



eLeadership, Nov 25, 2006



# **Education Leadership** **the post-industrial challenge**

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# Learning without “Education”?

- Children’s games
  - Underdeveloped societies
    - Games everywhere
    - Children heritage
    - Sophisticated
  - Developed societies
    - Games only in Schools
    - No game, or teachers’ games
    - Simple and naïve

The background of the slide is a solid dark brown color with a pattern of lighter brown, stylized autumn leaves scattered across it. The leaves have prominent veins and are oriented in various directions, creating a textured, organic feel.

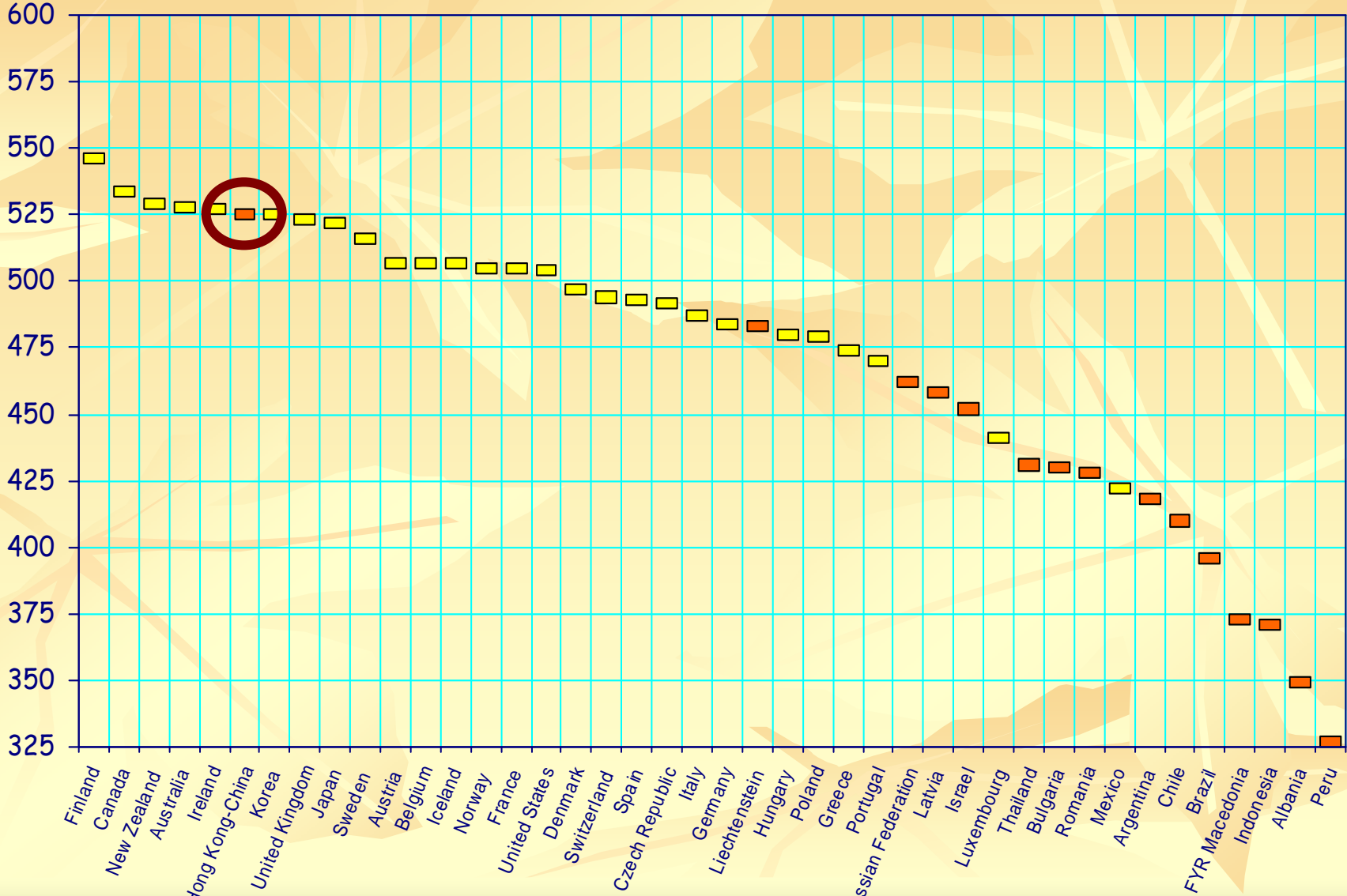
- “Hole in the Wall”





