



# ASSESSMENT IN FOCUS

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Assessment in Focus is dedicated to the dissemination of information and developments at the Testing Center, as well as to shed light on aspects of educational measurement and evaluation issues that would assist in the development and maintenance of up-to-standard and quality education at SMU, and similar higher learning institutions in Ethiopia.

## Editor's Note

Assessment in Focus is a biannually published newsletter most devoted to giving highlight on educational matters and progress of the activities at the Testing Center of St. Mary's University. The most significant of all is that the Testing Center of SMU administers local and international Tests based on the requests of those who need its assistance. These are: Test of English as a Foreign Language (TOFEL), Graduate Record Examination (GRE), Praxis Administration (PA), Chartered Institute for Securities and Investment (CISI), Aptitude and Employment Tests, all of which are in high demands with a high rise in the number of beneficiaries. Besides, TC provides short term trainings to the University staff as well as others depending on demands to fill gaps aimed at improving the outputs rendered to customers.

In this issue, articles related to education and general knowledge for readers, like Basic Concepts of Continuous Assessment, Pedagogical Concept Knowledge (PCK), Quality Education in Higher Education Sectors, Qualities and Characteristics of Good Leaders, and Can Exams Be Fair? are included.

It also displays the services provided by the Testing Center of SMU and St. Mary's University at large. Look for other details, too.

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**"The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have hummer, but without folly."**

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## **Some Selected Activities at the Testing Center (TC) of St. Mary's University (SMU)**

Different activities have been carried out by SMU's experienced professionals at the TC over the last few months of 2021 /22 G.C. Some of these activities include the following:

### **Improving Outreach Services and Partnership**

To select efficient workers for different organizations, employment tests were prepared and administered to thirty three job positions; namely: Secretary, Accountant, Finance and Grant Officer, Finance Group Leader, Corporate Information Technology Directorate Director, Legal Cases Directorate Team Leader, Production Supervisor, Regional Auditor, Risk Management and Compliance Service Head, and Branch Manager, etc.

To help customers become competent internationally, 38 test sessions of Test of English as a Foreign Language (TOEFL) were conducted. These sessions had a total of 363 registered candidates. Likewise, five test sessions of Graduate Record Examination (GRE) for 29 registered candidates and six test sessions for 20 registered job positions of Chartered Institute for Securities and Investment (CISI) were conducted.

### **Improving the Quality of Assessment Tools**

Entrance exam was prepared and administered by TC to 1st year 2014 E.C Undergraduate Program (UP) students from TVET to degree program.

To assure the completion of graduating students, Comprehensive Degree Exit Exam (CDEE) was prepared and conducted for 2014 E.C Regular Program prospective graduates of Accounting Department.

Likewise, TC assisted the preparation of 2014 first quarter model exams of Grade 8 Kidist Mariam School (KMS) and conducted item analysis. The item analysis feedback report was given to concerned bodies aimed at taking the necessary supportive and pedagogical measures.

Training was also given to KMS newly recruited teaching staff on Blueprint Preparation and Item Development to improve the quality of assessment tools development. Moreover, training was given to Addis Ra'iy Primary School teachers on Test Item Development upon request, aimed at rendering outreach services to the community. Likewise, training was conducted on Test Blueprint and Criterion Referenced Assessment (CRA) for Under Graduate Program (UP) of SMU with the purpose of improving the preparation of assessment instruments.



KMS newly recruited teaching staff attending training





## **Collaborative Activities with CODL Staff**

TC was engaged in the preparation of exams for newly arriving courses in collaboration with CODL staff. In the same manner, TC academic staff participated in marking of 2013-II sample CODL Degree Exams. Meanwhile, academic staff of the Testing Center were able to get the necessary feedback from the students' marked papers.

## **Improving Research Output of the University**

Proposal on a research entitled “Factors Affecting the Academic Performance of Miskaye Hizunan Preparatory School Students” is completed. The research is being executed with the aim of examining the major personal and socioeconomic factors that affect the school performance of students. Moreover, the research is aimed at assessing the elements of service provision of the school that may influence performance of students.

