

# GRADUATE SUCCESS ATTRIBUTES

UHMT1012 (Sections 23 & 26)  
UHAK1012 (Section 34 & 35)

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# Reflection - activity 1

- You could develop a good team even though you are not really close each other before.
- You can be a good leader to give instruction, the same time you must also to be a good person to receive instruction.



# **UTM - Graduate Success Attributes**

## **2. CRITICAL THINKING AND PROBLEM SOLVING SKILLS**

# Critical Thinking - What is it?

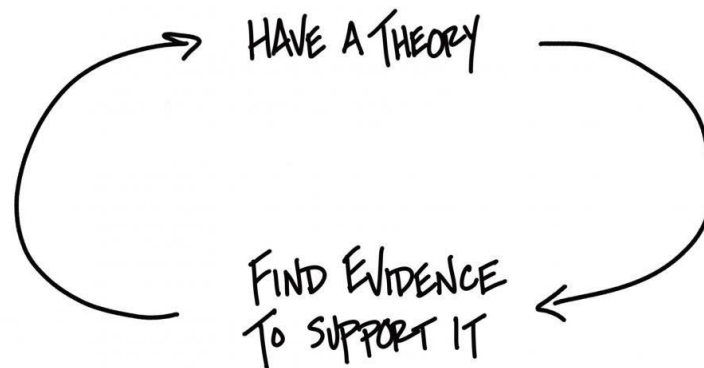
Critical thinking begins when you question beyond what is **given**, and you want to know more:

- how something happens,
- why it happens, and further
- what will happen if something changes.



# If you're a critical thinker, you think.

- You are willing to examine your beliefs, assumptions, and opinions and consider them against facts.
- You are willing to evaluate the thinking you have created and are open to change, if necessary.



Critical thinkers listen carefully.



- If you're a critical thinker, you listen carefully to what others are saying and are able to give feedback.
- You are able to suspend judgment until all the facts have been gathered and considered.

# Critical thinkers look for evidence....

- If you're a critical thinker, you look for evidence to support your assumptions and beliefs.
- You examine problems closely and are able to reject information that is incorrect or irrelevant.



# Therefore...through experience, as a critical thinker, you will:

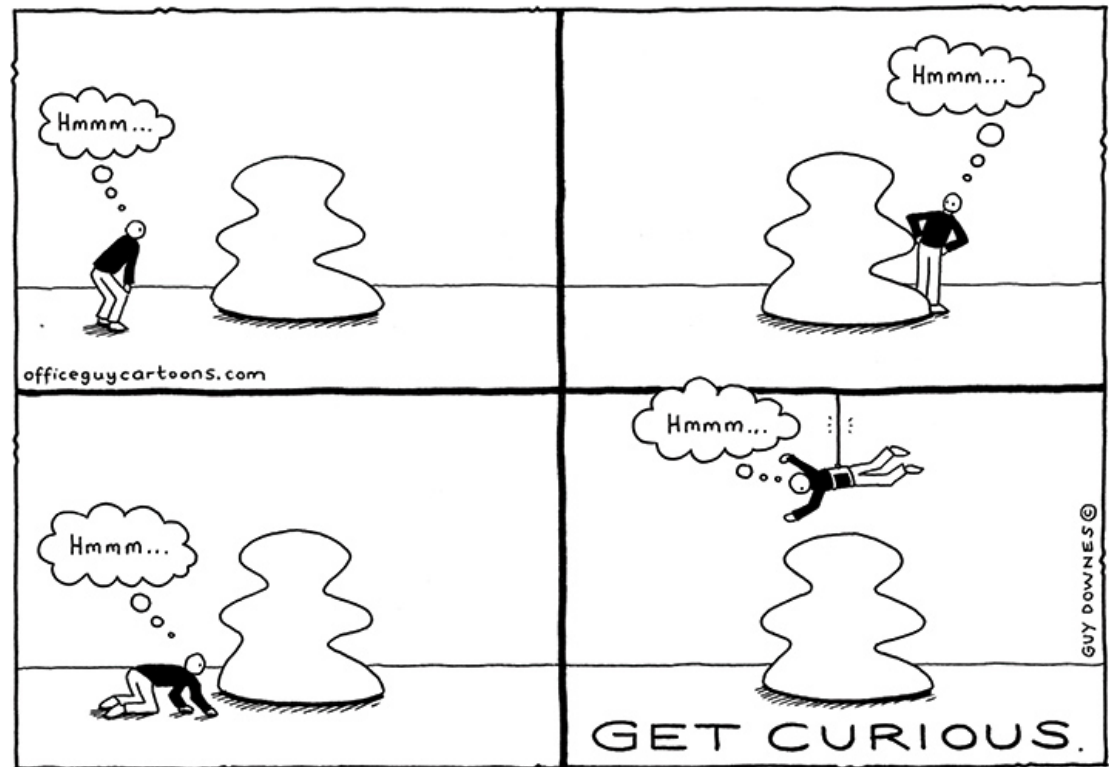
- be willing to explore different perspectives
- be willing to change personal assumptions
- be willing to ask difficult questions
- ability to be receptive to contrasting viewpoints





