



**TAYLOR'S
COLLEGE**

Wisdom • Integrity • Excellence

since 1969

Leading to 2014 – 2016 Priorities

23 July 2013

(1) TC Strategic Planning 2014 - 2016

Day 1: 15 May 2013

Day 2: 22 May 2013

15 Participants



Start ahead Stay ahead



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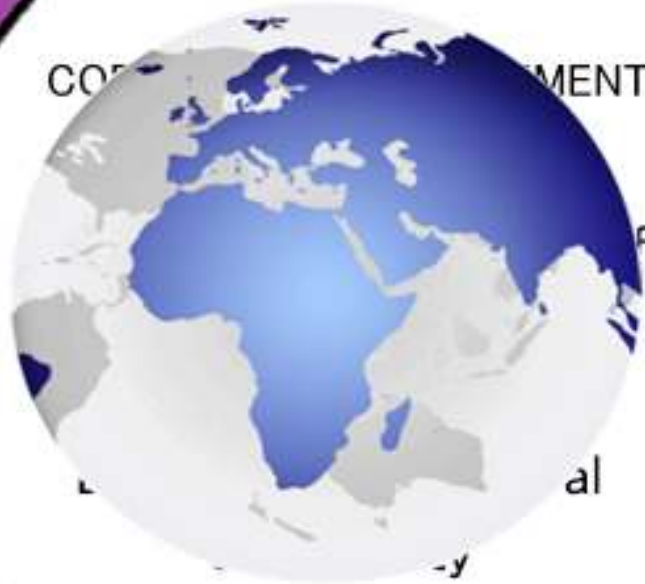
LIFELONG - LIFESKILLS