## **Augmenting the Tradition of Learning from Best Practices within and Outside the University**

On February 1, 2022, experience sharing event was conducted between Institute of Educational Research of AAU, and Testing Center of SMU. From this experience sharing event, both parties have benefited in gaining rich experiences about employment tests, international tests, and university entrance and exit exams etc preparation and administration practises.

## **Basic Concept of Continuous Assessment (CA)**

*Wubishet Shiferaw (Ph.D) SMU, TC*

Capper (1966) explains continuous assessment (CA) as a student evaluation or assessment system conducted at the classroom level consisting of a number of measures and procedures through which a teacher evaluates the effectiveness of his/her instruction and target students who have not mastered particular skills. It serves as the foundation for improved instruction in the classroom.

CA as a student evaluation process includes the following basic activities;

- gathering valid and reliable information about the performance of the learner on an ongoing basis against clearly defined criteria using a variety of methods, tools, and techniques.
- recording the findings.
- reflecting and reporting by giving positive supportive and motivational feedback to learners, other educators, and parents.

One of the advantages of CA over a one - shot or end-of cycle examination is that it enables teachers to assess a wide range of curriculum objectives. To this effect, CA requires employing varieties of instruments such as:

- tests (practical, oral and paper-and- pencil)
- classroom exercises, assignments, group works
- projects
- observations
- interviews, group discussions
- questionnaires, etc.



Some of those instruments are more appropriate tools than the others to assess a given objective. For instance, practical tests used to assess psychomotor domains. Oral tests and interviews serve the purpose of assessing listening and speaking abilities. Questionnaires can help a teacher assess the interests and attitudes of the learner. The same is true for observations and discussions. In short, the type of instruments for CA depends on the type of objectives to be assessed. One cannot pinpoint specific instrument for CA. It requires a combination of assessment instruments depending on the objectives to be assessed.

Teachers have a number professional responsibilities regarding educational assessment in schools. Notable among these are indicated below.

### **1. Teachers should use appropriate type and techniques of assessment**

Assessment enables teachers to know about the achievements of their students and the effectiveness of the instruction so as to take preventive and corrective measures. To this effect, teachers should use appropriate types of assessment (Paper-and-pencil tests, oral, practical) that depend on the objectives to be assessed, age and grade level of students. In order to assess some subjects (for example languages, physical education, computer science etc.) teachers should use practical assessment in addition to paper-and pencil-tests. They need to release assessment in schools from the straight jacket of the paper and pencil test.

### **2. Teachers should use appropriate type of items (questions).**

The types of items and techniques of developing them will be of paramount importance in designing assessment instruments. However, for the purpose of clarity on the theme of the case at hand, let us see the two types or formats of items.

- Selection type items:- items that require students to select from the given options(e.g. multiple choice, true or false, matching items)
- Supply type items: - item that require students to produce but not to select. Short answer and essay type items are under this category.

Each type of test format has its own advantages and disadvantages. It is preferable to use both types of test formats than using only one type. But at times, situations may force teachers to use either of them. For instance, when teachers have an ample time for test development but a short period of time for reporting results and when they need to cover many topics by the test, multiple- choice items are preferable to other types. On the contrary, when teachers have shorter time for test development than that of reporting results: when the intention is assessing students' abilities to write, organize ideas, evaluate,... supply type items (like easy type) become appropriate.

### **3. Teachers should report and use the results of assessment on the right time**

The obvious purpose of assessment in schools should be helping learners and teachers. Both parties understand the effectiveness of their performance through assessment. To this extent, teachers are supposed to let students and other concerned parties know the results of assessment at an appropriate time. Rowntree (1987) gets to the heart of the matter when he states that feedback or knowledge of results is the life blood of learning. Reporting results on time is important not only to students and teachers but also to parents, schools and other educational institutions, and policy makers.



#### 4. Teachers should minimize or avoid biases

Bias in examinations at school level may occur during test development and marking process. Teachers should be cautious about writing items. Items should not be;

- a) gender biased: items are said to be gender biased if they are in favor of either boys or girls.
- b) biased in terms of location (favor either rural or urban students).
- c) biased in terms of socio- economic status.

