment with overall goals; may require guidance.	Actions are often unfocused, inconsistent, or misaligned with organisational objectives, lacks direction.

Case Study Title:	Designing a Quadruple Helix Programme	Case Study #6
Competencies Assessed	**Teamwork and Team Leadership: Teamwork**	
Scenario	A prestigious higher learning institution is committed to enhancing its role in driving innovation and societal impact. To achieve this, the institution has decided to design a new interdisciplinary programme that aligns with the Quadruple Helix model, emphasising collaboration among various stakeholders. The goal is to create an academic programme that not only educates students but also fosters innovation and contributes to societal development. The institution has formed a task force composed of faculty members from various departments, along with representatives from industry, community, and students. You have been selected to lead this diverse task force and are tasked with completing the project within six months. Elaborate on your action plan, especially in getting collaboration and support from all parties to achieve the task force's goals.	
Rating	• **Exceptional:** Effectively identifies and addresses complex challenges by promoting shared responsibility within a team. Provides examples that showcase the ability to manage and resolve conflicts, constructively handle disagreements, and develop innovative solutions collaboratively. • **Proficient:** Identifies and addresses challenges within a team, providing solutions that are practical and generally effective. Offers examples of managing team conflicts, compromising, and keeping the team focused, although the approach to conflict resolution may be more functional than transformative. • **Average:** Describes and addresses straightforward challenges within a team, but the problem-solving examples may lack depth or creativity. The focused is more on following established procedures than on developing innovative solutions. • **Unsatisfactory:** Fails to adequately describe and address team challenges, often resorting to superficial or impractical solutions. The problem-solving examples may reflect a lack of strategic thinking or collaborative effort.	

Rubrics of Case Study #6				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Effectively links personal experience of fostering collaboration, highlighting specific instances where he/she led or significantly contributed to a highly cooperative and balanced team effort involving individuals from diverse backgrounds. Able to provide relatable examples on how he/she would successfully navigate differing priorities and use innovation to achieve consensus among diverse stakeholders.	Shows a strong ability to work well within a team of diverse backgrounds, providing valid examples from past experiences of successful collaboration with diverse stakeholders. While effective, the examples may indicate occasional challenges in fully integrating all viewpoints.	Provides examples of teamwork from experiences but indicates uneven collaboration or a lack of engagement with all stakeholders. The examples given are limited to specific tasks or familiar sectors.	Offers limited or ineffective examples of teamwork, showing little interaction or cooperation with other team members. The examples may indicate a lack of collaboration or reliance on a narrow group of stakeholders.
COC	Engages and provides compelling examples of how to facilitate inclusive and effective communication within a team from various backgrounds. Able to describe how to ensure all voices are heard and ideas are integrated from diverse perspectives to achieve a unified team direction.	Engages in effective communication, demonstrating how to ensure most stakeholders are heard and ideas are integrated from various perspectives into the team's work. There may be minor gaps in how they handled communication challenges.	Describes basic communication efforts within a team, but the examples may show inconsistencies or gaps in ensuring that all ideas from stakeholders are equally heard. Some stakeholder perspectives may have been underrepresented.	Struggles to engage and provide clear examples of effective communication within a team. The description may indicate poor practices. Key stakeholders' perspectives are often overlooked or misunderstood.

COA	Offers concrete examples of how they promoted shared responsibility within a team and describes taking initiative in supporting teammates, ensuring accountability, and leading the team towards shared goals.	Demonstrates a sense of responsibility within a team, describing how to contribute and support the team's goals. Examples given are reliable, though they may not have always taken the lead in promoting shared responsibility.	Discusses his/her role within a team but may show a more individualistic approach, with limited examples of promoting shared responsibility or supporting teammates beyond the given tasks.	Provides little to no evidence of shared responsibility within a team. The examples given indicate a focus on individual tasks with minimal regard for the overall success of the team or the given tasks.

