The Hong Kong Polytechnic University

<u>Subject Description Form</u>

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1A21U/V (APSS1A21U: with ER/EW; APSS1A21V: without ER/EW)
Subject Title	Service Leadership
Credit Value	3
Level	1

GUR Requirements Intended to Fulfill
 	
(APSS1A21U)
	This subject intends to fulfill the following requirement(s) :
	
	☐ **Healthy Lifestyle**
	☐ **AI and Data Analytics (AIDA)**
	☐ **Innovation and Entrepreneurship (IE)**
	☐ **Languages and Communication Requirement (LCR)**
	☐ **Leadership Education and Development (LEAD)**
	☐ **Service-Learning**
	☒ **Cluster-Area Requirement (CAR)**
	   ☒ Human Nature, Relations and Development [CAR A]
	   ☐ Science, Technology and Environment [CAR D]
	   ☐ Chinese History and Culture [CAR M]
	   ☐ Cultures, Organizations, Societies and Globalization [CAR N]
	☐ **China-Study Requirement**
	   ☐ Yes or ☒ No
	☒ **Writing and Reading Requirements**
	   ☒ English or ☐ Chinese

GUR Requirements Intended to Fulfill
 	
(APSS1A21V)
	This subject intends to fulfill the following requirement(s) :
	
	☐ **Healthy Lifestyle**
	☐ **AI and Data Analytics (AIDA)**
	☐ **Innovation and Entrepreneurship (IE)**
	☐ **Languages and Communication Requirement (LCR)**
	☐ **Leadership Education and Development (LEAD)**
	☐ **Service-Learning**
	☒ **Cluster-Area Requirement (CAR)**
	   ☒ Human Nature, Relations and Development [CAR A]
	   ☐ Science, Technology and Environment [CAR D]
	   ☐ Chinese History and Culture [CAR M]
	   ☐ Cultures, Organizations, Societies and Globalization [CAR N]
	☐ **China-Study Requirement**
	   ☐ Yes or ☒ No
	☐ **Writing and Reading Requirements**
	   ☐ English or ☐ Chinese ☒ No

Pre-requisite / Co-requisite/ Exclusion	Exclusion: APSS1A21 / APSS1A21M

Assessment Methods

100% Continuous Assessment	Individual Assessment	Group Assessment
Class Participation/Preparation (including home assignments)	15%	
Group Project		35%
Term Paper	50%	

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass all component(s) if he/she is to pass the subject.

Objectives

The economic structure in many countries has shifted from a manufacturing to service-oriented economy. Currently, Hong Kong's service industries contribute to 95% of the Gross Domestic Product. The requirements of the service sector have gradually displaced previous conceptions of what constitutes effective leadership in the industrial era. As compared to the manufacturing economy which values directive, autocratic, and transactional leadership styles which are predominantly task-oriented in nature, the service economy treasures distributed, transformational, and person/follower-oriented leadership styles. Service leadership underscores flexibility, collaboration, and communication between service leaders and followers. It is concerned with satisfying the needs of oneself and that of those whom one serves, as well as the community. In addition, workers in the service economy are not only required to possess professional skills, but also to be creative, motivated, and equipped with intrapersonal and interpersonal competences to provide personalized and high-quality service in the dynamic service environment (Shek, Chung & Leung, 2015).

The above calls for the emerging need to equip students with the necessary competences that enable them to become effective service leaders required by the changing society. In light of the above, this subject is designed to enable students to:

1. Learn the basic models of leadership with reference to the service sector;
2. Understand the basic leadership attributes intrinsic to effective service leaders, including leadership competences, character, and care;
3. Reflect on their own service leadership qualities, including leadership competences, character, and care;
4. Learn to develop and apply the basic qualities of an effective service leader;
5. Cultivate an appreciation of the importance of Service Leadership to the development and wellness of oneself, other people, society, nation, and the whole world; and
6. Learn to fulfill their responsibilities as service leaders by satisfying the needs of self, others, society, nation, and the whole world.

