Southern Federal University
Institute of Management in Economic, Ecological and Social Systems

SYLLABUS

Course title:	**Leadership and Management in Education**
Language:	English
Instructor:	Maxim Bondarev, Candidate of Pedagogical Sciences, Associate Professor, e-mail: mgbondarev@sfedu.ru
Semester when the course unit is delivered:	Spring semester
Level of course unit:	Bachelor level, Master level
Teaching hours per week:	4
ECTS credits:	5
Course description:	The course is designed for students interested in studying educational leadership and management, those who have experience of working in colleges, universities and other educational providers and who seek to develop a better understanding of how educational leadership influences the experiences of staff and students. It is also for those wishing to become academic and administrative leaders, leaders of a team or a research group. The participants gain knowledge about issues related to leadership and strategic management of higher education institutions, including effective leadership skills, leadership roles and organizational culture.
Course objectives:	The course is intended to: - improve understanding of leadership practices in the context of education; - strengthen knowledge of leadership and change management - engage students in critical discussion of a range of practices in the leadership and management of higher education institutions - enable a deeper critical understanding of the university as organization; - develop students' personal leadership skills. - engage with the latest education research relating to leadership and management; - to contribute to leadership development at modern education institutions by providing a structured learning experience for a group

of potential leaders.

Admission requirements:	Students are likely to meet the following requirements to apply for the course: - at least level B2 of English proficiency or equivalent; - a relevant field of study/major/professional qualification (Bachelor's degree in Social Science or equivalent); - willingness to work in an international team on real cases. Applicants are also expected to have completed the following courses (desired but not necessary): Management Theory, Organizational Management, Strategic Management, Change Management, Managerial Psychology.
Course contents:	<u>Module 1:</u> The nature of universities as organizations. New models of Higher Education. Current developments and trends in (European) higher education. Leadership roles and organizational culture. Universities as learning organizations. Leadership and learning organization. Change management in higher education. <u>Module 2:</u> Personal leadership skills development: communicative and conceptual skills; working with others; color thinking; introduction to core qualities. Academic leadership award project: presenting an outstanding academic leader. A new university strategy simulation. Strategic group projects.
Learning outcomes:	After having completed the course the students will: - reflect on the particular characteristics and challenges of leadership and strategic management in a university context; - deepen their knowledge of important policy developments in European and global higher education; - have developed the competences, professional and personal leadership skills and qualities educational leaders/ administrative staff need; - improve their team-working skills; - develop and sharpen up their management skills in an international student environment while working in a multi-national project team; - develop a strategic insight in real challenges of the global knowledge based world.
Learning activities and teaching methods:	The course combines interactive lecturing, training workshops, class discussions, as well as project and case study group work and simulations to achieve the learning outcomes. During the course, students' teams will work on SFedU strategic policy projects aided by the university representatives to evaluate and receive feedback on the project. The strategic policy project will have the following results: a

written report (max. 10 pages) and a 20-min. presentation followed by a 25-min. discussion. In each module time slots are scheduled to work on the project.

Assessment methods and criteria:	The assessment is based on the active participation in the course discussions, trainings and simulations, as well as in presenting and reporting on the projects' results. Course attendance is required for a student to be graded. When absent, students have to contact the Course Leader for additional course assignments. Student achievement is graded according to the following criteria: - class participation (individual) – 50%; - simulations (individual) – 10%; - strategic policy and academic leadership award projects (case study group) – 40%;

Suggested reading and resources:

1. Faasse, P., van der Meulen, B., Heerekop, P. (2014) *Future knowledge 4 scenarios for the future of Dutch universities.* Rathenau Institute in coll. with VSNU. Available at: http://www.vsnu.nl/files/documenten/Domeinen/Strategie-PA/Toekomststrategie/Future_Knowledge_scenario_study.pdf

2. *Changing face of European higher education* (2015). Available at: http://www.euprio.eu/changing-face-of-european-higher-education/

3. Rizvi, S., Donnelly, K., Barber, M. (2013) *An avalanche is coming: Higher education and the revolution ahead.* Available at: http://www.ippr.org/files/images/media/files/publication/2013/04/avalanche-is-coming_Mar2013_10432.pdf?noredirect=1

4. de Caluwé, L., & Vermaak, H. (2008). Thinking in colors. Available at: http://hansvermaak.com/en/publicaties/thinking-in-colors-on-video/

5. de Caluwé, L., & Vermaak, H. (2003). Learning to change. A guide for organizational change agents. Thousand Oaks, Ca: Sage Publications, Inc.

6. Ofman, D. (2004). Core Qualities: A Gateway to Human Resources. Cyan Communications.

7. Bess, J., Dee, J. (2008) Understanding College and University Organization: The state of the system/Theories for Effective Policy and Practice. Stylus Publishing, LLC.

8. Baldomir, J. (2009) Leading in the Learning Organization // Leadership Advance Online – Issue XVII. Available at: http://www.regent.edu/acad/global/publications/lao/issue_17/LAO_IssXVII_Baldomir.pdf