

Leadership Skill Important Toward Career for Student Technical and Vocational Education (TVE)

Roslidawati Binti Che Mat Zin

Universiti Tun Hussein Onn Malaysia, Fakulti Pendidikan Teknikal dan Vokasional

Abstract: *In line with the concept of lifelong education, technical and vocational education system (TVE) is one of the accredited or recognized as a system whose role is to form individuals who have high technical skills as desired by the industry nowadays. Changing times and technology development at this time demanding changes to the system TVE to form a capable generation of leadership. This paper discusses the transformation of Technical and Vocational Education (TVE), a leader in shaping the future. To this end, various modifications in the implementation of trade and TVE system for preparing high ability individuals in the areas of skills and technical knowledge as well as the human form of credibility as a leader.*

Keywords: Leadership, Technical and Vocational Education, Technical Skill

1. Introduction

Technical and vocational education (TVE) is an education system which provides specialized training for technical skills and some other skill. Vocational mean an organization's efforts to produce students who have the knowledge, basic skills and prepare them for thee also skilled in one day (Laugho & Lillis, 1988). When an employee is recognized as a skilled worker, indirectly, this group will be responsible for developing and producing new more skilled workers. employee is recognized as a skilled worker, indirectly, this group will be responsible for developing and producing more new skilled workers. Leadership is a relationship that allows a student to influence the attitudes and behaviours of others. Leadership skills are needed by the industry is owned by the students. By the addition of the ability to lead the academic achievement among students, particularly students of vocational colleges are important to ensure organizational excellence achieved. Today's economy demands a better educated workforce than ever before and jobs in this new economy require more complex knowledge and skills than jobs of the past. The economy lacks job for young people to fill finding instead that industries across the economy have created a wealth of new jobs that require worker with appropriate education and training. To meet these workforce needs has access to at least one year of post-secondary training or higher education to gain the skills needed to rebuild the economy and meet workforce demand.

Leadership in education Educational leadership is most often associated with the role of the school administration team; however, leadership roles can be enacted by all stakeholders within the school community, including the student population (Wallin, 2003). Student leadership enhancement involves giving students opportunities to practice a range of leadership skills in a supportive, learning and social environment where "successes" and "errors" are processed and reviewed (Bisland, 2004). Leadership is a behaviour that involves working with others and on tasks. This is based on the perspective that a leader is a person who is able to communicate well, engage in critical thinking, lead groups in problem solving and planning, and able to structure goals and

objectives for the group (Feldhausen & Pleiss, 1994). To some extent, many students will have the experience of having a leadership role in their daily lives through interactions with families, peers, and community organisations. Positive student leadership opportunities and experiences at school facilitate young adults' transition into the community and into the world of work and adult responsibility. This is because leadership is considered to be a part of life-long learning and a multidimensional construct involving skills, attitudes, knowledge, experiences, and processes (Anderson & Krathwohl, 2001; Drago-Severson, 2004). Similar to self-concept formation, an individual's leadership formation can be inferred and developed with feedback from significant others and from self-reviews (Hay, 2000). Leadership is both an outcome of and an action on behaviour, but the major influence on leadership is from personal experiences and self-evaluations. Both of these are used by individuals to achieve new levels of personal leadership (Boccia & Ackerman, 1997; Feldhausen & Pleiss, 1994)

2. Definition of Leadership

Leadership can be defined in many different aspects. First, according to Yaakob (1989), the leadership needs to involve others. In other words subordinate or follower. The following subordinated willingness to accept direction from the leader, the group helped in establishing the status of leader and leadership have made the process can be realized. Second, the leadership also involves unequal distribution of power among the leaders as well as members of the group. This means that the manager has the authority to lead his team. Third, the leadership can be defined in education as the ability to influence, motivate, and change the attitude and behaviour of subordinate such as teachers, staff and students to carry out activities or programs that have been established to achieve school goals. (Yahya Don, 2005). In other words, leadership cannot be separated from subordinated and subordinated opinion should be viewed and evaluated to obtain the results of a thorough and effective.

