# Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS1A21M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Service Leadership</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>NA</td>
</tr>
</tbody>
</table>

**GUR Requirements Intended to Fulfill**

- Healthy Lifestyle
- Freshman Seminar
- Languages and Communication Requirement (LCR)
- Leadership and Intra-Personal Development
- Service-Learning
- **Cluster-Area Requirement (CAR)**
  - Human Nature, Relations and Development
  - Community, Organization and Globalization
  - History, Cultures and World Views
  - Science, Technology and Environment
- China-Study Requirement
  - Yes or No
- Writing and Reading Requirements
  - English or Chinese No

**Assessment Methods**

<table>
<thead>
<tr>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Preparation (including home assignments): 15%</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td><strong>Group Project: 35%</strong></td>
<td></td>
<td>√</td>
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<tr>
<td>Term Paper: 50%</td>
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<td>√</td>
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- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass all component(s) if he/she is to pass the subject.

**Objectives**

The economic structure in many countries has shifted from a manufacturing to service-oriented economy. Currently, Hong Kong’s service industries contribute to 95% of the Gross Domestic Product. The requirements of the service sector have gradually displaced previous conceptions of what constitutes effective leadership in the industrial era. As compared to the manufacturing economy...
which values directive, autocratic, and transactional leadership styles which are predominantly task-oriented in nature; the service economy prizes distributed, transformational and person/follower-oriented leadership styles. Service leadership underscores flexibility, collaboration, and communication between service leaders and followers. It is concerned with satisfying the needs of oneself and that of those whom one serves, as well as the community. In addition, workers in the service economy are not only required to possess professional skills, but also to be creative, motivated, and equipped with intrapersonal and interpersonal competencies in order to provide personalized and high quality service in the dynamic service environment (Shek, Chung & Leung, 2015).

The above calls for the emerging need to develop among students the necessary competences that will enable them to become effective service leaders to meet the needs of the changing society. In light of the above, this subject is designed to enable students to:

1. Learn the basic models of leadership with reference to the service sector;
2. Understand the basic leadership attributes intrinsic to effective service leaders, including leadership competences, moral character, and caring disposition;
3. Reflect on their own service leadership qualities, including leadership competences, moral character, and caring disposition;
4. Learn to develop and apply the basic qualities of an effective service leader;
5. Enhance global sensitivity and cross-cultural competence in different cultural contexts; and
6. Cultivate an appreciation of the importance of Service Leadership to the development and wellness of oneself, other people and the whole society.

<table>
<thead>
<tr>
<th>Intended Learning Outcomes (Note 1)</th>
<th>Upon completion of the subject, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understand the contemporary models of leadership with reference to the service sector, including their assertions, strengths and weaknesses;</td>
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<tr>
<td>b. Demonstrate understanding of the basic leadership attributes intrinsic to effective service leaders;</td>
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<tr>
<td>c. Reflect upon the need for developing the qualities of effective service leaders and their own leadership qualities;</td>
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<tr>
<td>d. Reflect on their global awareness and cross-cultural competence;</td>
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<tr>
<td>e. Appreciate the potential application of knowledge on effective service leadership gained in this subject to oneself.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Subject Synopsis/Indicative Syllabus (Note 2)</th>
<th>Lecture 1: Introduction</th>
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</thead>
<tbody>
<tr>
<td>Definitions and conceptions of service leadership; nature and rationales of service leadership; service sector and service leadership; relevance of service leadership to university students and graduates in Hong Kong; importance of service leadership in the global world, including developing communities; differences between manufacturing economy and service economy; desired leadership attributes under manufacturing and service economies; three realms of service leadership.</td>
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| Lecture 2: Core beliefs and components | Seven core beliefs about Service Leadership; Service Leadership as a function of competences of leadership, moral character and care [E (Effective Service Leadership) = MC² (Moral character × Competence × Care)]; ultimate goals of Service Leadership education; essential knowledge, skills, as well as attitudes and value strands; importance of service learning in service leadership development. |
Lecture 3: Basic leadership competences: Intrapersonal competences
IQ (task-relevant knowledge, problem-solving and decision making); EQ (understanding and managing emotion effectively); AQ (adversity quotient); SQ (spiritual quotient); global sensitivity, cultural awareness, and cross-cultural competence; creation of hope and leadership, especially in impoverished environments.

Lecture 4: Basic leadership competences: Interpersonal competences
Communication skills; positive social relationship building; conflict resolution; cross-cultural sensitivity, communication and interaction; and application of interpersonal competences in service learning.

Lecture 5: Character strengths and Service Leadership
The server is the service; moral character; basic character strengths (love of learning, perseverance, gratitude, honesty, courage, humility and spirituality, particularly forgiveness).

Lecture 6: Caring disposition and Service Leadership
Universal dimensions of social cognition (warmth and competence); primary elements of care (love, listening, and empathy); typical social issues related to a caring culture; practices of caring disposition in three realms; sensitivity to the needs of the needy; and knowing the needs of the “have-not”.

