

# Connecting with the Community through Service Leadership

Gerard Prendergast  
School of Business



# Outline

1. My teaching philosophy
2. Relating GDBU/SS1956 Service Leadership Practicum to my teaching philosophy
3. Ten tips for delivering a community-based practicum course

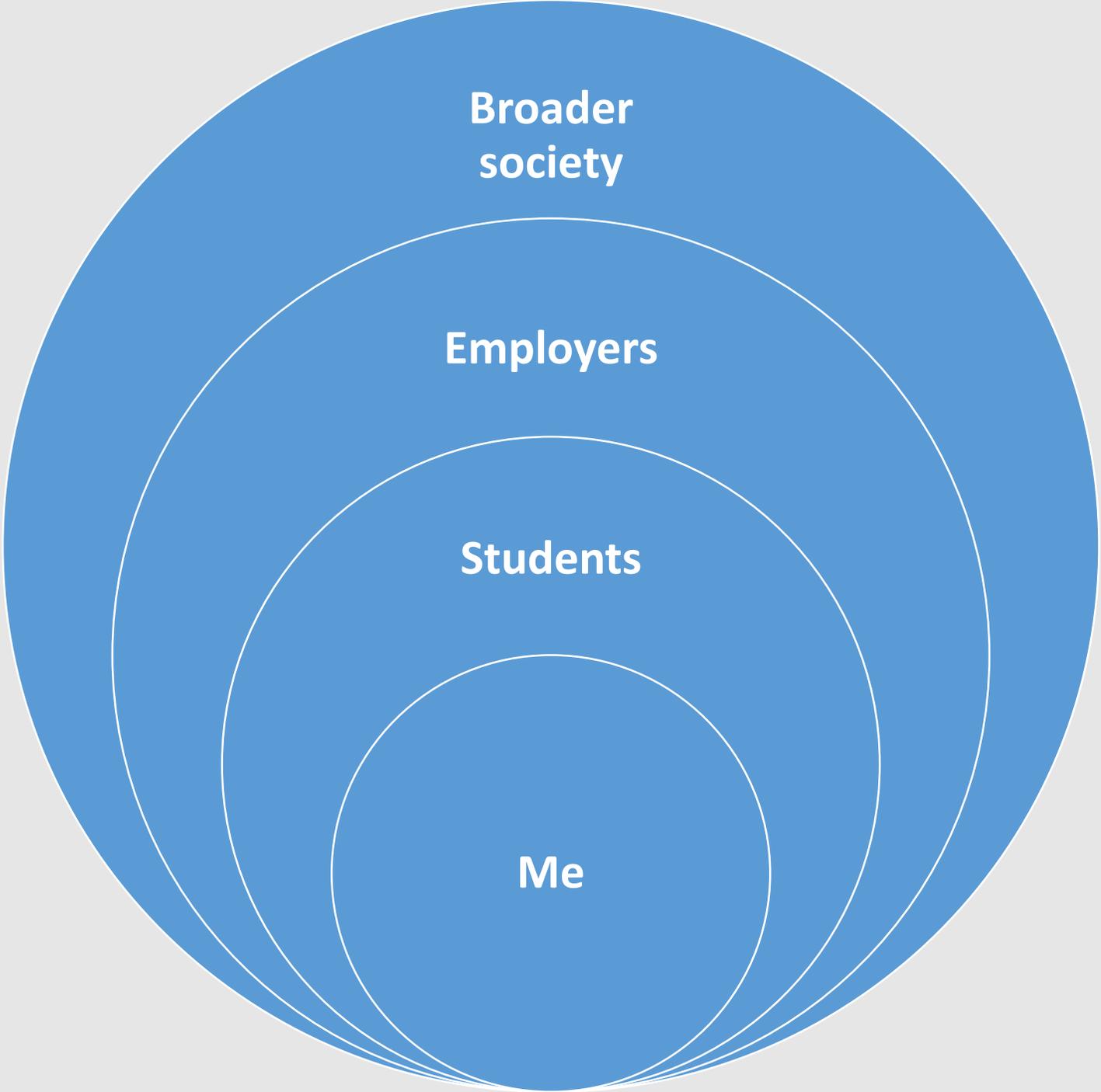
# **1. My teaching Philosophy**

***Caring, diversity, alignment***

# CARING

**Caring** for myself, students, employers, and the broader society.

Caring is reflected not just in what I teach (creating job-ready and life-ready graduates, emphasising social responsibility), but how I teach (student-centred teaching, and recognizing that a class is composed of individuals).



