

Subject Description Form

Remarks	<p>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.</p> <p>2. Despite the financial support from the University, students are required to pay the following amount to cover part of the expenses:</p> <ul style="list-style-type: none"> - \$1,700 (for taking APSS1A21/APSS1A21M) - \$2,500 (for taking APSS1A21/APSS1A21M and Service Learning subject)
Subject Code	APSS1A21 (Subject Group: 3050)
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> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <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 <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
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>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. 		
Intended Learning Outcomes	<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. 		
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Lecture 1: Introduction 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. 		

- **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) = MC^2 (Moral character \times Competence \times Care)]; ultimate goals of Service Leadership education; essential knowledge, skills, as well as attitudes and value strands.
- **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).
- **Lecture 4: Basic leadership competences: Interpersonal competences**
Communication skills; positive social relationship building; conflict resolution.
- **Lecture 5: Character strengths and Service Leadership**
The server is the service; moral character; basic character strengths (love of learning, honesty, courage, perseverance, humility and gratitude).
- **Lecture 6: Caring disposition and Service Leadership**
Universal dimensions of social cognition (warmth and competence); love; servant leadership.
- **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).
- **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 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

	<p>knowledge to oneself: possibilities and difficulties.</p> <ul style="list-style-type: none"> • Lecture 13: Wrap-up lecture
<p>Teaching/Learning Methodology</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"> 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> <p>To enable students to meet the “EW” requirement, students will be required to view a short lecture series available online provided by ELC. The series aims at equipping students with writing skills to enable them to write more effectively in English. Students are also required to submit two online drafts of the same piece of extensive writing to staff of ELC in order to gain feedback regarding their writing. The submissions will allow ELC staff to assess the progress made by students in the writing process and the quality of their work.</p> <p>To enable students to meet the “ER” requirement, ELC has also developed an interactive online learning kit that students can take voluntarily. The kit comprises resources that will enhance students’ reading skills. Students are also expected to study the prescribed readings on the Reading List and to complete their Term Paper designed to assess their reading abilities.</p>

Assessment Methods in Alignment with Intended Learning Outcomes

100% Continuous Assessment	% 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 <ul style="list-style-type: none"> • 10% “ER” Requirement [10% assessed by the subject teacher] • 40% “EW” Requirement [30% assessed by the subject teacher] [10% assessed by ELC] 	50%	✓	✓	✓	✓
Total	100%				

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

Assessment of Class Participation/Preparation: 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: 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).

Peer Assessment: 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.

Assessment of Group Project: Group project presentation can give an indication of the students’ understanding and integration of theories and concepts on the essential qualities in Service Leadership; it can also demonstrate personal and group reflections, interpersonal skills, reciprocal learning, and how students recognize the importance of actively pursuing knowledge covered in the subject.

	<p><u>Assessment of Term Paper:</u> To enable students to meet the “ER” requirement, students are required to read the prescribed readings (100,000 words or 200 pages). The arguments of the readings should be reflected in term paper. Subject teacher will grade the extent students fulfill the “ER” requirement. For “EW” requirement, students are required to produce a term paper with a minimal length of 2,500 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. Subject teacher and ELC will jointly grade the final paper. <u>In order to pass this subject, students must pass the “EW” requirement, i.e., attain a minimum grade “D” in the writing component.</u></p> <p><u>Note:</u> The final grade is calculated according to the percentage assigned. <u>The completion and submission of all component assignments are required for passing the subject.</u></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 	23 Hrs.
	<ul style="list-style-type: none"> ▪ Reading and writing term paper 	73 Hrs.
	Total student study effort	135 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Reading List to Fulfill “ER” requirement</u></p> <p>Chung, P. P. Y. (2012). <i>Service reborn</i>. New York: Lexingford Publishing. [166 pages]</p> <p>Gill, R. (2011). <i>Theory and practice of leadership</i>. Thousand Oaks, Calif.: Sage. (Chapter 3: Leadership Theory: A Critical Review, Synthesis and Redefinition). [45 pages]</p> <p>Shek, D. T. L., Yu, L., Ma, C. M. S., Sun, R. C. F., & 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>. [9 pages]</p> <p>Stewart, G. L., Courtright, S. H., & Manz, C. C. (2011). Self-leadership: A multilevel review. <i>Journal of Management</i>, 37, 185-222. [37 pages]</p>	

Essential References

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Supplementary References

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