MSOM 602: Servant Leadership
Prerequisite(s): None
Credits: 3

Professor Name:
Email:
Phone:
Office Hours:

I. Course Description

This course serves to provide students with a foundation in Christian Leadership talents, strengths and skills as it relates to the "servant leader." Included in this course is an investigation of how the individual plays a role in his or her own management or leadership styles. Students will complete a personal profile assessment; develop a research paper in the area of leadership or management related to a comparison between the servant leader/manager and their own leadership/management style. Finally, students will develop strategies for how to implement the 10 characteristics of the "Servant Leader" into business, community and professional outcomes.

II. Course Objectives

1. Review and recognize how the "Servant Leader" movement started in the 1970s and how it may impact business outcomes today.
2. Define and develop an understanding about the characteristics of the "servant leader" as outlined by Larry Spears in 1995.
3. Develop an understanding about how managerial decisions are impacted by servant leaders and be able to describe how these attributes influence individual management styles.
4. Demonstrate the differences between leadership and servant leadership.
5. Define and apply the concepts of a servant leader to the student's perceptions of their own self- defined leadership or management styles.
6. Discuss various challenges with the servant leader approach to leadership and management.

III. Course Textbooks and Reading Materials

Leading at a Higher Level
Ken Blanchard
Hardcopy ISBN 978-0-13-485753-4

IV. Weekly Information

Lesson One – Week One

Set Your Sights on the Right Target and Vision

Objectives
At the end of this lesson, you should be able to:
        1.1 Define the Quadruple Bottom Line
        1.2 Describe the functions of a high performing organization
        1.3 Communicate the importance of vision in organizations

Read and Study (Third Edition)
Chapter 1: Is Your Organization High Performing?
Chapter 2: The Power of Vision
Lecture: Module 1
Video: Transcend the Bottom Line

Deliverables

Discussion: Introduction

Discussion: Vision

Written Assignment: High Performing Organizations

Memo Exercise: Vision Statements

Lesson Two – Week Two

Serving Customers

Objectives
At the end of this lesson, you should be able to:
        2.1 Define "Legendary Customer Service"
        2.2 Describe how empowerment can create leadership environments for customer and employees
        2.3 Share the importance of the Upside Down Pyramid

Read and Study
Chapter 17: Serving Customers at a Higher Level,
Chapter 3: Empowerment is the Key,
Lecture: Module 2
Video: Legendary Customer Service

Deliverables

Discussion: Customer Service

Written Assignment: The Upside Down Pyramid

Memo Exercise: Customer Service Memo

Lesson Three – Week Three

Serving Employees

Objectives
At the end of this lesson, you should be able to:
      3.1 Share the leadership value of Situational Leadership
      3.2 Share the leadership value of Self Leadership
      3.3 Explain why matching your leadership style to the development level of people is
           important

Read and Study
Chapter 4: SLLII: The Integrating Concept
Chapter 5: Self-Leadership: The Power Behind Empowerment
Lecture: Module 3
Video: Self Leadership
Video: Situational Leadership

Deliverables

Discussion: Self-Leadership

Written Assignment: Situational Leadership

Memo Exercise: Situational Leadership Memo

Lesson Four – Week Four

Partnering and Coaching

Objectives
At the end of this lesson, you should be able to:
      4.1 Describe the five different applications in a coaching environment
      4.2 Share different performance management systems and their impact on leadership
      4.3 Explain how brevity can add to clarity

Read and Study
Chapter 6: One-on-One Leadership – Partnering for Performance
Chapter 7: Essential Skills for One-on-One Leadership: The One Minute Manager
Chapter 9: Coaching
Lecture: Module 4

Video: One Minute Manager

Deliverables

Discussion: The One-Minute Manager

Written Assignment: Effective Performance Management Systems

Memo Exercise: Coaching Memo

Lesson Five – Week Five

Leading Change

Objectives
At the end of this lesson, you should be able to:
      5.1 Describe five steps to a high performing team
      5.2 Understand some of the key reasons that teams fail
      5.3 Share effective change management strategies

