

Subject Description Form

Remarks	<ol style="list-style-type: none"> 1. This subject requires students travel to Cambodia in summer term for around 13 days from 18-30 May 2017 tentatively to attend classes and conduct field visits. 2. Despite the financial support from the University, students are required to pay the following amount to cover part of the expenses: <ul style="list-style-type: none"> - \$1,700 (for taking APSS1A21/APSS1A21M) - \$2,500 (for taking APSS1A21/APSS1A21M and Service Learning Subject)
Subject Code	APSS1A21M (Subject Group: 3000)
Subject Title	Service Leadership
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> Freshman Seminar <input type="checkbox"/> Languages and Communication Requirement (LCR) <input type="checkbox"/> Leadership and Intra-Personal Development <input type="checkbox"/> Service-Learning <input checked="" type="checkbox"/> Cluster-Area Requirement (CAR) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalization <input type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment <input type="checkbox"/> China-Study Requirement <ul style="list-style-type: none"> <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No <input type="checkbox"/> Writing and Reading Requirements <ul style="list-style-type: none"> <input type="checkbox"/> English or <input type="checkbox"/> Chinese
Pre-requisite / Co-requisite/ Exclusion	NIL

Assessment Methods	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Class Participation/Preparation (including home assignments)	15%	--
	2. Peer Assessment	5%	--
	3. Group Project	--	30%
	4. Term Paper	50%	--
	<ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • Student must pass all assessment components(s) if he/he is to pass the subject. 		
Objectives	<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 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).</p> <p>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:</p> <ol style="list-style-type: none"> 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. Cultivate an appreciation of the importance of Service Leadership to the development and wellness of oneself, other people and the whole society. 		

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the contemporary models of leadership with reference to the service sector, including their assertions, strengths and weaknesses; b. Demonstrate understanding of the basic leadership attributes intrinsic to effective service leaders; c. Reflect upon the need for developing the qualities of effective service leaders and their own leadership qualities; d. Appreciate the potential application of knowledge on effective service leadership gained in this subject to oneself.
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Introduction: definitions and conceptions of service leadership; nature and rationales of service leadership; service sector and service leadership. 2. 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. 3. Review of contemporary models of leadership: leadership in a historical perspective; contemporary models of leadership, including charismatic leadership, authentic leadership, spiritual leadership, transformational leadership, and servant leadership; top-down and bottom-up leadership models. 4. Service Leadership Model developed by the Hong Kong Institute of Service Leadership and Management (HKI-SLAM): core beliefs, related knowledge, skills, attitudes and value strands; comparisons with the existing models of leadership: role of moral character, caring disposition, bottom-up leadership, and self-leadership; integrative and eclectic nature of the HKI-SLAM model of service leadership. 5. Effective service leadership qualities: intrapersonal competences, including IQ (task-relevant knowledge, problem solving, and decision making), EQ (understanding and managing emotion effectively), AQ (adversity quotient), SQ (spiritual quotient); developmental assets. 6. Effective service leadership qualities: interpersonal competences including communication skills, positive social relationship building, and conflict resolution; factors leading to the creation, development and maintenance of positive social relationship: trust, fairness, and respect. 7. Effective service leadership qualities: moral character; the desire to serve in service leadership; basic character strengths, including love of learning, honesty, courage, perseverance, humility and gratitude. 8. Relevance of Confucian virtues to character strengths in service leadership: integrity (lian), shame (chi), loyalty (zhong), filial piety (xiao), benevolence (ren), affection (ai), trustworthiness (xin), righteousness (yi), harmony (he) and peace (ping); possible conceptual integration. 9. Effective service leadership qualities: caring disposition and service leadership; universal dimensions of social cognition (warmth and competence); components of care and love. 10. Effective service leadership qualities: self-leadership and service leadership; the notion of “everyone is a leader”; importance of self-monitoring and self-improvement

