

Subject Description Form

| Subject Code | APSS2820 | | | | | | | | | | | | | | | | | |
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| Subject Title | Service Leadership | | | | | | | | | | | | | | | | | |
| Credit Value | 2 | | | | | | | | | | | | | | | | | |
| Level | 2 | | | | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | | | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation / Preparation</td> <td style="text-align: center;">15%</td> <td></td> </tr> <tr> <td>2. Peer Assessment</td> <td style="text-align: center;">5%</td> <td></td> </tr> <tr> <td>3. Group Project</td> <td></td> <td style="text-align: center;">30%</td> </tr> <tr> <td>4. Individual Assignment</td> <td style="text-align: center;">50%</td> <td></td> </tr> </tbody> </table> | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Class Participation / Preparation | 15% | | 2. Peer Assessment | 5% | | 3. Group Project | | 30% | 4. Individual Assignment | 50% | |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | | | | |
| 1. Class Participation / Preparation | 15% | | | | | | | | | | | | | | | | | |
| 2. Peer Assessment | 5% | | | | | | | | | | | | | | | | | |
| 3. Group Project | | 30% | | | | | | | | | | | | | | | | |
| 4. Individual Assignment | 50% | | | | | | | | | | | | | | | | | |
| Objectives | <p>Specific objectives of the subject:</p> <ol style="list-style-type: none"> 1. Learn and integrate theories, research and concepts of service leadership, especially the SLAM (service leadership and management) conceptual framework; 2. Be familiar with the essential knowledge, skills, attitudes and values covered in the SLAM curriculum; 3. Develop and reflect on their moral character, psychosocial competences, and caring disposition; and 4. 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 <i>(Note 1)</i> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. understand and integrate theories and concepts on service leadership, particularly the key propositions, core beliefs and curriculum content strands of the SLAM conceptual framework; b. acquire the skills intrinsic to service leadership; c. form identification with the attitudes and values emphasized in service leadership; d. recognize the importance of service leadership to one's personal development | | | | | | | | | | | | | | | | | |

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| | and the wellness of other people and the society, particularly the connection of learning in the subject to one's own life. |
| Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i> | <ol style="list-style-type: none"> 1. Introduction: concepts related to service leadership; nature and rationales of service leadership; service industry and service leadership; relevance of service leadership to university students and graduates in Hong Kong. 2. Core beliefs about service leadership; service leadership as a function of leadership competencies, moral character and care (leadership = MC2); ultimate goals of service leadership education; essential knowledge, skills, and attitudes and value strands. 3. Three realms of leadership (self-leadership; team-leadership; service habitats); systems thinking, inter-disciplinary collaboration; leadership in a historical perspective; evolutionary origins of leadership; top-down and bottom-up service leadership models. 4. Basic leadership competencies: intrapersonal competencies; IQ (task-relevant knowledge; problem solving; decision making); EQ (understand and manage emotion effectively); AQ (adversity quotient); SQ (spiritual quotient). 5. Basic leadership competencies: interpersonal competencies; communication skills (active listening, understanding and using body language); positive social relationship building; conflict resolution. 6. Character strengths and service leadership: the server is the service; MQ (moral quotient); basic character strengths (love of learning, honesty, courage, perseverance, humility, and gratitude). 7. Character strengths in Chinese philosophies; relevance of Confucian virtues to service leadership: loyalty (zhong), filial piety (xiao), benevolence (ren), affection (ai), trustworthiness (xin), righteousness (yi), harmony (he), peace (ping). 8. Caring disposition and service leadership; universal dimensions of social cognition (warmth and competence); love; servant leadership. 9. Factors leading to creation, development and maintenance of positive social relationship: trust, fairness, respect, care, behavioral consistency and loyalty. 10. Self-leadership: everyone is a leader; optimization of one's operating systems; personal branding; self-monitoring for improvement. 11. Developmental assets and service leadership: self-esteem, self-efficacy, purpose in life, optimism about future. 12. Leaders as mentors: cognitive apprenticeship model; using master-apprentice style of learning; leadership development as a process of constant learning. |
| Teaching/Learning Methodology <i>(Note 3)</i> | <p>Students taking this course are expected to be sensitive to their own behavior in the intra-personal 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"> 1. Lectures; 2. Experiential classroom activities; 3. Group project presentation; 4. Written assignment. |