Read and Study
Chapter 11: Team Leadership
Chapter 13: Organizational Leadership
Chapter 14/15 Organizational Change
Chapter 16: Managing a Successful Cultural Transformation
Lecture: Module 5
Video: Change Strategies

Deliverables

Discussion: Why Teams Fail

Written Assignment: High Performing Teams

Memo Exercise: Change Memo

Lesson Six – Week Six

Servant Leadership

Objectives
At the end of this lesson, you should be able to:
      6.1 Define Servant Leadership
      6.2 Recognize Characteristics of Servant Leadership
      6.3 Understand their Leadership Point of View

Read and Study

Chapter 14: Servant Leadership, pp 261 – 287
Chapter 15: Leadership Point of View, pp 288 - 307
Lecture: Module 6
Video: Leadership Point of View

Deliverables

Discussion: Leadership vs. Servant Leadership

Written Assignment: Leadership Point of View

Memo Exercise: Servant Leadership Memo

Lesson Seven – Week Seven

Servant Leadership in Action

Objectives
At the end of this lesson, you should be able to:
  7.1 Implement Servant Leadership
  7.2 Apply Spears 10 Characteristics of Servant Leadership
  7.3 Apply Servant Leadership Principles to an organization

Read and Study
Lecture: Module 7
Video: Servant Leadership Satisfaction

Deliverables

Discussion: Servant Leadership Characteristics

Written Assignment: Servant Leadership Assessment

Memo Exercise: Servant Leadership in Action Memo
V. Course Grading

Course Requirements (Weekly)
Each lesson will be based on the inclusion and grading of the following segments: Discussion
Boards, Assignments/ Case Studies/ Projects.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the lesson. No grades will be given to students over the phone.

A = 93-100

B+=90-92

B = 83-89

C = 75-82

F = Below 75

Discussion Board Rubric – Introduction (First week only: 20 Points)

Criteria	Minimal	Effective
Pts Possible: 0 or 10 Initial Post Introduction.	Pts Possible: 0 No post or did not follow instructions at all.	Pts Possible: 10 Posted following instructions.
Pts Possible: 0 or 10 **Response Posts** Welcome.	Pts Possible: 0 No post or did not follow instructions at all.	Pts Possible: 10 Posted following instructions.

Participation – Students must meet initial and response post deadlines to be eligible for full points. Late posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

Memo Exercise Rubric

Criteria	Minimal	Effective
Pts Possible: 0 to 15 **Content**	Pts Possible: 0 - 10 Covers the minimum requirements of the assignment	Pts Possible: 11 - 15 Covers the majority or all of the requirements of the assignment
Pts Possible: 0 to 10 **Communication**	Pts Possible: 0 - 5 Little clarity in the message being presented.	Pts Possible: 6 - 10 Message clarity is good to very good.

Discussion Board Rubric (40 points)

Rubric Criteria	Minimal	Competent	Effective	Mastery
Pts Possible: 0 - 20 **Initial Post** Understanding, discovers and conveys understanding through relevant discussion with peers. Relevant and proper business writing and critical thought development. Posts timely. *A minimum of 2 peer-reviewed sources are cited in the post and listed in appropriate APA format at the end of the post.*	*Pts Possible: 0 - 5* Student provides weak contribution to the discussion board. Addresses the questions in a manner that is unclear or does not convey concept understanding. Shows evidence of critical thought but is not concise or complete. Does not cite any peer-reviewed sources. **Post is less than 75 words.** **0 points if post is not submitted by 11:59 p.m. on Thursday.**	*Pts Possible: 6 - 10* Student makes contribution by making a mostly complete response to the questions. The contribution is mostly restatement of materials. Student conveys thoughts adequately; however, need to further develop critical aspects. Student cites 1 peer-reviewed source. Not in appropriate APA format. A few writing errors. **Post has between 75 - 124 words.**	*Pts Possible: 11-15* Student advances the discussion and body of knowledge providing relevant, original thoughts to the question. Student conveys thoughts in a well-rounded manner that show understanding, critical thought and application of concepts. Student cites 2 peer-reviewed sources in the body of the post. Not APA format. Well written. **Post has between 125 – 250 words.**	*Pts Possible:16-20* Student provides relevant and thought-provoking viewpoints to the question. Post is innovative and indicates a high level of thought. Student writing shows a high level of critical thought, analysis and application of concepts and ideas. Student cites 2 peer-reviewed sources in the body of the post in proper APA format. Very well-written. **Post exceeds 250 words.**