Marking supply type items is susceptible to bias. It is possible to minimize such bias using certain techniques. If, for example, teachers do marking without referring to student's name, it minimizes 'hallo- effect'. If there are two topics to write an essay, teachers should mark item by item but not students. Meaning to say, instead of marking both items for student "A" and then go to student "B", it is advisable to mark the first item of student "A", "B", etc. than start to mark the second item for another student (not to start from student "A").

As repeatedly stated, it is necessary for educators to note the advantages and draw backs of CA for better realization.

Some of the arguments in favor of CA by the writers like Kellaghan and Geraney (1992), Torrance (1995), Pennycuick (1988) and Gips (1994) are presented as follows.

- CA permits a wide range of curriculum topics and domains to assess such as ability to plan and organize, which cannot be adequately assessed in a one-off examination.

- CA provides immediate feedback information to teachers on student achievement and on teaching effectiveness (Kellaghan & Greaney, 1992). It also gives information to the pupil how well she/he has learned.
- Feedback or knowledge of results has been considered as the life blood of learning (Rowntree, 1987). Moreover, it is a crucial feature of the teaching and learning process for it contributes directly to progress in learning through the process of formative assessment and indirectly through the development of pupils academic self-esteem (Gips, 1994).
- CA reduces the undesirable curriculum backwash effects of public (external) examinations. (Kellaghan and Greaney, 1992). It minimizes teaching for the test. The reduction of such undesirable effects enables the pupils to benefit from schooling.
- If CA becomes part of any form of external assessment, efforts will be made to improve teachers' competency in assessment and as a consequence improvement in teaching and learning is likely to occur.
- CA, spread over the year, can increase students' motivation.

In summary, the above mentioned arguments indicate that CA can enhance the validity of assessment, integrate curriculum, pedagogy and assessment, and serve a broader range of assessment functions- in particular, a formative function.

To the contrary, Pennycuick (1988) explains that CA is not without its problems, and countries considering



the introduction of CA are advised to weigh up the pros and cons. The writer mentions that the problems are both technical and practical, and some are more easily solvable than others.

As to the specific problems which may affect the implementation of CA, some schemes are well presented by Pennycuick (1988) and Kellaghan & Greaney (1992) and they can be summarized as follows:

- Teachers may lack experience of and expertise in CA. the quality of many classroom assessment instruments may be low. The above mentioned writers suggest the provision of adequate In-Service Training support as a response to the problem.
- Teachers' workload may be substantially increased by CA. It requires them to devote more time on assessing and recording student performance. Pennycuick suggests designing schemes to take account of pressure on teachers, which avoid excessive demand of record keeping and reporting.
- There are several possible sources of un reliabilities in CA. they include administrative mistakes, teacher bias, doubtful originality of work (i.e. collusion or cheating).
- Variations in marking criteria and aggregation of marks within and among schools. However, the variation in marking standards can be maintained through various forms of moderation such as group or consensus, validation and statistical moderation. Because it is cheapest and easiest to apply, Pennycuick suggests statistical moderation for developing countries and yet indicates its problems. It requires a

reference point and, if external examination is used for the purpose, he states, the undesirable curriculum backwash will continue.

- CA may result in different administrative problems for schools such as what to do if a student is absent during school examination, transfer of students from one school to another. However, administrative problems can be alleviated through the provision of an instruction and using a comprehensive guide line.

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### Can Exams Be Fair?

*Degefa Burayou, SMU, TC*

It is generally agreed that exams must be fair; yet what this exactly means is not made clear. One may mean fairness of treatment, but this merely propagates the fairness or unfairness of pre-existing rules. Fairness of opportunity, on the other hand, necessarily leads to identical grades for everyone, which clearly makes it inapplicable. Neither view is helpful to make decisions on competing claims: fairness of treatment ignores the problem and fairness of opportunity holds all claims to be equally valid. To escape this deadlock, one needs an external criterion, such as how good engineers students will be, to replace fairness viewed as student- student comparison.



