A Process-Driven Approach to Leadership Development: Competency-Based Learning

Tan Lay Lay, Tracy and Tan Sia Hui,
Saint Joseph’s Institution
Singapore
ABSTRACT
It has long been accepted by many educators that the conception of giftedness is a multifaceted one. Research literature largely agrees that leadership is closely aligned with intelligence. The widely used Federal definition of giftedness also recognizes children who “possess unusual leadership capacity” (U.S. Department of Education, 1993, p. 3) as gifted. The importance of leadership development in gifted education has also been reiterated in the vision statement of the Singapore Gifted Education Programme which emphasizes the critical need to prepare gifted youths for responsible leadership and service to country and society. However, leadership development remains an abstract concept that is often ignored in school curricula (Karnes & Stephens, 1999). While the skills and concepts of leadership had been infused into the existing curriculum in varying degrees in many schools, most still do not accord leadership development with the same importance as core academic subjects. In fact, the implementation of a structured leadership development framework remains ambiguous and teachers often do not receive proper training in leadership skills development. Consequently, students are given limited opportunities to develop their potential (Bisland, 2004).

This paper reviews how leadership talent is defined, identified and developed within the military context using the leadership development framework adopted by the Singapore Armed Forces-Officer Cadet School (SAF-OCS). Data is collected from three main sources, namely the various leadership training schools in the SAF, published research literature on leadership including military journals, and interviews with key SAF personnel. The strengths, limitations and challenges to leadership talent development within the SAF context will also be discussed. Using a progressive and structured approach towards leadership development, OCS has achieved a proven track record in producing capable and resilient officers who are grounded in values and are eager to make a difference. Such qualities are what our young leaders should demonstrate after their secondary school education. Given the narrow age gap between the OCS cadets and the secondary school boys, both would be likely to have similar life experiences which evolve into comparable levels of maturity. This leads us to conclude that the SAF-OCS leadership development framework is an appropriate model to be adapted to a secondary boys school, specifically St Joseph’s Institution (SJI).

INTRODUCTION
Intelligence is not a unitary concept. Rather, there are many kinds of intelligences and therefore a single definitions cannot be used to explain this complicated concept (Renzulli, 1998). It is widely accepted by many researchers that leadership is closely associated with intelligence. For example, Hollingworth (1939) observed that “No one has ever advocated stupidity as a qualification for a leader.” According to the United States Department of Education’s (1993) National Excellence: A Case for Developing America’s Talent report, giftedness includes:

Children and youth with outstanding talent performance or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience or environment. These children and youth exhibit high performance capacity in intellectual, creative, and/or artistic areas, and unusual leadership capacity, or excel in specific academic fields. (p. 19)
The importance of leadership development in gifted education has also been reiterated in the vision statement of the Singapore Gifted Education Programme which emphasizes the critical need to prepare gifted youths for responsible leadership and service to country and society.

Many schools have implemented leadership training as part of the Co-Curricular Activities (CCAs). Without a systematic and structured approach, most schools still do not adequately address the needs of student leadership development. Therefore it is possible that students with leadership talent may not have the opportunity to develop the skills necessary to realize their full potential as leaders (Bisland, 2004).

In this paper, the leadership development framework adopted by the Singapore Armed Forces-Officer Cadet School (SAF-OCS) will be reviewed and adapted to a secondary boys school, specifically St Joseph’s Institution (SJI).

THE SAF LEADERSHIP FRAMEWORK: SAF LEADERSHIP 24-7

The framework emphasizes that leadership training and development must always include two aspects – understanding of the leadership context and the four domains of leadership development, namely, values, competencies, styles, and the self. Along with the three aspects of the leadership context (i.e. mission and purpose, operating environment and desired outcomes), the framework identifies a total of seven components that must be covered as part of the SAF’s total leadership development system (Figure 1).

Figure 1.

