

# On the organization best suitable for Service-Learning -Institutional perspective-

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# Background

- More than 20 years experience
- Better practice recognized (owner of golden and silver medal and past performance referred )
- Research gap in the macro perspective of the institution on service-learning
- Future move of Service-Learning in Taiwan
- No guidelines provided for those rookie institution to form their organization
- Very few first hand data from authority and available for study
- Connection with the senior executives

# Objectives

- Fill the research gap in the macro perspective of S-L by providing primary interview materials
- Expand the understanding of the influence from macro factors of promoting S-L programs
- Explore the best practices of organization in S-L provided by the higher education institutes in Taiwan
- Providing propositions for the suitable guidelines to organizational issues for those institutes who are promoting S-L

# Methodology

- Employ the **qualitative approach** to explore the issues
- Apply the **depth interview** as the way to collect data and cross exam the information
- Use **content analysis method** to extract the important message
- Interview **9 executives** ( in charge of the affairs of S-L ) in higher education institute recognized as the model university of S-L in Taiwan
- Provide **propositions** as guidelines by concluding information from the sampling institutes

# Comparison of Micro& Macro Perspectives of Research in S-L Study

- **Micro-perspective**

- Project or program-based
- Specific time span influence
- Limit people involved in the project or program
- Tactical skill needed
- Individual-centered performance measurement

- **Macro-perspective**

- Institutional-based
- Long term influence
- All the participants in the institution involved
- Strategic thinking needed
- Institutional cost and benefit analysis

# List of the Institution Interviewed

- National Taiwan Normal University(師範大學)
- Minghsin University of Science and Technology (明新科技大學)
- Fu Jen Catholic University(輔仁大學)
- Chung Yuan Christian University(中原大學)
- Providence University(靜宜大學)
- Taipei Medical University(台北醫學大學)
- Tam Kang University(淡江大學)
- Feng Chia University(逢甲大學)
- Yuan Ze University(元智大學)

# Theory Basis

# Strategic Thinking of Organization Design process

- Strategic thinking process
  - Organization design follow strategy
  - Strategy follow the vision
  - The vision consolidate the mission
- Guidelines for allocation of resources
  - To realize strategic goal for organization
  - To realize divisional goal
  - To realize process goal



# Organization Theory in Management

- **Content theory**/ focus on the meaning of **noun**
  - Responsibility and power/Hierarchy and duty
  - Organizational structure/ Type of organization configuration
  - Competency of people/ Qualification of people
- **Process theory**/ focus on the meaning of **verb**
  - Value-activity creation / Innovative action
  - Activity chain analysis/ Integration of all resources
  - Standard operation process/ Dynamics in customization

# Three Major Theories to Guide Organization Design

- Contingency theory:
  - Design structure to fit environment
- Resource dependence theory
  - Decrease the dependence from others and find effective way to acquire the resource
- Transaction cost theory
  - Decrease and control the cost of any transaction inside or outside the organization

# Generic Value Creating Process for Business

- Demand exploring process
- Product/service designing process
- Resource organizing process
- Product/service producing/delivery process
- Product/service promoting process
- Quality improving process
- Customer relationship and managing process

# Strategic Thinking-based Analysis

# Findings from Strategic Perspective

- The **religion legacy** of the institute will influence the atmosphere of promoting S-L
- The **closer connection** with the mission and goals of the institute, the better legitimacy of promoting S-L
- More **connection with targeted competency** are found in the occupational education institute instead of connection with mission statement
- The **understanding of S-L** can bridge the mission and long term goals together with which can elevate the acceptance level of S-L policy
- **None** of the Institute set strategic goal for S-L from top-down, **some** of the institutes formulate **strategic goals for S-L from bottom-up**
- The prosperity of S-L will be constrained by the input funding, the major sources of funding include: **annual budget** from institution, **sponsorship** from participants or donator, **subsidy** from public sector, **donation** for specific event or activity
- The expense scale estimated around **NTD4-10** millions