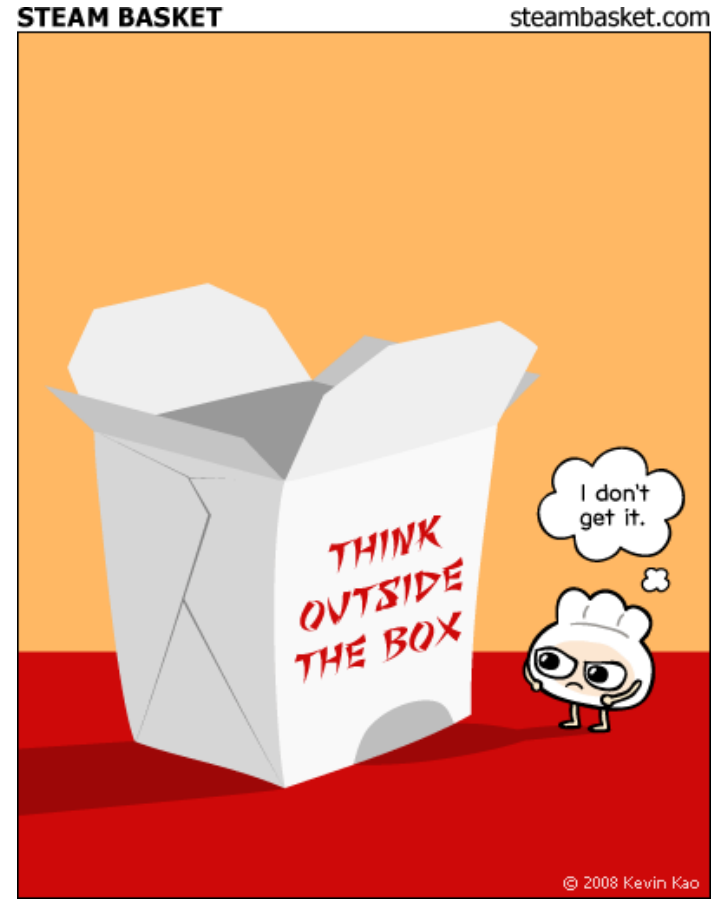
# Critical thinkers are curious.

- Interested in knowing all there is about a topic.
- Look for new and better ways to do everything.



# Critical thinking is . .

- Thinking “outside” the box
- Limitless thinking
- Higher level thinking involving. . .
- Making inferences
- Drawing conclusions