“The SAF Leadership 24-7”: The SAF Leadership Framework

The circle and the triangle in Figure 1 provide a heuristic for thinking and talking about the meaning of leadership in the SAF:

- Triangle (‘building blocks’) refers to the hierarchy whereby values always form the basic foundation, upon which competencies and a full range of styles are best employed in leadership.
Circle (‘Leadership Context’) refers to the three aspects of the leadership context that shapes the specific contents of the framework. The three aspects are a good understanding of the SAF’s mission and purpose, the operating environment and the desired outcomes.

The Circle and the Triangle spell-out the scope of concerns of the leadership development system in the SAF.

IDENTIFICATION OF LEADERSHIP TALENT
SAF’S DEFINITION OF LEADERSHIP TALENT
The SAF recognizes that leadership talent is multifaceted and no single criterion can be used to determine the construct of leadership talent. Good leaders are identified as those who demonstrate the four key dimensions of Leadership Potential, Mental Ability, Military Aptitude and Character and Values. Leadership Potential is defined as the ability to influence and motivate others to accomplish a mission willingly while Mental Ability refers to the ability to take in information, make sense of it and produce solutions. Military Aptitude is good basic soldiering knowledge, skills and ability. Finally, Character and Values are the attitude and qualities essential to being a good soldier and commander.

SELECTION OF CADETS WITH LEADERSHIP POTENTIAL
The OCS is committed to train selected young men and women to be officers. By instilling the values and qualities of good leadership as well as the skills and knowledge that make an officer, OCS prepare cadets to be professional military commanders of the highest breed in the Armed Forces. There are 3 routes for a cadet to be selected for OCS training.

FIRST ENTRY POINT
Prior to enlistment, all male youths will undergo a screening process to assess their Mental Ability. Two instruments are used to measure this: Educational Performance (i.e. GCE ‘A’ Levels and Polytechnic Diploma results) and Manpower Aptitude Assessment System (MAPAS). MAPAS is a computer-based test to measure one’s reasoning ability.

Health screening is conducted for all recruits to ascertain their Physical Employment Status (PES). Short-listed PES A or B recruits will be placed into a 9-week direct Basic Military Training (BMT) or a 16-week obese BMT depending on their fitness level. Recruits in the former category who did not achieve a minimum Silver Award in their latest National Physical Fitness Award (NAPFA) will be required to attend a 4-week Physical Training Phase (PTP).

During BMT, cadets will be further assessed in terms of their Leadership Potential, Military Aptitude and Character and Values.

Two instruments are used to assess cadets’ Leadership Potential: Performance during situational tests and peer appraisal at the end of the BMT. Performance during situational tests is evaluated by the Company instructor and Independent External Assessors using a standardized rubric. The areas of assessment include:
• Ability to plan
• Effective implementation of plan
• Ability to organize and move team to execute plan willingly
• Ability to withstand and manage stress as a leader
• Team orientation

Cadets’ performance during different training modules in BMT is used to assess their Military Aptitude. BMT Course instructors rate cadets’ competency in basic soldiering knowledge, skills and abilities by means of a standardized competency-based rating scale and interviews.

The SAF recognizes that the bedrock of SAF leadership is a strong foundation of Character and Values. It is in the strong set of values that SAF leaders derive their moral strength for influencing SAF soldiers. The Platoon Commander in consultation with Platoon Sergeants and Section Commanders evaluates cadets’ attitudes and behaviours during daily BMT training. The areas of assessment include:
• Attitude towards National Service
• Turnout and Bearing
• Responsibility
• Physical and Mental Endurance
• Stress Management
• Discipline
• Team Co-operation
• Confidence

SECOND ENTRY POINT
Specialists who are not selected for OCS after BMT will be given a second opportunity when they have completed their School of Infantry Specialists (SISPEC) Course and Basic Section Leader Course (BSLC). Specialists who express the interest for OCS training may nominate themselves. The entry criteria based on the four said dimensions of leadership talents are modified to take into consideration their performance during SISPEC and BSLC. In addition, full time National Servicemen must have a minimum of six months of service left after graduation from OCS.

