

GECC3430 Servant Leadership Course Outline (Term 2, 2024/2025)

Course Code **GECC3430**
Course Title **Servant Leadership 僕人領袖**
Number of Units **3**

Course description

This course is designed for college students to study, examine, and apply servant leadership theory and its philosophy, principles, strategies, and practices. The course will explore different approaches to servant leadership, with a particular focus on the college context. The importance of student leadership will be recognized, as it operates at various levels within and outside of college boundaries. The course aims to provide a broader perspective on servant leadership at the college level by considering societal, regional, and international approaches.

The course will be delivered through a combination of literature review, case studies, forum discussions, experiential sharing, and guided reflective learning activities. Students will be required to apply the servant leadership principles and strategies to develop servant leaders and address leadership issues in campus service. This will help them embark on their personal and professional growth leadership journeys.

Learning Outcomes

After taking the course, students will be able to:

1. Apply analytical skills to critically evaluate leadership practices, develop improvement strategies, and construct needs-oriented leadership development plans.
2. Demonstrate competences in self-reflection, teamwork, and leadership to enhance personal and professional growth.
3. Analyze leadership styles to gain an understanding of effective approaches and apply this knowledge in real-world scenarios.
4. Demonstrate the qualities of a servant leader by serving the community and prioritizing the needs of others.
5. Apply servant leadership principles and strategies to address complex leadership challenges, fostering collaboration and inspiring others.

Grade descriptors

Grade	Overall course
A	<ul style="list-style-type: none"> • Examine problems with novel approaches, multiple perspectives, and outstanding problem-solving strategies. • Outstanding and ample justification of evidence and logical reasoning. • Outstanding synergy of various concepts and insights from the learning programme to address the problem. • Consistent and active participation in the learning programme, consultations and in-class activities. • Quality and constructive input in group discussions and consultations. • Outstanding performance on all learning outcomes. • Complete all assessment tasks on time.
A-	<ul style="list-style-type: none"> • Examine problems with multiple perspectives and excellent problem-solving strategies. • Convincing justification of evidence and logical reasoning. • Integrate substantial concepts and insights from the learning programme to address problem. • Active participation in the learning programme, consultations and in-class activities. • Quality and constructive input in group discussions and consultations. • Generally outstanding performance on almost all learning outcomes. • Complete all assessment tasks on time.
B+, B, B-	<ul style="list-style-type: none"> • Solve problems with routine or familiar approaches. • Justification of evidence or reasoning may have minor flaw or requires clarification yet acceptable. • General application of concepts and insights from the learning programme to address the problem. • Satisfactory participation in the learning programme, consultations and in-class activities. • Substantial performance on all learning outcomes, OR good performance on some learning outcomes which compensates for less satisfactory performance on other learning outcomes, resulting in overall substantial performance.
C+, C, C-	<ul style="list-style-type: none"> • Satisfactory performance on majority of learning outcomes.
D+, D	<ul style="list-style-type: none"> • Barely satisfactory performance on a number of learning outcomes.
F	<ul style="list-style-type: none"> • Unsatisfactory performance on most of the learning outcomes, OR failure to meet specified assessment requirements.

Course syllabus

(I) Plenary Lectures
Topic 1: The Origin, Purpose and Relevance of Servant Leadership
Topic 2: Servant Leadership Philosophy
Topic 3: Servant Leadership Principles
Topic 4: Strategies to Develop Servant Leadership Awareness
Topic 5: Servant Leadership Practice
(II) Experiential Learning (Leadership Training Camp and workshops)
Topic 6: Care and Growth of Servant Leaders
Topic 7: Interpersonal Communication and Group Dynamics
Topic 8: Pay it Forward
Topic 9: Evaluation and Conclusion
(III) Interactive Tutorials and Reflective Sessions
Project Preparation and Presentation

Course Components

Teaching and Learning Activities	Type / Hour (if applicable)
Lectures	In class / 6 hours
Workshop	In class / 11 hours
Experiential Learning	Out of class / 16 hours
Consultations (at least three sessions)	Out of class / 3 hours
Interactive Tutorials: Presentation, Commentary and Discussion	In class / 6 hours
Written assignments, Learning Portfolio and Intra-Group Peer Evaluation	Out of class

Assessment Scheme

Assessment component	Weight (%)
Need Assessment Proposal	10% (Group)
Experiential Learning	10% (Individual)
Learning log	5% (Individual)
Presentation	20% (Individual)
Discussion	5% (Individual)
Final Project Proposal	20% (Group)
Reflective essays	20% (Individual)
Intra-Group Peer Evaluation	10% (Individual)

Late submission policy:

1. For written assignments, a deduction of 20% mark will be applied for late submissions, and submissions received after 5 days from the deadline will not be marked.
2. In general, requests for deadline extensions should be made at least one week prior to the deadline by email to the course supervisor accompanied by justifiable reasons and supporting documents. Extensions will only be granted under unexpected or exceptional circumstances beyond the student's control.

