Cultivating Well-being and Whole Person Development in Higher Education

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Developmental Issues of University Students

Shek, D.T.L. (2010). Nurturing holistic development of university students in Hong Kong: where are we and where should we go? *TheScientificWorldJOURNAL, 10*, 563–575.

Shek, D.T.L., & Wong, K.K. (2011). Do adolescent developmental issues disappear overnight? Reflections about holistic development in university students. *The Scientific World JOURNAL, 11, 353–361*.

2

Lack of holistic development/ leadership skills

⬆ **Egocentrism**

⬆ **Prevalence of mental health problems**

⬇ **Empathy**

Employers are not satisfied with qualities of graduates

Obama's New Boss · McCain vs. Brzezinski

TIME

THE
ME ME ME
GENERATION

Millennials are lazy, entitled narcissists who still live with their parents

Why they'll save us all

South China Morning Post EDITION: HONG KONG

HEALTH & ENVIRONMENT

Depression, anxiety rife among university students in Hong Kong as academic pressure, career worries and social media take toll

Those at risk tend to be disadvantaged and face discrimination, and also find their studies difficult, researchers say

Mail Online

Graduates lack basic skills and are more interested in 'what a job can do for them, not what they have to offer an employer'

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Paradigm Shift:
Positive Youth Development

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Paradigm Shift

- **21st Century Skills** (what help students to survive and thrive?)
- **Non-Cognitive Skills** (e.g., moral competence)
- **Intrapersonal Competence** (e.g., AQ, EQ, SQ)
- **Interpersonal Competence** (e.g., communication, conflict resolution)
- **Psychosocial Competence**
- **Life Skills**
- **Social-Emotional Learning** (self-awareness, social awareness, self-management, interpersonal communication, responsible decision making)

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✓ Paradigm shift (look at the bright side)
✓ Focus on strengths and potentials
✓ Every young person can be a leader (at least leading oneself)
✓ Nurturance of intrapersonal and interpersonal skills

WHAT WE BELIEVE ABOUT YOUTH DEVELOPMENT

6

Dogs Might Fly

Oxford Scientific Films (Producer), & Group M Entertainment (Producer) (2018). *Dogs might fly*. Retrieved from https://www.oxfordscientificfilms.tv/portfolio-item/dogs-might-fly/

OUR BELIEF:
STUDENTS MIGHT FLY (SHINE)!

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Intrapersonal and interpersonal competences, positive values and social responsibility

Leadership qualities desired in service industries (i.e., moral character, care and competence)

Knowledge Intensive

"Tomorrow's Leaders"
Reflective and Scenario-Based Learning

"Service Leadership"
Reflective and Group-Based Collaborative Learning
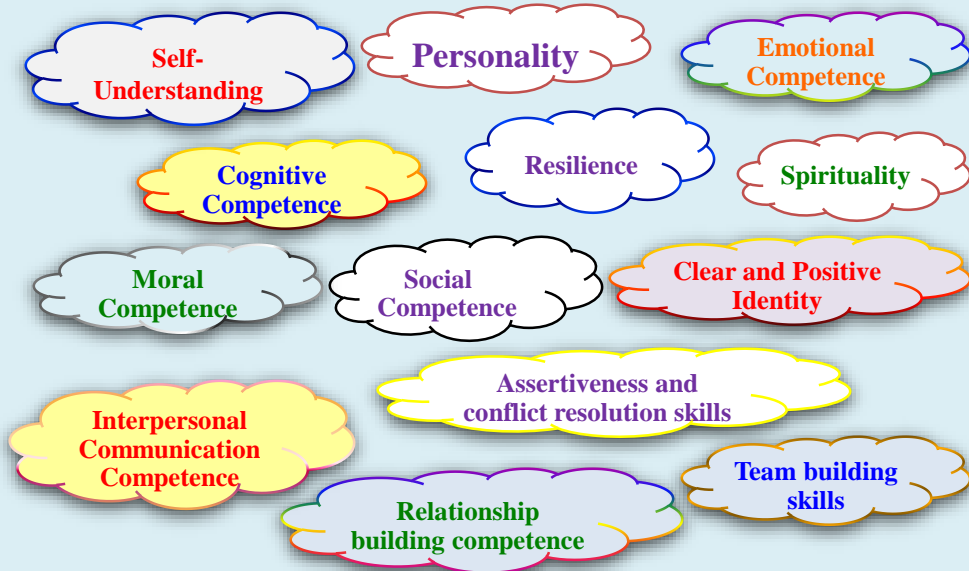
FOUR CREDIT-BEARING SUBJECTS