THIRD ENTRY POINT
Specialists (Full time National Servicemen and Regulars) will be given the third opportunity under the OCS Cross-Over Scheme. Specialists who express the interest for OCS training may nominate themselves. The entry criteria based on the four said dimensions of leadership talents are modified to take into consideration their past performance in their units and on the job training courses. In addition, full time National Servicemen must have a minimum of six months of service left after graduation from OCS while Regulars must be 26 years old or younger at the start of their OCS training.
Figure 2 illustrates the flow chart for managing entry into OCS.

**Figure 2**

Flow Chart for managing entry into OCS

**First Screening:**
Identify recruits with Officer potential
- Education Performance
- MAPAS test

Yes

Meet the criteria?

No

Modified BMT

**Direct BMT/Obese BMT**

Yes

**1st Entry Point: Performance during BMT**
Select cadets for OCS Training
- Situational Test Performance
- BMT Performance
- Officer Appraisal
- Peer Appraisal

Yes

OCS

Meet the criteria?

No

Units: Specialist training

BSLC

**2nd Entry Point: Performance after BSLC**
Cadets self nominate for OCS Training
- BSLC Performance
- Performance in Units
- Officer Appraisal

Yes

Meet the criteria?

No

Not eligible for OCS

END

**3rd Entry Point: Subsequent Performance in units**
Cadets self nominate for OCS Training
- Performance in other training courses
- Performance in Units
- Officer Appraisal
- Peer Appraisal

Yes

Meet the criteria?

No

Not eligible for OCS

END
EVALUATION OF OCS LEADERSHIP TALENT SELECTION

STRENGTHS

In general, the selection criteria are clear, fair and supported by a sound rationale. There are four key strengths.

Firstly, SAF adopts a clearly defined but broadened conception of leadership talent (Callahan, 1993). Leadership talent is multidimensional and is observable from four key clusters of traits. The four key clusters of traits are Leadership Potential, Mental Ability, Military Aptitude and Character and Values.

Secondly, SAF also recognizes multiple manifestations of leadership talent and avoids using a single test measure or score as sole criteria for identification. Both objective and subjective measures are used in the process of data collection. Supporting data from multiple sources is gathered to craft a rich profile of cadets’ performance and ability. Objective measures include computer-based cognitive tests, BMT course performance and educational achievements while subjective measures include behaviour ratings by peers and officers, nominations (officer and self) and authentic task assessments. This is aligned with the identification standards adopted by the National Association for Gifted Children (NAGC) and is also a practise widely supported by many educators. As Sternberg (2003) has observed, giftedness cannot be captured by a single number. Unless multiple sources of giftedness are examined, we risk missing identification of a large number of gifted individuals.

Thirdly, SAF assesses the leadership construct under consideration using reliable instruments. For example, the assessment of cadets’ performance is conducted across multiple contexts including normal training modules, high-stress mission-based field camps and day-to-day routines. Assessment is done using standardized rubrics. All these measures improve test-retest reliability. In addition, the assessment data is also collected from multiple independent sources such as external assessors, peers and instructors. This means that inter-rater biases are minimized.

Finally, the selection of eligible cadets is flexible and allows for multiple entry points into OCS. A cadet who is not selected for OCS training after BMT has two other windows of opportunity to improve his performance and to nominate himself for OCS training. Such a continual referral process reduces the need for painful, hard-and-fast decisions and “cast a wide net” (Renzulli & Reis, 1997).

