The impact of co-production theories on students’ critical service learning development in Hong Kong

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Introduction

- A review of the contributions to the 3rd Asia Pacific regional conference on service learning (2011) reveals a large number of examples of international student activities targeted at “communities of need” and “community services” in order to bring public purposes and private benefits together.
2011 conference examples
Some themes and flavours

- A community service learning program
- Community leaders of tomorrow
- Participation in community service
- Cross-cultural service learning
- Social caring prototypes
- Co-operative capacity
- Community outreach program
New Kinds of Learning in the 21st Century

Learning that connects (community and student)
Learning that matters (impact)
Learning that lasts (sustainable)

Adapted from Smith 2011
Help Homeless Help Themselves

LEE, HAN, ZHOU and CHENG, 2011
Examples of factors that promote learning (3rd Conference)

• Motivation and interest created in the field of study
• Attitude of the students to serve the community
• Clarity in the work plan
• Better understanding of their subject for immediate application
• Adequate financial assistance to carry out the community work
• Appreciation
• Recognition of their work

MANORAMA DHANASEELI, 2011
Examples of factors that retard learning (3rd Conference)

- Lack of preparation/introduction
- Lack of interest and motivation
- Reluctance to do community service
- Hesitation to meet people
- Restriction from the family for security reasons
- Fear to take challenges and risks
- Difficulty in winning the confidence of the community
- Time needed for serious community work
- Requirements of other courses

(ibid., Oracion 2011, Jeyaraj, 2011)
This presentation

Charts the activities of a slightly more basic, localised but permanent approach to service learning (?) that utilizes the day-to-day experiences of student practitioners in their co-productive paid work, for reflective purposes.

- The learning activity necessarily overcomes some of the retarding factors (e.g. accessibility, reluctance, preparation) but is it service learning? Any lessons?
Service learning

• is a teaching method that connects meaningful *community service* (*public service*) with academic learning, personal growth and civic responsibility...

• ...from a global perspective, helps students recognize that they are connected to and affected by the larger world right in their own local communities (*co-production theories*). Through research and volunteering (*working*) in their towns community agencies, they learn that they can make the world a better place.

(Education for Global Involvement, Inc. adapted from Dayle M. Smith, 2011)
Co-production experience

• Going into a community/situation must be a fairly dramatic experience, producing all sorts of emotions *(emotional engagement)*

• Some of these emotions occur at the point of interaction *(on the front-line)*.

• Simultaneous production and consumption

• Inseparability – the user takes part in the service process – co-production

• Established literature in public/private sectors..
Using **emotion** to move expectations of users along

1) **Face-to-face** or **voice-to-voice** contact with external users (primarily **front office** rather than back-office staff)

2) Require the worker to **produce an** ‘**emotional state**’ in another person;

3) That is consistent with the ‘**display rules**’ (organizational rules about what kind of emotion to express on the job)

4) Which **varies** according to **organisation and occupation**; settings/context matters
What **DISPLAY RULES** are required for the following jobs? What **EMOTIONAL STATE** do they produce:

CUSTOMER SERVICE

DEBT COLLECTION

COUNSELLOR

Service learner
Skills of emotional labour

*Emotive sensing*, which means detecting the affective state of the other and using that information to array one’s own alternatives in terms of how to respond

*Analyzing* one’s own affective state and comparing it to that of the other

*Judging* how alternative responses will affect the other, then selecting the best alternative

*Behaving*, such that the worker suppresses or expresses an emotion -- in order to elicit a desired response from the other.

Student examples
Impact of student knowledge on co-production theory

- Variety of examples, police, immigration, banking, education...

  critically reflecting on their practice

via course worksheets, presentation material and essays
Inherited display rules

Immigration officers

• Mainland, 1970s-1990s roughly
• No expression, sternly cool, unconcerned
  • Gov’t officers are in a prominent position from common people
  • Showoff the power and prestige (官威)
Created display rule

Immigration officers

Mainland, beyond 2000; Hong Kong
Smile, kind tone of speaking
• Service/care-oriented Gov’t
• ‘Face of a country/city’
• Service Quality Rating Machine
# Emotional State
(Feeling to be projected)

