



POSTGRADUATE PROGRAMMES IN
HEALTH PROFESSIONS EDUCATION

HPE 308

**MANAGEMENT AND LEADERSHIP IN HEALTH
PROFESSIONS EDUCATION
(4 Credits)**

Module Guide

TITLE: MANAGEMENT AND LEADERSHIP IN HEALTH PROFESSIONS EDUCATION

COURSE CODE: HPE 308

PROGRAMME: Postgraduate Programmes in Health Professions Education

CONTENT SYNOPSIS:

This module offers an in-depth exploration of key concepts in leadership and management, emphasizing the role of leadership in driving organizational success. Learners will examine various leadership styles and develop essential leadership skills to effectively guide teams. A focus on organizational cultures and roles will provide insight into how culture shapes performance and collaboration. The course also covers change management, addressing both the psychology of leadership and the complexities of leading during transitions. Finally, participants will explore the concept of followership, highlighting its importance in building cohesive, high-functioning teams.

Module Learning outcomes

Upon completion of this module, the learner will be able to:

1. Explain the concept of leadership and management in health professions education (C2)
2. Appraise different leadership styles applicable in health professions education (C5, A2)
3. Analyse the challenges in addressing leadership and organizational issues in health professions education (C4, A3)
4. Implement change management strategies in respective institutions (C6, A2)

MODULE COORDINATOR:

Ms Siti Suriani Abd Razak
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ASSOCIATED LECTURERS:

- i. Prof Vishna Devi Nadarajah (Adjunct Professor)
- ii. Dr Norul Hidayah binti Mamat @ Muhammad

TEACHING AND LEARNING:

WEEK	TOPIC	TEACHING & LEARNING METHOD	DURATION	FACILITATOR
1	Module Briefing	Briefing	1 Hour	Ms Siti Suriani
	Leadership and Management	Seminars	2 x 3 Hours	Prof Vishna Devi Nadarajah
	Leadership Styles and Skills: Theories and Styles	Seminar	3 Hours	Dr Norul Hidayah
	Leadership Styles and Skills: Levels, Skills and Developing New Leader	Seminar	3 Hours	Dr Norul Hidayah
	Assessment Support Session, Reflection, Evaluation and Feedback	Briefing	2 Hours	Ms Siti Suriani
2	Self-Directed Learning			
3	Organisational Cultures and Roles	Seminars	2 x 2 Hours	Prof Vishna Devi Nadarajah
	Change Management Strategies and Leadership Psychology	Lectures	2 x 2 Hours	Dr Norul Hidayah
		Workshop	3 Hours	
	Summative Presentation	Assessment (Presentation)	1 Hour	Dr Norul Hidayah Ms Siti Suriani
Reflection, Evaluation and Feedback	Briefing	1 Hour	Ms Siti Suriani	
4	Self-Directed Learning			
5	Followership	Seminar	3 Hours	Ms Siti Suriani
		Workshop	3 Hours	
	Assessment Support Session, Reflection, Evaluation and Feedback	Briefing	2 Hours	Ms Siti Suriani
6	Self-Directed Learning			
7	Self-Directed Learning			
8	Self-Directed Learning			
9	Module Evaluation			

ASSESSMENTS:

- **Formative:**

- Quizzes

- **Summative**

- Presentation (30%)

Critically reflect your leadership style (s) and skills related to the job functions. The reflections must be based on and supported by the evidence from the literature. Proposed strategies on developing your own leadership and management skills.

- Written Assignment (70%)

Identify an issue or concern from your workplace/experience related to leadership and management. (750 words)

Analyse the challenges in managing the issues or concerns. (1000 words)

Propose implementation of change management strategy to overcome the issue or concern supported by evidence from the literature (1250 words)

Assessment FAQs

General

1. What is included in the word count?

The assignment cover sheet and the reference list are not included in the word count. Neither are any figures or tables; however, in-text citations are included.

2. How strict is the word limit?

The overall word limit is strict. Please ensure it is not exceeding the stated word limit.

3. Tendency to perform poorly

Candidates generally perform poorly because they have not produced criticality in their assignment writing. To be able to write critically, you will need to utilize different sources to support your rationale and justification. You need to be mindful in your writing to use theories/models/approaches which is most relevant to your

context of writing and not to place too many theories and models as this will result in your writing being too broad. This will result in a rather superficial work with minimal criticality.

It is highly suggested that you focus on one or two theories/models/approaches and offer much depth in your use of the theories and models to show your application of knowledge from the module content. Please be reminded, that this does not limit your reference sources as we expect you to use a range of literature to support your writing.

The synthesis of the literature is crucial, and this will enable you to show depth and much higher order thinking skills. Across all the modules in postgraduate health Professional Education, we are constantly looking for candidates to show writing with depth over breadth.