| Assessment Methods in Alignment with Intended Learning Outcomes (Note 4) | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | |
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| | | | a | b | c | d | | |
| | 1. Class Participation / Preparation | 15% | ✓ | ✓ | ✓ | | | |
| 2. Peer Assessment | 5% | ✓ | ✓ | ✓ | | | | |
| 3. Group Project | 30% | ✓ | ✓ | ✓ | ✓ | | | |
| 4. Individual Assignment | 50% | ✓ | ✓ | ✓ | ✓ | | | |
| Total | 100 % | | | | | | | |
| <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <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 oneself, develop social skills, connect learning to oneself, 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 by: a) preparation for class (e.g., prepare questions and dig up materials before class), b) participation in class (e.g., completion of worksheets and sharing) and c) volunteering to answer questions and join discussions in class. <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. <u>Assessment of Group Project</u>: Group project presentation can give an indication of the students' understanding and integration of theories and concepts on the essential qualities in service leadership, personal and group reflections, interpersonal skills, reciprocal learning, and degree of recognition of the importance of active pursuit of knowledge covered in the course. <u>Assessment of Individual Assignment</u>: Individual paper can give an indication of the students' understanding and integration of theories and concepts on the essential qualities emphasized in effective leadership, self-assessment, self reflection, connection of the subject matter to oneself and degree of recognition of the importance of active pursuit of knowledge covered in the course. | | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | |
| | ▪ Lectures and experiential learning activities | | | | | | 28 Hrs. | |
| | Other student study effort: | | | | | | | |

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| | <ul style="list-style-type: none"> ▪ Group project preparation | 20 Hrs. |
| | <ul style="list-style-type: none"> ▪ Reading and writing term paper | 42 Hrs. |
| | Total student study effort | 90 Hrs. |
| Medium of Instruction | English | |
| Medium of Assessment | English | |
| Reading List and References | <p>Basic References:</p> <p>Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. <i>Annual Review of Psychology</i>, 60, 421-449. (Topic 1)</p> <p>Bitner, M. J. (1995). Building service relationships: It's all about promises. <i>Journal of the Academy of Marketing Science</i>, 23, 246-251. (Topic 1)</p> <p>Farling, M. L., Stone, A. G., & Winston, B. E. (1999). Servant leadership: Setting the stage for empirical research. <i>The Journal of Leadership Studies</i>, 6, 49-72. (Topic 2)</p> <p>Vargo, S. L., & Lusch, R. F. (2008). From goods to service(s): Divergences and convergences of logics. <i>Industrial Marketing Management</i>, 37, 254-259. (Topic 3)</p> <p>Antonakis, J., Ashkanasy, N. M., & Dasborough, M. T. (2009). Does leadership need emotional intelligence? <i>The Leadership Quarterly</i>, 20, 247-261. (Topic 4)</p> <p>Dent, E. B., Higgins, M. E., & Wharff, D. M. (2005). Spirituality and leadership: An empirical review of definitions, distinctions, and embedded assumptions. <i>The Leadership Quarterly</i>, 16, 625-653. (Topic 4)</p> <p>Johnston, R. (1995). The zone of tolerance—exploring the relationship between service transactions and satisfaction with the overall service. <i>International Journal of Service Industry Management</i>, 6, 46-61. (Topic 5)</p> <p>Schaubroeck, J., Lam, S. S. K., & Peng, A. C. Y. (2011). Cognition-based and affect-based trust as mediators of leader behavior influences on team performance. <i>Journal of Applied Psychology</i>, 96, 863-871. (Topic 5)</p> <p>Park, N., & Peterson, C. Character strengths: Research and practice. <i>Journal of College and Character</i>, 10(4), 1-10. (Topic 6)</p> <p>Shek, D. T. L. and Yu, L. (2011). <i>Virtues of Confucianism</i>. Unpublished paper. (Topic 7)</p> <p>Cangemi, J. P., Burga, B., Lazarus, H., Miller, R. L., & Fitzgerald, J. (2008). The real work of the leader: A focus on the human side of the equation. <i>Journal of Management Development</i>, 27(10), 1026-1036. (Topic 8)</p> <p>van Dierendonck, D. (2011). Servant leadership: A review and synthesis. <i>Journal of Management</i>, 37, 1228-1261. (Topic 8)</p> <p>Johnson, R. (1995). The determinants of service quality: Satisfiers and dissatisfiers. <i>International Journal of Service</i>, 6, 53-71. (Topic 9)</p> | |