2

EMOTIONAL WELLBEING

3

COMMITMENT



EXCEPTIONAL ACADEMIC QUALITY

1

TALENT MANAGEMENT & SUCCESSION PLANNING

4

OPERATIONS EXCELLENCE
SCALABLE TO ACHIEVE MISSION

6

5

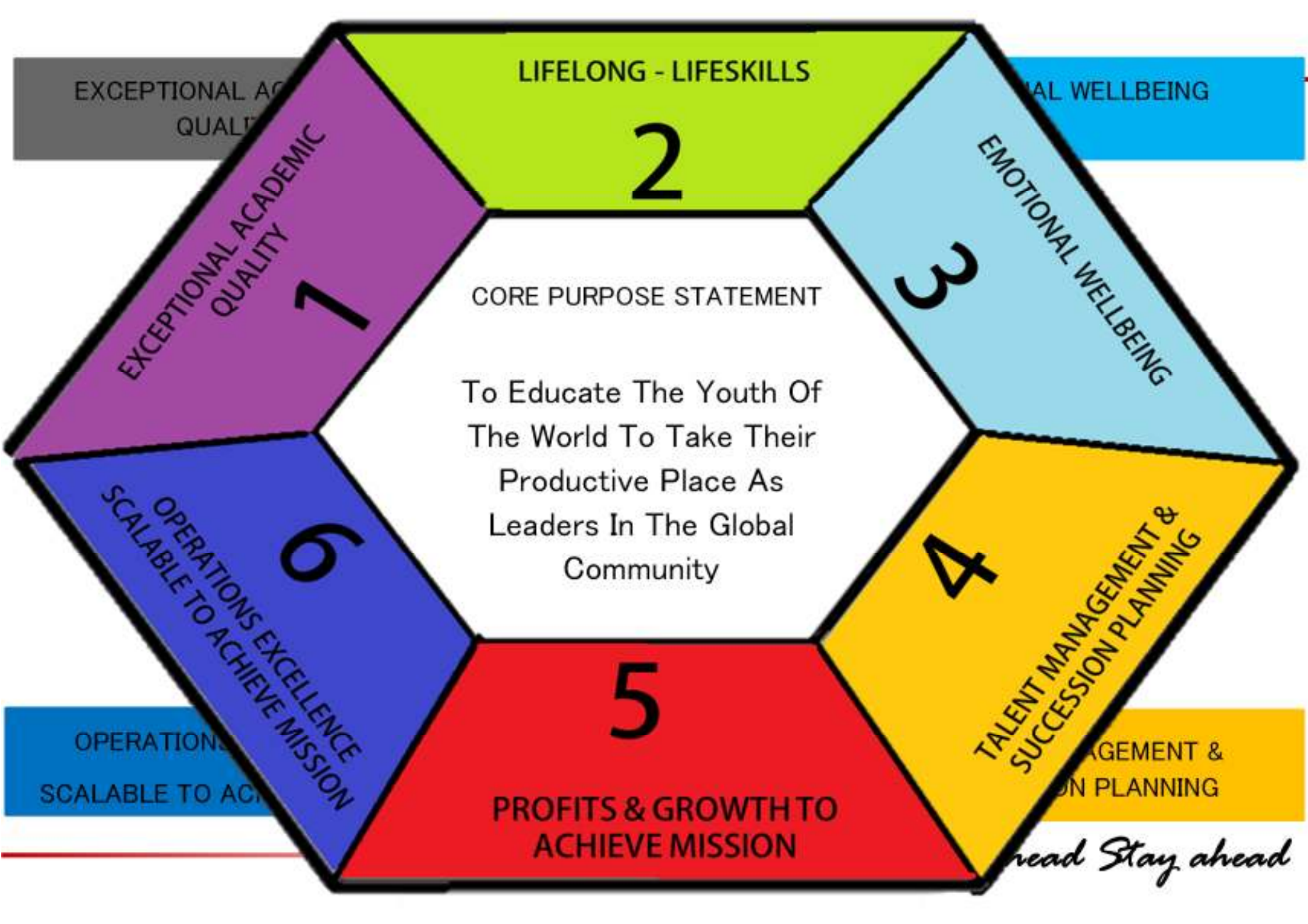
PROFITS & GROWTH TO ACHIEVE MISSION

Lead Stay ahead

GROUP CEO

2014-2016

PRIORITIES



EXCEPTIONAL ACADEMIC QUALITY

EMOTIONAL WELLBEING

EXCEPTIONAL ACADEMIC QUALITY

1

LIFELONG - LIFESKILLS

2

EMOTIONAL WELLBEING

3

CORE PURPOSE STATEMENT

To Educate The Youth Of The World To Take Their Productive Place As Leaders In The Global Community

TALENT MANAGEMENT & SUCCESSION PLANNING

4

6

OPERATIONS EXCELLENCE SCALABLE TO ACHIEVE MISSION

5

PROFITS & GROWTH TO ACHIEVE MISSION

OPERATIONS EXCELLENCE SCALABLE TO ACHIEVE MISSION

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EXCEPTIONAL EDUCATION
QUALITY

