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Implementing Authentic Outcomes-Based Education: A Personal Perspective Based on First-Hand Experience

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ABSTRACT

To date, Outcomes-Based Education has always been ahead of its time and has been variously and fundamentally misunderstood at best, and intentionally misconstrued and distorted to suit various non-educational agendas at worst. The purpose of this article is to alert political leaders and educational authorities to recognize the main components of any existing education system that they must be willing and able to change in order to implement authentic Outcomes-Based Education. This article is a personal account based on first-hand experience of attempts to implement Outcomes-Based Education, while working directly with Dr William Spady, the acknowledged founder of Outcomes-Based Education, and includes reference to Futures Studies. It is argued in this paper that the fundamental premise that aptitude is not a fixed ability to learn but a pace of learning, makes this system the antithesis of traditional education systems and leads to fundamental changes in educational paradigm, leadership, outcomes, learning opportunities, learning styles, delivery, assessment, and the roles of learners and educators.

Keywords: *future-focused; education reform; authentic Outcomes-Based Education; implementation*

Being Genuinely Future-Focused in Education Changes Everything

Not only are urgent changes necessary in the purpose, philosophy and delivery of education, but also the drivers of future change are multiple and changing constantly at an accelerating pace.

This article is written from a personal perspective, based on first-hand experience as an educator and business trainer, to introduce a number of themes about shaping the future of education that can be explored further in subsequent editions.

My understanding of Outcomes-Based Education (OBE) is based on what I have learnt and been taught about the work of Benjamin Bloom and his taxonomy for Mastery Learning, the Multiple Intelligences identified by Daniel Goleman, and their application in the workplace as expounded by Howard Gardner, while working directly with Dr Bill Spady, the acknowledged founder and leader of Outcomes-Based Education. Being a personal account, references in the

article are generally anecdotal, but the authors whose work influenced my experience have been listed under Acknowledgements at the end of this paper.

There are various other, what might be termed, alternative education systems, of which I was aware, including the Accelerated Christian Education (ACE) System, the KidTracks Model of delivery, and the Montessori System. All of these are characterized by different modes of delivery. However, one of the defining elements of OBE that distinguishes it from these other systems is how, and by whom, the Educational Outcomes are defined.

To date, Outcomes-based Education has always been ahead of its time and has been variously and fundamentally misunderstood at best, and intentionally misconstrued and distorted to suit various non-educational agendas at worst.

A Story of Failed "OBE"

I was trained as a secondary school teacher of English and began my career at an all-boys, state school in Cape Town, South Africa. However, I have had what would have been regarded at one time as a "chequered career" since 1974 to the present. This was not least because, after 18 years of education, I had no idea of who I was or what purpose in life I was to pursue. Thus, I have diverse experience in: education and business training at all levels in public and private institutions; big and small agency advertising; corporate and independent publishing; project and performance management; and management consulting.

In 1991, I returned to education and was teaching English at a co-educational, state secondary school in Port Elizabeth, South Africa, at the time of the change in National Government in 1994. The new Mandela Government embarked on a path to redress the country's past towards a vision for a New South Africa. Transforming National Education was one of the areas on which the government focused. Representatives of the National Department of Education researched Outcomes-Based Education as a potentially attractive system by which to reform education in the country and, in 1996, the department embarked on a process to implement their version of this system under the name of: *Curriculum 2005*.

As part of the national implementation process, together with other educators, I was sent on a Professional Growth Seminar to learn about Curriculum 2005. Included in the preparatory reading for the seminar was a paper by Dr Spady, in which he explained the differences between Traditional, Transitional and Transformational OBE. At the time, the defining characteristic of Transformational OBE was that it is future-focused and, thus, all learning should be designed down from future-oriented Outcomes. While reading Spady's paper, it also struck me that I was not the *Teacher of a Subject*, but an *Educator of Whole Human Beings*.

Based on my prior knowledge of ACE and other systems, I was able to grasp immediately how this system could work. Furthermore, I realized immediately that Transformational OBE is an entire, integrated education system, not a curriculum, which was something that the National Department failed to comprehend or embrace, even when it was explained to them repeatedly by Dr Spady himself during 1997-2000. They did, however, embrace the word "transformational", which most South Africans understood to mean: removing the previous governing regime and what was then termed "National Christian Education", and not the intended meaning of "future-focused life-performance learning".

