

BUSI 542, Servant Leadership Theory & Development, Syllabus (3 credits)

COURSE DESCRIPTION

BUSI 542. This course focuses on leadership theory with special attention given to the biblical concept of servant leadership. Topics include principles for leadership within the Christian community, approaches to developing such leaders in their cultural context, and legal and ethical issues that impact Kingdom-oriented leadership.

REQUIRED TEXTS & RESOURCES

The Bible. (recommended: NASB, NKJV)

Blanchard, K., Hodges, P., & Hendry, P. (2016) *Lead Like Jesus Revisited: Lessons from the Greatest Leadership Role Model of All Time*. Nashville, TN: Thomas Nelson.

Spears, L., Lawrence, M. (Eds.). (2002). *Focus on Leadership: Servant Leadership for the 21st Century*. New York, NY: Wiley & Sons.

Wessinger, K. (2016). *The relationship between creative practice and socioeconomic crisis in the Caribbean: A path of sustainable growth*. London, UK: Routledge. (Online version: Amazon.com).

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.pointuniversityshop.com.

REQUIRED RESOURCES

Agile at Barclaycard. "What is Servant Leadership."
(2016) <https://www.youtube.com/watch?v=aKk0AaaFqtU>

Baer, Jay. "Concepts of Servant Leadership in the Field of Marketing." Servant Leadership Sessions in Podcasts. (2017). <https://itunes.apple.com/us/podcast/jay-baer-concepts-servant-leadership-in-field-marketing/id766741463?i=1000362649428&mt=2>

Balda, W., Balda, J. "The four signs of a toxic leader." (May, 2015). <http://qideas.org/articles/the-four-signs-of-a-toxic-leader/>

Davids, B., "The rarest commodity is leadership without ego." TEDxESCP. (April, 2012) <https://www.youtube.com/watch?v=UQrPVmcgJJk>
eHowEducation. "Importance of Peer Reviews." (May 2015) <https://www.youtube.com/watch?v=4t96guWcrSI>

Fett, A. "Servant leadership: How a jar can change the way you lead and serve." TEDxFondulac. (2017). https://www.youtube.com/watch?v=1vIPrR_cIEg&t=202s

Fuhr, I. "The subversive power of servant leadership." TEDxJohannesburg. (2016). <https://www.youtube.com/watch?v=XKrTEEHID50>

Lantu, D. "Servant Leadership and Human Capital Management: Case Study in Citibank Indonesia." *Procedia – Social and Behavioral Sciences*. Vol 169, Jan 2015, pp 303-311). <https://www.sciencedirect.com/science/article/pii/S1877042815003511>

Lowe, J., "TD Industries: An enduring culture of servant leadership." Podcast: Greenleaf Center for Servant Leadership. (May, 2017) <https://soundcloud.com/greenleafcenter/td-industries-an-enduring-culture-of-servant-leadership-short-clip>

Mattke, E. (2009). "Greater Wichita YMCA Case Study on Servant Leadership." https://scholars.fhsu.edu/liberal_studies/28/

McDowell, Q., "Tim Duncan and the Importance of Servant Leadership." March, 2017. <https://blog.teamsnap.com/general-sports/servantleadership>

Patmchak, J. "Implementing Servant Leadership at Cleveland Clinic: A Case Study in Organizational Change." (2015). https://weavinginfluence.com/wp-content/uploads/2015/10/ken_jennings_john_stahlwert_white_paper.pdf

Perez, A. "The future of your future is servant leadership." TEDxColoradoSprings. (2015). <https://www.youtube.com/watch?v=md6monZNfyQ>

Pink, D., "Servant Leadership & Selling." Servant Leadership Sessions in Podcasts. (May, 2015). <https://itunes.apple.com/us/podcast/servant-leadership-sessions/id766741463?mt=2&i=1000362649424>

Roach, D. (2016) *The servant-leadership style of Jesus: A biblical strategy for leadership development*. <http://likeateam.com/downloads/servant-leadership-style-jesus-ebook/>