Intended Learning Outcomes

(Note 1)

Upon completion of the subject, students will be able to:

a. Understand the contemporary models of leadership with reference to the service sector, including their assertions, strengths, and weaknesses;

	b. Demonstrate understanding of the basic leadership attributes intrinsic to effective service leaders; c. Reflect upon the need for developing the qualities of effective service leaders and their own leadership qualities, particularly the connection of these leadership attributes to one's professional development, personal growth in the service economy; d. Demonstrate self-leadership in pursuit of continual improvement in their own service leadership qualities including competence (intrapersonal and interpersonal competence), care, and character; e. Appreciate the potential application of knowledge on effective Service Leadership gained in this subject to one's daily lives; and f. Recognize their social responsibilities as service leaders to satisfy a wide range of needs, including needs of self, others, society, nation, and the whole world.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	• **Lecture 1: Introduction (face-to-face lecture) (face-to-face lecture)** Overview of the subject: content, format, assignments and assessment criteria. Definitions and conceptions of Service Leadership; nature and rationales of Service Leadership; service sector and Service Leadership; relevance of Service Leadership to university students and graduates in Hong Kong; differences between manufacturing economy and service economy; desired leadership attributes under manufacturing and service economies; three realms of Service Leadership. • **Lecture 2: Core beliefs and components (online lecture)** Seven core beliefs about Service Leadership; Service Leadership as a function of competences of leadership, moral character, and care [E (Effective Service Leadership) = 3Cs (Character $\times$ Competence $\times$ Care)]; ultimate goals of Service Leadership education; essential knowledge, skills, as well as attitudes and value strands. • **Lecture 3: Basic leadership competences: Intrapersonal competences (online lecture)** IQ (task-relevant knowledge, problem solving, and decision making); EQ (understanding and managing emotion effectively); AQ (adversity quotient); SQ (spiritual quotient). • **Lecture 4: Basic leadership competences: Interpersonal competences (online lecture)** Importance of communication; communication skills; positive social relationship building; conflict resolution. • **Lecture 5: Character strengths and Service Leadership (online lecture)** The server is the service; moral character; basic character strengths such as love of learning, honesty, courage, perseverance, humility, and gratitude. • **Lecture 6: In-class interactions and consultation (face-to-face lecture)** Briefing of assessment schema, in-class interactions, and discussion on issues in previous lectures. • **Lecture 7: Care and Service Leadership (online lecture)** Universal dimensions of social cognition (warmth and competence); primary elements of care (love, listening, and empathy). • **Lecture 8: Character strengths in Chinese philosophies (online lecture)** Relevance of Confucian virtues to Service Leadership: integrity (lian), shame (chi), loyalty (zhong), filial piety (xiao), benevolence (ren), affection (ai), trustworthiness (xin), righteousness (yi), propriety (li), wisdom (zhi), harmony (he), and peace (ping) in Confucian thoughts.

- **Lecture 9: Contemporary leadership models and the dark side of leadership (online lecture)**
  Review of contemporary models of leadership, including top-down and bottom-up leadership models; charismatic leadership, authentic leadership, spiritual leadership, transformational leadership, and servant leadership; strengths and limitations of existing leadership models; dark side of leadership.

- **Lecture 10: Factors leading to creation, development, and maintenance of positive social relationship (online lecture)**
  Trust, fairness, respect, care, behavioral consistency, and loyalty.

- **Lecture 11: Self-leadership and Service Leadership (online lecture)**
  Everyone is a leader; optimization of one's operating systems; personal branding; the importance of self-monitoring and self-improvement.

- **Lecture 12: Developmental assets and Service Leadership (online lecture)**
  Self-esteem, self-efficacy, purpose in life, and optimism about future.

- **Lecture 13: Review of effective service leadership qualities and wrap-up (face-to-face lecture)**
  Comparisons with the existing models of leadership; critical evaluation of the HKI-SLAM model; potential application of service leadership knowledge to oneself: possibilities and difficulties; social responsibilities of university students as service leaders; warp-up.

Teaching/Learning Methodology *(Note 3)*	Students taking this course are expected to be sensitive to their own behaviors in the intrapersonal and interpersonal contexts. Intellectual thinking, reflective learning, experiential learning, and collaborative learning are emphasized in the course. The teaching/learning methodology includes: a. Lectures (3 face-to-face lectures and 10 online lectures); b. Experiential learning sessions; c. Group project; and d. Written assignment. In addition to lecturing, students will also engage in experiential learning activities both in face-to-face lectures and online lectures, such as reflections and discussions on critical issues central to service leadership, problem-based cases to solve, demonstrations, questionnaires, games, and simulations. Furthermore, in face-to-face lectures, students will have chance to join in debates on critical issues and role-plays of situations faced by service leaders. Through experimenting and practicing, students will be able to reflect on the experience to better assimilate, conceptualize and apply knowledge in a more practical way. Other teaching/learning methodology in APSS1A21U: To enable students to meet the "EW" requirement, students will be required to view a short lecture series available online provided by ELC. The series aims at equipping students with writing skills to enable them to write more effectively in English. Students are also required to submit two online drafts of the same piece of extensive writing to staff of ELC in order to gain feedback regarding their writing. The submissions will allow ELC staff to assess the progress made by students in the writing process and the quality of their work. To enable students to meet the "ER" requirement, ELC has also developed an interactive online learning kit that students can take voluntarily. The kit comprises

	resources that will enhance students' reading skills. Students are also expected to study the prescribed readings on the Reading List and to complete their Term Paper designed to assess their reading abilities.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