LIMITATIONS

Like any other organization, SAF also faces constraints in manpower deployment. There are both ceiling and floor limits on the number of cadets eligible for OCS training. Due to limited training resources at OCS, the number of cadets sent for OCS training from each cohort must be within manageable limits. At the same time, SAF also depends on OCS to supply a minimum number of trained officers to fill its key appointments. Therefore the selection standards for each cohort may vary from year to year.
TRAINING AND DEVELOPMENT OF LEADERSHIP

The curriculum implemented for officer cadet training focuses on leadership proficiency with an emphasis on the SAF Core Values. The three pillars of training in the curriculum include:

(a) **FITNESS TRAINING**

Training in OCS must be tough and realistic to meet training standards and hence prepare the officer cadets for the battlefield. As physical fitness is a basic requirement of a combat soldier and is distinct from leadership training, its strengths and limitations will not be reviewed in this paper.

(b) **LEADERSHIP TRAINING**

OCS adopted a structured approach to leadership training using the Knowledge-Abilities-Qualities (KAQ) Model of leadership covering five main areas. The five main areas are Operation Military Knowledge, Military Technology, National Education and Military History, Leadership Development and Values Inculcation.

‘Knowledge’ refers to the vocational knowledge and skills such as a thorough knowledge of the weapon system and an understanding of the geo-political operating environment.

‘Abilities’ refers to the 5 competencies and 14 skills described in figure 3.

‘Qualities’ refers to the 12 key qualities of a good leader. The 12 qualities are initiative, sound judgment, physical fitness, approachability, stability under stress, self-confidence, fairness, openness in ideas, responsibilities, courage, dedication and flexibility.

The KAQ approach to training focuses on behavioural role modeling that emphasizes rigid, rote learning. Therefore it is unlikely to promote the development of flexible and adaptive behaviours deemed necessary by the SAF. The SAF Leadership Competency Model (LCM) was then developed to operationalize the KAQ approach. The LCM comprises five competency domains, of which four are ‘core competencies’ that directly affect leadership performance on the job, and the fifth competency domain is a ‘personal meta-competency’ required for leader adaptability and growth (Figure 3).
Figure 3: SAF Leadership Competencies and Skills

<table>
<thead>
<tr>
<th>Competencies</th>
<th>‘Core Competencies’ (For Leader Performance)</th>
<th>‘Meta-Competency’ (For Growth/Adaptability)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Thinking</td>
<td>Social</td>
<td>Mission</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Communicating to influence</td>
<td>Planning</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td>Interpersonal Effectiveness</td>
<td>Decision Making</td>
</tr>
<tr>
<td>Ethical Reasoning</td>
<td>Execution</td>
<td>Improving Organization</td>
</tr>
</tbody>
</table>

The SAF takes a process-driven view of leadership:

“Leadership is defined as a process of influencing people to accomplish the mission, inspiring their commitment and improving the organization.” (p. 2, SAF Leadership Development Doctrine Directive 02/2004)

SAF focuses on developing the leader as well as the knowledge and content he should posses. Of the 14 skills in the LCM, 6 skills were analyzed and translated into 10 Competency Based Learning Requirements (CBLR) (see Figure 4). The CBLRs are then integrated into the existing Operation Military Knowledge lessons to support the development of leadership skills in their appropriate military context. Such a competency based learning method creates experiential learning as espoused by Kolb (1983). A rubric was then developed for each CBLR as an instrument of assessment. The process of leadership development is summarized in Figure 5.

Figure 4: Ten CBLRs infused into OCS training

<table>
<thead>
<tr>
<th>Competency</th>
<th>Skills</th>
<th>CBLRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Thinking</td>
<td>Critical Thinking</td>
<td>• Analyses the mission&lt;br&gt;• Develops courses of action</td>
</tr>
<tr>
<td>Social</td>
<td>Communicating to influence</td>
<td>• Communicate thoughts and ideas effectively, clearly and concisely</td>
</tr>
<tr>
<td>Mission</td>
<td>Planning&lt;br&gt;Decision Making&lt;br&gt;Execution</td>
<td>• Assigns tasks, organizes and prioritizes work&lt;br&gt;• Makes sound decisions in alignment with higher HQ’s intent&lt;br&gt;• Takes charge and executes tasks&lt;br&gt;• Adapts / adjusts plans and orders</td>
</tr>
<tr>
<td>Developmental</td>
<td>Developing Team</td>
<td>• Builds team cohesion and morale&lt;br&gt;• Motivates team members&lt;br&gt;• Resolves conflict</td>
</tr>
</tbody>
</table>

