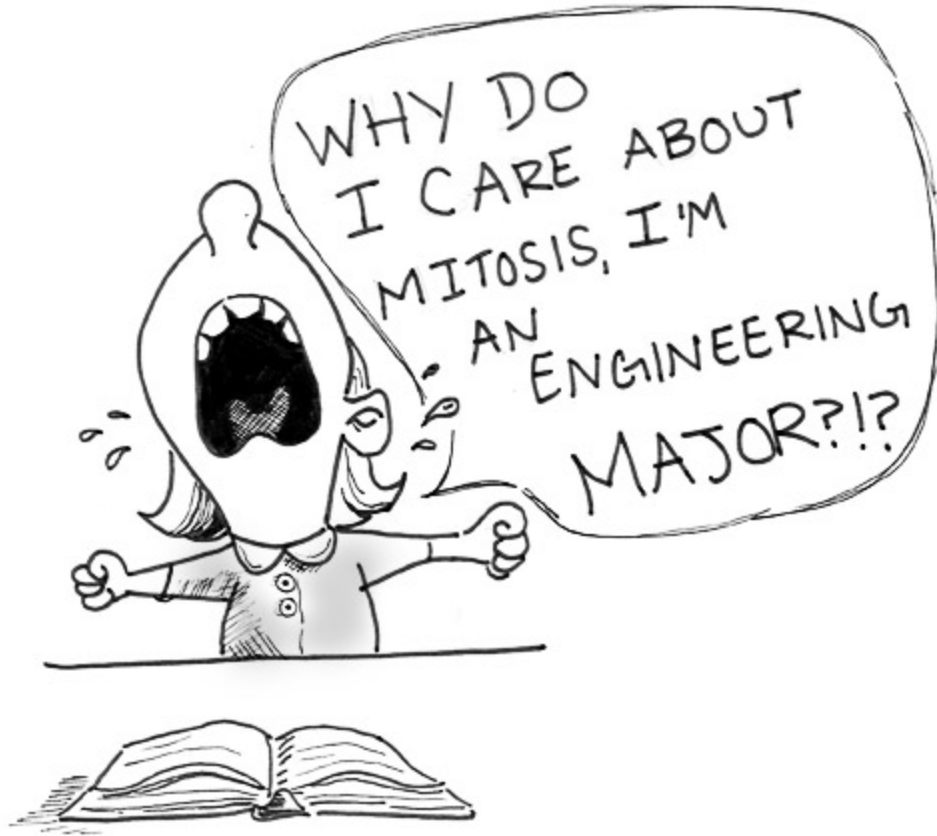


# Objective Outcome Evaluation of Service Leadership Education at The Hong Kong Polytechnic University

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**Why do I care about  
Service Leadership?**

# Overview of Service Leadership Subject @ PolyU

- Elective General Education course for 3-year undergraduate program

**2-credit subject**  
(3-year program)

- 2012-13 Sem2
- 2013-14 Sem 1
- 2013-15 Sem 2

- General Undergraduate Requirements- Cluster Area Requirements for 4-year undergraduate program

**3-credit subject**  
(4-year program)

- 2014-15 Sem 1
- 2014-15 Sem 2
- 2015-16 Sem 1

# Overview of Service Leadership Subject @ PolyU

- 14 lectures (28 hours)

**2-credit subject**  
(3-year  
program)

- 2012-13 Sem2
- 2013-14 Sem 1
- 2013-15 Sem 2

- 13 lectures (39 hours)
- + Critical appraisal of Service Leadership model
- + English Writing and Reading Requirement

**3-credit subject**  
(4-year  
program)

- 2014-15 Sem 1
- 2014-15 Sem 2
- 2015-16 Sem 1

# Evaluation Approaches

Objective Outcome Evaluation



Subjective Outcome Evaluation

Qualitative Evaluation

Process Evaluation

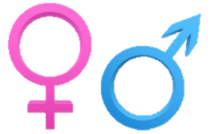
# Research Question



1. Students make positive changes after taking the subject “Service Leadership”?



2. Gender differences in the positive changes?



3. Program differences in the positive changes?



# Method

## ▶ Participants

- ▶ 2-credit (3-year program): 185 (male:78 female:103; Mean age =21.21)
- ▶ 3-credit (4-year program): 176 (male:69 female:95; Mean age =19.71)
- ▶ Matched cases: **318**

