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Development of the Service Leadership Education Curriculum at Lingnan University

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Development of the Service Leadership Education Curriculum at Lingnan University

Presenters
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Dr. Carol HK Ma, Office of Service Learning, Lingnan University
14 May, 2014
Agenda

- The Service Leadership Initiative (SLI) project team
- The Service Leadership concepts
- The five aspects of the Service Leadership education curriculum.
- A Model of the Service Leadership Service-Learning Project (SLS-LP) Experience
- Ways Forward
- Your Feedback and Comment
The SLI project team

Qualitative research
- Prof. Robin Snell (Principal Investigator, Director of Business Programmes)
- Dr. Maureen Chan (Senior Research Fellow)

Service-Learning
- Dr. Carol Ma (Assistant Director, Office of Service-Learning)
- Ms. Carman Chan (Senior Field Instructor)

Quantitative research
- Prof. Dean William Tjosvold (Dean, Faculty of Business)
- Prof. Alfred Wong (Associate Professor & Head, Department of Management)

“We cultivate service leadership among ourselves!”
The Service Leadership concepts

- Service Leadership development through Service-Learning
- Distributed Leadership
- Service Leadership Behaviors and Attitudes
- Stakeholders and the impact of Service Leadership
1. Service Leadership development through Service-Learning

**Why use Service-Learning?**

- Service-learning is an effective teaching and learning method to develop student’s leadership

- Service-learning projects can invoke powerful self-insights (Mitton-Kükner, Nelson, & Desrochers, 2010).

- Those insights can have a strong impact on students’ personal development, especially in terms of self-efficacy, self-esteem, and social, political and relationship building (Eyler, Giles, Stentson, & Gray, 2001; Kendrick, 1996; Waterman, 1993)
2. Distributed Leadership

What kind of leadership involved?

| Dominant view of leadership (position /authority basis) |
| Distributed leadership (role/function/relationship basis) |

L - Leader  M - Member  C - Client

Convenor/supporting other roles

Supporting convenor/leading other roles
3. Behaviours and Attitudes

### Initial Service Leadership Attributes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Actively listening to others.</td>
</tr>
<tr>
<td>2.</td>
<td>Anticipating and solving problems</td>
</tr>
<tr>
<td>3.</td>
<td>Caring disposition (discovering others’ needs and acting positively to address them)</td>
</tr>
<tr>
<td>4.</td>
<td>Showing originality in expressing opinions.</td>
</tr>
<tr>
<td>5.</td>
<td>Contributing to cohesiveness and close relationships.</td>
</tr>
<tr>
<td>6.</td>
<td>Committing to continuous improvement.</td>
</tr>
<tr>
<td>7.</td>
<td>Undertaking delegated responsibilities</td>
</tr>
<tr>
<td>8.</td>
<td>Civic engagement (striving to increase the value of the project for the service recipients or community)</td>
</tr>
</tbody>
</table>

### Two additional Attributes

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Influencing others</td>
</tr>
<tr>
<td>2.</td>
<td>Project co-ordination skill</td>
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</tbody>
</table>
4. Stakeholders and the impact of Service Leadership

The supporting environment

Community of stakeholders (secondary service recipients)

Other stakeholders (primary service recipients)

Team (internal service recipients)

Self
An effective Service Leadership Education Curriculum

1. Co-curricular service leadership through service-learning projects

2. A comprehensive project infrastructure

3. Reporting proformas as guidelines

4. Extra-curricular service leadership internships

5. Research

We need FIVE aspects
1. Co-curricular service leadership through service-learning projects