# Content Theory-based Analysis

# Findings from Content Perspective

- Responsibility and power/Hierarchy and duty
  - The institute will arrange the level and reporting line for S-L office based on their own need or varied situation
    - Reporting to **student affairs** system
    - Reporting to **academic affairs** system
    - Reporting to **general secretary** system
  - The tier and division belonging of S-L office have scarcely influence on its performance, most institutes located in the **second tier** in the institute (except Fu-Jen, in quasi-1<sup>st</sup> tier)
  - three to four layers structure are constructed for promoting S-L in all institute though with various title
    - **Institute level committee**: form policy and make crucial decision
    - **S-L office**: integrate resource and implement the projects of S-L
    - **Core team**: provide creative ideas and evaluation panel for granting
    - **Seed team of students**(some):provide close assistance to help execution
  - The **support from top management** have strong influence on the outcomes and performance of S-L

# Findings from Content Perspective

- Organization structure/Type of organization mode
  - Three major type of structure are found in S-L office
    - **Project based** structure
    - **Function based** structure
    - **Blended** structure
  - The project management skill and teamwork spirit are the common practice in implementing the S-L task, therefore the **structure type might adjust according to the situation**
  - Utilizing the exist communication mechanism or commanding line are highly employed which do help acceptance level of promoting S-L activities
  - The **informal relationship** and **virtual linkage** with all parties inside and outside the institute have more influence on the performance of the S-L team than the formal relationship
  - The **director** of S-L office has **strong power** in leading direction and very little interference come from top management



# Findings from Content Perspective

- Competency of people/Qualification of people
  - Besides the passion to help people, the employee with **social work related background or S-L experience** can provide more domain skills which can alleviate the anxiety of facing complexity and knowledge gap of S-L
  - All the training opportunity are precious to the colleague in S-L team because the **multi-function employee** are necessary to accomplish various S-L project
  - **Recruit** member for the S-L team **with high discernment** due to the extraordinary efforts needed in taking care of all the parties involved into the S-L program
  - Most institutes understand the necessity of high qualified manpower however **do not provide structured training** program for those members in the S-L team

# Process Theory-based Analysis

# Findings from Process Perspective

- Value-activity creation / Innovative action
  - The source of creative idea of S-L project
    - From **teacher**
    - From **S-L office**
    - From **student or student association**
    - From **the party cooperated (NPO or community mostly)**
    - From **other division of the institute**
    - From the feedback of those **party been served**
  - **Structured survey, field survey, discussion meeting, seminar, direct observation, self experience** are the normal practice to identify the possible needs and **new ideas** of service learning project
  - The **change of goal or leader** for an institute might provide new perspectives which might mold a creative idea
  - The **policy change** from the Education Ministry can lead the efforts to some specific S-L program

# Findings from Process Perspective

- Activity chain analysis/Integration of all resources
  - The typical activity chain for a S-L project-Micro perspective
    - **Observation report** or **need analysis** from the society
    - Specific **S-L idea** raised by teacher or any party involved
    - Discuss and counsel with S-L office and **refine** the idea to feasibility
    - Establish the **connection with the cooperated** organization
    - Select one type of S-L program and **arrange the schedule**
    - **Integrate** the possible **resources** and recruit people needed in the project
    - **Participants equipped, fund ready, program designed, team prepared, linkage bridged**
    - **Implement** the program, **refine** it and **collect** the feedback
    - **Undertake the reflection** and ready for **celebration**
    - Evaluation the outcome quantitatively and qualitatively
    - **Formulate** the project report and **summarize** for the executives

# Findings from Process Perspective

- Activity chain analysis/Integration of all resources
  - The generic activity chain for a S-L policy employed by an institute-Macro perspective
    - **Inventory** related projects or courses run in the campus and collect information
    - **Accept the concept** of the S-L pedagogy and **employ the policy**
    - Call seminars to **aggregate the existed resource** and preparing for formalization
    - **Set up** an formal **organization and management scheme** to handle the responsibility : S-L committee, S-L office , core team ,student seed team
    - Prepare and launch the related **regulation and rule** to have the legal legitimacy
    - promote the concept by **training faculty** members and **attract** more attention
    - **Arrange the top-down policy** enhancement system from university level to academic department level
    - Prepare the **resources and funding** system to support all the possible S-L projects
    - **Establish and accumulate connections** with cooperated organizations(internal and external)
    - **Implement** all the accepted S-L project and **collect** the outcome
    - Build **information or knowledge management system** to record the documents and form e-portfolio and handle all the related materials for future analysis
    - Undertake the **cost and benefit analysis** to make sure the achievement of **key performance indicators**
    - **Exhibition** the comprehensive performance and outcome to the community and related parties involved
    - Initiate the **continuous improvement** process to refine the future outcome of S-L

