The quest for holistic youth leadership development: What should be the desired attributes of youth leaders?

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Abstract

Although there are many existing models on leadership, they have two problems. First, prevailing models focus more on the competencies (i.e., "doing") instead of personal qualities (i.e., "being") of leaders. Second, most of the models are developed with reference to adults in the business settings instead of young people who are not working. Drawing on the literature on positive youth development and the experiences gained from The Hong Kong Polytechnic University, it is argued that a holistic youth leadership framework should focus on several attributes, including: a) social responsibility (passion about the needy and motivation to serve); b) excellence (excel in different areas, particularly in the domains of intrapersonal and interpersonal development); c) reflection (ability to honestly assess one's strengths, weaknesses and behavior); d) visionary (youth leaders should have visions particularly with reference to the needs and problems of the society and the world); and e) ethical leadership (moral character is the foundation of leaders). Using the first letter in these attributes, a "SERVE" model is proposed to guide youth leadership programs.

Keywords: Leadership, youth development, social responsibility, excellence, reflection, visionary, ethical leadership

Introduction

Leadership is an important dimension in organizations. Without a good leader, organizations do not thrive and the directions of development are blurred. Hence, leadership development forms an important dimension in organizational behavior, particularly in the business field. Conceptually speaking, many leadership models focusing on the competencies of leaders (particularly management skills) have been proposed. In the management field, most of the leadership skills focus on management skills and efficiency enhancement. Practically speaking, many

leadership programs have been developed by many management consulting companies which pledge to nurture leaders who will promote efficiency and profit maximization in organizations. For some famous programs, the fee is enormously high.

Unfortunately, there are two basic problems of the existing models on leadership, particularly those evolved from the business sector. First, most of the existing leadership models are developed for adults (1). As the developmental tasks of adults are different from those of adolescents, there is a need to develop leadership models with particular reference to the developmental needs and challenges of young people. Second, youth leadership programs commonly lack developmental focus (2), focusing too much on competence but not values (3). Besides, evaluation studies on youth leadership programs are severely lacking in the field (4). Against this background, there is a need to highlight the desired leadership qualities in young people which will guide leadership programs.

The positive youth development approach forms an important anchor for the development of youth leadership program. According to the positive youth development approach, there are strengths and talents in every young person (5). Hence, it is maintained that every young person can be (and is) a leader (6). This view is in sharp contrast to the notion of "elitist leadership" which upholds that only the "cream of the cream" can be leaders. Consistent with such views, there are views asserting that leadership knowledge, attitude, values and behavior can be trained through well-designed leadership programs (7). In other words, given appropriate opportunities, young people can develop leadership qualities. This view is in sharp contrast to the view that leaders are inborn and there is little room for the nurturance of leadership development. Furthermore, developmental psychologists and youth workers also argue that we should expect young people to strive for excellence in different domains (i.e., aiming high and trying to excel) so that they can have self-actualization (8).

There are several points we have to consider when we design leadership models for young people. First, many theorists suggest that training of management skills is fundamental to leadership training programs (7). However, there are also views arguing that while leadership skills (i.e., "doing")

such as resilience (adversity quotient, AQ) and emotional competence (emotional quotient, EQ) are necessary for leadership effectiveness, development of intrapersonal qualities (i.e., "being"), such as spirituality (spiritual quotient, SQ) and moral character are equally important (9-11). Besides, there are also views maintaining that reflection and self-leadership (12) are important attributes of successful leadership.

Regarding intrapersonal qualities, two attributes deserve particular attention. The first is reflection. Reflection basically means stepping back and pondering about the reality. For a mature leader, he/she will think about whether his/her leadership is desirable or not and how the related leadership can be improved. Another attribute that is very important for successful leadership is ethical leadership. A mature leader cherishes moral values such as fairness, justice, and concern about other people. It can be argued that without ethics, a leader with excellent skills would do more harms than good. For example, a very skillful leader may have excellent strategies to earn money from the customers by producing harmful products.

A successful leader never lives in a vacuum. Besides nurturing one's inner qualities, a successful leader leads the followers. Hence, a leader should have good interpersonal relationship qualities, such as relationship building, collaboration, team building, conflict resolution and building consensus. Most important of all, successful leaders should gain respect and trust from the followers and co-workers (13). With reference to the growing egocentrism and drop of empathy in young people, interpersonal competence is very important for young leaders.

Besides leadership skills, young leaders have to re-think about one's relationship with the society. As young people are pillars of the society in future, young people are also expected to have visions about the community, society, nation and the world they live in. In particular, young leaders should be sensitive to the needs of the society and go beyond self-serving interests to serve and contribute to the needs of others (14).

Finally, as leadership programs are human service programs, it is important to evaluate the effectiveness and impact of the programs (15). As systematic evaluation studies on leadership are sparse, it is important to conduct systematic evaluation so that

evidence-based leadership programs can be developed.

Based on the above discussion, several principles should be emphasized when we design leadership subjects or programs for young people. These principles include:

- Principle 1: In contrast to the notion of "elitist leadership", we should believe that every student is (and can be) a leader.
- Principle 2: Leadership knowledge, attitude, values and behavior can be trained through well-designed leadership programs. That is, leadership qualities can be nurtured.
- Principle 3: Before one can lead others, one must lead oneself. In other words, self-leadership is important.
- Principle 4: Besides generic leadership comp-etence such as management skills, intra-personal and interpersonal development (i.e., "being") of the leader determines the quality of leadership behavior (i.e., "doing").
- Principle 5: Interpersonal relationship quali-ties are essential for a successful leader.
- Principle 6: Leaders should be sensitive to the needs of the society. Hence, leadership goes beyond self-serving interests to serve and contribute to the needs of the needy.
- Principle 7: Evidence-based leadership pro-grams are necessary. Hence, evaluation plays a key role in the development of effective leadership programs.

Leadership development at The Hong Kong Polytechnic University

The above core beliefs are translated into actual leadership courses and programs at The Hong Kong Polytechnic University (PolyU). Since the inception of the 4-year undergraduate program, both credit-bearing leadership subjects and non-credit-bearing leadership programs have been developed. With particular reference to the credit bearing subjects, three subjects deserve particular attention.

Leadership subject 1 (Tomorrow's leaders)

There are many developmental issues in university students, such as mental health issues and rising in egocentrism. Although universities should promote holistic development in students, there are criticisms that universities have failed to perform this duty (16). As pointed out by Harry Lewis (17), "over the decades I have heard many academic discussions about teaching, about the curriculum, about grading, about athletics, and about responding to student misdeeds. I have almost never heard discussions among professors about making students better people" (p. xv). Dalton and Crosby (18) similarly argued that university education fails to help students to "make internal connections to the defining beliefs and purposes in their lives … since they do not reach that part of students' lives where things really matter" (p. 1).

Against the above background, we have developed a subject entitled "Tomorrow's leaders" at The Hong Kong Polytechnic University based on the positive youth development (PYD) approach. According to the PYD approach, psychosocial comp-tencies are vital to student development. The PYD approach is widely adopted in youth enhancement programs. In this subject, there is an integration of theories and research on PYD and leadership. Through curricula-based program and experiential learning activities, students learn and reflect on their intrapersonal and leadership competencies.