Experience Intensive

"Promotion of Children and Adolescent Development"
Experiential and Service-Learning

"Service Leadership through Serving Children and Families with Special Needs"
Experiential and Service-Learning
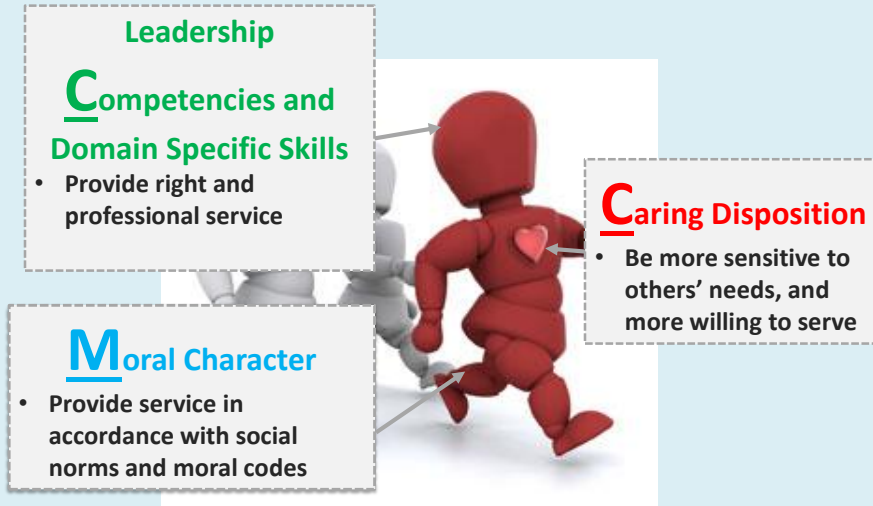
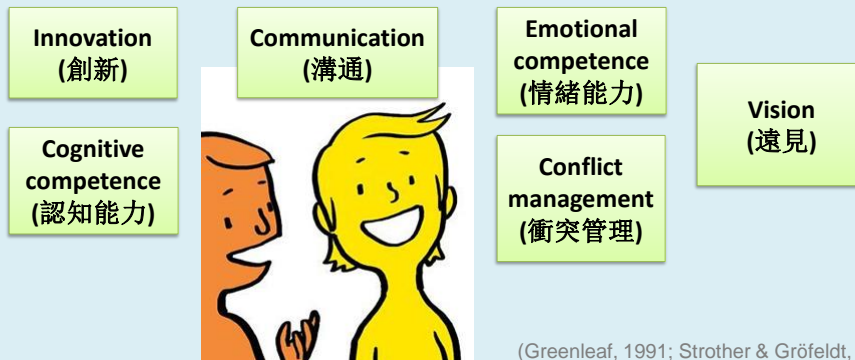8

1. Leadership Subject: Tomorrow's Leaders

Self-Understanding

Personality

Emotional Competence

Cognitive Competence

Resilience

Spirituality

Moral Competence

Social Competence

Clear and Positive Identity

Assertiveness and conflict resolution skills

Interpersonal Communication Competence

Relationship building competence

Team building skills

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Developmental leadership model

Cognitive Competence
Emotional Competence
Resilience
Spirituality
Morality & Integrity
Self-understanding & Positive Identity
Self-leadership & Sense of Responsibility
Mental Health

Social Competence & Egocentrism
Relationship Building &
Team Building
Interpersonal Communication &
Conflict Management

Intrapersonal

Interpersonal

2. Leadership Subject: Service Leadership
$E = MC^2$

Leadership

Competencies and **Domain Specific Skills**
- **Provide right and professional service**