Case Study Title:	Breaking the Silos	Case Study #7
Competencies Assessed	**Teamwork and Team Leadership: Communication**	
Overview	At your university, a persistent culture of working in silos between academic departments and administrative units has led to inefficiencies and wasted resources. Academics often pursue research and teaching initiatives independently, without coordinating with other departments or considering administrative support. Similarly, administrative staff develop policies and processes without adequately consulting academic stakeholders, resulting in misaligned objectives and duplicated efforts. This lack of collaboration has led to underutilisation of talented staff and academics, overlapping projects, and inefficient use of the university's financial resources. For example, multiple departments have independently purchased similar software tools and resources, leading to unnecessary expenditures. Additionally, opportunities for interdisciplinary research and innovative teaching methods are being missed due to poor communication and teamwork across units. As the University top management, how would you address this challenging situation and break the siloed culture?	
Rating	• **Exceptional:** Demonstrates a deep understanding of the impact of siloed practices, initiates a comprehensive strategy to foster cross-departmental collaboration, and communicates a compelling vision. Proactively implements innovative solutions to optimise talent and resources, aligning teams with common goals, resulting in significant improvements in efficiency and resource utilization. • **Proficient:** Thoroughly analyses the siloed work culture and its impact, developing a clear plan to encourage collaboration. Communicates effectively with stakeholders to align objectives and executes strategic initiatives to reduce inefficiencies. While successful, some aspects of the implementation may lack innovation or full stakeholder engagement. • **Average:** Provides a basic analysis of the issue, recognising the need for collaboration but lacking depth in approach. Communication is clear but lacks persuasive power. Takes reactive steps to address the	

	problem, with limited success in breaking down silos and optimising resources, leading to only moderate improvements.
	• **Unsatisfactory:** Fails to adequately understand or address the complexities of the siloed culture. Communication is ineffective, leaving stakeholders unengaged. Implements inadequate actions that fail to foster collaboration or improve resource utilization, resulting in continued inefficiencies and missed opportunities for interdisciplinary initiatives.

Rubrics of Case Study #7				
Criteria	**Exceptional**	**Proficient**	**Average**	**Unsatisfactory**
COT	Demonstrates a profound understanding of the issues, identifies all complexities, and deeply understands the impact of siloed practices.	Thoroughly analyses siloed practices, recognising their impact on university operations.	Provides a basic understanding of the issues, acknowledging the need for collaboration but lacking depth.	Fails to grasp the complexities of siloed practices, missing key issues.
COC	Communicates and influence a compelling, strategic vision for collaboration across departments.	Communicates a clear and structured plan to encourage collaboration, aligning objectives effectively.	Communicates clearly but lacks persuasive power to inspire change.	Communicates ineffectively, leaving staff and other stakeholders disengaged.
COA	Proactively implements innovative solutions, significantly enhancing efficiency, resource utilisation, and teamwork. Becomes an example to others and engages fully to achieve the transformation agenda.	Executes strategic initiatives that reduce inefficiencies, with some limitations in innovation or full engagement.	Takes reactive steps with limited success, leading to moderate improvements in efficiency and resource use.	Implements inadequate actions, resulting in ongoing inefficiencies and missed opportunities for collaboration.

Case Study Title:	Rebuilding an Institution	Case Study #8
Competencies Assessed	Change Leadership: Visionary	
Scenario	There is a well-established higher academic institution that, for the past five years, has struggled to attract students. There is now a plan to rebrand the institution. As a seasoned academic who has held many academic administrator positions at your higher education institution, you have decided to apply for the top post at the institution. Describe the challenges that you might face and the actions that you will take to rebuild the institution.	
Rating	• **Exceptional:** Consistently demonstrates insightful and strategic thinking, anticipating future challenges and opportunities with a clear, visionary approach aligned with strategic goals, while describing well-planned and coordinated actions. Able to adapt by identifying all key challenges affecting the institution, including declining enrolment, brand perception and academic standards, in rebuilding the institution. • **Proficient:** Effectively demonstrates major challenges and opportunities aligned with strategic goals, though some less obvious issues may be overlooked. Describes well-planned actions to rebuild the institution. • **Average:** Identifies the most obvious challenges but misses some critical underlying issues that contribute to the institution's decline. Describes possible and valid actions to rebuild the institution. • **Unsatisfactory:** Struggles to identify the core challenges affecting the institution, leading to a superficial understanding of the issues. Provides no clear description of actions that can be taken to rebuild the institution.	