The content of the seminar I was attending was focused entirely on curriculum design, the formulation of new content subjects, and group work as the new mode of delivery. Accordingly, I raised a number of issues based on what was in Dr Spady's paper. I said that, if the National

Department intended to implement Transformational OBE, they could throw away traditional school timetables; they might have to knock down some walls and refurbish the existing classrooms in order to use the available space differently; and throw out the curriculum based on discrete subjects. I was politely requested to put aside Dr Spady's paper and please to pay attention to the content of the seminar.

However, since the new South African Government intended to implement their version of Transformational OBE and had become familiar with Spady's published work, they sent a team of education specialists to the United States (U.S.) in the summer of 1997 to find out all they could about OBE. By good luck, they managed to meet with Spady, heard what OBE *really* is, and immediately agreed that he should be invited over and share his expertise nationally. The U.S. Embassy agreed to sponsor the trip, and he came out to the country in October of that year for a national lecture tour. I met him on that first trip, and we soon realized that, arguably, the new National Government had set its mind on implementing Transformational OBE both for all the right reasons, and for all the wrong reasons.

The right reasons were that the education system in South Africa at the time urgently required radical transformation from what it had been under the previous regime, where most school-going youngsters were disadvantaged by the education they received, based on race.

The wrong reasons were politically driven and were intended to take advantage of certain aspects of OBE to advance previously disadvantaged learners, such as: expanded opportunity, interpreted to mean open-ended opportunities to meet the requirements of a grade or standard; high-level outcomes, interpreted to mean reduced importance of mastering rudimentary, developmental basics; methods of assessment that remained focused on paper-pencil tests of various kinds but, apparently, did not require actually "passing" them; the advantages for some learners of group or collective learning; and the opportunity to reformulate subjects to be politically correct in the new dispensation and to allow for political indoctrination in schools.

Subsequently, Bill Spady and I worked together between 1997 and 1999 on a project to design and develop model OBE Learning Centres, sponsored by the Delta Foundation (the social responsibility unit of the South African branch of General Motors). However, an argument arose amongst South African academics and educators that OBE was designed only for very well-resourced schools, disregarding the fact that the principles of authentic OBE can be applied just as easily in a rural school beneath a big tree if necessary. Accordingly, by 2001, Curriculum 2005 was abandoned, as a *failure of OBE* – which it *never was* – in favour of a content-based, traditional, National Curriculum Statement.

The point of the story above is to alert political leaders and educational authorities to recognize, firstly, that authentic OBE is a complete, integrated and aligned education system, not a curriculum. Secondly, the story illustrates that it is impossible to implement a new system within old structures, mentally or physically. The story also alerts political leaders and educational authorities to the main components of an existing education system that they must be willing and able to change in order to transcend what Bill calls the *content-based outcomes* (*CBO) syndrome* and, thereby, implement *authentic* OBE.

The Paradigm-Changing Premises of Authentic OBE

The premises on which authentic Outcomes-Based Education is founded, as recently revised by Bill Spady (2021), are as follows:

- Education exists to elevate humanity's [development] and future;
- Every learner has vast potentials for fulfilment and success;
- [Learners] learn successfully at different rates and in different ways;
- Successful learning promotes efficacy and the desire for more learning;
- Empowerment is consciously choosing how to experience every moment;
- Human potentials and capacities far exceed what education now addresses;
- Institutions define, control, and can transform what success means.

In this article, I argue that the essential, paradigm-change-inducing premise is: [Learners] learn successfully at different rates and in different ways, formerly expressed by Spady as: Aptitude is not a fixed capacity to learn but a pace of learning. This is the premise that makes authentic OBE the antithesis of the long-practiced, traditional, First-Industrial-Revolution, test-driven, statistical-norm-curve-moderated education system that was not intended nor designed to develop people, but to select and pre-determine those who are deemed to have sufficient, fixed capacity to learn that will lead to success, from those who do not.

It is this essential OBE premise that requires a fundamental change of paradigm in the mind-set of educators. Within an educational paradigm, based on this premise, the following do not make any sense:

- Placing learners in age-determined, thus constraining, cohorts (classes) within in which they must progress through the system;
- Implementing lock-step teaching within tightly-scheduled time-frames within a rigidly-structured, confined, learning area (classroom);
- Expecting all learners to succeed on standardized, pre-scheduled, written, verbal tests.

