## Unit Outline

### Servant Leadership in Education

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>ED651</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>Cost:</strong></td>
<td>$1,875</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>Worldview Foundations for Education</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>TBD</td>
</tr>
</tbody>
</table>
| **Study Hours:** | Seminar, 3 hours per week (total = 36 hours)  
Private Study, 10 hours per week (total = 120 hours) |
| **Primary Text(s):** | Yukl, G. (2013). *Leadership in Organisations*. (8th ed.).  
Edinburgh Gate, UK: Pearson Education Limited.  
Unit Reader (provided by Course Coordinator) |
| **Learning Management System:** | Canvas (canvas.sheridan.edu.au) |

### Unit Coordinator

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### Course Coordinator

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Introduction
Welcome to Servant Leadership in Education. 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.

Master of Education Program Learning Outcomes (PLOs)
The Sheridan College Master of Education is currently being considered for accreditation by the Tertiary Education Quality and Standards Agency (TEQSA) and confirmed as meeting the standards set by the Australian Qualifications Framework (AQF).

A Master of Education qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning.

Upon completion of the Master of Education you will be able to:

- Demonstrate a mastery of theoretical knowledge and workplace practice in education.
- Demonstrate your knowledge of research principles and methods in the discipline of education.
- Critically evaluate current and past scholarship and professional practice in the field of education in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Demonstrate your ability to investigate, analyse and synthesise complex information, problems, concepts and theories in education for application across multi-disciplinary contexts.
- Demonstrate your intellectual independence by making complex, creative and original contributions to the body of knowledge and workplace practice in education at both an abstract and practical level.
- Justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences through prepared presentations and projects in a variety of settings.
- Plan and execute a substantial research project.
- Model a high level of self-discipline, professional judgment, personal integrity, teamwork and respect for the dignity of individuals and groups in study and workplace settings.

Each unit you take in the Master of Education program will contribute towards the fulfilment of these broader learning outcomes.
Servant Leadership in Education Unit Learning Outcomes (ULOs)

Upon completion of this unit, students will be able to:

1. Explain the difference between leadership and management.
2. Trace the origins of modern servant leadership theories.
3. Synthesise the traits, characteristics, and behaviours of servant leaders in modern leadership literature.
4. Examine the relevance of servant leadership for the challenges faced by leaders in contemporary organisations.
5. Apply servant leadership principles to biblical case and contemporary case studies.
6. Critique the strengths and weaknesses of servant leadership against other contemporary leadership theories.
7. Justify the need for servant leadership in educational contexts.

Graduate Attributes (GAs)

Study does more than equip you with knowledge in a specific academic discipline. It can 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 Unit Learning Outcomes (ULOs) 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.
**College Vision Statement**
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

**College Graduate Attributes**
Sheridan College graduates will be...

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.</td>
<td>a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.</td>
<td>a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.</td>
<td>a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.</td>
<td>a. Perform tasks to the best of their own abilities and strive for a high academic standard.</td>
<td>a. Model respectful and ethical behaviour in team environments.</td>
</tr>
<tr>
<td></td>
<td>b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.</td>
<td>b. Exercise sound, fair and ethical judgment in study and workplace learning environments.</td>
<td>b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.</td>
<td>b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.</td>
<td>b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.</td>
<td>b. Serve the local, national and global community.</td>
</tr>
<tr>
<td></td>
<td>c. Can identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.</td>
<td>c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.</td>
<td>c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.</td>
<td>c. Promote respect, hospitality and understanding towards cultures and groups.</td>
<td>c. Take responsibility for their own learning and research.</td>
<td>c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.</td>
</tr>
</tbody>
</table>

**Methods of Evaluation**
See unit assessment schedule for alignment with specific assessments.

- Assignments
- Projects
- Tests & Exams
- Research
- Workplace Learning
- Academic Integrity Policy
- Peer review

... and become instruments of peace in the world.
Course Structure

Learning Calendar
The Sheridan College Master of Education uses a trimester model and may be completed in one year if you were taking a full-time load or in two years if part-time. The units are delivered in twelve-week learning blocks apart from the Action Research Project which is delivered in one final twenty-four week learning block. The table below gives you an idea of how your academic program might look if you were taking a full-time load.

