Subject Description Form

Subject Code	APSS1A21/M (APSS1A21: with ER/EW; APSS1A21M: without ER/EW)
Subject Title	Service Leadership
Credit Value	3
Level	1

GUR Requirements Intended to Fulfill
 	
(APSS1A21)
	This subject intends to fulfill the following requirement(s) :
	
	☐ **Healthy Lifestyle**
	☐ **AI and Data Analytics (AIDA)**
	☐ **Innovation and Entrepreneurship (IE)**
	☐ **Languages and Communication Requirement (LCR)**
	☐ **Leadership Education and Development (LEAD)**
	☐ **Service-Learning**
	☒ **Cluster-Area Requirement (CAR)**
	    ☒ Human Nature, Relations and Development [CAR A]
	    ☐ Science, Technology and Environment [CAR D]
	    ☐ Chinese History and Culture [CAR M]
	    ☐ Cultures, Organizations, Societies and Globalization [CAR N]
	☐ **China-Study Requirement**
	    ☐ Yes or ☒ No
	☒ **Writing and Reading Requirements**
	    ☒ English or ☐ Chinese

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(APSS1A21M)
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	☐ **China-Study Requirement**
	    ☐ Yes or ☒ No
	☐ **Writing and Reading Requirements**
	    ☐ English or ☐ Chinese ☒ No

Pre-requisite / Co-requisite/ Exclusion	Exclusion: APSS1A21U / APSS1A21V

Assessment Methods			
	100%　Continuous Assessment	Individual Assessment	Group Assessment
	Class Participation / Preparation (including home assignments):	15%	
	Group Project		35%
	Term Paper	50%	

- 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 care; 3. Reflect on their own service leadership qualities, including leadership competences, moral character, and care; 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, society, nation, and the whole world; and 6. Learn to fulfill their responsibilities as service leaders by satisfying the needs of self, others, society, nation, and the whole world.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: 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, particularly the connection of these leadership attributes to one's professional development, personal growth in the service economy;

d. Demonstrate self-leadership in pursuit of continual improvement in their own service leadership qualities including competence (intrapersonal and interpersonal competence), care, and character;

e. Appreciate the potential application of knowledge on effective service leadership gained in this subject to one's daily lives;

f. Recognize their social responsibilities as service leaders to satisfy a wide range of needs, including needs of self, others, society, nation, and the whole world.

Subject Synopsis/ Indicative Syllabus	• **Lecture 1: Introduction** 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. • **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) = 3Cs (Character × Competence × 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** Importance of communication; 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 such as love of learning, honesty, courage, perseverance, humility, and gratitude. • **Lecture 6: Caring disposition and Service Leadership** Universal dimensions of social cognition (warmth and competence); primary elements of care (love, listening, and empathy). • **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 and the dark side of leadership** 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; the characteristics, origins and ways to prevent the dark side of leadership.

- **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; the 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 and dark side of leadership**
  Comparisons with the existing models of leadership; critical evaluation of the HKI-SLAM model; dark side of leadership.

- **Lecture 13: Wrap-up lecture**
  Potential application of service leadership knowledge to oneself: possibilities and difficulties; social responsibilities of university students as service leaders; wrap-up.

Teaching/Learning Methodology	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. Other teaching/learning methodology in APSS1A21: 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. 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.

Assessment Methods in Alignment with Intended Learning Outcomes	**APSS1A21:**							
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Class Participation / Preparation (including home assignments)	15%	✓	✓	✓	✓	✓	✓
	2. Group Project • 30% group presentation [assessed by subject teacher] • 5% group project participation contribution [assessed by peers]	35%	✓	✓	✓		✓	
	3. Term Paper • 10% "ER" Requirement [10% assessed by APSS] • 40% "EW" Requirement [30% assessed by APSS] [10% assessed by ELC]	50%	✓	✓	✓	✓	✓	✓
	Total	100 %						

APSS1A21M:

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Class Participation / Preparation (including home assignments)	15%	✓	✓	✓	✓	✓	✓
2. Group Project • 30% group presentation [assessed by subject teacher] • 5% group project participation contribution [assessed by peers]	35%	✓	✓	✓		✓	
3. Term Paper	50%	✓	✓	✓	✓	✓	✓
Total	100 %						

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

1. <u>Assessment of Class Participation/Preparation (15%):</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, 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. <u>Assessment of Group Project (35%)</u>: 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. Students are required to submit written presentation materials (e.g., PowerPoint slides) before the presentation. 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. 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. <u>Assessment of Term Paper (50%)</u>:

   APSS1A21:
   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 the 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 at least **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. In order to pass this subject, students must pass the "EW" requirement, i.e., attain a minimum grade "D" in the writing component.

   APSS1A21M:
   Students are required to produce a term paper with at least **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.

Student Study Effort Expected	Class contact:	
	▪ Lectures and experiential learning activities	39 Hrs.
	Other student study effort:	
	▪ Group project preparation	23 Hrs.
	▪ Reading and writing term paper	73 Hrs.
	Total student study effort	135 Hrs.

Reading List and References	**APSS1A21:** In line with the reading requirement, students will be required to read an extensive text with 100,000 words or 200 pages. A maximum of 4 manuscripts/text will be selected from the list below: **Reading List to Fulfill "ER" requirement in APSS1A21** 1. Chung, P. P. Y., & Elfassy, R. (2016). *The 12 dimensions of a Service Leader* (1st ed.). New York, NY: Lexingford Publishing. [185 pages] 2. Gill, R. (2011). *Theory and practice of leadership.* Thousand Oaks, Calif.: Sage. (Chapter 3: Leadership Theory: A Critical Review, Synthesis and Redefinition). [45 pages] 3. Shek, D. T. L., Chung, P. P. Y., Lin, L., Leung, H., & Ng, E. C. W. (2018). Service Leadership under the Service Economy. In J. L. Chin, J. E. Trimble & J. E. Garcia (Eds.), *Global and culturally diverse leaders and leadership: New dimensions and challenges for business, education and society* (pp. 143–161). Bingley: Emerald Publishing. [19 pages] 4. 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. *International Journal of Adolescent Medicine and Health, 25*(4), 353–361. [9 pages] 5. Shek, D. T. L., & Leung, H. (2015). Service Leadership qualities in university students through the lens of student well-being. In D. T. L. Shek & P. P. Y. Chung (Eds.), *Promoting Service Leadership qualities in university students* (pp. 1-16). Singapore: Springer. [16 pages] 6. Stewart, G. L., Courtright, S. H., & Manz, C. C. (2011). Self-leadership: A multilevel review. *Journal of Management, 37*, 185-222. [37 pages] **References for both APSS1A21 and APSS1A21M** **Basic References** 1. Buhrmester, D., Furman, W., Wittenberg, M. T., & Reis, H. T. (1988). Five domains of interpersonal competence in peer relationships. *Journal of Personality and Social Psychology, 55*(6), 991-1008. 2. Chemers, M. M., Watson, C. B., & May, S. T. (2000). Dispositional affect and leadership effectiveness: A comparison of self-esteem, optimism, and efficacy. *Personality and Social Psychology Bulletin, 26*(3), 267-277. 3. Cheung, C. K., & Chan, A. C. F. (2008). Benefits of Hong Kong Chinese CEOs' Confucian and Daoist leadership styles. *Leadership and Organization Development Journal, 29*, 474-503. 4. Dulewicz, C., Young, M., & Dulewicz, V. (2005). The relevance of emotional intelligence for leadership performance. *Journal of General Management, 30*, 71-86. 5. Emmons, R. A. (2000). Is spirituality an intelligence? Motivation, cognition, and the psychology of ultimate concern. *International Journal for the Psychology of Religion, 10*(1), 3-26. 6. Gronfeldt, S., & Strother, J. (2006). *Service leadership: The quest for competitive advantage.* Thousand Oaks, Calif.: Sage. (Chapters 1, 2, 3 and 12). 7. Mahsud, R., Yukl, G., & Prussia, G. (2010). Leader empathy, ethical

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Supplementary References

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