THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

The subject has two versions:

1. APSS1A21V Service Leadership

Students taking APSS1A21V are not required to fulfil PolyU's English Reading and English Writing (ER/EW) assessment requirements. Students are required to produce a term paper with a minimal length of 1,500 words in English for fulfilling course assemment requiremnts.

2. APSS1A21U Service Leadership

Students taking APSS1A21U are expected to complete extensive readings and extensive written assignments for fulfilling PolyU's English Reading and English Writing (ER/EW) assessment requirement. For "ER" requirement, students are required to read the prescribed readings. The arguments of the readings should be reflected in the term paper and subject teacher will grade the extent students fulfill the "ER" requirement. For "EW" requirement, students are required to produce a term paper with a minimal length of 2,500 words in English.

Course objectives, learning outcomes, syllabus, teaching/learning approach, and class schedule of the two versions are the same. The only difference is in the Assessment of Term Paper. Students can choose either one of the versions and are required to confirm their preference before the commencement of the teaching in the Second Semester, 2019/20 (3 February 2020).

Course Outline

Subject Code	: APSS1A21V
Subject Title	: Service Leadership
Level	: 1
Credits	: 3
Mode of Study	: Blended (39 hours)
Pre-requisites	: Nil
Exclusion	: Nil
Assessment	: Continuous assessment (100%)
Minimum Passing Grade	: D

OBJECTIVES

To enable students to:

1. Learn the basic models of leadership with reference to the service sector;
2. Understand the basic leadership attributes intrinsic to effective service leaders, including leadership competences, character, and care;
3. Reflect on their own service leadership qualities, including leadership competence, character, and care;
4. Learn to develop and apply the basic qualities of an effective service leader;
5. Cultivate an appreciation of the importance of service leadership to the development and wellness of oneself, other people and the whole society.

LEARNING OUTCOMES

Upon completion of the subject, students will be able to:

a. Understand the contemporary models of leadership with reference to the service sector, including their assertions, strengths, and weaknesses;
b. Demonstrate understanding of the basic leadership attributes intrinsic to effective service leaders;
c. Reflect upon the need for developing the qualities of effective service leaders and their own leadership qualities;
d. Appreciate the potential application of knowledge on effective service leadership gained in this subject to oneself.

SYLLABUS

Topic	Subject Content
1.	**Introduction (face-to-face lecture)** Overview of the subject: content, format, and assignments and assessment criteria. Definitions and conceptions of service leadership; nature and rationales of service leadership; service sector and service leadership; relevance of service leadership to university students and graduates in Hong Kong; differences between manufacturing economy and service economy; desired leadership attributes under manufacturing and service economies; three realms of service leadership. Required readings: Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2015). Manufacturing economy versus service economy: Implications for service leadership. *International Journal of Disability and Human Development*, *14*(3), 205-215. Yammarino, F. (2013). Leadership: Past, present, and future. *Journal of Leadership & Organizational Studies, 20*, 149-155.
2.	**Core beliefs and components (online lecture)** Seven core beliefs about service leadership; service leadership as a function of competences of leadership,character, and care [E (Effective Service Leadership) = 3Cs (Character $\times$ Competence $\times$ Care)]; ultimate goals of service leadership education; essential knowledge, skills, as well as attitudes and value strands. Required reading: Shek, D. T. L., & Lin, L. (2015). Core beliefs in the service leadership model proposed by the Hong Kong Institute of Service Leadership and Management. *International Journal on Disability and Human Development*, *14*(3), 233-242.
3.	**Basic leadership competences: Intrapersonal competences (online lecture)** IQ (task-relevant knowledge, problem solving, and decision making); EQ (understanding and managing emotion effectively); AQ (adversity quotient); SQ (spiritual quotient).

	Required readings:
	Dulewicz, C., Young, M., & Dulewicz, V. (2005). The relevance of emotional intelligence for leadership performance. *Journal of General Management, 30*, 71-86.
	Emmons, R. A. (2000). Is spirituality and intelligence? Motivation, cognition, and the psychology of ultimate concern. *International Journal for the Psychology of Religion*, *10*(1), 3-26.
	Shek, D. T. L., & Lin, L. (2015). Intrapersonal competencies and service leadership. *International Journal on Disability and Human Development*, *14*(3), 255-263.
4.	**Basic leadership competence: Interpersonal competence (online lecture)**
	Importance of communication; communication skills; positive social relationship building; conflict resolution.
	Required readings:
	Ma, H. K. (2006). Social competence as a positive youth development construct: Conceptual bases and implications for curriculum development. *International Journal of Adolescent Medicine and Health, 18*(3), 379-385.
	Shek, D. T. L., Yu, L., & Siu, A. M. H. (2015). Interpersonal competence and service leadership. *International Journal on Disability and Human Development*, *14*(3), 265-274.
5.	**Character strengths and service leadership (online lecture)**
	The server is the service; moral character; basic character strengths, such as love of learning, honesty, courage, perseverance, humility, and gratitude.
	Required readings:
	Peterson, C., & Park, N. (2006). Character strengths in organizations. *Journal of Organizational Behavior, 27*, 1149-1154.
	Shek, D. T. L., & Yu, L. (2015). Character strengths and service leadership. *International Journal of Disability and Human Development, 14*(4), 299-307.

6.	**In-class interactions and consultation (face-to-face lecture)**
	Briefing of assessment schema, in-class interactions, and discussion on issues in previous lectures.
7.	**Care and service leadership (online lecture)**
	Universal dimensions of social cognition (warmth and competence); primary elements of care (love, listening, and empathy).
	Required readings:
	Fiske, S. T., Cuddy, A. J., & Glick, P. (2007). Universal dimensions of social cognition: Warmth and competence. *TRENDS in Cognitive Sciences, 11*(2), 77-83.
	Mahsud, R., Yukl, G., & Prussia, G. (2010). Leader empathy, ethical leadership, and relations-oriented behaviors as antecedents of leader-member exchange quality. *Journal of Managerial Psychology, 25*(6), 561-577.
	Shek, D. T. L., & Li, X. (2015). The role of caring disposition in service leadership. *International Journal of Disability and Human Development*, *14*(4), 319-332.
8.	**Character strengths in Chinese philosophies(online lecture)**
	Relevance of Confucian virtues to service leadership: integrity (lian), shame (chi), loyalty (zhong), filial piety (xiao), benevolence (ren), affection (ai), trustworthiness (xin), righteousness (yi), propriety (li), wisdom (zhi), harmony (he), and peace (ping) in Confucian thoughts.
	Required readings:
	Shek, D. T. L., Sun, R. C. F., & Liu, T. T. (2015). Character strengths in Chinese philosophies: Relevance to service leadership. *International Journal of Disability and Human Development*, *14*(4), 309-318.
	Shek, D. T. L., Yu, L., & Fu, X. (2013). Confucian virtues and Chinese adolescent development: A conceptual review. *International Journal of Adolescent Medicine and Health, 25*(4), 335-344.
	Wong, K-C. (2001). Chinese culture and leadership. *International Journal of Leadership in Education*, *4*(4), 309-319.