It is this premise that changes everything in the way we practice and deliver education, apart from the rapidly accelerating drivers of change in the future. Indeed, it is necessary to ensure that the Outcomes-Based Education System itself, because of its very nature, is constantly reviewed, revised and updated.

Changes Required by the Accelerating Drivers of the Future

The purposes of the following, brief scan of future forecasts and their implications for the workplace and education are to:

- awaken awareness of the radical changes happening right now;
- open thinking to broader/different possibilities;
- know that it is possible to shape the future;
- rethink our attitude towards work, jobs, careers;
- reconsider what the present education system is offering our youth and what they will need to succeed in their preferred future;
- know how to use time in education, both as an educator and as a learner, to bring about a preferred future.

The future can be viewed from multiple perspectives. Futurists, such as Robert D. Atkinson, refer to how "Periodic waves of technological and economic change have fundamentally reordered the way we work, the organization of business and markets, and the role of government", as illustrated in Figure 1 below.

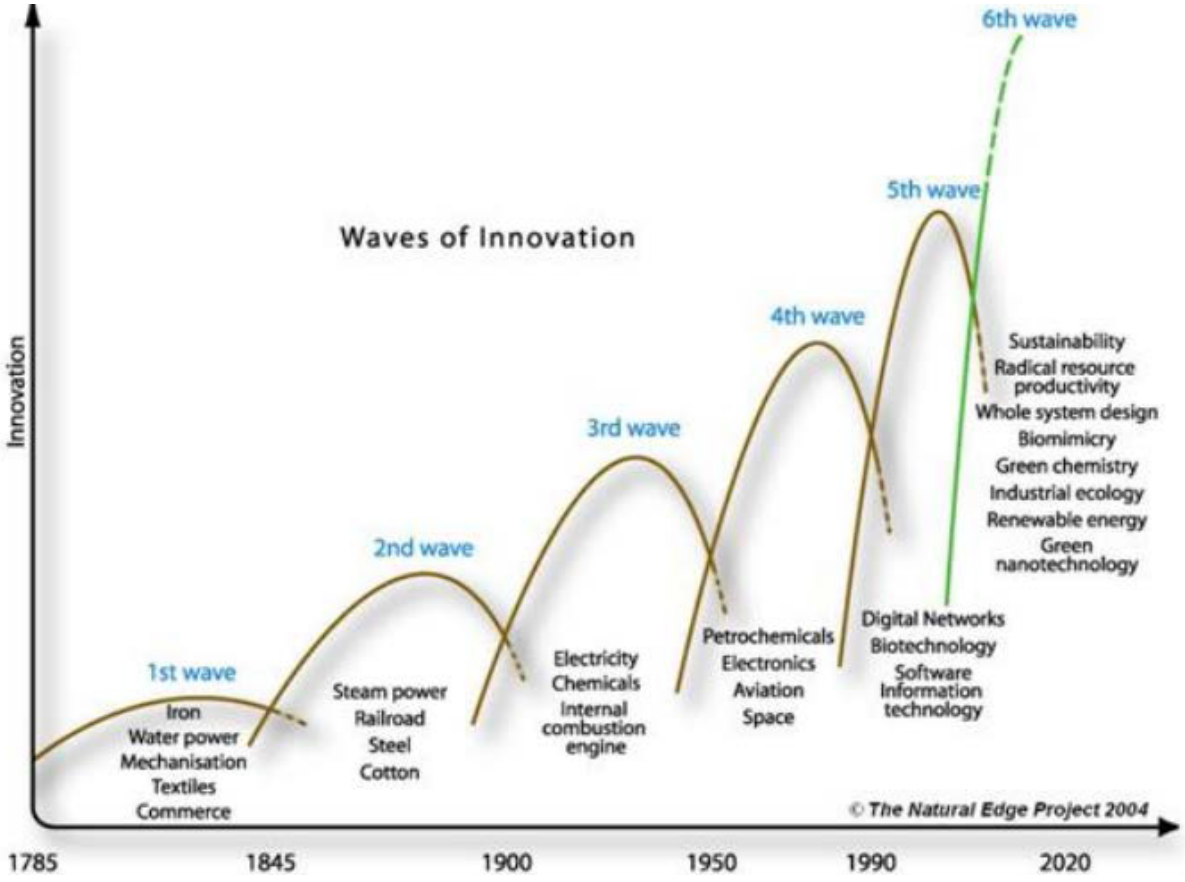

Figure 1. Waves of Innovation

Business strategists refer to disruptive forces that can have terminal consequences for entire industries. Religious groups refer to Revivals and even the Second Advent. Esoteric groups refer to levels of consciousness and would explain the Second Advent as a global transition to a higher level of consciousness or as an awakening, in this case, specifically of the feminine consciousness. In business, this translates into new styles of management: co-creative, collaborative, participative, for which many authors say, read: Feminine. Social demographers refer to different generations: Baby Boomers, Generation X, Millennials (Generation Y), Generation Z, and the WOKE Generation. Esoterics refer to: Indigo, Crystal and Golden generations.

However, Futures Studies is recognized as a strategic planning technique, used by an increasing number of future-focused, global organizations, in which it is assumed that there is no single future for which to plan. Futurists use research into several factors, referred to as drivers of change, to generate several possible futures with a view to selecting a preferred future and agreeing on what needs to be done to achieve the desired future for individuals, families, organizations, and countries. Futurists do not make predictions but tend to answer the question: "What does the future look like?" with the answer: "What do you want it to look like?"

Futures Studies is driven by two convictions. First, the future does not exist except in our imaginations. Second, we can shape the future in essential ways by the choices we make today. According to renowned futurist, Prof. Sohail Inayatullah, "the future is an asset, a resource and a narrative to be employed … to change the present".

What is on the Future Horizon? (Since 2015)