Figure 5: Process of SAF Leadership Development
COMPETENCIES IDENTIFIED

SKILLS IDENTIFIED

CBLRs IDENTIFIED (Observable Learning behaviours)

LESSON(S) IDENTIFIED

LEARNING ACTIVITIES IDENTIFIED (Experiential Learning occurs here)

ASSESSMENT (using rubrics)

5 Core Competencies
- Conceptual thinking
- Social
- Mission
- Developmental
- Self

14 Skills
- Critical Thinking
- Creative Thinking
- Ethical Reasoning
- Communicating to influence
- Interpersonal Effectiveness
- Planning
- Decision Making
- Execution
- Developing People
- Developing Team
- Improving Organization
- Self Awareness
- Self Management
- Personal Mastery
**ASSESSMENT SYSTEM**

All cadets are assessed on the main factors of Knowledge, Abilities and Qualities.

(a) **Knowledge:** theory tests and practical tests.

(b) **Abilities:** application of leadership skills during field exercises and administrative appointments. The instructors use the assessment rubric as a reference to observe and provide feedback to their trainees on their level of competency in meeting the CBLR. The feedback given to the trainee is recorded and tracked to monitor the development of the trainee over the designated training period; thereby allowing the instructors to effectively coach the trainees.

(c) **Qualities:** appraisals by peers and officers as well as interviews with platoon commanders and section instructors are used to assess if they display the 12 desired qualities of good leadership.

**EVALUATION OF OCS LEADERSHIP TALENT DEVELOPMENT**

**STRENGTHS**

There are 5 main strengths identified in the process of OCS Leadership Talent Development.

Firstly, the LCM uses a systematic approach to leadership training by providing the instructors a standardized structure to observe, provide feedback and coach the trainee, thereby helping the trainee acquire the desired behavioural skills (Ward, Byrnes and Overton, 1990).

Secondly, OCS recognizes that the development of leadership skills in their appropriate military context is important in helping to build a principle-based knowledge of the skill so that the trainee could learn to adapt and apply it across different contexts (Lewis & Jacobs, 1992; Baughman & Mumford, 1995). Therefore it provides clear learning objectives with clear meaningful context which is important in designing effective training (Tannenbaum & Yukl, 1992).

Thirdly, OCS acknowledges that the faculty’s ability to observe and provide feedback to their learners is a key variable in the successful implementation of LCM (Holliday, 2001). Hence all the faculty of OCS receives professional training on the art of coaching to enable them to be effective in engaging with their learners.

Fourthly, as part of the SAF Training Development (TD) Systems, OCS conducts a biannual review of the syllabus. Existing curricula will be improved to allow the infusion of other skills (Chapter 15, SAF Instructional Design Course Handbook, 2004). This ensures that the curriculum stays relevant in the face of the changing operating environment.

Last but not least, the Subject Matter Expert and Head of TD in OCS also conduct routine training visits with the instructors at the end of every training term to help them learn and improve their skills in providing feedback (Yukl, 2002). This improves the efficacy of learning for the instructors.
LIMITATIONS

The OCS training curricula adopts a one-size-fits-all approach. All cadets are randomly grouped into platoons regardless of their ability. They undergo the same training modules and are expected to be commissioned at the same time. There is no provision to allow for acceleration or enrichment for the more capable leaders. This approach is similar to the practice of grouping academically gifted children with their age peers without recognizing their need for more advanced content or a faster paced curriculum. Like their academically gifted counterparts, the more capable leaders would also experience frustration and boredom if the content and pace of the training curriculum do not match their ability (Kulik & Kulik, 1984).