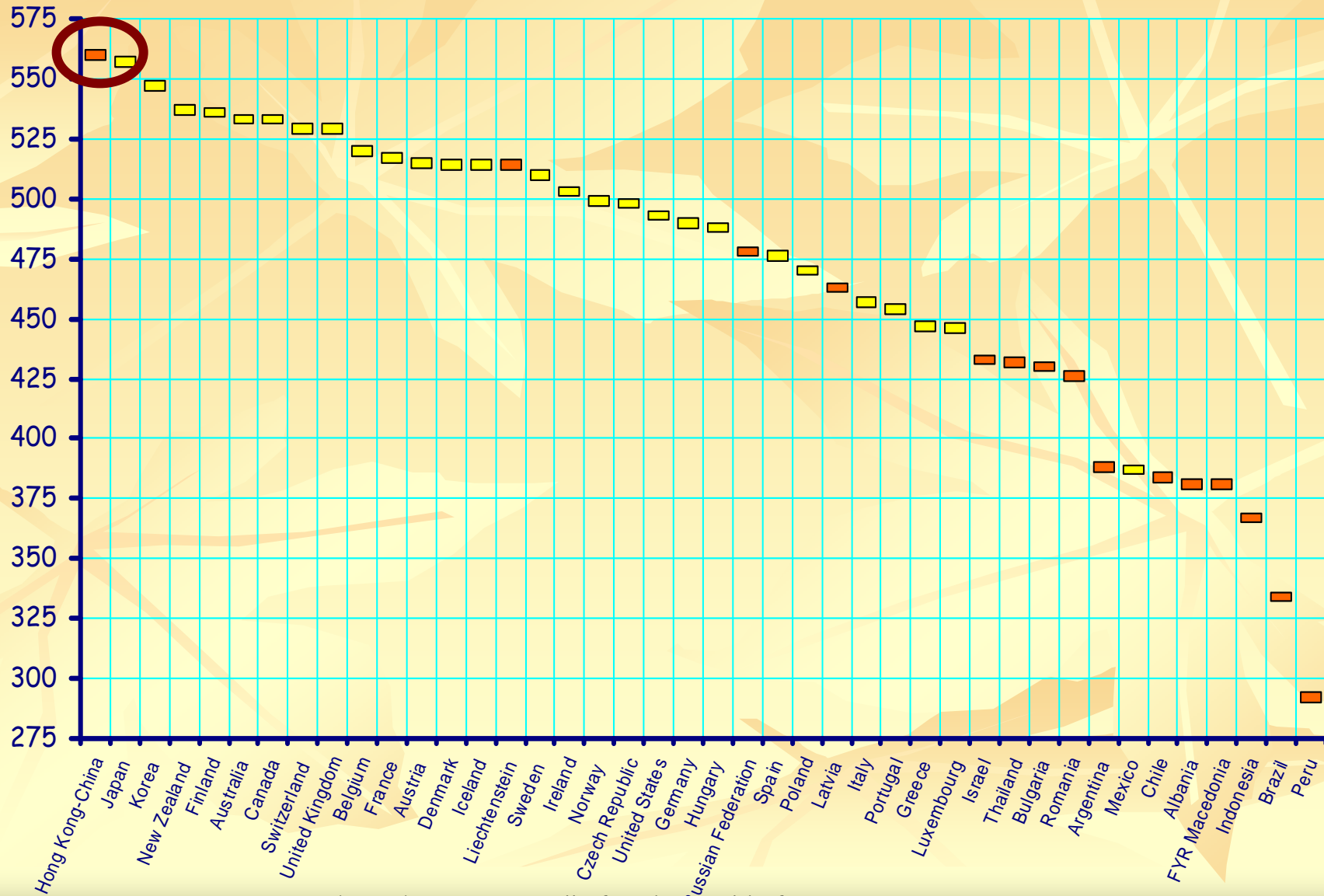
■ Hong Kong ...

# Mean Reading Literacy of 15-year-olds



Source: OECD, UNESCO (2003) *Literacy skills for the world of tomorrow*, Fig. 2.5, p.76

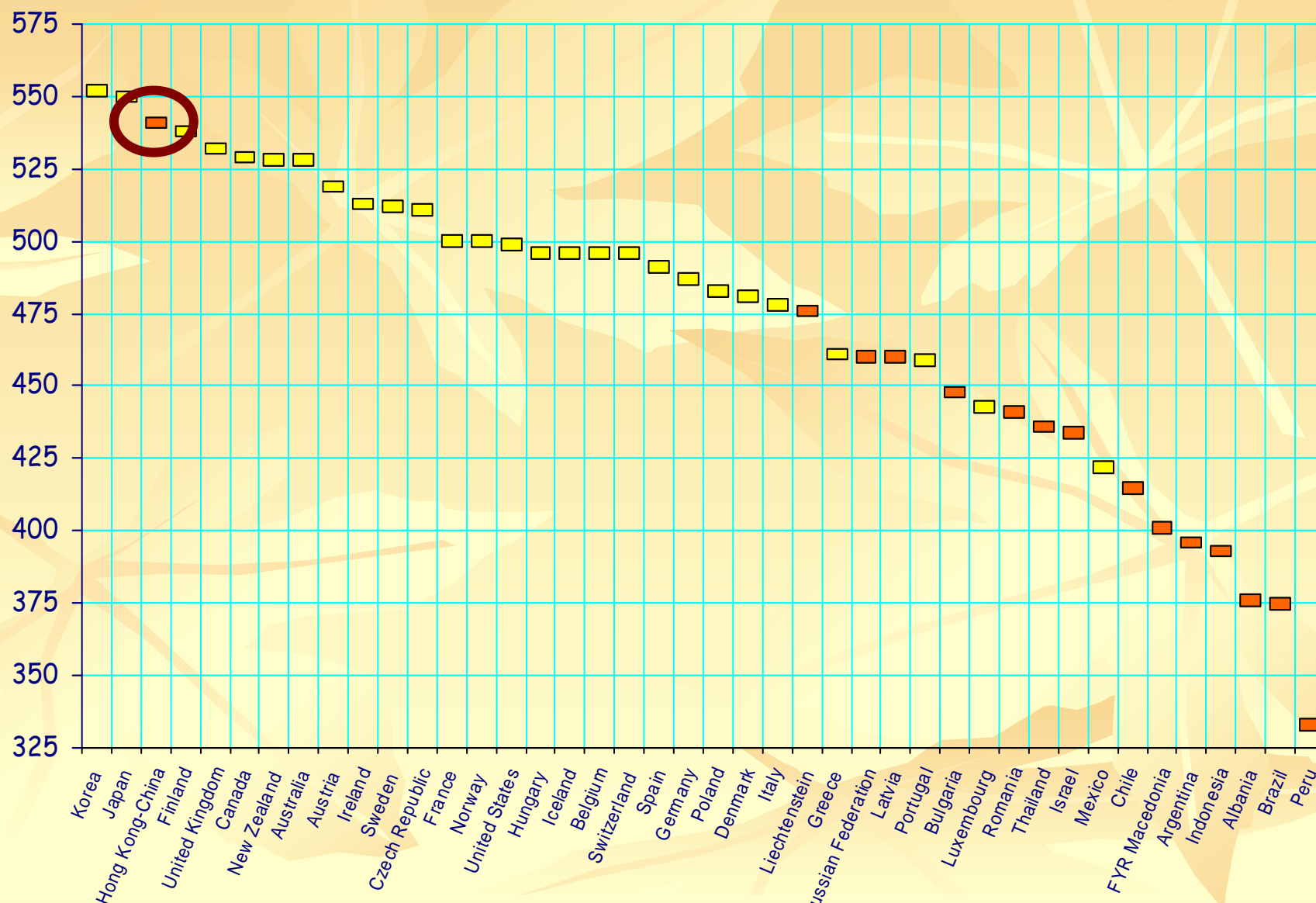
## Mean Mathematical Literacy of 15-year-olds



