

## The Hong Kong Polytechnic University

**Subject Description Form**

<b>Subject Code</b>	APSS1A21V
<b>Subject Title</b>	Service Leadership
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion: APSS1A21 / APSS1A21M / APSS1A21U
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s):</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>Freshman Seminar</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership and Intra-Personal Development</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese <input checked="" type="checkbox"/> No</p>
<b>Objectives</b>	<p>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 treasures 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 competences to provide personalized and high-quality service in the dynamic service environment (Shek, Chung &amp; Leung, 2015).</p> <p>The above calls for the emerging need to equip students with 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:</p>

	<ol style="list-style-type: none"> <li>1. Learn the basic models of leadership with reference to the service sector;</li> <li>2. Understand the basic leadership attributes intrinsic to effective service leaders, including leadership competences, character, and care;</li> <li>3. Reflect on their own service leadership qualities, including leadership competences, character, and care;</li> <li>4. Learn to develop and apply the basic qualities of an effective service leader;</li> <li>5. Cultivate an appreciation of the importance of service leadership to the development and wellness of oneself, other people, and the whole society.</li> </ol>												
<b>Assessment Methods</b>	<table border="1" data-bbox="539 488 1410 696"> <thead> <tr> <th data-bbox="539 488 1008 555">100% Continuous Assessment</th> <th data-bbox="1008 488 1219 555">Individual Assessment</th> <th data-bbox="1219 488 1410 555">Group Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 555 1008 622">Class Participation/Preparation (including home assignments): 15%</td> <td data-bbox="1008 555 1219 622" style="text-align: center;">√</td> <td data-bbox="1219 555 1410 622"></td> </tr> <tr> <td data-bbox="539 622 1008 656">Group Project: 35%</td> <td data-bbox="1008 622 1219 656"></td> <td data-bbox="1219 622 1410 656" style="text-align: center;">√</td> </tr> <tr> <td data-bbox="539 656 1008 696">Term Paper: 50%</td> <td data-bbox="1008 656 1219 696" style="text-align: center;">√</td> <td data-bbox="1219 656 1410 696"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass all component(s) if he/she is to pass the subject.</li> </ul>	100% Continuous Assessment	Individual Assessment	Group Assessment	Class Participation/Preparation (including home assignments): 15%	√		Group Project: 35%		√	Term Paper: 50%	√	
100% Continuous Assessment	Individual Assessment	Group Assessment											
Class Participation/Preparation (including home assignments): 15%	√												
Group Project: 35%		√											
Term Paper: 50%	√												
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Understand the contemporary models of leadership with reference to the service sector, including their assertions, strengths, and weaknesses;</li> <li>b. Demonstrate understanding of the basic leadership attributes intrinsic to effective service leaders;</li> <li>c. Reflect upon the need for developing the qualities of effective service leaders and their own leadership qualities;</li> <li>d. Appreciate the potential application of knowledge on effective Service Leadership gained in this subject to oneself.</li> </ol>												
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>• <b>Lecture 1: Introduction (face-to-face lecture)</b> Overview of the subject: content, format, assignments and assessment criteria. 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; differences between manufacturing economy and service economy; desired leadership attributes under manufacturing and service economies; three realms of Service Leadership.</li> <li>• <b>Lecture 2: Core beliefs and components (online lecture)</b> Seven core beliefs about service leadership; service leadership as a function of competences of leadership, moral character, and care [E (Effective Service Leadership) = 3Cs (Character × Competence × Care)]; ultimate goals of service leadership education; essential knowledge, skills, as well as attitudes and value strands.</li> <li>• <b>Lecture 3: Basic leadership competences: Intrapersonal competences (online lecture)</b> IQ (task-relevant knowledge, problem-solving, and decision making); EQ (understanding and managing emotion effectively); AQ (adversity quotient); SQ (spiritual quotient).</li> <li>• <b>Lecture 4: Basic leadership competences: Interpersonal competences (online lecture)</b></li> </ul>												

