

**6TH PAN-ASIAN INITIATIVE ON SERVICE-LEARNING  
2ND ASIA-PACIFIC REGIONAL CONFERENCE ON SERVICE-  
LEARNING**

# **CORE BUSINESS COURSES WITH A SERVICE-LEARNING COMPONENT**

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Lingnan University**

# AGENDA

- Challenges in Hong Kong's Undergraduate Business Education (UBE)-Emphasis of outcome based learning
- Business courses with Service-Learning elements at Lingnan
- Using a core business course (BUS 301 Strategic Management) as an example :
  - (1) core curriculum and programs development,
  - (2) teaching and learning processes
- Student learning outcomes: qualitative and quantitative analysis



# CHALLENGES IN HONG KONG'S UNDERGRADUATE BUSINESS EDUCATION (UBE)

**Students (local & Mainland China):**  
**Great demand for UBE.**

**Employers:**  
Ask for generic capabilities & professional knowledge, and yet be able to function fully with little further training

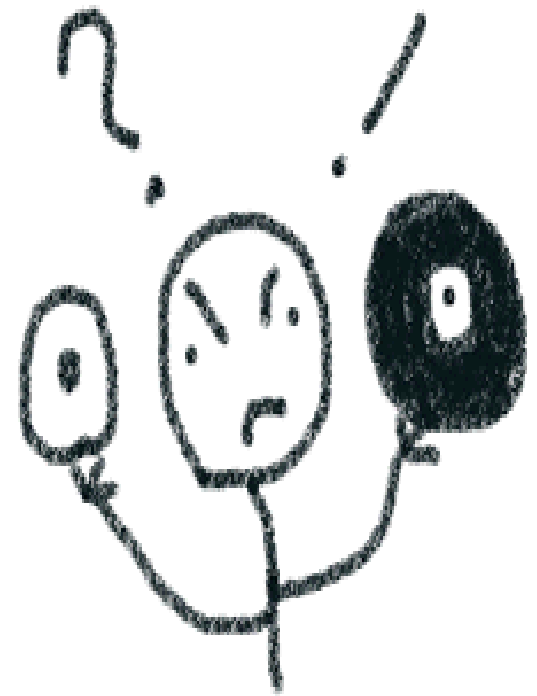
**Society (e.g. social enterprises):**  
**Increasing demand for community services & CSR**

**UGC:**  
**Edu. Reform aims at life-long edu & whole person development w/ little extra resource**

# IMPLICATIONS FOR UBE

Provide a balanced learning experience that

- ✓ nurture whole persons w/  
**generic capabilities** &  
**professional know-how**  
together with **working experience**
- ✓ empowers graduates in  
**every** endeavor



# IS IT A RATIONAL EXPECTATION?

It seems to ask for a  
“fast-food” style of transformation  
in a 3 to 4 years of UBE!

Well...nothing is impossible to us!