LIFELONG – LIFESKILLS

EMOTIONAL WELLBEING

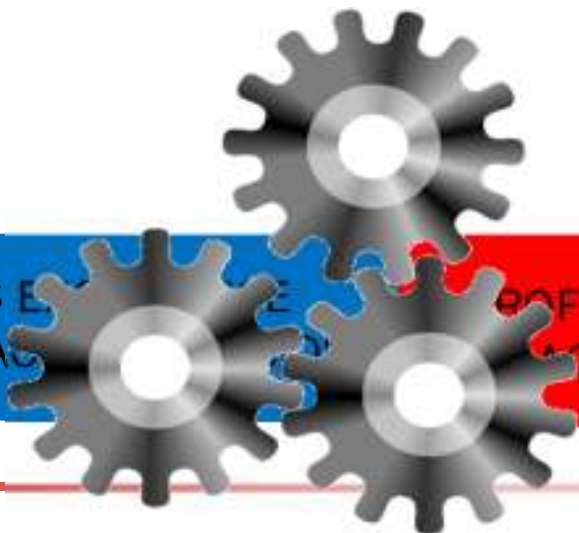


KEY DELIVERABLES

OPERATIONS & LOGISTICS
SCALABLE TO ACHIEVE MISSION

PROFITS & GROWTH TO
ACHIEVE MISSION

TALENT MANAGEMENT &
SUCCESSION PLANNING



ENABLERS

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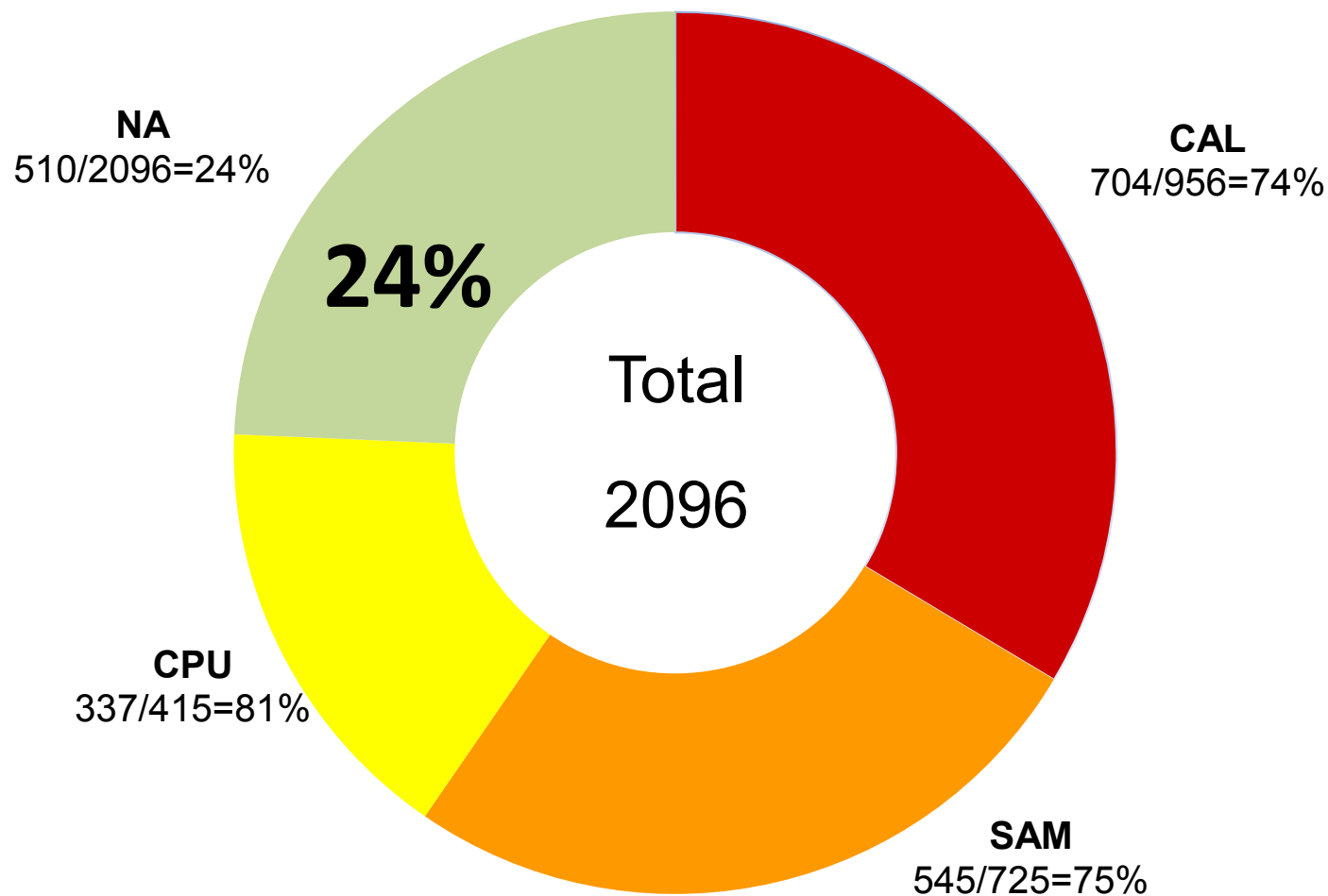
Taylor's College Mission