The subject is truly innovative and integrative in terms of curriculum design. Several features are intrinsic to the curriculum design: a) emphasis on both academic knowledge and personal development; b) expectation of high level of teacher-student and student-student interactions; c) learning from experience (experiential learning); d) learning through reflection (reflective learning); e) learning in group (collaborative learning); f) creation of enjoyable learning experiences for the students; g) high expectations of student participation and responsive teaching style; and h) use of peer assessment for class participation. There are several core beliefs in this subject as follows:

- *Every student is (and can be) a leader*, although most students may not be aware of their potential and abilities.
- *Self-understanding and intrapersonal competence* are very important to effective leadership. Through the structured and systematic curriculum, self-understanding, interpersonal communication and ethical leadership in students will be enhanced.
- *Experiential learning* is an important vehicle to help students understand themselves. As such, individual, group, and class experiential learning activities with high interaction among the students are developed.
- *Individual reflection* is the key to student development and learning.
- *Collaborative learning* can help students develop intrapersonal and interpersonal competence. Learning through group sharing, discussion, evaluation and presentation is important.
- *There is an equal emphasis on the academic knowledge* of positive youth development and leadership as well as on the application of that knowledge in real life. Students are encouraged to consciously apply what they have learned to their lives.
- *Systematic evaluation* utilizing different evaluation mechanisms is crucial to understanding the effectiveness of the subject developed.

Before the subject was formally implemented in 2012/13 school year, it was piloted in 2010/11 and 2011/12 school years, with 463 students taking the subject. From 2012/13 school year onwards, the subject was offered to more than 2,000 students per year. To date, the subject has been taken by almost 10,000 students. Multiple evaluation strategies were adopted to understand the impact of the subject:

- *Objective outcome* evaluation: One group pretest-posttest design was used to assess the impact of the subject using a validated instrument. For the pilot subjects, the results revealed that there was a significant increase in scores in different domains, such as emotional competence and social

competence. For the subjects implemented in the full implementation phase, there were also findings suggesting that students changed in the positive direction in different measures.
- *Subjective outcome evaluation*: Subjective outcome evaluation data were collected after each lecture and after completion of the subject using validated instruments. In the pilot and full implementation stages, findings showed that students had a positive perception of the subject and instructors, and they perceived that the subject was beneficial to their development.
- *Process evaluation*: Process evaluation was conducted using a validated instrument assessing the program implementation quality and program adherence. The findings suggest that program adherence as well as quality of program implementation were high.
- *Qualitative evaluation:* Qualitative evaluation was conducted through written reflective journals from students and focus groups. In the pilot and full implementation stages, findings showed that there were positive perceptions of the students regarding the subject, instructors, and benefits of the subject.

In addition, the multiple studies on the effectiveness of General University Requirements (GUR) curricula – general education that aims at promoting holistic development of students, also suggested that this subject was successfully implemented and well-received by the students (see the list of publications in Appendix 1). This subject was shortlisted for the QS 2015 Reimagine Education Awards which had more than 500 entries in the competition.

Leadership subject 2 (Service leadership)

With the industrial transformation and globalization, Hong Kong has shifted its economic structure from manufacturing to service-oriented economy with approximately 95% of GDP coming from service industries. The success of service economy demands a paradigm shift in leadership, particularly from an

industrial orientation focusing on control, efficiency, and financial interest to a postindustrial orientation emphasizing relationship between the service-provider and service recipient, integrity, and care (19). Hence, universities should take the responsibility to nurture their students to be effective leaders who meet such demands. However, higher education in Hong Kong fails to develop leaders in a holistic manner (20). Leadership qualities such as care and moral character are often overlooked.

Against the above background, we have developed a credit-bearing subject entitled "Service leadership" at The Hong Kong Polytechnic University based on the Service Leadership and Management (SLAM) curriculum framework proposed by Dr. Po Chung, the Co-founder of DHL International (Asia Pacific). Chung (21) defined service leadership as "satisfying needs by consistently providing quality personal service to everyone one comes into contact with, including one's self, others, groups, communities, systems, and environments". SLAM proposes that effectiveness of leadership (E) is a function of three fundamental factors, including competencies (C) of the leaders, caring disposition (C) and moral character (M) of the leaders perceived by superiors, subordinates and peers, which can be summarized as $E=MC^2$. Therefore, in addition to competencies, strong emphasis is placed on cultivating students' caring disposition and moral character in this subject.

Therefore, we offer a 3-credit subject entitled "Service leadership" at The Hong Kong Polytechnic University. This subject is open to all the university students with an overarching goal to nurture effective service leaders. First, this subject intends to bring a paradigm shift in the students' mindset about leadership and cultivate their understanding of the basic qualities of service leaders. Next, this subject aims to help students reflect on and develop their competencies (including intrapersonal competencies and interpersonal competencies), caring disposition (listening, empathy and love) and moral character (character strengths and Chinese virtues). Finally, this subject intends to help students understand the importance of service leadership to the quality of life of individuals, other people and the society.

The Service Leadership and Management (SLAM) framework proposes that effective service leadership is not only determined by how competent the leader is, but also by how much the leader possesses moral character and a caring disposition. Therefore, the subject includes topics on the basic service leadership theory (i.e., seven core beliefs and three realms of service leadership) and three essential leadership qualities (i.e., competencies, caring disposition and moral character). The teaching/learning methodology includes lectures, experiential classroom activities, reflective exercises, a group project presentation and an individual paper. Our teaching philosophy for this subject is outlined below:

1. *Every student is (and can be) a leader.* Teachers should encourage every student to develop his/her leadership and appreciate the merits of every student.
2. *Self-understanding and self-reflection are very important for effective service* leadership. Individual self-reflection exercises should be conducted, which allows students to enhance their self-understanding.
3. *Experiential learning is an effective approach* to enhance student learning. Individual, group and class experiential learning activities should be conducted, in which students can work individually or collaboratively to experience the knowledge learned.
4. *Collaborative learning* can help students develop competencies, caring disposition and moral character. Learning will be facilitated through group sharing, discussion, evaluation and presentation.
5. *Critical thinking* is encouraged in the learning. As such, debates and critical appraisal on the SLAM framework can be conducted, which allows students to think from multiple perspectives.
6. *Equal emphasis* is placed on the theoretical knowledge of service leadership and on the application of that knowledge in real life. Teachers should highlight the link between theoretical knowledge and students' lives and future careers. Students are encouraged to consciously apply the knowledge to their lives.
7. *Systematic evaluation* utilizing different evaluation approaches is critical in order to

understand the effectiveness of the course developed.

This subject was offered in 2012/13 academic year as a 2-credit General Education subject to students under the 3-year undergraduate program. A total of 190 students took this subject. In 2014/15 academic year, this subject was modified and enriched to be a 3-credit subject for students under the 4-year undergraduate program. A total of 207 students took this subject. Multiple evaluation approaches have been carried out to understand the effectiveness of the subject:

1. *Objective outcome evaluation*: One group pretest-posttest design was used to assess the outcome of the subject using a validated instrument. The results of all classes revealed that students in the 3-year program and 4-year program showed positive changes in measures of positive youth development, service leadership qualities and beliefs, and life satisfaction.
2. *Subjective outcome evaluation*: Subjective outcome evaluation data were collected after completion of the course using a validated instrument. The findings showed positive client satisfaction findings in the domains of subject design and implementation, instructor(s), and the gains from this subject.
3. *Process evaluation*: Two raters were typically involved to observe and assess program implementation quality and program adherence. The findings showed that program adherence and the implementation quality were high.
4. *Qualitative evaluation*: Qualitative evaluation was conducted through written reflective sheets and focus groups. The findings showed that students generally had positive perceptions of the subject, instructor(s), and the gains from this subject.