<table>
<thead>
<tr>
<th>Banking Services</th>
<th>Police Force</th>
<th>Educational Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Friendly &amp; warm atmosphere → enhance sense of security transaction</td>
<td>- Kindness - for giving assists to someone in need</td>
<td>- Patient, calm, polite, cooperative and positive attitude</td>
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<tr>
<td>- Express true emotions</td>
<td>-Admiration - for emotional and perceptual capacities of others, striking for the excellence</td>
<td>- Express true emotions</td>
</tr>
<tr>
<td>- Should show greeting &amp; politeness (even deal with troublesome clients)</td>
<td>-Calm - more time to make decisions</td>
<td>- May not necessarily to show respect to others</td>
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<td></td>
<td>- Mature - less likely to be affected our emotions</td>
<td></td>
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<tr>
<td></td>
<td>- No Fear - seeking for protection and avoid more serious consequences</td>
<td></td>
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<tr>
<td></td>
<td>- No Anger - some perception was diminished</td>
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Display Rules
(“producing the expectation” → Norms)

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<td>- Clear regulations towards frontline staff</td>
<td>Not fear, Not practice favoritism, Not malice to others, Not hostile to others;</td>
<td>Staff Performance Requirements</td>
</tr>
<tr>
<td>- e.g. Politeness (6 criteria)</td>
<td>Be honest and loyal, hardworking;</td>
<td>i. Student-oriented focus</td>
</tr>
<tr>
<td>1. Pleasant smile</td>
<td></td>
<td>ii. Cooperative with other departments</td>
</tr>
<tr>
<td>2. Eye contact</td>
<td></td>
<td></td>
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<tr>
<td>3. Decency</td>
<td>Obey the senior officers’ any legal order with no doubt</td>
<td></td>
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<tr>
<td>4. Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Give receipts with both hands</td>
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<tr>
<td>6. Proper closing</td>
<td></td>
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Source: Guidelines from assessment checklist

Source: Police General Orders

Source: Mission statement, organizations’ goal, objectives & core values
Nursing

• Using my experiences in hospital as an example... Most nursing staffs are required to work around the clock in the hospital surrounded by patients and their relatives, procedures and treatments can be invasive and unpleasant, mistakes are often made within hospitals and deaths are of daily occurrence. Management of emotions thus becomes an absolute job requirement for most health care industry workers (MAPPM student).
Differentiated emotion

• The nurse may face many patients whose different ages may affect the kind of care the nurse to provide to different patients. For example, a qualified nurse must be able to show their love and communicate with child. (Royal, 2003) As the young patient has been isolated during the period in the hospital, they may have psychological crisis and untold psychological damage is done due to subsequent deprivation of primary group relationships (Marie, 1962).

• Alternatively the elderly may want to share their wisdom, maintain their sense of self, integrity and happiness. The elderly may easily feel sad, depressed and unhappy when they fail to complete a task. They may think they are worthless and live without meaning. As a result, trainings are provided to nurse that they should listen with patience to the older patient when they talk about their unhappiness and their past. These special caring and patience show to elderly regarded to be the display rules regulating what nurse performs in their emotion as well as behaviour.

(MAPPM student)
Implications

• Impact at personal engagement level
• Preparedness
• Lack of formal display rule

• Though these achievements are modest, they intend to be practically accessible, relevant and sustainable permeating the workplaces considered and improving the service-user relationship for all those affected.
## Service learning?

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<th>Component, Smith 2011</th>
<th>In this case</th>
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<td>SL provides for experiential learning that engages students in course-relevant, community-focused service that connects the academic discipline to community action.</td>
<td>Work-based learning with day-to-day community (service user) impact</td>
</tr>
<tr>
<td>SL is intentional in meeting the needs of a community partner, as defined by that partner in dialogue with faculty; and, in engaging the student in well-articulated community service</td>
<td>Partners = variety of employers, looser framework of engagement</td>
</tr>
<tr>
<td>SL is built on a reciprocity principle where students learn from their community partners and from each other</td>
<td>Assumed dissemination, could be formalized</td>
</tr>
<tr>
<td>SL enables students to take action and reflect whereby action informs reflection and reflection encourages further action.</td>
<td>Yes, pretty much</td>
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**Work-based learning?**
Future development

Using “discovery enriched curriculum” to:

• Design new course objectives that express the types of coping, experiential and reflection strategies needed by students to overcome the feelings of stress and anxiety that can characterise the service co-production process in their daily work.

• Engaging with producers, service leaders, reflecting as users (full-time undergraduate)

• Assess longer term impact, reflecting on changing behaviour

• Combine with service learning
Application to service learning

• *Emotional Labor and Crisis Response*: (Mastracci et al. 2011) goes inside the stressful world of suicide, rape and domestic hotline workers who are the initial faces of the organization and who deal with the public immediately following crises.

Disaster situations – earthquakes, tsunami, floods...
What emotional states do service learners produce?