Caring Disposition
- **Be more sensitive to others' needs, and more willing to serve**

Moral Character
- **Provide service in accordance with social norms and moral codes**

Competences of Leadership

- **To empower others to reach their potentials**
- **To adapt to the ever-changing world and to meet diversified customer needs**
- **To possess relevant situational task competences**

| Innovation (創新) | Communication (溝通) | Emotional competence (情緒能力) | Vision (遠見) |
| Cognitive competence (認知能力) | | Conflict management (衝突管理) | |

(Greenleaf, 1991; Strother & Gröfeldt, 2005)

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Moral Character

- **To build trust and respect within the workplace**
- **It determines whether followers "buy into" a leader**

Promise-keeping (遵守承諾)	Integrity (誠信)	Fidelity (忠誠)
Accountability (可靠)	Fairness (公平)	Altruism (利他)

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Care

- **To develop relationship with others**
- **To show genuine care, concern and appreciation for self and others**
- **To gain influence through serving the followers**

Listening (傾聽）	Love (愛)	Empathy (同理心)
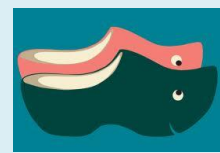
3. Service Learning Subject: Promotion of Children and Adolescent Development

1. Introduce different theories of children and youth development;
2. Enable students to apply the theories to design and implement appropriate service
3. Enhance students' competencies of problem-solving, decision-making, communication and team-work
4. Cultivate positive values and strengths orientation
5. Nurture students' sense of care and compassion towards the needy
6. Reflect on their own roles and social responsibilities in terms of sustainable development of oneself and the society

Promotion of Children and Adolescent Development (APSS2S05)

Journey of Hope

THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

應用社會科學系
Department of Applied Social Sciences

Slide 17

Subject design & implementation

Subject duration: Semester 2 + Summer semester

4 lectures and 6 workshops before the service trip

10-day service trip to provide direct service

2 post-service integration workshops for summary and consolidation

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Slide 18

APSS2S09 Service Leadership through Serving Children and Families with Special Needs

This subject is designed to enable students to:

1. understand the core attributes of service leaders
2. apply the core components of service leadership through the engagement of community-based service activities
3. develop self-awareness of sharing to and empathy with others and the community
4. reflect on their service leadership qualities, particularly intrapersonal and interpersonal competencies

$$E = MC^2$$

C — Caring
C — Competence
M — Moral character

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Evidence-Based Intervention

- **Objective outcome evaluation** (pretest and posttest assessment)
- **Objective outcome evaluation** (experimental group versus control group)
- **Subjective outcome evaluation** (subject feedback questionnaire and student satisfaction)
- **Qualitative evaluation** (interviews, focus groups, written experiences)
- **Process evaluation**

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Routledge
Taylor & Francis Group

Assessment & Evaluation in Higher Education

ASSESSMENT & EVALUATION in HIGHER EDUCATION

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Objective outcome evaluation of a leadership course utilising the positive youth development approach in Hong Kong

Xiang Li & Daniel T. L. Shek

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To link to this article: https://doi.org/10.1080/02602938.2019.1696944

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Does Service Leadership Education Contribute to Student Well-Being? A Quasi-Experimental Study Based on Hong Kong University Students

Li Lin[1] · Daniel T. L. Shek[1]