To date, the evaluation results have been published in refereed journals and in a book series entitled "Quality of Life in Asia" and two special issues in "International Journal on Disability and Human Development". The achievement of Service Leadership project will be also documented in a forthcoming special issue in "International Journal of Adolescent Medicine and Health" edited by Shek, Chung, Lin and Merrick. The publication list is outlined in Appendix 2. This subject was awarded the Bronze Award under the "Ethical Leadership" category in the QS 2016 Reimagine Education Awards.

Leadership subject 3 (Service leadership through serving children and adolescents)

In view of the need to promote service leadership for the post-industrial societies, a 3-credit Service-Learning course entitled "Service leadership through serving children and families with special needs" has been implementing in The Hong Kong Polytechnic University (PolyU) since the 2013/14 academic year. The course is a 2-semester course, which aims to develop service leadership of students through delivering high-quality services based on the framework of Service-Learning pedagogy. Service-Learning is an experiential learning pedagogy that aims to deepen students' learning experiences through integrating community service with academic study and reflection. The authentic scenarios provide challenging and conflict-filled situations for students to handle. In Service-Learning, students are envisaged not only to provide service but also to foster their learning in the process. Besides, Service-Learning benefits both the students and the service recipients. Through engaging in serving the service targets, students are expected to promote their psycho-social, cognitive development, and civic engagement.

The curriculum of this course was based on the Service Leadership and Management Model (SLAM) (21). Seven core beliefs are intrinsic to the frame of reference in service leadership education, which was included in the subject as the overarching framework of the curriculum. Within the framework, the importance of generic leadership competencies, moral character and caring disposition are addressed. Besides intrapersonal competencies, interpersonal competencies are also addressed in the course. According to the course outline, this course is designed "to enable students to: a) understand the core attributes of service leaders; b) apply the core

components of service leadership through the engagement of community-based service activities; c) develop self-awareness of sharing and empathy to others and the community; and d) reflect on their service leadership qualities, particularly intrapersonal and interpersonal competencies."

The pedagogy used is based on Kolb's (22) four-stage learning cycle, which emphasizes the importance of experiential learning. To benefit the most from the experience, the students systematically went through the four stages of the experiential learning cycle: concrete experience ("do" or "act" stage), reflective observation ("reflection" stage), abstract conceptualization ("thinking" stage), and active experimentation ("application" stage).

The students first attended lectures to acquire the basic understanding of the definitions, theories, and concepts about service leadership. Workshops were subsequently provided for the students to develop their service proposals. The students applied the knowledge they learned on Service Leaderhsip through activities in several service sites, including special schools, social welfare service units for preschool children with developmental problems, a drug rehabilitation agency, and schools admitting students with social and economic deprivation. For example, we served students in Project WeCan which provide support for schools admitting students with academic and family needs.

To academically engage our students, the teaching and learning activities on this subject were designed to include 1) 10-hour e-learning to acquire knowledge about the concepts of Service-Learning; 2) lectures on the teaching of service leadership; 3) small group discussions to prepare for the service project; 4) service provided to service targets. In terms of assessment for learning, reflective journal writings were given to allow students to deepen their learning experience. Feedback was provided by teachers to improve students' learning. In terms of assessment of learning, group presentations were done by individual groups to consolidate the learning experience of the groups as a whole by the end of the subject.

When the course was first launched in the 2013-14 academic year, there were 145 students enrolled in this course, which aimed at providing quality services in two non-government organizations, namely Society of Boys' Centre and Heep Hong Society. Up to the academic year of 2015/16, 476 students have enrolled in this course. Moreover, the number of service sites has also grown to include Christian Zheng Sheng College and schools in Project WeCan covering over 10 schools/centers in different districts in Hong Kong. The increase of the numbers of the service sites denotes the increased impact of and demand from the participating schools and organizations. Moreover, the services delivered were not only beneficial to the service targets but also fostered the development of well-being of the PolyU students.

First, the agencies were highly satisfied with the students' positive service attitudes, caring disposition, service leadership towards service targets, problem-solving skills and reflective attitude in delivering services. Second, the PolyU students provided highly positive responses about the course. In a quantitative evaluation, over 90% of the respondents rated positively the professional quality of teaching staff, effectiveness to promote service leadership, and holistic personal development. Students were also praised for their generic competences such as emotional competence, critical thinking, social competence and sense of responsibility.

Qualitatively speaking, students shared their learning gains through writing reflective journals in terms of leadership competences, moral competence, demonstrating care and empathy, active listening, roles and responsibilities during services, and the usefulness of the subject to prepare for their future. In addition to writing reflective journals, students who served in the Christian Zheng Sheng College reflected their service experience during the reflection time in service camp at nights. The students were also asked to write three descriptions and one a metaphor to reflect their service learning experiences of the day. The students experienced the service as enjoyable and meaningful. One student even thought that the service changed his worldview. Overall speaking, the findings support the integration effects of service leadership and service learning to foster the development of well-being of PolyU students and the benefits towards the schools/NGOs in the community. This subject was awarded the Bronze Award under the "Ethical Leadership" category in the QS 2016 Reimagine Education Awards.

Besides credit-bearing subjects, Service Leader-ship education is embedded in non-credit-bearing

programs, including Wofoo Leaders' Network and leadership programs organized by the Global Youth Leadership Institute. For example, an intensive 3.5-day to 4-day programs on Service Leadership have been included in the related programs.

Towards an integrative and holistic model of youth leadership development

Our experience in these credit-bearing subjects as well as non-credit-bearing subjects re-affirm the importance of the principles set out earlier in the

paper. Based on our experience and a conceptual integration of the available models, there are several cardinal qualities to be nurtured in university students, which is represented by the acronym of SERVE – social responsibility, excellence, reflection, vision and ethical leadership. The conceptual model is presented in Table 1. This leadership model is consistent with the motto of PolyU of "to learn and to apply, for the benefit of mankind". It is also in line with the vision of the Global Youth Leadership Institute "to nurture students to be leaders to be reflective and ethical leaders who are sensitive to the social needs in the local and global contexts."

Table 1. Conceptual Model on the Leadership Development Model at PolyU

Leadership qualities	Expectation about the leaders	Definition
Social responsibility	Socially responsible	Having passion and compassion about other living beings; sensitive to the needs of the society; development of responsible citizenship.
Excellence	Excel in different domains, particularly in intrapersonal and interpersonal development	Strive for excellence in different domains. In particular, striving for excellence in intrapersonal competence (such as AQ, EQ, and SQ) and interpersonal competence (such as respect for others and empathy).
Reflection	Reflective	Awareness of one's leadership behavior particularly its impact on other people, self-evaluation, self-critical stand.
Vision	Visionary	Having high expectations about oneself, others, society, and the world; actively developing ideas about ways to create a better world.
Ethics	Ethical leadership	Development of moral character and virtues conducive to effective leadership

Appendix 1: Publication list for tomorrow's leaders

Pilot stage (2010/11 – 2011/12):
Conference
1. Shek D. T. L., Chui, Y. H., Lit, S. W., Yuen, W., Chung, Y. Y. H., & Ngai, S. W. (2011). *Preparing university students for adulthood and the labor force: Role of positive youth development*. Invited Paper presented at the conference on "Transitioning to Adulthood in Asia: Marriage, Fertility, and Labour Force Participation" organized by the Asia Research Institute and the Family, Children and Youth Cluster, Faculty of Arts and Social Sciences, NUS, together with the Ministry of Community Development, Youth and Sports.   2. Shek, D. T. L. (June, 2012). *Promotion of holistic development of university students via the formal curriculum*. Paper presented at the "General Education and University Curriculum Reform: An International Conference in Hong Kong" organized by City University of Hong Kong and the Hong Kong America Centre.   3. Shek, D. T. L., & Sun, R. C. F. (May, 2012). *Nurturing university students to be tomorrow's leaders: The role of positive youth development.* Paper presented at the International Conference on "Youth Development in the Global Context: Emergent Issues and Responses" organized by the Project P.A.T.H.S., School of Social Work of University of Washington, U.S.A. and University of Kentucky College of Medicine, U.S.A.   4. Shek, D. T. L. (November, 2012). Nurturing social responsibility in university students; The Hong Kong experience. Paper presented at the *"Summit on University Social Responsibility in an Era of Globalization"* organized by The Hong Kong Polytechnic University and China Institute of Education Policy.