Pts Possible: 0 - 20	Pts Possible: 0 - 5	Pts Possible: 6 - 10	Pts Possible: 11-15	Pts Possible: 16-20
Response Posts Discovers key areas of knowledge and concepts from peers. Furthers the body of knowledge by responding to peers' posts with relevant and thought-provoking comments. ***A minimum of 1 peer-reviewed source is cited and listed in appropriate APA format at the end of each student response.*** **0 points = no response posts.** **10 points = 1 response post.**	Student shows minor comprehension of the concepts and viewpoints from peers. The responses are vague and do not show understanding or integration. Poorly written. Does not cite any peer-reviewed sources. ***Post is less than 75 words.***	A student shows adequate understanding of the knowledge and concepts posted by peers. The responses are mostly "I agree...". Student cites 1 peer-reviewed source. Peer reviewed source was somewhat relevant and published within past 5 years. ***Post has between 75 - 124 words.***	Student advances the discussion providing additional commentary and critique. The responses are correct but mostly restate the peers' viewpoints without development of critical thought. Student cites 1 peer-reviewed source. Peer reviewed source is relevant and was published within past 3 years. ***Post has between 125-200 words.***	Student advances the discussion providing additional commentary that is relevant or offers an alternative. Critical thought development is evidenced by thoughtful and meaning responses. Student cites 1 peer-reviewed source, current and relevant publication. Published within past 3 years. ***Each student response exceeds 200 words.***

Assignment/Case Study/Course Project Rubric (75 points)

Criteria	Minimal	Competent	Effective	Mastery
Pts Possible: 0 - 50 Critical & Clear Addresses the Problem/Issue presented directly. Demonstrates active critical thinking relevant to problem identification and effective solutions.	Pts Possible: 0 - 12 Work did not consistently meet expectations, as significant details of the assignment are not addressed. Lacks critical thought, analysis and application.	Pts Possible: 13-25 Comprehension is not shown consistently throughout the assignment. Marginal responses; content, concepts, ideas/responses not fully developed.	Pts Possible: 26-39 Demonstrates satisfactory understanding but does not answer all questions/scenario in full. Demonstrates some knowledge of the content and business vocabulary.	Pts Possible: 40-50 Relevant used of vocabulary and applied throughout the assignment. Demonstrates superior knowledge of concepts and theories.
Pts Possible: 0 – 25 **Properly Written** Structure and Writing including effective use of peer-reviewed resources and APA 6th edition formatting.	Pts Possible: 0 - 9 Work does not meet expectations. Relevant critical thought/analysis is not demonstrated in the assignment. Partially addresses the topic. Does not follow APA 6th edition. **No use of peer-reviewed resources.** **<500 words**	Pts Possible: 10 - 14 Comprehension is not demonstrated. Grammar/spelling errors; unorganized deliverable. Lacks focus on content. Does not follow APA 6th edition. **Peer-reviewed resources are not current or are not effective.** **600-750 words**	Pts Possible: 15 - 19 Organized deliverable, directions followed. Content needs additional focus for innovative responses other than restatement of text. Appropriate APA formatting is seen, but not extensive. **Provides some relevant, current peer-reviewed resources.** **751-999 words**	Pts Possible: 20 - 25 Relevant use of vocabulary and professional writing structure. Well-organized response of at least 1-full page that fully and completely address all the criteria/questions using proper APA 6th edition formatting. **Provides appropriate, relevant and current peer-reviewed sources as directed in the assignment.** **>1000 words**