Abstract Leadership programs have become increasingly prevalent in tertiary institutions, but rigorous evaluation research on their effectiveness on student development, particularly student well-being is inadequate. This study examined the effectiveness of a
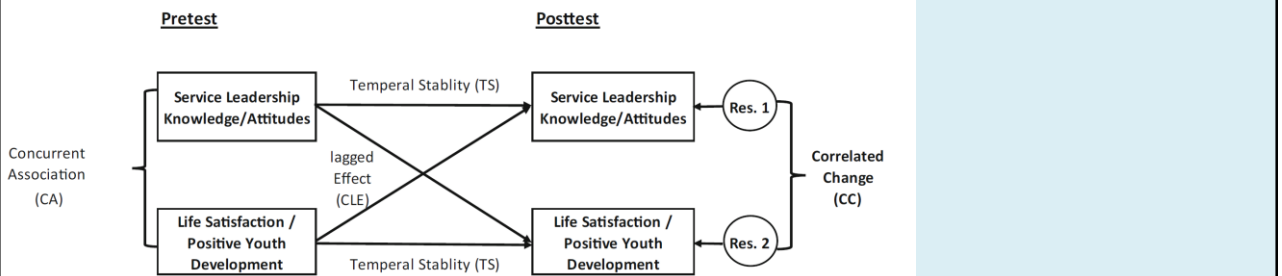
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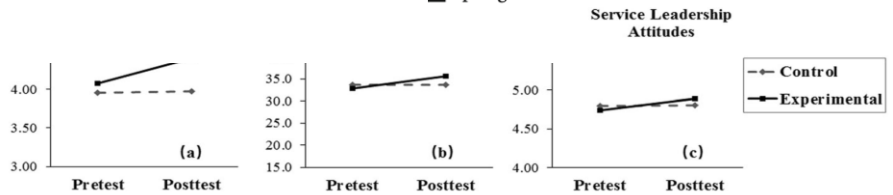Fig. 1 Illustration of the model of correlated change. *Note.* Res = residual of the corresponding variable

Fig. 2 Interaction effects between pretest-posttest change and group (experimental vs. control group) on life satisfaction (**a**), service leadership knowledge (**b**) and, service leadership attitudes (**c**)

Students' Perceived Attributes and Benefits of a Leadership Course: Subjective Outcome Evaluation

Lu Yu[1] ⓞ, Li Lin[1], Tan Lei Daniel Shek[1], and Wenyu Chai[1]

Abstract
Purpose: Using the client satisfaction approach, this study examined university students' perceived attributes and benefits of a leadership subject which attempts to promote student well-being. We also studied the psychometric properties of the related evaluation tool. **Method:** Undergraduate students who enrolled in the course over 6 years (2013/14 to 2018/19) in a university in Hong Kong completed a subjective outcome evaluation tool (N=10,484). **Results:** The evaluation tool possesses acceptable convergent validity, concurrent validity, and factorial validity. Students showed positive perceptions of the course, instructors, and benefits of the course. **Conclusion:** Findings suggest that university students had favorable perceptions of this credit-bearing leadership development subject based on the positive youth development approach. This subject serves as a good prototype for teachers, social workers, and allied professionals to develop and evaluate similar programs targeting university students. Social workers and teachers can also use the validated tool in research and evaluation contexts.

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Process evaluation of a positive youth development course in a university setting in Hong Kong

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[4] Department of Social Work, East China Normal University, Shanghai, P.R. China
[5] Division of Adolescent Medicine, Department of Pediatrics, Kentucky Children's Hospital, University of Kentucky College of Medicine, Lexington, KY, USA
[6] Faculty of Education, The University of Hong Kong,

designed, one common question to be asked is whether the program is effective. There are many ways to evaluate the outcomes of an education program. For objective outcome evaluation, designs such as the one-group pretest-posttest designs or randomized group trials are commonly used. Subjective outcome evaluation or a client satisfaction approach is also routinely adopted to assess program effects. While it is important to evaluate outcomes of a program, it is equally important to examine the quality of program implementation (i.e., process evaluation). Nevertheless, in comparison to outcome evaluation, there are comparatively fewer studies on process evaluation in education and welfare settings.

