

1. SUSTAINABLE PROJECT “ENTREPRENEURIAL ACADEMY 2020 UNDER COVID-19” WITH SOLIDARITY AND RESILIENCE – UNSDG 8, 9, 17

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1.1. Introduction

In response to the theme of Policy Innovation and Co-ordination Office, Strategic Public Policy Research Funding Scheme on seven development opportunities and upward mobility of young people (Code B13), and data provided by UNESCO that no century has experienced so many and even intense social changes as in the 20th century, this chapter focuses on identifying the services to be offered to young women community for sustainable life development via industry exposure with decent job creation under post COVID-19. Riding on literature searched on perception and solutions for young people under social changes in past 10 years, the author is going to design a women-based sustainable development planner programme to cover the following elements which are the key findings: 1) integrating bonding civic activities into the curriculum; 2) building positive unique identity via social media; 3) implementing shared women leadership with diversity.

Through the design and delivery of the above programme, focusing of the 3 out of 6 principles put forward by Sachs, Schmidt-Traub, Mazzucato, Messner, Nakicenovic, and Rockström (2019) that education is central as a goal on its own but also supports the economic system and reduces poverty and inequality; health and well-being – universal health coverage that supports an integrated health care model will direct care and focus toward cultivating healthier lifestyles, and artificial intelligence is pervading the modern economy, it is expected that the public policy on the upward mobility of young people will be influenced by the above 3 elements integrated by the author in the upcoming programme.

Traditionally, the level of productivity is measured by the ratio of aggregate outputs in terms of products/services offered to the aggregate total of inputs, for example, manpower, machinery, materials, and methods (4Ms).

Under COVID-19, there is a disruption in supply chain management, no matter whether you are engaged in manufacturing or servicing industries. It is time to re-examine the relationship between this ratio and the kinds of inputs needed to maintain or enhance the total number of outputs for the same level or a higher level of productivity.

Based on the sharing from Bernard Lee, founder of Road Logica and expert in technology for new services and products that the 4Ms will be further expanded into the following elements:

1) Customer engagement to re-visit social behavior at an earlier stage.

2) Data analysis using IT and AI under COVID-19 and post-COVID-19 to see changes in customer behaviour.

3) Provision of incentives to existing and potential customers via offering new and complementary products/services to align with results of items 1 and 2.

4) Re-design the kinds of stock elements for existing and potential customers via re-visiting the core elements of the business, changing from consumer products to pre-packaged semi-finished products for customers to purchase, for example from purchasing a bowl of wonton soup to offering authentic wonton soup base to customers to enjoy a meal at home to align with work from home and social distance policy.

5) Use of space and manpower to re-arrange the cost structure.

6) Re-structure products/services between offline and online via a new application platform.

“Communication with identity and a platform of products/services offered to customers with big data and AI are the two fundamental things that are needed for the future,” mentioned by Mr. Peter Chan, M800 Limited.

Besides, Mr. Edwin Lun, co-founder of ATECH Aladdin Technology, highlighted that micro-enterprises with knowledge of legal compliance and tech-in-regulations are the areas that we need to explore under paradigm shift of post-COVID-19. This is well-supported by a recent report dd. March 2020 “Tackling Coronavirus” prepared by the OECD Centre for Entrepreneurship, SMEs, Regions, and Cities (CFE) discussion by the OECD Working Party on SMEs and Entrepreneurship (WPSMEE) that “the current

crisis has affected SMEs disproportionately, and has revealed their vulnerability to the supply and demand shock (in particular with regard to their liquidity) with a serious risk that over 50% of SMEs will not survive the next few months. A widespread collapse of SMEs (60-70% of OECD employment) could have a strong impact on national economies and global growth prospects” (OECD, 2020).

The insights of Mr. Bernard Lee, Road Logica, Mr. Peter Chan, M 800 Limited, and Mr. Edwin Lun, ATECH Aladdin Technology provide us with a belief that there will be a demand of decent job market on platform creation on an engaging customer at an earlier stage, humanistic and customer-centric communication platform with unique identify, micro-enterprise financing, tech-in-compliance. It is time to explore the ways to educate women in these areas in the post-COVID-19 so as to achieve the United Nations Sustainable Development Goals: (UNSDGs), indicator 5.B – enhancing the use of enabling technology, in particular information and communications technology, to promote the empowerment of women. Solidarity and resilience skills probably can help us to find a way out.