4. Can I use of abbreviations in my assignment?

Using abbreviations for the first time you should write the term out in full and then put the abbreviation in brackets afterward, e.g., basic life support (BLS)

5. What is the format of the assignment submission?

For written assignment, students must submit the assignment including the assignment cover page in the word document. For presentation, the student can submit the slides in PowerPoint or PDF format, while the recording is in the mp4 format.

6. Where and when should I submit my assignment?

All assignments should be submitted through the e-learn portal before the stated deadline.

7. What should I do if I am unable to submit the assignment on time due to emergency or other valid reasons?

Any extension of the deadline needs to be requested using the Extension of Assignment Submission Form request and to be submitted to the Module Coordinator via email and copied to PGHPE Administrator, Nur Haslina binti Kamarudin at nurhaslina@imu.edu.my. The application should be made at least a week before the original submission date. In the event of a medical situation or unexpected/unavoidable circumstance, please submit the form at least a day before the original submission date.

Referencing

1. How many sources should I use?

There is no set number of sources that you should use. However, if you use less than 10 then the examiners may question how critical you have been.

2. Where do I put my reference list?

At the end of your assignment. Students are required to use the American Psychological Association (APA) referencing style (7th Edition).

3. How do I reference my sources?

You should use the American Psychological Association (APA) referencing style (7th Edition). Please use the library link <http://aut.ac.nz.libguides.com/APA7th>

4. When I copy a sentence from a source, and I've put it in quotation marks. Is there anything else I need to do?

Yes, this is a direct quote and for these, you need to include the page number from the source. So, in your text, it should look like this (surname, date, page number). However, we suggest you minimize your use of quotes and write entirely in your own words.

5. How focused can I be?

You can be very focused on one aspect of a teaching session. Remember depth over breadth.

SYLLABUS:

TOPIC / SUBTOPIC	
1.	Topic 1: Leadership and Management <ul style="list-style-type: none">- Similarities and Differences between Leadership and Management (Theory and Practice)- Conceptualising Educational Management and Leadership- Models of educational leadership and management- Global Trends and Challenges in Health Professions Education: Organization, Systems and Theme- Impact of Poor Management and Leadership in Health Professions Education
2.	Topic 2: Leadership Styles and Skills <ul style="list-style-type: none">- Leadership Theories & Leadership styles- Levels of Leadership- Developing Leadership Skills- Developing New Leaders: Succession Planning
3.	Topic 3: Organisational Cultures and Roles <ul style="list-style-type: none">- Education organizational culture- Leading and managing for diversity- Stakeholders' roles and inclusivity in education management- Organisational learning and professional development- Resource Management
4.	Topic 4: Change Management and Leadership Psychology <ul style="list-style-type: none">- Models of Management Change- Challenges of Leading and Management Change- Change Drivers- Organizational and Cultural Response to Change- Individual and Interpersonal Responses to Change
5.	Topic 5: Followership <ul style="list-style-type: none">- The Role of Followership in Leadership- Types of followers- Developing Effective followers- Teams and Team Working

REFERENCES

Books:

1. Cunningham, W. G. (2013). *Educational leadership: A bridge to improved practice*. (5th Ed.). Pearson.
2. Lussier, R. N. (2017). *Management fundamentals*. (4th Ed.). South-Western – Sage Publication
3. Bush, T., Bell, L., Bailey, A., Middlewood, D. (2019). *Principles of educational leadership & management*. SAGE Publication.
4. Fullan, M. (2006). *The jossey-bass reader on educational leadership (Jossey-Bass Teacher)*. Jossey-Bass Publishers.
5. Hill, C. W. L. and McShane, S. L. (2008). *Principles of management*. McGraw Hill International
6. Liebler, J. G. and McConnell, C. R. (2012). *Management principles for health professional*. Jones & Bartlett Learning, LLC.
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9. Swanwick, T. (Ed). (2012). *Understanding medical education evidence, theory and practice*. Wiley-Blackwell

Articles:

1. Level, R., Robinson, R. A., & Chambers, M. (2022). Centering the Student Voice Within Educational Leadership and Management. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 50(2).
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3. Bush, T., Sargsyan, G. (2020). Educational Leadership And Management: Theory, Policy, And Practice. *Mankavarzhut'yan ev hokebanut'yan himnakhndirner*, Vol 3, Iss 3 (2020). <https://doi.org/10.24234/miopap.v3i3.255>
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6. Lynne, R., Donna, A. and Linda E. P. (2006). Promoting academic excellence through leadership development at the University of Washington: The Teaching Scholars Program. *Academic Medicine*. 81(11), 979-983. November 2006.
7. Rogers, J. (2005). Aspiring to leadership: Identifying teacher-leaders. *Medical Teacher*. 27(7), 629-633.
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