9.	**Contemporary leadership models and the dark side of leadership (online lecture)**
	Review of contemporary models of leadership, including top-down and bottom-up leadership models; charismatic leadership, authentic leadership, spiritual leadership, transformational leadership, and servant leadership; strengths and limitations of existing leadership models; dark side of leadreship.
	Required readings:
	Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, *60*, 421-449.
	Shek, D. T. L., Chung, P. P. Y., & Dou, D. (in press). The dark side of service leaders. In A. Alvinius (Eds.). *Dark sides of organizational behavior and leadership*. London, UK: IntechOpen.
	Shek, D. T. L., Sun, R. C. F., & Liu, T. T. (2015). Evolution and realms of service leadership and leadership models. *International Journal on Disability and Human Development*, *14*(3), 243-254.
10.	**Factors leading to creation, development, and maintenance of positive social relationship (online lecture)**
	Trust, fairness, respect, care, behavioral consistency, and loyalty.
	Required reading:
	Shek, D. T. L., & Lin, L. (2015). Factors leading to creation, development and maintenance of positive social relationship. *International Journal of Disability and Human Development*, *14*(4), 333-342.
11.	**Self-leadership and service leadership (online lecture)**
	Everyone is a leader; optimization of one's operating systems; personal branding; importance of self-monitoring and self-improvement.
	Required readings:
	Shek, D. T. L., Ma, C. M. S., Liu, T. T., & Siu, A. M. F. (2015). The role of self-leadership in service leadership. *International Journal on Disability and Human Development*, *14*(4), 343-350.

	Stewart, G. L., Courtright, S. H., & Manz, C. C. (2011). Self-leadership: A multilevel review. *Journal of Management, 37*, 185-222.
12.	**Developmental assets and service leadership (online lecture)** Self-esteem, self-efficacy, purpose in life and optimism about future. Required readings: Chemers, M. M., Watson, C. B., & May, S. T. (2000). Dispositional affect and leadership effectiveness: A comparison of self-esteem, optimism, and efficacy. *Personality and Social Psychology Bulletin, 26*(3), 267-277. Shek, D. T. L., Ma, C. M. S., & Liu, T. T. (2015). Adolescent developmental assets and service leadership. *International Journal on Disability and Human Development*, *14*(3), 275-283.
13.	**Review of effective service leadership qualities and wrap-up (face-to-face lecture)** Comparisons with the existing models of leadership; critical evaluation of the HKI-SLAM model; potential application of service leadership knowledge to oneself: possibilities and difficulties. Required reading: Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2015). How unique is the service leadership model? A comparison with contemporary leadership approaches. *International Journal on Disability and Human Development*, *14*(3), 217-231. Shek, D. T. L., Chung, P. P. Y., Lin, L., Leung, H., & Ng, E. C. W. (2018). Service Leadership under the Service Economy. In J. L. Chin, J. E. Trimble & J. E. Garcia (Eds.), *Global and culturally diverse leaders and leadership: New dimensions and challenges for business, education and society* (pp. 143–161). Bingley: Emerald Publishing.

TEACHING/LEARNING APPROACH

Students taking this course are expected to be sensitive to their own behaviors in the intrapersonal and interpersonal contexts. Intellectual thinking, reflective learning, experiential learning, and collaborative learning are emphasized in the course. The teaching/learning methodology includes:

a. Lectures (3 face-to-face lectures; 10 online lectures);
b. Experiential learning sessions;
c. Group project; and
d. Written assignment.

METHOD OF ASSESSMENT

100% Continuous Assessment	% weighting	Subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Class Participation/Preparation (including evaluation questionnaires)	15%	√	√	√	√
2. Group Project • 30% group project presentation [assessed by subject teacher] • 5% group project participation contribution [assessed by peers]	35%	√	√	√	
3. Term Paper	50%	√	√	√	√
Total	100%				

Remarks:
• The grade is calculated according to the percentage assigned;
• The completion and submission of all component assignments are required for passing the subject; and
• Students must pass Class Participation/Preparation, Group Project, and Term Paper (Grade D or above in each component) for passing the subject. In case there are sufficient justifications for not passing Class Participation/Preparation and Group Project (e.g., illness), additional assignments may be submitted to satisfy the requirement.

Explanation of the appropriateness of the assessment methods in assessing the learning outcomes:

Assessment of Class Participation/Preparation (15%): It is expected that both classroom and online activities, and preparation for lectures can help students understand the subject matter and themselves, develop social skills, connect learning to themselves, and promote an appreciation of the importance of service leadership qualities. Hence, marks for class participation and preparation for lectures will be given. Students will be assessed in: a) preparation for the 10 online lectures and participation in online activities and completing assignments on time (10%) (e.g., completing online reflective questions and worksheets, participating in group discussions, and sharing personal views/feelings in discussion forum); b) participation in classroom activities and completing assignments in the 3 face-to-face lectures (2%) (e.g., completing worksheets, sharing personal views/feelings, and taking the initiative to join group activities); c) completing evaluation questionnaires (2%) (e.g., the pre-test and personal reflection forms); and d) participating in class chat sessions (1%).

Assessment of Group Project (35%): Assessment of group project includes group project presentation assessed by subject teactcher (30%) and group project participation assessed by peers in the group (5%). Group project presentation can give an indication of the students' understanding and integration of theories and concepts on the essential qualities in service leadership; it can also demonstrate personal and group reflections, interpersonal skills, reciprocal learning, and how students recognize the importance of actively pursuing knowledge covered in the subject. Each group is required to submit a video of group project presentation on a chosen topic on time. Students will also be invited to assess the contribution of their group members to the group project by one item of a 6-point (0-5) scale. The marks will reflect the mastery of knowledge, self-reflection, and quality of interpersonal skills (such as collaboration with other members and contribution to the group) of the group members.

Assessment of Term Paper (50%): Students are required to produce a term paper with a minimal length of **1,500** words in English. The term paper will give an indication of the student's understanding, integration and critique of theories and concepts on the essential qualities emphasized in service leadership. It can also demonstrate the student's self-assessment, self-reflection, connection of the subject matter to oneself, and how the student recognizes the importance of actively pursuing knowledge covered in the subject. The subject teacher(s) will grade the term paper.