Publications

5. Dorcas, A. (2014). Teaching a subject on leadership and intrapersonal development: Some personal reflections. *International Journal on Disability and Human Development, 13*(4), 413-422.

6. Shek, D. T. L. (2012). Development of a positive youth development subject in a university context in Hong Kong. *International Journal on Disability and Human Development, 11*(3), 173-179.

7. Shek, D. T. L. (2012). Post-lecture evaluation of a positive youth development subject for university students in Hong Kong. *The Scientific World Journal*. Article ID 934679, 8 pages, doi:10.1100/2012/934679

8. Shek, D. T. L. (2013). Promotion of holistic development in university students: A credit-bearing course on leadership and intrapersonal development. *Best Practices in Mental Health, 9*(1), 47-61.

9. Shek, D. T. L., & Sun, R. C. F. (2013). Process evaluation of a leadership and intrapersonal development subject for university students. *International Journal on Disability and Human Development, 12*(2), 203-211.

10. Shek, D. T. L., & Sun, R. C. F. (2012). Promoting leadership and intrapersonal competence in university students: What can we learn from Hong Kong? *International Journal on Disability and Human Development, 11*(3), 221-228.

11. Shek, D. T. L., & Sun, R. C. F. (2012). Process evaluation of a positive youth development course in a university setting in Hong Kong. *International Journal on Disability and Human Development, 11*(3), 235-241.

12. Shek, D. T. L., & Sun, R. C. F. (2012). Promoting psychosocial competencies in university students: Evaluation based on a one-group pre-test/post-test design. *International Journal on Disability and Human Development, 11*(3), 229-234.

13. Shek, D. T. L., & Sun, R. C. F. (2012). Focus group evaluation of a positive youth development course in a university in Hong Kong. *International Journal on Disability and Human Development, 11*(3), 249-254.

14. Shek, D. T. L., & Sun, R. C. F. (2012). Qualitative evaluation of a positive youth development course in a university setting in Hong Kong. *International Journal on Disability and Human Development, 11*(3), 243-248.

15. Shek, D. T. L., Sun, R. C. F., Chui, Y. H., Lit, S. W., Yuen, W. W., Chung, Y. Y. H., & Ngai, S. W. (2012). Development and evaluation of a positive youth development course for university students in Hong Kong. T*he Scientific World Journal.* Article ID 263731, 8 pages, doi:10.1100/2012/263731

16. Shek, D. T. L., Sun, R. C. F., & Merrick, J. (2012). How to promote holistic development in university students? *International Journal on Disability and Human Development, 11*(3), 171-172.

17. Shek, D. T. L., Sun, R. C. F., Tsien-Wong, T. B. K., Cheng, C. T., & Yan, H. R. (2013). Objective outcome evaluation of a leadership and intrapersonal development subject for university students. *International Journal on Disability and Human Development, 12*(2), 221-227.

18. Shek, D. T. L. & Wu, F. K. Y. (2012). Reflective journals of students taking a positive youth development course in a university context in Hong Kong. *The Scientific World Journal*. Article ID 131560, 8 pages, 2012. doi:10.1100/2012/131560

19. Shek, D. T. L., Sun, R. C. F., Yuen, W. W. H., Chui, Y. H., Dorcas, A., Ma, C. M. S., Yu, L., Chak, Y. L. Y., Law, M. Y. M., Chung, Y.Y. H., & Tsui, P. F. (2013). Second piloting of a leadership and intrapersonal development subject at The Hong Kong Polytechnic University. *International Journal on Disability and Human Development, 12*(2), 107-114.

Book chapter

20. Shek, D. T. L. (2013). Development of a positive youth development subject in a university context in Hong Kong. In D. T. L. Shek, R. C. F. Sun, & J. Merrick (Eds.), *University and college students: Health and development issues for the leaders of tomorrow* (pp. 179-191). New York: Nova Science Publishers.

21. Shek, D. T. L., & Sun, R. C. F. (2012). Process evaluation of a positive youth development course in a university setting in Hong Kong. In D. T. L. Shek, R. C. F. Sun, & J. Merrick (Eds.), *University and college students: Health and development issues for the leaders of tomorrow* (pp. 221-231). New York: Nova Science Publishers.

22. Shek, D. T. L., & Sun, R. C. F. (2013). Promoting leadership and intrapersonal competence in university students: What can we learn from Hong Kong? In D. T. L. Shek, R. C. F. Sun, & J. Merrick (Eds.), *University and college students: Health and development issues for the leaders of tomorrow* (pp. 193-207). New York: Nova Science Publishers.

23. Shek, D. T. L., & Sun, R. C. F. (2013). Promoting psychosocial competencies in university students: Evaluation based on a one group pretest-posttest design. In D. T. L. Shek, R. C. F. Sun, & J. Merrick (Eds.), *University and college students: Health and development issues for the leaders of tomorrow* (pp. 209-219). New York: Nova Science Publishers.

24. Shek, D. T. L., & Sun, R. C. F. (2013). Qualitative evaluation of a positive youth development course in a university setting in Hong Kong. In D. T. L. Shek, R. C. F. Sun, & J. Merrick (Eds.), *University and college students: Health and development issues for the leaders of tomorrow* (pp. 233-243). New York: Nova Science Publishers.

25. Shek, D. T. L., & Sun, R. C. F. (2013). Focus group evaluation of a positive youth development course in a university setting in Hong Kong. In D. T. L. Shek, R. C. F. Sun, & J. Merrick (Eds.), *University and college students: Health and development issues for the leaders of tomorrow* (pp. 245-255). New York: Nova Science Publishers.
26. Shek, D. T. L., Sun, R. C. F., & Merrick, J. (Eds.). (2013). *University and college students: Health and development issues for the leaders of tomorrow.* New York: Nova Science Publishers.