According to well-known business strategist, Gary Hamel:

> We now stand on the threshold of a new age – the age of revolution. In our minds, we know that the new age has already arrived. In our bellies, we are not sure we like it. For we know it is going to be an age of upheaval, of tumult, of fortunes made and unmade at head-snapping speed. For change has changed. No longer does it move in a straight line … change is discontinuous, abrupt, seditious.

We are living in "post-normal times", referred to by Stephen Hawking (2013) as the Age of Complexity, in which creativity and imagination are essential. We have moved from an Age of Knowing to Thinking, from a Knowledge Era to a Conceptual Era.

The following tipping points are expected to occur by 2025:

- 10% of people wearing clothes connected to the Internet;
- The first robotic pharmacist in the USA;
- The first 3D-printed car in production;
- The first implantable mobile phone available commercially;
- 5% of consumer products printed in 3D;
- Driverless cars equalling 10% of all cars in the USA;
- The first transplant of a 3D-printed liver;
- The first artificially intelligent (AI) machine on a corporate board of directors.

The following forecasts towards 2030 were made by renowned futurist, Thomas Frey:

- 2 billion jobs will disappear and return in different forms – over 50% as freelance/part-time projects.
- 50% of all colleges will collapse, paving way for a new education industry to emerge.
- The world's biggest internet company will be in the education business – a company we have never heard of before.
- There will be a surge of micro-colleges requiring less than 6 months for training and apprenticeship to enable people to change jobs quickly.
- Basic computer programming will be a core skill required in over 20% of all jobs.

What are the Implications for the Workplace?

Mobile, data, and Wi-Fi, robots and 3D printing, wearable devices, artificial intelligence, robotic surgeons, solar energy and 100 other advancing technologies are disrupting industry after industry. The disruptions are occurring in land-line telecommunications, manufacturing, medicine/health care, utility companies, food and agriculture.

The effect has been to transform the workplace where robots are doing work that was routinely done by humans, and jobs still done by humans require intellectual capacity and creativity that cannot be delivered by machines. This means that people have to develop work skills through constant education and be able to learn quickly and efficiently. People must also be able to adapt to: part-time work, tele-working, virtual meetings, working remotely, job sharing, and entrepreneurship at all ages.

The workplace has already arrived at two major branching points. Branching Point 1 is where Generation Z will be entering the workplace and marketplace by 2030; Millennials will be in their 30s – 40s; and Some Baby Boomers might still be around. At Branching Point 2, humanity's impact on the environment has reached global proportions and Earth is rapidly running out of the capacity to sustain human life in terms of climate change, water, food, and energy.