CLASS SCHEDULE (Tentative, for the 2nd Semester of the 2019/20 academic year)

Lecture Time	Content of Schedule
Week 3* (Feb 3, Mon)	Lecture 1: Introduction (face-to-face)
Week 4 (Feb 10-16)	Lecture 2: Core beliefs and components
Week 5 (Feb 17-23)	Lecture 3: Basic leadership competences: Intrapersonal competences
Week 6 (Feb 24-Mar 1)	Lecture 4: Basic leadership competences: Interpersonal competences
Week 7 (Mar 2-8)	Lecture 5: Character strengths and service leadership
Week 8 (Mar 9, Mon)	Lecture 6: In-class interactions and consultation (face-to-face)
Week 9 (Mar 16-22)	Lecture 7: Care and service leadership
Week 10 (Mar 23-29)	Lecture 8: Character in Chinese philosophies
Week 11 (Mar 30 -Apr 5)	Lecture 9: Contemporary leadership models and the dark side of leadership
Week 12 (Apr 6-12)	Lecture 10: Factors leading to creation, development, and maintenance of positive social relationship
Week 13 (Apr 13-19)	Lecture 11: Self-leadership and service leadership
Week 14 (Apr 20-26)	Lecture 12: Developmental assets and service leadership
Week 15 (Apr 27, Mon)	Lecture 13: Review of effective service leadership qualities and wrap-up (face-to-face)

*Week 1 and 2 will be specially used for holding centralised Semester 1 Outstanding Examinations. Therefore, the first lecture will start after the Lunar New Year break (i.e., Week 3).

ASSIGNMENTS

1. **Group Project (35%):**

    Students are required to form groups to work on a project on <u>ONE chosen attribute of an effective service leader</u> (e.g., leadership competences, character strengths or caring disposition). Only ONE attribute should be focused upon. The group presentation will last for **around <u>30 minutes</u>**. Each group is required to submit a video of 30-minute group project presentation which will be uploaded on Blackboard. Subject teacher(s) will grade each group's presentation based on the submitted video. As a part of class participation, students are expected to watch other groups' presentation videos, give comments/feedback, and raise questions. Students are also expected to respond to other students' comment and questions.

    Guidelines for Group Project Presentation

    Students are required to **choose an attribute** of an effective service leader based on the topics covered in the lectures. The attributes include: competences of leadership (intrapersonal competences, interpersonal competences), character strengths (honesty, humility, perseverance, gratitude, love of learning, courage, etc.) and care.

    Students may also focus on topics that have not been covered in the subject **after consulting the subject teacher**. Students will have to prepare the group presentation with reference to the following questions:

    a. Review the conceptions and definitions of the chosen attribute;
    b. Review one theory or model about the nature of the chosen attribute, such as factors affecting the development of the attribute (e.g., Goleman's model of EQ);
    c. Present research findings and/or arguments from two <u>empirical studies</u> showing the importance of this attribute on personal growth and effective leadership (e.g., influence of care on followers' performance and/or job satisfaction);
    d. Discuss <u>two ways</u> through which the chosen attribute can be strengthened for an individual.

    Each group is required to submit the presentation video. The due date will be **27 April 2020 (Wednesday, Week 15), 23:59 (GMT+8) [Tentative].**

For groups who cannot submit their presentation videos on time, they MUST inform the subject teacher in advance and seek permission for a delayed submission. Requests with valid reasons (e.g., sickness or death of a relative) may be approved depending on the nature of the case. Any late submissions without prior approval by the subject teacher will result in mark deduction. The general rule is that marks equivalent to a sub-grade will be deducted per day for any late submissions without approval. For example, if the group presentation merits a grade of "B+", late submission on the first day after the deadline will result in a grade of "B" and late submission on the second day after the deadline will result in a grade of "C+".

It is expected that all the members in the group will make equal contribution to the presentation. Students are required to complete a Group Presentation Declaration Form documenting the contribution of each group member, which will be taken into account in assessment.

Assessment Criteria for Group Presentation (30 points that are graded by subject teacher):

1. **Content (40%):** Richness of the related knowledge in the presentation and thoroughness of the review.

2. **Higher-level thinking (40%):** Depth of discussion on the theoretical issues; level of critical discussion; integration of the theories and research findings reviewed; level of reflection.

3. **Quality of the presentation (20%):** Flow of arguments; division of labor; ability to engage the classmates; ability to complete the presentation within the allocated time.

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2. **Term Paper (50%):**

   Students are required to write a term paper with THREE parts (around 1,500 words in total excluding references). According to the SLAM framework, it is proposed that quality of leadership is determined by competences, character and care (E = 3Cs). Students are required to address the following THREE questions in the respective parts of the paper with reference to this principle. Students only need to address ONE

specific attribute in the paper. **<u>Students are encouraged to write about the same topic as the group presentation topic. If they wish to write another topic, prior consultation with the subject teacher is required.</u>**

A. How far do you think the principle E=3Cs is valid? Give theoretical and research support for your position with reference to **ONE chosen attribute** of the three determinants. The chosen attribute can be very specific such as EQ (around 500 words).

    First, state your opinions on this principle (e.g., your agreement or disagreement with reasons). In other words, students are required to answer the question **"whether you agree that your chosen attribute** (e.g., EQ, AQ, SQ, and Care) **is important to leadership effectiveness".** Then, present theoretical and research support for your position with reference to this attribute.

B. What do you think are the limitations or weaknesses of the principle of E = 3Cs? Students are required to **focus on ONE chosen attribute**. For example, is there any dark side of the chosen attribute? Is it easy to apply it in real life? Can it adequately ensure effective leadership? The attribute under discussion should be the same as part A (around 500 words).

    First, point out **some limitations of the chosen attribute** in **a leadership context**. Then, support your perspectives with theoretical views, research evidence, or personal experience.

C. Do you think you are a person with leadership competences OR character OR care? Give evidence (e.g., personal assessment, specific incidents, etc.) to support your answer (around 500 words).

    You can choose the specific competence (e.g., EQ, interpersonal competence), OR the specific character strength (e.g., honesty, love of learning) OR the specific caring disposition (e.g., good listener, empathy) that you have discussed

in the first part. Then, give evidence to support your answer. You can find evidence in personal assessment covered in the lectures or specific incidents in daily life to support your answer.