Full implementation stage (2012/13, 2013/14, 2014/15)

Publications

1. Leung, H. (2016). Levels of reflection on teaching a leadership and positive youth development subject. *International Journal on Disability and Human Development 15*(2), 211-220.
2. Leung, J. T. Y. (2016). Riding on a roller coaster: Personal reflections of teaching a subject on leadership and intrapersonal development. *International Journal on Disability and Human Development, 15*(2), 221-229.
3. Leung, H., Shek, D. T. L., & Mok, B. P. W. (2016). Post-lecture subjective outcome evaluation of a university subject on leadership and intrapersonal development. *International Journal of Child and Adolescence Health, 9*(2), 223-234.
4. Ma, C. M. S. (2016). Reflective teaching in a holistic personal development course for Chinese university students: A case study. *International Journal on Disability and Human Development, 15*(2), 187-193.
5. Ma, C. M. S., Shek, D. T. L., Li, P. P. K., Mok, B. P. W. & Leung, E. Y. K. (2016). Qualitative evaluation of a leadership and intrapersonal development subject for university students in Hong Kong. *International Journal of Child and Adolescent Health, 9*(2), 217-224.
6. Shek, D. T. L. (2013). Reflections of Chinese students on a university subject on leadership and intrapersonal development. *International Journal on Disability and Human Development, 12*(2), 213-219.
7. Shek, D. T. L., Fok, H. K., Leung, C. T. L., & Li, P. P. K. (2016). Qualitative evaluation of a credit-bearing leadership subject in Hong Kong. *International Journal of Child and Adolescent Health, 9*(2), 173-183.
8. Shek, D. T. L., & Law, M. Y. M. (2014). Evaluation of a subject on leadership and intrapersonal development: views of the students based on qualitative evaluation. *International Journal on Disability and Human Development, 13*(4), 435-441.
9. Shek, D. T. L., & Leung, H. (2014). Post-lecture subjective outcome evaluation of a university subject on leadership and positive youth development in Hong Kong. *International Journal on Disability and Human Development, 13*(4), 465-472.
10. Shek, D. T. L., & Leung, H. (2016). Developing self-leadership and responsibility and moving away from egocentrism. *International Journal on Disability and Human Development, 15*(2), 157-164.
11. Shek, D. T. L., & Leung, H. (2016). Resilience as a focus of a subject on leadership and intrapersonal development. *International Journal on Disability and Human Development, 15*(2), 149-155.
12. Shek, D. T. L., & Leung, H. (2014). Post-lecture subjective outcome evaluation of a university subject on leadership and positive youth development in Hong Kong. *International Journal on Disability and Human Development, 13*(4), 465-472.
13. Shek, D. T. L., & Leung, J. T. Y. (2016). Developing social competence in a subject on leadership and intrapersonal development. *International Journal on Disability and Human Development, 15*(2), 165-173.
14. Shek, D. T. L., & Leung, J. T. Y. (2014). Perceived benefits of a university subject on leadership and intrapersonal development. *International Journal on Disability and Human Development. 13*(4), 481-488.
15. Shek, D. T. L., Liang, J. Q., & Law, M. Y. M. (2016). Subjective outcome evaluation of a university subject on leadership and intrapersonal development. *International Journal on Disability and Human Development, 15*(2), 231-239.
16. Shek. D. T. L., & Ho, W. W. L. (2016). Nurturing moral competence in university students via a credit-bearing subject. *International Journal on Disability and Human Development, 15*(2), 181-186.
17. Shek. D. T. L., & Ho, W. W. L. (2016). Spirituality as a key positive youth development construct for university students. *International Journal on Disability and Human Development, 15*(2), 175-180.
18. Shek, D. T. L., & Ma, C. M. S. (2014). Do university students change after taking a subject on leadership and intrapersonal development? *International Journal on Disability and Human Development, 13*(4), 451-456.
19. Shek, D. T. L. & Ma, C. M. S. (2016). Emotional competence: A key leadership competence for university students. *International Journal on Disability and Human Development, 15*(2), 127-134.
20. Shek, D. T. L., & Sun, R. C. F. (2013). Post-course subjective outcome evaluation of a course promoting leadership and intrapersonal development in university students in Hong Kong. *International Journal on Disability and Human Development, 12*(2), 193-201.
21. Shek, D. T. L., & Sun, R. C. F. (2013). Post-lecture evaluation of a university course on leadership and intrapersonal development. *International Journal on Disability and Human Development, 12*(2), 185-191.
22. Shek, D. T. L., & Wu, F. K. Y. (2014). The role of teachers in youth development: reflections of students. *International Journal on Disability and Human Development, 13*(4), 473-480.

23. Shek, D. T. L., Wu, F. K. Y. & Law, M. Y. M. (2014). Perceptions of a university subject on leadership and intrapersonal development: reflections of the scholarship recipients. *International Journal on Disability and Human Development, 13*(4), 435-450.

24. Shek, D. T. L., Wu, F. K. Y., Leung, C. T. L., Fok, H. K., & Li, P. P. K. (2016). Focus group evaluation of a subject on leadership and intrapersonal development in Hong Kong. *International Journal of Child and Adolescent Health, 9*(2), 185-194.

25. Shek, D. T. L., & Wu, F. K. Y. (2016). Clear and positive identity as an attribute of an effective leader. *International Journal on Disability and Human Development, 15*(2), 143-148.

26. Shek, D. T. L., & Yu, L. (2014). Post-course subjective outcome evaluation of a subject on leadership and intrapersonal development for university students in Hong Kong. *International Journal on Disability and Human Development, 13*(4), 457-464.

27. Shek, D. T. L., & Yu, L. (2016). Student feedback on a subject on leadership and intrapersonal development for university students in Hong Kong. *International Journal on Disability and Human Development, 15*(3), 339-345.

28. Shek, D. T. L., & Yu, L. (2016). Cognitive competence: A key positive youth development construct for university students. *International Journal on Disability and Human Development, 15*(2), 135-142.

29. Shek, D. T. L., & Yu, L. (in press). An evaluation study on a university general education subject in Hong Kong. *International Journal of Adolescent Medicine and Health*.

30. Shek, D. T. L., Yu, L., Wu, F. K. Y., & Merrick, J. (in press). Evaluation of positive youth development and leadership programs in Hong Kong. *International Journal of Adolescent Medicine and Health*.

31. Shek, D. T. L., Yu, L., & Xie, Q. Z., (in press). Student feedback on a pioneer subject on leadership and intrapersonal development in Hong Kong. *International Journal of Adolescent Medicine and Health*.

32. Wu, F. K. Y. (2016). "Know thyself": Some personal reflections in teaching a subject on leadership and intrapersonal development. *International Journal on Disability and Human Development, 15*(2), 203-209.

33. Yu, L. (2016). A teacher's reflection on teaching "Tomorrow's Leaders" in university students in Hong Kong. *International Journal on Disability and Human Development, 15*(2), 195-202.

34. Yu. L., Shek, D. T. L., & Leung, E. Y. K. (2016). Post-lecture evaluation of a university subject on leadership and intrapersonal development. *International Journal of Child and Adolescent Health, 9*(2), 155-164.

Special issue (Editorial)

35. Shek, D. T. L., Ma, C. M. S., & Merrick, J. (2016). (ed.). Special issue on Nurturing university students to be Tomorrow's Leaders. *International Journal of Adolescent Medicine and Health, 15*(2), 125-126.

36. Shek, D. T. L., Ma, C. M. S., & Merrick, J. (2016). (ed.). Special issue on "Promoting leadership and intrapersonal development in university students". *International Journal on Disability and Human Development*.

37. Shek, D. T. L., Wu, F. K. Y., & Merrick, J. (2016). (ed.). Special issue on "Developmental issues in children and adolescents: Promotion of positive youth development". *International Journal of Child and Adolescent*.

Appendix 2: "Service leadership" publication list

A. Curriculum development and theories
Journal articles

1. Shek, D. T. L., Yu, L., & Fu, X. (2013). Confucian virtues and Chinese adolescent development: A conceptual review. *International Journal of Adolescent Medicine and Health*, *25*(4), 335-344. DOI: 10.1515/ijamh-2013-0031.

2. Shek, D. T. L., Yu, L., Ma, C. M. S., Sun, R. C. F., & Liu, T. T. (2013). Development of a credit-bearing service leadership subject for university students in Hong Kong. *International Journal of Adolescent Medicine and Health*, *25*(4), 353-361. DOI: 10.1515/ijamh-2013-0033.