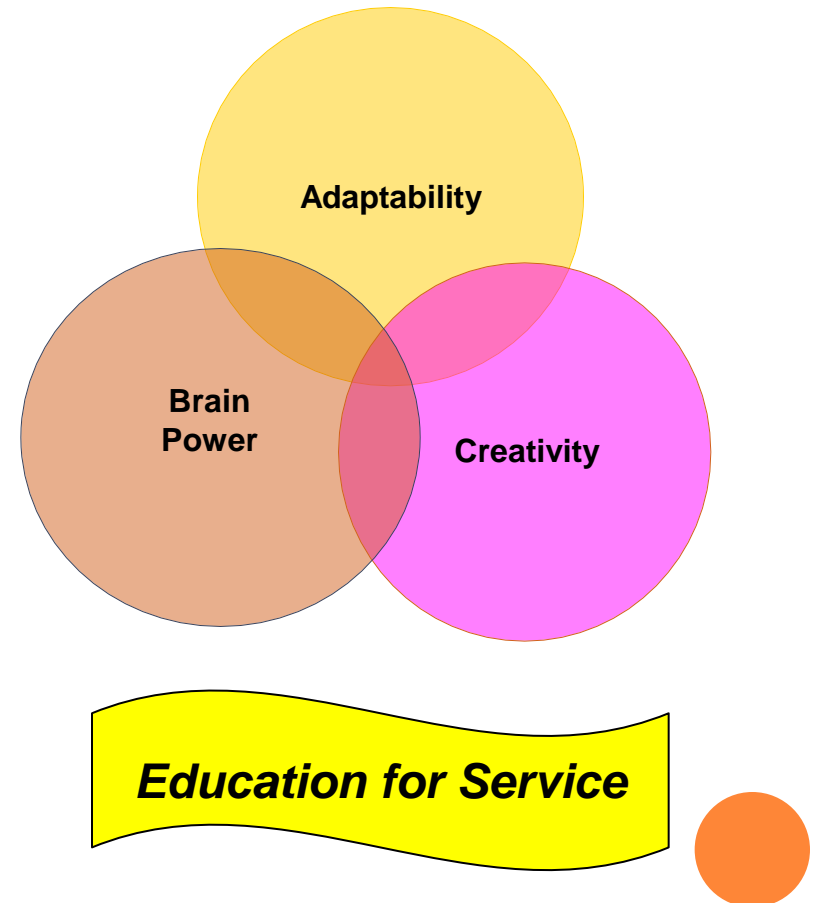
Just another expedition!



# GUIDING PRINCIPLES FOR A SL MODEL AT LINGNAN UNIVERSITY

## Generic Capabilities

- **Adaptability**
  - **Communication skills**
  - **Social Competence**
- **Brain Power**
  - **Subject-related knowledge**
  - **Organizational Skills**
- **Creativity**
  - **Problem-solving Skills**
  - **Research skills**



***Service-Learning is a part of the Liberal Arts Education***

# OVERVIEW OF THE SERVICE-LEARNING AND RESEARCH SCHEME (SLRS) AT LINGNAN UNIVERSITY

## a. Objectives of the SLRS

- Practicing Lingnan University's long-standing motto, *'Education for Service'*
- Incorporate "whole-person development" in liberal arts education
- Offer real-life opportunity to student and apply their knowledge through serving
- Engage students in a process of reflexivity
- Meet the community needs



# FOCUS & APPROACH IN LINGNAN

## **Focus of teaching & learning in business know-know & experience:**

- ✓ stakeholder groups' input, engagement & process-oriented.
- ✓ relationship management
- ✓ align w/ outcome-based approach of the University's strategy, goals and mission.
- ✓ help student & corporation to channel CSR effort

## **Focus of service-learning programs:**

- ✓ Structure in a legitimate platform for systematic coordination & networking
- ✓ close cooperation among different stakeholders
- ✓ Experiential process
- ✓ Help student & corporation to channel CSR effort





# NATURE OF SERVICE LEARNING IN LINGNAN

Use the principle of who or what really counts?(Freeman,1994)



## Our Strategy:

Stakeholder groups mapping & enrich student learning experience by tailoring **service-learning element** in curriculum mapping & business program development.