# Findings from Process Perspective

- Standard operation process/ Dynamics in customization
  - Seven major standard operation processes stream for promoting S-L in an institution
    - Initiating S-L project administration process
    - Forming a new S-L project process
    - Connecting cooperated institution process
    - Participants gathering and training process
    - Procuring and allocating resource process
    - Performance evaluation and quality improvement process
    - Outcome exhibition and sharing process
  - Student affairs oriented and Academic affairs oriented S-L project have different traits, The former is **activity-based, mass service, promoted by S-L office or division of student affairs**; the later is professional course-based, tailor made service, promote by liberal education office or academic department.
  - **Mass service based** S-L project need more SOP and clear guideline to achieve goals, however the **professional course based** S-L project need more customized service and passion from the team involved

# Findings from Process Perspective

- Standard operation process/ Dynamics in customization
  - SOP can improve the efficiency of mass service S-L programs from macro aspect , however not proper to some specific designed project from micro aspect
  - **Well-planning and high discipline** are the key factors to mass service S-L program, however the passion and service spirit might be the key factor to professional course-based S-L program
  - Find the results area concerned by S-L office and academic department can provide sound basis for promoting professional S-L programs

# Proposition proposed

## Macro-perspective



# Proposition proposed

- Macro-perspective 1

	mean	Standard Deviation
推動服務學習機構以常設性且層級愈高之單位推動，運作成效愈佳 The higher organization level of S-L office, the better performance for S-L policy.	4.44	0.53
推動服務學習部門主管人員位階愈高，其運作成效愈佳 The higher position level of person in charge, the better performance for S-L policy.	4.00	0.71
愈具彈性的服務學習推動組織設計，其運作程序愈佳；有機式設計較機械化設計運作成效佳；專案型設計較功能科層型佳 The more flexible structure, the betters function; the organic design better than mechanistic design; the project-based structure better than function-based structure.	4.11	1.05
與推動服務學機構專業屬性愈契合之服務學方案其存續性與成效愈佳 The fitness to the professional traits of S-L project can leads to better performance and continuity	4.22	0.83

# Proposition proposed

- Macro-perspective 2

Proposition	mean	Standard Deviation
能自籌預算之服務學習推動機構，其方案選擇與運作較具彈性與自主性 The better self funding capability, the more flexibility and autonomy to choose and to run the S-L project.	3.89	0.78
服務學習推動機構組織之預算規模與個別方案運作績效無直接關聯，但與組織整體成效有關 The budget scale of S-L has impact to the performance of organization as a whole, but irrelevant to the performance of individual project.	3.44	1.13
對服務學習推動經費與人力配置承諾愈強之機構其推動成效愈佳 The stronger commitment of putting in budget and manpower, the better performance it might have.	4.44	0.53
能以計劃性預算取得與支配其財務資源的服務學習機構，其運作成效較佳 The institute with well budget plan to acquire financial support effectively can result in good performance.	4.00	0.71
推動服務學習機構之財源兼採預算編列及自主募款以取得財務資源之組織，具有最佳之運作彈性與推動方案之持續性 The institute who can recruit finance from both internal budget and external donation can have better flexibility and continuity in promoting S-L policy.	3.67	0.71

# Proposition proposed

- Macro-perspective 3

Proposition	mean	Standard Deviation
參與推動服務學習機構成員組合愈多元，其運作延續性與成效愈佳 The more diverse of participants involved in S-L project, the better performance it might have.	3.78	0.83
由教師、學生、或合作單位兩方以上單位合作啟動之服務學習方案，相較由單一主體啟動之服務學習方案，其延續性與推動成效皆較佳 The continuity and performance of S-L project will last longer and perform better with more than one party involved.	3.89	0.93
有穩定人員參決策程序與機制的服務學習推動機構，其運作成效較佳 The decision for S-L made by stable member with legitimacy can leads to better performance.	4.33	0.71
推動服務學習群體共同決策之機構較個人化決策之機構，其運作成效較佳 The group decision style can lead to better performance than the individual decision style does.	3.78	0.83
能持續提供組織人員能力與素質提升做法的推動服務學習機構，其組織運作成效較佳 The organization who can keep on upgrading the quality of manpower can have better performance.	4.44	0.53

