

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



REUSE 
REDUCE
RECYCLE

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

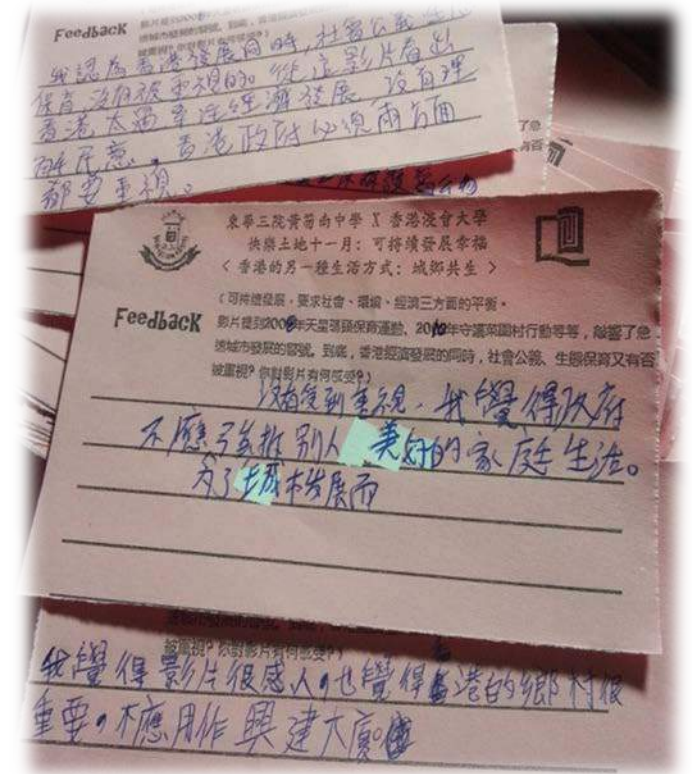
Events 1, 2 & 3

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



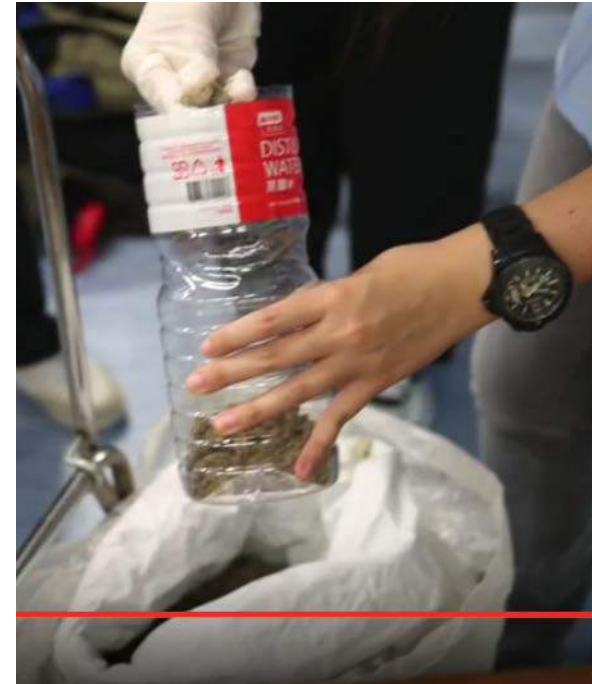
Event 3

• 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.



快樂土地十一月：可持續發展與耕種

< 香港的另一種生活方式：農耕樂土 >

有想過你吃進肚裡的食物從那裡來嗎？
一個薯仔，告訴你/妳永續發展的概念。
一起在學習種薯仔，認識本地生產和「食物自給率」的重要性。
還有你和我吃進肚裡的食物，到底安全與否？

機會難得，
欲報從速！

快樂薯蛋頭

日期：11月27日（星期四）
時間：16:15 - 17:30
地點：三樓地理室
名額：20個*

第三屆活動

本活動由地理三院農藝師、生農及食品食品太學生共同舉辦，希望藉此活動向同學傳達可持續發展的概念。特別鳴謝「香港好薯」協助我們舉辦《快樂薯蛋頭》活動。
*因場地座位數目有限，故此《快樂薯蛋頭》活動只能招待20名學生，如同學已在

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

	Case 1 (F.6)	Case 2 (F.1 & F.2)	Case 3 (F.6)
Lecture	✓		✓
Quiz	✓	✓	✓
Movie	✓	✓	✓
Poster		✓	✓
Workshop		✓ (hands-on)	✓ (competition)
Student reflection	✓ (written)	✓ (written)	✓ (oral & written)
Service evaluation	✓ (students)	✓ (students)	✓ (teacher & students)

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.**

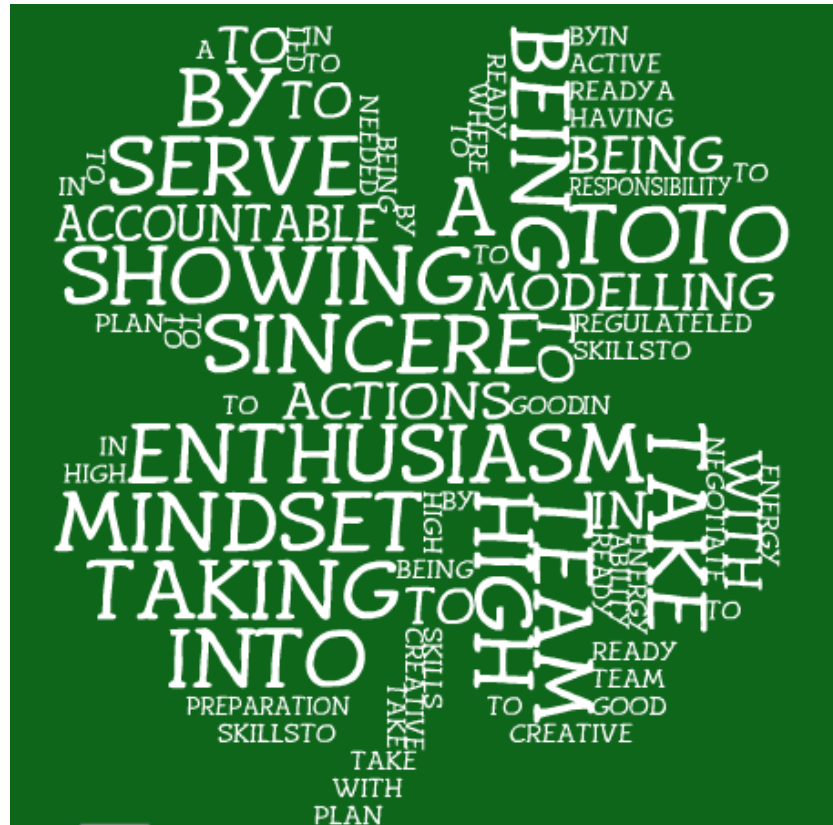


Perceptions of service leadership (1)

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.'



Perceptions of service leadership (2)



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.

thank
you!

Q&A

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