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

2-credit subject (3-year program)
- 2012-13 Sem 2
- 2013-14 Sem 1
- 2013-15 Sem 2

3-credit subject (4-year program)
- 2014-15 Sem 1
- 2014-15 Sem 2
- 2015-16 Sem 1
Overview of Service Leadership Subject @ PolyU

2-credit subject (3-year program)
- 2012-13 Sem 2
- 2013-14 Sem 1
- 2013-15 Sem 2

3-credit subject (4-year program)
- 2014-15 Sem 1
- 2014-15 Sem 2
- 2015-16 Sem 1

• 14 lectures (28 hours)

• 13 lectures (39 hours)
  + Critical appraisal of Service Leadership model
  + English Writing and Reading Requirement
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)
Positive youth development total score

Cognitive-behavioral competencies

- Cognitive competence
- Behavioral competence
- Self-determination

Positive identity

- Clear and positive identity
- Belief in future

General positive youth development qualities

- Social competence
- Emotional competence
- Moral competence
- Spirituality
- Resilience

Four composite scores; $\alpha > .75$
Life satisfaction

- 5-item Satisfaction with Life Scale (SWLS; Diener et al., 1985)
- E.g., “The conditions of my life are excellent.”
- $\alpha > .84$
Service leadership qualities and values

1. Self-leadership (5 items)
   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

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<td>• Service leadership beliefs</td>
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Posttest Scores > Pretest Scores
In general, students enhanced their positive youth development, life satisfaction, service leadership qualities and beliefs after taking the course.
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The enhancement in these indicators was significant among male students but not female students.
Results (3): Program Differences?

<table>
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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


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!