The term paper accounts for **50% of the final grade**. The due date will be **8 May 2020 (Friday, Week 16), 23:59 (GMT+8) [Tentative].**

Students are required to follow the steps of the "**Turnitin Student Quick Reference**" to upload and check their term papers. The Guideline of Turnitin has been uploaded into Blackboard. The term paper will **only be marked** if the **Originality Report** is generated upon successful submission to Turnitin. Students only have to submit their papers (with a **cover page**) *electronically* through uploading theirs to the Turnitin.

For students cannot submit their papers on time, they MUST inform the subject teacher in advance and seek permission for a delayed submission. Requests with valid reasons (e.g., sickness or death of a relative) may be approved depending on the nature of the case. Any late submissions without prior approval by the subject teacher will result in **mark deduction**. The general rule is that marks equivalent to a sub-grade will be deducted per day for any late submissions without approval. For example, if the paper merits a grade of "B+", late submission on the first day after the deadline will result in a grade of "B" and late submission on the second day after the deadline will result in a grade of "C+".

Assessment Criteria for Term Paper (50 points)

Part A (20 points)

- ■ **Content (40%):** Richness of the related knowledge in the paper; evidence of extensive and extra readings.

- ■ **Higher-level thinking (40%):** Depth of discussion on the theoretical issues; level of critical discussion; integration of the theories and research findings reviewed; level of reflection.

- ■ **Quality of the paper (20%):** Flow of arguments; clarity; use of English; typographical errors; correct references format (e.g., APA style).

Part B (15 points)

- ■ **Content (30%):** Richness of the argument and evidence; comprehensiveness in understanding the knowledge.

- ■ **Higher-level thinking (50%):** Integration of theoretical arguments and research evidence; arguments supporting conclusions; level of reflection; critical thinking; multi-perspective.

- ■ **Quality of the paper (20%):** Flow of arguments; clarity; use of English; typographical errors; correct references format (e.g., APA style).

Part C (15 points)

- ■ **Content (30%):** Richness of the reflection; presentation and analysis; evidence presented in relation to the problem.

- ■ **Higher-level thinking (50%):** Integration of concepts and personal life; arguments supporting conclusions; level of reflection; insights based on self-examination.

- ■ **Quality of the paper (20%):** Flow of arguments; clarity; use of English; typographical errors; correct references format (e.g., APA style).

3. **Class Participation/ Preparation (15%)**

Students are required to complete 10 online lectures on time and 3 face-to-face lectures. Students are also required to participate in both online and classroom interactive activities (e.g., group discussion and class chat) and complete related assignments on time. Besides, students are required to complete two questionnaires on time. If students do not complete the tasks on time, they will not be entitled to the marks. For students who successfully complete all lectures and all the assignments on time, a total of 15 marks for Class Participation/Preparation will be given. Individual marks and time for completing each lecture and related assignment are listed in the table below.

Time	Requirements	Marks
Each week	Participate in required online activities and complete assignments of each respective online lecture	10*
In Lecture 6	Participate in classroom interactions	1
In Lecture 13	Participate in classroom interactions	1
Before Lecture 3	The Pre-test Objective Outcome Evaluation Form	1
Before Lecture 13	The Personal Reflection Form	1
Class chat session time	Participate in two class chat secessions	1#
Total marks		**15**

*1 mark for each online lecture, 10 marks for 10 online lectures in total.
The first class chat will be conducted on 25 Feb (7:00-7:30pm) and 26 Feb (7:00-7:30pm), students are required to join one session to get 0.5 mark; the second class chat will be conducted on 7 Apr (7:00-7:30pm) and 8 Apr (7:00-7:30pm), students are required to join one session to get 0.5 mark.

MEDIUM OF INSTRUCTION

English

MEDIUM OF ASSESSMENT

English

BASIC REFERENCE LIST

Required Reading List

Chung, P. P. Y., & Elfassy, R. (2016). *The 12 dimensions of a Service Leader* (1st ed.). New York, NY: Lexingford Publishing. [185 pages]

Gill, R. (2011). *Theory and practice of leadership.* Thousand Oaks, CA: Sage. (Chapter 3: Leadership Theory: A Critical Review, Synthesis and Redefinition). [45 pages]

Shek, D. T. L., Chung, P. P. Y., Lin, L., Leung, H., & Ng, E. C. W. (2018). Service Leadership under the Service Economy. In J. L. Chin, J. E. Trimble & J. E. Garcia (Eds.), *Global and culturally diverse leaders and leadership: New dimensions and challenges for business, education and society* (pp. 143–161). Bingley: Emerald Publishing. [19 pages]

Shek, D. T. L., Yu, L., Ma, C. M. S., Sun, R. C. F., & Liu, T. T. (2013). Development of a credit-bearing service leadership subject for university students in Hong Kong. *International Journal of Adolescent Medicine and Health, 25*(4), 353-361. [9 pages]

Shek, D. T. L., & Leung, H. (2015). Service Leadership qualities in university students through the lens of student well-being. In D. T. L. Shek & P. P. Y. Chung (Eds.), *Promoting Service Leadership qualities in university students* (pp. 1-16). Singapore: Springer. [16 pages]

Stewart, G. L., Courtright, S. H., & Manz, C. C. (2011). Self-leadership: A multilevel review. *Journal of Management, 37*, 185-222. [37 pages]

Essential References

Buhrmester, D., Furman, W., Wittenberg, M. T., & Reis, H. T. (1988). Five domains of interpersonal competence in peer relationships. *Journal of Personality and Social Psychology, 55*(6), 991-1008.

Chemers, M. M., Watson, C. B., & May, S. T. (2000). Dispositional affect and leadership effectiveness: A comparison of self-esteem, optimism, and efficacy. *Personality and Social Psychology Bulletin, 26*(3), 267-277.

Cheung, C. K., & Chan, A. C. F. (2008). Benefits of Hong Kong Chinese CEOs' Confucian and Daoist leadership styles. *Leadership and Organization Development Journal*, *29*, 474-503.

Dulewicz, C., Young, M., & Dulewicz, V. (2005). The relevance of emotional intelligence for leadership performance. *Journal of General Management, 30*, 71-86.

Emmons, R. A. (2000). Is spirituality an intelligence? Motivation, cognition, and the psychology of ultimate concern. *International Journal for the Psychology of Religion, 10*(1), 3-26.

Gronfeldt, S., & Strother, J. (2006). *Service Leadership: The quest for competitive advantage.* Thousand Oaks, CA: Sage. (Chapters 1, 2, 3 and 12).

Hipp, C., & Grupp, H. (2005). Innovation in the service sector: The demand for service-specific innovation measurement concepts and typologies. *Research Policy, 34*, 517-535.