**Broader  
society**

**Employers**

**Students**

**Me**

My caring teaching philosophy has been inspired by two people:

- My mother: “You should always cross the room to talk to those people who are being ignored”. “Stop looking at the healthy fish”
- Budi Soehardi: “If you only have material satisfaction, you will never be happy. But if you are able to make someone’s future better, that is really rewarding” [Budi Soehardi](#)

# DIVERSITY

- This refers to fostering the diversity of participants in Teaching and Learning
- We learn more from people who are different from ourselves than people who are the same as ourselves.
- It is diversity that underpins HKBU's caring, creative, and global culture.

**diversity**>caring/accepting, creative, global

- Think of HKBU as being an **ecotone**



An ecotone is a zone of transition between two ecosystems. It is a boundary region.

Ecotones offer an insightful metaphor to understand what a university should be.



*Characteristics of an ecotone:*

Dynamic

Interactive

High **diversity** of species

Unclear boundaries

Open system (open to outside influences /forces)

High exchange of species

Between system interactions drive change



The outline of the book and “BU” resembles the Chinese characters of “**welcome**” (迎) and “**progress**” (進).



What are the waves for? They represent our seaboard location, international relationships, and outward looking vision (...“in the boundless sea of learning...our mission new, will **build a better world**”).

# ALIGNMENT

Alignment of my teaching with the university's mission and vision, and the programme learning outcomes. **ADRI**.

## **2. Relating GDBU/SS1956 Service Leadership Practicum to my teaching philosophy**

# CARING

The primary purpose of the course is to develop caring leaders.

Service Leadership Competencies	Average score Scale 0-4	
	Supervisors' ratings	Students' self evaluation
Actively listening to others	3.63	3.44
Anticipating and solving problems	3.06	3.13
Caring Disposition	3.44	3.00
Showing originality in expressing opinions	3.31	2.63
Contributing to cohesiveness and close relationships	3.25	2.81
Committing to continuous improvement	3.53	3.41
Undertaking delegated responsibilities	3.81	3.38
Civic engagement	3.17	2.63
Influencing others	3.08	2.94
Project coordination skills	3	3.19

## DIVERSITY

- 22 students
- All faculties
- 15 majors
- 6 nationalities
- 10 NGOs served



Yan Oi Tong, Senior Citizens Home Safety Association, ELCHK, YMCA, Fullness Social Enterprise, Association Concerning Sexual Violence Against Women, Agency for Volunteer Service, Holocaust Tolerance Centre, Mr. Cheung Sai-ho

## ALIGNMENT

*Alignment with HKBU mission and vision*

This course aligns with HKBU's ISP 2018-2023: "enhanced service and experiential learning opportunities".

This course aligns with HKBU's "caring" philosophy.

This course aligns with **WPE**: it provides students with the opportunity to develop their cognitive, affective and behavioural dimensions as they apply their learning to benefit their own lives and the lives of others.

## *Alignment with GE's Programme PILOs*

PILO 1: Use historical and cultural perspectives to gain insight into the contemporary issues

PILO 2: Apply various value systems to decision-making in personal, professional, and social/political situations

PILO 4: Relate their majors with interdisciplinary thematic knowledge

PILO 5: Demonstrate connections among a variety of disciplines to gain insight into contemporary personal, professional, and community situations

## *Alignment with GE'S Service Leadership Education*

By being interdisciplinary, experiential, learning from the community, and building students' leadership competencies, this course aligns the GE's Service Leadership Education.

## *Alignment with GE's Service Leadership Education PILOs*

SLE 1: Explain the leadership capabilities aimed at ethically satisfying the needs of self, others, groups, communities, systems and environments

SLE 2: Explain the key elements of effective leadership and how it can be improved to provide exceptional service

SLE 3: Analyse different leadership models and how they impact quality of service

SLE 4: Identify ways to improve his/her leadership capabilities in providing excellent service

### **3. Ten tips for delivering a community-based practicum course**

## *Pre-practicum*

1. Take great care during the matching process
  - Brief the NGO on the CILOs
  - Make sure that the NGO's job description facilitates the achievement of CILOs
  - Suitable student CVs
  - Interview each student applicant
2. Have a baseline measure of the student competencies that you are trying to develop
3. Brief students on basic business etiquette

## *During-practicum*

4. Real time reflections
5. Tracking of competency development
6. Site visits

## *Post-practicum*

7. Confirm that students have completed the hours
8. Compare post and baseline measures of student competencies
9. Grading: remember that every student has their own context
  - Exercise caution when interpreting (and using!) the supervisor's report. Look for convergence of information (student, faculty, NGO supervisor)
  - Clear rubrics
10. Establish a loyal and quality client base

Finally.....don't assume that a practicum course is less work than a regular (lecture-based) course.

**THANK YOU**