There is a wide consensus- amongst both teachers and students - that exams must be fair. However, what this exactly means is unclear: even though one can see what ‘fairness’ may mean in the case of grading, what it means for the exam itself is not understandable .If one were to ask around what a fair test would be like, one would receive many answers; some of which are mutually exclusive. (Imagine that an American and a British agree that ‘chips taste good.’ Since the word ‘chips’ does not have the same meaning for both of them, this agreement is a semantic artifact: they refer to different things for which they simply happen to use the same word. If people do not agree on what ‘fair’ is meant, then, the consensus that ‘exams must be fair’, is deceptive. And, if one does not know what it means for an exam to be fair, one cannot design fair exams. In fact, Green et al (2007) surveyed secondary teachers and found that “assessment is a realm without professional consensus.” So, the purpose of this article is to ask explicitly what it means for an exam to be fair.

According to Fekler (2012), students deem an exam unfair in the following cases:

1. problems on content not covered in lectures on homework assignments;
2. problems the student thinks thickly, with unfair twists that must be worked out on the spur of the moment;
3. excessive length, so that only the best students can finish in the allotted time;
4. excessive and harsh grading with little distinction being made between major conceptual errors and minor calculation mistakes.

5. inconsistent grading, so that two students who make identical mistakes lose different points.

While the first four issues may be indicative of weaknesses of the exam, they do not obviously qualify as unfair. (In fact, ‘flaws’ 1 and 2 tend to reduce the grade of all students rather than favor some over others.) It is rather common for the word ‘unfair,’ while it is true that “unfair and poorly graded exams cause student resentment,” this does not entail that resentment can be equated with unfairness-- a good grade, however unfair, will not make a student complain.)

By fairness, one may mean fairness of treatment: the same rule is applied to all students; for instance, the same answer should get the same points. In particular, one may say that an exam is fair if it is based on explicit class objectives- say what you do and do what you say. The ability to solve simple problems quickly is then an acceptable criterion if it was an explicit objective of the class.

But, what if same students complain that such an objective is unfair because it favors students who are naturally fast or because students whose strength is their ability to cope with complex issues is a disadvantage? One will reply that this ability is not part of the objectives, and the students will ask why. Saying that we tested on the objective that objectives were clearly defined, and that we taught students what would be on the test will not convince them. The process is fair in the sense that tests are based on the objectives; but are objectives themselves fair?





Let us imagine that we are trying to organize a match-up between Tiger Woods -best golf player in the world, and Roger Federer, best tennis player in the world. If they play golf and the same rules apply to both players, Woods will win. But, is this really equality of treatment? After all, choosing golf in itself gives an overwhelming edge to Woods. This match is unfair because it is golf. The rules may be the same for the two players; they are still the rules of the sport of one of them.

Giving credit to students because their name starts with a B is not any less fair than giving them credit because they have the correct answer. In both cases, the same rule is applied to all students identically; but it happens to be more convenient for some students than for others (paraphrasing Orwell), one could say that ‘all students are treated fairly but some are treated more fairly than the others’. Fairness of treatment is not fairness at all when it means applying rules that are themselves unfair: it merely propagates the fairness or the unfairness of pre-existing rules. It may be relevant to grading; but it is not applicable to exam design as a whole. (Those, such as Bloom et al (1981), who equate fairness with fairness of grading, therefore, cannot be right.)

Teaching and testing based on class objectives is not sufficient, since the objectives themselves may be unfair. As Ellet [9, p. 104] notes, whether a procedure is fair “depends upon the fairness of the results which are brought about by following the procedure or guidelines” saying “assess as you would be assessed” is of no help- even though I may personally like the

idea that those whose names start with a B should be advantaged, this is not an acceptable policy. One needs a richer concept, one that could generate these objectives. (“Part Two” will continue in the upcoming edition of this newsletter.)

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### Pedagogical Content Knowledge (PCK)

*Gezahegn Zewdie, SMU,TC*

Pedagogy is a term that refers to the method of how teachers teach, in theory and in practice. It is developed by educator’s teaching beliefs and concerns the interplay between culture and the different methods to learn, in order to help students build on prior learning, and establish meaningful classroom relationships.

Pedagogical Content Knowledge (PCK) is an integration of knowledge about pedagogy and knowledge about content with regard to understanding how to represent, structure, order and adapt specific topic of a subject matter and consider the students’ diverse abilities and characteristics in the teaching learning process.