2.1 Features Leadership

As a leader, there are three main approaches in the characteristics of leadership, character, behaviours and expectations. The first was its affiliate's properties. While the second characteristic is individual behaviours associated with effective leadership. Both these features have in common that both assume that the individuals that have traits or behaviours that are appropriate will emerge as a leader in any situation in which they are set (Hizam, Jaafar and Zafir, 2000). Current thinking and research will be more inclined to approach the third, which is characteristic of the leadership situation. This feature assumes that the conditions that determine the effectiveness of different leaders in such situations according to the tasks to be executed, skills and expectations of the subordinate, environmental organizations, the experiences of the past and the subordinate leaders and so on (Hizam, Jaafar and Zafir, 2000). According to Ab. Aziz (2003) an individual who is a leader effective in performing the worst possible situation in a different situation. This response has been producing contingency approaches to leadership, which is trying to fix the situation factors that determine how effective a leadership style.

2.2 The Importance of Leadership

According to Ab. Aziz (2003) a lot of views on the importance of leadership whether to agree or not. Despite what is being said most people agree that the leader is still required as the views of Katz and Kahn argued the importance of five factors of leadership in the organization, whether the organization is large or small

i) Group work skill development for student

Baskin, Barker, and Woods (2006) relate to the development of group work skills to other professional or technical skills – a skill —that needs to be developed and learned (p. 20). Hirst, Mann, Bain, Pirola-Merlo, and Richver (2004) emphasize the disconnect between leadership learning and behaviour, suggesting that experiential learning may enable students to develop group work skill in a timely manner focused on the process and long-term development of skills, rather than short training courses on the job. The importance of understanding the process of group development—a process that needs to be learned and developed over time—is evident in the shifting focus on group work within the university setting (Baskin, et al., 2005). Students should be aware of the stages of group development, and fully understand the depth of the group project at hand (Davis, 1993). Ultimately, students need training to be effective and successful at group work (Hassenien, 2007; McGraw and Tidwell, 2001). McKendall (2000) also notes that while students gained a wealth of experience in group work, no class or instruction was focused on effective group work for a simple lack of time on behalf of the instructor to even introduce the process of group development or tips for working in a group.

(ii) Less perfect design organisation and community

Organizations formed not complete until all matters appointed guide. Actual daily behaviour is more complex than that contained in the written rules and regulations of the

organization. This can be seen; that the subordinate would perform simply because according to the rules will lead to disputes. Therefore, organizations need leaders who can exercise its discretion in the face of the incompleteness of an organization. For example, in a school headmaster is a leader who can control the subordinates in achieving the objectives set by the school.

iii) Leadership in career technical and vocational

Stream Technical and Vocational is capable of forming a stream and produce skilled groups in the industry. Knut Phillips (1994), in a book entitled "Learning to work, working to learn," says that vocational training can provide a basis for the younger generation to careers in the future. Vocational training is one of the first stages of training in a particular field of work. This statement clearly shows that individuals involved in vocational training is a person who has a strong knowledge base and in the control of a particular line of work. In any organization, in general, individuals appointed to be a manager or a leader in a particular field of work are individuals who have high proficiency in a particular field. However, not all that skilled individuals who have the ability to lead. In reality, in a company, the group supervisor may assume that people who have high proficiency in technical skills qualifications or ability to lead and eligible to make decisions in any situation. Not all individuals who have the skills or technical qualifications to lead a highly successful organization as leadership skills and technical skills should not be seen as the same thing. This is because the skills needed to lead a person must have high self-confidence and have extensive knowledge of something before deciding anything.

iv) Leadership for the Border

The organization is also incomplete in terms of the relationship between the subsystems themselves and also with the external environment. In this case the leader is connecting and coordinating role between the unit and the external structure of the subsystem with the surroundings. This means leadership that serves the border. For example, if there are cracks or problems between the inside of the system, the higher the manager discretion to act.

iv) Human Membership Organization

One member of the human organization. Human is not a member of the organization, but they are filled with other activities outside the organization. Outdoor activities are sometimes directly affects the behaviour of the organization. Therefore, there must be a leadership role to control human behaviour from time to time.