Source: OECD, UNESCO (2003) *Literacy skills for the world of tomorrow*, Fig. 3.2, p.100

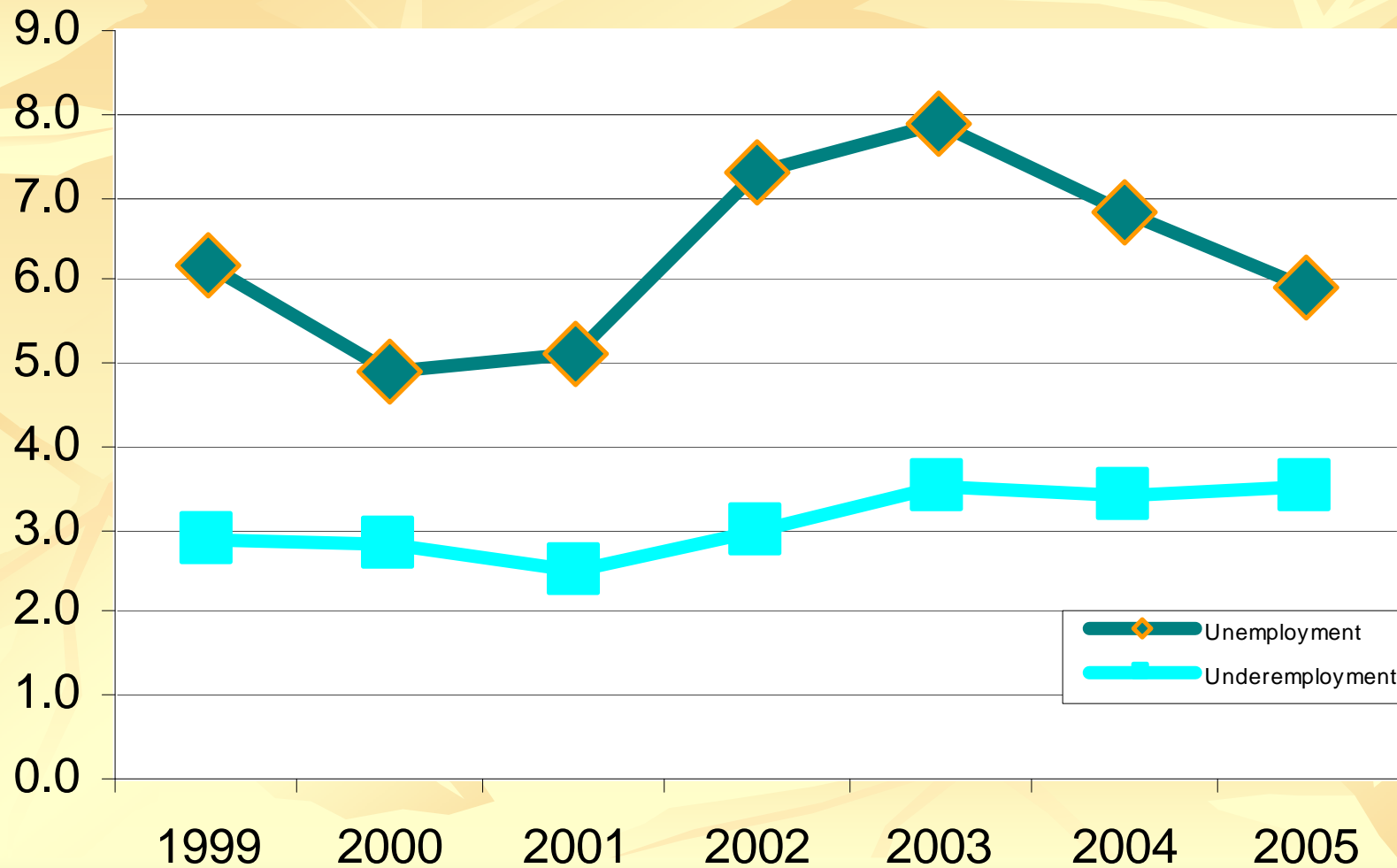


## Mean scientific literacy of 15-year-olds: All



Source: OECD, UNESCO (2003) *Literacy skills for the world of tomorrow*, Fig. 3.5, p.109

# Unemployment



## Hong Kong: As it is!

- 19% (15-19 yr-olds) double-disengaged
- 100K (40s-50s) newly unemployed
- High-achievers not competitive in workplace

The background of the slide is a solid dark brown color with a pattern of lighter brown, semi-transparent autumn leaves scattered across it. The leaves vary in size and orientation, creating a textured, organic feel.

The Hong Kong case reminds us:

Are we going to do more and better  
of what we are doing?

Or are we to do education  
that is fundamentally different?

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- Case 1:

- Wellington School, Hong Kong, 1976

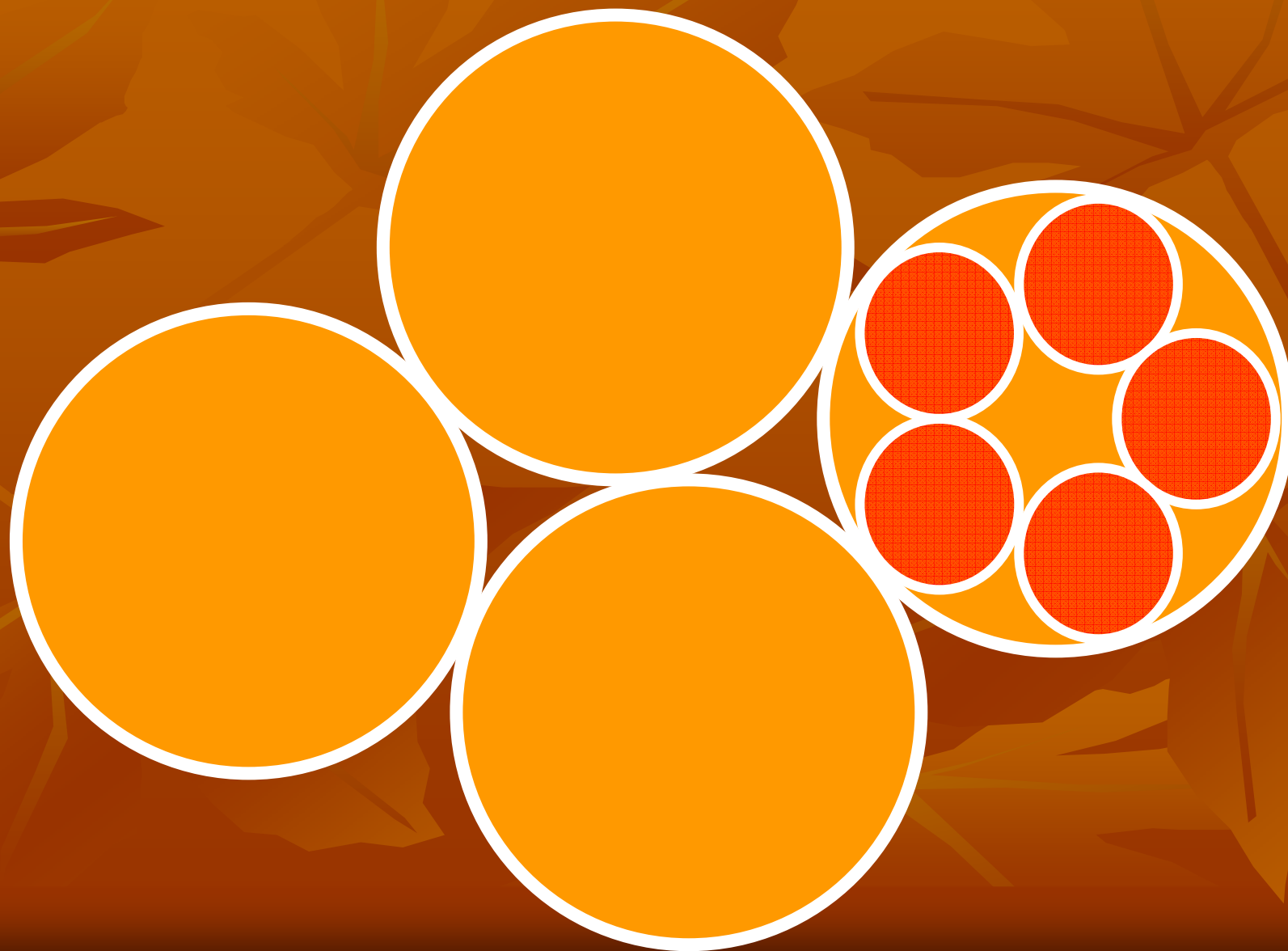
- Case 2:

- Fløtestad School, Oslo, 2006

# Wellington School, Hong Kong, 1976



# Fløtestad School, Oslo, 2006



## Case 1:

- Efficiency in administration
- At the expense of student learning

## Case 2:

- Concentrating on learning
- Complexity in administration



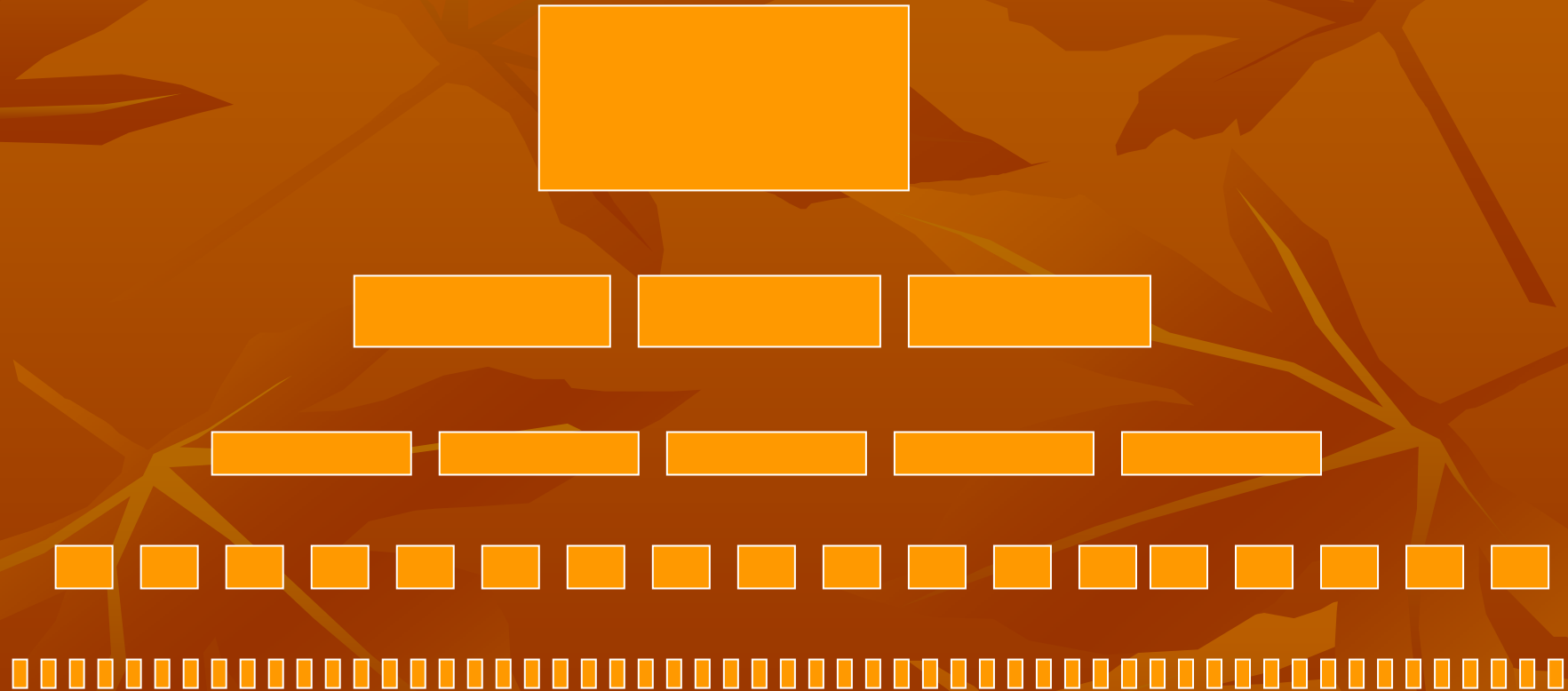
## Good reminder:

- Why schools?
- Why classes?
- Why classrooms?
- Why subjects?
- Why timetables?
- Why syllabuses?
- Why public examinations?