All Students in Universities of Their Choice



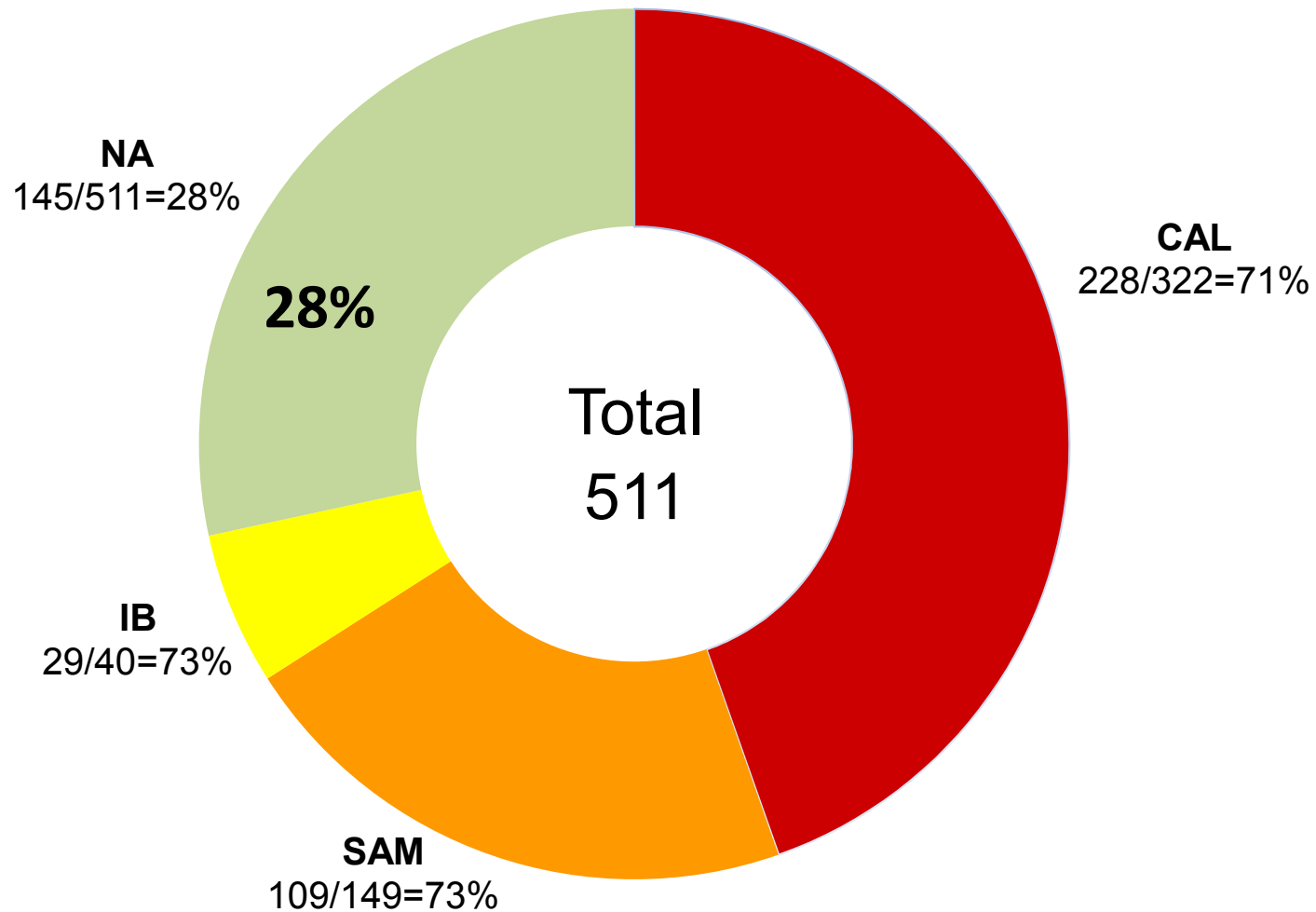
TCSJ 2011/2012

Percentage of students undertaking continuing education within 6 months of graduation



TCSH 2011/2012

Percentage of students undertaking continuing education within 6 months of graduation





Teaching quality is the largest contributor to
STUDENT SUCCESS.... Darling-Hammond, 2000; Santiago, 2002

