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**Abstract for Day 1**

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**Service Leadership Education at The Hong Kong Polytechnic University**

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The present paper outlines the achievements and related experiences pertinent to the Fung Service Leadership Initiative (2012-2015) implemented at The Hong Kong Polytechnic University (PolyU).

In terms of curriculum development, PolyU developed and offered several service leadership credit-bearing subjects as well as non-credit-bearing programs for students. Credit-bearing subjects included a 2-credit subject “*Service Leadership*” offered to students of the 3-year undergraduate program and a 3-credit subject “*Service Leadership*” offered to students of the 4-year undergraduate program. A free elective 3-credit “*Service Leadership*” subject was also developed. These three subjects are classroom-based service leadership subjects, through which students can gain an understanding of the basic assertions of the Service Leadership and Management Model (SLAM Model) proposed by the Hong Kong Institute of Service Leadership & Management Limited (HKI-SLAM). Students are also encouraged to reflect on their service leadership attitudes and skills in these subjects. Finally, a service learning subject entitled “*Service Leadership through Serving Children and Families with Special Needs*” was developed. Through this subject, students learn about the core attributes of service leaders and application of service leadership competencies in serving the needy. Evaluation based on different strategies showed that students had positive changes after taking the subjects and they had positive views of them.

Non-credit-bearing programs have also been developed and implemented. Primarily, a 4.5-day intensive service leadership program was offered to students joining the “*Global Youth Leadership Program*” jointly organized by The Hong Kong Polytechnic University and Peking University in Beijing in July 2013. Another 3.5-day intensive service leadership program was offered to students joining the “*Silk Road Youth Leadership Program*” jointly organized by The Hong Kong Polytechnic University, Peking University, and Xi’an Jiaotong University in Xi’an in July 2015. Service leadership training workshops were also developed and offered to members of the “*Wofoo Leaders’ Network*” and as part of the “*Service Learning Scholarship Program*” at The Hong Kong Polytechnic University as well. Evaluation findings on the non-credit-bearing programs are generally positive.

There are several learning points from the Project. First, development of credit-bearing subjects and non-credit-bearing programs forms a solid basis for service leadership education in Hong Kong. The related curriculum materials, assessment methods, and publications are important for the long-term sustainability of the Initiative in the higher education sector. Second, evaluation findings showed that students benefited from taking the related subjects and/or programs. Third, experiential learning is a desirable learning approach in service leadership education. Fourth, service learning is a good pedagogy for service leadership education. Fifth, we must conduct systematic evaluation involving multiple methods to assess the impact of service leadership initiatives. Sixth, we must conduct systematic research on the Service Leadership and Management Model. Seventh, it is important to

document research and education on service leadership. In particular, we should step up the effort on scientific publications.

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