1.2. Literature on sustainability mindset

Kassel and Rimanoczy (2018) define the sustainability mindset as incorporating the dimensions of values (being), and knowledge (thinking), expressed in actions or competencies (doing). They highlighted that a sustainability mindset is intended to help individuals analyse complex management challenges and generate truly innovative solutions. The sustainability mindset breaks away from traditional management disciplinary silos by integrating management ethics, entrepreneurship, environmental studies, systems thinking, self-awareness, and spirituality within the dimensional contexts of thinking (knowledge), being (values), and doing (competency).

They also put forward that sustainability mindset is a way of thinking and being that results from a broad understanding of the ecosystem’s manifestations, from social sensitivity, as well as an introspective focus on one’s personal values and higher self, and finds its expression in actions for the greater good of the whole.

Based on the rationale of Kassel and Rimanoczy (2018), the

author has applied the following ideas into the situation of COVID-19 when organising events (for example, conducted Zoom UNOSSC 2nd cohort Entrepreneurial Academy in April-May 2020 for speakers and students from 10 countries and organised Zoom Transformation Seminar in May-August 2020 for industry practitioners and students in Hong Kong) via technology and designing a curriculum to enhance the skills of women on event management with technology under uncertain situation for sustainable development.

By ‘social sensitivity’ – under post-COVID-19, the community concerns about innovations and transformations for new services/products with technology focusing at home (work from home/entertainment from home – social distancing policy with social life maintained).

By values (being) – applying UNSDG 4, 8, 9, 17 into educational events and projects with a focus on training students from developing and developed countries in South-South region to explore and link up social sensitivity with business/social sustainability with technology for the values of humanistic design, harmony, and community bonding.

By knowledge (thinking) – applying system thinking with selected UNSDGs and realisation of projects with design thinking/innovations/technology, e.g., using Zoom platform to develop a thinking of solidarity and resilience skills learnt under post-COVID-19.

By actions or competencies (doing) – building a platform via technology for ongoing entrepreneurial training with UNSDGs from April to May 2020 in Hong Kong with over 50 students and speakers from 10 countries.

1.3. From entrepreneurial spirit, design thinking to building a culture of security

Entrepreneurship and start-ups could be a way for many teenagers in the next generation especially with the fall of traditional industry, and youngsters’ wish of being a business owner by themselves. To cater for such yearning, there is a need to explore how to help learners to apply the entrepreneurial spirit and design thinking to build a sustainable mindset with implementation skills, and a design

thinking to increase their flexibility and the ability to adapt the process to the challenges mentioned by Mootee (2013). This chapter is to identify the key elements of increasing awareness of establishing a culture of security via a sustainable lifestyle with peace and the use of technology.

In fact, it aligns with the direction to equip students, teachers, staff members and management of organisations with a sustainable development mindset and design thinking with innovations in the capacity building achieving UNSDGs 4 (quality of education with transferable skills), 9 (innovations) and 15 (peace). The idea of establishing a culture of security under COVID-19 is to avoid dangers from outside and build trust in the community.

The framework will be structured against the following areas:

- 1) Design thinking: Disruption in quality of education via technology for social distancing policy and work from home;
- 2) UNSDGs with innovations: Quality indicators for building competency for women in technology;
- 3) Entrepreneurial spirit: Engaging education and industry sectors for risk awareness with solutions for continuity of business and social events.

1.4. Case study – changed from on-site (2018-2019) to off-site (2020) entrepreneurial training

The following case is to illustrate the ways of conducting online conferences to maintaining social distancing with social/business interaction under post-COVID-19 in April-May 2020.

The event is designed by the author with co-organiser of UNOSSC and Centre for Business/Social Sustainability and Innovations (BSSI), Gratia Christian College (GCC), Hong Kong for delivering innovative training via Zoom platform with speakers and participants from 10 countries for the event of the South-South 1st cohort Entrepreneurship Academy 2020.

In response to the data provided by UNESCO that no century has experienced so many and even intense social changes as in the 20th century, for example, a paradigm shift under post-COVID-19, an innovative entrepreneurial training was held successfully with a focus on providing an innovative and interactive platform to young

people from developed and developing countries in the South-South region for sustainable development via listening to industry practitioners’ entrepreneurial journey and communicating with students from different countries to form a team with a diversified cultural and educational background for a business plan presentation on gastro-tourism.

On April 18-19, 2020, the United Nations Office for South-South Cooperation (UNOSSC) convened the South-South 1st cohort Entrepreneurship Academy 2020. The Academy opened with strong statements from the supporting partners. “If you come up with creative ideas, or crazy but good ideas today, which utilise technology to promote sustainable gastro-tourism, I would encourage you to get in touch with our team to find out how we can turn your dreams into reality”, said Mr. George Lam, chairman of Cybeport. The other speakers spoke of the convergence of sustainability and entrepreneurship under the sustainable development agenda. The other partners supporting this initiative in Hong Kong are Centre for Business/Social Sustainability Innovations of GCC, Youth Square, and UNESCO Hong Kong Association.

