**Unit Outline**

**SERVANT LEADERSHIP**

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>MN373</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>A minimum of three (3) 200-level units</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Sheridan College 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
</tr>
<tr>
<td><strong>Student Workload:</strong></td>
<td>168 hours (12 hours per week over 14 weeks)</td>
</tr>
<tr>
<td></td>
<td>Seminars – 36 hours (3 hours per week over 12 teaching weeks)</td>
</tr>
<tr>
<td></td>
<td>Private Study – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)</td>
</tr>
<tr>
<td><strong>Learning Management System:</strong></td>
<td>Canvas (canvas.sheridan.edu.au)</td>
</tr>
</tbody>
</table>

**Unit Coordinator:** Dr Ray Dallin  
**Phone:** 9221-8170  
**Email:** rdallin@sheridan.edu.au

**Course Coordinator:** Mr Matthew Bambach  
**Phone:** 9221-8170  
**Email:** mbambach@sheridan.edu.au
Introduction
Welcome to Servant Leadership. Servant leadership is based on the premise that personal transformation is a key driver of organizational transformation. Servant leadership has a broader heritage than the Christian tradition and is regarded in modern leadership literature as a valid approach to organisational leadership.

This unit is a personal journey into the nature of servant leadership through selected readings, case studies, discussion and practical application. We will look at the role of leadership in the organisation, the origins of modern servant leadership theories, servant leadership as it relates to power within the organisation, and to innovation, the challenges of measuring servant leadership effectiveness, and historical studies from the Christian and spiritual traditions. We will also explore intersections between servant leadership and a range of other leadership philosophies, including transformational leadership, distributed leadership, and adaptive leadership, and critically examine the strengths and weaknesses of modern servant leadership theories as against other leading leadership philosophies.

Bachelor of Business Learning Outcomes
The Sheridan College Bachelor of Business has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

Bachelor Degrees qualify individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work, and provide a pathway for further learning. Upon successful completion of the Bachelor of Business you (the student) will be able to:

- Demonstrate your understanding of a broad and coherent body of knowledge, with an emphasis on the underlying principles and concepts of one or more disciplines within the field of business.
- Exercise your cognitive skills successfully to critically analyse, synthesise and consolidate information, concepts and theories from multi-disciplinary perspectives.
- Critically evaluate the scholarship and professional practice of one or more disciplines within the field of business in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Communicate your understanding of current knowledge and professional practice of one or more disciplines to others through structured assignments, projects and presentations in a variety of learning contexts.
- Demonstrate your intellectual independence through creative intellectual contributions to the study and/or practice of one or more disciplines within the field of business.
- Apply research-based knowledge, skills and concepts from one or more disciplines within the field of business to analyse problems and propose creative solutions across a diverse range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the field of business.
- Model self-discipline, ethical decision-making, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in the Bachelor of Business program will contribute towards the fulfilment of these broader learning outcomes.
Servant Leadership Learning Outcomes
Upon completion of this unit, students will be able to:

A. Explain the difference between leadership and management.
B. Trace the origins of modern servant leadership theories.
C. Synthesise the traits, characteristics, and behaviours of servant leaders in modern leadership literature.
D. Examine the relevance of servant leadership for the challenges faced by leaders in contemporary organisations.
E. Apply servant leadership principles to biblical case and contemporary case studies.
F. Critique the strengths and weaknesses of servant leadership against other contemporary leadership theories.

Graduate Attributes
Study does more than equip you with knowledge in a specific academic field. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don’t necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

<table>
<thead>
<tr>
<th>College Vision Statement</th>
<th>College Graduate Attributes</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...</td>
<td>Sheridan College graduates will be...</td>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### ... love truth...

1. **Lovers of truth who:**
   a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### ... seek wisdom...

2. **Seekers of wisdom who:**
   a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### ... embrace innovation...

3. **Innovative thinkers who:**
   a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### ... and become instruments of peace in the world.

4. **Effective communicators who:**
   a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   c. Promote respect, hospitality and understanding towards cultures and groups.

5. **Independent learners who:**
   a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   c. Take responsibility for their own learning and research.

6. **Servant leaders who:**
   a. Model respectful and ethical behaviour in team environments.
   b. Serve the local, national and global community.
   c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Academic Calendar
Bachelor Degrees are 3-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below provides an example of a standard academic program for the Bachelor of Business.