## How Pedagogical Content Knowledge (PCK) is Developed

- Pedagogical content knowledge is deeply rooted in a teacher's everyday work. However, it is not opposite to theoretical knowledge. It encompasses both theory learned during teacher preparation as well as experiences gained from ongoing school activities.
- The development of pedagogical content knowledge is influenced by factors related to the teacher's personal background and by the context in which he or she works.
- Pedagogical content knowledge is deeply rooted in the experiences and assets of students, their families and communities.

In an attempt to describe how PCK develops, several scholars have distinguished sources that contribute to its development.

1. The first source is teaching experience. Empirical studies have shown that significant improvements in PCK are made in the early months of one's teaching career.
2. PCK courses, which aim at improving teachers' knowledge on how to teach a subject, are the second source for PCK development.
3. The third PCK source is disciplinary knowledge, that is, Possession of CK is necessary for the presence of PCK. CK positively influences teachers' decisions about the relative importance of particular subject matter and their selection and use of curriculum material. Brownlee et al. showed that a course on CK had a positive influence on teachers' content knowledge for teaching mathematics.
4. Fourth, "apprenticeship of observation" has been distinguished as another source for PCK development. Apprenticeship of observation refers to the influence of teachers' past experiences as a student on their current teaching models. Unfortunately, these memories may also limit teachers to rely only on familiar curricular materials and approaches. Haston and Leon-Guerrero empirically showed that teachers consider their memories of past education as an important PCK source.
5. Fifth, teachers' cooperation with colleagues has been described as a possible source for PCK development. According to Kind, provision of a supportive working environment that encourages collaboration may benefit teachers' PCK development. Haston and Leon-Guerrero empirically showed the importance of cooperation with colleagues for PCK development.
6. Finally, the sixth possible source for PCK development is the importance of reflection on educational practice. Kenney et al. showed that reflection on writing assignments improved teachers' PCK.



## **Pedagogical Content Knowledge (PCK) in Core Content Areas**

As noted above, PCK illustrates how the subject matter of a particular discipline is transformed for communication with learners. It includes recognition of what makes specific topics difficult to learn, the conceptions students bring to the learning, and teaching strategies tailored to this specific teaching situation. To teach all students according to today's standards, teachers indeed need to understand subject matter deeply and flexibly so that they can help students map their own ideas, relate one idea to other concepts, and re-direct their thinking to create powerful learning. Teachers also need to see how ideas connect across fields and to everyday life. These are the building blocks of pedagogical content knowledge.

It is critical, however, that pedagogical content knowledge be subject-specific. What are some of the examples of PCK in the core subject areas of language, science, mathematics and social studies? And, how is this knowledge compared with other knowledge that teachers traditionally master?

Standards organized in the core subject areas of language, science, mathematics and social studies are ready-made guide for practitioners to use in directing the specialized learning of their content teachers. Further, this distinction in knowledge bases can serve to assess the overall planning and delivery of content teacher professional development.

## **Professional Development that Supports Development of PCK**

It is not uncommon for professional development leaders to work with schools that have concentrated all of their professional development efforts in only one area, such as subject matter knowledge or with schools that have designed professional development plans around only pedagogical concerns, such as effective instructional techniques.

PCK theory questions the value of knowing everything about a subject if one does not understand how students learn it or the value of being the very best at instructional strategies, if those strategies cannot deliver high quality subject matter knowledge. What is needed instead is to orchestrate teacher learning opportunities that are centered on the specific ways of knowing and doing within a given subject or, on pedagogical content knowledge.

Fortunately, current professional development principles do guide the process of teacher learning in ways that support PCK. We have best practice of research that delineates the best overall approach, context, strategies, and content of professional development.

### **Sources:**

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## Quality Education in Higher Education

*Asres Mekuriyaw, SMU, TC*

Higher education is becoming a major driver of economic competitiveness in an increasingly knowledge-driven global economy. The imperative for Ethiopia to improve employment skills calls for quality and relevant teaching-learning practices especially in private higher education institutions where there is fierce competition amongst them. The importance of educating people to ensure a country's continuous competitiveness and sustainable development is unquestionable. Higher education is of paramount importance for economic and social development. By inculcating relevant knowledge and advanced skills, higher education provides the human resources required for leadership, management, business and professional positions.