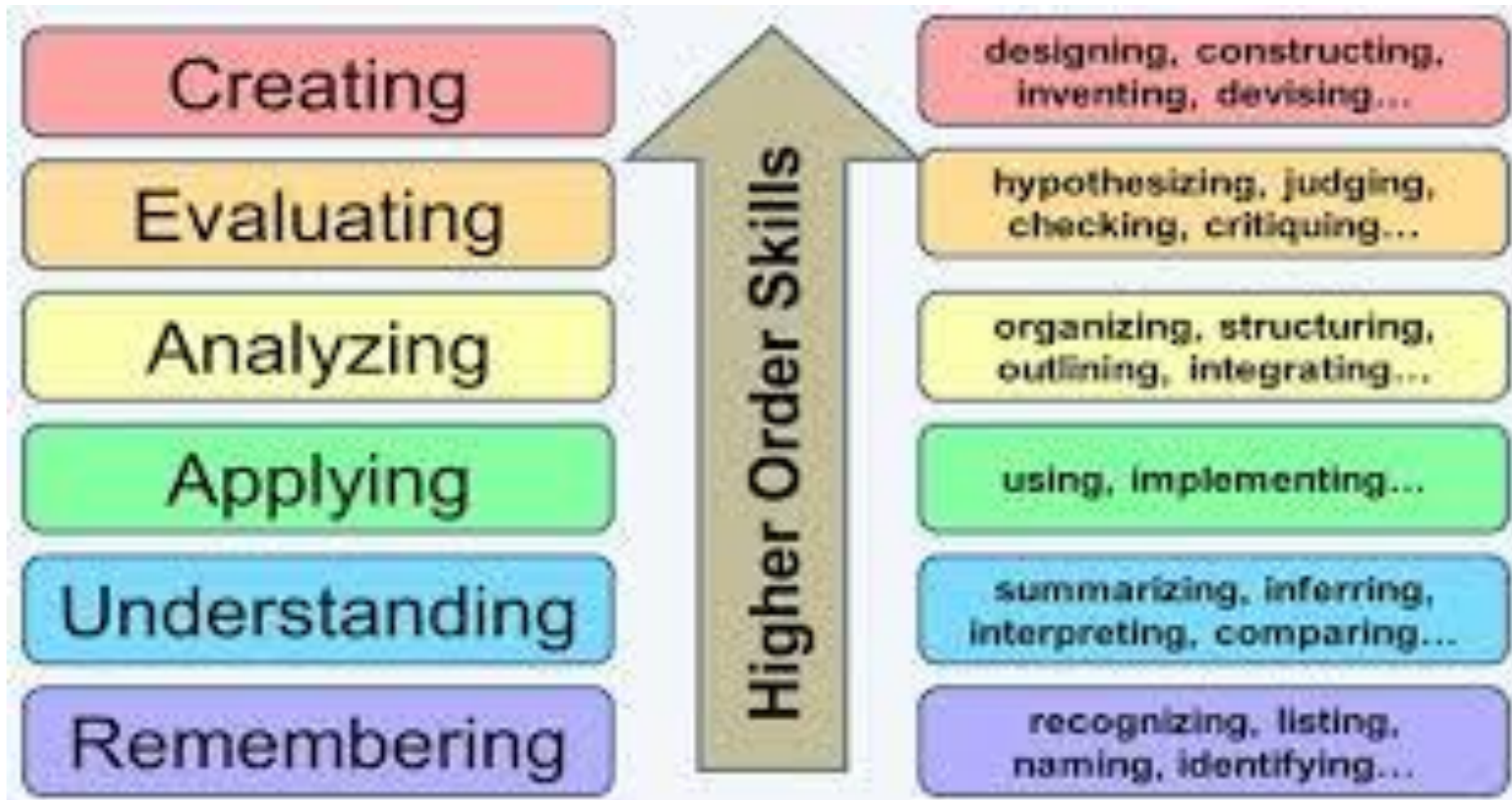


# Bloom's Taxonomy

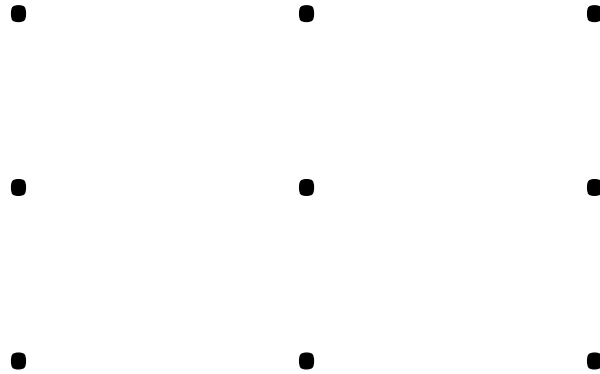
- a **hierarchy** of a sequential organization
- it progresses upward **from simple to complex**
- **pyramidal** in shape, beginning at the base with knowledge and progressing upward
- **at the highest levels there is no 1 “right” answer**
- Ex.: What is your opinion of . . .?, What conclusions can you draw from . . .?, How would you rate the movie . . .?