<table>
<thead>
<tr>
<th>SAMPLE M. Ed. PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRIMESTER 1</strong></td>
</tr>
<tr>
<td>Worldview Foundations in Education (3cp)</td>
</tr>
<tr>
<td>Curriculum Construction: Analysis and Perspectives (3cp)</td>
</tr>
<tr>
<td>Action Research in Education (3cp)</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 ten (10) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation should be done prior to each seminar. You may choose to keep a journal of insights and questions to contribute during the week’s discussion.

Canvas
Canvas is the Learning Management System (LMS) used at Sheridan College. Canvas allows you to view your courses, communicate with staff and other students, access assessment scores, participate in online discussions and much more.

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.

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 Aberdeen Street 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
The unit will be taught at one of the following locations:

- **Quinns Baptist College**, 8 Salerno Drive, Mindarie, WA, 6030
- **Austin Cove Baptist College**, Inlet Boulevard, South Yunderup, WA, 6028
- **Alkimos Baptist College**, 60 Seagrove Boulevard, Merriwa WA 6030
- **Aberdeen St Campus**, Suite 18, 7 Aberdeen St, Perth WA 6000

Learning Resources

Unit Text(s)

Weekly readings from Unit Reader uploaded to Canvas

Prescribed Readings


Additional Readings


**Additional Resources**

http://www.acel.org.au

http://www.aitsl.edu.au/leadership-profiles

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

E-Journal and e-book access includes selected titles (primarily education-related titles) on EBSCO, J-STOR, ScienceDirect, Cambridge Journals, Ingentaconnect, OECD iLibrary, SAGE Journals, Taylor & Francis Online, Wiley InterScience

The Cunningham Library will be an invaluable resource for Sheridan College educators across all disciplines in keeping current with educational research in curriculum design, assessment, and course delivery (including andragogical methodologies).

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 leadership these include:

- Academic Search Premier
- Business Advisors Guide
- Business Source Premier
- EBL (EBook Library)
- EBSCO
- EconLit
- Emerald Journals
- GIBLIN: Giblin Working Papers
- IBIS World
- Informit Business Collection
- 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
Community memberships are 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 as follows:

- Edith Cowan University $88 ($22 with concession)  
- Murdoch University ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40)  
- UWA $99 ($50 with concession) http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Community members who wish to access online resources at some of these institutions may only be able to access those resources while logging in from a terminal within the library itself. However, the resources of the Vose Seminary are fully available to community members.

Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen Street 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.
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>ULOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scholarly book review (1500 words)</td>
<td>20%</td>
<td>Week 5</td>
<td>2, 3</td>
<td>4, 6</td>
</tr>
<tr>
<td>2. Personal leadership journal (min. 1500 words)</td>
<td>30%</td>
<td>Week 11</td>
<td>3, 4, 6, 7</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>3. In class case study analysis (2000 words)</td>
<td>50%</td>
<td>Week 12</td>
<td>1, 4, 5, 6</td>
<td>3</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 to satisfy the course requirements.

1. Scholarly Book Review

Format: Book Review
Length: 1500 words
Weighting: 20%

Your task is to present a scholarly book review of a servant leadership publication to the class, (chosen from the list below). You should review the book in the light of what you have learned about leadership in the unit to date, and identify questions or issues that are important and which have implications for current practice in the workplace.

You are to select one of the books below as the subject of your review.


