

GE1220: ENHANCING YOUR SERVICE LEADERSHIP FOR THE 21ST CENTURY

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Enhancing Your Service Leadership for the 21st Century

Subject Code

GE - Gateway Education

Course Number

1220

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Service leadership is concerned with "satisfying needs by consistently providing quality service to everyone one comes into contact with, including one self, others, communities, systems, and environments" (Chung, 2011). Nowadays employers are placing new importance on service leadership from new hires and graduates. Not surprisingly, universities incorporate service leadership in their academic and extracurricular programmes.

In all contexts, from business, non-government organizations, government, to self-employment, service leadership is becoming a key ingredient for success. Service leadership is particularly important because Hong Kong, and most developed economies, is quintessentially a service economy. That is, a high proportion of their economic activities come from the services sector. With increasing education and income among consumers and rapid deployment of new technologies in services, consumers place higher expectations on services. To cope with this change, it is important to understand what service leadership is, what it consists of, how it works, and its implications to improve services across all contexts. This will also contribute to Hong Kong's continuing success as a service leader in China and the region.

This course is suitable for students from all disciplines. As an introductory level course, students can bring the key elements of service leadership to reflect on and apply it to their professional areas. Whatever professions that students may take up after graduation, knowledge of service leadership will enhance their success at work and in life.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the meaning, characteristics, leadership styles, and the important role of service leadership in service economy and in different types of service settings and contexts, including Hong Kong and other economies.		x	x	
2	Analyse new trends in the service ecosystem, service provision, service innovations, and improvement in the delivery of services provided by public, private and third-sector organizations.			x	x
3	Apply innovatively the attitude, knowledge and skills of service leadership and customer-service strategies in different service sectors and environments		x	x	x
4	Reflect critically on the ethical dilemma and service integrity in the process and outcomes of service leadership and service provision.			x	x
5	Apply practical skills and innovative techniques to deal with stakeholders in different service situations: service encounters and enquiry, customer complaints, service failure, crisis and conflict management in a customer-driven service environment.			x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lay out the key concepts, main ideas of service leadership and management, leadership theories and leadership model types, leadership skills and attributes, the importance of service leadership, the role of customer-oriented service, different trends of service delivery in various settings, and customer-service strategies in business, government, non-government organizations, and other forms of organizations.	1, 2, 3, 4, 5	
2	Guest Lectures	Learning from practitioners: acquire up-to-date practices and discourses of service leadership and customer-oriented service delivery in a changing environment from practitioners in the field	2, 3, 5	
3	Readings	Facilitate students to have in-depth understanding of the main ideas of service leadership and management, leadership theories and model types, leadership skills and attributes, new trends of service provision, the management skills of service leadership and customer-oriented service strategies.	1, 2, 3, 4, 5	

4	Case Studies & In-class Exercises	Facilitate students' learning interest and stimulate their critical thinking and leadership experience through case studies, analysis of leadership and management issues, and the application of customer-oriented service strategies and actual practice of leadership.	2, 3, 4, 5	
5	New Service Design Presentation	Encourage students to apply the knowledge and skills learned in the course to propose new services or improve existing services and communicate it creatively in the poster format.	2, 3, 4, 5	
6	Short Test	Examine students' level of understanding in the subject matter and the ability to apply the knowledge and skills in handling specific leadership and management issues, and various service-encounter situations.	1, 2, 3, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	New Service Design Presentation: Students – working in groups – will make a presentation that proposes a new service or improve existing service by applying what they learn in the course. In preparing for the poster, students will conduct research to understand service problems or gaps and unleash their creativity to offer a new design or improved design of services of interest and tell their stories creatively. Students will use “AI and human collaborative approach” in executing this project.	2, 3, 4, 5	40	Students are encouraged to use AI, compare their results with human only results, and what they learn from AI-human collaborative approach.
2	Leadership Initiative Practices: Each student will propose a new "initiative" in real-life situation using “AI and human collaborative approach” and to implement the initiative to achieve the goals of influence others to achieve that initiative. The statement of the “initiative” , its goal, and the ways to achieve it, and the outcomes are the main outputs to be reported in the initiative.	2, 3, 4, 5	20	
3	Class Participation: Students’ active participation in class activities and discussions will count as part of the assessment.	1, 2, 3, 4, 5	10	
4	Short Test: Students will take a short test at the end of the course.	1, 2, 3, 5	30	No AI is allowed in this short test.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. New Service Design Presentation

Criterion

Students -- working in groups -- are required to conduct an in-depth investigation about service problems or gaps of a chosen (organizations and industries) and apply the knowledge learned as well as service innovation and design tools and skills to develop new, innovative services or improve existing services that address the problems/gaps in a meaningful way.