APSS1A21U:

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Class Participation / Preparation (including home assignments)	15%	✓	✓	✓	✓	✓	✓
2. Group Project • 30% group presentation [assessed by subject teacher] • 5% group project presentation contribution [assessed be peers]	35%	✓	✓	✓		✓	
3. Term Paper • 10% "ER" Requirement [10% assessed by APSS] • 40% "EW" Requirement [30% assessed by APSS] [10% assessed by ELC]	50%	✓	✓	✓	✓	✓	✓
Total	100 %						

APSS1A21V:

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Class Participation / Preparation (including home assignments)	15%	✓	✓	✓	✓	✓	✓
2. Group Project • 30% group presentation [assessed by subject teacher] • 5% group project presentation contribution [assessed be peers]	35%	✓	✓	✓		✓	
3. Term Paper	50%	✓	✓	✓	✓	✓	✓
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Assessment of Class Participation/Preparation (15%): It is expected that both classroom and online activities, and preparation for lectures can help students understand the subject matter and themselves, develop social skills, connect learning to themselves, and promote an appreciation of the importance of service leadership qualities. Hence, marks for class participation and preparation for lectures will be given. Students will be assessed in terms of:

a) preparation for online lectures, participation in online activities, and completing assignments on time (10%) (e.g., completing reflective writing and online worksheets, and sharing personal views/feelings); b) participation in classroom activities and completing assignments (2%) (e.g., completing worksheets, sharing personal views/feelings, and taking initiative to join group activities); c) completing evaluation questionnaires (3%) (e.g., the pre-test and post-test objective outcome evaluation forms).

2. <u>Assessment of Group Project (35%)</u>: Assessment of group project includes group project presentation assessed by subject teacher(s) (30%) and group project participation assessed by peers in the group (5%). Group project can give an indication of the students' understanding, integration, and critique of theories and concepts on the basic qualities in effective service leaders. It can also demonstrate personal and group reflections, interpersonal skills, and reciprocal learning. Each group is required to submit a video of group project presentation and other presentation materials (e.g., PowerPoint slides) on a chosen topic on time. Students will also be invited to assess the contribution of their group members to the group project by one item of a 6-point (0-5) scale. The marks will reflect the mastery of knowledge, self-reflection, and quality of interpersonal skills (such as collaboration with other members and contribution to the group) of the group members.

3. <u>Assessment of Term Paper (50%)</u>:

    APSS1A21U:
    To enable students to meet the "ER" requirement, students are required to read the prescribed readings (100,000 words or 200 pages). The arguments of the readings should be reflected in the term paper. Subject teacher will grade the extent students fulfill the "ER" requirement. For "EW" requirement, students are required to produce a term paper with **1.500 - 2,500** words in English. The term paper will give an indication of the student's understanding, integration and critique of theories, and concepts on the essential qualities emphasized in service leadership. It can also demonstrate the student's self-assessment, self-reflection, connection of the subject matter to oneself, and how the student recognizes the importance of actively pursuing knowledge covered in the subject. Subject teacher and ELC will jointly grade the final paper. In order to pass this subject, students must pass the "EW" requirement, i.e., attain a minimum grade "D" in the writing component.

    APSS1A21V:
    Students are required to produce a term paper with **1,200 - 1,500** words in English. The term paper will give an indication of the student's understanding, integration, and critique of theories and concepts on the essential qualities emphasized in service leadership. It can also demonstrate the student's self-assessment, self-reflection, connection of the subject matter to oneself, and how the student recognizes the importance of actively pursuing knowledge covered in the subject. Students are required to submit their final term papers on time and the subject teacher(s) will grade the final paper.

Student Study Effort Expected	Class contact:	
	▪ Lectures and experiential learning activities	39 Hrs.
	Other student study effort:	
	▪ Group project preparation	23 Hrs.
	▪ Reading and writing term paper	73 Hrs.
	Total student study effort	135 Hrs.