## ▶ Procedure:

- ▶ Pretest: Submitted in first three lectures
- ▶ Posttest: Submitted in last two lectures

# Method

## ▶ Instrument

- ▶ Modified Chinese Positive Youth Development Scale
- ▶ Life Satisfaction
- ▶ Service Leadership Qualities





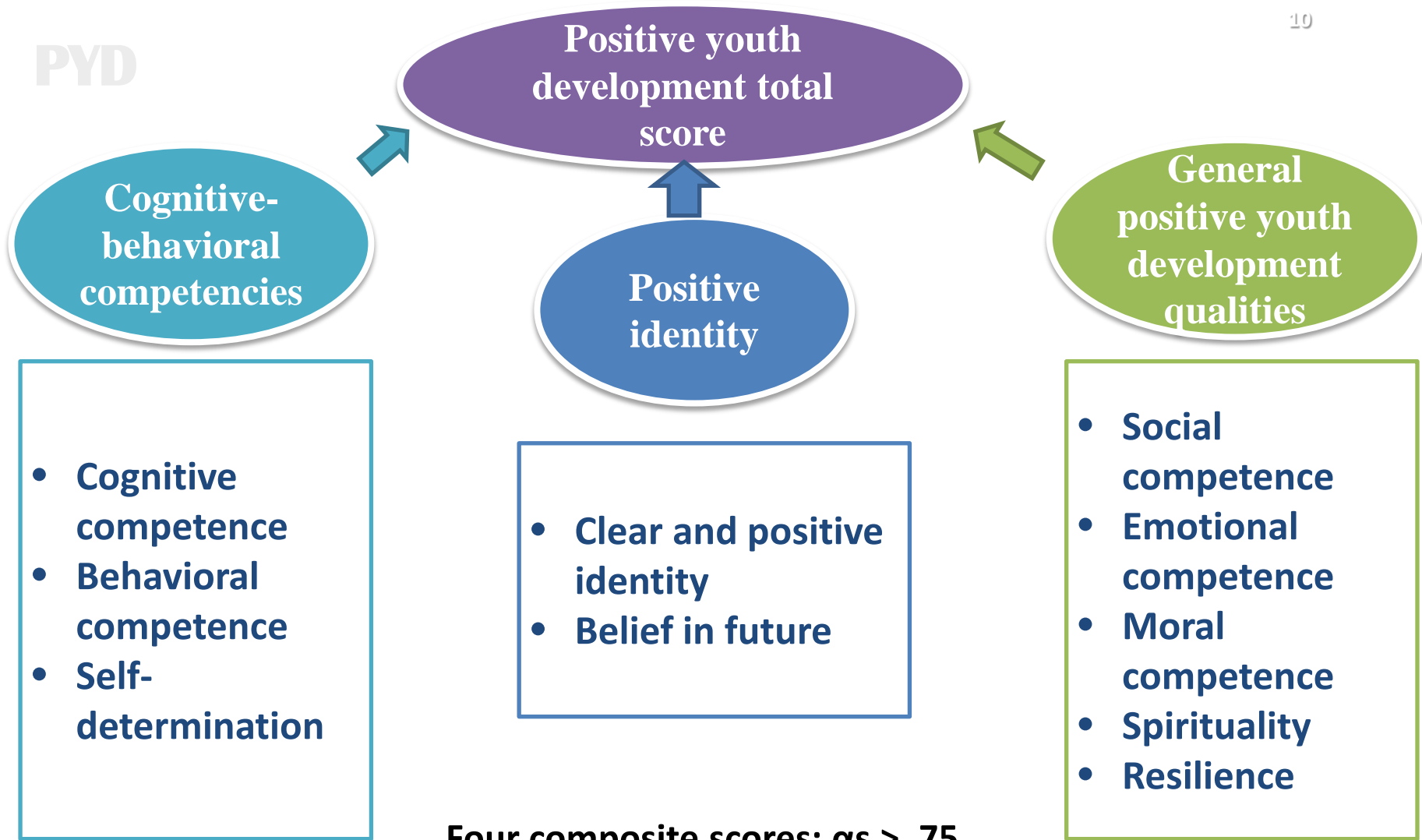
# Positive youth development

- ▶ Selected and revised items from **Chinese Positive Youth Development Scale** (CPYDS; Shek et al., 2007)
- ▶ Originally 15 subscales based on 15 positive youth development constructs proposed by Catalano et al. (2002)