Lopez, S. J., & Louis, M. C. (2009). The principles of strengths-based education. *Journal of College & Character, 10*, 1-8.

Mahsud, R., Yukl, G., & Prussia, G. (2010). Leader empathy, ethical leadership, and relations-oriented behaviors as antecedents of leader-member exchange quality. *Journal of Managerial Psychology, 25*(6), 561-577.

Sendjaya, S., & Sarros, J. C. (2002). Servant leadership: Its origin, development, and application in organizations. *Journal of Leadership & Organizational Studies, 9,* 57-64.

Shek, D. T. L. (2013). Promotion of holistic development in university students: A credit-bearing course on leadership and intrapersonal development. *Best Practices in Mental Health, 9(1)*, 47-61.

Shek, D. T. L., & Chung, P. P. Y. (Eds.). (2015). *Promoting service leadership qualities in university students: The Case of Hong Kong. Quality of life in Asia*, vol. 6. Singapore: Springer.

Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2015a). How unique is the service leadership model? A comparison with contemporary leadership approaches. *International Journal on Disability and Human Developmen*t, 14(3): 217–231.

Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2015b). Manufacturing economy versus service economy: Implications for service leadership. *International Journal on Disability and Human Development,* 14(3): 205–215.

Shek, D. T. L., & Li, X. (2015). The role of a caring disposition in service leadership. *International Journal of Disability and Human Development*, *14*(4), 319-332.

Shek, D. T. L., & Lin, L. (2015a). Core beliefs in the service leadership model proposed by the Hong Kong Institute of Service Leadership and Management. *International Journal on Disability and Human Development, 14*(3), 233-242.

Shek, D. T. L., & Lin, L. (2015b). Factors leading to creation, development and maintenance of positive social relationship. *International Journal of Disability and Human Development*, *14*(4), 333-342

Shek, D. T. L., & Lin, L. (2015c). Intrapersonal competencies and service leadership. *International Journal on Disability and Human Development, 14*(3), 255-263.

Shek, D. T. L., & Lin, L. (2015d). Nurturing university students to be social entrepreneurs: Relevance of service leadership education. *International Journal on Disability and Human Development, 14*(3), 285-293.

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Course Outline

Subject Code   : APSS1A21U
Subject Title   : Service Leadership
Level   : 1
Credits   : 3
Mode of Study   : Blended (39 hours)
Pre-requisites   : Nil
Exclusion   : Nil
Assessment   : Continuous assessment (100%)
Minimum Passing Grade : D

OBJECTIVES

To enable students to:

1. Learn the basic models of leadership with reference to the service sector;
2. Understand the basic leadership attributes intrinsic to effective service leaders, including leadership competences, character, and care;
3. Reflect on their own service leadership qualities, including leadership competences, character, and care;
4. Learn to develop and apply the basic qualities of an effective service leader;
5. Cultivate an appreciation of the importance of service leadership to the development and wellness of oneself, other people, and the whole society.

LEARNING OUTCOMES

Upon completion of the subject, students will be able to:

a. Understand the contemporary models of leadership with reference to the service sector, including their assertions, strengths, and weaknesses;
b. Demonstrate understanding of the basic leadership attributes intrinsic to effective service leaders;
c. Reflect upon the need for developing the qualities of effective service leaders and their own leadership qualities;
d. Appreciate the potential application of knowledge on effective service leadership gained in this subject to oneself.

SYLLABUS

Topic	Subject Content
1.	**Introduction (face-to-face lecture)** Overview of the subject: content, format, and assignments and assessment criteria. Definitions and conceptions of service leadership; nature and rationales of service leadership; service sector and service leadership; relevance of service leadership to university students and graduates in Hong Kong; differences between manufacturing economy and service economy; desired leadership attributes under manufacturing and service economies; three realms of service leadership. Required readings: Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2015). Manufacturing economy versus service economy: Implications for service leadership. *International Journal on Disability and Human Development*, *14*(3), 205-215. Yammarino, F. (2013). Leadership: Past, present, and future. *Journal of Leadership & Organizational Studies, 20*, 149-155.
2.	**Core beliefs and components (online lecture)** Seven core beliefs about service leadership; service leadership as a function of competences of leadership, character, and care [E (Effective Service Leadership) = 3Cs (Character × Competence × Care)]; ultimate goals of service leadership education; essential knowledge, skills, as well as attitudes and value strands. Required reading: Shek, D. T. L., & Lin, L. (2015). Core beliefs in the service leadership model proposed by the Hong Kong Institute of Service Leadership and Management. *International Journal on Disability and Human Development*, *14*(3), 233-242.
3.	**Basic leadership competences: Intrapersonal competences (online lecture)** IQ (task-relevant knowledge, problem-solving, and decision making); EQ (understanding and managing emotion effectively); AQ (adversity quotient); SQ (spiritual quotient).

	Required readings:
	Dulewicz, C., Young, M., & Dulewicz, V. (2005). The relevance of emotional intelligence for leadership performance. *Journal of General Management, 30*, 71-86.
	Emmons, R. A. (2000). Is spirituality an intelligence? Motivation, cognition, and the psychology of ultimate concern. *International Journal for the Psychology of Religion*, *10*(1), 3-26.
	Shek, D. T. L., & Lin, L. (2015). Intrapersonal competencies and service leadership. *International Journal on Disability and Human Development*, *14*(3), 255-263.
4.	**Basic leadership competences: Interpersonal competences (online lecture)**
	Importance of communication; communication skills; positive social relationship building; conflict resolution.
	Required readings:
	Ma, H. K. (2006). Social competence as a positive youth development construct: Conceptual bases and implications for curriculum development. *International Journal of Adolescent Medicine and Health, 18*(3), 379-385.
	Shek, D. T. L., Yu, L., & Siu, A. M. H. (2015). Interpersonal competence and service leadership. *International Journal on Disability and Human Development*, *14*(3), 265-274.
5.	**Character strengths and service leadership (online lecture)**
	The server is the service; moral character; basic character strengths, such as perseverance, gratitude, honesty, courage, humility, and spirituality.
	Required readings:
	Peterson, C., & Park, N. (2006). Character strengths in organizations. *Journal of Organizational Behavior, 27*, 1149-1154.
	Shek, D. T. L., & Yu, L. (2015). Character strengths and service leadership. *International Journal of Disability and Human Development, 14*(4), 299-307.
6.	**In-class interactions and consultation (face-to-face lecture)**
	Briefing of assessment schema, in-class interactions, and discussion on issues in previous lectures.