On May 2, 2020, there were 17 participants from 9 countries in Asia-Pacific and Africa, namely, Botswana, China, Indonesia, Kenya, Myanmar, Nepal, Nigeria, Pakistan, and the Philippines to present their ideas of gastro-tourism to four judges.

The 1st cohort 2020 training focused on the topic of “Gastro-tourism and entrepreneurship” over two days (April 18-19, 2020 with a business plan presentation of students from 9 countries on May 2, 2020). The training included a series of lectures and workshops. The speakers came from diverse backgrounds, including academia, entrepreneurs from the gastro-tourism industry, as well as experts in investment, marketing, and branding. The training consisted of four sessions. These were, introducing the gastro-tourism industry, the fundamentals of entrepreneurship, linking business with sustainable development goals, as well as the role of South-South cooperation in promoting entrepreneurship development in the Global South. Some very interesting outcomes of the training were offers made by the resource people and the Hong Kong partners ranging from continuing to providing advice, mentoring, consultating, and possibilities for seed funding for good initiatives.

Following the above Zoom conference in April-May 2020, the author as director of BSSI and head of School of Business has organised a series of transformative seminars (May-August, 2020) for industry practitioners on innovations and transformations for a new business model under post-COVID-19.

The series of transformative seminars is to focus on introducing a new way of thinking with technology, design thinking and UNSDGs for knowledge transfer with academic knowledge, vocational/life skills and a new perspective of life so as to transform and engage customers in an earlier stage for services and products delivery under post-COVID-19.

Based on the United Nations’ (2020) report of shared responsibility that “the COVID-19 crisis is threatening social cohesion within countries, as its impact reaches deep into our society, on the behavior of individuals, and affects our well-being and mental health. Crucially, there is a risk for stigmatization of some groups wrongly considered ‘responsible’ for the diffusion of the virus, and episodes of violence have been reported” (p. 11).

In Figure 5 “COVID-19 affecting all SDGs” of United Nations (2020, p. 12), the following SDGs have been covered for the disruptions in the realisation of impacts, for example:

- SDG 2 – food production and distribution could be disrupted;
- SDG 3 – devastating effect on health outcomes;
- SDG 4 – schools for many closed remote learning less effective and not accessible for some;
- SDG 5 – women’s economic gains at risk and increased levels of violence against women. Women account for the majority of health and social care workers who are more exposed to COVID-19;
- SDG 8 – economic activities suspended: lower income, less work time, unemployment for certain occupations;
- SDG 13 – a reduced commitment to climate action but less environmental footprints due to less production and transportation;
- SDG 16 – conflicts prevent effective measures for fighting COVID-19, those in conflict areas are most at risk of suffering devastating loss from COVID-19;
- SDG 17 – aggravate backwash against globalization but also highlight the importance of international cooperation on public health” (p. 12).

Among these 17 SDGs, SDG 9 (innovation), SDG 12 (responsible consumption and production), SDG 14 (life below water), SDG 15 (life on land) are not listed in the above-mentioned figure (United Nations, 2020, p. 12). It is believed that there is a demand for innovations in helping communities to achieve UNSDGs from different perspectives.

1.5. Sustainable solutions to cope with the impacts

The United Nations’ (2020) report on shared responsibility mentioned that “Given the rate of infection expected, the final death toll of COVID-19 could take on dramatic proportions. The economic and social effects of the pandemic are likely to be well in excess of those of the latest global crisis in 2008. Only international coordination can prevent a worst-case scenario” (p. 13).

The following are the overarching principles that the report covered and this article is going to focus on “whole society approach” on young women community enhancing the skills in technology and resilience with calmness:

- 1) Keeping all people, households and business afloat is the main objective;
- 2) Extraordinary times require extraordinary measures;
- 3) Specific measures are needed at different levels;
- 4) Developed and developing countries do not have the same resources to respond quickly to the pandemic and, among developing countries, there are significant differences between different categories of countries, such as Small Island Developing States (SIDS), Least Developed Countries (LCDs) and Land Locked countries. Local governments are at the frontline their capacity to respond rapidly depends heavily on the governance context and the financial health of the local government and its budgetary authority;
- 5) A whole-of-society approach is needed.