Scholarly book reviews are critical assessments of books. They are not book reports. Reports discuss content, while reviews evaluate the book’s strengths, weaknesses and validity through
Scholarly Book Review 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>Organisation</td>
<td>Limited or no evidence of organisational structure. No critical position developed.</td>
<td>Demonstrates a capacity for organising the review (introduction, body and conclusion), establishing a critical position grounded in the content of the literature.</td>
<td>Demonstrates a pronounced capacity for organising the review (introduction, body and conclusion), establishing a critical position strongly grounded in content of the literature.</td>
<td>Demonstrates pronounced capacity for organising the review (introduction, body and conclusion), establishing criteria for a critical review, and strongly grounding the review in an extensive range of the literature.</td>
<td>Demonstrates superior capacity for organising the review (introduction, body and conclusion), establishing criteria for a critical review, and strongly grounding the review in an extensive range of the literature.</td>
</tr>
<tr>
<td>Comprehension and Analysis</td>
<td>Limited or no evidence of understanding or analysis.</td>
<td>Demonstrates understanding, characterised by accurate description.</td>
<td>Demonstrates pronounced understanding and analysis of the themes or issues presented in the literature.</td>
<td>Demonstrates pronounced understanding, reasoned judgment and analysis of the themes or issues presented in a wide range of the literature.</td>
<td>Demonstrates superior understanding, reasoned judgment, and complex analysis of the themes or issues presented in an extensive range of the literature.</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
<td>Limited or no evidence of ability to engage with or analyse scholarly viewpoints.</td>
<td>Demonstrates ability to engage with a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse and critique a range of scholarly viewpoints such that independent scholarly judgements begin to emerge.</td>
<td>Demonstrates superior ability to engage both the practical and scholarly significance of a wide range of the literature.</td>
<td>Demonstrates superior ability to engage both the practical and scholarly significance of an extensive range of the literature.</td>
</tr>
<tr>
<td>Justification/Significance</td>
<td>No comments made about the practical or scholarly significance of the literature.</td>
<td>Demonstrates ability to review either the practical or scholarly significance of the literature.</td>
<td>Demonstrates pronounced ability to review the practical and scholarly significance of the literature.</td>
<td>Demonstrates pronounced ability to review and critique both the practical and scholarly significance of a wide range of the literature.</td>
<td>Demonstrates superior ability to review and critique both the practical and scholarly significance of an extensive range of the literature.</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Many errors evidenced (spelling, grammatical, referencing).</td>
<td>Some errors evidenced (spelling, grammatical, referencing).</td>
<td>Few errors evidenced (spelling, grammatical, referencing).</td>
<td>Consistently uses correct spelling, grammatical and referencing.</td>
<td>Work is free of errors (spelling, grammatical and referencing).</td>
</tr>
</tbody>
</table>
2. Personal leadership journal

Format: Journal
Length: 1500 words (minimum)
Weighting: 30%

In weeks 5-9, you will be writing a personal response to the weekly assigned readings. Each entry should be at least 300 words and demonstrate your understanding of the literature, implications for leadership settings and, examples of practical application in the workplace. Additional literature may be drawn on to enhance your explanations.