Rubrics of Case Study #8				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Exhibits a deep, strategic understanding of the institution's multifaceted challenges in rebuilding. Anticipates future trends and potential obstacles, enabling the development of forward-thinking solutions that address both immediate and long-term needs.	Demonstrates clear and logical thinking, effectively analysing current issues and developing solid strategies for rebuilding the institution. While effective, the approach may lack some depth overlooking subtler challenges or opportunities for innovation.	Demonstrates a basic understanding with logical reasoning but lacks depth and foresight in addressing challenges in rebuilding the institution.	Exhibits unclear or disjointed thinking, failing to connect the key issues facing the institution. The approach is reactive rather than strategic, lacking a cohesive vision for addressing the institution's decline.
COC	Articulates complex issues and strategic plans with precision, ensuring all stakeholders inputs are taken. Communicates consistently and fully aligned with the institution's vision and goals, transparent. Fosters strong engagement by providing logical examples.	Communicate plans and complex ideas clearly to address most stakeholders. Efforts are made to ensure alignment, but some gaps in stakeholder engagement may exist.	Communicates key points adequately but leaves room for ambiguity or misunderstanding. Stakeholder engagement is inconsistent, leading to a lack of full alignment and commitment to the institution's strategy.	Struggles to communicate ideas clearly, leading to confusion and misalignment among stakeholders.
COA	Thoroughly identifies comprehensive and well-coordinated actions that address each challenge. The planned actions lead to measurable improvements.	Effectively identifies a sound and practical action plan that addresses the primary challenges. The actions are generally effective and lead to positive outcomes.	Identifies the most obvious challenges but may lack precision or consistency in describing the plan of execution, which may lead to mixed results.	Often unable to identify or describe an action plan, leading to ineffective outcomes and a failure to address key challenges.

Case Study Title:	Abstaining from Ranking	Case Study #9
Competencies Assessed	**Change Leadership: Crisis Management**	
Overview	The university has recently shifted its focus by publicly announcing a decision to abstain from participating in any rankings and to eliminate Key Performance Indicators (KPIs). This stance has sparked mixed reactions among university members, both academic and administrative. The situation has been further complicated by declining student admissions. In response, the academic staff association has submitted a memorandum of protest to university management. As the Vice Chancellor, how would you address this challenging situation?	
Rating	**Exceptional:** Exemplifies clear, insightful thinking in understanding and addressing the crisis; communicates complex strategies in a simple, compelling manner. Actions are decisively aligned with managing the crisis and inspiring others to embrace change, successfully resolving the protest and enhancing the university's future. **Proficient:** Demonstrates clear and structured thinking, effectively communicating strategies to manage the crisis and address stakeholder concerns. Actions are well-directed and align with the university's new focus, leading to effective crisis management and stakeholder reassurance. **Average:** Sometimes demonstrates clear thinking but lacks consistency in understanding the full scope of the crisis; communication may not fully engage stakeholders. Actions are occasionally aligned with the university's goals but lack the consistency needed to effectively manage the crisis and secure long-term support. **Unsatisfactory:** Struggles to understand and communicate the complexities of the crisis, resulting in actions that are not aligned with the university's new stance, exacerbating the situation and failing to resolve stakeholder concerns.	

Rubrics of Case Study #9				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Exemplifies deep understanding and insight into the situation; anticipates potential challenges and proactively identifies comprehensive solutions to manage both the immediate crisis and future implications effectively.	Consistently demonstrates a clear and structured understanding of the situation; identifies key issues driving the mixed reactions and declining admissions, showing awareness of the need for change leadership.	Demonstrates some understanding of the situation but may overlook key factors or fail to grasp the full scope of the issues causing discontent.	Struggles to understand the complexity of the situation; lacks clear insight into the reasons behind the mixed reactions and declining student admissions.
COC	Exemplifies exceptional communication skills; articulates complex issues and strategies in a simple, compelling manner; builds strong stakeholder buy-in and support for managing the crisis and embracing change.	Consistently communicates a clear and effective strategy to address the crisis; conveys a well-structured plan that reassures stakeholders and aligns with the university's new direction.	Occasionally communicates the approach with some clarity but may lack consistency, leaving stakeholders confused or uncertain about the direction forward.	Communication of the approach to address the crisis is unclear or lacks cohesion; fails to effectively convey a plan to stakeholders.
COA	Exemplifies decisive and proactive actions that address both the crisis and the university's new stance; demonstrates strong leadership in navigating the change, resolving the protest, and fostering a positive future.	Consistently proposes clear, well-directed actions that align with managing the crisis; effectively balances immediate response with long-term strategies to support the university's shift in focus.	Proposes some actions but lacks consistency or fails to fully address the crisis; may need further development to align actions with the university's goals.	Proposed actions are vague, inconsistent, or misaligned with addressing the crisis; lacks a clear strategy to manage the protest and declining admissions.