Knippenberg, D. V., Knippenberg, B. V., Cremer, D. D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly*, *15*, 825-856. (Topic 10)

Shek, D. T. L., & Wong, K. K. (2011). Do adolescent developmental issues disappear overnight? Reflections about holistic development in university students. *The Scientific World Journal*, *11*, 353-361. (Topic 11)

Roberts, D. C. (2007). *Deeper learning in leadership: Helping college students find the potential within*. San Francisco, CA: Jossey-Bass. (Topic 12)

Chung, P. Y., & Ip, S. (2009). *The first 10 yards: The 5 dynamics of entrepreneurship and how they made a difference at DHL and other successful startups*. Australia: Cengage Learning. (General)

Supplementary References:

Hogan, R., & Kaiser, R. B. (2005). What we know about leadership. *Review of General Psychology*, *9*, 169-180. (Topic 1)

Probert, J., & James, K. T. (2011). Leadership development: Crisis, opportunities and the leadership concept. *Leadership*, *7*, 137-150. (Topic 1)

Bagheri, A., & Pihie, Z. A. L. Entrepreneurial leadership: Towards a model for learning and development. *Human Resource Development International*, *14*, 447-463. (Topic 2)

Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press. (Topic 2)

Arvey, R., & Chaturvedi, S. (2011). Examining the genetic basis of leadership. In Murphy, S. E., & Reichard, R. J. (eds). *Early development and leadership: Building the next generation of leaders* (pp. 59-70). New York: Routledge. (Topic 3)

Hannah, S. T., Woolfolk, R. L., & Lord, R. G. (2009). Leader self-structure: A framework for positive leadership. *Journal of Organizational Behavior*, *30*, 269-290. (Topic 3)

van Vugt, M., Hogan, R., & Kaiser, R. B. (2008). Leadership, followership, and evolution—Some lessons from the past. *American Psychologist*, *63*, 182-196. (Topic 3)

Vargo, S. L., & Lusch, R. F. (2008). Service-dominant logic: Continuing the evolution. *Journal of the Academy of Marketing Science*, *36*, 1-10. (Topic 3)

Fry, L. W. (2003). Toward a theory of spiritual leadership. *The Leadership Quarterly*, *14*, 693-727. (Topic 4)

Humphrey, J. H. (2003). *Stress education for college students*. New York: Novinka Books. (Topic 4)

Rajah, R., Song, Z., & Arvey, R. D. (2011). Emotionality and leadership: Taking stock of the past decade of research. *The Leadership Quarterly*, *22*, 1107-1119. (Topic 4)

Shankman, M. L., & Allen, S. J. (2008). *Emotionally intelligent leadership: A guide*

for college students. San Francisco, CA: Jossey-Bass. (Topic 4)

Stewart, J. (1998). *Bridges not walls: A book about interpersonal communication*. New York: McGraw-Hill. (Topic 5)

Wood, J. T. (2004). *Interpersonal communication: Everyday encounters (4th ed.)*. Belmont, CA: Thomson/Wadsworth. (Topic 5)

Cécile, R. & Nada, K. (2010). Ethics, spirituality and self: Managerial perspective and leadership implications. *Business Ethics: A European Review, 19*, 423-436. (Topic 6)

Harshman, C. L., & Harshman, E. F. (2008). The Gordian knot of ethics: Understanding leadership effectiveness and ethical behavior. *Journal of Business Ethics, 78*, 175-192. (Topic 6)