<table>
<thead>
<tr>
<th></th>
<th>PRE-TRIMESTER</th>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1 (24 credit points)</strong></td>
<td>Academic Writing</td>
<td>Principles of Management (3cp)</td>
<td>Introduction to Business Reporting (3cp)</td>
<td>Introduction to Microeconomics (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles of Marketing (3cp)</td>
<td>Extra-curricular programs and activities</td>
<td>Principles of Business Law (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Christianity (3cp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 2 (24 credit points)</strong></td>
<td>Principles of Finance (3cp)</td>
<td>Mathematics for Economics and Business (3cp)</td>
<td>Business Research Methods (3cp)</td>
<td>Business Elective 2 (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Elective 1 (3cp)</td>
<td>Extra-curricular programs and activities</td>
<td>Business Elective 3 (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Elective 1 (3cp)</td>
<td></td>
<td>Survey of the Bible (3cp)</td>
</tr>
<tr>
<td><strong>YEAR 3 (24 credit points)</strong></td>
<td>Business Elective 4 (3cp)</td>
<td>Business Elective 5 (3cp)</td>
<td>Business Research Project (6cp)</td>
<td>Foundations of Strategic Management (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christianity as a Worldview (3cp)</td>
<td>Extra-curricular programs and activities</td>
<td>Business Elective 6 (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Elective 2 (3cp)</td>
</tr>
<tr>
<td><strong>TOTAL (72 credit points)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.
Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing
yourself in the course material and completing the assessment requirements. Reading and
preparation for each course week should be done prior to or during the early part of each course
week. Students may choose to begin reading over the weekend prior to each course week, keeping
a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual
consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the
instructor will nominate an additional one (1) hour either before or after class to be available for
individual student queries. The specific times will be set after discussions with the class on the
first day.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the
nurturing of the College’s graduate attributes in each student. We encourage you to bring your
electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as
a learning resource. As a courtesy to your classmates, please keep these learning devices on
“silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if
you wish to meet there in study groups or for private study. You can also access printers, scanners
and photocopiers at the office.

Location
Sheridan College
18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000
Austin Cove Baptist College
Inlet Boulevard, South Yunderup WA 6208
Time(s): TBA
Room(s): TBA

Learning Resources
Prescribed Text(s)
Weekly readings from Unit Reader uploaded to Canvas

TOPIC 1: MANAGERS VS LEADERS
Reader:
TOPIC 2: LEADERSHIP SUCCESS AND FAILURE

Reader:

TOPIC 3: HISTORICAL DEVELOPMENT OF LEADERSHIP THEORIES AND CONTEMPORARY TRENDS

Text:

Reader:

TOPIC 4: “ETHICAL” LEADERSHIP THEORIES

Text:

Further Reading:

TOPIC 5: POWER, POLITICS AND LEADERSHIP

Reader:

Further Reading:

TOPIC 6: EMPOWERING LEADERSHIP

Text:
TOPIC 7: ORIGINS OF MODERN SERVANT LEADERSHIP THEORY

Reader:


TOPIC 8: CONTRIBUTIONS OF MODERN SERVANT LEADERSHIP THEORY

Reader:


Further reading:


TOPIC 9: TRAITS AND SKILLS OF LEADERS

Text:


Further Reading:


TOPIC 10: ATTRIBUTES OF SERVANT LEADERS

Reader:


TOPIC 11: MEASURING SERVANT LEADERSHIP

Reader:


**Further reading:**


**TOPIC 12: MEASURING SERVANT LEADERSHIP II**

**Reader:**


**Further reading:**


**TOPIC 13: SERVANT LEADERSHIP IN THE CHRISTIAN TRADITION I**

**Reader:**

*Bible, Contemporary English Version*. See Canvas for specific references.

**TOPIC 14: SERVANT LEADERSHIP IN THE CHRISTIAN TRADITION II**

**Reader:**

*Bible, Contemporary English Version*. See Canvas for specific references.

