

Central Christian College of Kansas

Followership and Servant Leadership

SS-PY 311 – 3 Credits

Course Overview

Rational: Most people already have a pretty good understanding of leadership. The topic has received extensive research and has been an integral part of most educational and corporate training programs. This course has been designed to tray and focus on two distinct aspects of leadership research.

Central Christian College is dedicated to the mission of providing a Christ Centered Education for Character. It is the intent of the College to expose every student to teachings designed to not only help them master the subject of study, but also develop the unique qualities and dispositions that are essential to good character. To help define character, the College looks to the life of Christ, who serves as a model of good character – thus the Christ-centered approach. You see this reflected in the fit-four model, which recognizes that Christ’s character was defined by a life that loved God with His whole heart, mind, soul, and body (The Fit Four Model). Using this approach, the College seeks to understand each subject of study from a holistic approach, with an emphasis on honoring God.

With leadership, that task becomes much easier, since the life of Christ is a lesson in leadership. Numerous leadership theorists and researchers use the life of Christ as a reference point for good leadership, even if they do not adhere to his teachings. Therefore, when we discuss the topic if leadership, we investigate the life of Christ to determine those actions that he deemed important. Within the concept of leadership we find two essential topics reflected in his leadership perspective; Servant Leadership and Followership. Therefore, this course will introduce you to both topics and provide you with a foundation to incorporate those teachings into your own leadership practices; helping you to develop good character and become a great leader (follower).

Course Objectives

At the end of the course, you will be able to:

- Defend the role of Servant Leadership from a business and biblical perspective
- Assess leadership practices and develop suggestions for improvement
- Summarize elements of followership theory and defend its use in modern leadership discussions.
- Analyze management principles from a Christian worldview
- Contrast the difference between power and authority, discussing how each relates to influence.

Course Text

1. Hunter, J. (2003). *The servant leadership training course: Achieving success through character, bravery, and influence*. Sounds True
2. Hunter, J (2004). *The world’s most powerful leadership Principle: How to become a servant leader*. Colorado Springs, CO: WaterBrook Press

Course Administration

Academic Integrity

As a reflection of the Code of Conduct (SPE) and the Lifestyle Covenant (SAS) signed by all students at Central Christian College, it is expected that all work submitted for this course is your own. The submission of any work, without proper citing or referencing, which is not original to you, will be considered plagiarism. Plagiarism is dishonest and illegal. It includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the use of materials prepared by another person or agency on your behalf. Plagiarized assignments may result in one of the following punitive measures:

1. An unsatisfactory grade applied to the plagiarized assignment
2. Dismissal from the course
3. Dismissal from the College

Each student is expected to be honest in his or her work. Cheating is dishonest, a breach of the Code of Conduct, and dishonoring to God. Academic honesty is twofold on the part of the student; first, not to cheat, and second, not to enable others to cheat. Students found cheating will immediately forfeit a passing grade on the assignment and may face other punitive measures.

TURNITIN.COM

To help you in the development of academic integrity, Central Christian College utilizes Turnitin.com. This collaborative environment can help you identify ways in which your research and writing may improve. Your instructor will post the Turnitin course ID associated with this course during the first week of the course.

Final Grade

If you perform well in this class you are assured to receive a grade that reflects your level of competence. *This does not mean you should expect to receive a superior grade for fulfilling the basic requirements of the course.* Students desiring an above average or superior grade will need to plan accordingly.

The following grading scale is used in determining all grades, including final grades:

All assignments are graded on a 100% grading scale.

Grade	Points
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	68-69
D	65-67
D-	63-64
F	0-62

Letter grades are given for all coursework in the Degree Program. Any course in which the learner receives an "F" must be repeated in order to complete the program.

- Attendance:** This course is presented in weekly units. The weekly attendance period begins Tuesday at 12:00 am ET and ends on Monday at 11:59 pm ET. You must log in on at least **three** separate days of each unit's week.
- The attendance policy for this course is based on the instructor's respect for the student as fellow learner. While the weekly format and course text(s) provide the basis for your learning experiences, much of your learning depends upon the extent you interact with your fellow learners and facilitator. Your level of interaction can not only increase your own educational experience, it can also amplify the effectiveness of the group learning process. Your collaboration and input are vital.
- If you choose not to make class attendance a priority, please keep in mind the following. Excessive misses or tardiness will be reported to the Student Development and Academic Office. You will be held responsible for all announcements and assignments given in class, therefore tardiness as well as attendance should be carefully monitored. If you are absent when a quiz or in-class assignment is given, there will be no make-up work assigned. I reserve the right to discriminate against any student who misses and excessive, but arbitrary, amount of classes. Such discrimination can include anything from a private conference to deduction of grade points to a simple thumb up or thumb down on a borderline final grade. The converse is also true since conscientious attendance might aid the advancement of a borderline grade.
- A college degree assumes that a student not only completed required coursework, but also attended and participated in the class. In the college world we call that seat-time. A student who chooses to not interact with his or her classmates and facilitator, undermines the value the online educational experience, and also cheats future co-workers and constituency.
- Assessment:** No quizzes or tests will be used in this course. The design of this course is to promote personal reflection and discussion with other learners. Therefore course assignments, depth of the discussion posts, and final project will be used to assess how well the student is mastering the material.
- Participation:** Students are expected to share their insights and viewpoints, even if they disagree with the perspective of the College, course material, or facilitator. Central Christian College promotes the free expression of ideas, even if they are fervently expressed. However, the College does require that any expression of agreement or disagreement would be communicated in a civil and respectful manner.
- Academic Accommodations:** Any student who has a documented learning or physical disability and wishes to access academic accommodations under the 1973 Rehabilitation Act of the Americans with Disabilities Act must contact the **Central Christian College of Kansas Success Center Director** (1-800-835-0078). The student must have appropriate documentation of the disability and the need for the requested accommodation on file with the Success Center Director before accommodations can be provided. Please click on the link below to access the information.

