Unveiling service leadership through digital videos in an interdisciplinary GE course

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Outline

• Design of an IGE course on service leadership.
• Samples of video showcasing service leadership.
• Reflections by students on service leadership.
Leadership in sustainability: interdisciplinary GE course

The aim of this course is to increase personal accountability on environmental sustainability issues by learning through actions.

Whose responsibility is sustainability?
Outreach event: University serving school sector

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

*Topic:* Environmental sustainability

*Budget:* Each team about HK$300

*Aim of the project:*

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

*Report formats:*

*Video clips,* presentations, interviews and self-reflection paper.

*Self-management teams* adopt team leadership (i.e., each member takes a turn to be leader) to provide autonomy. During the briefing session and project proposal, they were explicitly encouraged to use their **creativity** to plan and implement their projects.
In the video capture, group members need to take on a variety of roles, such as the director, a scriptwriter, a presenter, a camera operator, an interviewer or an editor.
Onsite services: Life video cases: NO ‘NG’
Case 1 [Form 6]

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

Lecture + quizzes:
boys / girls
Case 2 [Forms 1 & 2]

Organic agriculture

Events 1, 2 & 3
Event 1

- A local film <1+1> movie sharing

Purpose:

- Reflect on three criteria of sustainability if we continue our current ways of living:
  - environmental protection
  - social justice
  - economic development
Event 2

• Exhibition
• Lunchtime activities:
  • Interactions with students
  • Having quiz by students

Purposes:
• Learn about history of agriculture in HK
• Build critical thinking over sustainable agriculture from economic, social and environmental perspectives
Event 3

- Workshop on growing potatoes

Purposes:
- Raise awareness of the alternative of being active producers, not passive consumers.
- Learn to grow potatoes themselves (urban agriculture).
- Know about existing farmland in Hong Kong.
Case 3 [F.6]

Use of renewable energy

Day 1
- Talks
- Q&A

Day 2
- Team competition
- Student reflection
# Learning activities and evaluation: three cases

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Evidence of service leadership through videos

Planning of the service:

• Process of identifying servicing agents ×
• Negotiation with clients ×

• Logistics of the servicing activities ✓
• Materials needed for the servicing activities ✓
Evidence of service leadership through videos

Design of service activities:

• **Appropriateness** (suitable for the age group) ✓

• **Engagement** (students paying attention) ✓

• **Fun** (students having smiley faces/clapping hands) ✓

• **Satisfaction** (teachers supervising the service) ✓
Evidence of service leadership through videos

Video production:

• Coverage (activities) ✓
• Quality of editing ✓
• Effects used (visual and sound) ✓
Evidence of service leadership through videos

• **Planning of the service:** identifying servicing agents, negotiation with clients, logistics and preparing of materials needed for servicing activities. [case 2]

• **Design of service activities:** appropriateness (suitable for the age group), engagement (students paying attention), fun (students having smiley faces/clapping hands). [case 1,2 & 3]

• **Video:** coverage (activities), quality of editing, effects used (visual and sound). [case 1,2 & 3]
Post-service reflection
Reflection on experiences of service leadership
Case 1: service leadership evaluation

- Influence followers through identification and trust.
- Self-management and monitoring.
- Monitoring and standards.
- Being able to reflect in action.
Case 2: service leadership evaluation

- Practising business-like service.
- **Exercising social influence** between teammates.
- Good division of work: designer, financial planner, purchaser, photographer, PR.
- **Quick response** to emerging problems
- Building confidence when running events.
Case 3: service leadership evaluation

• Task-oriented.
• Members worked hard to prepare for the event.
• **Open to alternative solutions.**
Perceptions of service leadership (1)

1. ‘I used to think only the leader will have the leadership skill, but I am wrong.’
2. ‘Every one is a leader but also a participant.’
3. ‘Being a good transformational leader, thinking differently is crucial.’
Students perceived service leadership as a form of mutual influence (to convince but not impose on) through building trust and friendship; individual members have equal status with shared power, genuine respect, motivating one another, sharing responsibilities through cooperation, accepting individual potentials and weaknesses but challenging one’s comfort zone for personal growth, developing empathy, building synergy between members to achieve common goals and vision.
Student reflection: using video to capture services

• They thought it was fun and made the presentation more vivid.
• They enjoyed making the video, with music and various visual effects. This also helped them to express and reflect through the processes.
• Team members showed their talents (design/photo taking/video shooting and editing) when making the movies for documentation.
Conclusion

- **Authentic services** provide excellent opportunities for university students to put theories of service leadership into practice.

- Students learned the challenges of being effective service leaders and **developed competence** through interactions with the service recipients.

- **Video assignment** provides **direct evidence** to showcase the process of service delivery.

- Video assignment can **capture service recipients’ emotion**, which can triangulate results of post-service survey.

- The videos can be used as evidence of individual students’ **capability to work in a team** and be shown to **future employers** as part of their portfolios.
Q&A

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