	11. Review of effective service leadership qualities: strengths and limitations of existing leadership models; critical evaluation of the HKI-SLAM model; potential application of service leadership knowledge to oneself: possibilities and difficulties.																																													
Teaching/Learning Methodology	<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"> a. Lectures; b. Experiential learning sessions; c. Group project; and d. Written assignment. <p>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.</p>																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="373 1039 1474 1753"> <thead> <tr> <th data-bbox="373 1039 746 1155" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="746 1039 903 1155" rowspan="2">% weighting</th> <th colspan="4" data-bbox="903 1039 1474 1155">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="903 1155 1034 1200">a</th> <th data-bbox="1034 1155 1145 1200">b</th> <th data-bbox="1145 1155 1260 1200">c</th> <th data-bbox="1260 1155 1474 1200">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 1200 746 1397">1. Class Participation/Preparation (including home assignments)</td> <td data-bbox="746 1200 903 1397">15%</td> <td data-bbox="903 1200 1034 1397" style="text-align: center;">✓</td> <td data-bbox="1034 1200 1145 1397" style="text-align: center;">✓</td> <td data-bbox="1145 1200 1260 1397" style="text-align: center;">✓</td> <td data-bbox="1260 1200 1474 1397" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="373 1397 746 1464">2. Peer Assessment</td> <td data-bbox="746 1397 903 1464">5%</td> <td data-bbox="903 1397 1034 1464" style="text-align: center;">✓</td> <td data-bbox="1034 1397 1145 1464" style="text-align: center;">✓</td> <td data-bbox="1145 1397 1260 1464" style="text-align: center;">✓</td> <td data-bbox="1260 1397 1474 1464"></td> </tr> <tr> <td data-bbox="373 1464 746 1532">3. Group Project</td> <td data-bbox="746 1464 903 1532">30%</td> <td data-bbox="903 1464 1034 1532" style="text-align: center;">✓</td> <td data-bbox="1034 1464 1145 1532" style="text-align: center;">✓</td> <td data-bbox="1145 1464 1260 1532" style="text-align: center;">✓</td> <td data-bbox="1260 1464 1474 1532"></td> </tr> <tr> <td data-bbox="373 1532 746 1675">4. Term Paper</td> <td data-bbox="746 1532 903 1675">50%</td> <td data-bbox="903 1532 1034 1675" style="text-align: center;">✓</td> <td data-bbox="1034 1532 1145 1675" style="text-align: center;">✓</td> <td data-bbox="1145 1532 1260 1675" style="text-align: center;">✓</td> <td data-bbox="1260 1532 1474 1675" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="373 1675 746 1753">Total</td> <td data-bbox="746 1675 903 1753">100%</td> <td colspan="4" data-bbox="903 1675 1474 1753"></td> </tr> </tbody> </table> <p data-bbox="373 1809 1501 1888">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li data-bbox="373 1910 1501 2054">1. <u>Assessment of Class Participation/Preparation</u>: 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, 						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Class Participation/Preparation (including home assignments)	15%	✓	✓	✓	✓	2. Peer Assessment	5%	✓	✓	✓		3. Group Project	30%	✓	✓	✓		4. Term Paper	50%	✓	✓	✓	✓	Total	100%				
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	<p>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).</p> <p>2. <u>Peer Assessment</u>: Students will be invited to assess the performance and learning of other group members 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 Group Project</u>: 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.</p> <p>4. <u>Assessment of Term Paper</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.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures and experiential learning activities 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Group project preparation 	40 Hrs
	<ul style="list-style-type: none"> ▪ Reading and writing term paper 	26 Hrs
	Total student study effort	105 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Required Reading List</u></p> <p>Chung, P. P. Y. (2012). <i>Service Reborn</i>. New York: Lexingford Publishing.</p> <p>Gill, R. (2011). <i>Theory and Practice of Leadership (2nd ed.)</i>. Thousand Oaks, Calif.: Sage. (Chapter 3: Leadership Theory: A Critical Review, Synthesis and Redefinition).</p> <p>Shek, D.T.L., Chung, P.P.Y., & Leung, H. (2015). How unique is the service leadership model? A comparison with contemporary leadership approaches. <i>International</i></p>	

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