The presentation will contain a mix of drawings/diagrams, or photos, sketches, and texts that best capture the key ideas of the poster.

Excellent (A+, A, A-)

Demonstration of outstanding ability in collating relevant materials independently and systematically to tackle the presentation topic; creative and stimulating application of materials to establish a very convincing case for the presentation; clear evidence of good team work; highly effective in conducting class discussion and defending the group' s position after the presentation; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter; excellent use of "AI-human collaborative approach" in executing the project.

Good (B+, B, B-)

Demonstration of good ability in collating relevant materials independently and systematically to tackle the presentation topic; competent application of materials to establish a good case for the presentation; evidence of good team work; effective in conducting class discussion and defending the group' s position after the presentation; evidence of good critical analysis and synthesis; good grasp of the subject matter. ; and good use of "AI-human collaborative approach" in executing the project.

Fair (C+, C, C-)

Demonstration of adequate ability in collating relevant materials independently and systematically to tackle the presentation topic; adequate application of materials to establish a reasonable case for the presentation; evidence of team work; somewhat effective in conducting class discussion and defending the group' s position after the presentation; evidence of some critical analysis and synthesis; adequate grasp of the subject matter; and fair use of "AI-human collaborative approach" in executing the project.

Marginal (D)

Demonstration of limited ability in collating relevant materials independently and systematically to tackle the presentation topic; limited application of materials to establish a case for the presentation; ineffective in conducting class discussion and defending the group' s position after the presentation; evidence of some critical analysis and synthesis; some grasp of the subject matter; and limited use of "AI-human collaborative approach" in executing the project.

Failure (F)

Poor collation of relevant materials to tackle the presentation topic; inability to apply relevant materials to establish a case for the presentation; ineffective in conducting class discussion and defending the group' s position on the presentation topic; little evidence of critical analysis and synthesis; little grasp of the subject matter; and poor use of "AI-human collaborative approach" in executing the project.

Assessment Task

2. Leadership Initiative Practice

Criterion

In this individual assignment, each student will propose a new "initiative" in real-life situation using "AI and human collaborative approach" and to implement the initiative to achieve the goals of influence others to achieve that initiative.

The statement of the “initiative” , its goal, and the ways to achieve it, and the outcomes are the main outputs to be reported in the initiative.

As a leadership “practice” , the focus is not on writing theories or debating ideas or collecting data but practicing leadership and reporting what one has done with it and writing it up.

Excellent (A+, A, A-)

Evidence of extensive knowledge base in the subject matter; demonstration of excellent, critical and analytical thinking; outstanding practice of real life leadership; outstanding ability to narrate the leadership practice in an attractive manner to target audience.

Good (B+, B, B-)

Evidence of good knowledge base in the subject matter; demonstration of critical and analytical thinking; good practice of real life leadership; good ability to narrate the leadership practice in an attractive manner to target audience.

Fair (C+, C, C-)

Evidence of adequate knowledge base in the subject matter; demonstration of some critical and analytical thinking; fair practice of real life leadership; fair ability to narrate the leadership practice in an attractive manner to target audience.

Marginal (D)

Evidence of some knowledge base in the subject matter; limited critical and analytical thinking; little practice of real life leadership; limited ability to narrate the leadership practice in an attractive manner to target audience.

Failure (F)

No evidence of adequate knowledge base in the subject matter; no critical and analytical thinking; little and/or wrong practice of real life leadership; incorrect or poor ability to narrate the leadership practice in an attractive manner to target audience.

Assessment Task

3. Short Test

Criterion

Students will take a short test at the end of the semester (Week 13). The short test will consist of questions that tests what they have learned, and solving a case study, that tests how you apply the knowledge into a real life situation in the “services” context.