Case Study Title:	Balancing and Prioritising Responsibilities	Case Study #10
Competencies Assessed	**Change Leadership: Adaptability**	
Scenario	You have been invited to deliver a keynote address at a prestigious academic conference. You have accepted the invitation and made preparations to attend. As the date of the conference approaches, auditors release a report highlighting many shortcomings in the financial management of your institution. As the Deputy Vice Chancellor, who also oversees the Finance Division of the University, would you proceed to attend the conference or cancel your travel arrangements to address the issues raised by the audit report?	
Rating	• **Exceptional:** Decides to cancel or postpone the travel arrangements to address the audit report's findings immediately. • **Proficient:** Decides to either cancel the trip or delegate the conference attendance to a trusted colleague while staying back to handle the audit issues. • **Average:** Decides to attend the conference but plans to address the audit issues after returning or remotely. • **Unsatisfactory:** Chooses to attend the conference without making any changes to their travel plans or suggests minimal or no adjustments to address the audit finding.	

Rubrics of Case Study #10				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Prioritises the university's needs over personal or professional opportunities.	Recognises the importance of addressing the audit findings promptly.	Acknowledges the importance of the audit findings but believes the conference is an important engagement that cannot be missed.	Downplays the significance of the audit findings, focusing primarily on the importance of attending the conference.
COC	Response is articulate, free of jargon, and effectively conveys complex ideas in a straightforward manner.	Response is well-organised, with clear and concise language that conveys the candidate's decisions and rationale effectively.	Response is clear but might contain some vague or overly general statements that make the candidate's priorities or reasoning less compelling.	Response is unclear, poorly organised, and may include ambiguous or confusing language - struggles to convey decisions or rationale effectively.
COA	Provides a clear and proactive action plan to address the issues raised by the auditors and proposes immediate steps for damage control and long-term strategies to prevent future shortcomings.	Outlines a reasonable plan to address the audit findings and indicates how they will follow up on the issues.	Provides a basic plan to deal with the audit findings, which may include delegating the responsibility to others or setting up remote meetings.	Provides little to no concrete action plan for addressing the audit findings - vague references to dealing with the issues later or leaving it to others without sufficient oversight.

Case Study Title:	Financial Acumen	Case Study #11
Competencies Assessed	**Financial Acumen: Stakeholder Focus**	
Overview	A crucial problem faced by your university is a persistent financial constraint that has led to deteriorating facilities, creating an unsupportive environment for academic activities. The university's budget cuts have delayed necessary maintenance and upgrades, leaving classrooms and labs under-equipped and outdated. This situation not only hinders the quality of education but also impacts the university's ability to compete globally. The lack of investment in infrastructure and resources has caused frustration among staff and students, reducing morale and productivity. It has also become a setback for attracting new students to the university. Moreover, these financial limitations have affected talent management and development initiatives. The university is unable to provide competitive salaries for critical talent and specialists, professional development opportunities, or incentives to attract and retain top talent. This has resulted in high turnover rates in some highly demanded roles and a demotivated workforce, further exacerbating the institution's challenges. If the situation continues, the university's reputation is at risk, as it struggles to offer a world-class educational experience and maintain its standing in the global academic community. Opportunities to develop and demonstrate financial acumen competency can arise in various contexts and activities. The fast-changing landscape of technology, such as AI in business management, requires leaders to seize opportunities to transform or venture into new markets for the organisation to sustain and move forward. As part of the university's top management, how would you address this challenging situation to contribute to the university's financial sustainability?	
Rating	• **Exceptional:** Demonstrates a deep understanding of the university's financial challenges and anticipates future constraints. Develops and communicates an innovative, strategic plan to optimise resources and secure sustainable revenue streams. Implements proactive, transformative actions that significantly improve facilities, attract top talent, and enhance the university's global standing.	

- **Proficient:**

  Thoroughly analyses financial constraints, developing a clear, practical strategy to address current and future needs. Communicates effectively with stakeholders, aligning them with the financial plan. Implements strategic initiatives that effectively manage resources and improve conditions, though some actions may lack full innovation or comprehensive impact.

- **Average:**

  Provides a basic analysis of the financial issues, recognising the need for improved resource management but lacking depth in strategy. Communication is clear but lacks persuasive power to fully engage stakeholders. Implements reactive measures that lead to moderate improvements in facilities and talent management, with limited long-term impact.

- **Unsatisfactory:**

  Fails to fully grasp the complexity of the financial challenges, missing key issues in the analysis. Communication is unclear and fails to gain stakeholder buy-in. Implements insufficient actions that do not address core financial problems, resulting in continued poor facilities, demotivated staff, and a decline in the university's competitive position.