2.3 Leadership Skills Essential for Career

Leaders should understand globalization has differing effects on countries people (Swanson and Holton, 2009). Since leaders' job responsibilities functions and are more complex and difficult than before, a future-oriented leadership style and flexible is required. Organizations need leadership development specific approaches for effective leadership and organizational performance (Amagoh, 2009). To keep pace with the rapidly changing environment, leaders need more

interpersonal skills to meet current and future challenges. The following are essential leadership skills that leaders should possess:

i) Build Effective Communication Skills

Develop verbal communication skills. Leaders also need cross-cultural negotiation skills to maintain international competitiveness (Okoro, 2012). They need to be able to ask questions and exchange messages effectively because diverse personalities and characteristics can easily cause misunderstanding and misinterpretations. Words and tone must be used carefully in order to deliver the message accurately while maintaining a good relationship. Thus, global leaders are recommended to receive training in interpersonal relationship and group communication competence (Okoro, 2012).

ii) Develop nonverbal communication skills.

Actions speak louder than words. The managers must be cognizant of their nonverbal language and be aware of acceptable behaviours, as well as restrict behaviours, in different cultures. For example, when a Japanese businessperson gives a gift, it normally means a gift to welcome or for appreciation rather than a bribe; similarly, returning a gift is considered polite (Lussier, 2005). In some cultures, such as Brazil, kisses and hugs are the norm of greeting while other countries, such as China, nodding heads and smiling or shaking hands are used for greeting. Because of cultural differences, people have various perceptions of personal space, touching, eye contact, etc. Leaders need to fully understand what these nonverbal behaviours are and the messages they represent.

iii) View each communication as an opportunity to sell a vision and develop a relationship.

Both verbal and nonverbal communication skills are applied in leadership practices. Note that open and honest communications can build a solid connection between the leader and followers, as well as develop respect and trust in the leadership (Mendez-Russell, 2001). Effective communications can construct the leader's credibility and increase employees' commitment and loyalty to the leader and the organization (Choan, 2003). Therefore, every communication opportunity should be treated as an opportunity to sell the leader's vision and to enhance relationship with employees.

iv) Create a vision and be able to sell it

A vision must be realistic, match with environmental challenges in the future and value the organization, stakeholder, and customers as a whole. To create a vision and bring the organization to the next level, global leaders must have the abilities to recognize and connect global trends with organizational development plans (Lussier, 2005). Leaders must be able to create a vision for how to effect positive changes that fit organizational goals and global trends. Most importantly, leaders need to be able to sell their vision to employees by effectively communicating with employees, getting employees' buy-in, and influencing employees to work toward the vision (Cranford & Glover, 2007).

v) Develop Self-Awareness

a) Identify self-strengths and –weakness - Global leaders need to conduct a self-awareness test or assessment to identify self-strengths and -weaknesses (Dubrin, 2004). It is important for the leaders to understand their individual reactions to situations and approaches to decision-making. Knowing self-limitations (i.e., strengths and weaknesses) and behavioural patterns can help the leaders perform more effectively in cross-cultural settings (Frost & Walker, 2007). Being able to overcome stereotypes and capitalize on one's advantages are keys to global leadership practice. To further benefit from identifying self-limitations, leaders may use results to structure a unique and personalized leadership style. For example, female leaders might use empathy and collaboration as their leadership traits since they tend to work best in a cooperative relationship that brings great voices into the workplace and consequently increases the team work quality and performance outcome.

b) Appreciate individual differences - Leaders face a tremendously complex, multicultural world which requires appreciation of individual uniqueness (Holt & Seki, 2012). Each individual has particular behaviours that are shaped by cultural background, life experiences, and values. To better understand cross-cultural issues, international leaders should learn each employee's demographics and appreciate the diversely valuable inputs they bring into the workplace (Parvis, 2003).

c) Close the cultural gap by looking at similarities - Focusing on differences between oneself and others is not an absolute means to solve interpersonal problems. Kowske and Anthony (2007) identified that leadership competence is conceptualized similarly when individuals have similar geographical regional backgrounds (e.g., Anglo and Latin American). Looking at similarities (also commonalities) rather than differences in people can be a good approach in assisting leaders to communicate and lead more effectively (Cranford & Glover, 2007). Leaders can thus build relationships and close the cultural gap within a group.

vi) Increase Self-Assurance

Understand competitors. A true leader must cultivate his or her capability and self-assurance to assist employees build confidence and enthusiasm (Weiss, 2004). To increase leaders' self-assurance, one can begin with understanding the competitors. Studying competitors' culture, business strategy, organization performance, etc. can enhance leaders' competitiveness in the global market and increase organizational outcomes. It is also important for leaders to extend the knowledge of international. Business and strengthen technical skills in management and leadership practice.

vii) Stay one step ahead of the game and be enthusiastic to challenges.