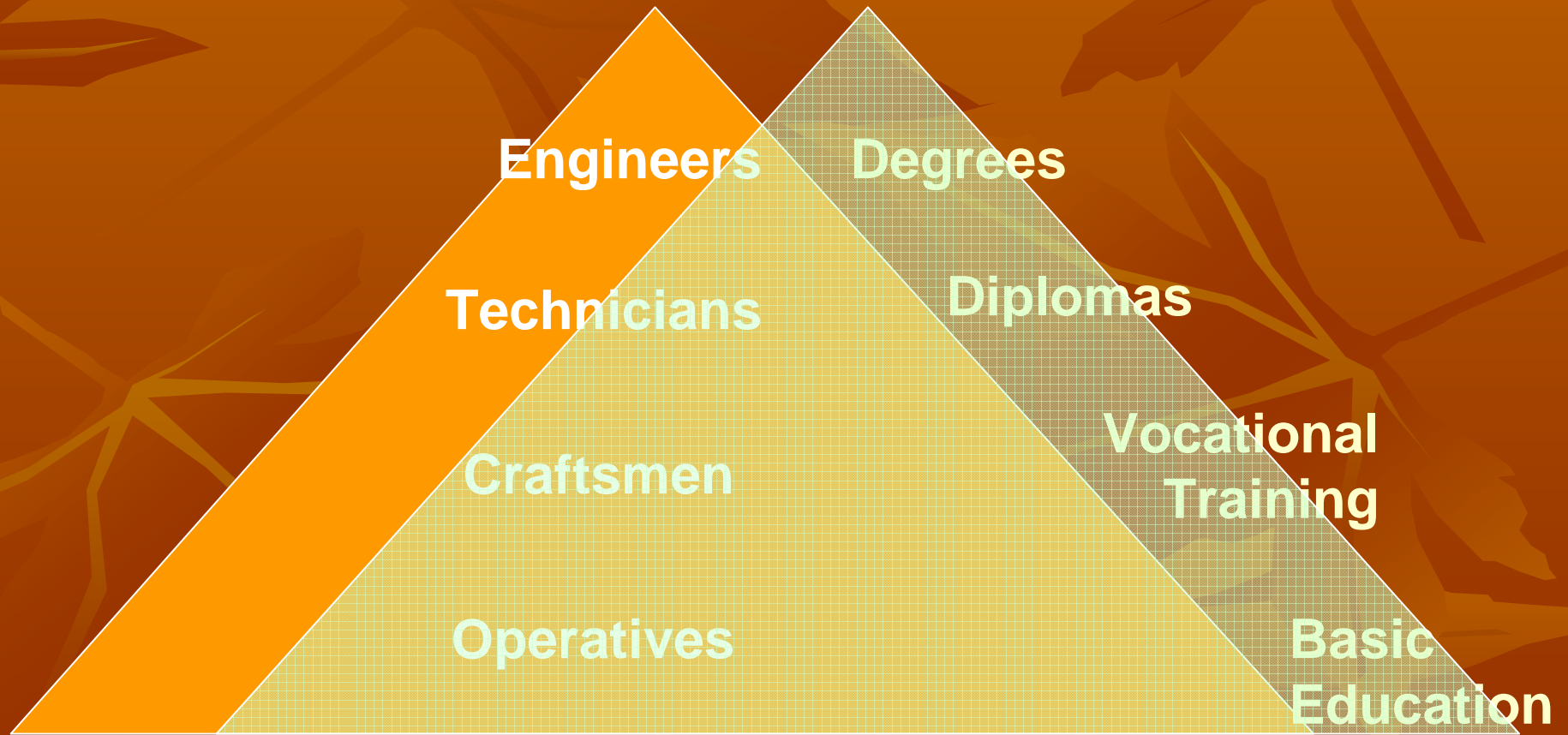
# Industrial Society

- Structured society based on division of labor
- Human beings are specialized, classified and ranked
- Credentials as signals and labels for social status, organizational membership and occupational identity
- Education provides credentials based upon “knowledge”, meaning exams, hence syllabuses, subjects, classes, ...
- Students are therefore “processed”
- Education leadership is about processing

# Industrial Society: the Pyramid



# Industrial Institutions



- 
- The background of the slide is a solid dark brown color with a pattern of lighter brown, stylized autumn leaves scattered across it. The leaves have prominent veins and are oriented in various directions, creating a textured, organic feel.
- Society has changed ...

- Mobile phones

CEO of Samsung:

“We are not producing telephones.  
We are producing fashion!”

## **Restaurants: Maxim's**

**Cantonese Cuisine**

**Chaozhou Cuisine**

**Peking Cuisine**

**Other Chinese Cuisines**

**Miso, Kiko**

m.a.x. concepts: mezz, EXP, café Landmark, thai basil,

can.teen, little basil, the basil,

fresh basil, rice paper,

Café Express, Deli and Wine, Curtain Up,

Concerto Bar & Cafe

Starbucks Coffee

**Over 320 shops**

- G2000 (fashion retail)

Michael Tien:

“When it works, It’s obsolete!”

“Customers don’t know what they want!”