3. Shek, D. T. L., Chung, P. P. Y., Yu, L., & Merrick, J. (2015). Editorial: Service leadership education for university students: The Hong Kong experience. *International Journal on Disability and Human Development, 14*(3), 203-204.

4. Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2015). Manufacturing economy vs. service economy: Implications for service leadership. *International Journal on Disability and Human Development, 14*(3), 205-215.

5. Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2015). How unique is the service leadership model? A comparison with contemporary leadership approaches. *International Journal on Disability and Human Development, 14*(3), 217-231.

6. Shek, D. T. L., & Lin, L. (2015). Core beliefs in the service leadership model proposed by the Hong Kong Institute of Service Leadership and Management. *International Journal on Disability and Human Development, 14*(3), 233-242.

(Appendix 2 continued on next page.)

7. Shek, D. T. L., Sun, R. C. F., & Liu, T. T. (2015). Evolution and realms of service leadership and leadership models. *International Journal on Disability and Human Development, 14*(3), 243-254.

8. Shek, D. T. L., & Lin, L. (2015). Intrapersonal competencies and service leadership. *International Journal on Disability and Human Development, 14*(3), 255-263.

9. Shek, D. T. L., Yu, L., & Siu, A. M. H. (2015). Interpersonal competence and service leadership. *International Journal on Disability and Human Development, 14*(3), 265-274.

10. Shek, D. T. L., Ma, C. M. S., & Liu, T. T. (2015). Adolescent developmental assets and service leadership. *International Journal on Disability and Human Development, 14*(3), 275-283.

11. Shek, D. T. L., & Lin, L. (2015). Nurturing university students to be social entrepreneurs: Relevance of service leadership education. *International Journal on Disability and Human Development, 14*(3), 285-293.

12. Shek, D. T. L., Chung, P. P. Y., Yu, L., & Merrick, J. (2015). Editorial: Service leadership curriculum and higher education reform in Hong Kong. *International Journal on Disability and Human Development, 14*(4), 297-298.

13. Shek, D. T. L., & Yu, L. (2015). Character strengths and service leadership. *International Journal on Disability and Human Development, 14*(4), 299-307.

14. Shek, D. T. L., Sun, R. C. F., & Liu, T. T. (2015). Character strengths in Chinese philosophies: Relevance to service leadership. *International Journal on Disability and Human Development, 14*(4), 309-318.

15. Shek, D. T. L., & Li, X. (2015). The role of a caring disposition in service leadership. *International Journal on Disability and Human Development, 14*(4), 319-332.

16. Shek, D. T. L., & Lin, L. (2015). Factors leading to the creation, development and maintenance of positive social relationship. *International Journal on Disability and Human Development, 14*(4), 333-342.

17. Shek, D. T. L., Ma, C. M. S., Liu, T. T., & Siu, A. M. H. (2015). The role of self-leadership in service leadership. *International Journal on Disability and Human Development, 14*(4), 343-350.

18. Shek, D. T. L., & Lin, L. (2015). Leadership and mentorship: Service leaders as mentors of the followers. *International Journal on Disability and Human Development, 14*(4), 351-359.

19. Shek, D. T. L., & Li, X. (2015). Nurturing students to be caring service leaders. *International Journal on Disability and Human Development, 14*(4), 361-369.

20. Leung, H., Ma, C. M. S., Shek, D. T. L., & Law, M. Y. M. (2016). Nurturing service leaders through service learning for university students. *International Journal of Child and Adolescent Health, 9*(2), 211-221.

Book Chapters

1. Shek, D. T. L., & Chung, P. P. Y. (2015). Service leadership education for university students: Seven unfinished tasks. In D. T. L. Shek & P. P. Y. Chung (Eds.), *Promoting service leadership qualities in university students: The case of Hong Kong. Quality of life in Asia, vol. 6* (pp. 225-232). Singapore: Springer.

2. Shek, D. T. L., & Leung, H. (2015). Service leadership qualities in university students through the lens of student well-being. In D. T. L. Shek & P. P. Y. Chung (Eds.), *Promoting service leadership qualities in university students: The case of Hong Kong. Quality of life in Asia, vol. 6* (pp. 1-16). Singapore: Springer.

3. Leung, H., Ma, C. M. S., Shek, D. T. L., & Law, M. Y. M. (2015). Nurturing service leaders [Reprint]. In D. T. L. Shek, F. K. Y. Wu, & J. Merrick (Eds.), *Leadership and service learning education: Holistic development for Chinese university students* (pp.55-74). New York: Nova Sciences Publisher.

4. Leung, H., Shek, D. T. L., & Xie, Q. (2015). Service leadership education evaluation by university students in Hong Kong [Reprint]. In D. T. L. Shek, F. K. Y. Wu, & J. Merrick (Eds.), *Leadership and service learning education: Holistic development for Chinese university students* (pp.95-110). New York: Nova Sciences Publisher.

5. Leung, J. T. Y., & Shek, D. T. L. (2015). To serve and to learn [Reprint]. In D. T. L. Shek, F. K. Y. Wu, & J. Merrick (Eds.), *Leadership and service learning education: Holistic development for Chinese university students* (pp.23-40). New York: Nova Sciences Publisher.

6. Shek, D. T. L., & Liang, J. (2015). How can we know a program is effective? [Reprint]. In D. T. L. Shek, F. K. Y. Wu, & J. Merrick (Eds.), *Leadership and service learning education: Holistic development for Chinese university students* (pp.125-140). New York: Nova Sciences Publisher.

7. Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2016). Implications of the shift from manufacturing economy to service economy [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp. 9-25). New York: Nova Science Publishers.

8. Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2016). The service leadership model [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp. 27-48). New York: Nova Science Publishers.

9. Shek, D. T. L., Chung, P. P. Y., Yu, L., & Merrick, J. (2016). Leadership and management education for university students [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp. 3-6). New York: Nova Science Publishers.

10. Shek, D. T. L., & Lin, L. (2016). Core beliefs and the service leadership model [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp.49-62). New York: Nova Science Publishers.

11. Shek, D. T. L., & Lin, L. (2016). Different forms of intrapersonal competence [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp. 81-93). New York: Nova Science Publishers.

12. Shek, D. T. L., & Lin, L. (2016). University students as social entrepreneurs [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp. 121-133). New York: Nova Science Publishers.

13. Shek, D. T. L., Ma, C. M. S., & Liu, T. T. (2016). Human development assets and leadership [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp. 109-120). New York: Nova Science Publishers.

14. Shek, D. T. L., Sun, R. C. F., & Liu, T. T. (2016). History and evolutionary origin of leadership [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp. 63-79). New York: Nova Science Publishers.

15. Shek, D. T. L., Yu, L., & Siu, A. M. H. (2016). Promotion of interpersonal competence [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp. 95-108). New York: Nova Science Publishers.

16. Shek, D. T. L., Yuen-Tsang, A. W. K., & Ng, E. C. W. (2016). Global Youth Leadership Institute [Reprint]. In D. T. L. Shek, C. M. S. Ma, L. Lin & J. Merrick (Eds.), *Education in Hong Kong: Service leadership for university students* (pp. 147-155). New York: Nova Science Publishers.

17. Shek, D. T. L., Chung, P. P. Y., Yu, L. & Merrick, J. (2016). Higher education reform and development of leaders in Hong Kong [Reprint]. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp. 3-6). New York: Nova Sciences Publisher.