7.	**Caring disposition and service leadership (online lecture)**
	Universal dimensions of social cognition (warmth and competence); primary elements of care (love, listening, and empathy).
	Required readings:
	Fiske, S. T., Cuddy, A. J., & Glick, P. (2007). Universal dimensions of social cognition: Warmth and competence. *TRENDS in Cognitive Sciences, 11*(2), 77-83.
	Mahsud, R., Yukl, G., & Prussia, G. (2010). Leader empathy, ethical leadership, and relations-oriented behaviors as antecedents of leader-member exchange quality. *Journal of Managerial Psychology, 25*(6), 561-577.
	Shek, D. T. L., & Li, X. (2015). The role of a caring disposition in service leadership. *International Journal of Disability and Human Development*, *14*(4), 319-332.
8.	**Character strengths in Chinese philosophies (online lecture)**
	Relevance of Confucian virtues to service leadership: integrity (lian), shame (chi), loyalty (zhong), filial piety (xiao), benevolence (ren), affection (ai), trustworthiness (xin), righteousness (yi), propriety (li), wisdom (zhi), harmony (he), and peace (ping) in Confucian thoughts.
	Required readings:
	Shek, D. T. L., Sun, R. C. F., & Liu, T. T. (2015). Character strengths in Chinese philosophies: Relevance to service leadership. *International Journal of Disability and Human Development*, *14*(4), 309-318.
	Shek, D. T. L., Yu, L., & Fu, X. (2013). Confucian virtues and Chinese adolescent development: A conceptual review. *International Journal of Adolescent Medicine and Health, 25*(4), 335-344.
	Wong, K.-C. (2001). Chinese culture and leadership. *International Journal of Leadership in Education*, *4*(4), 309-319.
9.	**Contemporary leadership models and the dark side of leadership (online lecture)**
	Review of contemporary models of leadership, including top-down and bottom-up leadership models; charismatic leadership, authentic leadership, spiritual leadership, transformational

	leadership, and servant leadership; strengths and limitations of existing leadership models; dark side of leadership. Required readings: Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, *60*, 421-449. Shek, D. T. L., Chung, P. P. Y., & Dou, D. (in press). The dark side of service leaders. In A. Alvinius (Eds.). *Dark sides of organizational behavior and leadership*. London, UK: IntechOpen. Shek, D. T. L., Sun, R. C. F., & Liu, T. T. (2015). Evolution and realms of service leadership and leadership models. *International Journal on Disability and Human Development*, *14*(3), 243-254.
10.	**Factors leading to creation, development and maintenance of positive social relationship (online lecture)** Trust, fairness, respect, care, behavioral consistency, and loyalty. Required reading: Shek, D. T. L., & Lin, L. (2015). Factors leading to creation, development and maintenance of positive social relationship. *International Journal of Disability and Human Development*, *14*(4), 333-342.
11.	**Self-leadership and service leadership (online lecture)** Everyone is a leader; optimization of one's operating systems; personal branding; importance of self-monitoring, self-regulation, and self-improvement. Required readings: Shek, D. T. L., Ma, C. M. S., Liu, T. T., & Siu, A. M. H. (2015). The role of self-leadership in service leadership. *International Journal on Disability and Human Development*, *14*(4), 343-350. Stewart, G. L., Courtright, S. H., & Manz, C. C. (2011). Self-leadership: A multilevel review. *Journal of Management, 37*, 185-222.

12.	**Developmental assets and service leadership (online lecture)**
	Self-esteem, self-efficacy, purpose in life, and optimism about future.
	Required readings:
	Chemers, M. M., Watson, C. B., & May, S. T. (2000). Dispositional affect and leadership effectiveness: A comparison of self-esteem, optimism, and efficacy. *Personality and Social Psychology Bulletin, 26*(3), 267-277.
	Shek, D. T. L., Ma, C. M. S., & Liu, T. T. (2015). Adolescent developmental assets and service leadership. *International Journal on Disability and Human Development*, *14*(3), 275-283.
13.	**Review of effective service leadership qualities and warp-up (face-to-face lecture)**
	Comparisons with the existing models of leadership; critical evaluation of the HKI-SLAM model; potential application of service leadership knowledge to oneself: possibilities and difficulties.
	Required reading:
	Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2015). How unique is the service leadership model? A comparison with contemporary leadership approaches. *International Journal on Disability and Human Development*, *14*(3), 217-231.
	Shek, D. T. L., Chung, P. P. Y., Lin, L., Leung, H., & Ng, E. C. W. (2018). Service Leadership under the Service Economy. In J. L. Chin, J. E. Trimble & J. E. Garcia (Eds.), *Global and culturally diverse leaders and leadership: New dimensions and challenges for business, education and society* (pp. 143–161). Bingley: Emerald Publishing.

TEACHING/LEARNING APPROACH

Students taking this course are expected to be sensitive to their own behaviors in the intrapersonal and interpersonal contexts. Intellectual thinking, reflective learning, experiential learning, and collaborative learning are emphasized in the course. The teaching/learning methodology includes:

a.   Lectures (3 face-to-face lectures; 10 online lectures);

b.   Experiential learning sessions;

c.   Group project; and

d.   Written assignment.

METHOD OF ASSESSMENT

100% Continuous Assessment	% weighting	Subject learning outcomes to be assessed			
		a	b	c	d
1. Class Participation/Preparation (including evaluation questionnaires)	15%	√	√	√	√
2. Group Project • 30% group project presentation [assessed by subject teacher] • 5% group project participation contribution [assessed by peers]	35%	√	√	√	
3. Term Paper • 10% "ER" Requirement [10% assessed by subject teacher] • 40% "EW" Requirement [30% assessed by subject teacher] [10% assessed by ELC]	50%	√	√	√	√
Total	100%				

Remarks:

• The grade is calculated according to the percentage assigned;

• The completion and submission of all component assignments are required for passing the subject;

• Students <u>must pass Class Participation/Preparation, Group Project, and Term Paper (Grade D or above in each component)</u> for passing the subject. In case there are sufficient justifications for not passing Class Participation/Preparation and Group Project (e.g., illness), additional assignments may be submitted to satisfy the requirement; and

• ER/EW requirement applies to APSS1A21U only, students enrolled in APSS1A21V do not need to fulfil ER/EW requirement.