The SAF recognizes that ‘personal meta-competency’ is required for leader adaptability and growth. In the light of SAF’s process-driven view of leadership, self awareness, self management and personal mastery should be complemented by training processes that strengthen the trainees’ personal commitment to improve themselves and grow as a leader. However, this meta-competency domain is absent from the OCS training curriculum.

The competency-based learning requirements which lay the foundation for lesson activities focus on observable learning behaviors which may be achieved by passive role-modeling. Emphasis should also focus on cadets’ understanding of the thinking behind the various competencies. For example, there is no measure to assess cadets’ control of the big picture. Can cadets see the connection between distinct competency requirements? In light of the likelihood of misconceptions, it may be more effective to design performance tasks that will best evoke such misunderstandings. Follow-up feedback sessions can provide cadets the opportunity to clarify and consolidate their understanding.

CHALLENGES

Today’s environment is marked by an accelerated pace of change, increasing interconnectivity and interdependence as well as growing diversity among stakeholders. This implies that an effective leader needs two key competencies: network intelligence and cultural intelligence. Network intelligence refers to the ability to detect and work with the structure of existing networks to form and sustain coalitional teams. Cultural intelligence refers to the ability to adapt effectively to the culture of different nations, organizations and professions. In striving to become an agile and adaptive military force, the SAF must cultivate in its leaders the capacity to network (both internally and externally) and to manage complex relationships arising from diverse cultural contexts.

There seems to be a conflict between Discipline (one of the seven SAF Core Values) and Conceptual Thinking (one of the five core competencies). A disciplined soldier obeys orders and executes assigned tasks in a timely and accurate manner. This is translated into a “fast-food culture” in the SAF, which short-circuits the thinking process. SAF leaders want quick results with minimal thinking - “no need to think, just do it” mentality. Such a culture may have contributed to a lackluster attitude towards a “Commitment to think” among SAF leaders (Lieutenant–Colonel Lim, 2007). SAF needs to focus its efforts on developing greater thinking proficiency in its leaders and shaping their mindset throughout the organization so that more “dare” to think.
The hierarchical military structure has enabled SAF to perform its primary role with efficiency and effectiveness. Yet the centralized leadership has also resulted in the absence of a systematic overview by the men to understand the importance of his role in contributing to a larger fighting force. The training curriculum should integrate cadets’ organizational awareness in terms of their understanding of current military issues, the SAF structure as well as the different sub-cultures that exist within the various SAF units. By having more formal and informal networking opportunities during leadership training courses, leaders can understand the ‘multiple identities’ nature of culture whereby everyone can simultaneously belong to different cultures with varying loyalties within the SAF. Such an approach will certainly help leaders from the three Armed Forces (Army, Navy and Air Force) to cooperate seamlessly and transform SAF into an effective, formidable and integrated fighting force.

ADAPTATION OF LEADERSHIP COMPETENCY MODEL WITHIN A SECONDARY BOYS SCHOOL CONTEXT (ST JOSEPH’S INSTITUTION)

The review of the SAF-OCS leadership development framework shows that the systematic and process-driven approach is fundamentally sound. The high leadership qualities demonstrated by officers bear testimony to the effective training process. Just as the OCS recruits youths from many diverse backgrounds and trains them into capable officers, SJI hopes to achieve the same degree of success by adapting their leadership model to groom her boys to become servant leaders. The focus of the leadership development will be centered upon the Lasallian values of Faith, Service and Community rather than national defence.

The circles and the triangle in Figure 6 provide a heuristic framework for leadership development and its implications in SJI:

Figure 6.

Together & By Association: The SJI Leadership Framework
• Vision & Mission
At the heart of the framework lies the vision and mission of SJI leadership development. Our vision is to groom eminent Lasallian leaders while our mission is to empower SJI leaders to be men of integrity and men for others.

• IQ, EQ & SQ
These three core competency domains with 10 skills (as shown in Figure 7) spell out the knowledge and abilities desired for Lasallian leadership in SJI.