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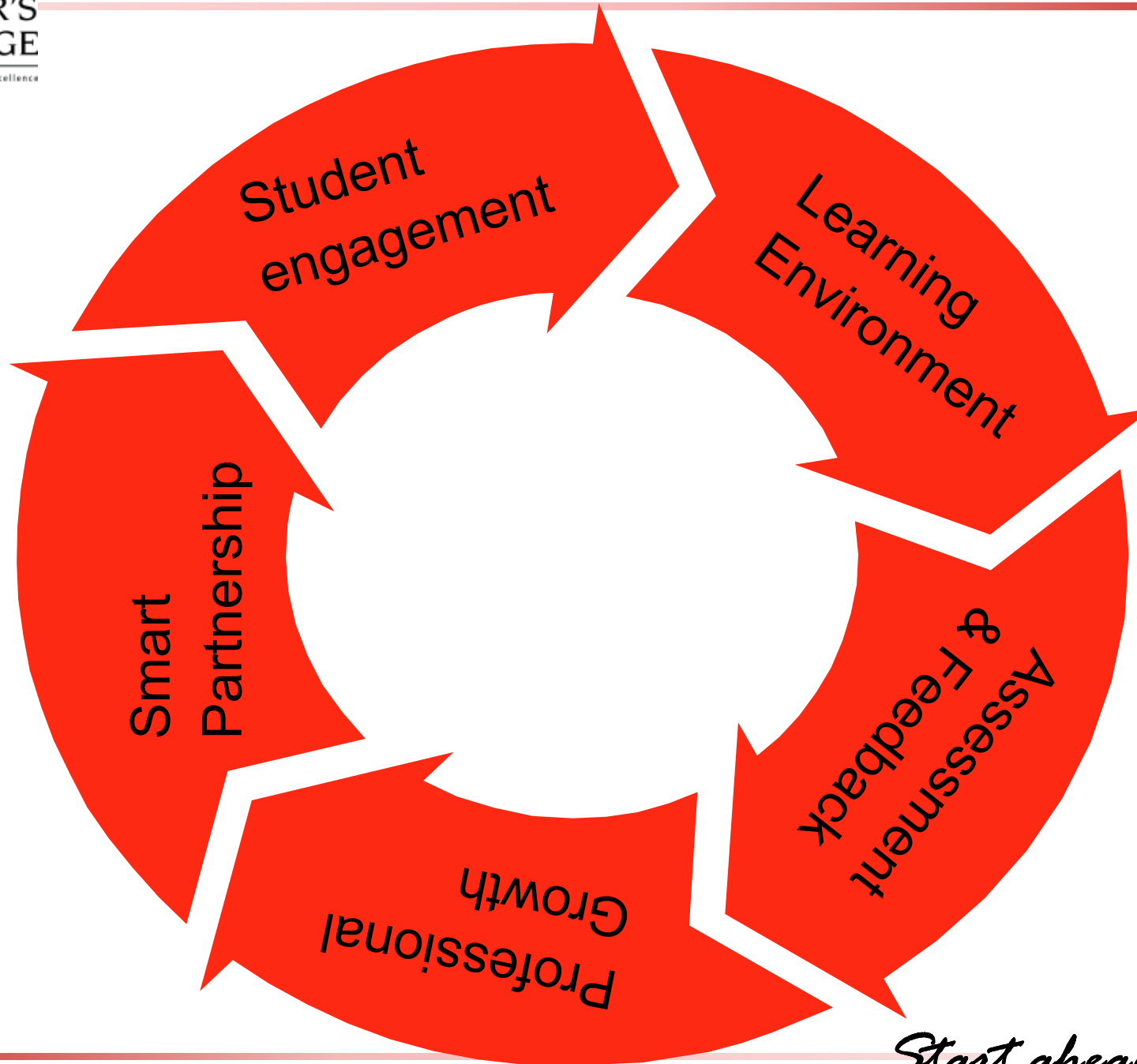
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Towards high quality teaching and high professionalism

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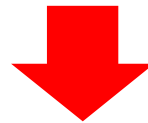
5 Domains of Teacher's Competencies



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CORE VALUES ALIGNED/EMBEDDED

Respecting & Caring for Each Other
Culture of Excellence
Openness in Communication
Acting with Integrity
Being Passionate in What We Do
Creating Enjoyable Environments



DOMAIN

Student Engagement

Learning Environment

Assessment & Feedback

Professional Growth / Development

Smart Partnerships

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Work-in-progress: Projects

PRIORITY	SUB PRIORITY	KPI	Problem Statements	PIC
1. EXCEPTIONAL ACADEMIC QUALITY	1.1 Providing an awesome student experience	Student Feedback (leading)	We have a 100 % gap in having a structured student feedback process thus impacting our ability to deliver awesome student experience and this been going on for 44 years.	Elaine Yap
		Parent Satisfaction	We have a 100 % gap in having a structured parent feedback process thus impacting our ability to deliver awesome student experience and this been going on for 44 years.	Hoe Li Lin
		University/Employer Satisfaction	We have a 100 % gap in having a structured university satisfaction thus impacting our ability to deliver awesome student experience and this been going on for 44 years.	Chan Wai Yen
	1.2 Ensuring superior and high performing faculty and support	Few underperformers	We have a 50 % gap in our teachers meeting expectations (according to TCS) thus impacting on our ability to deliver superior and high performing faculty and support and this has been going on for 1 year.	Arlene Corrigan
		Quality of teaching	We have a 100% gap in measuring quality of teaching & learning which impacts our ability to improve the quality of the faculty and support's performance.	Rowena Valberg
		Quantity of competent TC teachers	We have a gap of 50 teachers meeting the senior lecturers profile as according to the Teacher Competency Standards.	Arlene Corrigan
	1.3 Building an Excellent Reputation	Demand from students/parents high	We have a gap of 40% of application to admission ratio (0.6:1) which impacts revenue by about RM10 million. (Barriers & Resources/Support needed)	Elaine Yap
		Brand recognition		
		University Placements		
		Job Placements (ACCA)		
	1.4 Offering high standard facilities	High quality accessible Labs & Learning spaces		Irene Dusing
		Online education/ e-learning	We have a gap of 100% of a Taylor's blended learning framework and this has an impact on the delivery of the teaching and learning.	Murali
		Completion of TCSJ facelift Ph.3 Stage 2		LTB