Rubrics of Case Study #11				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Demonstrates a deep understanding of financial challenges; anticipates future impacts and integrates strategic financial planning.	Thoroughly analyses financial constraints, developing clear strategies to address current issues.	Provides a basic analysis of financial issues, with limited strategic foresight.	Fails to understand the complexities of financial constraints, missing key issues.
COC	Persuasively communicates the financial strategy, aligning stakeholders with a shared vision for sustainability.	Communicates financial plans effectively, engaging stakeholders and aligning them with key objectives.	Communicates financial plans clearly but lacks depth in engaging stakeholders.	Communicates financial plans ineffectively, leading to confusion or disengagement among stakeholders.
COA	Proactively implements innovative financial solutions, optimising resources, securing new revenue streams, and ensuring long-term sustainability.	Takes reactive measures to manage finances, with moderate success in addressing the constraints and improving conditions.	Takes reactive measures to manage finances, with moderate success in addressing the constraints and improving conditions.	Implements inadequate or ineffective financial actions, exacerbating the financial problems and failing to improve the situation.

Case Study Title:	Promoting Government Agenda	Case Study #12
Competencies Assessed	**Impact and Influence: Strategic**	
Scenario	The government has introduced a nationwide campaign to promote national unity, which is seen by certain quarters as having a political agenda. The Ministry of Higher Education wants universities to embrace and organise discourses to promote this concept. As a public university which receives funding from the government, and knowing that not all academics would agree with the concept, how would you, as the Vice Chancellor, satisfy both the government's request and the sentiments of the academic community?	
Rating	• **Exceptional:** Decides to organise a series of inclusive and balanced discourses that promote national unity while respecting academic freedom and encouraging open dialogue. • **Proficient:** Agrees to organise events that align with the campaign but takes steps to ensure that the academic community's concerns are addressed. • **Average:** Decides to comply with the government's request by organising events that promote the campaign, with limited consideration of the academic community's concerns • **Unsatisfactory:** Chooses to fully endorse and promote the government's campaign without considering the concerns of the academic community.	

Rubrics of Case Study #12				
Criteria	**Exceptional**	**Proficient**	**Average**	**Unsatisfactory**
COT	Appreciates the importance of upholding both the university's commitment to national priorities and its role as a platform for diverse viewpoints.	Comprehends the need to comply with the government's request due to funding and national responsibility while also recognising the importance of maintaining academic freedom.	Provides a reasonable explanation for complying with the government directive, primarily focusing on the university's need for funding and its role in promoting national unity.	Focuses solely on compliance with the government's request, possibly emphasising the importance of securing funding without addressing the potential impact on academic freedom or the diversity of viewpoints.
COC	Communicates the plan and rationale clearly, confidently, and persuasively, making it easy for all stakeholders to understand the approach and its benefits.	Communicates the decision and plan effectively, with clear and logical reasoning, though it may not be as compelling or comprehensive.	Response is clear and understandable but may lack depth or a comprehensive approach to addressing both the government's and the academic community's needs.	Response may be unclear, overly simplistic, or fail to acknowledge the complexity of the situation, making it less effective in communicating a balanced approach.
COA	Hosting open forums, debates, and discussions where various perspectives on the campaign can be explored, ensuring the representation of diverse viewpoints, and engaging others in designing and participating in these events, fostering a sense of ownership and inclusivity.	Organising discussions and seminars on national unity that include multiple perspective, ensuring that these events are framed as academic explorations rather than endorsements of a political agenda.	Organising events that promote the campaign, but with minimal effort to include diverse viewpoints or address concerns about academic freedom, without a strong framework for balanced discourse.	Organising events that promote the campaign, with little to no opportunity for critical discussion or alternative perspectives, ignoring or downplaying the concerns of those who may disagree with the campaign.

Case Study Title:	Conflicted Sentiment	Case Study #13
Competencies Assessed	Initiative and Proactive Behaviour: Crisis Management	
Scenario	Berzeit University in Palestine has issued a statement calling upon international academic institutions to take concrete action to stop the genocidal war on the Palestinian people and to end Israeli settler colonialism. As a leader of an international higher education institution, how would you respond to such a call, considering that it might affect funding of research grants by agencies or institutions that do not share your sentiments on the 'conflict' in the Middle East?	
Rating	**Exceptional:** Issues a carefully balanced statement that expresses concern for human rights and the importance of peace, with a commitment to fostering global understanding and academic freedom. **Proficient:** Issues a statement of concern that supports the call for action in principle, emphasising the importance of human rights and academic freedom. **Average:** Either issues a vague or neutral statement or does not issue a statement at all, focusing on avoiding potential conflicts or financial risks. **Unsatisfactory:** Endorses the statement without considering the potential risks or avoids addressing the issue entirely, focusing solely on protecting funding.	