Grouping Criteria

Students shall divide into interdisciplinary teams of four members each, as per criteria below:

- No duplication of major among members;
- Members must come from at least two different faculties;
- Not more than two members come from the same faculty.

Remarks:

- IBBA students (maximum two in each group) should take their declared concentration area as their major differentiation in interdisciplinary team formation, i.e. the concentration area or the double concentration of the two IBBA students of the same team must be different.
- Student from interfaculty undergraduate programmes, can choose one of their major for team formation:
 - MIEG: Information Engineering | Engineering OR Mathematics | Science
 - QFRM: Quantitative Finance | Business Administration OR Risk Management | Science
 - GLEF: Global Economics | Business Administration OR Global Economics | Social Science
 - BAJD: Business Administration | Business Administration OR Juris Doctor | Law

Course Schedule and Arrangements

Date	Particular	
Jan 10 (Fri) 2:30 – 4:15 pm		Introduction and Grouping
	Lecture 1	The Origin, Purpose and Relevance of Servant Leadership; Servant Leadership Philosophy
Jan 17 (Fri) 2:30 – 4:15 pm	Lecture 2	Servant Leadership Principles
Jan 24 (Fri) 2:30 – 4:15 pm	Workshop 1	Design Thinking
Feb 7 (Fri) 2:30 – 4:15 pm	Lecture 3	Strategies to Develop Servant Leadership Awareness; Servant Leadership Practice
Need Assessment Proposal due: Feb 8 (Sat) 11:59 pm Consultation 1 Between Feb 10 - 13	Consultation 1	Topic Formulation - submit Need Assessment Proposal (not more than 5 pages) and get advice from teacher - discuss proposal in the 1 st Consultation (45 mins per group)
Feb 14 (Fri) 2:30 – 6:15 pm	Workshop 2	Personality Dimension
Consultation 2: Between Feb 24 – 28	Consultation 2	Conduct Study and Report Progress - submit Interim Progress Report - seek advice on progress, analysis and/or upcoming plan in the 2 nd Consultation (45 mins per group)
Overnight Leadership Training Camp: Mar 4-5 (Tue - Wed) Learning log due: Mar 8 (Sat) 11:59 pm	Experiential Learning	Participation of the Training Camp
Mar 14 (Fri) 2:30-5:30pm	Workshop 3	Project Presentation and Pitching, Project Sustainability and Publicity
Presentation draft due: Mar 15 (Sat) 11:59 pm Consultation 3: Between Mar 17 – 21	Consultation 3	Preparation for presentation and Final Project Proposal - submit presentation draft - discuss presentation idea with course supervisor in the 3 rd Consultation (45 mins per group)
Presentation outline & materials due: Mar 21 (Fri) 11:59 pm Class Meetings Mar 28 (Fri) / Apr 11 (Fri) 2:30pm – 4:30pm		Presentation and Class Meetings - Submit presentation outline and materials to facilitate preparation by commentary group one week before presentation - each meeting comprises Oral Presentation, Commentary and Discussion
Post-presentation written works due: Apr 22 (Tue) 11:59 pm		Submission of written works: - Final Project Proposal (group): 4,000-6,000 words (excl. bibliography and appendices) - Reflective Essay (individual): 1600 words - Intra-group Peer Evaluation Form

Remarks: The following course materials can be downloaded from www.cuhk.edu.hk/ccc/ge/gecc3430:

- Need Assessment Proposal Guidelines - Final Project Proposal Guidelines - Reflective Essay Guidelines
- Interim Progress Report Form - Project Proposal Cover Page - Intra-group Peer Evaluation Form
- Learning Log Template Template

Presentation Schedule (tentative)