Excellent (A+, A, A-)

Outstanding performance in the test; evidence of extensive knowledge base in the subject matter; - demonstration of excellent, critical and analytical thinking, rigorous analysis of materials and evaluation of issues.

Good (B+, B, B-)

Good performance in the test; evidence of good knowledge base in the subject matter; - demonstration of good analytical thinking, good analysis of materials and evaluation of issues.

Fair (C+, C, C-)

Fair performance in the test, evidence of adequate knowledge base in the subject matter; demonstration of some critical and analytical thinking, fairly adequate analysis of materials and evaluation of issues.

Marginal (D)

Weak performance in the test, evidence of weak knowledge base in the subject matter; limited critical and analytical thinking, insufficient analysis of materials and evaluation of issues.

Failure (F)

Poor performance in the test, evidence of some knowledge base in the subject matter; poor critical and analytical thinking, poor analysis of materials and evaluation of issues.

Assessment Task

4. Class Participation

Criterion

Simply being present in the class is insufficient but active participation throughout the semester is an important aspect of this assessment. This also includes participating actively in class activities, class discussion or debate, asking for clarifications, to avoiding creating troubles that could hamper other students' learning experience or the smooth operations of the course.

Excellent (A+, A, A-)

Demonstrating very positive and proactive attitudes in class activities and discussions; showing superior preparation of the readings before coming to class; and very active interaction in class with unique ideas and insightful questions; excellent in facilitating the smooth operations of the course.

Good (B+, B, B-)

Demonstrating good and positive attitudes in class discussions; showing good preparation of the readings before coming to class; and active interaction in class with some stimulating ideas and insightful questions; good in facilitating the smooth operations of the course.

Fair (C+, C, C-)

Demonstrating fair attitudes in class discussions; showing adequate preparation of the readings before coming to class; and some interaction in class but no stimulating ideas and little insightful questions; fair in facilitating the smooth operations of the course.

Marginal (D)

Demonstrating non-positive attitudes class discussions; showing inadequate preparation of the readings before coming to class; and little interaction in class with no stimulating ideas or insightful questions; limited in facilitating the smooth operations of the course.

Failure (F)

Demonstrating negative attitude in class discussions; showing poor preparation of the readings before coming to class; and no interaction in class at all; poor in facilitating the smooth operations of the course.

Part III Other Information

Keyword Syllabus

Leadership model types: transformation leadership, transactional leadership and service leadership; service economy and the role of service leadership; characteristic features, attitude, skills and strategies of service leadership; influence and persuasion skills; the nature of 'service' in different settings and service sectors; service ethics, service marketing, customer needs, expectation, satisfaction and improvement; service culture and customer participation; staff empowerment and personal development; managing self to improve performance; staff empowerment; customer relationship management; customer encounter and enquiry; customer complaint; crisis management and innovations; handling conflicts and service recovery; AI and human collaboration.

