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**Abstract for Day 2**

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

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In order to evaluate the impact of service leadership education implemented at The Hong Kong Polytechnic University (PolyU), objective outcome evaluation via one-group pretest-posttest pre-experimental design was conducted. The present paper reports the objective evaluation results based on the credit-bearing subject “Service Leadership” implemented in the past years.

Since 2012-2013 academic year, PolyU has offered a credit-bearing subject entitled “Service Leadership” to students under the 3-Year Undergraduate Programme (2-credit subject for three classes) and students under the 4-Year Undergraduate Programme (3-credit subject for two classes). The 3-credit subject was developed based on the 2-credit subject by adding a component of critical appraisal of the service leadership model. For the objective outcome evaluation, the students were invited to respond to a questionnaire measuring positive youth development, life satisfaction, and service leadership qualities and beliefs at pretest and posttest. For the assessment of positive youth development, 31 items were used based on the Chinese Positive Youth Development Scale (CPYDS). Three composite scores were derived: 1) cognitive-behavioral competencies including subscales of cognitive competence, behavioral competence, and self-determination; 2) positive identity including subscales of clear and positive identity and belief in future; and 3) general positive youth development qualities including subscales of social competence, emotional competence, moral competence, spirituality, and resilience. For the assessment of life satisfaction, the 5-item Chinese Satisfaction with Life Scale was used. Besides, based on the framework of Hong Kong Institute of Service Leadership and Management, a 28-item scale of service leadership qualities was developed to measure students’ self-leadership, caring disposition, and character strengths. Finally, students’ beliefs of service leadership were also assessed using six items. Reliability analyses revealed that the objective outcome measures possessed good psychometric properties.

Among 364 students taking the subject, 318 students completed both the pretest and the posttest. Repeated measure ANOVA analysis was conducted for each indicator to investigate the pretest-posttest changes, as well as the gender effect and programme effect (3-Year Programme vs. 4-Year Programme) on the pretest-posttest changes. Results showed that students changed in the positive direction after completing the subject on all indicators of positive youth development (i.e., cognitive-behavioral competencies, positive identity, and general positive youth development qualities), life satisfaction, and all indicators of service leadership (i.e., self-leadership, caring disposition, character strengths and service leadership beliefs). No interaction effects of programme and pretest-posttest change were found, indicating that the positive changes did not vary across the old and new undergraduate programmes. Interestingly, the pretest-posttest changes in positive identity, general positive youth development, life satisfaction, self-leadership, and service leadership beliefs were shown by a significant interaction effect of gender and changes. Follow-up analyses adjusted by

Bonferroni suggested that male students experienced significant changes in these indicators while female students showed mild but insignificant trends of positive changes.

The consolidated findings suggest that the credit-bearing subject “Service Leadership” is effective to promote positive youth development, service leadership and life satisfaction in students across the 3-Year Undergraduate Programme and 4-Year Undergraduate Programme. Additionally, its effect is more salient among male students relative to female students.

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