Date	Time	Presenting Group	Commentary Group
Mar 28 (Fri)	2:30 – 3:10 pm	1	4
	3:10 – 3:50 pm	2	5
	3:50 – 4:30 pm	3	6
Apr 11 (Fri)	2:30 – 3:10 pm	4	3
	3:10 – 3:50 pm	5	2
	3:50 – 4:30 pm	6	1

Class Rundown

	Flow of lesson	Time allocation
(i)	<u>Presentation</u> One group will present on their project proposal. The presenting group should email their presentation materials and outline to all other students with cc copy to course supervisor 7 days before their presentation.	20 minutes
(ii)	<u>Commentary and Discussion</u> Another group, the commentary group, will comment on the presentation, followed by open discussion for whole class.	10 minutes
(iv)	<u>Conclusion</u> By course supervisor	5 minutes
(iii)	Break between presentations	5 minutes
Likewise arrangement for 2 nd , 3 rd or 4 th Presentations		40 minutes

Pre-consultation written works submission

1) Needs Assessment Proposal

- The length of this group written assignment should be no more than 5 pages of A4 white paper.
- “Needs Assessment Proposal Guidelines” is available at the College GE website.

Post-presentation written works submission

1) Final Project Proposal

A final written assignment of each group (that includes the findings as well as the feedback collected during discussions) should be submitted to the teacher.

1.1 Format

- The report can be written in either Chinese or English.
- All reports must be typewritten on standard A4 white paper in double line spacing with font size at point 12 and margins of 2 cm.
- The length of the assignment should be between 4,000 and 6,000 words (excluding bibliography and appendices).
- All proposals must include full references, quotations, notes and bibliography for sources cited.
- Use the *Cover Page Template* downloadable at College GE website.

1.2 Content

- Introduction
 - Purpose and rationale of the project
 - Literature review and needs assessment
 - Goals and objectives
 - Project contents and implementation
 - Project deliverables and expected outcome
 - Project timeline
 - Budget
 - Risk management
 - Evaluation and metrics
 - Conclusion
 - Appendices and/or supplemental materials, references and citations, if any.
- “Final project Proposal Guidelines” is available at the College GE website.

1.3 Submission

- **Upload to VeriGuide:** All students of the same group should be asked to sign the declaration, each of whom is responsible for any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- **Submission to course supervisor:** Submit the project proposal, together with its signed (by all members) declaration form to course teacher via the specified means.
- **Submission to Blackboard:** Upload a duplicate of project proposal to the designated Blackboard website for all GECC3430 classes.

2) Reflective Essay

- Not less than 1600 words.
- Can be written in either Chinese or English.
- The essay should include the following sessions: introductory paragraph, growth in knowledge, skills, attitude, and value (KSAV), team collaboration, and personal development plan.
- “*Reflective Essay Guidelines*” is available at the College GE website.

3) Intra-group Peer Evaluation

- Students have to use the provided “*Intra-Group Peer Evaluation Form*” to conduct Intra-group Peer Evaluation, which is available at the College GE website.
- Students should self-evaluate and evaluate all groupmates.
- Written comment is required for each evaluation.
- Additional justification is required when giving a very high or very low total score.
- See “How to use the Rubrics” on the form before completing the evaluation.

Required and recommended readings

Required readings:

1: The Origin, Purpose and Relevance of Servant Leadership

- Greenleaf, Robert K. *The servant as leader*. Westfield, IN: Greenleaf Center for Servant Leadership, 2008.
- Wheeler, Daniel W. “Unsuccessful Leadership Models”, in *Servant leadership for higher education: Principles and practices*. San Francisco: John Wiley & Sons, 2012, 6-12.
- Parris, Denise Linda, Peachey, Jon Welty. “A systematic literature review of servant leadership theory in organizational contexts.” *Journal of Business Ethics*, Vol. 113, No.3 (March, 2013): 377-393.
- Song, Jiying. “Leading through awareness and healing: A servant leadership model.” *The International Journal of Servant-Leadership*, Vol.12, No. 1(2018), 245-284.

2: Servant Leadership Philosophy

- Wheeler, Daniel W., “Servant Leadership: A Philosophy of Living” in *Servant leadership for higher education: Principles and practices*. San Francisco: John Wiley & Sons, 2012, 13-25.
- Parris, Denise Linda, Peachey, Jon Welty. “A systematic literature review of servant leadership theory in organizational contexts.” *Journal of Business Ethics*, Vol. 113, No.3 (March, 2013): 377-393.