# Hong Kong ...

Around 300,000 registered companies (June 2006)

- 99% under 100 (SME)
  - 69% of employees
- 94% under 20
  - 40% of employees
- 86% under 10
  - 33% of employees
- Free-lancers 220,000 *estimated*  
vis-à-vis 2,200,000 in registered companies

## The United States

### Business Enterprises

98% under 100

86% under 20

*National Bureau of Economic  
Research, 2002*

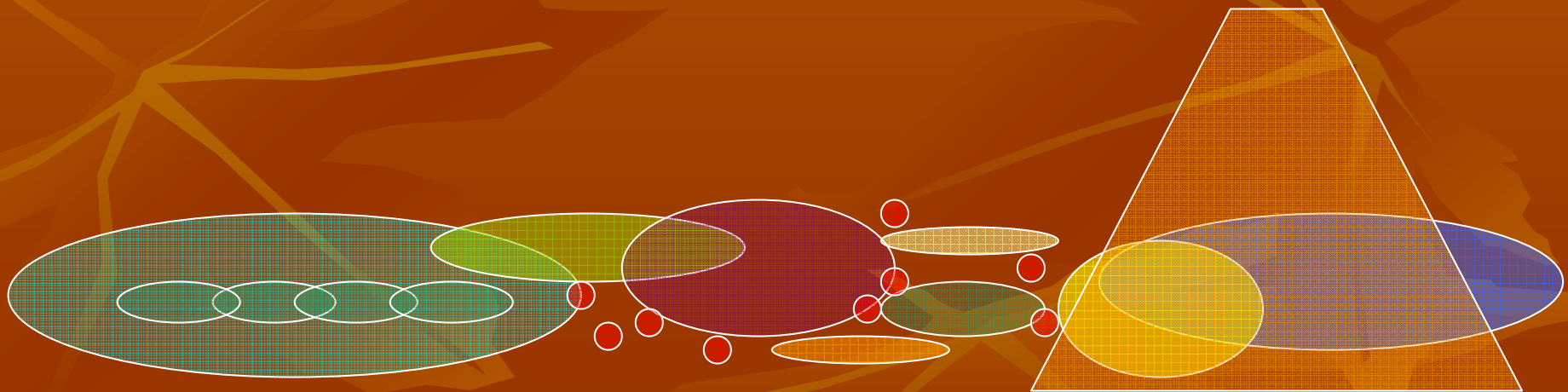
# Post-industrial: Workplace

**Project Groups/Task Forces**

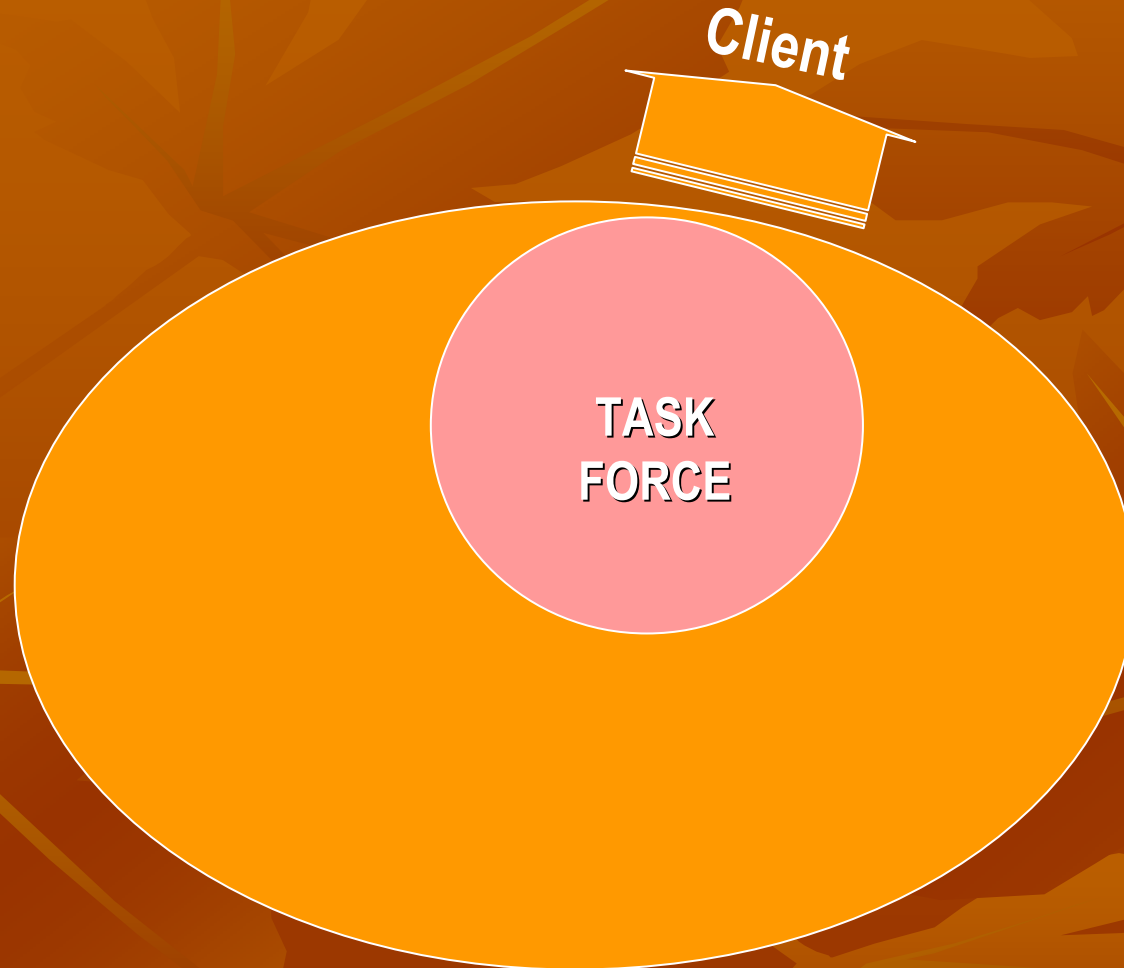
**Small Enterprises**

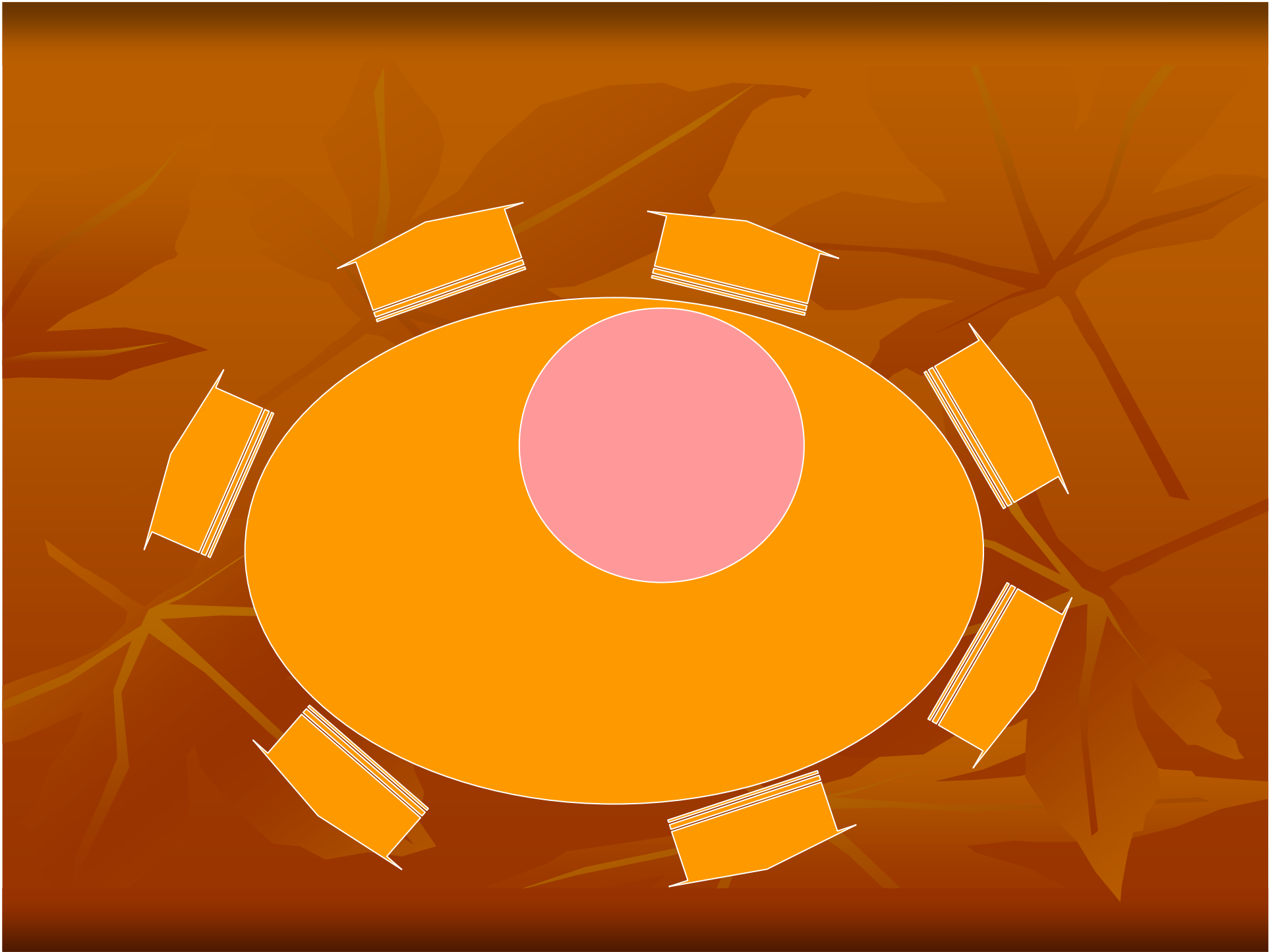
**Free-lancers**

**The Civil Service (Traditional)**



# Example III: Investment Banks







# Post-industrial: Large Organisations

**Project Groups**

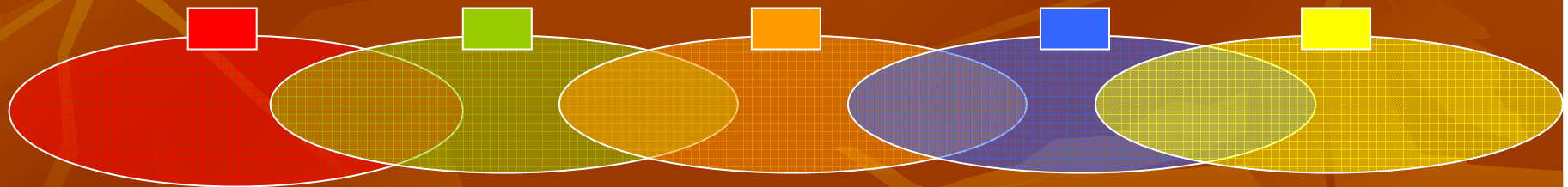
**Task Forces**

**Production Teams**

**Client Groups**

**“Accounts”**

**Deal Team**



# Task Force



# Post-industrial: SMEs





# Organisations

## Industrial

- Large pyramids
- Producer-centred
- Departments
- Hierarchy
- Tight structure
- Design at the top
- Assigned procedures
- Rules & regulations

## Post-industrial

- Small companies
- Client-centred
- Project teams
- Flat organisations
- Loose & fluid systems
- Design at front-lines
- Improvised actions
- Fit-for-purpose acts

# Working Modes

## Industrial

- Division of labour
- Individual tasks
- Specialist duties
- Administrative links
- Credential-based appointments
- Appraisal by seniors

## Post-industrial

- Total solutions
- Team work
- Integrated expertise
- Human interactions
- On-demand, just-in-time learning
- 360° appraisal

# Individual Lives

## Industrial

- Lifelong career
- Long-term loyalty
- Occupational identity
- Work-study consistency
- Org membership
- Stable employment
- Escalating salaries
- Upward mobility
- Foreseeable retirement
- Constant networks
- Stable relations
- Security, certainty

## Post-industrial

- Multiple careers
- Multiple jobs
- Blurred identity
- Work-study mismatch
- Possible free-lancing
- Frequent off-jobs
- Precarious incomes
- Fluctuating status
- Unpredictable future
- Varying networks
- Changing partners
- Insecurity, uncertainty

# Work Activities

## Industrial

- Paper work
- Circulars
- Minutes
- Documents
- Instructions
- Written reports
- .....