Rubrics of Case Study #13				
Criteria	**Exceptional**	**Proficient**	**Average**	**Unsatisfactory**
COT	Appreciates the need to uphold values of human rights, justice, and academic freedom while being mindful of the potential impact on funding and relationships with international partners.	Understands the need to express solidarity with human rights issues while also being mindful of the potential consequences for funding and partnerships.	Takes a cautious approach, primarily focusing on the potential impact on funding and partnerships, emphasising the university's need to remain neutral in political conflicts.	Lack of understanding of the complexities involved or focusing solely on financial considerations, not considering the potential consequences, or avoid the issue altogether.
COC	Communicates the decision and rationale with clarity, confidence, and sensitivity, ensuring that all stakeholders understand the institution's value.	Communicates the decision effectively, with clear and logical reasoning, but may not be as nuanced or comprehensive as an exceptional response.	Response is clear and understandable but may lack depth or a comprehensive approach to addressing both the ethical considerations and practical challenges.	Response may be unclear, poorly organised, or overly focused on a single aspect of the situation, making it less effective in conveying a well-rounded approach.
COA	Organising academic forums, discussions and research initiatives focused on peace, conflict resolution, and international law, while seeking alternative funding sources to mitigate potential financial risks.	Hosting discussions and academic panels, exploring alternative funding avenues, and preparing for possible financial repercussions.	Minimising the university's involvement in the issue to avoid potential backlash or financial consequences, possibly organising low-key events in a more general or academic context.	Endorsing the statement in a way that could alienate important partners or funders without providing a strategy to mitigate the risk, or ignoring the issue entirely, thereby missing an opportunity to demonstrate leadership and uphold the institution's values.

Case Study Title:	Quality Management System Certification	Case Study #14
Competencies Assessed	Initiative and Proactive Behaviour: Process and Planning	
Overview	The certification of the Quality Management System at your university has been suspended. Maintaining Quality Management System certification in academic activities is crucial to ensure accreditation. Currently, it has become increasingly challenging due to a lack of commitment by staff, outdated processes, non-compliance with required quality elements, and planning deficiencies. The university's current approach to quality management lacks staff commitment, resulting in missed deadlines, insufficient documentation, and reactive rather than strategic responses to compliance issues. There has been no comprehensive action to address the major problem, nor a plan that includes updating processes, enhancing documentation practices, and implementing a proactive monitoring system. Additionally, there has been no communication with all relevant stakeholders, including staff, to ensure they understand the importance of the Quality Management System and their roles in maintaining certification. As the university's top management, how would you address this challenging situation?	
Rating	• **Exceptional:** Demonstrates a deep understanding of the Quality Management System issues and the seriousness of the situation. Develops a strategic, innovative action plan that integrates everyone for a comprehensive process update and communicates a compelling vision to engage all stakeholders effectively. Implements changes proactively, ensuring thorough documentation and adherence to standards, inspiring commitment and transformation to achieve the target. • **Proficient:** Provides a thorough analysis of the certification issues and develops a clear, structured plan for improvement. Communicates this plan effectively to stakeholders, ensuring understanding and support. Implements strategic updates and enhancements to processes and documentation, though some aspects may lack depth or detail in execution.	

	- **Average:** Offers a basic analysis of the Quality Management System issues, with clear but superficial communication about the need for action. Reactively addresses the problem with limited updates and documentation improvements. Stakeholder engagement is minimal, resulting in insufficient buy-in and incomplete resolution of certification challenges. - **Unsatisfactory:** Fails to adequately understand or address the complexities of the certification issues. Communication is unclear and ineffective, leaving stakeholders uninformed. The implementation of changes is inadequate, neglecting essential updates and failing to address the root causes of the certification suspension, resulting in continued non-compliance.

