

President's News Digest

Message From the Editor

Welcome to the 42th issue of the 05th volume of the President's News Digest.

In this issue Prof. Ghassan Aouad , President of the University shares A weekly Diagram/Model



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من روائع الأدب العربي

A weekly Diagram/Model from the President Teaching as a Performance: 50 Tips

- ❖ Be well prepared , research your subject, rely on the most up to date materials and follow your teaching plan. You need to be fluent in describing your subject, as this will demonstrate your knowledge of the subject. However, it is important to indicate to students that you are also a learner
- ❖ Use practical examples for difficult and complicated subjects
- ❖ The first class is the most important one as the students will be observant of your knowledge, style, quality of interactions, and passion of teaching and will develop their own first impressions and perceptions
- ❖ Communicate your knowledge of the subject using appropriate means, preferably with the help of technology
- ❖ Get organized and plan your lecture properly
- ❖ Provide students with lecture handouts
- ❖ Rely on a realistic lesson plan to control your lecture, as time management is vital in running smooth lectures
- ❖ Link your instructional materials to the learning objectives and assessment methods as these 3 components should come together
- ❖ Make teaching exciting and fun. Avoid a monotonous voice and move around during the lecture
- ❖ Remember that students have different learning abilities and this can be overcome by using different interactive teaching methods and styles
- ❖ Engage students in the learning process and help them develop strong critical thinking skills
- ❖ Create a positive environment as positivity will lead to more student engagement
- ❖ Use technology in order to demonstrate to students that you are up to date with recent developments which can help in teaching and learning
- ❖ Use PowerPoint slides and video clips whenever appropriate. Your presentation slides should not be congested with information
- ❖ Use case studies, group projects and problem-solving methods in order to encourage students' participation
- ❖ Encourage students to provide feedback during lectures, this will enable them to develop strong presentation and communication skills
- ❖ Develop assignments and exams that will help your students advance their thinking
- ❖ Check out your classroom and any available multimedia facilities before class
- ❖ Include more opportunities for active learning if students appear bored
- ❖ Make any necessary adjustments to your plan for the next class session
- ❖ Anticipate questions that students may ask in office hours, review sessions, or subsequent classes
- ❖ Be reflective and help students develop reflective skills
- ❖ Avoid the "broadcasting" model and do not read from textbooks or PowerPoint presentations. Encourage interactive methods in order to make students interested in your lecture
- ❖ Make sure that students are aware of what learning objectives they will achieve by the end of the lecture
- ❖ Use questions that stimulate response, discussion, and a hands-on experience
- ❖ Demonstrate to the students that learning is a discovery process
- ❖ Help students learn about each other in order to create a team environment and use the pairing technique if appropriate
- ❖ Conclude your lecture by introducing the next one
- ❖ Specify useful references and extra reading materials
- ❖ Put on a performance and enjoy yourself. This will help students realize how passionate you are about teaching them
- ❖ Embrace quality in everything you do. The lecture's materials, interactions, and delivery should be of the highest quality
- ❖ Help students build up their confidence through active participation and encouragement
- ❖ Engage more with shy and less participative students and encourage them to take part in discussions and questions and answers sessions
- ❖ Do not arrive late or leave early during the lecture, this will give the wrong impression to your students
- ❖ Share good practices with your colleagues in order to create a culture of excellence
- ❖ Learn from students' feedback and improve future lectures
- ❖ Provide feedback to students on a timely basis
- ❖ Use Moodle to store your lectures, lesson plans, and any additional learning materials
- ❖ Encourage a culture of innovation and creativity in the classroom and promote entrepreneurship when appropriate
- ❖ Encourage your students to make use of our library before and after classes
- ❖ Encourage a culture of reading and writing amongst students
- ❖ Invite guest speakers from industry, business, and government in order to keep your students updated with what's happening in the real world
- ❖ Develop the abilities of students in terms of research and analytical skills
- ❖ Encourage students to embrace independent learning when appropriate
- ❖ Work with students on past exam papers and show them a typical marking model
- ❖ Make sure that your course portfolios are up to date and include reflections from teaching lessons
- ❖ Make sure that the physical layout of the classroom is appropriate in order to encourage more participation, especially in group work
- ❖ Guide your students during the revision period in order to get them well prepared for exams
- ❖ Invite students from senior classes to share their experiences as peer teaching has proven to be beneficial to learners
- ❖ Make yourself available during office hours to help students with further queries and clarifications