**TOPIC 15: SERVANT LEADERSHIP AND INNOVATION**

**Reader:**


**TOPIC 16: SERVANT LEADERSHIP ACROSS CULTURES**

**Text:**


**Further Reading:**

TOPIC 17: CULTIVATING A CULTURE OF SERVANT LEADERSHIP

Reader:


TOPIC 18: STRENGTHS AND WEAKNESSES OF SERVANT LEADERSHIP THEORY

Reader:


TOPIC 19: SERVANT LEADERSHIP AND TRANSFORMATIONAL LEADERSHIP

Reader:


Further Reading:


TOPIC 20: SERVANT LEADERSHIP AND DISTRIBUTED LEADERSHIP

Reader:


TOPIC 21: SERVANT LEADERSHIP AND ADAPTIVE LEADERSHIP

Reader:

Further reading:

TOPIC 22: SERVANT LEADERSHIP AND STRATEGIC LEADERSHIP

Text:

Further reading:

Additional Resources


Relevant journal articles may be found in the following journals:

- *Academy of Management Journal*
- *Academy of Management Review*
- *Educational Leadership*
- *Group and Organization Management*
- *Journal of Applied Psychology*
- *Journal of Leadership Studies*
- *Journal of Management*
- *Journal of Management Studies*
- *Journal of Organizational Behavior*
- *Leadership*
Leadership and Organizational Development Journal
Leadership Quarterly
Principal matters
The Australian educational leader

Servant Leadership Institutes and Centres
Robert K Greenleaf Center For Servant Leadership (https://greenleaf.org/)
Spears Center for Servant Leadership (http://www.spearscenter.org/)
The site Modern Servant Leader (http://modernservantleader.com/academic-programs-list/) has a list of 39 universities, colleges and institutes in the USA that offer servant leadership programs

College Library Resources
In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. Academic OneFile from Cengage Gale (now active)
2. Oxford University Press Arts and Humanities Collection (now active)
3. EBSCO collections (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. Informit collections (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

Cunningham Library
Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


Aberdeen Street Campus Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.
Public Libraries
You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines. For business these include:

- Business Advisors Guide
- EBL (EBook Library)
- EconLit
- Informit Business Collection
- Academic Search Premier
- Business Source Premier
- EBSCO
- Emerald Journals
- GIBLIN: Griblin Working Papers
- IBIS World
- MasterFile Premier
- MEDGE: Management and Environment Information
- Regional Business Books

Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals)

Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Edith Cowan University: $88 ($22 with concession)
- Curtin University: ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
- Murdoch University: ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40)
- UWA http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.
Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum discussions</td>
<td>20%</td>
<td>Weeks 1-9,11</td>
<td>A,B,C,D,E,F</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Essay</td>
<td>30%</td>
<td>Week 10</td>
<td>C,D,E,F</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Examination</td>
<td>50%</td>
<td>Week 13</td>
<td>A,D,C,D,E,F</td>
<td>1,2,3,4,5,6</td>
</tr>
</tbody>
</table>

Explanation of Assessments
Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes within the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments in order to satisfy the course requirements.

1. Forum discussions
Each week specific material (chapter readings, articles, books, etc.) is assigned to be read. Based on these materials a discussion question will be posted in Canvas for students to interact with one other. The purpose of these forums is to generate some thoughtful discussion of the reading material and assist each other in the learning process. Relevant examples from your workplace and insight from other sources will greatly enhance the forums.

- Each student is expected to participate in every discussion forum each week.
- An initial posting for each forum is expected by Wednesday 11:59pm each week. This is to be between 100 and 200 words in length.
- Each student is expected to post follow-up comments to two other students’ initial postings by midnight on Sunday of each week. Comments should be a substantive response, that is, not just an “agree” or “disagree” but a few sentences explaining why.
- Language must always be civil; offensive language or comments will not be tolerated.

Each week’s forum will be evaluated and graded based on the criteria as outlined in the rubric below.

The Forum Discussions will be submitted from weeks 1-9 and week 11 and will comprise 20% of the total mark for the unit.

LOs assessed: A, B, C, D, E, F
2. Essay
You will prepare a 2,000 word essay on the following topic:

   *Evaluate the feasibility of applying servant leadership models in 21st century workplace environments?*

The essay will be evaluated and graded based on the criteria outlined in the rubric below. Be conscious of continually reviewing the rubric (and the guidelines for written assignments on p.18) in the course of preparing your essay.

The essay is due on Friday, Week 10 at 5:00pm and will comprise 30% of the total mark for the unit.