Higher education is the fundamental driver of the knowledge of economy. So, a well-educated and skilled labor force is essential for creating, sharing, disseminating and using knowledge effectively. Besides, education is expected to build up an educated labor force, where people are able to continuously upgrade and adapt their skills to create and use knowledge efficiently (Damtew, 2010).

Academic quality is a way of describing how well the learning opportunities available to students help them to achieve their award. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them. UNICEF has defined educational quality in terms of 5 dimensions; these are:

- Learners who are healthy and well nourished;

- Environments that are safe / protective / gender sensitive with adequate resources;
- Content that is reflected in the relevant curriculum and materials for the acquisition of basic skills;
- Processes through which trained teachers use student-centered teaching approaches in well managed classrooms; and
- Outcomes that encompass knowledge, skills and attitudes

What is quality and excellence in higher education?

Quality and excellence is of great significance both to the provider of higher education and education receives in the process of building solid foundation of higher education and building capacities and capabilities of receivers, thus bridging the gap between underdeveloped and developed nation, rich and poor nation.

Excellence in Higher Education: An Integrated Approach to Assessment, Planning, and Improvement in Colleges and Universities is designed to help address many of the challenges confronting higher education—particularly those over which we can exercise some direct influence.

The recent phenomenon, Higher Education Quality, therefore, is not yet well established as the value of all concerned stakeholders; and consequently, less well conceptualized as it ought to be. Due to these reasons, quality is described as:

1. Quality as Exceptional (High Standards): performance that is exceptional; attainable only in limited circumstances. This can happen only when very able and brightest students are admitted to the system, mainly in world class universities.





2. **Quality as Consistency (Zero Defects/Errorless):** this deals with producing perfection through continuous improvement, among others, by adopting Total Quality Management (TQM) to create a philosophy about work, people and human relationships built around shared values. This definition implies fulfilling ideal standards entails ideal environment in which all achievements can be measured and verified. This aligns with positivist paradigm which espouses for the belief that the world is definable, fixable, discoverable, and describable.
3. **Quality as Value for money (Return on Investment, Accountability/Efficiency):** this is to see quality as the ability to provide value for resources invested and to be publicly accountable for the 'bucks' and for the 'bangs'. It goes with the types of learners joining our universities and the concerns of cab payers, funding agencies and governments.
4. **Quality as Fitness for/of purpose (Fitting Customer Specifications, Needs, and Priorities):** this sees quality as fulfilling the purposes or missions of all parties involved in and affected by the program and /or the services we render.
5. **Quality as Culture:** This deals with a supportive set of shared, accepted, and integrated systems (embedded), patterns of quality, attitude and set of group values, taken-for-granted practices, and a specific aspect of organizational culture that guide how improvements are made to everyday working practices and consequent outputs. It serves as social glue to hold an organization to-

gether' being made up of many variables—modes of interaction, assumptions, rituals, membership, structures, control mechanisms, training, educational sessions and so on'. In the spirit of quality culture, it is the responsibility of each unit to ensure the quality of their own work.

6. **Quality as Transformative (as Enhancement or Improvement, an Ongoing Process that Includes Empowerment and Enhancement of Satisfaction).** Today, the world demands adaptive knowledge, skills and attitudes. This calls for enhancing the readiness and capability of HEIs to transform students on an on-going basis and add value to their knowledge and personal development. This aligns with current concerns for HEIs for the masses, where emphasis is more on value adding parse rather than value adding from an already high level.

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## Qualities and Characteristics of Good Leaders

*Yohnnes Gebeyehu, SMU, TC*

Many leadership qualities have been observed throughout history. They were adopted by leaders somewhere, while others were exhibited by good leaders. In either case, the characteristics of those in charge are correlated to their ability to accomplish their goals. Just as importantly, those same traits determined how much or how little their followers



looked up to them. Fortunately, you can put history on your side and use the learning from others to develop admirable leadership strengths.

There are seven specific qualities of good leaders that stand out as contributing to their greatness. The good news is that each of these leadership attributes, characteristics, and traits can be learned through practice and repetition.