PRIORITY	SUB PRIORITY	KPI	Problem Statements	PIC
2. LIFELONG – LIFESKILLS	2.1 Providing Life skills for long term success	Value of Life Skills courses	We have a 100% gap in establishing a student satisfaction survey to measure student satisfaction on life skills courses thus impacting our ability to measure quality of life skills courses and this has been going on for the last 44 years.	Sharon Tan
		Ubiquity of Life Skill courses	We have a gap of 100% gap in Taylor’s College as there is no structured TC Life Skills course.	
		Quality of Life Skills courses	We have a gap of 100% of provision of structured Life Skills courses impacting our achievement of our TEG purpose and this has been going for 7 years since 2006.	
		Teaching excellence in soft skills	We have a 90% gap in the intentionally learning of soft skills which has impacted teaching quality of soft skills We have a 90% gap in soft skills being intentionally built into an assessed in a learning process. (Short version: Soft skills in not on exam.)	
PRIORITY	SUB PRIORITY	KPI	Problem Statements	Owner
3. EMOTIONAL WELLBEING	3.1 Creating encounters and opportunities for students and staff that lead to a meaningful and engaged life	Student participation in community engagement	We have a 20% (600 students) gap in students participation in community engagement activities, thus impacting our ability to create opportunities for our students to encounter a meaningful and engaged life.	Nancy Yong
		External partner network	We have a 100% gap in establishing a networking process and a dedicated team to build relationships with external partners.	
		Expanding Visiting Practitioner/Role Model	We have a gap of 100% of alignment of opportunities for students and staff impacting the delivery of character education and this has been going on for 3 years since 2010.	Nancy Yong/ Lai Cheng See
		Transcript 2	We have a 67 % gap providing Transcript 2 for students that reflect their life skills tasks impacting our ability to demonstrate students’ lifelong skills and this has been going on for 5 years.	Lauren Wilson
		Student participation in character education	We have a gap of 20% of a structured programme building the core values impacting the institution culture and this has been going on for 3 years.	Lai Cheng See

PRIORITY	SUB PRIORITY	KPI	Problem Statements	PIC
4. TALENT MANAGEMENT AND SUCCESSION PLANNING	4.1 Architecting the organization for the Future (5+years out)	Scalable organization	Find a solution where they can come and go and yet we can be even better.	Jeanne Pow
	4.2 Building a talent pipeline and succession planning	Bench strength		
		Strong recruiting processes		
	4.3 Successful Taylor's Republic	Faculty professional development		
	4.4 Make TEG a highly desirable workplace	Faculty and Staff Turnover		
Faculty and Staff satisfaction				
PRIORITY	SUB PRIORITY	KPI	Problem Statements	PIC
5. PROFITS AND GROWTH TO ACHIEVE MISSION	5.1 Ensure sustainable profitability	ROI, ROE, IRR and ROC meet targets		Wong Siew Li
		Dividends to satisfy shareholders		
		Revenues, margins, profits, cash flows		
	5.2 Fund Domestic and International Growth	Adequate funding available		
		Reduce dependency on Fees		
PRIORITY	SUB PRIORITY	KPI	Problem Statements	PIC
6. OPERATIONS EXCELLENCE SCALABLE TO ACHIEVE MISSION	6.1 Excellent Core operating processes in place at a reasonable cost	Leaders for key processes	We have a 100 % gap in having a structured Online Subjects Registration System thus impacting our ability to deliver awesome student experience and this been going on for 44 years.	Nadeline Ow
	Customer Prospecting and Acquisition			
	Student Life Cycle Management	Key Process: "Online Subject Registration"		
	Program and Curriculum Design			
	Talent Supply			
	Procurement and Finance			
	Student Satisfaction Monitoring			
	Business Analytics			