# BLOOM'S TAXONOMY- HIERARCHICAL LEVELS OF THINKING

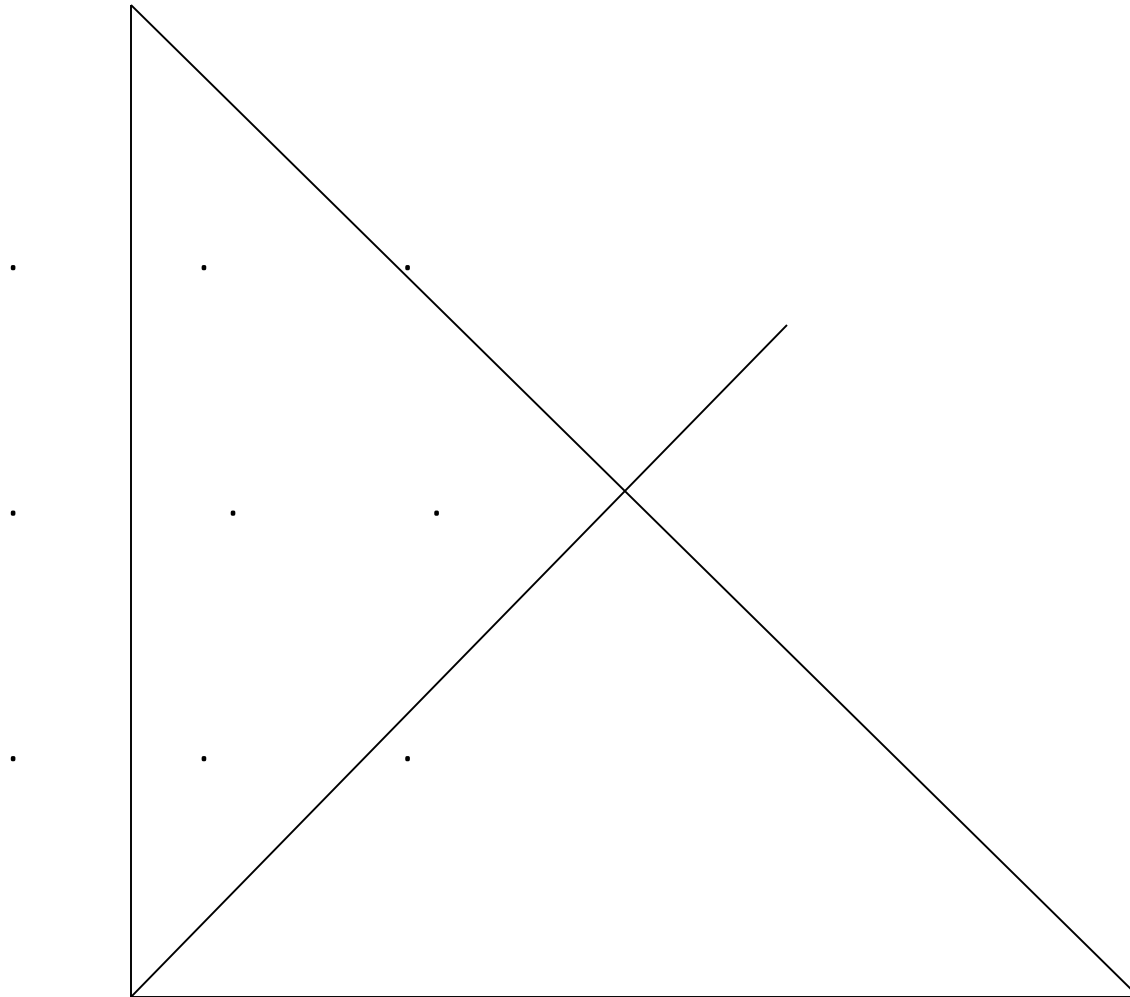


# Critical Thinking Application



How can the definition of critical thinking help you solve this problem? Connect the 9 dots using 4 straight lines. Once you start drawing the lines, do not stop until all 9 dots have been connected. HINT: Lines may be vertical, horizontal and/or diagonal.

# Solution— Critical Thinking Exercise



# Why Is Critical Thinking Important?

- underlies reading, writing, listening and speaking—basic elements of communication
- institutions in any society—courts, governments, schools, businesses—are the products of critical thinking
- plays a major role in technological advances
- blazes a path to freedom from half-truths and tricks



# How Can One Become a Critical Thinker?

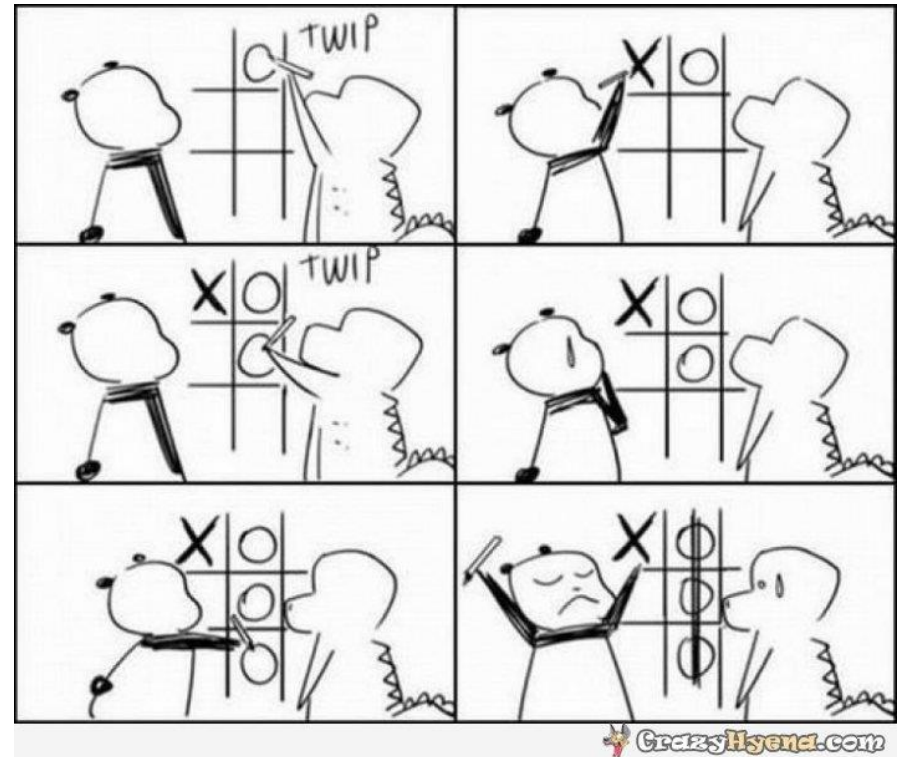
- By listening carefully to others, thinking about what they say, and giving feedback;
- By observing with an open mind;
- By making assertions based on sound logic and solid evidence;
- By sharing ideas with others;
- By becoming an open-minded listener and reader;
- By engaging in active reading and active listening!