ULO addressed 3, 4, 6, 7

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### Personal Leadership Journal 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 Topics / Issues</td>
<td>Limited or no evidence of ability to identify the main topics / issues addressed in the weekly readings.</td>
<td>Demonstrates ability to identify the main topics / issues addressed in the weekly readings.</td>
<td>Demonstrates pronounced ability to identify and analyse the main topics / issues addressed in the weekly readings.</td>
<td>Demonstrates pronounced ability to analyse and critique the main topics / issues addressed in the weekly readings and additional literature.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique of the main topics / issues addressed in the weekly readings and a wide range of additional literature.</td>
</tr>
<tr>
<td>Identification of Possible Implications for Leadership Settings</td>
<td>Limited or no evidence of ability to identify possible implications for leadership settings.</td>
<td>Demonstrates ability to identify possible implications for leadership settings.</td>
<td>Demonstrates pronounced ability to identify and analyse possible implications for leadership settings.</td>
<td>Demonstrates pronounced ability to analyse and critique possible implications for leadership settings such that independent scholarly judgements begin to emerge.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique of possible implications for leadership settings with evidence of genuinely independent judgements.</td>
</tr>
<tr>
<td>Grounded in Personal Leadership Experience</td>
<td>Limited or no evidence of ability to ground reflection in personal leadership experience.</td>
<td>Demonstrates ability to ground reflection in personal leadership experience.</td>
<td>Demonstrates a pronounced ability to ground reflection and analysis in personal leadership experience.</td>
<td>Demonstrates a pronounced ability to ground reflection and analysis in personal leadership experience.</td>
<td>Demonstrates a superior ability to ground reflection and analysis in personal leadership experience and provide examples of professional growth.</td>
</tr>
<tr>
<td>Composition</td>
<td>Many errors evidenced (spelling, grammatical, referencing).</td>
<td>Some errors evidenced (spelling, grammatical, referencing).</td>
<td>Few errors evidenced (spelling, grammatical, referencing).</td>
<td>Consistently uses correct spelling, grammatical and referencing.</td>
<td>Work is free of errors (spelling, grammatical and referencing).</td>
</tr>
</tbody>
</table>
## 3. In class case study analysis

**Format:** Case study analysis  
**Length:** 2000 words  
**Weighting:** 50%

You will select one (1) case study from a choice of three (3) in the first week of the course. Case study options will include three (3) from the field of education and three (3) from the business world. The in class case study analysis will be in accordance with the standard case analysis approach as taught in this unit and will consist of an “open book” format whereby you may bring and use non-electronic resource material.

**ULOs addressed 1, 4, 5, 6**

<table>
<thead>
<tr>
<th>In Class Case Study Analysis Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category/Grade</strong></td>
</tr>
<tr>
<td>Identification of the main issues/problems</td>
</tr>
<tr>
<td>Identification of the symptoms of the issues/problems</td>
</tr>
<tr>
<td>Identification and evaluation of solutions or strategies</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
</tr>
<tr>
<td>Language Conventions</td>
</tr>
</tbody>
</table>
Guidelines for Written Assignments
These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail.

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 in accordance with APA levels of headings.
- 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 there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Please note also that Sheridan College deploys plagiarism-detection software. The Sheridan College Academic Integrity Policy can be located 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. An APA guide has been uploaded to 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 instructor no later than one week 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. Your instructor may then approve a new 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.
- All assignments must be submitted to assignments@sheridancollege.com.au.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

Assessment Moderation
- Your assessments may be marked by an external examiner in addition to your instructor. This is common practice in the higher education industry and is designed to ensure 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>
<tbody>
<tr>
<td>1</td>
<td>Welcome + introduction. Explanation of assessments. Case analysis approach. <strong>LEADERSHIP THEORY</strong> Managers vs leaders</td>
<td><strong>LEADERSHIP THEORY</strong> Leadership success and failure</td>
<td>Reader: Zaleznik (1977)</td>
</tr>
<tr>
<td>3</td>
<td>Understanding power and influence <strong>Empowering leadership</strong></td>
<td>Text: Yukl (2013) ch.5</td>
<td></td>
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<tr>
<td>5</td>
<td>Traits and Skills of Leaders Attributes of Servant Leadership</td>
<td>Text: Yukl (2013) ch.6 Scholarly Book Review</td>
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<tr>
<td></td>
<td><strong>In-Trimester Study Week</strong></td>
<td></td>
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<tr>
<td>7</td>
<td>Servant Leadership in the Christian Tradition I – Saul Servant Leadership in the Christian Tradition II – Nehemiah</td>
<td>Reader: Bible (see Canvas for specific references) Reader: Bible (see Canvas for specific references)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Review</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td><strong>Pre-Exam Study Week</strong></td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Examination: In class case study analysis</td>
<td></td>
<td>Examination</td>
</tr>
</tbody>
</table>

* A more recent substitute to be found for Buchen article