“COVID-19 is menacing all of humanity and all of humanity must fight back. An effective response needs to be multidimensional, coordinated, swift, and decisive. It needs to be a result of strong political leadership and buy-in of the population. It needs to foster public trust; be focused on human values; and supported by solid institutions, technical skills, and financial resources. Everyone needs

to play their part in the response. No individual country can do this alone” (United Nations, 2020, p. 13).

1.6. Design of programme “Women in Tech for Solidarity and Resilience” under post-COVID-19

Under globalisation and emerging issues in different parts of the world, interdisciplinary approaches for teaching and learning in higher education are needed. This also presents potential challenges to the academia from programme design, development to delivery and management, to delivering learning outcomes that prepare woman learners to realise their potentials with interdisciplinary knowledge and exposure to enter IT-related markets in different service industries, for the wedding planning and tourism industry with AI and data analysis for transformation. Through searching for literature related to sustainable development in higher education (2010-2015) with the Asian context via N’vivo, some critical factors have been identified for a model of sustainable development (MSD). These factors include:

- inputs of continuous institutional inspirations on sustainability (1,637 references);
- processes of integrated sustainable projects (1699 references), sustainable issues (1580 references), campus experience on sustainability (1388 references), competent staff implementing sustainability (1314 references), a framework of sustainable development (1222 references), integrated pedagogy (1100 references);
- outputs of the breadth of institutional outcomes on sustainable development (3289 references).

A programme “Women in Tech for Solidarity and Resilience” will be implemented to visualise UNSDGs 3, 4, 5, 8, 9, 17 with a team of women entrepreneurs and men technological experts for knowledge sharing and transfer. This programme will be a pioneer programme addressing paradigm shift, exploring the potentials of women in technology, design training and services for female learners for servicing industries to create new kind of workforce for service industries, for example, tourism, event management and healthcare sectors.

1.6.1. Objectives

The objectives are as follows:

1) Identify the potential of women in aged of the 30s to 50s (UNSDG 5 – gender equality).

2) Provide training, services and industry exposure with job characteristics to match identified woman attributes (UNSDG 3 – good health and wellness, UNSDG 4 – transferable skills, and UNSDG 8 – economic impacts).

3) Apply AI, blockchain content distribution technology and data analysis (UNSDG 9 – innovations) for helping service industries for job re-design and sustainable development.

The expected deliverables within one year from the programme are:

1) Sharing and female CEO shadow scheme with government officials, SMEs, Woman Association, UNESCO Hong Kong and UNESCO affiliates, academic, NGOs;

2) Exploring existing job and job re-design under post-COVID-19;

3) Analysing woman and man attributes and future job characteristics for industry transformation;

4) Organising online and offline Women in Tech for Solidarity and Resilience Job Fair in Hong Kong using Zoom platform or other user-friendly communication tools with free participation and free training for young and semi-retired women;

5) Creating new service processes with IT, data analysis, and blockchain for sustainable business.

1.6.2. Impact and objectives

Long-term impact

Based on the concept note of UNESCO, APEID, the world witnessed significant economic transformations and shifts in the labor market as a result of globalisation, regionalisation, and technological advances. It mentioned that the reach of globalisation runs deep and wide, leaving indelible impacts in societies in multiple areas and at all levels. The pathways from education to employment are more twisted and complex. In the concept note, it is also realised that governments are placing greater emphasis on developing their

human resources in their attempts to make their countries more competitive.

In the policy address of the youth section, chief executive of the Hong Kong Special Administrative Region, from 2015 to 2017 mentioned that partnership between business and schools needed to be strengthened to enhance students’ understanding of different trades and preparation for their future employment through activities such as workplace orientation and visits, mentorship and career experience programmes.

In recent research by Yeung (2015), it was found that “entrepreneurship skills include implementation skill” and “sustainable skill sets include building a positive mindset”. In fact, Yeung uncovered the elements to develop creativity in 2014. They were individual attributes – persistence, observation, passion, and belief; and perception of a task – value creation and target customer education affect the success of strategy implementation in product innovation. Moreover, Mootee (2013) put forward the definition of ‘design thinking’ that it was a search of a magical balance between business and art, structure and chaos, intuition and logic, concept and execution, playfulness and formality, and control and empowerment. Because of the dynamic changing environment, there is a need to explore how to help learners to build a sustainable mindset with implementation skills and design thinking to increase their flexibility and the ability to adapt the process to the challenges mentioned by Mootee (2013). This proposal is to identify the key elements of increasing innovative capacity for individual learners and to make use of technology to help learners to improve their innovative capacity.