# ROLE OF SERVICE-LEARNING IN BUSINESS CURRICULUM & PROGRAM

1. A partner or service provider?

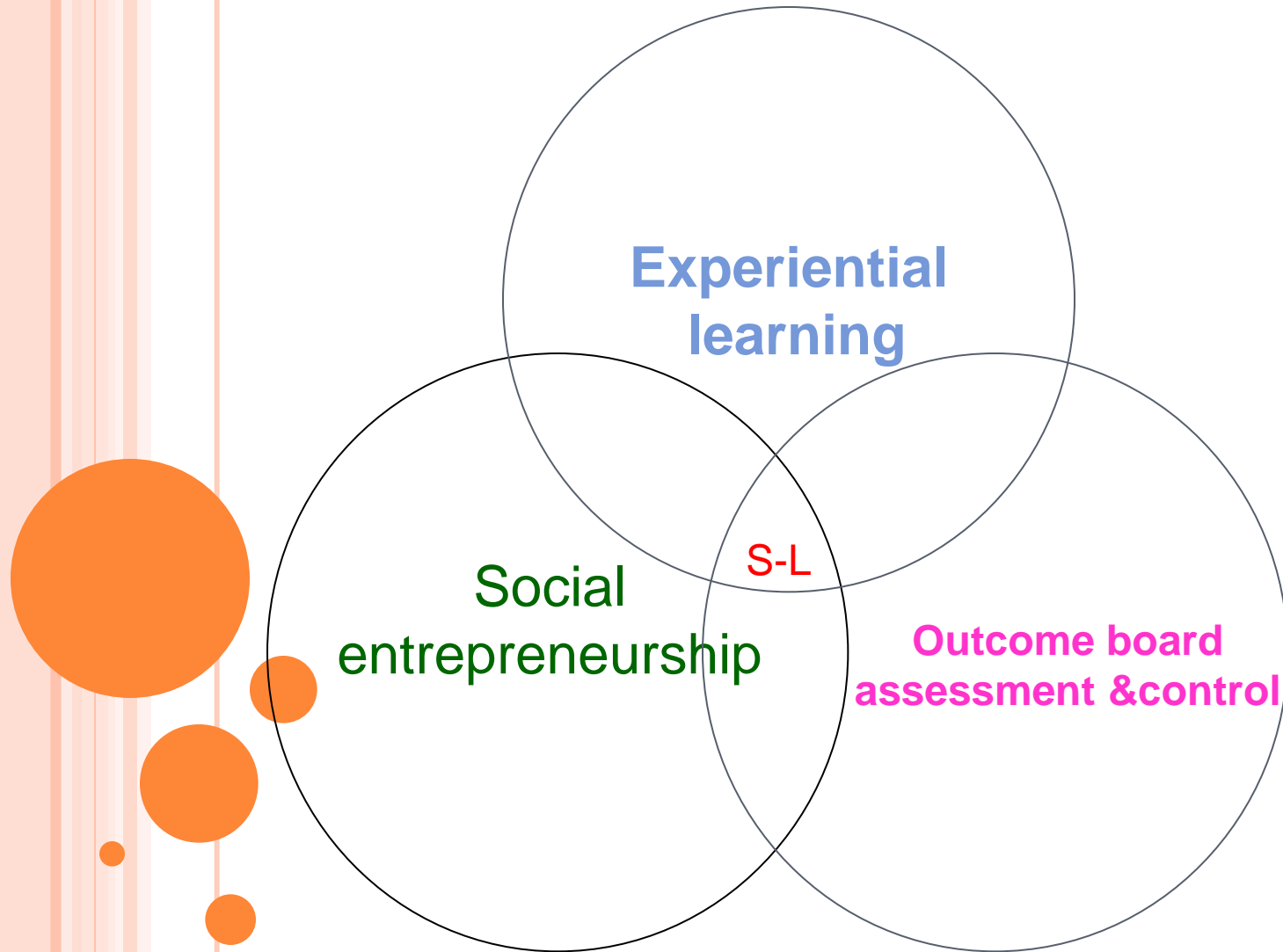
Partner

2. Any evidence?

- ✓ **Incorporate in Curr. Development**
  - ✓ **Adopt as a component of the capstone course instead of elective**
  - ✓ **Long term:2006-present**



# Learning Processes & Academic Assessment



# EXAMPLE OF S-L PROGRAM IN BUS301

**Social Enterprise Strategic Plan: Lead an Organic Life at Healthy Cottage**

(社會企業策略計劃：健康有機生活在好盞)