3: Servant Leadership Principles

- Bolman, Lee G, & Gallos, Joan V., “Fostering a Caring and Productive Campus: Leader as Servant, Catalyst, and Coach”, in *Reframing Academic Leadership*. San Francisco: Jossey-Bass, 2011, 89-106.
- Wheeler, Daniel W., “Servant Leadership Principles”, in *Servant leadership for higher education: Principles and practices*. San Francisco: John Wiley & Sons, 2012, 26-35.
- Parris, Denise Linda, Peachey, Jon Welty. “A systematic literature review of servant leadership theory in organizational contexts.” *Journal of Business Ethics*, Vol. 113, No.3 (March, 2013): 377-393.

4: Strategies to Develop Servant Leadership Awareness

- Wheeler, Daniel W., “Principle One: Service to Others is the Highest Priority”, in *Servant leadership for higher education: Principles and practices*. San Francisco: John Wiley & Sons, 2012, 34-48.
- Song, Jiying. “Leading through awareness and healing: A servant leadership model.” *The International Journal of Servant-Leadership*, Vol.12, No. 1(2018), 245-284.

5: Servant Leadership Practice

- Keith, Kent M. *The case for servant leadership*. Terrace Press, 2012.
- Wheeler, Daniel W., “Principle Two: Facilitate Meeting the Needs of Others”, “Principle Five: Means Are as Important as Ends” and “Principle Six: Keep One Eye on the Present and One on the Future”, in *Servant leadership for higher education: Principles and practices*. San Francisco: John Wiley & Sons, 2012, 48-62, 93-101, 102-113.
- Song, Jiying. “Leading through awareness and healing: A servant leadership model.” *The International Journal of Servant-Leadership*, Vol.12, No. 1(2018), 245-284.

6: Care and Growth of Servant Leaders

- Wheeler, Daniel W., “Principle Four: Promote Emotional Healing in People and the Organization” and “Care and Feeding of Servant Leaders”, in *Servant leadership for higher education: Principles and practices*. San Francisco: John Wiley & Sons, 2012, 81-92, 156-165.

7: Interpersonal Communication and Group Dynamics

- Wheeler, Daniel W., “Principle Three: Foster Problem Solving and Taking Responsibility at All Levels” and ” Principle Seven: Embrace Paradoxes and Dilemmas”, in *Servant leadership for higher education: Principles and practices*. San Francisco: John Wiley & Sons, 2012, 63-80, 14-127.

8: Pay It Forward

- Wheeler, Daniel W., “Principle Eight: Leave a Legacy to Society”, “Principle Nine: Model Servant Leadership” and “Principle Ten: Develop More Servant Leaders”, in *Servant leadership for higher education: Principles and practices*. San Francisco: John Wiley & Sons, 2012, 127-140, 141-148, 149-155.

9: Evaluation and Conclusion

- Bradley, Yvonne. "Servant Leadership: A critique of Robert Greenleaf's concept of leadership." *Journal of Christian Education*, Vol. 42, No. 2 (September, 1999), 43-54.
- Strange, C. Carney. "Measuring up: Defining and assessing outcomes of character in college." *New Directions for Institutional Research*, Vol.2004, No.122 (September, 2004), 25-36.
- Beck, Curtis D. "Antecedents of servant leadership: A mixed methods study." *Journal of Leadership & Organizational Studies*, Vol. 21, No.3 (August, 2014), 299-314.

Feedback for evaluation

Course and Teaching Evaluation Survey

Course-end evaluation through group representatives and e-mail exchanges

Academic honesty, plagiarism and AI tools

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academic_honesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as instructed by the course teacher.

Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

As a general principle, students are prohibited from using any AI tools to complete their assignments, assessments and any other works that count towards their final grade of the course or attainment of the desired learning outcomes, unless explicitly permitted. "Use of Artificial Intelligence Tools in Teaching, Learning and Assessments – A Guide for Students" is available at the website of Academic and Quality Section Registry, CUHK: https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf

Contact details for course supervisors

Prof. Marques Ng	marquesng@cuhk.edu.hk
Dr. Bernard Wong	bphwong@cuhk.edu.hk
Dr. Ricky Ahmat	rickyahmat@cuhk.edu.hk
Other information:	College GE Website: www.cuhk.edu.hk/ccc/ge College GE Office Email: cccge@cuhk.edu.hk College GE Office Location: M/F Chung Chi Admin. Building