Rubrics of Case Study #14				
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Demonstrates a profound understanding of the Quality Management System issues, identifies all complexities, and devises innovative, strategic solutions for improvement.	Thoroughly analyses the suspension issues, identifies key areas for improvement, and develops a clear, structured plan for addressing deficiencies.	Provides a basic analysis of the certification issues but lacks depth in understanding the complexities involved in addressing them.	Fails to understand the complexities of the certification issues, missing key problems and necessary improvements.
COC	Articulates a compelling vision for certification maintenance, ensuring all stakeholders are aligned and motivated to support the changes process.	Communicates the plan and its importance clearly to stakeholders, ensuring their understanding and support for the proposed changes.	Communicates the need for action clearly but does not fully address the significance of the Quality Management System or engage stakeholders effectively.	Communication is ineffective and unclear, failing to convey the importance of the Quality Management System or engage stakeholders.
COA	Implements a comprehensive and proactive action plan, including process updates and documentation improvements, effectively engaging staff and ensuring adherence to quality standards.	Executes the action plan with strategic focus, addresses process updates, and enhances documentation practices, although some aspects may lack depth or detail.	Takes reactive steps to address the problem, with limited implementation of necessary updates and weak stakeholder buy-in.	Implements inadequate changes that do not address the certification issues or improve processes effectively, neglecting essential aspects of quality management.

Case Study Title:	Declining Enrolment of International Students	Case Study #15
Competencies Assessed	**Initiative and Proactive Behaviour: Strategic Thinking**	
Scenario	Following the COVID-19 pandemic, the university has experienced a significant decline in international student admissions, further exacerbated by ongoing visa processing delays and travel restrictions. This decline has not only affected the university's financial health but also its reputation as a global education hub. As the newly appointed Vice President of International Affairs, you are tasked with reversing this trend and restoring the university's standing in the global academic community. Explain how you would approach this situation strategically, outlining the proactive measures you would take to address both the immediate decline and anticipate future challenges.	
Rating	• **Exceptional:** Exemplifies insightful thinking and generates innovative, proactive strategies using persuasive communication. Actions are consistently aligned with reversing the decline in international student admissions, effectively positioning the university for future growth. • **Proficient:** Demonstrates clear and well-structured thinking, effectively communicating a strategic plan that addresses both immediate and future challenges. Actions are well-directed and aligned with the goal of restoring the university's standing in the global academic community. • **Average:** Sometimes demonstrates clear thinking but lacks consistency and depth in planning and communication. Actions may address short-term issues but are not consistently aligned with long-term goals, hindering the university's ability to fully recover. • **Unsatisfactory:** Struggles to think and communicate clearly about the strategic approach needed to address declining admissions, leading to actions that are misaligned with the university's objectives and failing to reverse the trend.	

	Rubrics of Case Study #15			
Criteria	Exceptional	Proficient	Average	Unsatisfactory
COT	Exemplifies insightful thinking by identifying key issues and anticipating future challenges; generates innovative ideas that clearly address the immediate decline and long-term sustainability of international student admissions.	Consistently identifies key issues and demonstrates a clear understanding of the problems; ideas are well-structured and aligned with reversing the trend and restoring the university's standing.	Sometimes identifies key issues but lacks depth or coherence; understanding of the problems and necessary actions is superficial or incomplete.	Struggles to identify key issues related to the decline in international student admissions; lacks clear understanding of the problems and needed actions.
COC	Exemplifies persuasive communication; clearly conveys complex strategies in an understandable manner; engages stakeholders effectively by presenting a compelling and comprehensive plan that addresses current and future challenges.	Consistently communicates the strategic approach clearly and effectively; conveys a well-structured and logical plan that addresses both immediate and long-term goals.	Occasionally communicates the strategic approach with some clarity but lacks consistency or precision; may require additional information to be fully understood.	Communication of the strategic approach is often unclear or confusing; fails to convey a coherent plan or rationale for proposed actions.
COA	Exemplifies decisive and proactive actions that align with strategic goals; demonstrates the ability to lead initiatives that not only address the current decline but also position the university for future growth and resilience.	Consistently proposes clear and well-directed actions that align with the goal of reversing the decline and restoring the university's standing; effectively balances immediate needs with long-term strategies.	Proposes some actions, but they lack consistency or alignment with overall strategic goals; may need refinement to effectively address both immediate and future challenges.	Actions proposed are vague, unfocused, or misaligned with reversing the decline in international student admissions; lacks a clear direction or strategy.