18. Shek, D. T. L., Ma, C. M. S., Liu, T. T., & Siu A. M. H. (2016). The nature of self-leadership [Reprint]. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp. 71-82). New York: Nova Sciences Publisher.

19. Shek, D. T. L., & Li, X. (2016). Caring disposition: Awareness, love and nurturing [Reprint]. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp. 37-54). New York: Nova Sciences Publisher.

20. Shek, D. T. L., & Li, X. (2016). Nurturing Students [Reprint]. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp. 97-110). New York: Nova Sciences Publisher.

21. Shek, D. T. L., & Lin, L. (2016). Creation, development and maintenance of social relationship [Reprint]. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp. 55-70). New York: Nova Sciences Publisher.

22. Shek, D. T. L., & Lin, L. (2016). Mentorship [Reprint]. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp. 83-96). New York: Nova Sciences Publisher.

23. Shek, D. T. L., Sun, R. C. F., & Liu, T. T. (2016). Chinese philosophy and character strength [Reprint]. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp. 23-36). New York: Nova Sciences Publisher.

24. Shek, D. T. L., & Yu, L. (2016). How to foster character strengths? [Reprint]. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp. 9-22). New York: Nova Sciences Publisher.

Conference presentations

1. Ma, C. M. S., Shek, D. T. L., & Liu, T. T. (2012, December 2-5). *Caring dispositions and positive youth development: Relevance to service leadership in university students.* Paper presented at the Third International Congress on Paediatric Chronic Diseases, Disability and Human Development, Jerusalem, Israel organized by Cincinnati Children's Hospital Medical Centre, Hadassah-Hebrew University Medical Centre, and National Institute of Child Health and Human Development, Israel.

2. Shek, D. T. L., Sun, R. C. F., Yu, L., Ma, C. M. S., & Siu, A. M. H. (2012, December 2-5). *Promotion of holistic development of university students in Hong Kong: Development of a service leadership course.* Paper presented at the Third International Congress on Paediatric Chronic Diseases, Disability and Human Development, Jerusalem, Israel organized by Cincinnati Children's Hospital Medical Centre, Hadassah-Hebrew University Medical Centre, and National Institute of Child Health and Human Development, Israel.

3. Yu, L., & Shek, D. T. L. (2012, December 2-5). *Confucian virtues and positive youth development: Insights for service leadership.* Paper presented at the Third International Congress on Paediatric Chronic Diseases, Disability and Human Development, Jerusalem, Israel organized by Cincinnati Children's Hospital Medical Centre, Hadassah-Hebrew University Medical Centre, and National Institute of Child Health and Human Development, Israel.

4. Law, M. Y. M., & Shek, D. T. L. (2013, March 22). *Development of a non-credit-bearing service leadership program for university students in Hong Kong: Some initial experience.* Paper presented at the Service Leadership Roundtable, The Hong Kong Polytechnic University, Hong Kong.

5. Leung, H., & Shek, D. T. L. (2013, March 22). *The development of service leadership models and its implications for university education in Hong Kong.* Paper presented at the Service Leadership Roundtable, The Hong Kong Polytechnic University, Hong Kong.

6. Lin, L., & Shek, D. T. L. (2013, March 22). *A good service leader, a good mentor.* Paper presented at the Service Leadership Roundtable, The Hong Kong Polytechnic University, Hong Kong.

7. Liu, T. T., & Shek, D. T. L. (2013, March 22). *Developmental assets of service leaders.* Paper presented at the Service Leadership Roundtable, The Hong Kong Polytechnic University, Hong Kong.

8. Ma, C. M. S., & Shek, D. T. L. (2013, March 22). *Caring disposition and service leadership among Hong Kong university students.* Paper presented at the Service Leadership Roundtable, The Hong Kong Polytechnic University, Hong Kong.

9. Shek, D. T. L., Sun, R. C. F., & Siu, A. M. H. (2013, March 22). *Helping university students to thrive: The service leadership initiative at The Hong Kong Polytechnic University*. Keynote speech presented at the Service Leadership Roundtable, The Hong Kong Polytechnic University, Hong Kong.

10. Yu, L., & Shek, D. T. L. (2013, March 22). *Character strengths in Chinese philosophies: Confucian virtues and service leadership.* Paper presented at the Service Leadership Roundtable, The Hong Kong Polytechnic University, Hong Kong.

11. Shek, D. T. L., Sun, R. C. F., Yu, L., Ma, C. M. S., Siu, A. M. H., Lin, L., Leung, H., & Law, M. Y. M. (2014, May 14-15). *Service leadership education and research at The Hong Kong Polytechnic University: An overview*. Paper presented at the International Conference on Service Leadership Education for University Students: Experience in Hong Kong, Hong Kong.

12. Shek, D. T. L., Sun, R. C. F., Lin, L., Leung, H., Yu, L., Ma, C. M. S., Siu, A. M. H., & Law, M. Y. M. (2016, January 6-7). *Service Leadership Education at The Hong Kong Polytechnic University*. Paper presented at the International Conference on Service Leadership Education in Service Economies, Hong Kong.

Other articles

1. 石丹理、鍾普洋、林立、黎翔. (2014). 如何培育香港大學生的領袖素質？紫荊論壇, 5-6月號第15期, 86-94.

2. 石丹理. (2014). 香港如何培育人才？紫荊論壇, 11-12月號第18期, 27-35.

B. Evaluation (credit-bearing subjects):

Journal articles

1. 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.

2. Shek, D. T. L., Lin, L., & Liu, T. T. (2014). Service leadership education for university students in Hong Kong: Subjective outcome evaluation. *International Journal on Disability and Human Development*, *13*(4), 513-521.

3. Shek, D. T. L., Lin, L., Liu, T. T., & Law, M. Y. M. (2014). Service leadership education for university students in Hong Kong: Qualitative evaluation. *International Journal on Disability and Human Development. 13*(4), 523-529.

4. Shek, D. T. L., Lin, L., Liu, T. T., & Law, M. Y. M. (2014). Process evaluation of a pilot subject on service leadership for university students in Hong Kong. *International Journal on Disability and Human Development. 13*(4), 531-540.

5. Shek, D. T. L., Law, M. Y. M., & Liu, T. T. (2015). Focus group evaluation of a service leadership subject in Hong Kong. *International Journal on Disability and Human Development, 14*(4), 371-376.

6. Shek, D. T. L., & Liang, J. (2015). Subjective outcome evaluation of a university subject on service leadership. *International Journal on Disability and Human Development, 14*(4), 385-392.

7. Shek, D.T.L., Liang, J., & Law, M.Y.M. (2016). Process evaluation of a university subject on service leadership in Hong Kong. *International Journal of Child and Adolescent Health*, *9*(2), 253-261.

8. Shek, D.T.L., Liang, J., & Zhu, X. (2016). Subjective outcome evaluation of a service leadership subject for university

students in Hong Kong. *International Journal of Child Health and Human Development, 9*(2), 225-232.

9. Shek, D. T. L., Lin. L., & Xie, Q. (2016). Service leadership education for university students in Hong Kong: A qualitative evaluation study. *International Journal of Child and Adolescent Health, 9*(2), 235-243.

10. Shek, D. T. L., Lin. L., & Xie, Q. (2016). Service leadership education for university students in Hong Kong: A qualitative evaluation study. *International Journal of Child and Adolescent Health, 9*(2), 235-243.

11. Shek, D. T. L., Xie, Q., Lin, L., Law, M. Y. M. (in press). Evaluation of a service leadership subject in Chinese university students in Hong Kong using focus groups. *International Journal on Disability and Human Development*.