**Organization: Women Service Association -  
Healthy Cottage (婦女服務聯會 - 「好盞」)**

**Task: (1) Conduct research and analysis  
(2) Design strategic plan**



# CORE CURRICULUM & PROGRAM DEVELOPMENT

## ELEMENTS OF S-L PROGRAM

- Site Orientation
  - Leadership & Teamwork Training
  - Consultations: feedbacks from course instructors, program coordinators and agency supervisors
  - In-class presentation
  - Report-back Seminar Presentation
- All elements are integrated into class schedule



# Teaching and Learning Process

## Site Orientation



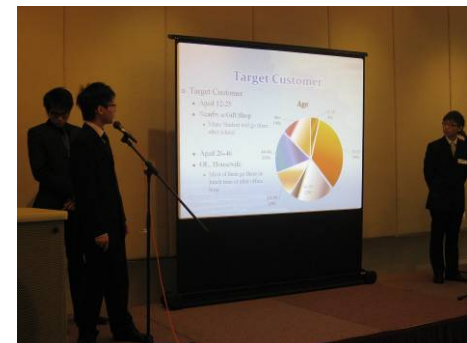
Consultation



## Training



## Presentation & Report-back Seminar



# EXAMPLES OF SOME OUTCOMES STUDENTS' WORK

Customers' opinions collection form

有機生活坊  
Healthy\*Cottage

## 顧客意見書

最希望在本店選購到甚麼產品?

---

你認為本店在服務及產品上有甚麼需要改善?

---

其他對本店的意見:

---

你的意見,是我們日益進步的關鍵  
感激各下給本店精益求精的機會!

姓名: \_\_\_\_\_

聯絡電話: \_\_\_\_\_

日期: \_\_\_\_\_





# STUDENTS' WORK: POSTERS



**有機生活坊**  
Healthy\* Cottage

有機生活坊是由非牟利慈善團體婦女服務聯會營運，並由民政事務總署「伙伴倡自強」社區協作計劃資助的社會企業項目。於二零零七年六月開業，成立目的為打造一個社群互動交流的平台，一方面為區內弱勢社群、綜援人士、低收入人士提供就業機會，另一方面，積極推廣健康生活的理念，為居民提供新鮮有機蔬果、有機產品、健康食品、飲品、合時湯包、鮮攪果肉果汁及涼茶。

本店的收益，於扣除經營成本後，將全數回饋社區，幫助區內有需要人士。

葵青總店  
地址：葵涌打磚坪街寶星中心15B舖  
電話：2424 3335  
傳真：2424 5335  
Website: <http://www.wsa-eshop.org/>

**本周五大暢銷產品**

**有機生活坊**  
Healthy\* Cottage

## No. 1 全麥蛋卷

麵粉、特砂、植物性酥油、新鮮雞蛋、全麥粉

售價：HKD 34.00 / 包



## No. 2 有機胚芽豆漿

售價：HKD 15.00 / 支



## No. 3 菜芯

採用自然農法種植，不含化肥、農藥、激素、輻射及非基因改造

售價：HKD 20.00 / 斤



## No. 4 有機零食水果籃

售價：HKD 300.00 / 份



## No. 5 黑蜂蜂蜜

採用純天然東北黑蜂蜂蜜含鈣鐵鋅等多種氨基酸維生素，為乳黃或乳白色調濃稠狀

售價：HKD 30.00 / 瓶





## **Number of Students from 2006/07 to 2008/09 BUS 301 Strategic Management**

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>BBA</b>	<b>111</b>	<b>113</b>	<b>106</b>



# Preliminary Quantitative Results

## Overall Satisfaction Level

			95% Confidence Interval for Mean	
	N	Mean	Lower Bound	Upper Bound
2006-2007	85	6.91	6.55	7.28
2007-2008	113	6.56	6.24	6.87
2008-2009	24	9.50	5.73	13.27
Total	222	7.01	6.56	7.46

## Preliminary Quantitative Results

Paired Samples Statistics – Overall BUS301 Pre-Post from 2006-07 to 2008-09 1<sup>st</sup> Sem