Written By
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The President of Applied
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Leadership and Organizational Performance:

Part 4: Impact of Great Leadership on Organizational Performance

Written by : Mr. Hatem Dammak - Head off Audit and Compliance Unit and Acting Secretary General of University Councils



In the past 3 articles “Evolution of Leadership Theories”, “The Four-Frame Model of Leadership”, and “Leadership and Change Management”, we presented a brief history of the main theories and styles of leadership, then we presented the four-frame model of leadership which gives organizations different perspectives to look at organizational issues and solve them using the right frame or lens, and finally we presented *Kotter’s Change Model* with its famous 8-step process (Kotter, 1996) and how the four-frame model (Bolman and Deal, 2017) can further improve its odds of success.

In this week’s article, we get to the most important part of this series: how does leadership affect organizational performance?

Literature is very abundant in this field and there are numerous studies that overwhelmingly prove that great leadership leads to great performance, that top quality leadership is essential to achieve the mission and vision along with coping with the changes occurring in the external environment (Harris, et al., 2007).

But what I really learned from reading many of those studies is how that actually happens: great leaders create a culture of excellence, devotion and selfless commitment that, once embraced by the staff, it starts having a clear and significant impact on the overall performance of the organization.

The literature review shows that there are many studies showing that organizational culture and leadership styles are linked to organizational performance. And while some have examined independently the links between either the culture or the leadership styles on the organizational performance, some others tried to explore the linkage between all the three of them. A recent empirical study from the UK found that the relationship between leadership style and performance is mediated by the nature of organizational culture (Ogbonna and Harris, 2000).

Another important finding is that the main role of a great leader is to prepare the organization for change and lead the staff through it. In his Harvard Business Review article “What Leaders Really Do”, Kotter puts it this way: “*They don’t make plans; they don’t solve problems; they don’t even organize people. What leaders really do is prepare organizations for change and help them cope as they struggle through it*” (Kotter, 2001).

And because everybody loves a great comeback story where leadership played a major role in it, we will cite here as an example the case study of “Prudential UK” which, in the mid-1980s, completely dominated the UK insurance market. After decades of market dominance, Prudential almost became irrelevant in the late 90s, especially with the post 9/11 collapse of stock markets.

The new CEO, Mark Wood, led Prudential a three-year (1000 days to be precise) rebuilding journey to get it back on its feet. It was crowned by a victory speech that celebrated massive positive numbers for the company on all fronts. The reason for that is Mark Wood managed to look at the change management project from the four frames ⁽¹⁾ of leadership: he made considerable improvements on the service processes and customer relationships management, he invested in the human capital of the company with innovative approaches in addition to the fact that he basically ‘weeded’ the senior management team and executives, he revamped the culture of the company around customer satisfaction, and made sure that IFAs and regulators are happy as well. His all-rounded approach taking into consideration all the four frames of leadership paid off and he brought Prudential back from the very bottom to the very top in the insurance business (Manzoni, 2006).

In next week’s article, we will conclude this series of articles about leadership and look at the leadership style and behaviour at ASU as a case study by taking the Presidency of the University as an example.

Please review the 2nd article of this series “The Four-Frame Model of Leadership”.

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Quote of the Week

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination."

— Jimmy Dean

من روائع الأدب العربي

إذا كنت لا ترى غير ما يكشف عنه الضوء ولا تسمع غير ما يعلن عنه

الصوت، فأنت في الحق لا تبصر ولا تسمع.

- جبران خليل جبران