Reading List and References	**APSS1A21U:** In line with the reading requirement, students will be required to read an extensive text with 100,000 words or 200 pages. A maximum of 4 manuscripts/text will be selected from the list below:

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In line with the reading requirement, students will be required to read an extensive text with 100,000 words or 200 pages. A maximum of 4 manuscripts/text will be selected from the list below:

<u>Reading List to Fulfill "ER" requirement in APSS1A21U</u>

1. Chung, P. P. Y., & Elfassy, R. (2016). *The 12 dimensions of a Service Leader* (1st ed.). New York, NY: Lexingford Publishing. [185 pages]

2. Gill, R. (2011). *Theory and practice of leadership.* Thousand Oaks, Calif.: Sage. (Chapter 3: Leadership Theory: A Critical Review, Synthesis and Redefinition). [45 pages]

3. Shek, D. T. L., Chung, P. P. Y., Lin, L., Leung, H., & Ng, E. C. W. (2018). Service Leadership under the Service Economy. In J. L. Chin, J. E. Trimble & J. E. Garcia (Eds.), *Global and culturally diverse leaders and leadership: New dimensions and challenges for business, education and society* (pp. 143–161). Bingley: Emerald Publishing. [19 pages]

4. 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.* [9 pages]

5. 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* (pp. 1-16). Singapore: Springer. [16 pages]

6. Stewart, G. L., Courtright, S. H., & Manz, C. C. (2011). Self-leadership: A multilevel review. *Journal of Management, 37*, 185-222. [37 pages]

References for both APSS1A21U and APSS1A21V

<u>Basic References</u>

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2. Chemers, M. M., Watson, C. B., & May, S. T. (2000). Dispositional affect and leadership effectiveness: A comparison of self-esteem, optimism, and efficacy. *Personality and Social Psychology Bulletin, 26*(3), 267-277.

3. Cheung, C. K., & Chan, A. C. F. (2008). Benefits of Hong Kong Chinese CEOs' Confucian and Daoist leadership styles. *Leadership and Organization Development Journal*, 29, 474-503.

4. Dulewicz, C., Young, M., & Dulewicz, V. (2005). The relevance of emotional intelligence for leadership performance. *Journal of General Management, 30*, 71-86.

5. Emmons, R. A. (2000). Is spirituality an intelligence? Motivation, cognition, and the psychology of ultimate concern. *International Journal for the Psychology of Religion, 10*(1), 3-26.

6. Gronfeldt, S., & Strother, J. (2006). *Service leadership: The quest for competitive advantage.* Thousand Oaks, Calif.: Sage. (Chapters 1, 2, 3 and 12).

7. Mahsud, R., Yukl, G., & Prussia, G. (2010). Leader empathy, ethical leadership, and relations-oriented behaviors as antecedents of leader-member exchange quality. *Journal of Managerial Psychology, 25*(6), 561-577.

8. Peterson, C., & Park, N. (2006). Character strengths in organizations. *Journal of Organizational Behavior, 27*(8), 1-6.

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

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

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

12. Shek, D. T. L., & Lin, L. (2015a). 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.

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

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

15. 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.

16. 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.

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

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

19. Shek, D. T. L., & Yu, L. (2015). Character strengths and service leadership. *International Journal of Disability and Human Development,*

14(4), 299- 307.

20. 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.

21. 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.

22. Spears, L. C. (2010). Character and servant leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership, 1*(1), 25- 30.

Supplementary References

1. Adair, J. E. (2005). *How to grow leaders: The seven key principles of effective leadership development*. Sterling, VA: Kogan Page.

2. Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories research, and future directions. *Annual Review of Psychology, 60,* 421-449.

3. Bolden, R., & Gosling, J. (2006). Leadership competencies: Time to change the tune? *Leadership, 2*, 147-163.

4. Chung, P.P.Y. (2001). *Hong Kong Institute of Service Leadership & Management* (HKOI-SLAM) curriculum framework Unpublished manuscript.

5. Chung, P. P. Y. (2012). *Service reborn: The knowledge, skills, and attitudes of service companies* (1st ed.). New York, NY: Lexingford Publishing.

6. Chung, P. P. Y, & Bell, A. H. (2015). *The 25 principles of Service Leadership*. New York, NY: Lexingford Publishing.

7. Dhiman, S. (2007). Personal mastery: Our quest for self-actualization, meaning, and highest purpose. *Interbeing, 1*(1), 25-35.

8. Ferch, S. R., & Spears, L. C. (2011). *The spirit of servant-leadership*. Mahwah, NJ: Paulist Press.

9. Fiske, S. T., Cuddy, A. J., & Glick, P. (2007). Universal dimensions of social cognition: Warmth and competence. *TRENDS in Cognitive Sciences, 11*(2), 77-83.