# Final Words

- Critical thinking is “higher level” thinking
- It often requires us to think “outside the box”
- Many occupations/careers require critical thinking
- The things we enjoy in everyday society are the result of critical thinking
- By adopting certain habits and behaviors we can learn to think critically.



Who *Should* Use Critical Thinking?

**EVERYBODY!**

Thank You



# **UTM - Graduate Success Attributes**

## **3. TEAMWORKING SKILLS**

# Teamwork.....Why?

- Teams are a part of everyone's life. You're a member of a family team, a staff team, school, health care and community teams.
- So it's appropriate that you understand how to function effectively as a team member.

# Teamwork.....Why?

- Such efforts can serve to:
  - 1) ease your work load,
  - 2) reduce duplication of efforts.
  - 3) produce a result greater than all of your separate efforts.

# Teamwork .... What Is It?

- A team is defined as a group (a collection of people) who interact to achieve a common goal, but an effective, well-functioning team is much more than this.
- Participants in an effective team care about the group's well-being. They skillfully combine appropriate individual talents with a positive team spirit to achieve results.

# Teamwork .... What Is It?

- A variety of working relationships exist among staff. You might view these relationships as dimensions (levels) of involvement or as a variety of relationships.
- Greater interpersonal skills are necessary if you are to work together effectively at more complex levels.



# Factors that promote good working relationships

- **Recognizing talents of the others**
- **Giving credit**
- **Recognizing a job well done**
- **Agreed upon priorities**
- **Exchange of relevant information**
- **Cooperation**
- **Constructive criticism**

# Factors that hinder good working relationships

- **Gossip, rumors**
- **Lack of trust**
- **Disloyalty to staff and organization**
- **Poor job attitudes**
- **Lack of confidence in fellow workers**
- **Racism**

# Ask Yourself Before Starting: Team building and working in groups

## 1. Belief in Teamwork Approach

- Do you believe in the value of working together in a team effort?
- Do you believe that a team decision or product can be superior to the work of a single individual?

## 2. Resources Available

- Do you know every member of the group and what they can offer to the group?
- Is that expertise accepted by all members of the group?

## 3. Organization for Task Achievement

- Has the group agreed upon:
  - goals and objectives
  - individual and team timetable
  - procedures for establishing an agenda
  - length of meetings
  - location of meetings
  - leadership requirements

## 4. Maintaining the Team Effort

- Does the team have an open climate of trust and respect for all group members and their ideas?
- Has the group achieved an appropriate balance between the requirement for group productivity (task) and the satisfaction of individual needs?
- Do people in the group avoid breaking into subgroups of trusted friends to share rumors, complain, or form alliances that will affect the productivity of the team?

## 4. Maintaining the Team Effort

- As a member of the team, do you assume a variety of roles?

- Task Roles

Initiating activity, seeking information, seeking opinion, giving information, giving opinion, elaborating, coordinating, and summarizing.

- Team Building Roles

Encouraging, standard setting, following and expressing group feelings.

## 5. Decision-Making and Conflict Resolution

- Do all members of the group have an equal opportunity for participation and power control the participation?
- Are minority viewpoints preserved with respect?
- Is there an effort by the group to understand the reasons behind a minority opinion?



# Teamwork ... How Does It Develop ?

- Development of effective working relationships is a gradual process which requires considerable time and skill.
- Seven steps to develop effective teamwork.