[Students with Disabilities](#)

Additionally, the documentation process is found in Doc Sharing. If you have questions about the process, please contact: **Mrs. Pat Muntz** at Central Christian College at **1-800-835-0078** or pat.muntz@centralchristian.edu

Accommodations will only be made after written verification of the eligibility has been received by the Facilitator. It is the student's responsibility to initiate contact with the Success Center and request that an official communication is sent to the facilitator, verifying the disability and specifying the accommodation.

Technology

When committing to earning your degree online, you will want to ensure that you have regular access to the proper technology, as well as high-speed Internet.

At CCC, malfunction or failure of students' technology is not an accepted reason for late submission of work. It is the sole responsibility of the online student to procure the technological hardware (desktop, laptop, tablet, etc.) necessary for completing course assignments.

Should a student experience technical difficulties with his/her Internet connection or primary device used for completing coursework, it remains their responsibility to find alternative means of completing and submitting course assignments. In the event of technological failure, students are strongly encouraged to implement their "Plan B". This may include using computers available at public libraries, borrowing computers from friends, relatives, or neighbors, accessing high speed internet at alternative locations, etc.

The 24/7 eCollege Helpdesk is available to assist users who experience difficulties within the Online Campus: helpdesk@ghe.ecollege.com or 1-877-842-9731

For a list of free Wi-Fi locations, visit: <http://www.wififreespot.com/>

Late Policy

As this is an accelerated course delivery format, no late submissions will be accepted. If there are extreme or extenuating circumstances, please contact the facilitator as soon as possible.

Coursework

Readings

The text for this course were chosen to not only to introduce the student to the basic topics of the course, but also to stimulate thought and interaction. One rule to remember is; Don't take the readings as gospel. Just because it sits there in black and white doesn't necessarily make it true. The student needs to filter all the course material through a critical and analytical perspective. Be sure to call upon Scripture, reasoning skills, historical perspectives, and personal experience when engaging a topic. Some of the reading may evoke some strong disagreement with accepted principles or beliefs. Don't get nervous, the text may have been chosen for that specific reason. Part of what needs to be learned is the ability to reasonably articulate disagreement with evidence and reason. The student should not just peruse the reading, but to scrutinize it by taking the time to read and reflect. Look to James 1:22-24 as motivation for this concept.

There may be times that the course or the facilitator will not discuss all the assigned readings. Again, much of what is read is there to build a foundation for in-class discussions. If there are specific questions or comments please bring them up, otherwise a learning opportunity may be lost.

See the attached schedule for a listing of assigned readings.

Discussion

You are expected to engage the entirety of the readings that are assigned and be prepared to intelligently discuss the contents. Questions will be posted related to each chapter and you are expected to comment on or to summarize the main ideas of

the readings. You should look up terms in the text/readings for which you are not familiar. Obviously, absences (or limited logins) will adversely affect your grade, since you will have limited opportunity to participate in the discussion. Therefore, discussion threads cannot be made up after the week closes.

A minimum expectation for discussion assumes that you will make at least one original comment (minimum of 150 words) in response to each discussion prompt by Thursday of each week, and responses to at least two other classmates. These messages must be posted over the course of three separate days each week.

Application Assignment

Each week the student will have the opportunity to complete at least one Apply Assignments. These assignments have been designed to challenge the student to move beyond the text and course interface, to apply the assignment or synthesize information discussed in the course. These assignments vary in type and scope, but often require a written submission. Students should pose questions to their course facilitator if the requirements of the assignment are unclear.

Final Project

This course does require the completion of a final assignment, which is due at the close of the last week of class. It would be wise for the student to read through the assignment to become familiar with the nature of the assignment and to project the time needed to complete it.

Objectives: The objective of this assignment is to demonstrate the student's ability to engage in self-assessment, related to course material.

Description: During the first module, the student will be instructed to distribute copies of the Leadership Skills Inventory in order to ensure that at least ten respondents return a completed survey. The student will also complete a self-evaluation.

The results will be entered into an EXCEL spreadsheet and analyzed. Based on the results, the student will engage in a series of steps designed to lead the student through a self-assessment process.