Lecture 7: Character strengths in Chinese philosophies
Relevance of Confucian virtues to Service Leadership: integrity (lian), shame (chi), loyalty (zhong), filial piety (xiao), benevolence (ren), affection (ai), trustworthiness (xin), righteousness (yi), propriety (li), wisdom (zhi), harmony (he) and peace (ping) in Confucian thoughts.

Lecture 8: Contemporary leadership models
Review of contemporary models of leadership, including top-down and bottom-up leadership models; charismatic leadership, authentic leadership, spiritual leadership, transformational leadership, and servant leadership; strengths and limitations of existing leadership models.

Lecture 9: Factors leading to creation, development and maintenance of positive social relationship
Trust, fairness, respect, care, behavioral consistency, and loyalty.

Lecture 10: Self-leadership and Service Leadership
Everyone is a leader; optimization of one’s operating systems; personal branding; importance of self-monitoring, self-regulation, and self-improvement.

Lecture 11: Developmental assets and Service Leadership
Self-esteem, self-efficacy, purpose in life, and optimism about future.

Lecture 12: Review of effective Service Leadership qualities
Comparisons with the existing models of leadership; critical evaluation of the HKI-SLAM model; potential application of service leadership knowledge to oneself: possibilities and difficulties.

Lecture 13: Wrap-up lecture
Students taking this course are expected to be sensitive to their own behaviors in the intrapersonal and interpersonal contexts. Intellectual thinking, reflective learning, experiential learning and collaborative learning are emphasized in the course. The teaching/learning methodology includes:

a. Lectures;
b. Experiential learning sessions;
c. Group project; and
d. Written assignment.

In addition to lecturing, students will also engage in experiential learning activities such as discussions and debates on critical issues central to service leadership, role-plays of situations faced by service leaders, problem-based cases to solve, demonstrations, questionnaires, games and simulations. Through experimenting and practicing, students will be able to reflect on the experience to better assimilate, conceptualize and apply knowledge in a more practical way.

<table>
<thead>
<tr>
<th>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</th>
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<tbody>
<tr>
<td>Specific assessment methods/tasks</td>
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<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>1. Class Participation/Preparation (including home assignments)</td>
</tr>
<tr>
<td>2. Group Project</td>
</tr>
<tr>
<td>• 30% group presentation [assessed by subject teacher(s)]</td>
</tr>
<tr>
<td>• 5% group project contribution [assessed by peers]</td>
</tr>
<tr>
<td>3. Term Paper</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. **Assessment of Class Participation/Preparation (15%)**: It is expected that classroom activities and preparation for lectures can help students understand the subject matter and themselves, develop social skills, connect learning to themselves and promote an appreciation of the importance of service leadership qualities. Hence, marks for class participation and preparation for lectures will be given. Students will be assessed in terms of: a) preparation for lectures (i.e., completing home assignments on time); b) participation in class (e.g., completing worksheets, sharing personal views/feelings, and taking initiative to answer questions and join activities in class).

2. **Assessment of Group Project (35%)**: Group project can give an indication of the students' understanding, integration and critique of theories and
concepts on the basic qualities in effective service leaders. It can also
demonstrate personal and group reflections, interpersonal skills and
reciprocal learning. Students are required to submit written presentation
materials (e.g., PowerPoint slides) after the presentation. Students are
expected to finish the group project before the completion of the 13
lectures.

In addition, students are invited to assess the contribution of their group
members to the group project by one item of 6-point (0-5) scale in an
honest and authentic manner. The marks will reflect the mastery of
knowledge, self-reflection and quality of interpersonal skills (such as
collaboration with other members and contribution to the group) of the
group members.

3. Assessment of Term Paper (50%): Students are required to produce a term
paper with a minimal length of 1,500 words in English. The term paper will
give an indication of the student’s understanding, integration and critique
of theories and concepts on the essential qualities emphasized in service
leadership. It can also demonstrate the student’s self-assessment, self-
reflection, connection of the subject matter to oneself and how the student
recognizes the importance of actively pursuing knowledge covered in the
subject. Students are required to submit their final term papers after they
return to Hong Kong and the deadline of submission (i.e., mid-July) is in
line with the submission schedule of students taking regular summer course
offered in PolyU campus.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Lectures and experiential learning</td>
</tr>
<tr>
<td>Other student study effort:</td>
<td>Group project preparation</td>
</tr>
<tr>
<td></td>
<td>Reading and writing term paper</td>
</tr>
<tr>
<td></td>
<td>Total student study effort</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading List and References</th>
<th>Required Reading List</th>
</tr>
</thead>
</table>

**Essential References**


**Supplementary References**


**Note 1: Intended Learning Outcomes**

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

**Note 2: Subject Synopsis/Indicative Syllabus**

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.