1. Social competence (3 items)
2. Emotional competence (3 items)
3. Cognitive competence (4 items)
4. Behavioral competence (2 items)
5. Moral competence (4 items)
6. Self-determination (3 items)
7. Clear and positive identity (2 items)
8. Belief in the future (3 items)
9. Spirituality (4 items)
10. Resilience (3 items)



PYD



Four composite scores;  $\alpha s > .75$

## Life satisfaction

- ▶ 5-item Satisfaction with Life Scale (SWLS; Diener et al., 1985)
- ▶ E.g., “*The conditions of my life are excellent.*”
- ▶  $\alpha_s > .84$



# Service leadership qualities and values

▶ Service leadership qualities and values (34 items; Shek, Yu, & Ma, in press)

▶ Based on HKI-SLAM framework

▶  $\alpha_s > .76$

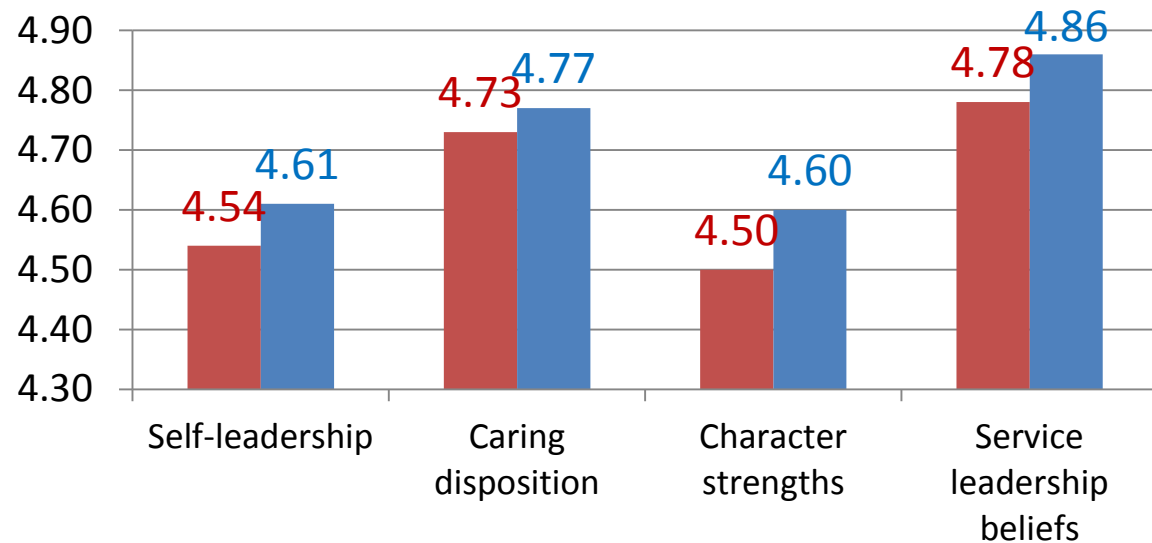
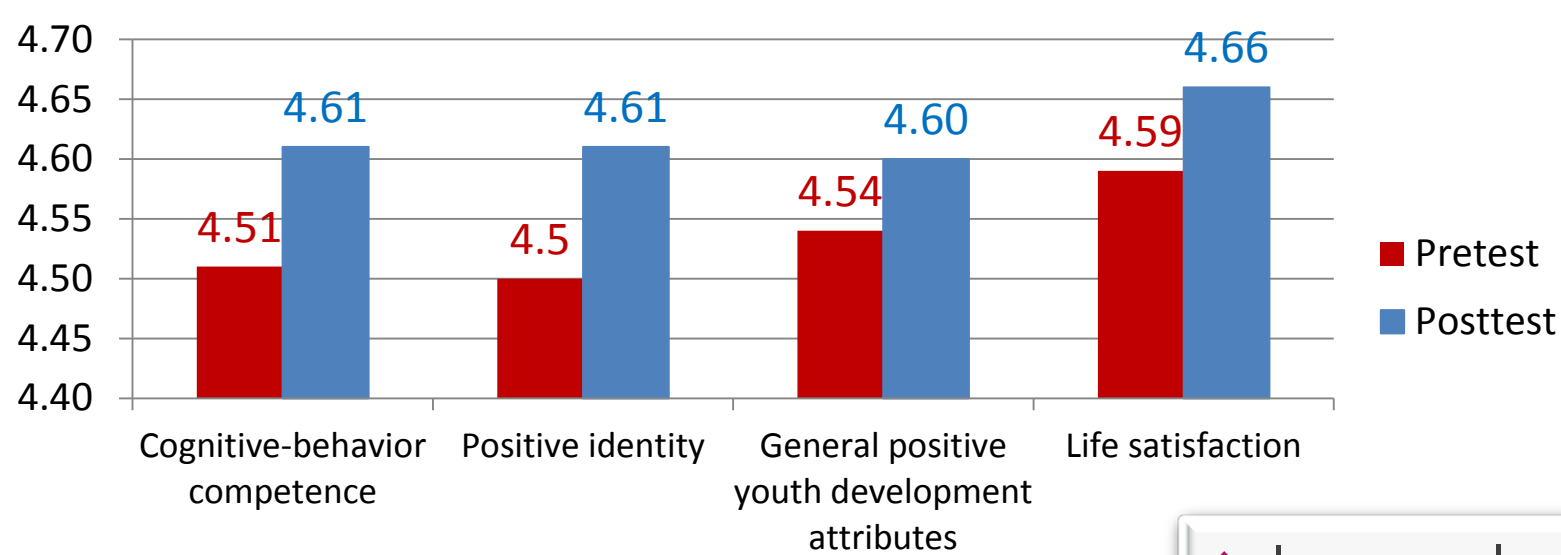
1. Self-leadership (5 items)<sup>12</sup>  
e.g., *“I am capable of managing my own life.”*
2. Caring disposition (8 items)  
e.g., *“I care about others.”*
3. Character strengths (15 items)  
e.g., *“I regard integrity as the most important aspect of life.”*
4. Beliefs and values of Service Leadership (6 items)  
e.g., *“Leadership is a service for self, others, groups and the society.”*