1.1. Student participants

- Since the start of the academic year 2012 to 2013 until the second term of 2013-14, altogether 508 students in 83 teams have completed SLS-LPs, involving a total of 25 partner organizations.
## 1.2. Six existing credit bearing courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Project Nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Social Responsibility</td>
<td>CLC9009</td>
<td>Formulating strategies that can best promote the program</td>
</tr>
<tr>
<td></td>
<td>MGT253</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS101</td>
<td>providing students with a comprehensive and balanced overview of the interwoven nature of basic business disciplines and principles.</td>
</tr>
<tr>
<td>Service Marketing</td>
<td>CLC9012</td>
<td>Acquainting students with the unique characteristics of ‘services’ and the managerial implications</td>
</tr>
<tr>
<td></td>
<td>MKT254</td>
<td></td>
</tr>
<tr>
<td>Strategic Management</td>
<td>BUS301</td>
<td>Formulating business plan and propose practical recommendations</td>
</tr>
<tr>
<td>Leadership and Teamwork</td>
<td>HRM352</td>
<td>Developing skills in effective learning and communication</td>
</tr>
<tr>
<td>Social Marketing</td>
<td>MKT353</td>
<td>Using commercial marketing concepts and techniques to influence behavior for delivering positive impacts for the society</td>
</tr>
</tbody>
</table>
2. Comprehensive Project Infrastructure

Project Infrastructure

2.1. Meeting with Partner Organization Representatives (PORs)

2.2 Preparatory Workshop

2.3 Other Infrastructure
2.1 Meetings with PORs

Alignment of missions, goals and expectations
Identification of issues and needs

Institution
(field coordinator/students/course instructors)

PORs

Develop open, trusting, reciprocity-based learning relationships
2.2 Preparatory Workshops

We share:

- service leadership and related concepts (distributed leadership, convenor, stakeholders)
- behaviours and attitudes associated with service leadership
- the mission of NGOs and social enterprises in Hong Kong
2.3 Other Infrastructure

- in-class project orientation
- site visits
- in-class consultations
- in-class reporting back sessions
3. Reporting Proforma's as guidelines

- Outcomes based approach to teaching and learning
- Three reporting proformas (based on the service leadership behaviors and attitudes)
  - individual self-review report
  - individual-level peer review
  - collectively written team review report
4. Extra-Curricular Service Leadership Internships/Supporting Infrastructure

- In the summer of 2013
- 12 selected student interns from across the University
- 8 host organizations
- full time basis for 6 weeks.
- Each intern undertook day-to-day office work, while also conducting a project in pursuit of a pre-specified mini-mission.
Supporting Infrastructure

- a weekly reflective diary guided by a specially designed self-reflection proforma
- A briefing workshop
- an interim review meeting
- final review meeting
- individual self-reflection reports summarizing their learning experiences, guided by another self-reflection proforma
THREE Streams of Research

- **First**: about students’ experiences of undertaking course-embedded service leadership through service-learning projects in teams

- **Second**: about students’ and employers’ perceptions of the extra-curricular service leadership internships

- **Third**: quantitative analysis of data from the field, and the testing of particular models of service leadership as practiced by serving managers, and their impact on service recipient satisfaction.
Figure 1. Facets of the service-learning context and experience that encourage and empower students to practice as service leaders.
Critical factors for students’ successful engagement

- Client organizations need to be supportive of the project.
- The project must address client’s genuinely felt needs.
- Students need to be primed to be proactive in framing and pursuing project goals.
- There needs to be alignment between course learning goals/content and the project definition.
Critical factors for students’ successful engagement (cont.)

- The focus of the project needs to be **clear** to students and the client organization.
- Students’ need to be primed to **stand in the shoes of** the client social enterprise, not only end-users.
- There needs to be a requisite level of **trust** between students, service recipients and academic facilitators.
- There needs to be **close and regular communication** with the client organization to maintain alignment between its needs and the project.
Ways Forward

- Continued research effort
  - Analyzing how barriers to active involvement by international exchange students in SLS-L teams can be broken down.
  - Identifying the factors that enhance summer internships as platforms for practicing service leadership
  - SLS-L projects as means for developing compassion, care and a sense of social responsibility among business students (and others).
  - Qualitative study of how managers practice service leadership at work
  - How alumni who have excelled in service leadership internships or team projects have applied service leadership attributes in the world of work
- Ongoing model testing
- Launching a new course on Service Leadership
References


Thank You!
Your feedback and comments!