Explanation of the appropriateness of the assessment methods in assessing the learning outcomes:

Assessment of Class Participation/Preparation (15%): It is expected that both classroom and online activities, and preparation for lectures can help students understand the subject matter and themselves, develop social skills, connect learning to themselves, and promote an appreciation of the importance of service leadership qualities. Hence, marks for class participation and preparation for lectures will be given. Students will be assessed in: a) preparation for the 10 online lectures and participation in online activities and completing assignments on time (10%) (e.g., completing online reflective questions and worksheets, participating in group discussions, and sharing personal views/feelings in discussion forum); b) participation in classroom activities and completing assignments in the 3 face-to-face lectures (2%) (e.g., completing worksheets, sharing personal views/feelings, and taking the initiative to join group activities); c) completing evaluation questionnaires (2%) (e.g., the pre-test and personal reflection forms); and d) participating in class chat sessions (1%).

Assessment of Group Project (35%): Assessment of group project includes group project presentation assessed by subject teacther (30%) and group project participation assessed by peers in the group (5%). Group project presentation can give an indication of the students' understanding and integration of theories and concepts on the essential qualities in service leadership; it can also demonstrate personal and group reflections, interpersonal skills, reciprocal learning, and how students recognize the importance of actively pursuing knowledge covered in the subject. Each group is required to submit a video of group project presentation on a chosen topic on time. Students will also be invited to assess the contribution of their group members to the group project by one item of a 6-point (0-5) scale. The marks will reflect the mastery of knowledge, self-reflection, and quality of interpersonal skills (such as collaboration with other members and contribution to the group) of the group members.

Assessment of Term Paper (50%): To enable students to meet the "ER" requirement, students are required to read the prescribed readings (100,000 words or 200 pages). The arguments of the readings should be reflected in term paper. Subject teacher(s) will grade the extent students fulfill the "ER" requirement. For "EW" requirement, students are required to produce a term paper with around **2,500** words in English. The term paper will indicate student's understanding, integration and critique of theories and concepts on the

essential qualities emphasized in service leadership. It can also demonstrate the student's self-assessment, self-reflection, connection of the subject matter to oneself, and how the student recognizes the importance of actively pursuing knowledge covered in the subject. The subject teacher(s) and ELC will jointly grade the term paper. To pass this subject, students must pass the "EW" requirement, i.e., attain a minimum grade "D" in the writing component.

CLASS SCHEDULE (Tentative, for the 2nd Semester of the 2019/20 academic year)

Lecture Time	Content of Schedule
Week 3* (Feb 3, Mon)	Lecture 1: Introduction (face-to-face)
Week 4 (Feb 10-16)	Lecture 2: Core beliefs and components
Week 5 (Feb 17-23)	Lecture 3: Basic leadership competences: Intrapersonal competences
Week 6 (Feb 24-Mar 1)	Lecture 4: Basic leadership competences: Interpersonal competences
Week 7 (Mar 2-8)	Lecture 5: Character strengths and service leadership
Week 8 (Mar 9, Mon)	Lecture 6: In-class interactions and consultation (face-to-face)
Week 9 (Mar 16-22)	Lecture 7: Care and service leadership
Week 10 (Mar 23-29)	Lecture 8: Character in Chinese philosophies
Week 11 (Mar 30 -Apr 5)	Lecture 9: Contemporary leadership models and the dark side of leadership
Week 12 (Apr 6-12)	Lecture 10: Factors leading to creation, development, and maintenance of positive social relationship
Week 13 (Apr 13-19)	Lecture 11: Self-leadership and service leadership
Week 14 (Apr 20-26)	Lecture 12: Developmental assets and service leadership
Week 15 (Apr 27, Mon)	Lecture 13: Review of effective service leadership qualities and wrap-up (face-to-face)

*Week 1 and 2 will be specially used for holding centralised Semester 1 Outstanding Examinations. Therefore, the first lecture will start after the Lunar New Year break (i.e., Week 3).

ASSIGNMENTS

2. **Group Project (35%):**

    Students are required to form groups to work on a project on <u>ONE chosen attribute of an effective service leader</u> (e.g., leadership competences, character or care). Only ONE attribute should be focused upon. The group presentation will last for **around 30 minutes.** Each group is required to submit a video of 30-minute group project presentation which will be uploaded on Blackboard. Subject teacher(s) will grade each group's presentation based on the submitted video. As a part of class participation, students are expected to watch other groups' presentation videos, give comments/feedback, and raise questions. Students are also expected to respond to other students' comment and questions.

    Guidelines for Group Project Presentation

    Students are required to **choose one attribute** of an effective service leader based on the topics covered in the lectures. The attributes include: competences of leadership (intrapersonal competences, interpersonal competences), character strengths (honesty, humility, perseverance, gratitude, love of learning, courage, etc.) and care.

    Students may also focus on topics that have not been covered in the subject **after consulting the subject teacher**. Students will have to prepare the group presentation with reference to the following questions:

    a. Review the conceptualizations and definitions of the chosen attribute;
    b. Review one theory or model about the nature of the chosen attribute, such as processes involved in the attribute (e.g., Goleman's model of EQ);
    c. Present research findings and/or arguments from two <u>empirical studies</u> showing the importance of this attribute on personal growth and effective leadership (e.g., influence of care on followers' performance and/or job satisfaction);
    d. Discuss <u>two ways</u> through which the chosen attribute can be strengthened or improved for an individual.

    Each group is required to submit the presentation video. The due date will be **27 April 2020 (Wednesday, Week 15), 23:59 (GMT+8) [Tentative].**

For groups who cannot submit their presentation videos on time, they MUST inform the subject teacher in advance and seek permission for a delayed submission. Requests with valid reasons (e.g., sickness or death of a relative) may be approved depending on the nature of the case. Any late submissions without prior approval by the subject teacher will result in mark deduction. The general rule is that marks equivalent to a sub-grade will be deducted per day for any late submissions without approval. For example, if the group presentation merits a grade of "B+", late submission on the first day after the deadline will result in a grade of "B" and late submission on the second day after the deadline will result in a grade of "C+".

It is expected that all the members in the group will make equal contribution to the presentation. Students are required to complete a Group Presentation Declaration Form documenting the contribution of each group member, which will be taken into account for the assessment.

Assessment Criteria for Group Project (30 points that are graded by subject teacher):

4. **Content (40%):** Richness of the related knowledge in the presentation and thoroughness of the review.

5. **Higher-level thinking (40%):** Depth of discussion on the theoretical issues; level of critical discussion; integration of the theories and research findings reviewed; level of reflection.

6. **Quality of the presentation (20%):** Flow of arguments; division of labor; ability to engage the classmates; ability to complete the presentation within the allocated time (i.e., 30 minutes) and respond to other students' comment/questions.