	Mean	N	SD	Std. Error Mean
PRE1 Subjected-related knowledge	6.37	219	1.363	.092
POS1 Subjected-related knowledge	6.83	219	1.422	.096
Pre Organisation Skills	6.5342	219	1.23929	.08374
Post Organisation Skills	6.8502	219	1.13600	.07676
Pre Social Competence	6.5507	219	1.25198	.08460
Post Social Competence	7.0858	219	1.06380	.07189
Pre Problem Solving	6.3743	218	1.15127	.07797
Post Problem Solving	6.8752	218	1.04843	.07101
Pre Research Skills	5.9055	218	1.45914	.09883
Post Research Skills	6.5560	218	1.19934	.08123

## Preliminary Quantitative Results

Con't Paired Samples Statistics – Overall BUS301 Pre-Post from 2006-07 to 2008-09 1<sup>st</sup> Sem

				95% Confidence Interval of the Difference				
	Mean	SD	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
PRE1 Subjected-related knowledge POS1 Subjected-related knowledge	-.461	1.88	.13	-.71	-.21	-3.64	218	.000
Pre Organisation Skills Post Organisation Skills	-.32	1.34	.090	-.49	-.14	-3.50	218	.001
Pre Social Competence Post Social Competence	-.54	1.33	.090	-.71	-.36	-5.95	218	.000
Pre Problem Solving Post Problem Solving	-.50	1.26	.085	-.68	-.33	-5.87	217	.000
Pre Research Skills Post Research Skills	-.65	1.58	.11	-.86	-.44	-6.06	217	.000
Pre Social Serving (Pre26,27,28) Post Social Serving (Pre26,27,28)	-.39	1.44	.12	-.63	-.15	-3.17	136	.002

# PRELIMINARY QUALITATIVE RESULTS-A

Outcome-based assessment results

***Service Agency: rising satisfaction rate, offer jobs, more project cooperation offers***

***Student Learning Process & Experience: rising satisfaction rate, attract more A/C & finance majors & exchange students, winners in ext. competitions, student commitment.***

# PRELIMINARY QUALITATIVE RESULTS-B

## Outcome-based assessment results

### **LU's mission:**

**Satisfied her OBA's criteria esp. on value & attitude (ethical leadership & CSR).**

***OSL & Instructor: more projects initiated by faculty, more program level cooperation, higher campus wide awareness on doing S-L.***



# STUDENT'S REFLECTION

**LI Steve**, BBA Graduate, BUS301 student 2007-2008

- In a typical class project, the background information was usually given by the lecturer and all of the information was preset and hypothetical. For the SL project, the background information was inconstant as the real world is changing every day.
- Through the SL program, I learnt that communication is an important factor in working in a group. Everyone needed to know how to ASK questions and how to ANSWER questions. We had to prepare ALL the questions we needed to ask and ALL the information we wanted to report to the agency.



# STUDENT'S REFLECTION

- **LIU Xuefen**, Year 3, Guangzhou, Mainland China  
BUS301 Strategic Management, 1st Semester 2008 – 2009
- I really enjoyed the relationship between the instructor, the staff of OSL, and my classmates. The atmosphere in the class was much more relaxing and harmonious than other classes. The most important thing was that I was able to serve the community. Through this course, I learned more about the development of social enterprises in Hong Kong, and how people in Hong Kong try to help others and support each other.





# COMPLIMENTS FROM SOCIAL ENTERPRISES

**Mrs. Jenny Tik (ELCHK)**

Lingnan University's students were committed and were active participants of the service-learning programs. Students applied the skills learned in meeting the needs of the organization, and provided creative ideas for my colleagues and the development of my organization. I would love to employ LU's SL students to work for my organization in the future.



## OUR PARTNERS

- TWGH (Tai Tung Pui Care and Attention Home)
- Evangelical Lutheran Church Hong Kong (ELCHK)-Tuen Mun Integrated Elderly Service
- St James' Settlement (Rehabilitation Services Employment Office)
- Evangelical Lutheran Church Hong Kong (ELCHK)-Social Services
- Women Association





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