Effective global leaders need to be results-oriented, achievement driven and forward thinking (Gutierrez, Spencer, & Zhu, 2012). They must have the ability to quickly respond to problems and make proper decisions from divergent aspects (Rausch, Halfhill, Sherman & Washbush, 2001). They also need to be able to identify opportunities

swiftly and be capable of turning challenges into opportunities. Most importantly, global leadership is about initiative, trustworthiness, integrity, and enthusiasm of performance (Flaum, 2002).

2.4 Vocational and Technical Education Leadership

The implementation of the curriculum at the school is the main way to apply the inside of each student. To be a leader, one must have strong values in their own personal. According to Kirkpatrick Locke (1991), there were six characters or traits that distinguish a person who is not a leader with the leader of direction, motivation, integrity, confidence, cognitive ability and job knowledge. So, to become leaders, they must have the six features to help them to be successful and respected leader. Atan Long (1984), deals with some elements that should be considered in the formulation of a curriculum and among them in terms of the establishment of community-based social skills to enable students to communicate in a positive way. In addition, Atan also emphasizes the establishment of vocational skill-based curriculum work corresponding to the requirements of the energy of the people for national development. From both these aspects, it is apparent that the school curriculum is an effort to develop leaders among the younger generations in turn spurs to national development through skills mastered. At first the formation of Technical and Vocational Education (TVE), a trend in technical skills and knowledge alone. But at present, PTV not only suppresses the skills and technical knowledge, but also in producing human personality and has also expressed the future leaders in various fields. Leadership is not only given to certain people, but administering it is owned by everyone. Leadership characteristics in a person can be established if a person wants to be a leader.

"Leadership development is everyone's responsibility,"

-John Baldoni-

John said that the first step in the formation of a leader is to foster a sense of responsibility for a given task in the work environment and he believes that every human being has the power to make their own personal responsibility. He added that the pattern of leadership can motivate followers. John also stressed that leadership is the way we prepare and organization for the future.

In the education system, PTV has a difference from the general education system because PTV more emphasis on technical skills and technical knowledge. In terms of curriculum, there is little difference from an ordinary school because there are some subjects that are not offered in regular schools but in the offer of technical and vocational schools. However, the core and compulsory subjects such as moral education and civic education are taught in regular schools and vocational technical. United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Labour Organisation (ILO), are two of the few international bodies in charge of the subject of PTV throughout the region. In 2002, the two agencies have suggested that, in terms of the needs and aspirations of

individuals should perform the function of VTE in building personality and character, build spiritual and human values, the ability to understand what happened and to teach people to be able to think critical and able to respect yourself In addition, the PTV should help develop the capacity of individuals to make decisions and actively participate, fostering teamwork and leadership at work and in society in general. UNESCO recommends the application of values in the following study and review of the implementation of the proposed PTV disbursed in 2002. This is further strengthened by the words of former UN Secretary General, Kofi Annan, in a book published by UNESCO, which warned that education is the key to release from misery to our lives and to shape the future you want. Bennis and Nanus (1985), in a report on leadership in PTV said that the difference between managing and leading is in terms of its function.

"To manage means to bring about, to accomplish, to have charge of or responsibility for, to conduct...Leading is influencing, guiding direction, course, action, opinion...Managers are people who do things right and leaders are people who do the right thing"
(Bennis & Nanus 1985)

Through this passage, it is in line with the concept of PTV is capable of producing highly skilled individuals and competent. A leader must know how to do something well or have a level of mastery of knowledge and skills in a certain area before teaching others to do things correctly.

3. Conclusion

In conclusion, PTV at the beginning of its implementation is more focused on the creation of skilled workers in technical fields which focuses on the skills of the hands (hands-on skills). However, the passage of time and technological development requires changes in the changes that need to be done in the PTV to form a generation of diverse abilities, not only in technical skills and knowledge, but in producing future leaders with integrity. The era of knowledge economy requires a worker who has leadership skills and work skills or 'multi-tasking'. In addition, to complement the characteristics of workers, individuals must have high skills in interpersonal skills, reading, writing, effective communication, problem solving, how to think in order to ensure the employability of individuals in accordance with the requirements of the industry to ensure economic the country continues to grow and remain competitive. Technical training should be planned and managed in offering courses that are connected directly in preparing individuals to be accepted individually work and prepare them for leadership. Graduates should also have a positive attitude towards work, innovative and creative. The ability to meet the challenges and take risks to challenge should also be applied to the students. Cooperation between colleagues and understand the goals and demands of employers and able to work independently and producing quality work is also an industrial use. Technical and vocational education curriculum should also be flexible in order to meet market demand. Continuous improvement should be emphasized in order to ensure the quality of programs and courses so on. Institutions also have to take the