Objectives

Upon completion of the aforementioned project, it is expected that the following objectives could be achieved:

- 1) Identify the potential of young and semi-retired women aged of the 30s to 50s (UNSDG 5 – gender equality);
- 2) Provide training, services and industry exposure with job characteristics to match identified woman and man attributes (UNSDG 4-transferable skills and UNSDG 8 – economic impacts);

3) Apply AI, blockchain content distribution technology, and data analysis (UNSDG 9 – innovations) for helping service industries for job re-design and sustainable development.

1.6.3. Background of project

In recent years, digital entrepreneurship and start-up have become a popular concept among many youngsters. While in the past, graduates of universities have been keen on ‘finding a good job’, now they are keen on ‘starting up their own businesses’ especially with numerous successes seen in both overseas and local markets such as Airbnb, Uber, Gogovan, and 9gag. When starting, the most important element would be creativity as this is the key to stand out of the crowd among counterparts. However, youngsters in Hong Kong are often blamed for lacking such (Chan, 2005). To solve this, government in these few years have been pushing very hard to do so via various entrepreneurship schemes and supports, there are also numerous co-working spaces, angel funding schemes, business supporting and mentoring services observed in the market. However, all such services are more related to the business sides but have neglected the initial element of all start-ups, creativity. How to sustain such kind of creativity still lacks both the practical and academic fields. And in some cases, there also is another trend of failures of being creative enough, but lacking the way of turning them into reality. As argued by Getty (2014), for many failure cases observed among start-ups, their inability to implement and sustain creativity have led their businesses to an ordinary one turning into failure at last. Start-ups’ successes and booming highly rely on creativity as this is something which can attract others in the first sight, but most have ignored such.

Entrepreneurship and start-ups could be a way for women aged the 30s to 50s in the next generation especially with the fall of traditional industry, and women’s wish of being a business owner by themselves. To cater for such, there is a need to explore how to help woman learners to realise their potential and build a sustainable mindset with implementation skills, and a designing thinking to increase their flexibility and the ability to adapt the process to the challenges mentioned by Mootee (2013). This proposal is to identify

the potential of women aged the 30s to 50s of increasing innovative capacity for individual woman learners and to make use of technology to help learners to improve their innovative capacity through interaction with employers in job duties re-design.

1.6.4. Project/research plan and methodology

This project will be a one-year project inviting SMEs, NGOs, woman association, affiliates of UNESCO and female students and graduates of higher institutions in the South-South Asian region to work collaboratively to deliver the contents in Table A.1 (see Appendix A).

- study the trend of major service industries, jobs related to IT and AI, data analysis, and to explore future jobs and skills required;
- analyse woman’s attributes and future job characteristics for industry transformation;
- organise Women in Tech Job Fair in Hong Kong with free participation and free training for a woman aged the 30s to 50s to realise potentials for identified future jobs and skills required;
- explore job creation processes with IT, data analysis, and blockchain.

1.7. Conclusion

After the text search analysis, qualitative analysis of interview conducted, the implementation of on-line entrepreneurial academy project and transformative seminar in past few months under COVID-19, it is time to design and implement a programme for women to enrich their knowledge, attitude, skills and values of applying a variety of technology into their studies, career, and life for sustainable development. The recommended design of the women-based sustainable development planner programme covers the following elements, which form a foundation of good practices for future skills for women under uncertainty. For future studies, it is recommended to conduct a qualitative and quantitative analysis of the learning outcomes of the programme to verify the changes of female participants’ knowledge, attitude, and skills on bonding civic activities into the curriculum; positive unique identity via social media; and shared women leadership with diversity.

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APPENDIX A

Table A.1. Certificate of female transformative sustainable leaders with solidarity and resilience

<i>Programme designer/ implementator</i>	Dr. Shirley Yeung		
Module title/ Award title:	Certificate of female transformative sustainable leaders (30 hours)		
Module code:	Module 1 (10 hours) – Development of life purpose and inspirations; Module 2 (10 hours) – The motivation for establishing a self-managed and self-development team; Module 3 (10 hours) – SDG project demonstration of female transformative leadership with SDGs for building unique self-concept with attributes measured.	Level of award:	Certificate of female transformative sustainable leaders with solidarity and resilience
Credit units:	3	Duration:	30 hours + SDG impact project
Targets:	Female in service industries under disruption of post COVID-19 (e.g. catering, education, retail, event management, etc.) participants aged 18 to 45.		
Module description:	Programme intended learning outcomes (PILO): <ol style="list-style-type: none"> 1) Awardees being able to seek recognition as female transformative sustainable leaders; 2) Awardees being able to undertake sustainable development planner and leader roles for business/social transformers with impacts; 3) Awardees being able to act as female transformative sustainable mentors. 		