# 1. Build the team

- Engage members as a team
- Spend time on team development –outside consultancy
- Determine and agree team values
- Determine and agree team roles
- Agree on approach to delegation and empowerment

## 2. Engage team through work

- Promote debate and discussion on where we are, where we want to be, and how we should get there – use brainstorming, lateral thinking
- Ensure that all the team has discussed, contributed to and committed itself to the work tasks and objectives

### 3. Ensure clarity of definition of key roles and tasks

- Develop individual roles
- Ensure job descriptions and job plans are up-to-date and accurate

## 4. Develop the team and organization

- Ensure new members are encouraged
- Identify individual and team training needs
- Ensure personal development plans are produced and implemented

# 5. Foster a culture of innovation and creativity

- Encourage 'thinking outside the box', reframing the problem, and risk taking
- Minimize criticism of failure

# 6. Managing performance

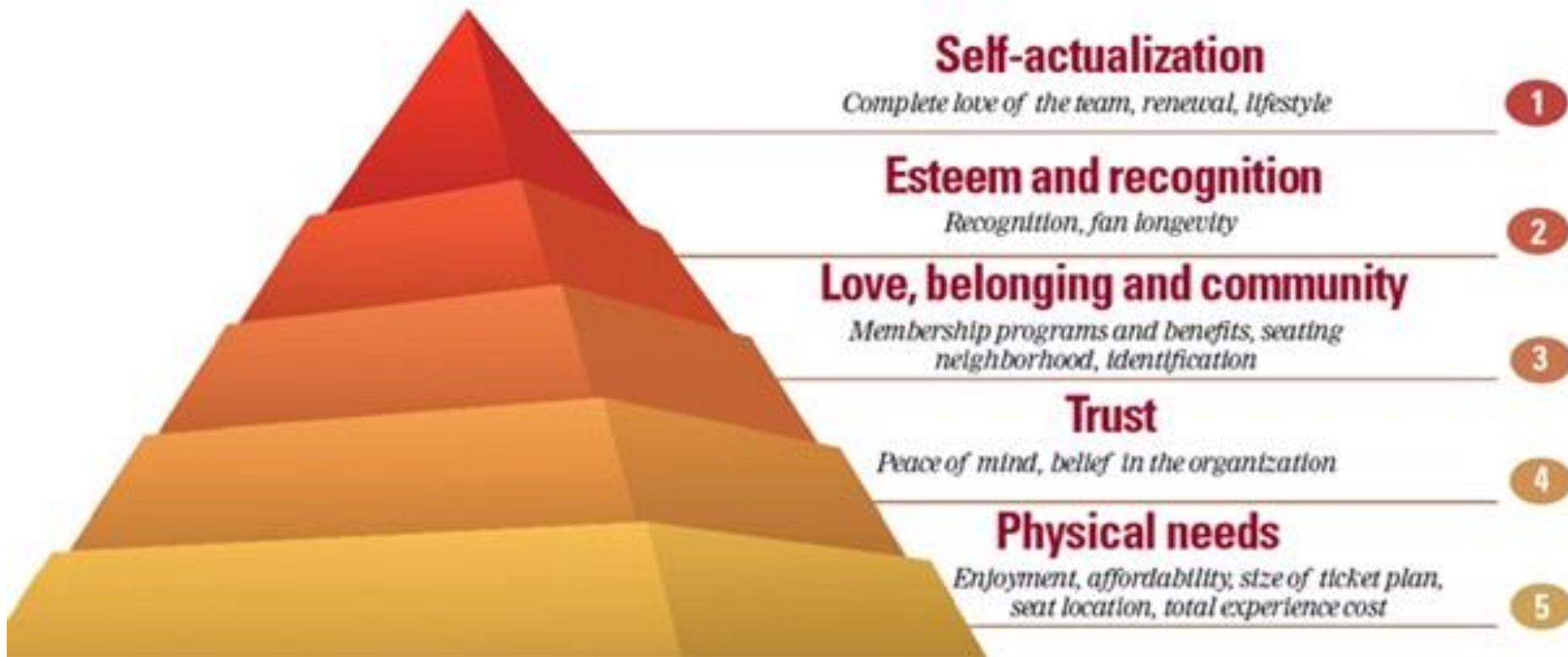
- Ensure staff know the governance and accountability arrangements
- Ensure all staff are valued

# 7. Knowledge of management theory

- Maslow's hierarchy of needs,
- Likert's participative-group research



# Maslow's hierarchy



Thank You!



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## **4. LIFELONG LEARNING SKILLS**

# Learn

verb

- to acquire knowledge or skill
- to become informed



Every day we learn





**as a child you learned**



**in college you learned**





**and as an elder you'll still learn**



...yet, you never



**to learn**  
**how to learn**

Learning is not a **luxury**





It is an absolutely basic **necessity**

**To stay in shape**  
**you need to learn**



**To stand legs-up**  
**you need to learn**



**To stay healthy**  
**you need to learn**





**To stay informed**  
**you need to learn**

والثقة  
ومتغيرات  
إنها سياسة تتسارع  
المتجربة عندما تتعامل مع  
ولدورها عربيا وعالميا  
إن السودان يع  
الغرب فقط عبر