The "Post-normal" world is reflected in the following graphics.

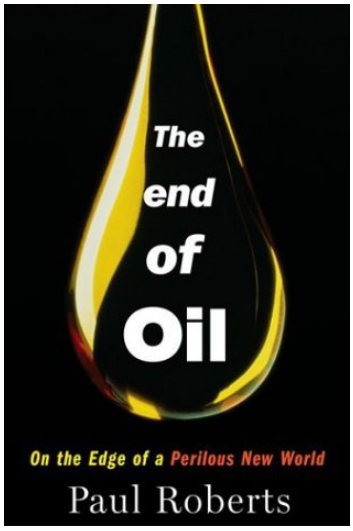

Figure 2. Environmental challenges and the re-pricing of nature

Approximately 8.1 million people are now employed in renewable energy (Figure 2), more than in oil and gas. More money is being invested world wide in expanding renewable energy production than in oil and gas production.

Figure 3. Super Meat

Figure 4. 3D-Printed Burger

Obtaining meat no longer requires killing animals. "Super Meat" (Figure 3) can be cultivated by each household using a 3D printer. Super meat is more humane, it has put an end to the killing of 57 billion animals annually, and contributes to slowing down global warming. The first 3D printed burger cost USD 350,000 and now costs USD 16.00 (Figure 4).

Figure 5. Robot bricklayer

Figure 6. Law firm hires robot

Hadrian X, has the capacity to lay up to 1,000 standard brick equivalents per hour which is double the daily output of a top bricklayer (Figure 5). Ross, "the world's first artificially intelligent attorney" (Figure 6) built along the lines of IBM's cognitive computer, Watson, was designed to read and understand language, postulate hypotheses when asked questions, research, and then generate responses (together with references and citations) to back up its conclusions. Ross also learns from experience, gaining speed and knowledge the more people interact with it.

Global Crisis

Then the covid-19 pandemic broke out in 2019, which accelerated the need to work remotely and adopt various types of technology and use of the Internet to communicate and manage daily business matters. Many people have come to associate the "New Normal" with the covid-19 pandemic. However, the New Normal has been emerging for some time, driven by the Fourth Industrial Revolution (4IR) and rapidly evolving Smart Technology. It is the drivers of the 4IR that continue to have a profound effect on the way humans live and work, and perceive their identity and purpose for existence.

During the pandemic, educational institutions had to adapt and provide lessons on line. This shift has shown that learning does not necessarily have to take place in a classroom at a scheduled time, although many would argue that face-to-face interaction between educators and learners will never be replaced entirely as it is essential for effective communication and, hence, learning, as well as for developing inter-personal relations and social skills. Nevertheless, the pandemic showed that the technology is available to enable individualized learning that was not possible before. In the past, traditional education system, it was not physically possible for a teacher, especially a secondary-school teacher, whose subject classes could total approximately 200 learners, to prepare, administer, monitor and assess individualized lessons for every learner every day. We have now, albeit through crisis, realized which learning can be done on line and which requires personal interaction and attention. Courses, learning plans and activities can be

prepared and made accessible on line for learners to access and complete at their own pace, with the guidance and facilitation of a tutor/educator.

It is for this reason that I argue that OBE's time has come. Furthermore, it has long been said that crisis brings opportunity, such as: new sources of energy to invent; new ways of travel to perfect; new medicines to discover; new types of food to develop and new kinds of infrastructure to construct.

Emerging New Industries

The next generation of jobs will arise from future industries that have emerged already, such as 3D printing, virtual currency, online retailing, Big Data, augmented reality, wearable devices, and health-centric digital devices.

These industries are moving rapidly towards a more automated world in which mobile robots, with unprecedented cognitive abilities, make inroads into everyday life.

Demand for real-time experiences will require faster processing and faster response times that will put immense pressure on employees to perform instantly. This will lead to increased demand for wellness goods. Businesses will shift from being profit-driven to being purpose-driven, requiring less hierarchy, more collaborative working techniques, more strategies focused on women, and new concepts about career paths.

Mega-cities will compete for foreign investment, tourism and trade and new economic models will be developed based on a Sustainable Society Index and Human Development Index.