Figure 7: SJI Leadership Competencies and Skills

<table>
<thead>
<tr>
<th>Competencies</th>
<th>IQ-Intelligence Quotient</th>
<th>EQ-Emotional Quotient</th>
<th>SQ-Spiritual Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Critical &amp; Creative</td>
<td>Effective Communication</td>
<td>Personal Mastery</td>
</tr>
<tr>
<td></td>
<td>thinking</td>
<td>Developing people</td>
<td>Ethical Reasoning</td>
</tr>
<tr>
<td></td>
<td>Cultural &amp; Network</td>
<td>Improving Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning</td>
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<tr>
<td></td>
<td>Decision-making</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Task Execution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Desired Outcomes
The desired outcomes of the SJI leadership development are servant leaders who lead and serve others especially the last, the lost and the least in society. Their action should be driven by the 3 Lasallian core values of Faith, Service and Community.

Faith refers to the belief in one’s ability and in the ability of others to learn and grow. It is the belief that God will bless one with the necessary gifts for one’s calling. Service is a response to Faith. It refers to the actions to help those in need, especially the marginalized and the disadvantaged (the last, the lost and the least). Community refers to the Lasallian fraternity that is bonded by a common vision and mission. Grounded by the common Lasallian values, the SJI leaders carry out their mission “together and by association”.

• Operating Environment
The dimensions of the SJI leaders’ operating environment include the immediate SJI community, the Lasallian fraternity and the society at large.

• Together & By Association: The SJI Leadership Framework
The SJI leadership development starts from her Vision & Mission, the epicenter of the entire framework. Focusing on the key competency domains of IQ, EQ and SQ, SJI grooms servant leaders
(the desired outcomes) who will go forth and make a difference in various dimensions of the operating environment. This creates a ripple effect which improves our society at large.

**IDENTIFICATION OF LEADERSHIP TALENT**

**SJI’S DEFINITION OF LEADERSHIP TALENT**

SJI recognizes that there are many facets to leadership talent and its determination cannot be limited to a single criterion. Good leaders are identified as those who demonstrate the four key dimensions of Leadership Potential, Management Capability, Mental Strength and Character and Values. Leadership Potential is defined as the ability to influence and motivate others to accomplish a task willingly while Management Capability refers to the ability to fulfill one’s leadership responsibilities and to meet the academic demands of the curriculum. Mental Strength refers to the tenacity to persevere despite obstacles. Finally, Character and Values are the attitude and qualities essential to being a good leader and learner.

**SELECTION OF STUDENTS WITH LEADERSHIP POTENTIAL**

SJI places strong emphasis on character development, leadership and communication. The SJI leadership talent selection aims to be inclusive so that every Josephian is given the opportunity to develop his leadership skills. By the end of his four years in SJI, every Josephian learns to serve and work with others in the community. Being a Josephian means being part of a community where everyone is a brother to each other, where everyone can grow to become a compassionate and competent leader.

There are multiple entry and exit points to the SJI leadership development process. Every boy is given 4 opportunities to be selected for leadership roles. Selection of leadership talent is reviewed on an annual basis.

**FIRST ENTRY POINT**

After the Secondary One Orientation Camp, all students will undergo a screening process to assess their Leadership Potential and Character and Values. To ensure the validity and the reliability of the selection, a standard behavioural rating scale will be used during teachers’ and peer appraisals.

The areas of assessment include:

- **Leadership Potential**
  - Prioritizes and translates task objectives into clear action plans
  - Makes sound and timely decisions
  - Manages limited resources to maximize effectiveness
  - Practise active listening
  - Adopts clear and appropriate communication styles

- **Character and Values**
  - Demonstrate a high standard of ethical conduct through one’s own exemplary behaviour
  - Take a stand against unethical behaviour despite peer pressure
SECOND, THIRD AND FOURTH ENTRY POINTS
The entire cohort including Class Committee members will undergo the selection process again at the end of secondary years one, two and three. Continuation of leadership roles is not definite as current appointment holders are assessed together with the rest of the student population. Existing student leaders who do not meet the selection criteria will not be reselected for leadership roles. Three instruments are used to assess students’ leadership talent: performance in leadership roles, academic results, teachers and peer nominations. The entry criteria is based on the four dimensions of leadership talents stated below.