12. Shek, D. T. L., & Lin, L. (in press). Objective outcome evaluation of Service Leadership Education at The Hong Kong Polytechnic University. *International Journal on Disability and Human Development*.

Book chapters

13. Shek, D. T. L., Yu, L., & Ma, C. M. S. (2015). The students were happy, but did they change positively? [Reprint]. In D. T. L. Shek, A. M. H. Siu, & J. Merrick. (Eds). *Tomorrow's leaders: Service leadership and holistic development in Chinese university students* (pp. 157-168). New York: Nova Sciences Publisher.

14. Shek, D. T. L., Lin L., & Liu, T. T. (2015). Service leadership education for university students in Hong Kong: Subjective outcome evaluation [Reprint]. In D. T. L. Shek, A. M. H. Siu, & J. Merrick. (Eds). *Tomorrow's leaders: Service leadership and holistic development in Chinese university students, (pp. 169-180)*. New York: Nova Sciences Publisher.

15. Shek, D. T. L., Lin L., Liu, T. T., & Law, M. Y. M. (2015). Service leadership education for university students in Hong Kong: Qualitative evaluation [Reprint]. In D. T. L. Shek, A. M. H. Siu, & J. Merrick. (Eds). *Tomorrow's leaders: Service leadership and holistic development in Chinese university students, (pp. 181-192)*. New York: Nova Sciences Publisher.

16. Shek, D. T. L., Lin L., Liu, T. T., & Law, M. Y. M. (2015). Process evaluation of a pilot subject on service leadership for university students in Hong Kong. In D. T. L. Shek, A. M. H. Siu, & J. Merrick. (Eds). *Tomorrow's leaders: Service leadership and holistic development in Chinese university students, (pp. 193-204)*. New York: Nova Sciences Publisher. (Reprint)

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Conference presentations

21. Shek, D. T. L., Lin, L., Leung, H., Law, M. Y. M., & Li, X. (2014, May 14-15). *Evaluation of service leadership programs using multiple evaluation methods*. Paper presented at the International Conference on Service Leadership Education for University Students: Experience in Hong Kong, Hong Kong.

22. Shek, D. T. L., Lin, L., & Leung, H. (2016, January 6-7). *Objective Outcome Evaluation of Service Leadership Education at The Hong Kong Polytechnic University*. Paper presented at the International Conference on Service Leadership Education in Service Economies, Hong Kong.

C. Evaluation (non-credit-bearing programs):

Journal articles

1. Shek, D. T. L., & Li, X. (2015). Evaluation of an innovative leadership training program for Chinese students: Subjective outcome evaluation. *International Journal on Disability and Human Development, 14*(4), 393-400.

2. Shek, D.T.L., & Lin, L. (2016). Service leadership education in the global youth leadership programme: A qualitative evaluation. *International Journal of Child and Adolescent Health*, *9*(2), 245-252.

3. Shek, D. T. L., & Lin, L. (2016). Changes in university students after joining a service leadership program in China. *Journal of Leadership Education, 15*(1), 96-109.

4. Shek, D. T. L., Zhu, X., & Lin, L. (in press). Evaluation of an intensive service leadership course in mainland China. *International Journal of Child and Adolescent Health*.

(Appendix 2 continued on next page)

5. Shek, D. T. L., Lin, L., Leung, H. & Zhu, X. (in press). The impact of an intensive service leadership course in Mainland China: Objective outcome evaluation. *International Journal of Child and Adolescent Health*.
6. Leung, H., Shek, D. T. L., Lin, L. (in press). Promotion of service leadership qualities in Chinese university students: Objective outcome evaluation based on six waves of data. *The International Journal of Child and Adolescent Health.*.

Book chapters

1. Shek, D. T. L., & Lin, L. (2015). "Global Youth Leadership Programme" and its evaluation [Reprint]. In D. T. L. Shek, F. K. Y. Wu, & J. Merrick (Eds.), *Leadership and service learning education: Holistic development for Chinese university students* (pp.111-124). New York: Nova Sciences Publisher.
2. Shek, D. T. L., & Li, X. (2016). Evaluation of a leadership training program for Chinese students [Reprint]. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp.151-164). New York: Nova Sciences Publisher.
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Conference presentations

1. Leung, H., Shek, D. T. L., Lin, L. (2016, August 25-27). *Promotion of service leadership qualities in Chinese university students: An evaluation based on six waves of data*. Paper presented at The 2016 International Society for Quality of Life Studies Annual Conference – "Bridging Quality-of-Life Experiences From East to West," Seoul, South Korea.

D. Assessment tools:

Journal articles

2. Shek, D. T. L., & Lin, L. (in press). Criterion-related Validation of the Service Leadership Knowledge Scale. *International Journal on Disability and Human Development*.
3. Shek, D. T. L., Lin, L., Leung, H., Yu, L. Ma, C., & Li, X. (in press). Development and validation of the Service Leadership Knowledge Scale in a Chinese context. *International Journal on Disability and Human Development*.
4. Shek, D. T. L., Lin, L., Leung, H., Yu, L. Ma, C., & Li, X. (in press). Content validation of the Service Leadership Attitudes Scale. *International Journal on Disability and Human Development*.

E. Books and special issues:

Special issues

1. Shek, D. T. L., Siu, A. M. H., & Merrick, J. (Eds.). (2014). A tale of two innovative leadership programs in Hong Kong, China [Special issue]. *International Journal on Disability and Human Development, 13*(4), 409-543.
2. Shek, D. T. L., Chung, P. P. Y., Yu, L., & Merrick, J. (Eds.) (2015). Service leadership education for university students: The Hong Kong experience [Special issue]. *International Journal on Disability and Human Development, 14*(3), 203-293.
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4. Shek, D. T. L., Ma, C. M. S., & Merrick, J. (Eds.) (2016). Special issue: Promoting leadership and intrapersonal development in university students [Special issue]. *International Journal on Disability and Human Development, 15*(2), 125-239
5. Shek, D. T. L., Chung, P., Lin, L. & Merrick, J. (Eds.) (in press). Service Leadership Education for University Students [Special issue]. *International Journal on Disability and Human Development,*

Books

1. Shek, D. T. L., & Chung, P. P. Y. (Eds.). (2015). *Promoting service leadership qualities in university students: The Case of Hong Kong. Quality of life in Asia, vol. 6.* Singapore: Springer.
2. Shek, D. T. L., Siu, A. M. H., & Merrick, J. (Eds.). (2015). *Tomorrow's leaders: Service leadership and holistic development in Chinese university students.* New York: Nova Sciences Publisher.
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4. Shek, D. T. L., Ma, C. M. S., Lin, L., & Merrick, J. (Eds.). (2016). *Education in Hong Kong: Service leadership for university students.* New York: Nova Sciences Publisher.

5. Shek, D. T. L., Siu, A. M. H., Leung, H., & Merrick, J. (Eds.). (2016). *Higher education in Hong Kong: Nurturing students to be caring service leaders.* New York: Nova Sciences Publisher.

F. Conferences (organized by PolyU):

1. Service Leadership Roundtable held on March 22, 2013 at The Hong Kong Polytechnic University, Hong Kong

2. International Conference on Service Leadership Education for University Students: Experience in Hong Kong, held on May 14-15, 2014 at The Hong Kong Polytechnic University, Hong Kong

3. International Conference on Service Leadership Education in Service Economies held on January 6-7, 2016 at The Hong Kong Polytechnic University, Hong Kong

Ethical compliance

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