

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Educational Leadership in the Tertiary Sector
Course Code	: PPG6020
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 help participants to get exposed to the actual practitioners playing the leadership role in the tertiary sector. Students will be working alongside academic and administrative leaders from a wide range of academic departments and corporate administrative areas who will have their own experiences in the leadership and management in the tertiary sector. This will facilitate students to become successful leaders and negotiators, deal with challenging people and hard bargainers, and manage engagement productively. The module will cover a variety of issues from recruitment, staff retention, institutional rankings, management of academic programmes, stakeholder engagement, and academic leadership – among other issues.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁* : Critically apply and develop an attentiveness of organisational cultures in tertiary education and the appraised mechanisms for managing conflict situations in the workplace.
- CILO₂* : Discover the approaches for effective change management and implementation.
- CILO₃* : Share ideas and experiences facilitating a greater understanding of the challenges facing the tertiary sector in a global education context.
- CILO₄* : Analyse and develop the importance of an improved understanding of key imperatives for leadership and management.
- CILO₅* : Communicate critically the findings and analysis of the group research project both orally and in writing.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An overview on organisational cultures in tertiary education.	<i>CILO₁₋₅</i>	Seminars: Professionals will present seminars relevant to leadership challenges and opportunities in executing their institution's corporate strategy.
Develops the theoretical and applied background to leadership and management.	<i>CILO₁₋₅</i>	Presentations: Students will present cases comparing and contrasting significant policy issues and approaches to change implementation and leadership.
An understanding on the challenges confronted by the tertiary sector in a global education context.	<i>CILO₁₋₅</i>	Web and library search.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Seminar Presentation and Discussion Students are required to work as a team and make a presentation; prepare questions and ideas for discussion; and encourage active participation among other members of the class.	30%	CILO ₁₋₅
(b) Class Discussion and Participation Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	20%	CILO ₁₋₅
(c) Individual Essay Written reflection of information and argument in a systematic and coherent manner.	50%	CILO ₁₋₅

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Achua, C. F. & Lussier, R. N. (2010). *Effective Leadership* (4th ed.). South-Western Cengage Learning. (Chapter 3 and Chapter 5)

Antonakis, Cianciolo, & Sternberg (2004). Leadership: Past, present and future, in J. Antonakis, A. T. Cianciolo & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 3-13). Thousand Oaks: Sage.

Bolman, L., & Deal, T. (1984). *Modern approaches to understanding and managing organizations*. San Francisco, CA: Jossey-Bass.

Bush, T. (2003). *Theories of educational leadership and management*. London: Thousand Oaks, CA: Sage.

Bush, T., Bell, L. & Middlewood, D. (2010). Introduction: New directions in educational leadership. In T. Bush, L. Bell & D. Middlewood (Eds.), *The Principles of Educational Leadership and Management* (2nd Edition). London: SAGE. (Chapter 1).

- Cheng, Y.C. (2010). A Topology of Three-Wave Models of Strategic Leadership in Education. *International Studies in Educational Administration (CCEAM)*, 38(1), 35-54.
- Clark, B.R. (1983). *The Higher Education System: Academic Organization in Cross-national Perspective*. Berkeley: University of California Press.
- Conley, D.T. & Goldman, Paul. (1994) Ten propositions for facilitative leadership. Murphy, J. & Seashore Louis, K. *Reshaping the principalship*. 237-264.
- Cramer, S.F. (ed.) (2018). *Shared Governance in Higher Education: New Paradigms, Evolving Perspectives*. Albany: State University of New York Press.
- Currie, J., Petersen, C.J., Mok, K.H. (2006). *Academic Freedom in Hong Kong*. Lanham: Lexington Books.
- Davis, B. (2006). Processes Not Plans Are the Key to Strategic Development. *Management in Education (Education Publishing Worldwide Ltd)*. 20(2), 11-15.
- Davis, B. and Davis, B.J. (2010). The Nature and Dimensions of Strategic Leadership. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 38(1), 5-21.
- Day, D. V. (2000). Leadership development: A review in context, *Leadership Quarterly*, 11(4), 581-613.
- Deem, R., Hillyard, S., Reed, M. (2007). *Knowledge, Higher education, and the New Managerialism: The Changing Management of UK universities*. Oxford: Oxford University Press.
- Glanz, J. (2010). Justice and Caring: Power, Politics and Ethics in Strategic Leadership. *International Studies in Educational Administration (CCEAM)*, 38(1), 66-86.
- Hoppe, M. H. (2007). *Culture and leader effectiveness: The GLOBE Study*. Available at: <http://www.inspireimagineinnovate.com/PDF/GLOBESummary-by-Michael-H-Hoppe.pdf>
- Leithwood, K. Chapter 5: Core Practices: The Four Essential Components of the Leader's Repertoire. In Leithwood, K. and Louis, K.S. (Eds.) (2012). *Linking Leadership to Student Learning*. San Francisco: Jossey-Bass. 57-67.
- Leithwood, K., Jantzi, D. & Steinbach, R. (1999). Fostering teacher leadership. *Changing leadership for changing times*. Buckingham, UK: Open University Press. Pages 115 - 133.

- Locke, W., Cummings, W., Fisher, D. (eds.) (2011). *Changing Governance and Management in Higher Education: The Perspectives of the Academy*. Dordrecht: Springer.
- Mok, K. H. (2011), “The Quest for Regional Hub of Education: Growing Heterarchies, Organizational Hybridization and New Governance in Singapore and Malaysia”, *Journal of Education Policy*, Vol. 26, No. 1, pp.61-81.
- Mok, K. H. (2006), *Education Reform and Education Policy in East Asia*, London: Routledge.
- Quong, T. and Walker, A. (2010). Seven Principles of Strategic Leadership. *International Studies in Educational Administration (Commonwealth (CCEAM))*, 38(1), 22-34.
- Rowlands, J. (2016). *Academic Governance in the Contemporary University: Perspectives from Anglophone nations*. Dordrecht: Springer.
- Shin, J.C. (eds.) (2018). *Higher Education Governance in East Asia: Transformations under Neoliberalism*. Singapore: Springer.
- Walker, A. (2007). Leading authentically at the crossroads of culture and context. *Journal of Educational Change*, 8 (3), 257-273.
- Walker, A. (2011). *Building and leading learning culture. APCLC Monograph Series*, Hong Kong Institute of Education, HK. Available at: <http://www.iied.edu.hk/apclc/monographs.html>
- Yu, H., Leithwood, K., & Jantzi, D. (2002). The effect of transformational leadership on teachers’ to change in Hong Kong. *Journal of Educational Administration*, 40(4), 368-389.
- Yukl, G., Seifert, C. F., & Chavez, C. (2008). Validation of the extended Influence Behavior Questionnaire. *Leadership Quarterly*, 19(5), 609–621.

8. Related Web Resources

Nil

9. Related Journals

Asia Pacific Education Review

Journal of Education Policy

Journal of Educational Change

Journal of Higher Education Policy and Management

Leadership Quarterly

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.

Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).
Students should familiarize themselves with the Policy.

11. Others

Nil

Updated as of 16 July 2025