initiative in fostering employability skills among students, because these skills are also a priority to industries other than technical skills. It is the challenge to strengthen the technical and vocational training programs in the era of national development based on leadership. This can also help prevent unemployment among graduates in Malaysia. Awareness of the importance and needs of employability skills should be extended to public knowledge and motivation and the institutions, particularly trainers need to understand and apply the employability skills that are very important to the industry now.

References

- [1] A proposal paper by UNESCO and ILO: *Technical and Vocational Training for 21st Century* (2002).
- [2] Ab. Aziz, Yusof. (2003). —Organizational Behaviour: Theories, Issues and Applications". Petaling Jaya. Prentice Hall.
- [3] Ahmad, O. (2003). *The role of the National Vocational Training Council in the management of vocational training in Malaysia: A critical evaluation*. Batu Pahat: KUiTTTHO.
- [4] Aziah, M, Yaakob. S & Yahya D. (2006). —School Leadership and Development in Malaysia. Batu Caves Selangor. PTS Professional Publishing Sdn. Bhd.
- [5] Chin, T. (1994). "*Industrial Training in Malaysia – Challenge and Response*". Editorial, Journal of the Malaysian Institute of Management.
- [6] Evans, N.R & Herr E.L (1978). *Foundation of Vocational Education Second Ed* .Ohio: Charles E. Merrill Publishing Company.
- [7] Francis, Wong H.K. & Ee T.H. (1975). *Education in Malaysia*, 2nd. Ed. Hong Kong: Heinemann Educational Books (Asia) Ltd.
- [8] Hizam, Jaafar, & Zafir. B, (2000). —Introduction to Management. Kuala Lumpur. Leeds Publications.
- [9] Jon Lauglo, & Kevin Lillis (1988), *Vocational Education an International Perspective*, London: Paragons Books Ltd.
- [10] Kirkpatrick, S.A., & Locke, E.A. (1991), "*Leadership: do traits really matter?*", Academy of (Rupert N. Evans, 1978) Management Executive, Vol. 5 pp.48-60.
- [11] Knut Phillips (1994). "*How The Dual System Works*". Learning to work, working to learn. Malaysia: ISIS Malaysia.
- [12] Marzita. (2006). —All Preparedness Face RMK-9. Utusan Malaysia.
- [13] Md Yunos, J. et al, 2007. „*Technical & Vocational Education & Training (TVET) from Malaysia Perspective*". 2nd International TT-TVET EU-Asia-Link Project Meeting, VEDC Malang, Indonesia.
- [14] Mok S.S (2009). *Management Curriculum Malaysia* : Publishing Multimedia Sdn. Bhd.
- [15] Mustapha, K. et al (2003). „*Academic and vocational integration: Rationale and Challenges*". *Journal of Education* 28 (2003) 77-90.
- [16] Patrick Pillai & Ridzwan Othman (1994). *Learning to Work working to learn: Vocational training in Germany and Malaysia*. Malaysia: ISIS Malaysia.

- [17] Wan Ahmad, W.S., 2007. „*To Inculcate Training Culture Amongst Malaysian Industry through National Dual Training System (NDTS)*“. <http://www.mohr.gov.my/wanseman.pdf> Accessed 30 September 2010.
- [18] Website: www.unevoc.net/fileadmin/user_upload/.../Handbook_Foreword.pdf.
- [19] Yahya Don (2005). *Leadership Education in Malaysia*. Batu Caves Selangor. PTS Professional Publishing Sdn. Bhd.

Author Profile



Roslidawati received the certificated in 2006 from Politeknik Kota Bharu, Diploma in 2007 from Politeknik Ungku Omar Ipoh, Perak, Degree in Electrical Engineering Power Industrial from Universiti Teknikal Malaysia Melaka in 2013 and now continue studying Master in Technical and Vocational Education of Faculty of Technical and Vocational Education Universiti Tun Hussein Onn Malaysia