Case Study Title:	Implementation of Diversity, Equity, and Inclusiveness (DEI) Policy	Case Study # 16
Competencies Assessed	Achievement Orientation	
Scenario	There is an established policy on Diversity, Equity, and Inclusiveness (DEI) at your University. However, the practice and implementation of this policy have been inconsistent and inadequate. Despite the policy's presence, the university has yet to make significant strides in creating an inclusive environment. For instance, there has been no proactive recruitment of individuals with disabilities, and there are no clear criteria for assessing job fit or specific recruitment quotas for them. The lack of initiatives to actively promote and welcome disabled persons has resulted in their underrepresentation across the university. Moreover, the overall culture surrounding interactions with general workers also reflects a lack of inclusivity. The values and conduct expected in working collaboratively with all members of the university community, regardless of their position, are not consistently demonstrated. This has led to a division within the university community, where inclusivity is preached but not practiced. Having been with the university for some time as a senior staff member, and you feel it is important to address this issue. How would you go about creating a truly inclusive ecosystem that aligns with the university's DEI policy, ensuring it is not only a policy on paper but a reality in practice?	
Rating	• **Exceptional:** Demonstrates a profound understanding of the gaps in DEI policy implementation. Proactively develops and communicates a strategic, innovative plan that fosters inclusivity, involving all stakeholders. Builds strong, diverse networks and implements transformative initiatives that significantly enhance the university's inclusiveness, ensuring the DEI policy is fully realised and impactful. • **Proficient:** Thoroughly analyses the inconsistencies in DEI practices, creating a clear and effective plan to address these issues. Engages with key stakeholders and effectively communicates the importance of inclusivity. Implements strategic initiatives that improve inclusivity and diversity within the university, though some areas may lack complete stakeholder engagement or innovative approaches.	

- **Average:**
  Provides a basic analysis of the DEI issues, recognising the need for improvement but lacking depth in approach. Communication is clear but not persuasive enough to drive significant change. Takes reactive steps to address inclusivity, with limited success in fully implementing the DEI policy, resulting in only moderate improvements in creating a truly inclusive environment.
- **Unsatisfactory:**
  Fails to fully grasp the complexities of the DEI challenges within the university. Communication is unclear and ineffective, leading to minimal engagement from stakeholders. Implements inadequate and poorly planned actions, resulting in continued gaps in policy implementation and a lack of meaningful progress toward a more inclusive University environment.

	Rubrics of Case Study #16			
Criteria	**Exceptional**	**Proficient**	**Average**	**Unsatisfactory**
COT	Exhibits a deep understanding of the underlying issues in non-inclusive practices. Identifies and comprehensively assesses the gaps between the policy and its implementation. Foresees potential challenges in fostering inclusivity and proactively develops strategies to address them.	Thoroughly analyses the current non-inclusive environment, identifying key areas where the DEI policy is not being effectively implemented. Develops a clear, structured plan to address these gaps and promote inclusivity.	Recognises the need for inclusivity and identifies some issues with current practices but lacks a deep understanding. Develops a basic plan to promote inclusivity, but it may lack depth and fail to address all key areas.	Fails to fully understand or acknowledge the complexities of non-inclusivity. Lacks insight into the gaps between the DEI policy and its implementation, resulting in an inadequate or misguided approach.
COC	Communicates a compelling and inclusive vision to all stakeholders,	Communicates effectively with stakeholders, articulating the	Communicates the importance of DEI, but messages may lack persuasive	Communication is ineffective, unclear, or fails to convey the importance of

	ensuring the importance of DEI is clearly understood. Demonstrates empathy, actively listens to concerns, and addresses them with clarity. Builds strong, trust-based relationships across diverse groups.	need for a more inclusive culture and the steps needed to achieve it. Builds solid relationships with key groups but may not fully engage all stakeholders.	power or fail to reach all stakeholders. Builds relationships primarily with those who are already supportive of DEI, missing opportunities to engage broader groups.	inclusivity. Stakeholders remain disengaged or unaware of DEI initiatives, leading to a lack of support and continued non-inclusive practices.
COA	Leads by example, initiating and executing innovative, strategic actions that transform the university culture. Proactively engages in relationship-building, ensuring all community members feel valued and included. Implements programs that significantly enhance inclusivity, leading to measurable improvements in diversity representation and workplace culture.	Takes decisive action to address inclusivity gaps, implementing strategic initiatives that encourage greater diversity and inclusiveness. While effective, the actions may lack full innovation or fail to engage the entire community, resulting in notable but not transformative improvements.	Takes reactive steps to address inclusivity issues, resulting in limited success. Actions may be piecemeal or lack strategic focus, leading to only moderate improvements in the university's inclusivity efforts.	Implements insufficient or misguided actions that do not address the core issues of inclusivity. Fails to build necessary relationships or foster a collaborative environment, resulting in ongoing division and missed opportunities to create a truly inclusive university culture.

To be a leader of value,
you must care about the
success of everyone in
your team

RASULULLAH SAW SAID,

"EACH ONE OF YOU IS A LEADERS AND YOU WILL BE ASKED ABOUT YOUR RESPONSIBILITIES"