Changing Perceptions of the Purpose of Work

Parallel to the technological drivers of change, there is an awakening in the human spirit. There has been a growing awareness, in all arenas over the last 20 years, of the importance of spiritual intelligence (SQ) in the workplace, among a generation of employees who seek work that is meaningful and purposeful. They want to be heard, to make a difference, and to be part of something bigger. With increasingly blurred boundaries between work and life, there is a growing sense that work should reflect more of who we are. Greater freedom is required in the workplace, and happiness is becoming as important as financial success. Traditional, dull, demotivating workplaces are out. Working in virtual space is in.

Artificial Intelligence (AI) will enable humans to undertake tasks of a scale and complexity never imagined. More and more jobs will require creative intelligence, emotional/social intelligence (EQ) and the ability to manipulate AI.

The wild card in the new economy will be smaller (virtual) companies with the speed and techno-savvy to compete with large companies and do a better job.

These developments have implications for all organizations as illustrated in Figure 7.

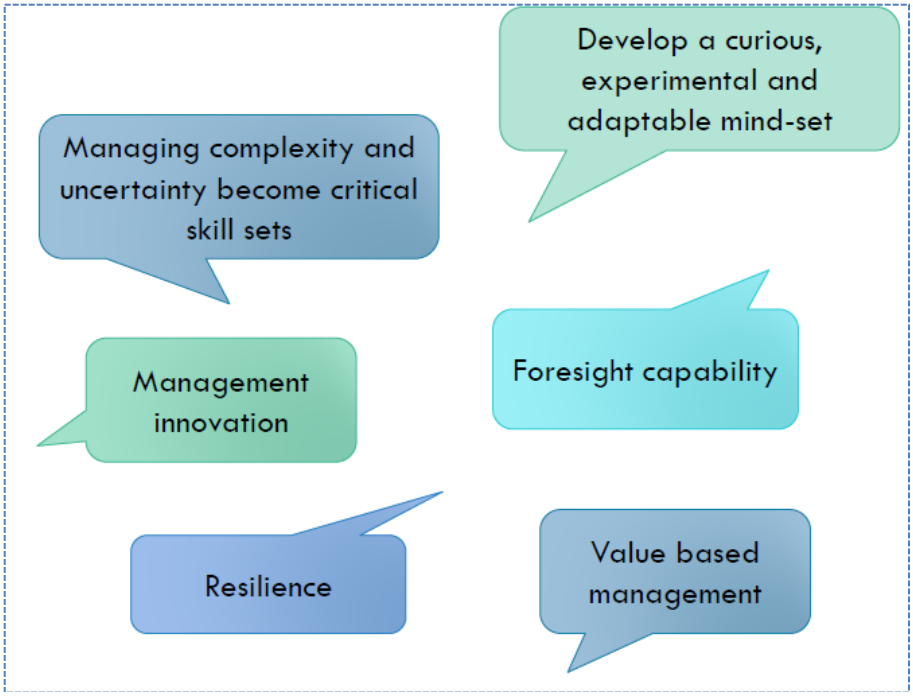

Figure 7. Insights into the changing purpose of work

If leadership, as defined by Odgers in 2005, is "the art of enlisting people to embrace a vision or a goal as their own, and then inspiring and encouraging them to sustain their commitment so that by their own action and initiative they turn that vision into a reality" then the most basic role for corporate leaders has become to release the human spirit that makes initiative, creativity and entrepreneurship possible.

Furthermore, in a world in which ecological resources and social equity are increasingly in short supply, Gary Hamel believes organizations will have to start to prove their value over again if they are to have permission to operate.

The Tension Mounts

Google is worth over $370 billion but only employs approximately 55,000 workers (whereas, 50 years ago, AT&T was worth less in today's dollars but employed approximately 750,000 workers). Just 25 years ago, GM, Ford, and Chrysler generated a combined $36 billion in revenue while employing over 1,000,000 workers. Today, Apple, Facebook, and Google generate over a trillion dollars in revenue with 137,000 workers.

In the next ten years, it is expected that 44% of jobs will be automated; 50% by 2035. Currently, 60% of students are chasing careers that will not exist.

What are the Implications for Education?

Table 1 shows a comparison between the work-skills needed in 2015 with those that were needed in 2020.