Michel, D. (2012). Are ethical theories relevant for ethical leadership? *Leadership and Organization Development Journal, 33*, 4-24. (Topic 6)

Rai, T. S., & Fiske, A. P. (2011). Moral psychology is relationship regulation: Moral motives for unity, hierarchy, equality, and proportionality. *Psychological Review, 118*, 57-75. (Topic 6)

Lin, C. (2008). Demystifying the chameleonic nature of Chinese leadership. *Journal of Leadership and Organizational Studies, 14*, 303-321. (Topic 7)

Xu, K. B. (2011). An empirical study of Confucianism: Measuring Chinese academic leadership. *Management Communication Quarterly, 25*, 644-662. (Topic 7)

Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2007). Universal dimensions of social cognition: Warmth and competence. *Trends in Cognitive Sciences, 11*, 77-83. (Topic 8)

Leary, M., (2005). Sociometer theory and the pursuit of relational value: Getting to the root of self-esteem. *European Review of Social Psychology, 16*, 75-111. (Topic 8)

Burke, R. J. (2006). Why leaders fail: Exploring the darkside. *International Journal of Manpower, 27*(1), 91-100. (Topic 9)

Hui, C. H., Lau, F. L. Y., Tsang, K. L. C., & Pak, S. T. (2011). The impact of post-apology behavioral consistency on victim's forgiveness intention: A study of trust violation among coworkers. *Journal of Applied Social Psychology, 41*, 1214-1236. (Topic 9)

Kilburg, R. R. (2012). *Virtuous leaders: Strategy, character, and influence in the 21st century*. Washington, DC: American Psychological Association. (Topic 9)

Shipman, A. S., & Mumford, M. D. (2011). When confidence is detrimental: Influence of overconfidence on leadership effectiveness. *The Leadership Quarterly, 22*, 649-665. (Topic 9)

Fairholm, G. W. (2003). *The techniques of inner leadership: Making inner leadership work*. Westport, CN: Praeger. (Topic 10)

Leonard, S., & Lang, F. (2010). Leadership development via action learning. *Advances in Developing Human Resources, 12*(2), 225-240. (Topic 10)

Millikin, J. P., Hom, P. W., & Manz, C. C. (2010). Self-management competencies in

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| | <p>self-managing teams: Their impact on multi-team system productivity. <i>Leadership Quarterly</i>, 21, 687-702. (Topic 10)</p> <p>Unsworth, K. L., & Mason, C. M. (2012). Help yourself: The mechanisms through which a self-leadership intervention influences strain. <i>Journal of Occupational Health Psychology</i>, 17, 235-245. (Topic 10)</p> <p>Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. <i>Psychological Review</i>, 95, 256-273. (Topic 11)</p> <p>Scales, P. C., & Leffert, N. (2004). <i>Developmental assets: A synthesis of the scientific research on adolescent development (2nd ed.)</i>. Minneapolis, MN: Search Institute. (Topic 11)</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. (Topic 11)</p> <p>Valcea, S., Hamdani, M. R., Buckley, R. M., & Novicevi, M. M. (2011). Exploring the developmental potential of leader–follower interactions: A constructive-developmental approach. <i>The Leadership Quarterly</i>, 22, 604-615. (Topic 12)</p> <p>Allee, V. (2000). Reconfiguring the value network. <i>Journal of Business Strategy</i>, 21, 1-6. (Topic 12)</p> <p>Barge, J. A., & Williams, E. L., (2006). The automaticity of social life. <i>Current Directions in Psychological Science</i>, 15, 1-4. (Topic 12)</p> <p>Komives, S. R., Lucas, N., & McMahon, T. R. (2007). <i>Exploring leadership: For college students who want to make a difference</i>. San Francisco, CA: Jossey-Bass. (General)</p> <p>Messick, D. M., & Kramer, R. M. (2005). <i>The psychology of leadership: New perspectives and research</i>. Mahwah, NJ: Lawrence Erlbaum Associates. (General)</p> |
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. 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 over-crowding 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 purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.