### **The best qualities of good leaders are:**

**1. Vision:** “Good business leaders create a vision articulate the vision, passionately own the vision and relentlessly drive into completion” – Jack Welch.

Great leaders have a vision that they can see into the future. They have a clear exciting idea of where they are going and what they are trying to accomplish and are excellent at strategic planning this qualities separates them from managers. Having a clear vision changes “ transactional managers” into transformational leaders, ”while a manager gets the job done, great leaders tap into the emotions of their employees

**2. Courage:** “ Courage is rightly considered the fore most of the virtues, for upon I, all others depend” Winston Churchill

One of the more important qualities of a good leader is courage. Having the quality of courage means , willing to take risks in the achievement of your goals with no assurance of success. Because there is no certainty in life or business, every commitment you make and every action you take entails a risk of some kind. Therefore, courage is the most identifiable outward trait.

**3. Integrity:** “with integrity, you have nothing to fear, since you have nothing to hide. with integrity you will do the right thing so you will have no guilt” ➡ ZigZiglar

In every strategic planning session that I have conducted for large and small corporations, the first value that all the gathered executives agree upon for their company is integrity. They all agree on the importance of complete honesty in everything they do both internally and externally; the core of integrity is truthfulness. Integrity requires that you always tell the truth, to all people in every situation. Truthfulness is the foundation quality of the trust that is necessary for the success of any business.

**4. Humility:**“ The more you can contain your ego, the more realistic you are about your problems, you learn how to listen and admit that you don’t know all those answers. You exhibit the attitude that you can learn from any one at any time your pride doesn't in the way of gathering the information you need to achieve the best results. It does not keep you from sharing the credit that needs to be shared. Humility allows you to acknowledge your mistakes.” Larry Bossidy

Great leaders are not only those who are strong and decisive but also humble.

Humility does not mean that you are weak or unsure of yourself. It means that you have self-confidence and self-awareness to recognize the value of others without feeling threatened.



This is one of the rarer attributes or traits of good leaders because it requires containment of one's ego. It means that you are willing to admit you could be wrong that you recognize, you may not have all the answers. And it means that you give credit where credit is due which many people struggle to do

5. **Strategic planning:** ➡ "Strategy is not the consequence of planning, but to the opposite it is the starting point." Henry Mintzberg  
Great leaders are outstanding at strategic planning.

It is another one of the more important leadership strengths they have the ability to look ahead, to anticipate with some accuracy where the industry and the markets are going. Leaders have the ability to anticipate trends, well in advance of their competitors, they continually asked going where it is likely to be in three months, six months, one year, and two years they do this thoughtful strategic planning. Because of increasing competitiveness, only the leaders and organizations that can accurately anticipate future markets can possibly serve only leaders with foresight can gain the first mover advantage

6. **Focus:** "Successful people maintain a positive focus in life no matter what is going on around them; they stay focused on their past success rather than their past failures, and on the next action steps, they need to take to get them closer to the fulfillment of their goals rather than all the other distractions that life presents to them" ➡ **Jack Candfield**

Leaders always focus on the needs of the company and the situation. Leaders focus on results, on what must be achieved by themselves, by others strengths, in them and in others. They also focus on the strengths of the organization on the things that the company does best in satisfying demanding customers in a competitive market place.

Your ability as a leader to call the shots and make sure that everyone is focused and concentrated on the most valuable use of their time, is essential to the excellent performance of the enterprise.

7. **Cooperation:** "If your imagination leads you to understand how quickly people grant your requests when those requests appeal to their self-interest you can have partially anything you go after" ➡ **Napoleon Hill**

Your ability to get everyone working and pulling to Gather is essential to your success. Leadership is the ability to get people to work for you because they want twenty percent of your people contribute eighty percent of your results. Gain the cooperation of others by making a commitment to get along well with each key person every single day. You always have choices when it comes to a task ; you can do yourself, or you can get someone else to do it for you. Which one is it going to be?