(2) TC Holistic Education Programme

Day 1: 15 July 2013

Day 2: 16 July 2013

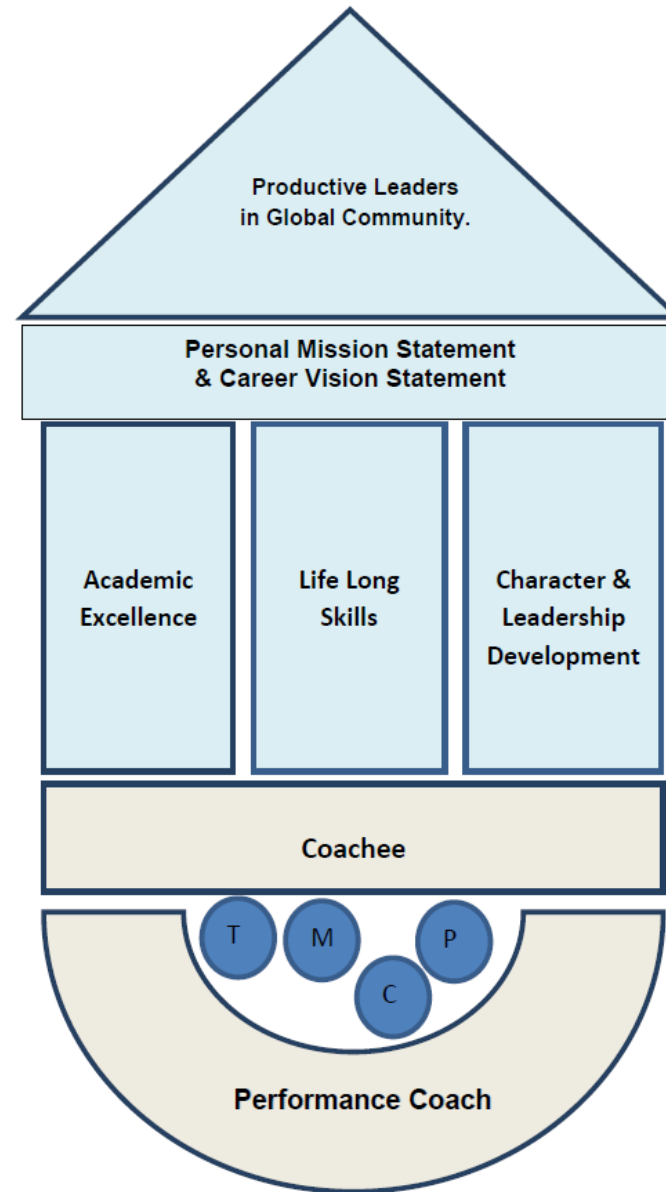
Day 3: 17 July 2013

181 Participants



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Taylor's College Performance Coaching Model



Coaches: Broad subject matter specialist utilising existing resources to enable students to achieve clarity on their goals

Mentors: Holistic support on academic and non-academic matters

Counselors: Career & psychological guidance

T: Teachers
M: Mentors
C: Career counselors
P: Parents/guardians

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	Coach	No. of coachees
1	Bala	10
2	Delicia	26
3	Foo Seng	5
4	Jee Yin	26
5	Li Lin	6
6	Murali	4
7	Sow Fong	5
8	Tou Boon	5
9	Yaw Loong	25
		112

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Activities:

Welcome onboard - 31 July 2013,

Coaching begins - 20 August 2013

Meet the Parents session – 21 September 2013





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Parent feedback

- 1) 87.5% strongly agree and 12.5% agree this programme will have a significant impact on the child's future
- 2) Qualitative comments received:
 - Necessary to support the development of my child going through her academics and life
 - This will definitely help to mould her holistically. TQ Taylor's. You definitely deserve 6 stars

Dear Mr Lim

We are truly appreciative of the pioneering efforts undertaken by Taylor's for the benefits of the students and as parents we will definitely play our part in ensuring the success of the said programme.

Thanks again and thumbs-up to Taylor's.

Mr and Mrs Vellayadevan



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thank You

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