EMPOWERING CREATIVITY IN SERVICES IN AN EDUCATIONAL COMMUNITY
OUTLINE

• General Education course ‘Leadership in Sustainability’.
• Three selected cases of creative service learning activity.
• Perception of service leadership.
The aim of this course is to increase personal accountability on environmental sustainability issues through learning in action.

Whose responsibility is sustainability?
THREE LEVELS OF SUSTAINABILITY

Cavagnaro and Curiel (2012)
Students are required to organize and conduct an outreach event/activity (e.g., talk, exhibition, competition, game) on issues relating to sustainability for the public. The target clients include, but are not limited to, primary schools, secondary schools, youth centres, and elderly care centres.
DESIGN OF THE SERVICE

Topic: Environmental sustainability

Budget: Each team about HK$300

Aim of the project:
This experiential group project aims at providing an opportunity for students to develop leadership and fellowship skills, acquire more in-depth understanding of sustainability practices, and experience service leadership.

Creativity is also enhanced by positioning the teams as self-management teams and the teams adopt team leadership (i.e., each member takes a turn to be leader) to provide autonomy.

During the briefing session and project proposal, they were explicitly encouraged to use their creativity to plan and implement their projects.

Report formats: video clips, presentations, interviews and self-reflection paper.
Transformational leadership may increase the psychological empowerment of followers.

Gumusluoglu and Ilsev (2009)

Transformational leadership was positively related to follower creativity.

Shung and Zhou (2003)
THREE SELECTED CASES OF CREATIVE SERVICE LEARNING ACTIVITIES IN SCHOOLS
CASE 1 [F.6]

Waste and recycling conference
[3Rs: reduce; reuse; recycle].

Lecture + quizzes: boys / girls.
CASE 2 [F.1 & F.2]

Organic agriculture
EVENT ONE

• A local film <1+1> movie sharing

Purpose:

• Reflect three criteria of sustainability if we continue our current ways of living:
  ➢ environmental protection
  ➢ social justice
  ➢ economic development
EVENT TWO

- **Exhibition**
- **Lunchtime activities:**
  - discussion with students
  - quiz

**Purposes:**

- Learn about history of agriculture in HK.
- Build critical thinking over sustainable agriculture from economic, social and environmental perspectives.
EVENT THREE

• **Workshop on growing potatoes**

  Purposes:

  • Raise awareness of the alternative of being active producers, not passive consumers.

  • Learn to grow potatoes themselves (urban agriculture).

  • Know about existing farmland in Hong Kong.
CASE 3 [F.6]

Use of renewable energy

Day 1
- Talks
- Q&A

Day 2
Workshop
### SERVICE LEARNING ACTIVITIES

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<td>Workshop</td>
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<td>✓ (hands on)</td>
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STUDENT / TEACHER EVALUATION ON THE SERVICE [F.6]
SURVEY OF STUDENT RESPONSES (CASE 1: F.6)

- Quite fun.
- Like the atmosphere.
- Too much information to digest.
SURVEY OF STUDENT RESPONSES (CASE 3: F.6)

Satisfaction with the whole event

- Sharing section
- Workshop
- Talk - Energy poverty
- Talk - renewable energy
- Talk - fossil fuel
SURVEY OF STUDENT RESPONSES (CASE 3: F.6)
Content:
1. Clear purpose and objective
2. Easy to follow
3. Easy for students to comprehend the content
4. Content related to the sustainability of environment
5. Well and suitable applications for topic
6. Student are interested in the presence

Knowledge:
1. Sufficient knowledge of energy
2. Great comprehension of sustainability of environment
3. Good inspiration for students
4. Ingenuity, creative and innovation
TEACHER EVALUATION [CASE 3] (2)

Interaction
1. Good working relation with students
2. High ability of work as part of a team

General
1. Overall of the worked perform

Other Comments:

Nice presentation, well preparation.

Good team spirit and team work.
REFLECTION ON EXPERIENCES OF SERVICE LEADERSHIP
CASE 1: SERVICE LEADERSHIP EVALUATION

1. Influence followers through identification and trust.
2. Self-management and monitoring.
4. Being able to reflect in action.
CASE 2: SERVICE LEADERSHIP EVALUATION

• Practising business-like service.
• Exercising social influence between teammates.
• Good division of work: designer, financial planner, purchaser, photographer, PR.
• Quick response to emerging problems.
• Building confidence when running events.
CASE 3: SERVICE LEADERSHIP EVALUATION

- Task-oriented.
- Members worked hard to prepare for the event.
- Open to alternative solutions.
PERCEPTION OF SERVICE LEADERSHIP

1. ‘I used to think only the leader will have the leadership skill, but I am wrong.’

2. ‘Every one is a leader but also a participant.’

3. ‘Being a good transformational leader, thinking differently is crucial.’
THE SERVICE LEARNING EXPERIENCE LED THE UNIVERSITY STUDENTS TO BECOME....
SERVICE LEADERSHIP: STUDENT PERCEPTION

• ‘ready to serve’; ‘showing enthusiasm’; ‘being sincere’; ‘accountable’; ‘led by modelling’; ‘active listening’; ‘being reflective’; ‘flexible in mindset’; ‘observing’; ‘analytical’; ‘creative’; ‘ready to take responsibility’; ‘taking actions where needed’; ‘high self-awareness’; ‘self-discipline’; ‘persistent’; ‘ability to negotiate’; ‘ready to communicate with people’; ‘having a contingency plan’; ‘ability to synthesize team energy’; ‘regulate negative emotion’; ‘skills in problem solving’; ‘good preparation’; ‘conducting research to deepen understanding’.
Shared leadership has been found to be positively related to team performance and learning.

(Carsons et al. 2007; D’Innocenzo et al. 2014; Liu et al. 2014)
SERVICE LEADERSHIP THROUGH TEAM

• ‘being responsive to problems collectively’; ‘building rapport with one another’; ‘having mutual respect’; ‘sharing responsibility’; ‘building relationships’; ‘not blaming others’; ‘deploying full talents’.
IMPACT OF SERVICE LEARNING ACTIVITIES

- ‘making change for a better community’;
- ‘extending service with follow-up action’.
CONCLUSION

When serving a community

• Matching the interests of the target groups.

• Engaging the target audience through creative service activities.

• Exercising effective service leadership skills before, during and after the service.
REFERENCES