## References

<https://www.briantracy.com/blog/leadership-success/the-seven-leadership-qualities-of->





## Quotes corner

- It's a funny thing about life, once you begin to take note of the things you are grateful for, you begin to lose sight of the things that you lack.” (Germany Kent)
- A star does not compete with other stars around it; it just shines.” (Matshona Dhliway)
- “You are no richer than what you carry in your mind, no stronger than what you hold in your heart, and no purer than what you harbor in your soul.” It is the matter of human nature (Matshona Dhliway)
- “If you tell the truth, you don't have to remember anything.” (Mark Twain)
- “A lie can travel half way around the world while the truth is putting on its shoes.”( Mark Twain)
- “Knowing yourself is the beginning of all wisdom.” (Aristotle)
- “Live the Life of Your Dreams: Be brave enough to live the life of your dreams according to your vision and purpose instead of the expectations and opinions of others.”(Roy T. Bennett, )
- “A Reading self-improvement book is like creating a mental savings account from which we can withdraw viable tools for what we perceive as tough days.” ( Dr. Jacent Mpalyenkana, Ph.D. MBA )
- "Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall." (Stephen Covey)
- "Effective communication is 20 percent what you know and 80 percent how you feel about what you know." (Jim Rohn)
- Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful. (Herman Cain)
- Exams test your memory, life tests your learning; others will test your patience.(Fennel Hudson)
- Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible work. (Francis of Assisi)



**ትድሰት ማርያም የኢኮኖሚ**

**ልዩ የምዘናና ፈተና አገልግሎት በትድሰት ማርያም የኢኮኖሚ**

**ለመሥሪያቤት የአዲስ ሠራተኛ ቅጥርና የዕድገት ፈተና መስጠት ይፈልጋሉ? እንግዲያውስ የትድሰት ማርያም የኢኮኖሚ ፈተና ማዕከልን ቀልጣፋና ሙያዊ የፈተና አገልግሎት ይጠቀሙ!**

**በተጨማሪም የትድሰት ማርያም የኢኮኖሚ የፈተና ማዕከል:-**

- የ ቶፍል ቴስት (TOEFL-Internet-Based Test/ Test of English as a Foreign Language)
- የ ጂኦርጂ ቴስት (GRE-Internet-Based Test/ Graduate Record Examination)
- የ Praxis Exam Administration
- የ CISI Exams (Chartered Institute for Securities and Investment) እና
- በትምህርት ምዘና መስክ የተለያዩ ሥልጠናዎችን በተመጣጣኝ ዋጋ ይሰጣል::

**ብቃት ያለው ባለሙያ ለመቅጠርም ሆነ ሚዛናዊነቱ በተረጋገጠ ምዘና ሠራተኞችን ለማሳደግ በፈጣንና አስተማማኝ አገልግሎታችን ይጠቀሙ::**

**ለበለጠ መረጃ:-**

- በስል ክቁጥር 0115 51 09 91 ያገኙናል::

**የትድሰት ማርያም የኢኮኖሚ  
ፈተና ማዕከል**



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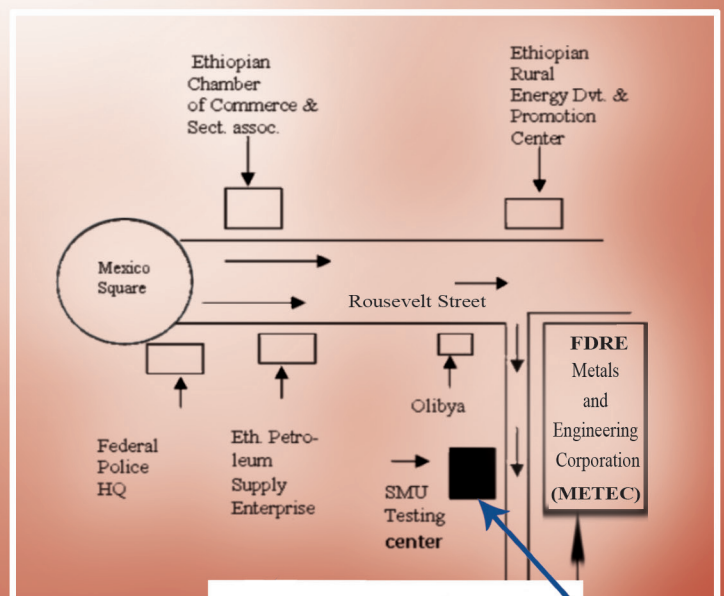
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