

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

**Programme Title :** Postgraduate Diploma in Education (Professional and Vocational Education)

**Programme QF Level :** 6

**Course Title :** Leadership in Learning Organisations

**Course Code :** IBS5144

**Department :** Social Sciences

**Credit Points :** 3

**Contact Hours :** 39

**Pre-requisite(s) :** Nil

**Medium of Instruction:** CMI

**Course Level :** 5

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#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis

This course is designed to provide participants with the opportunity to examine the critical roles of leaders in the development of learning organisations with special reference to the context of professional and vocational education.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> understand and appreciate the roles of leaders and leadership within organisations;
- CILO<sub>2</sub> examine critically the relationship between learning and organisational development;
- CILO<sub>3</sub> evaluate the significance of leadership in learning organisations; and
- CILO<sub>4</sub> reflect upon the practices and design appropriate approaches for nurturing learning in their own PVE organisations.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Roles of leaders and leadership theories: management vs. leadership; leadership style, transformational, facilitative and educative leadership;	<i>CILO<sub>1,3</sub></i>	Lecture, Illustration with local and international case studies, Group discussion
Theories of motivation, behavior reinforcement, trust, communication, group and team;	<i>CILO<sub>1,3</sub></i>	Textual inquiry, Group discussion and debate
Concepts of organisational learning and learning organisation: single-loop, double-loop and generative learning within organisation; traditional organisation vs. learning organisation; types of learning organisation; team learning; systems thinking;	<i>CILO<sub>2</sub></i>	Lecture, Illustration with local and international case studies, Group discussion
Developing learning organisations, including the influences of environmental, organisational, cultural, and individual factors;	<i>CILO<sub>2,4</sub></i>	Brainstorming exercises, discussion, lecture, case study
Managing change, innovation,	<i>CILO<sub>1,2</sub></i>	Brainstorming exercises,

accountability and organisational development; leadership in learning organisations	,3	discussion, lecture, case study
PVE institutions as learning organisations.	<i>CILO</i> <sub>2,4</sub>	Lecture, Life examples and Case studies of scenarios of PVE Institutions

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) An individually written essay to analyse current leadership practices of either the participant's own teaching organisation or an authentic organisational case, with a discussion and reflection of the feasible approaches to developing it into a learning organization, and the possible solutions for anticipated challenges (1,500-2,000 words).	50%	<i>CILO</i> <sub>1,2,3,4</sub>
(b) A group project to evaluate the trends and issues of leadership in the participant's own teaching organization or the teaching organization that the participants familiar with, with reference to actual/critical incidents, and critically reflect on their implications on organisational learning (2,000-2,500 words).	50%	<i>CILO</i> <sub>1,2,3</sub>

#### 5. Required Text(s)

Porter, W., & University of California, San Diego California State University. (2011). *The Role of Leadership in Developing and Sustaining Collective Efficacy in a Professional Learning Community*. San Marcos. EducLeadrsip.

#### 6. Recommended Readings

Breidenstein A. (2012). *Leading for powerful learning: a guide for instructional leaders*. New York: Teachers College Press.

Brody, R. & Nair, M.D. (2014). *Effectively managing and leading human service organizations*. Thousand Oaks, California: SAGE.

Collinson, V. & Cook, T.F. (2007). *Organizational learning: improving learning, teaching, and leading in school systems*. Thousand Oaks: Sage Publications.

Hickman, G.R.(2010). *Leading organizations: perspectives for a new era*. Los Angeles: SAGE Publications.

Matthews, L.J. & Crow, G.M. (2010). *The principalship: new roles in a professional learning community*. Boston, MA: Allyn & Bacon.

Ramnarayan, S. & Rao T.V. (2011). *Organization development: accelerating learning and transformation*. Thousand Oaks, Calif.: SAGE/Response Business Books.

Robbins, S.P. & Judge T.A. (2013). *Organizational behavior*. Boston: Pearson.

Rothwell, W.J. (2010). *Practicing organization development: a guide for leading change*. San Francisco: Pfeiffer..

Schlechty, P.C. (2009). *Leading for learning: how to transform schools into learning organizations*. San Francisco, Calif.: Jossey-Bass..

Senge, P. M. (1994). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

Senge, P. M. et al. (2000). *Schools that learn: A fifth discipline field book for educators, parents, and everyone who cares about education*. New York: Doubleday.

Storey, J. (2004). *Leadership in organizations: Current issues and key trends*. London: Routledge.

羅厚輝、林碧霞主編 (2004)。《學校課程領導的發展》。香港：香港優質教育基金。

彼得聖吉 (Peter Senge) 著；楊振富譯 (2002)。《學習型學校》。台北：天下遠見出版股份有限公司。

## 7. Related Web Resources

Nil

## **8. Related Journals**

International Journal of Leadership in Education  
Journal of Leadership & Organizational Studies  
Journal of Workplace Learning  
Leadership & Organization Development Journal  
Management Learning  
Organisational Dynamics  
The Learning Organization: An International Journal

## **9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **10. Other**

Nil

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