Table 1. Comparison of work-skills required in 2015 and 2020

in 2020	in 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Coordinating with Others
3. Creativity	3. People Management
4. People Management	4. Critical Thinking
5. Coordinating with Others	5. Negotiation
6. Emotional Intelligence	6. Quality Control
7. Judgment and Decision Making	7. Service Orientation
8. Service Orientation	8. Judgment and Decision Making
9. Negotiation	9. Active Listening
10. Cognitive Flexibility	10. Creativity

Source: Future of Jobs Report, World Economic Forum

If things continue as they are, Generation Z will get the same education that we all experienced.

As illustrated by the story of failed "OBE", and in view of all the examples from the future above, it is hardly surprising that every country in the world is currently transforming its education system (Sir Ken Robinson, 2016: TED Talks on You Tube), and Finland was the first country to introduce a curriculum without discrete subject categories in 2017 (MSN News. 2017: online).

It is inescapable that education should be the most future-focused sector in the socio-economic mix. Children entering school now will only matriculate in 12 to 15 years' time. With the rate of acceleration of change, the world and, specifically the world of work, will be very different from what it is now, when these young people enter the market.

The problem inevitably leads to the question of who determines the aims, purposes and objectives of education, especially now that reform is being carried out on a global scale. Who, actually, are "the powers that be" that have the power and control, at what level, in what sectors (banking, business, politics etc.) to determine the role education plays, with what agendas? Two conflicting paradigms of individual economic productivity and self-actualization currently determine the locus of control of education, economy and life in general, which can be referred to as the "individual gifting paradigm" and the "corporate needs paradigm". It could be argued further that there is a third, competing paradigm, being the "governing party political needs paradigm" to ensure votes to perpetuate power in a so-called democracy.

The "individual gifting" paradigm gives rise to an educational model that incorporates the following:

- **Core Education**
  Youth need:
  - Reading, writing/typing, calculating + speaking and communication + problem-solving, creativity, integrity + perception, mental wellness, coping skills and futures studies.
- **Elective Education:** determined by the youth's guided natural curiosity/interest/ passion/enjoyment.

Changes Required by Factors of Authentic OBE

Educators who have accepted the essential, fundamental premises of authentic OBE, as outlined at the beginning of this article, are willing, prepared and, indeed, compelled, to implement the following changes in every component of the existing education system:

- **Paradigm:** it will be necessary for educators at all levels to adopt a new, authentic OBE mind-set.
- **Leadership:** It will be necessary to lead and manage the operations of OBE centres of learning differently that will require relevant training and development of school managers and educators at all levels.
- **Outcomes**: it will be necessary to use the principles of authentic OBE creatively and skilfully to formulate future-focused, life-role performance outcomes of significance that address the question of: What do our graduates need to know, be able to do, and be like when they leave to pursue their preferred futures?
- **Learning Opportunities:** it will be necessary to develop new, integrated, relevant and meaningful learning activities by designing down from the future-focused outcomes.
- **Learning styles:** it will be necessary to incorporate and accommodate multiple intelligences and different learning styles to enable all OBE learners to succeed.
- **Delivery:** different operating models will be required to deliver authentic OBE, where it will be necessary to modify and use the available space in existing institutions differently and to design and construct new centres of learning differently.
- **Assessment:** Authentic OBE requires appropriate methods of assessing performance, which include self, peer and expert appraisal that are valid and actually measure what they are intended to measure, and include ongoing formative assessments leading to a relevant summative assessment. Such methods are not entirely new – commercial organisations that conduct performance reviews and appraisals are familiar with: Defined Outcomes, Key Performance Indicators (required standards) and Review of Demonstrated Competence with a view to Ongoing Learning, Development and Continuous Improvement.
- **Role of the learner:** Authentic OBE requires learners to be active, accountable participants in their own education and development towards a desired future.
- **Role of the educator:** Authentic OBE requires educators to play a different role as facilitators and tutors who have been assured that, beyond reasonable measures to ensure the well-being, health and safety of everyone in a centre of learning, education is not about control.

In addition it makes sense that educational institutions should either include a Futures Faculty or be connected to a reputable Futures Institute that will provide them with essential information about the future to enable them periodically to update the education they offer.

