

## Tuning Workshop on:

### “Outcome-based learning: the Assessment of Learning Outcomes”

Wednesday, 12, June 2013, Crystal Room 3-4, Century Park Hotel, Bangkok

## Competence: Leadership (1)

### Key Questions:

- 1- What is the context?- Location and importance in Degree Profile.
- 2- What volume of learning and student’s time?- Level of importance
- 3- Which learning outcomes? Which indicators?
- 4- Where will they be assessed?
- 5- The group’s indicator: Level one, level two, level three
- 6- How each indicator will be developed?
- 7- How will it be assessed?

### Guidelines, Outcomes and Timing

- a) Introduction- Location and importance Q1- Timing 10 minutes
- b) Definition-(Re-definition of competence)and analysis of all the indicators (not each level) Timing: 20 minutes
- c) Deepening own indicator: check with profile and progression levels. Timing: 20 mins.
- d) How will it be developed (main activities)
- e) Where will it be assessed- Matrix- year- module- level Timing: 5 minutes
- f) How will it be assessed? At first level, Second level and Third level. Which activity or context?. Timing: 30 minutes
- g) Other comments?

The groups should 5 groups of 8 people

Each should follow an indicator through the different levels (one two and three)

1. *Level one : Taking initiatives and communicating them with conviction and integrity, stimulating others,*
2. *Level two: Conveying confidence and moving others to action*
3. *Level three: Exercising influence in own surroundings to achieve desired objectives*

### *Effective Communication:*

Level one: Communicating initiatives clearly

Level two: Clearly conveying thoughts and motivating others to action

Level three: Communicating decisions with conviction to achieve group objectives

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## Competence: Leadership (2)

### Key Questions:

- 8- What is the context?- Location and importance in Degree Profile.
- 9- What volume of learning and student’s time?- Level of importance
- 10- Which learning outcomes? Which indicators?
- 11- Where will they be assessed?
- 12- The group’s indicator: Level one, level two, level three
- 13- How each indicator will be developed?
- 14- How will it be assessed?

### Guidelines, Outcomes and Timing

- h) Introduction- Location and importance Q1- Timing 10 minutes
- i) Definition-(Re-definition of competence)and analysis of all the indicators (not each level) Timing: 20 minutes
- j) Deepening own indicator: check with profile and progression levels. Timing: 20 minutes.
- k) How will it be developed (main activities)
- l) Where will it be assessed- Matrix- year- module- level Timing: 5 minutes
- m) How will it be assessed? At first level, Second level and Third level. Which activity or context?. Timing: 30 minutes
- n) Other comments?

The groups should 5 groups of 8 people

Each should follow an indicator through the different levels (one two and three)

4. *Level one : Taking initiatives and communicating them with conviction and integrity, stimulating others,*
5. *Level two: Conveying confidence and moving others to action*
6. *Level three: Exercising influence in own surroundings to achieve desired objectives*

### Personal Consistency

Level one: Maintaining consistency between what one says and does

Level two: His/her consistency gains support of others

Level three: Demanding the same thing from self as from others to achieve objectives

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## Competence: Leadership (3)

### Key Questions:

- 15- What is the context?- Location and importance in Degree Profile.
- 16- What volume of learning and student’s time?- Level of importance
- 17- Which learning outcomes? Which indicators?
- 18- Where will they be assessed?
- 19- The group’s indicator: Level one, level two, level three
- 20- How each indicator will be developed?
- 21- How will it be assessed?

### Guidelines, Outcomes and Timing

- o) Introduction- Location and importance Q1- Timing 10 minutes
- p) Definition-(Re-definition of competence)and analysis of all the indicators (not each level) Timing: 20 minutes
- q) Deepening own indicator: check with profile and progression levels. Timing: 20 minutes.
- r) How will it be developed (main activities)
- s) Where will it be assessed- Matrix- year- module- level Timing: 5 minutes
- t) How will it be assessed? At first level, Second level and Third level. Which activity or context?. Timing: 30 minutes
- u) Other comments?

The groups should 5 groups of 8 people

Each should follow an indicator through the different levels (one two and three)

7. *Level one : Taking initiatives and communicating them with conviction and integrity, stimulating others,*
8. *Level two: Conveying confidence and moving others to action*
9. *Level three: Exercising influence in own surroundings to achieve desired objectives*

### Delegation. Empowerment

Level one: Delegating, distributing work in balanced way

Level two: Sharing responsibilities to motivate others

Level three: Delegating in order to achieve targeted objectives

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## Competence: Leadership (4)

### Key Questions:

- 22- What is the context?- Location and importance in Degree Profile.
- 23- What volume of learning and student’s time?- Level of importance
- 24- Which learning outcomes? Which indicators?
- 25- Where will they be assessed?
- 26- The group’s indicator: Level one, level two, level three
- 27- How each indicator will be developed?
- 28- How will it be assessed?

### Guidelines, Outcomes and Timing

- v) Introduction- Location and importance Q1- Timing 10 minutes
- w) Definition-(Re-definition of competence)and analysis of all the indicators (not each level) Timing: 20 minutes
- x) Deepening own indicator: check with profile and progression levels. Timing: 20 minutes.
- y) How will it be developed (main activities)
- z) Where will it be assessed- Matrix- year- module- level Timing: 5 minutes
- aa) How will it be assessed? At first level, Second level and Third level. Which activity or context?. Timing: 30 minutes
- bb) Other comments?

The groups should 5 groups of 8 people

Each should follow an indicator through the different levels (one two and three)

- 10. *Level one : Taking initiatives and communicating them with conviction and integrity, stimulating others,*
- 11. *Level two: Conveying confidence and moving others to action*
- 12. *Level three: Exercising influence in own surroundings to achieve desired objectives*

### Promoting Creativity

Level one: Stimulating others to think, promoting creativity

Level two: Stimulating others to produce ideas for improvement

Level three: Making others think of attaining ambitious objectives

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## Competence: Leadership (5)

### Key Questions:

- 29- What is the context?- Location and importance in Degree Profile.
- 30- What volume of learning and student’s time?- Level of importance
- 31- Which learning outcomes? Which indicators?
- 32- Where will they be assessed?
- 33- The group’s indicator: Level one, level two, level three
- 34- How each indicator will be developed?
- 35- How will it be assessed?

### Guidelines, Outcomes and Timing

- cc) Introduction- Location and importance Q1- Timing 10 minutes
- dd) Definition-(Re-definition of competence)and analysis of all the indicators (not each level) Timing: 20 minutes
- ee) Deepening own indicator: check with profile and progression levels. Timing: 20 minutes.
- ff) How will it be developed (main activities)
- gg) Where will it be assessed- Matrix- year- module- level Timing: 5 minutes
- hh) How will it be assessed? At first level, Second level and Third level. Which activity or context?. Timing: 30 minutes
- ii) Other comments?

The groups should 5 groups of 8 people

Each should follow an indicator through the different levels (one two and three)

- 13. *Level one : Taking initiatives and communicating them with conviction and integrity, stimulating others,*
- 14. *Level two: Conveying confidence and moving others to action*
- 15. *Level three: Exercising influence in own surroundings to achieve desired objectives*

### Recognition

Level one: Appropriately expressing recognition for things well done

Level two: Moving others to action through recognition of merit

Level three: Recognising the contributions of others in attaining objectives