**To make them listen**  
**you need to learn**



**To take the lead**  
**you need to learn**

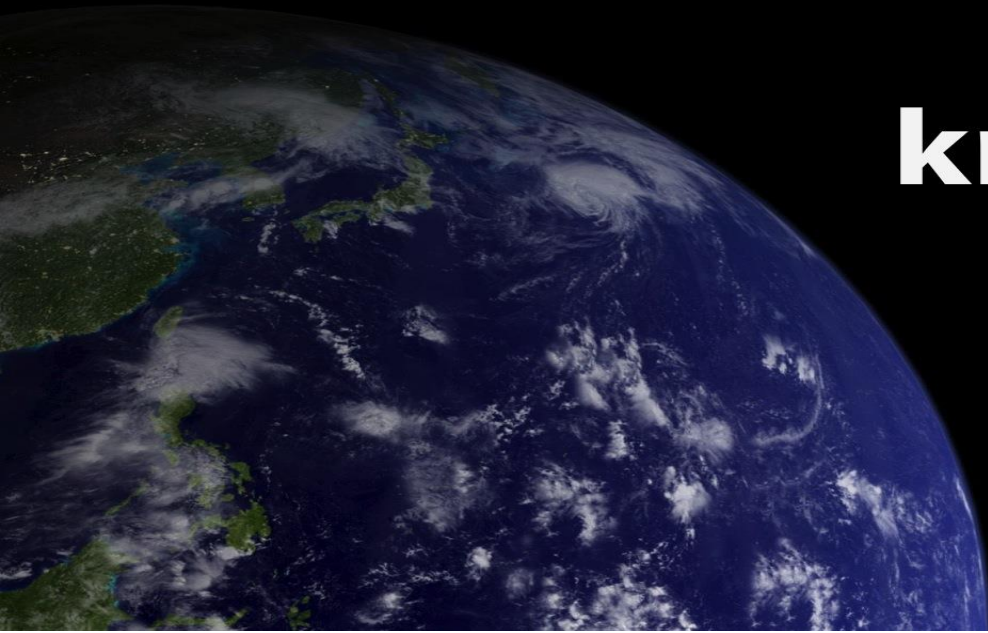




**To get out of the box**  
**you need to learn**

**And to learn**  
**you need to learn**

**The  
World  
has already  
become more  
knowledgeable**







**We learn in class**



**We learn from life**



**Imagine if you learn how to read...**





**Imagine if you learn how to listen..**



**Imagine if you learn how to reflect..**



**Imagine if you learn how to learn**

**How much more will you learn?**  
**How much knowledge will you have?**  
**What will your new world look like?**

**It's about time to take control  
over our lives**

# What's the key to effective learning?

- It's not just what you know. It's **what you know about what you know.**
- Knowledge about **how learning works.**
- Background knowledge is important if not essential for **promoting lifelong learning.**

Asking yourself .. (the response to each item is ideally “yes”):

- I draw **pictures** or **diagrams** to help me understand
- I make up **questions** that i try to answer
- I **discuss** what i am doing with others
- I **practice** things over and over until i know them well
- I make **a note** of things that i don't understand

# What is Lifelong Learning?

- learning that is pursued throughout life: learning that is **flexible, diverse and available** at different times and in different places.
- Lifelong learning crosses sectors, promoting **learning beyond traditional schooling and throughout adult life.**





## Why Education is a lifelong process?

- Learning is education.
- Learning is a natural and continuous process of the brain, actively or passively.
- When the brain stops functioning (brain death), the process of learning or education stops.

# Four 'pillars' of education for the future.

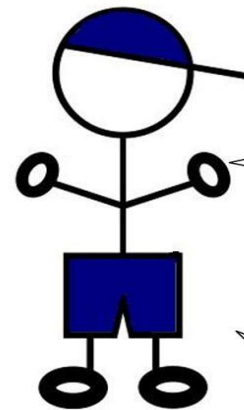
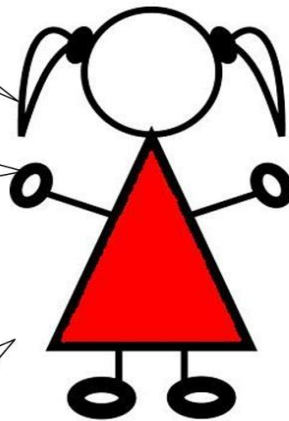
- **Learn to know**
- **Learn to do**
- **Learn to live together, and with others**
- **Learn to be**

# Becoming Life Long Learners

We never give up.  
We **persevere**.

We always want to learn more.  
We **question**.

We decide what we need to learn and how we will learn it.  
We **set goals and plan**.



We give things a go.  
We **take risks**.