*LOs assessed: C, D, E, F*
### Essay/Cas Study Rubric

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the Main Issues/Problems</td>
<td>Has not grasped the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Exhibits a sound grasp of many of the issues in this assignment</td>
<td>Exhibits a sound grasp of all the main issues in this assignment</td>
<td>Fully grasps all of the main issues in this assignment</td>
</tr>
<tr>
<td>Analysis of the Issues</td>
<td>Limited or no evidence of ability to analyse or engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this assignment</td>
<td>Demonstrates pronounced ability to engage with the issues in this discussion</td>
<td>Demonstrates pronounced ability to analyse the issues in this assignment</td>
<td>Demonstrates pronounced ability to analyse and evaluate the issues in this discussion</td>
</tr>
<tr>
<td>Evaluation or Comments on Solutions or Strategies</td>
<td>Limited or no evidence of ability to propose appropriate solutions, or comment on solutions or proposed solutions in this assignment</td>
<td>Proposes appropriate solutions, or appropriately comments on solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose appropriate solutions, or comment on solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose appropriate solutions, or evaluate solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose and evaluate own solutions, or evaluate solutions or proposed solutions in this assignment</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
<td>Limited or no evidence of engagement with scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Show promise in task of critically evaluating a range of scholarly viewpoints</td>
<td>Demonstrates ability to critically evaluate a range of scholarly viewpoints</td>
<td>Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Poor spelling and grammar characterize the work</td>
<td>Many errors in spelling and grammar evidenced in paper</td>
<td>Some grammatical or spelling errors evidenced in the paper</td>
<td>Few grammatical or spelling errors are noted in paper</td>
<td>Consistently uses correct grammar with rare misspellings</td>
</tr>
</tbody>
</table>

### 3. Final Examination

The final exam will be a 3-hour exam assessing all the material covered in the unit. There will be two sections.

**Section A:** Short answer questions. You will be given 5 questions and you have to answer 4 questions only. Each question will be worth 5% giving a total of 20% of the overall mark for this unit. Students should spend about 1 hour on this section.

**Section B:** Essay questions. You will be given 4 essay topics and you have to select 2 essays only. Each essay will be worth 15% giving a total of 30% of the overall mark for this unit. Students should spend about 2 hours on this section.

**LOs assessed:** A, B, C, D, E, F
Guidelines for Written Assignments
These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation
- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity
- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA style is posted on Canvas.

Submission
- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.
- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.
- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation
- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>PRESCRIBED READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| 1    | Welcome + introduction. Explanation of assessments  
  **LEADERSHIP THEORY**  
  Managers vs leaders  
  Leadership success and failure | Reader: Zaleznik (1977) | Forum Discussion |
| 2    | Historical development of leadership theories, and contemporary trends  
  "Ethical" leadership theories | Text: Yukl (2013) ch.1;  
| 3    | Understanding power and influence  
  Empowering leadership | Reader: DuBrin, Dalglish & Miller, ch.8  
 Text: Yukl, ch.5 | Forum Discussion |
| 4    | **SERVANT LEADERSHIP**  
  Origins of modern Servant Leadership theory  
  Contributions of Servant Leadership Theory | Reader: Greenleaf, 1977; Spears, selected readings  
 Reader: Sendjaya, 2002; Parris & Peachey, 2012 | Forum Discussion |
| 5    | Traits and Skills of Leaders  
  Attributes of Servant Leadership | Text: Yukl, ch.6 | Forum Discussion |
| 6    | Measuring Servant Leadership I  
  Measuring Servant Leadership II | Reader: Farling et al 1999; Barbuto & Wheeler 2006;  
 Reader: Sendjaya et al, 2008; Page & Wong, | Forum Discussion |
| 7    | Servant Leadership in the Christian Tradition I – Saul  
  Servant Leadership in the Christian Tradition II – Nehemiah | Reader: Bible (see Canvas for specific references) | Forum Discussion |
| 8    | Servant Leadership and Innovation  
  Servant Leadership Across Cultures | Reader: DuBrin, Dalglish & Miller, ch.12.  
 Text: Yukl, ch.14 | Forum Discussion |
| 9    | Cultivating a Culture of Servant Leadership  
| 10   | **SERVANT LEADERSHIP AND OTHER LEADERSHIP THEORIES**  
  SL and Transformational Leadership  
  SL and Distributed Leadership | Reader: Stone et al, 2004; Parolini et al, 2009;  
 Choudhary et al, 2013  
 Reader: Gronn, 2004; Harris, 2005; Mayrowitz, 2008 | Essay |
| 11   | SL and Adaptive Leadership  
  SL and Strategic Leadership | Reader: Ancona et al, 2007; Ancona, 2011  
 Text: Yukl, ch.11 | Forum Discussion |
| 12   | Review | | |
| 13   | Pre-Exam Study Week | | |
| 14   | Examination: In class case study analysis | | Examination |