Process evaluation is "the use of empirical data to assess the

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Transformation and Development of University Students through Service-Learning: a Corporate-Community-University Partnership Initiative in Hong Kong (Project *WeCan*)

D. T. L. Shek[1] · C. M. S. Ma[1] · Z. Yang[1]

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Article

Evaluation of Service-Learning in Project *WeCan* under COVID-19 in a Chinese Context

Hildie Leung [1], Daniel T. L. Shek [2,]* and Diya Dou [2]

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[2] Department of Applied Social Sciences, The Hong Kong Polytechnic University, Hong Kong, China; diya.dou@polyu.edu.hk
* Correspondence: daniel.shek@polyu.edu.hk

Abstract: Service-learning is a widely adopted educational pedagogy and philosophy. With the support from the Wharf (Holdings) Limited (Group), service-learning was conducted in the "Project *WeCan*" in Hong Kong. Prior to COVID-19, traditional service-learning was implemented with students learning in the classroom and applying their knowledge and skills to the community through providing direct face-to-face service. With the COVID-19 outbreak in the 2019–20 academic year, school lockdown measures appeared. Students had to learn online and to design and implement service offsite. As the impacts of this rapid shift in paradigm remain unknown, this study examined changes in university students using a pretest–posttest design ($n = 124$) and perceptions of service-learning experience via the subjective outcome evaluation design ($n = 192$) under COVID-19. The authors also investigated service recipients' ($n = 56$) satisfaction with service activities they participated in during the pandemic. Both objective outcome evaluation and subjective outcome evaluation findings revealed that service providers (university students) and recipients (secondary school

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Table 2. Outcome changes between pre-test and post-test from the Objective Outcome Evaluation Form by university students (service providers) (n = 124).

	Pre-Test		Post-Test		F	η^2_p
	Mean (SD)	α	Mean (SD)	α		
Cognitive-behavioral competencies					23.67 ***	0.178
Self-determination	4.57 (0.79)	0.87	4.73 (0.76)	0.83	7.18 **	0.057
Behavioral competence	4.58 (0.78)	0.77	4.94 (0.76)	0.83	29.48 ***	0.196
Cognitive competence	4.66 (0.70)	0.85	4.96 (0.70)	0.91	30.80 ***	0.210
Positive identity					17.18 ***	0.126
Clear and positive identity	4.09 (1.00)	0.84	4.40 (1.06)	0.90	23.80 ***	0.164
Beliefs in the future	4.77 (0.75)	0.80	4.89 (0.83)	0.84	3.91 *	0.031
General positive youth development qualities					16.67 ***	0.138
Resilience	4.58 (0.89)	0.87	4.69 (0.93)	0.93	3.07	0.026
Social competence	4.73 (0.75)	0.91	4.98 (0.79)	0.95	25.52 ***	0.174
Moral competence	4.68 (0.57)	0.40	4.70 (0.62)	0.31	0.168	0.001
Emotional competence	4.61 (0.75)	0.80	4.89 (0.83)	0.88	21.61 ***	0.149
Spirituality	4.25 (0.80)	0.63	4.33 (0.82)	0.52	1.77	0.015
Total positive youth development					22.31 ***	0.184
Service leadership qualities					8.53 **	0.143
Character strengths	4.61 (0.57)	0.90	4.84 (0.62)	0.92	21.00 ***	0.165
Self-leadership	4.56 (0.70)	0.88	4.79 (0.70)	0.90	11.09 **	0.087
Caring disposition	4.86 (0.64)	0.94	5.02 (0.63)	0.94	9.06 **	0.074
Service leadership beliefs and values	4.85 (0.65)	0.92	5.07 (0.66)	0.95	8.30 **	0.115
Life satisfaction	3.90 (1.06)	0.91	4.14 (1.15)	0.94	7.71 **	0.062

*** $p < 0.001$; ** $p < 0.01$, * $p < 0.05$.

With a humble heart, humility and recognition of our weaknesses, we are extremely grateful that:

- **Excellence Award - Communist Youth League of China Central Committee (2016)**
- **QS Reimagine Education Awards (Oscars in Education)**
  - **Bronze Award (Social Enterprise) – 2016**
  - **Bronze Award (Ethical Leadership) – 2016**
  - **Silver Award (Ethical Leadership) – 2017**
  - **Gold Award (Sustainability) – 2017**
  - **Gold Award (Nurturing Student Well-Being and Purpose) – 2021**
- **UGC Teaching Award (Team Award – 2018)**

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Let us work together to promote the psychological well-being of students in the higher education sector! There is a need to SAVE LIVES. We believe our students can SHINE and THRIVE!

Thank you!

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