The final product will be a 5-10 page final paper. An outline of the organization of the paper might look like:

1. 1 Page: Composite score lists & Discussion of scores
2. 1-2 Pages: List and Discussion of strengths and weaknesses
3. 2 Pages: SMART Action Plan (One page for each plan)
4. 1 Page: Discussion of Strengths
5. 1-2 Pages: Conclusions

The paper should follow standard APA guidelines.

Students will want to enhance their grade by including specific references or quotes from scholarly sources. Many students miss the opportunity to enrich their grade through this means.

Course Schedule

Week	Reading/Lecture	Assignment
1: Laying the Foundation	Servant: 1-2 Audio: Disc One-TR 1-8	<ul style="list-style-type: none"> • Pre-test • Plagiarism Certification • Discussion (2) • Application (1)

2: Expanding Ideas	Servant: 3 Audio: Disc Two-TR 1-4	<ul style="list-style-type: none"> • Discussion (2) • Application (1)
3: Exploring a Trait Approach	Servant: 4 Audio: Disc Two-TR 5-8 Lecture Two	<ul style="list-style-type: none"> • Discussion (2) • Application (1)
4: Developing Character and Style	Servant: 5 Audio: Disc Three-TR 1-7 Lecture Three	<ul style="list-style-type: none"> • Discussion (2) • Application (1)
5: Mastering EI and Courage	Servant: 6 & 7 Audio: Disc Four-TR 1-4 Lecture Four	<ul style="list-style-type: none"> • Discussion (2) • Application (1)
6: Putting it all Together	Servant: 8 & 9 Audio: Disc Four-TR 5-7	<ul style="list-style-type: none"> • Discussion (2) • Application (1) • Final Project (1)

Course Assessment

Overall Points Possible	Points	Quantity	Assignment	Total
	25 (50/week)	12 (2/week)	Discussion	300
	50	6	Application Assignments	300
	5	1	Pre-Assessment	25
	5	1	Post-Assessment	25
	100	1	Final Project (Weekly)	100
			Total	750

**Assignment Rubric
(Used for papers,
reflections, or other
written responses)**

**[Points are X2 for
Application
Assignments]
[Points are X4 for
Final Project]**

Dimension	Developing	Intermediate	Mastery
Content	Stated points, reasons, conclusions do not adequately support or address the subject. No or very few course related terms and concepts were used. ① ②	The response addressed several relevant points of the topic. Most points are well supported but some remain underdeveloped. A few course related terms and concepts were used. ③ ④ ⑤ ⑥	The assignment adequately addresses topic by stating thought provoking points and reasons that support ideas. A sufficient number of course related terms and concepts were used. ⑦ ⑧ ⑨ ⑩
References	Statements and assertions are not supported by	At least one statement is supported with a citation or reference to	More than one statement is supported by a

Discussion Forum

	citations or are not included on a reference page.	the text or other credible source.	citation or reference to the text or other credible source.	
	① ①	② ③	④ ⑤	
Mechanics	Poor grammar and mechanics make the assignment difficult to understand.	Assignment contains minimal errors. Most sentences are clear but are occasionally wordy or confusing.	The assignment is error free. Sentence structure is sophisticated, varied and interesting.	
	① ①	② ③	④ ⑤	
Format	The assignment fails to conform to required formatting (12pt, double spaced, APA style, typewritten) AND does not met length requirements.	The assignment fails to conform to required formatting (12pt, double spaced, APA style, typewritten) OR does not met length requirements.	The paper conformed to all required formatting requirements (12pt, double spaced, APA style, typewritten) and met length requirements.	
	① ①	② ③	④ ⑤	
Dimension	Insufficient	Developing	Intermediate	Mastery
Initial Post	No comment is posted.	Initial comment is made, though it is made after Thursday or is superficial.	A substantive initial comment is posted prior to Thursday (<150 words).	An initial comment is posted by Thursday that is well developed and addresses the intent of the question (>150 words).
	①	① ②	③ ④	⑤
Responsiveness	Posts no follow-up comments.	Follow-up posts are brief and do not provide analysis or synthesis of the discussion.	Follow-up posts demonstrate and appreciation for the input of others and add to the discussion.	Follow-up posts elaborate on the comments of others and add to the discussion with further analysis and synthesis.
	①	① ②	③ ④	⑤
Content	Comments are irrelevant to the question and do not add to the	Comments are made that address the question.	Comments address the question, though	Comments address the question, are reflective, and

	intent of the discussion. ①	but lack depth or go off topic. ① ②	greater reflection or development of thought would be helpful. ③ ④	represent a substantive contribution to the discussion. ⑤
Mechanics	The post lacks any organization and(or) contain multiple errors in spelling or mechanics. ①	Comments are somewhat organized, but interrupted by significant errors in spelling and mechanics. ① ②	Comments could benefit by a bit more organization and attention to mechanical details. ③ ④	Comments are clear and formatted in a way that easy to read, free from spelling and mechanical errors. ⑤