	<p>Importance of communication, communication skills; positive social relationship building; conflict resolution.</p> <ul style="list-style-type: none"> <li>• <b>Lecture 5: Character and service leadership (online lecture) (online lecture)</b> The server is the service; moral character; basic character strengths, such as love of learning, perseverance, gratitude, honesty, courage, humility, and spirituality.</li> <li>• <b>Lecture 6: In-class interactions and consultation (face-to-face lecture)</b> Briefing of assessment schema, in-class interactions, and discussion on issues in previous lectures.</li> <li>• <b>Lecture 7: Care and service leadership (online lecture)</b> Universal dimensions of social cognition (warmth and competence); primary elements of care (love, listening, and empathy).</li> <li>• <b>Lecture 8: Character in Chinese philosophies (online lecture)</b> 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.</li> <li>• <b>Lecture 9: Contemporary leadership models and the dark side of leadership (online lecture)</b> 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; dark side of leadership.</li> <li>• <b>Lecture 10: Factors leading to creation, development, and maintenance of positive social relationship (online lecture)</b> Trust, fairness, respect, care, behavioral consistency, and loyalty.</li> <li>• <b>Lecture 11: Self-leadership and service leadership (online lecture)</b> Everyone is a leader; optimization of one's operating systems; personal branding; importance of self-monitoring, self-regulation, and self-improvement.</li> <li>• <b>Lecture 12: Developmental assets and service leadership (online lecture)</b> Self-esteem, self-efficacy, purpose in life, and optimism about future.</li> <li>• <b>Lecture 13: Review of effective service leadership qualities and wrap-up (face-to-face lecture)</b> 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.</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p>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:</p> <ol style="list-style-type: none"> <li>a. Lectures (3 face-to-face lectures and 10 online lectures);</li> <li>b. Experiential learning sessions;</li> <li>c. Group project; and</li> <li>d. Written assignment.</li> </ol>

In addition to lecturing, students will also engage in experiential learning activities both in face-to-face lectures and online lectures, such as reflections and discussions on critical issues central to service leadership, problem-based cases to solve, demonstrations, questionnaires, games and simulations. Furthermore, in face-to-face lectures, students will have chance to join in debates on critical issues and role-plays of situations faced by service leaders. 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.

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Class Participation/Preparation (including home assignments)	15%	√	√	√	√	√
2. Group Project <ul style="list-style-type: none"> <li>• 30% group presentation [assessed by subject teacher(s)]</li> <li>• 5% group project contribution [assessed by peers]</li> </ul>	35%	√	√	√	√	
3. Term Paper	50%	√	√	√	√	√
Total	100 %					

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 both classroom and online 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 online lectures, participation in online activities, and completing assignments on time (10%) (e.g., completing reflective writing and online worksheets, and sharing personal views/feelings); b) participation in classroom activities and completing assignments (2%) (e.g., completing worksheets, sharing personal views/feelings, and taking initiative to join group activities); c) completing evaluation questionnaires (3%) (e.g., the pre-test and post-test objective outcome evaluation forms).
2. Assessment of Group Project (35%): Assessment of group project includes group project presentation assessed by subject teacher(s) (30%) and group project participation assessed by peers in the group (5%). 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. Each group is required to submit a video of group project

	<p>presentation and other presentation materials (e.g., PowerPoint slides) on a chosen topic on time. Students will also be 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.</p> <p>3. <u>Assessment of Term Paper (50%)</u>: 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 on time and the subject teacher(s) will grade the final paper.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures and experiential learning activities</li> </ul>	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Group project preparation</li> </ul>	23 Hrs
	<ul style="list-style-type: none"> <li>▪ Reading and writing term paper</li> </ul>	73 Hrs
<b>Reading List and References</b>	<b><u>Required Reading List</u></b>	
	<p>Chung, P. P. Y., &amp; Elfassy, R. (2016). <i>The 12 dimensions of a Service Leader</i> (1st ed.). New York, NY: Lexington Publishing.</p> <p>Gill, R. (2011). <i>Theory and Practice of Leadership</i> (2<sup>nd</sup> ed.). Thousand Oaks, Calif.: Sage. (Chapter 3: Leadership Theory: A Critical Review, Synthesis and Redefinition).</p> <p>Shek, D. T. L., Chung, P. P. Y., Lin, L., Leung, H., &amp; Ng, E. C. W. (2018). Service Leadership under the Service Economy. In J. L. Chin, J. E. Trimble &amp; J. E. Garcia (Eds.), <i>Global and culturally diverse leaders and leadership: New dimensions and challenges for business, education and society</i> (pp. 143–161). Bingley: Emerald Publishing.</p> <p>Shek, D. T. L., Yu, L., Ma, C. M. S., Sun, R. C. F., &amp; Liu, T. T. (2013). Development of a credit-bearing service leadership subject for university students in Hong Kong. <i>International Journal of Adolescent Medicine and Health</i>, 25(4), 353-361.</p> <p>Shek, D. T. L., &amp; Leung, H. (2015). Service Leadership qualities in university students through the lens of student well-being. In D. T. L. Shek &amp; P. P. Y. Chung (Eds.), <i>Promoting Service Leadership qualities in university students</i> (pp. 1-16). Singapore: Springer.</p> <p>Stewart, G. L., Courtright, S. H., &amp; Manz, C. C. (2011). Self-leadership: A multilevel review. <i>Journal of Management</i>, 37, 185-222.</p> <p><b><u>Essential References</u></b></p> <p>Buhrmester, D., Furman, W., Wittenberg, M. T., &amp; Reis, H. T. (1988). Five domains of interpersonal competence in peer relationships. <i>Journal of Personality and Social Psychology</i>, 55(6), 991-1008.</p>	

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Mahsud, R., Yukl, G., & Prussia, G. (2010). Leader empathy, ethical leadership, and relations-oriented behaviors as antecedents of leader-member exchange quality. *Journal of Managerial Psychology*, 25(6), 561-577.