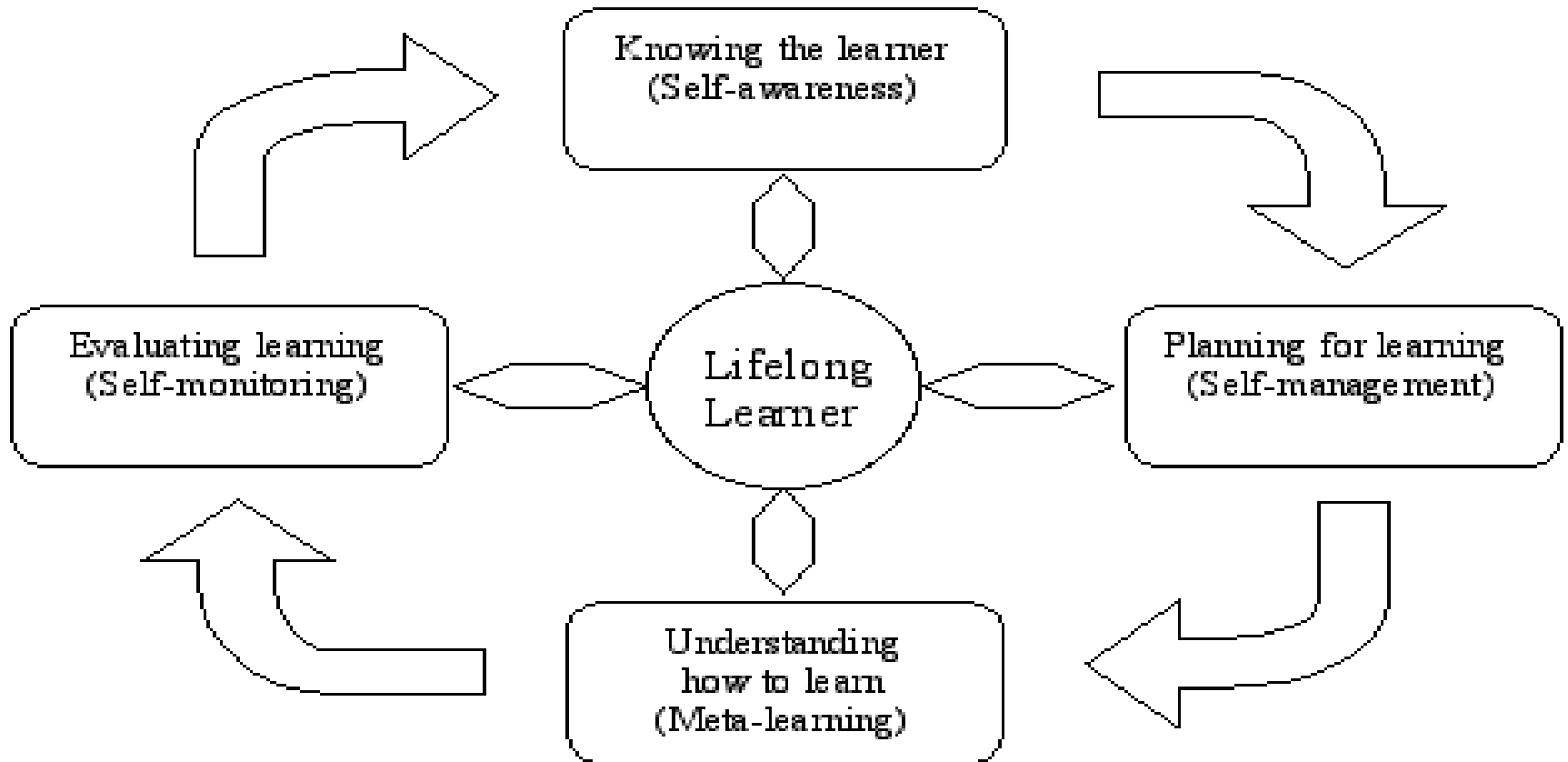
We think about our learning.  
We **reflect**.

We take responsibility for our learning  
We are **self-motivated**.

We are always looking for ways to connect new learning with what we already know.  
We **make connections**.



# Life-long learning - ongoing process, not a static event.



# Benefits of Lifelong Learning

- opens minds
- increases perception
- helps us adapt to change
- helps us find meaning in life
- leads to an enriching life of self-fulfillment

Thanks for learning about learning 😊



# Activity 2 – Indoor activity

Theme : Creative & out of the box show.

[https://www.youtube.com/watch?v=HwoXD\\_RVETg&pbjreload=10](https://www.youtube.com/watch?v=HwoXD_RVETg&pbjreload=10)

<https://www.youtube.com/watch?v=kxXD3OWM7w4>

<https://www.youtube.com/watch?v=lc9MzCcmNCU>

- Two different kind of shows are required.
- The show must have entertainment features
- Duration : 20 minutes
- Try to attract class to participate the show