Educators who carry out the necessary changes in order to implement authentic OBE will transform education from the conventional, industrial model where: Education = knowledge transfer and assessment of knowledge retention (Figure 8) to a future-focused, holistic individual preparation for a preferred future (Figure 9)

Figure 8. Conventional model

Figure 9. Transformed model

The ultimate irony is that, once learners in the existing education system reach Masters and Doctorate Level, they are expected to select their own learning/research area, set their own outcomes and objectives, and are assessed in terms of their achievement of these outcomes (in other words, they are suddenly expected to practise OBE), but their previous 15 years of education do not prepare them for this.

In conclusion, the following is a brief outline of the process I used to design a leadership and Management program for a global energy-generating organization.

Brief from client

⇩

Research client's documents to understand values, vision, mission and organizational culture

⇩

Design pre-assessment assignment
(to establish present levels of understanding and against which to measure learning during and after the program)

⇩

Formulate program outcomes based on the organization's values and culture using the OBE 5C total learner/leader framework below:

⇩

Creative

Contributing ⟷ **Conscious** ⟷ **Collaborative**

Competent

⇩

Design context-related, formative learning activities

Design summative assessment involving:

Leadership:

1. **Write down an environmental scan.**
2. **Identify potential challenges/opportunities for the organisation.**
3. **Briefly diagnose the readiness of Company's Organisational Culture to address these challenges/opportunities.**
4. **Identify the needs for change for New Value or Adaptation.**
5. **Write an outline of a Business Plan proposing the changes required.**

and Management:

1. **Plan in outline the key strategies needed to manage the Change/s required.**
2. **Draft an Action Plan to implement the required changes.**

Which was assessed using a table similar to the following, bearing in mind that the programme material was presented and assessed on line:

Rating Code	Description of competence	160
7	Outstanding	138 – 160
6	Meritorious	115 – 137
5	Substantial	92 – 114
4	Adequate	69 – 91
3	Moderate	47 – 68
2	Elementary	24 – 46
1	Not achieved	0 - 23

This design process resulted in the following welcome and introduction to the program:

> During this training programme, we will help all team members at all levels to develop leadership skills, personal influence and strategies for building teams, to deal with tough problems efficiently and take accountability with the aim of encouraging effective, collaborative methods of leadership and management.
>
> We will … investigate various innovative approaches that address the numerous, complex factors and trends that affect the sustainable future of a global energy-generating organisation that is vital to the economic development and well-being of the communities in which it operates.
>
> The workshops will take place … during which we will work through a variety of online, reflection and feedback, and facilitated discussion activities and individual assignments/activities that will give you the opportunity to learn and practise a broad range of methods to be:

- Leaders and Managers who are Agile in their acquisition and application of technology to meet the challenges of operating in the emerging New Normal of the Fourth Industrial Revolution (4IR);
- Leaders and Managers who are Innovative in their approach to generating and distributing renewable energy, reliably and responsibly;
- Leaders and Managers who are Enlightened in their approach to motivate and empower people to fulfil the needs of Environment, Society and Governance.

You have been placed in mixed groups in terms of divisions and levels (from senior management to first-line operators). The purpose is to achieve interaction and input across all divisions and levels to develop seamless processes that deliver stakeholder experiences that inspire trust and confidence in your organisation.

The desired outcome of the program is to develop, agile, inspiring, resilient and collaborative Leaders and Managers who function as:

Motivated self-starters, who are **experts** in their roles, with a **will to learn**, guided by **health and safety, moral integrity, excellence, continuous improvement** and t**eamwork**, who:

- Demonstrate core competencies of exemplary leadership
- Adhere to ethical aspects of exemplary leadership and values for lasting results
- Apply supervisory tools for high performance
- Apply performance management for development, productivity and profitability
- Develop and implement personalized action plans"

Delegates were finally requested to rate the program against the above outcome statement.

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5. Dr. William Spady

Bionote

DES COLLIER is a member of the leadership team of the International Network for OBE (IN4OBE), an international network promoting authentic Outcomes-Based Education. Des is an award-winning freelance writer with a diverse background in copywriting, publishing, education and training, project management, and performance management consulting. He has compiled and facilitated leadership, management and communication courses for local and global companies. Des has also functioned as a communications specialist for high-profile commercial accounts. He

language edits and proofreads post-graduate studies for academic and futurist researchers at local and international universities. and has co-authored several publications.