VI. Course Policies

Academic Integrity
The College of Adult and Professional Studies fully supports and enforces the university's Academic Integrity Policy. Refer to CSU Student Handbook regarding Guidelines for the Research Paper, A Community of Honor, and the Academic Integrity Policy. Students will have a right to appeal any removal from the program but will follow the policy provided in the student handbook related to the appeal processes.

Plagiarism
Plagiarism in any form will not be accepted. This includes inappropriate resource use, utilizing the ideas, graphs, pictures or words provided by another author or resource. Plagiarism will be viewed as a critical offense and may result in dismissal from the program.

Attendance
Participation is very important in an online course. You will be expected to participate in all discussion boards, provide quality responses to all discussion board assignments. Responses must include an initial response from the student and two additional substantive responses to other students. The use of critical thinking, appropriate use of judgment and professional comments will be required for all responses. Agreement or disagreement with a fellow student will not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text to support the opinions. Students are expected to log in to the course daily. The number of minutes each student accesses all courses is tracked by lesson and section contained within the online courses.

FA Policy
Any student who does not log into his/her courses for 14 consecutive days will be awarded a grade of FA (Failure due to Absences). For more information, please see the CSU Excessive Absence Policy:
http://www.csuniv.edu/registrar/academicpolicies/policy10.html.

Class Discussions
- Successful online learning requires active and meaningful participation in the discussion area.
- One initial discussion board post is due by the fourth day (Thursday) of class and two response posts are due by the last day (Sunday) at 11:59 p.m. each week.
- Please refer to the Discussion Board Rubric located within this syllabus for guidance on delivering a substantial discussion.

Late and Make-up Assignments
Late assignments and/or discussion board responses will not be accepted after the due date and time. When substantive emergencies do occur, grace may be provided by the professor of record for the course. When feasible contact with the professor is completed immediately following the substantive emergency. An emergency does not include computer or connection issues related to access to the online course or platform.

Written Work
- All graded assignments must be typewritten, as designated by the professor of record for the course.

- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included into the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.

Memo Exercises
Memo Exercises are "inter-office memos" that you will use throughout the course to communicate with your team. The purpose of these memos is to give you an opportunity to apply the concepts to situations that you may face in business and professional settings.
- They should be written using your own "voice"
- They *should not* be seen as research documents with sources and formal writing.
- Remember to make them very concise, as employees may not read a long, "never ending" memo.
- You can use the sample memo template provided or one of your choosing more consistent with your organization.

Academic Probation
Students must maintain a GPA of 3.0 for graduation from the MSOM program. Students whose graduate GPAs drop below 3.0 will be placed on academic probation. Students on academic probation will be required to communicate with an academic advisor in CAPS regularly for advising and monitoring.
Students who receive a letter grade of "F" for any course or who receive a total of three Cs in any of the 12 courses will not be able to continue in the program.

Academic Expulsion
A student who earns one "F" or one "WF" or who earns their third grade lower than a "B" in MSOM courses shall be expelled from the MSOM program. An expelled student may not be considered for readmission to the program for any term within one year after the date of expulsion. If and when the student's application for readmission is submitted it must be accompanied by a letter from the student justifying why he or she should be readmitted. The student's request for readmission must be approved by the Dean of CAPS before the student can be readmitted and begin taking classes again. Expelled students may only petition for re-admission once. If their first request fails, further requests for re-admission will not be entertained.

Integration of Faith
Integration of Faith in learning, leading and serving is not only the vision of Charleston Southern University and the College of Adult and Professional Studies, it is considered a way of life. Students will be expected to exhibit the integration of faith in all of their assignments, discussion boards and projects.