10. Guo, K. L., & Anderson, D. (2005). The new health care paradigm: Roles and competencies of leaders in the service line management approach. *Leadership in Health Services*, *18*(4), 12-20.

11. Hipp, C., & Grupp, H. (2005). Innovation in the service sector: The demand for service-specific innovation measurement concepts and typologies. *Research Policy, 34*, 517-535.

12. Hong Kong Institute of Service Leadership and Management. (2013). *SLAM education.* Retrieved from http://hki-slam.org/

13. Lopez, S. J., & Louis, M. C. (2009). The principles of strengths-based education. *Journal of College & Character, 10*, 1-8.

14. Ma, H. K. (2006). Social competence as a positive youth development construct: Conceptual bases and implications for curriculum development. *International Journal of Adolescent Medicine and Health, 18*(3), 379-385.

15. Ma, L., & Tsui, A. S. (2015). Traditional Chinese philosophies and contemporary leadership. *The Leadership Quarterly*, *26*(1), 13-24.

16. Manz, C. C. (1991). Leading employees to be self-managing and beyond: Toward the establishment of self-leadership in organizations. *Journal of Management Systems, 3*, 15-24.

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18. McElhatton, E., & Jackson, B. (2012). Paradox in harmony: Formulating a Chinese model of leadership. *Leadership, 8*(4), 441-461.

19. Parasuraman, A., Zeithaml, V. A., & Berg, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing, 49*, 41-50.

20. Park, N. (2009). Building strengths of character: Keys to positive youth development. *Reclaiming Children and Youth, 18*(2), 42-47.

21. Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review. *Social Development, 6*(1), 111-135.

22. Rozuel, C., & Kakabadse, N. (2010). Ethics, spirituality and self: Managerial perspective and leadership implications. *Business Ethics: A European Review, 19*(4), 423-436.

23. Sendjaya, S., & Sarros, J. C. (2002). Servant leadership: Its origin, development, and application in organizations. *Journal of Leadership & Organizational Studies, 9,* 57-64.

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

25. Shek, D. T. L. (2010). Nurturing holistic development of university students in Hong Kong: Where are we and where should we go? *The Scientific World Journal, 10*, 563-575.

26. 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.

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28. Shek, D. T. L., Chung, P. P. Y., & Dou, D. (2019). The dark side of service leaders. In A. Alvinius (Ed.), *Dark sides of organizational behavior and leadership* (pp. 125–145). Rijeka, Croatia: IntechOpen.

29. Shek, D.T.L., Chung, P.P.Y., Yu, L., & Merrick, J. (Eds.) (2015). Service leadership curriculum and higher education reform in Hong Kong [Special issue]. *International Journal on Disability and Human Development, 14 (4)*, 297-406.

30. Shek, D. T. L., Chung, P. P. Y. & Zhu, X. (2018). Service leadership in the service era. In D. C. Poff, & A. C. Michalos (eds.), *Encyclopedia of Business and Professional Ethics* (pp. 1–7). Cham: Springer. doi:10.1007/978-3-319-23514-1_367-1

31. 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.

32. Shek, D. T. L., Ma, C. M. S., & Merrick, J. (Eds.) (2016). Promoting leadership and intrapersonal development in university students [Special

issue]. *International Journal on Disability and Human Development, 15* (2), 125-239.

33. 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 Science Publishers.

34. 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, NY: Nova Science.

35. 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.

36. Shek, D. T. L., Zhu, X., Dou, D., Law, M. Y. M., Yu, L., Ma, C. M. S., & Lin, L. (2020). Nurturing holistic development in university students through leadership courses: The Hong Kong experience. In G. H. Tonon (ed.), *Teaching quality of life in different fields* (pp. 61–80). Singapore: Springer.

37. Shek, D. T. L., Zhu, X., Lin, L., & Merrick, J. (Eds.). (2019). *Service Leadership: Tools to Assess Knowledge, Attitude and Behavior* [Reprint]. New York: Nova Science Publishers.

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41. Waterman, H. (2011). Principles of 'servant leadership' and how they can enhance practice. *Nursing Management*, *17*(9), 24-26.

42. Wong, K.-C. (2001). Chinese culture and leadership. *International Journal of Leadership in Education*, *4*(4), 309-319.

43. Yammarino, F. (2013). Leadership: Past, present, and future. *Journal of Leadership & Organizational Studies, 20*, 149-155.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.