## Post-industrial

- Communications
- Brainstorming
- E-mailing
- SMS
- Blogs
- Seminars
- Debates
- Conferencing
- Negotiation
- Presentation
- Confrontation
- Lobbying
- Retreats

# Expected abilities

## Industrial

- Special skills
- Planning & implementation
- Navigating the bureaucracy
- Following the heritage

## Post-industrial

- Communications
- Team-working
- Human relations
- Problem-solving
- Design & innovations
- Personal responsibility
- Self-management
- Ethics, values, principles

# After all ...

## Industrial

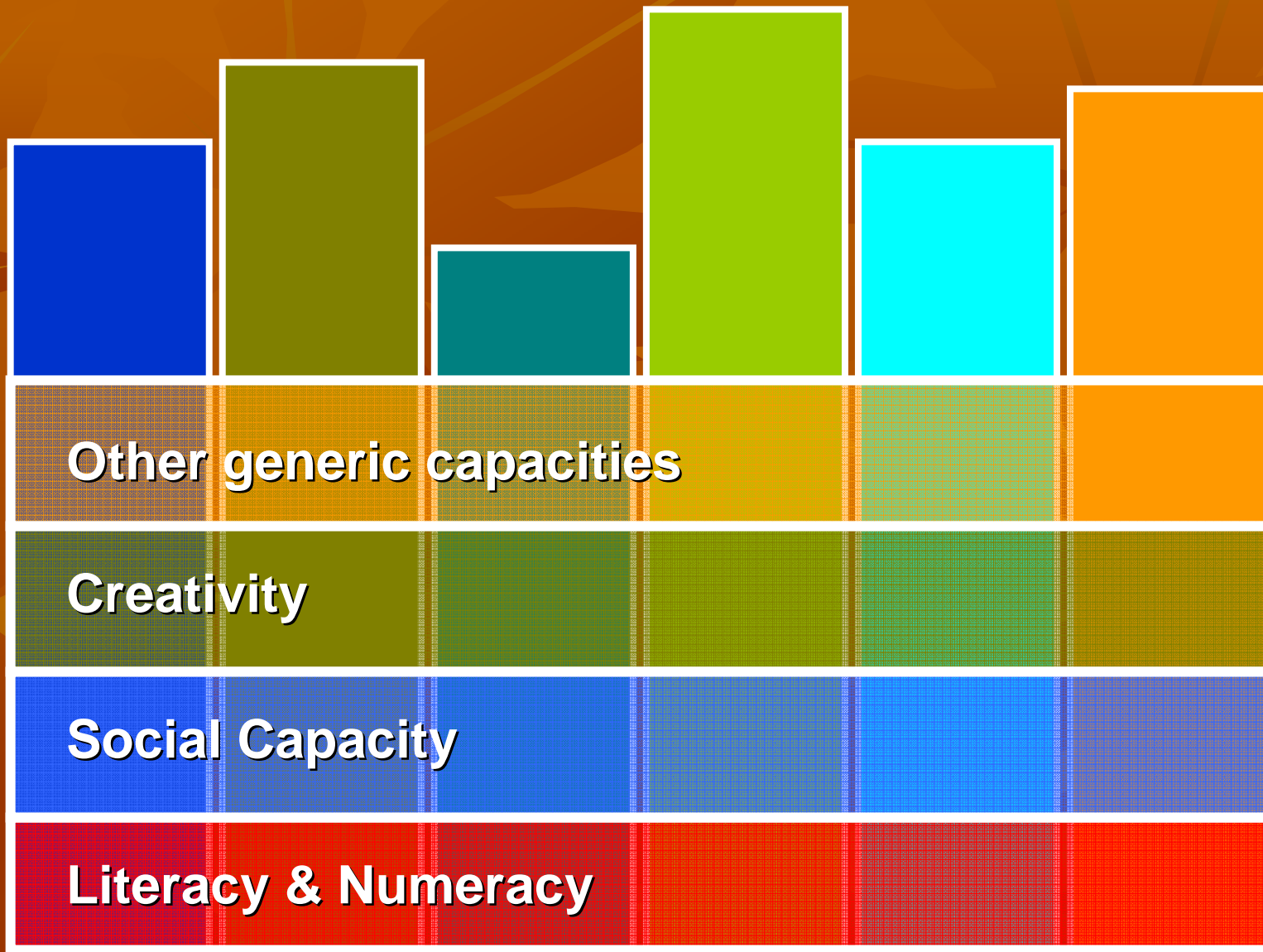
- analytic, regulated, structured, clear-cut, uniform, convergent, normative, neat, assertive and reducible to parameters

## Post-industrial

- holistic, flexible, loose, fuzzy, plural, divergent, liberal, complex, speculative and tolerant of multiplex concepts

# Vertical Subjects

# Baseline Competence



# Lifelong attributes

- Optimism about life
- Passion about nature
- Commitment to society
- Commitment to nation
- Perseverance amidst odds
- Readiness to expand one's capacity
- Broad base experiences
- Experience in organising
- Appreciation of arts and music
- Attitude of helping and caring
- Seriousness about the details
- Willingness to take risks
- .....



# Lifelong attributes

- Eagerness to interact with people
- Love for peace
- Sense of justice
- Consciousness of equity
- Awareness of the deprived
- Comfort with other cultures
- Basic understanding of sex and family
- Understanding and facing moral dilemmas
- Rudimentary analysis and synthesis
- Belief in rationality
- Tolerance of diversity and plurality
- .....

# Back to the Oslo example:

Assumptions now:

- Back to basics:

Human Learning

- Learning is complex:

Beyond “study” and exams

- Total solutions for students:

Beyond structures and processing

- Leadership to capture the complexity:

Nomad versus Plantation



Subjects?

Examinations?

Credentials?

# Challenges to conventional notions

What role does education play, ...

- Tasks and jobs are more specialized, but people are not. What do we do in education?
- If people are increasingly less discriminated through “education”, will credentials still be a useful signal?
- If credentials are no longer the main objectives of schooling, do we still “process” the students?
- If we no longer process students, how should schools be organised, and what kind of education leadership should be expected?

## After all ...

### The core business of education

- is to prepare young people for a changing future;
- is not only about more specialists;
- is to liberate them and empower them to create and master their own future!

# Trends ...

Education policy concerns:

- |               |           |            |
|---------------|-----------|------------|
| ■ 1960-70s    | Systems:  | planning   |
| ■ 1980s       | School:   | management |
| ■ Since 1990s | Students: | learning   |

It is now the capacity of  
learning  
that counts above all!



Thank you!

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