Sendjaya, S., & Sarros, J. C. (2002). Servant leadership: Its origin, development, and application in organizations. *Journal of Leadership & Organizational Studies*, 9, 57-64.

Shek, D.T.L. (2013). Promotion of holistic development in university students: A credit-bearing course on leadership and intrapersonal development. *Best Practices in Mental Health*, 9(1), 47-61.

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### **Supplementary References**

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	<p>Conceptual bases and implications for curriculum development. <i>International Journal of Adolescent Medicine and Health</i>, 18(3), 379-385.</p> <p>Ma, L., &amp; Tsui, A. S. (2015). Traditional Chinese philosophies and contemporary leadership. <i>The Leadership Quarterly</i>, 26(1), 13-24.</p> <p>Manz, C. C. (1991). Leading employees to be self-managing and beyond: Toward the establishment of self-leadership in organizations. <i>Journal of Management Systems</i>, 3, 15-24.</p> <p>Manz, C. C., &amp; Neck, C. P. (2010). <i>Mastering Self-leadership: Empowering Yourself for Personal Excellence (5th ed.)</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>McElhatton, E., &amp; Jackson, B. (2012). Paradox in harmony: Formulating a Chinese model of leadership. <i>Leadership</i>, 8(4), 441-461.</p> <p>Parasuraman, A., Zeithaml, V. A., &amp; Berg, L. L. (1985). A conceptual model of service quality and its implications for future research. <i>Journal of Marketing</i>, 49, 41-50.</p> <p>Park, N. (2009). Building strengths of character: Keys to positive youth development. <i>Reclaiming Children and Youth</i>, 18(2), 42-47.</p> <p>Peterson, C., &amp; Park, N. (2006). Character strengths in organizations. <i>Journal of Organizational Behavior</i>, 27(8), 1-6.</p> <p>Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review. <i>Social Development</i>, 6(1), 111-135.</p> <p>Rozuel, C., &amp; Kakabadse, N. (2010). Ethics, spirituality and self: Managerial perspective and leadership implications. <i>Business Ethics: A European Review</i>, 19(4), 423-436.</p> <p>Shek, D. T. L. (2010). Nurturing holistic development of university students in Hong Kong: Where are we and where should we go? <i>The Scientific World Journal</i>, 10, 563-575.</p> <p>Shek, D. T. L. (2012). Development of a positive youth development subject in a university context in Hong Kong. <i>International Journal on Disability and Human Development</i>, 11(3), 173-179.</p> <p>Shek, D. T. L., Chung, P. P. Y., Lin, L., &amp; Merrick, J. (Eds.) (2017). <i>Service leadership education for university students</i>. New York, NY: Nova Science.</p> <p>Shek, D. T. L., Chung, P. P. Y., Yu, L., &amp; Merrick, J. (Eds.) (2015). Service leadership curriculum and higher education reform in Hong Kong [Special issue]. <i>International Journal on Disability and Human Development</i>, 14 (4), 297-406.</p> <p>Shek, D. T. L., Ma, C. M. S., &amp; Merrick, J. (Eds.) (2016). Promoting leadership and intrapersonal development in university students [Special issue]. <i>International Journal on Disability and Human Development</i>, 15 (2), 125-239.</p> <p>Shek, D. T. L., &amp; Sun, R. C. F. (2012). Promoting leadership and intrapersonal competence in university students: What can we learn from Hong Kong? <i>International Journal on Disability and Human Development</i>, 11(3), 221-228.</p> <p>Stoltz, P. G. (2004). Building resilience for uncertain times. <i>Leader to Leader</i>, 2004(31), 16-20.</p> <p>Undung, Y., &amp; De Guzman, A.B. (2009). Understanding the elements of empathy as a component of care-driven leadership. <i>Journal of Leadership Studies</i>, 3(1), 19-28.</p> <p>Vandervoort, D. J. (2006). The importance of emotional intelligence in higher education. <i>Current Psychology</i>, 25(1), 4-7.</p> <p>Waterman, H. (2011). Principles of 'servant leadership' and how they can enhance practice. <i>Nursing Management</i>, 17, 24-26.</p> <p>Wong, K.-C. (2001). Chinese culture and leadership. <i>International Journal of Leadership in Education</i>, 4(4), 309-319.</p>
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