The areas of assessment include:

**Leadership Potential**
- Prioritizes and translates task objectives into clear action plans
- Makes sound and timely decisions
- Manages limited resources to maximize effectiveness
- Practise active listening
- Adopts clear and appropriate communication styles

**Management Capability**
- Overall academic results must be satisfactory
- Past performance in leadership responsibilities must meet or exceed expectations

**Mental Strength**
- Able to commit to assigned tasks till completion

**Character and Values**
- Demonstrate a sound understanding of SJI core values and standards of ethical conduct through one’s own exemplary behaviour
- Take a stand against unethical behaviour despite peer pressure

Figure 8 illustrates the flow chart for selection of SJI leadership talent.

DEVELOPMENT OF LEADERSHIP TALENT
The competency-based learning approach is proposed for the SJI leadership development. The 10 skills are translated into specific CBLRs which are then infused into the various programmes. The underlying principle is that the CBLRs targeted in the programmes must be observable in the learning activities, and students’ performance is assessed using standardized rubrics. This process is summarized in Figure 9. Figure 10 illustrates how each of the CBLRs is infused into various SJI leadership development programs.

CONCLUSION
Leadership succession in any civilization determines its decline or prosperity. Schools bear the heavy responsibility of identifying youths with leadership talent and providing them with opportunities to develop their talent. One of the key challenges in gifted education today is the lack of a structured framework in the implementation of leadership training programmes. The SAF-OCS leadership development framework espouses the competencies effective leaders should possess. The systematic and process-driven approach has proven to be successful in training capable officers. By adapting the SAF-OCS framework to focus on community building, authentic leadership training and service-learning experiences, the SJI leadership development model can be
structured as part of a student’s holistic education. We agree wholeheartedly with Parker’s (1983) observation that “if the gifted students in today’s schools are destined to be the leaders of tomorrow, then we must begin to consider leadership training as a major aim of programmes for the gifted”.
Screening: After Sec 1 Orientation Camp
Select students for probational class committee
• Performance during orientation camp
• Teacher Appraisal
• Peer Appraisal

1st Entry Point to Leadership Roles:
• Sec 1 Class Committee

Meet the criteria?
Yes
Sec 1 students
No

2nd Entry Point to Leadership Roles:
• Sec 2 Class Committee
• Sec 2 Probational Prefects
• Sec 2 CCA leaders

Meet the criteria?
Yes
Sec 2 students
No

3rd Entry Point to Leadership Roles:
• Sec 3 Class Committee
• Sec 3 Prefects
• Sec 3 Peer Support Leaders
• Sec 3 CCA leaders

Meet the criteria?
Yes
Sec 3 students
No

Final Entry Point to Leadership Roles:
• Sec 4 Class Committee
• Sec 4 Prefects
• Sec 4 Peer Support Facilitators
• Sec 4 CCA leaders

Meet the criteria?
Yes
Sec 4 students
No

END

Figure 8: Flow chart for selection of SJI leadership talent
Figure 9: Process of SJI Leadership Development

COMPETENCY DOMAINS IDENTIFIED

SKILLS IDENTIFIED

CBLRs IDENTIFIED (Observable Learning behaviours)

PROGRAMS IDENTIFIED

LEARNING ACTIVITIES IDENTIFIED (Experiential Learning occurs here)

ASSESSMENT (using rubrics)

3 Competency Domains
- IQ
- EQ
- SQ

10 Skills
- Critical & Creative thinking
- Cultural & Network intelligence
- Planning
- Decision-making
- Task Execution
- Effective Communication
- Developing People
- Improving Organization
- Personal Mastery
- Ethical Reasoning