Reading List

Compulsory Readings

	Title
1	Antonakis, J., and R. J. House. 2002. An Analysis of the Full-range Leadership Theory: The Way Forward. In, B. J. Avolio and F. J. Yammarino, eds. Transformational and Charismatic Leadership: The Road Ahead Kidlington, Oxford: Elsevier Science.
2	Avolio, B. J., and B. M. Bass. 1995. Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. <i>The Leadership Quarterly</i> , 6(2): 199-218.
3	Barling, J., T. Weber, and E. K. Kelloway. 1996. Effects of transformational leadership training on attitudinal and financial outcomes: A field experiment. <i>Journal of Applied Psychology</i> , 81(6): 827-832.
4	Bass, B. M. 1985. Leadership: Good, better, best. <i>Organizational Dynamics</i> , 13(3): 26-40.
5	Bass, B. M. 1998. Transformational leadership: Industrial, military, and educational impact. Mahwah, N.J.: Erlbaum.
6	Chung, J. Y., C. S. Jung, G. T. Kyle, and j. F. Petrick. 2010. Servant leadership and procedural justice in the U.S. National Park Service: The antecedents of job satisfaction. <i>Journal of park and recreation administration</i> , 28(3): 1-15.
7	Chung, P, Service Reborn: The Knowledge, Skills, and Attitudes of Service Companies, A Conversion with Po Chung, as interviewed by Art Bell, New York: Lexingford Publishing, 2012.
8	Ford Wendy S and Zabava. 1996. Ethics in Customer Service: Critical Review and Research Agenda. <i>The Electronic Journal of Communication</i> . Vol. 6(4). http://www.cios.org/EJCPUBLIC/006/4/00642.HTML
9	Grönfeldt Svafa and Judith Strother. 2006. Service Leadership. The Quest for Competitive Advantage. New York: SAGE Publication, Inc.
10	Johnson Robert. 1995. The Determinants of Service Quality: Satisfiers and Dissatisfiers. <i>International Journal of Service Industry Management</i> . Vol. 6 (5): 53-71.
11	Hayes Bob E. 2009. Beyond the Ultimate Question: A Systematic Approach to Improve Customer Loyalty. Milwaukee, Wisconsin: ASQ Quality Press.
12	Hoffman K. Douglas & John E.G. Batson. 2006. Service Marketing Concepts, Strategies, & Cases. (3rd ed.) US: Thomson South-Western.
13	Hong Kong Association for Customer Service Excellence. 2001. A Practical Guide to Delivering Excellent Customer Service (3). Hong Kong: HKACSE.
14	Hong Kong Association for Customer Service Excellence. 2002. A Practical Guide to Satisfying Customers in Service Recovery (1). Hong Kong: HKACSE.
15	Howell, J. M., and B. J. Avolio. 1993. Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. <i>Journal of Applied Psychology</i> , 78(6): 891-902.
16	Kristin L. Anderson & Carol J. Kerr. 2002. Customer Relationship Management. New York: McGraw-Hill.
17	Michelli Joseph. 2008. The New Gold Standard: 5 Leadership Principles for Creating a Legendary Customer Experience Courtesy of the Ritz-Carlton Hotel Company. US: McGraw-Hill.
18	Narvaez, Darcia. 2009, 'Triune Ethics and Moral Personality', In: Narvaez, D. and Lapsley, D.K. (Eds.), <i>Moral Personality, Identity, and Character: An Interdisciplinary Future</i> , (pp. 136-158).
19	Park, S. M., and H. G. Rainey. 2008. Leadership and public service motivation in U.S. Federal agencies. <i>International Public Management Journal</i> , 11(1): 109 - 142.
20	Pepper John. 2007. What Really Matters: Service, Leadership, People, and Values. Boston: Yale University Press.
21	Podsakoff, P. M., W. D. Todor, and R. Skov. 1982. Effects of leader contingent and noncontingent reward and punishment behaviors on subordinate performance and satisfaction. <i>The Academy of Management Journal</i> , 25(4): 810-821.
22	Rafferty, A. E., and M. A. Griffin. 2004. Dimensions of transformational leadership: Conceptual and empirical extensions. <i>The Leadership Quarterly</i> , 15(3): 329-354.
23	Saraswat Bhagwati. 2004. Service Leadership Study. <i>Journal of Services Research</i> . Vol. 3, No. 2: 105-123.
24	Sosik, J. J., S. S. Kahai, and B. J. Avolio. 1998. Transformational leadership and dimensions of creativity: Motivating idea generation in computer-mediated groups. <i>Creativity Research Journal</i> , 11(2): 111.

25	Zeithaml Vlarie, Mary Jo Bitner and Dwayne D. Gremler 2009. Service Marketing. Integrating Customer Focus Across the Firm. (5th ed.) Boston: McGraw-Hill.
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Additional Readings

Title	
1	Customer Service Zone http://www.customerservicezone.com

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

2, 3, 4, 5

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2, 3, 4, 5

PILO 3: Demonstrate critical thinking skills

1, 2, 3, 4, 5

PILO 4: Interpret information and numerical data

2, 3, 5

PILO 5: Produce structured, well-organised and fluent text

2, 3, 4, 5

PILO 6: Demonstrate effective oral communication skills

2, 3, 4, 5

PILO 7: Demonstrate an ability to work effectively in a team

2, 3, 4, 5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2, 3, 4, 5

PILO 9: Value ethical and socially responsible actions

3, 4, 5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

2, 3, 5

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Poster presentation on new service design or improvement based on real life service gaps or issues in either - public, private or third-sector organizations