# Proposition proposed

- Macro-perspective 4

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Proposition	mean	Standard Deviation
服務學習方案之推動成效與標準作業流程之有無無關，但與推動服務學習機構的內部效率有關 The performance of S-L project has little relevancy to the existence of SOP, but has high relevancy with the internal efficiency of S-L office.	3.11	0.78
推動服務學習機構之標準作業流程規範愈多，愈無法提出創新之服務學習方案 The more requirement of SOP in practice, the poor performance to create the new S-L project	3.11	0.78
能完整品質管理流程提出持續改善方法的推動服務學習組織，其持續性與運作成效較佳 The organization with capability of providing quality improvement action can have better performance and project continuity.	4.11	0.60

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# Proposition proposed

- Macro-perspective 5

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Proposition	mean	Standard Deviation
服務學習推動機構績效評估指標愈明確，組織運作衝突愈少，運作績效愈佳 More specific performance indicators, fewer organizational Conflicts and better performance.	3.56	0.73

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# Proposition proposed

## Micro-perspective

# Proposition proposed

- Micro-perspective 1

	mean	Standard Deviation
推動服務學習機構提供愈具填補社會需求缺口目標之服務學習方案其存續性愈佳 The better fitness for social needs of S-L project, the more continuity of the S-L project might have	4.00	0.71
與推動服務學習組織使命願景愈緊密連結之服務學習方案其存續性愈佳 The closer linkage with the mission and vision of the institute , the longer the continuity S-L project might have	4.44	0.53
與推動服務學習校園氛圍愈契合之服務學習方案其存續性與成效愈佳 The more match the atmosphere of the organization, the better performance and continuity of S-L project.	4.44	0.53
愈能強化學生專業能力(就業力)之服務學習方案其存續性愈佳 The S-L project with the capacity of enhancing employability has better continuity	4.33	0.87
具清楚目標與設有衡量指標之服務方案其成效較佳 The S-L project with clear goals and specific performance indicators has better performance.	4.11	0.60

# Proposition proposed

- Micro-perspective 2

	mean	Standard Deviation
愈多方人員參與合作啟動之服務學習方案，相較由單一方啟動，其延續性與推動成效皆較佳 The diverse of participants and multi-parties involved in a S-L project have better performance and continuity.	3.78	0.67
有故事性之服務方案具有較長之延續性；也較易吸引人員參與 The S-L project with legacy and historical meaning has more attraction and better continuity.	3.75	0.71
服務方案中合作機構之信任與配合度愈高，其運作成效與持續性愈佳 The higher of mutual trust among cooperated parties, the better performance and continuity.	4.44	0.53
服務方案參與成員對目標共識愈高其持續性與成效愈佳 The higher consensus of participants to the shared goals, the better performance and continuity.	4.33	0.50
參與成員屬性與來源愈多樣之服務學習方案其影響力愈大 The more various and diverse of the parties and participants involved, the more influence the S-L project might have.	3.56	0.88
參與服務方案人員之相關專業素養愈高其推動成效愈佳 The higher professional literacy participants involved, the better performance S-L project might have.	3.78	0.97
服務學習方案參與人員間具有非正式網絡關係其合作之持續性較佳 The S-L project with informal relationship among all parties involved might have better continuity.	4.33	0.71



# Proposition proposed

- Micro-perspective 3

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	mean	Standard Deviation
具持續擴大服務學習影響力企圖與做法之機構其成效愈佳 The S-L office with strong intention and action to enlarge its influence power has better performance.	4.11	0.78
服務學習參與機構間互相合作形成之服務學習方案其運作成效較佳 The S-L project formulated under collaboration by the parties involved has better performance.	4.11	0.60
具內外部檢討機制之服務學習方案較具品質之穩定與持續性 The S-L project with embedded checking mechanism has better quality and longer continuity.	4.44	0.53

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# Proposition proposed

- Micro-perspective 4

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	mean	Standard Deviation
具完整評估服務學習推動成效之機構其成效愈佳 The S-L project with comprehensive evaluation process has better performance.	3.78	0.67

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# Proposition proposed

- Micro-perspective 5

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	mean	Standard Deviation
具有穩定經費來源之服務學習方案其持續性較佳 The S-L project with stable finance support has better continuity.	4.56	0.73

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Thanks for listening

Q&A