# Results (1): Positive Change?

## Posttest vs. Pretest

Variables	F	$\eta^2_p$
• Cognitive-behavioral competencies	13.69***	.04
• Positive identity	14.81***	.05
• General positive youth development qualities	10.05**	.03
• Life satisfaction	24.31***	.07
• Self leadership	6.10*	.02
• Caring disposition	5.18*	.02
• Character strengths	16.15***	.05
• Service leadership beliefs	6.19*	.02

Posttest Scores >  
Pretest Scores



◆ In general, students enhanced their positive youth development, life satisfaction, service leadership qualities and beliefs after taking the course.

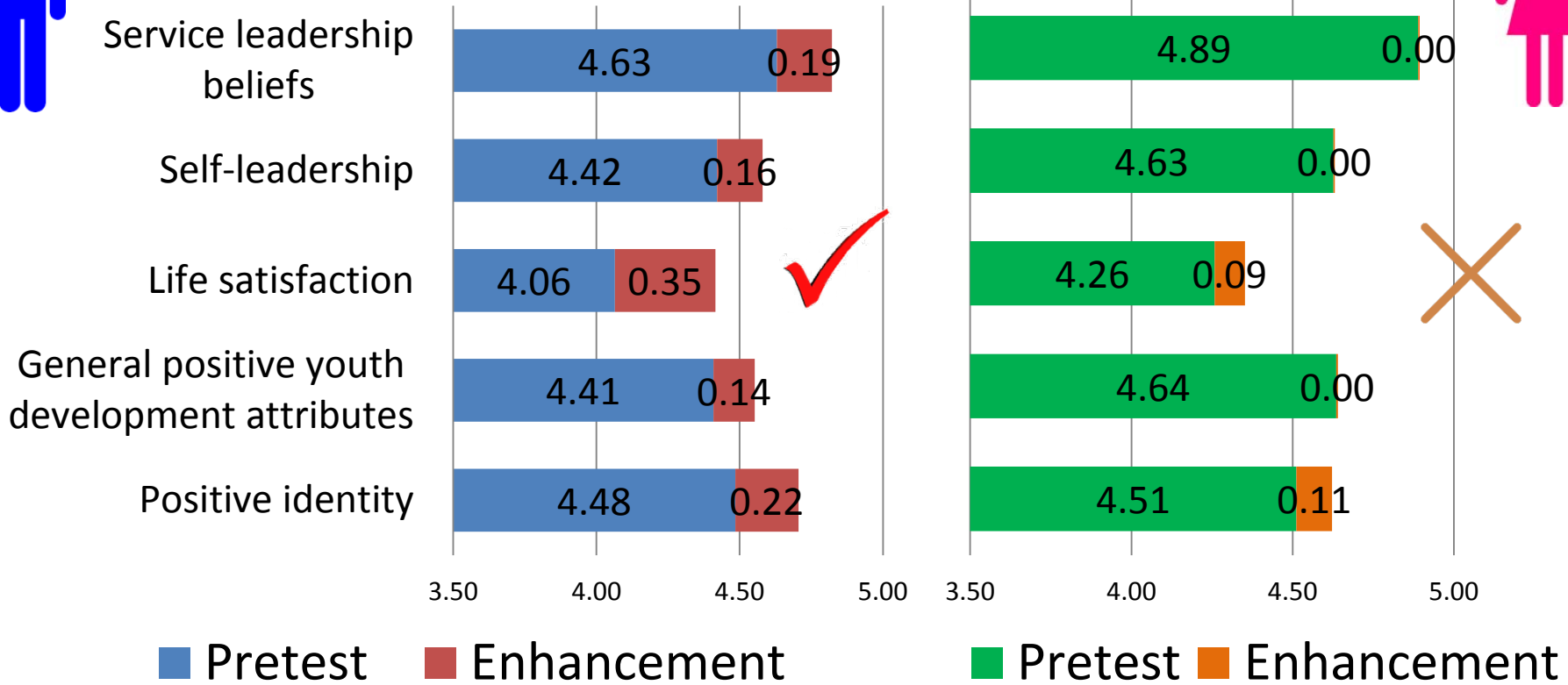
## Results (2): Gender Differences?