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4. **Term Paper (50%):**

Students are required to write a term paper with THREE parts (around 2,500 words in total excluding references). According to the SLAM framework, the quality of leadership is determined by competences, character, and care (E = 3Cs). Students are required to address the following THREE questions in the respective parts of the paper with reference to this principle. Students only need to address ONE specific

attribute in the paper. **<u>Students are encouraged to write about the same topic as the group presentation topic. If they wish to write another topic, prior consultation with the subject teacher is required.</u>**

A. How far do you think the principle E= 3Cs is valid? Give theoretical and research support for your position with reference to **ONE chosen attribute** out of the three determinants. The chosen attribute can be very specific such as EQ (around 1,000 words).

First, state your opinions on this principle (e.g., your agreement or disagreement with reasons). In other words, students are required to answer the question **"whether you agree that your chosen attribute** (e.g., EQ, AQ, SQ, and Care) **is important to leadership effectiveness".** Then, present theoretical and research support for your position with reference to this attribute.

B. What do you think are the limitations or weaknesses of the principle of E = 3Cs? Students are required to **focus on ONE chosen attribute**. For example, is there any dark side of the chosen attribute? Is it easy to apply it in real life? Can it adequately ensure effective leadership? The attribute under discussion should be the same as part A (around 500 words).

First, point out **some limitations of the chosen attribute** in **a leadership context**. Then, support your perspectives with theoretical views, research evidence, or personal experience.

C. Do you think you are a person with leadership competences OR character OR care? Give evidence (e.g., personal assessment, specific incidents, etc.) to support your answer (around 1,000 words).

You should choose the specific competence (e.g., EQ, interpersonal competences), OR the specific character strength (e.g., honesty, love of learning) OR the specific caring disposition (e.g., active listener, empathy) that you have discussed in the first two parts. Then, provide evidence to support your

arguments. You can find evidence in personal assessment covered in the lectures or specific incidents in daily life to support your arguments.

The term paper accounts for **50% of the final grade**. The submission schedule is listed below (Tentative).

Draft	Submission Date
First Draft	To ELC: **8/3/2020 (Sunday); 23:59 (GMT+8), [Week 7]**
Second Draft	To ELC: **5/4/2020 (Sunday); 23:59 (GMT+8), [Week 11]**
Final Submission	To subject teacher: **8/5/2020 (Friday); 23:59 (GMT +8) [Week 16]**

Students are required to follow the steps of the "**Turnitin Student Quick Reference**" to upload and check their term papers. The Guideline of Turnitin has been uploaded into Blackboard. The term paper will **only be marked** if the **Originality Report** is generated upon successful submission to Turnitin. Students only have to submit their papers (with a **cover page**) *electronically* through uploading theirs to the Turnitin.

For students who cannot submit their term papers on time, they MUST inform the subject teacher in advance and seek permission for delayed submission. Requests with valid reasons (e.g., sickness or death of a relative) may be approved depending on the nature of the case. Any late submissions without prior approval by the subject teacher will result in **mark deduction**. The general rule is that marks equivalent to a sub-grade will be deducted per day for any late submissions without approval. For example, if the paper merits a grade of "B+", late submission on the first day after the deadline will result in a grade of "B" and late submission on the second day after the deadline will result in a grade of "C+".

Assessment Criteria for Term Paper (40 points that are graded by subject teacher)

"ER" requirement (10 points)

- **Extensive reading (5 points):** Basic and accurate understanding of the main concepts and arguments in the readings; concise and precise summary of the main arguments of readings in the term paper; extra readings based on the required readings.

- **Intensive reading (5 points):** Good application of the concepts and arguments from the readings in the term paper; critical understanding of the knowledge of the readings.

"EW" requirement (30 points)

Part A

- **Content (4 points):** Richness of the related knowledge in the paper; evidence of extensive and extra readings.

- **Higher-level thinking (4 points):** Depth of discussion on the theoretical issues; level of critical discussion; integration of the theories and research findings reviewed; level of reflection.

- **Quality of the paper (2 points):** Flow of arguments; clarity; use of English; typographical errors; correct references format (e.g., APA style).

Part B

- **Content (3 points):** Richness of the argument and evidence; comprehensiveness in understanding the knowledge.

- **Higher-level thinking (5 points):** Integration of theoretical arguments and research evidence; arguments supporting conclusions; level of reflection; critical thinking; multi-perspective.

- **Quality of the paper (2 points):** Flow of arguments; clarity; use of English; typographical errors; correct references format (e.g., APA style).

Part C

- ■ **Content** (**3 points**)**:** Richness of the reflection; presentation and analysis; evidence presented in relation to the problem.

- ■ **Higher-level thinking** (**5 points**)**:** Integration of concepts and personal life; arguments supporting conclusions; level of reflection; insights based on self-examination.

- ■ **Quality of the paper** (**2 points**)**:** Flow of arguments; clarity; use of English; typographical errors; correct references format (e.g., APA style).

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5. **Class Participation/ Preparation (15%)**

Students are required to complete 10 online lectures on time and 3 face-to-face lectures. Students are also required to participate in both online and classroom interactive activities (e.g., group discussion and class chat) and complete related assignments on time. Besides, students are required to complete two questionnaires on time. If students do not complete the tasks on time, they will not be entitled to the marks. For students who successfully complete all lectures and all the assignments on time, a total of 15 marks for Class Participation/Preparation will be given. Individual marks and time for completing each lecture and related assignment are listed in the table below.

Time	Requirements	Marks
Each week	Participate in required online activities and complete assignments of each respective online lecture	10*
In Lecture 6	Participate in classroom interactions	1
In Lecture 13	Participate in classroom interactions	1
Before Lecture 3	The Pre-test Objective Outcome Evaluation Form	1
Before Lecture 13	The Personal Reflection Form	1
Class chat session time	Participate in two class chat secessions	1#
Total marks		**15**

*1 mark for each online lecture, 10 marks for 10 online lectures in total.
The first class chat will be conducted on 25 Feb (7:00-7:30pm) and 26 Feb (7:00-7:30pm), students are required to join one session to get 0.5 mark; the second class chat will be conducted on 7 Apr (7:00-7:30pm) and 8 Apr (7:00-7:30pm), students are required to join one session to get 0.5 mark.

MEDIUM OF INSTRUCTION

English

MEDIUM OF ASSESSMENT

English

BASIC REFERENCE LIST

<u>**Reading List to Fulfill "ER" requirement**</u>

Chung, P. P. Y., & Elfassy, R. (2016). *The 12 dimensions of a Service Leader* (1st ed.). New York, NY: Lexingford Publishing. [185 pages]

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