

Leadership Development through Engaging Students in Experiential Learning

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Leadership in Practice

3 credits

Under the auspices of General University Requirement
(**GUR**)

Objectives

To promote personal growth

To nurture students' communication, critical thinking and creative problem-solving skills

To develop students' leadership potential

Enabling students to constructively engage and collaborate with others through active participation

Leadership in Practice

In his study on student leadership development programmes in higher education, Eich (2008) notices that experiential learning (Kolb, 1984) has played a key role in leadership education.

Building on Kolb's (1984) experiential learning model, students are engaged in the leadership development process through constructing meaning and making connections between their experiences and reflection.

Leadership in Practice

School of Professional Education & Executive Development (SPEED)

- ❑ Enhancing student learning and leadership development
- ❑ Identifying the attributes of leadership
- ❑ Understanding the different dimensions of leadership
- ❑ Assignments
 - Reflective Journal (*Leadership Task Practice*)
 - Group Project

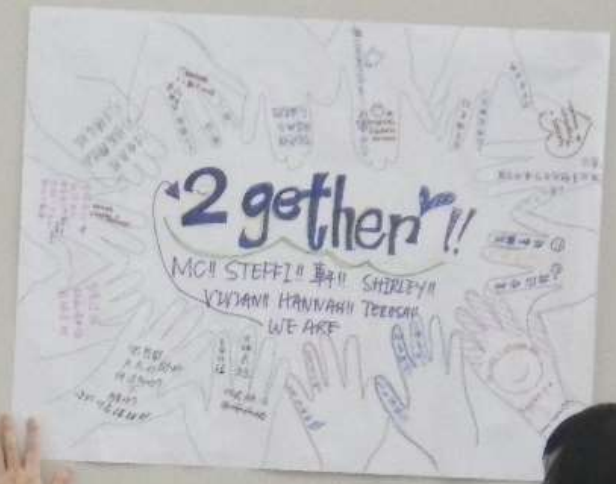
Scout Association of Hong Kong (SAHK)*

- ❑ Student-centred Experiential Learning Experiences

Leadership Task Practice

- Students from different programmes
- Tasks facilitated by experienced Instructors
- Leadership practice
- Reflection activities

*Delivered at SAHK's Wong Siu Sang Leadership Training Institute, Sai Kung



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Leadership Task Practice

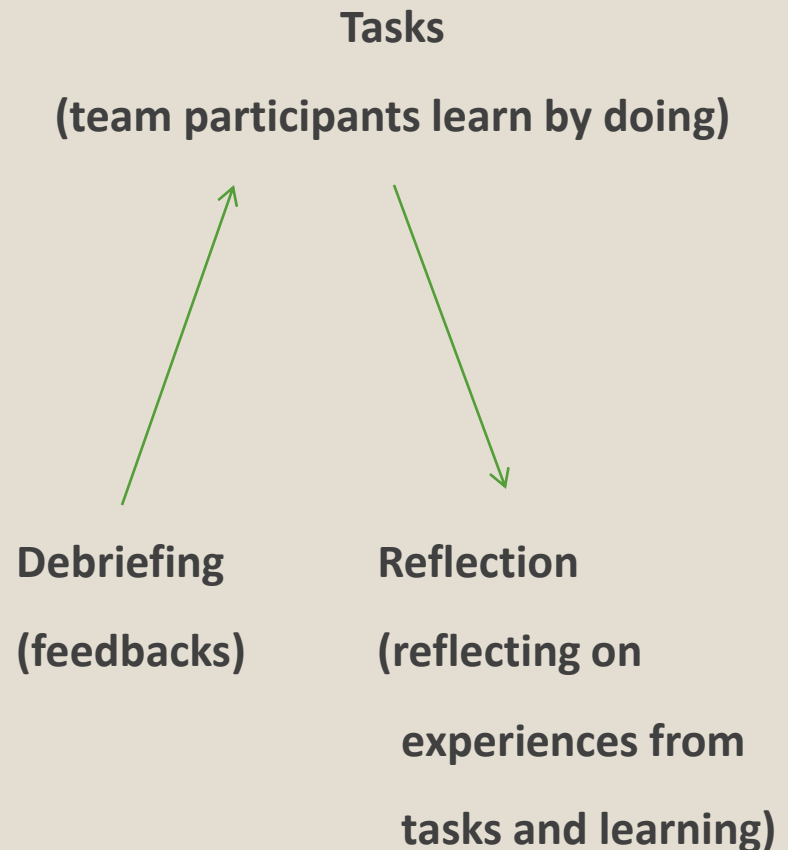
Participants will be working in teams

Taking turn to assume the role as Leader, Team Member, and Observer

Assess as to how they apply and practise their skills in:

- communication
- problem-solving
- conflict resolution

Reflective Journal



Student Learning and Leadership Development Outcomes

Students engaged both in verbal reflection activities during debriefing; and written reflection activities in the form of journal and group project report

Gain knowledge and meaning in the subject matter through discussing it and engaging in dialogue with teachers, facilitator and fellow students

Learn more about themselves, develop future vision and goals, and become more purposeful with being themselves and making congruent decisions

Develop a more meaningful leadership philosophy, model, or framework to analyse their own thoughts and actions to ultimately integrate improvement in their life and leadership