Variables	Gender		Gender*Change	
	F	$\eta^2_p$	F	$\eta^2_p$
• Cognitive-behavioral competencies	.02	0	3.54	.01
• Positive identity	.84	0	5.80*	.02
• General positive youth development qualities	12.62***	.04	8.81**	.03
• Life satisfaction	.75	0	8.10**	.03
• Self leadership	6.32*	.02	4.84*	.02
• Caring disposition	19.48***	.06	1.71	.01
• Character strengths	11.96**	.04	1.60	.01
• Service leadership beliefs	7.56**	.02	5.64*	.02



## Male Students

## Female Students



◆ The enhancement in these indicators was significant among male students but not female students



## Results (3): Program Differences?

Variables	Program		Program*Change	
	F	$\eta^2_p$	F	$\eta^2_p$
• Cognitive-behavioral competencies	.16	0	1.12	0
• Positive identity	1.34	0	.26	0
• General positive youth development qualities	1.16	0	.11	0
• Life satisfaction	.01	0	.01	0
• Self leadership	1.59	.01	.10	0
• Caring disposition	.22	0	.45	0
• Character strengths	.07	0	.47	0
• Service leadership beliefs	.20	0	.07	0

# Summary and Implication

- Positive changes of students in positive youth development, life satisfaction and service leadership qualities and beliefs were observed in both 2-credit and 3-credit subjects (3-year program and 4-year program students)
- ▶ **Service Leadership education helps to foster holistic development of university students**
- The positive changes were more obvious among the male students
- ▶ **Service Leadership education is more helpful to male students vs. female students**

# Why Do I Need to Care About Service Leadership ?

“**Mirror**: I can see my **true self** under this course. This course helps me to **reflect** on **my characters** clearly. At the same time, it may also reflect some of my **classmates' characters** which I may learn from”. - A student from the class of 2012/13



# Why Do I Need to Care About Service Leadership ?

**Tree-planting:** “this course is **planting seeds** (basic knowledge of service leadership) into something that **will grow later into a big tree** (influences on my life later on).”

- A student from the class of 2014/15



# Publication of Objective Outcome Evaluation

- ▶ Shek, D. T. L., & Lin, L. (Accepted pending revisions). Changes in university students after joining a Service Leadership Program in China. *The Journal of Leadership Education*.
- ▶ Shek, D. T. L., & Lin, L. (2015). Evaluating service leadership programs with multiple strategies. In D.T.L. Shek, P. Chang (Eds.), *Promoting Service Leadership Qualities in University Students: The Case of Hong Kong* (pp.197-212). Singapore: Springer.
- ▶ Shek, D. T. L., Yu, L., & Ma, C. M. S. (2014). The students were happy, but did they change positively? Yes, they did. *International Journal on Disability and Human Development*, 13(4), 505-511.



**Thank You For  
Your Attention!**