Schmitt, J. "Servant Leadership." TEDxHiawathaWomen, (2014). <https://www.youtube.com/watch?v=fb0VvPTVp4k>

Servant Leadership Institute. "Servant Leadership Webinar: A servant Leadership Behavior Review." (June, 2016). <https://www.youtube.com/watch?v=oOhAYLT37gc>

Servant Leadership Institute. "Servant Leadership Case Study: Datron World Communications." (July, 2017) <https://www.youtube.com/watch?v=OYeXloXqQYk>

Sinek, S., "Start with why – how great leaders inspire action." TEDxPugetSound (September, 2009). https://www.youtube.com/watch?v=u4ZoJKF_VuA

Thibodeau, T., "The Positive Power of Servant Leadership." TEDxGustavusAdolphusCollege (May 2016) <https://www.youtube.com/watch?v=RC9OwLLW5HQ>

UMNWritingStudies. "Peer Review: Commenting Strategies." (June, 2013). <https://www.youtube.com/watch?v=GISCMx9-fGA>

Verrochi, Diane. "How to Peer Review a Paper." (September, 2017). <https://www.youtube.com/watch?v=K3EvLoLHRBM>

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Week 1	Unit 1: Scriptural breadth of servant leadership	
	Threaded Discussion #1	Due Week 1, Day 3
	Threaded Discussion #2	Due Week 1, Day 6
	Reflection paper #1: Christ's servant leadership model	Due Week 1, Day 7
Week 2	Unit 2: Successful outcomes: Juxtaposing 4 spheres—biblical, scholarly, allegorically, and yours	Due Week 1, Day 7
	Threaded Discussion #1	Due Week 2, Day 3
	Threaded Discussion #2	Due Week 2, Day 6
	Reflection Paper #2: Biblical model of SL vs Scholars	Due Week 2, Day 7
Week 3	Unit 3: The relationship between cultural context, creativity, and effective servant leadership strategies.	
	Threaded Discussion #1	Due Week 3, Day 3
	Threaded Discussion #2	Due Week 3, Day 6
	Reflection Paper #3: Why is creativity an essential component in the cultural context of SL?	Due Week 3, Day 7
Week 4	Unit 4: Effective servant leaders diffuse the threat of position and opportunity	
	Threaded Discussion #1	Due Week 4, Day 3
	Threaded Discussion #2	Due Week 4, Day 6
	Reflection Paper #4: The impact of "threat" on those we seek to serve	Due Week 4, Day 7
Week 5	Unit 5: Learning from implementation	
	Threaded Discussion #1	Due Week 5, Day 7

	Threaded Discussion #2	Due Week 5, Day 7
	Reflection Paper #5: Servant Leadership Interview: The “Do’s and Don’ts” of SL Implementation Strategies	Due Week 5, Day 7
	Presentation: My Implementation Strategy	Due Week 5, Day 7
Week 6	Unit 6: Development of personal servant leadership strategy/model	
	Threaded Discussion #1	Due Week 6, Day 7
	Threaded Discussion #2	Due Week 6, Day 7
	Reflection Paper #6: My personal servant leadership model/strategy	Due Week 6, Day 7
Week 7	Unit 7: Peer-review modification & assessment of outcomes of personal servant leadership strategy	
	Threaded Discussion #1	Due Week 7, Day 7
	Threaded Discussion #2	Due Week 7, Day 7
	Reflection Paper #7—Concluding Reflections on Servant Leadership	Due Week 7, Day 7
	Personal Philosophy Paper: Shaped by the influence of Christ’s model, biblical examples, scholarly positions, cultural context, case studies, and allegories of my servant leadership philosophy.	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Threaded Discussions (14)	350
Reflection Papers (7)	350
Personal Philosophy Paper (1)	250
Implementation Presentation (1)	50
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

COURSE DESCRIPTION		
This course focuses on leadership theory with special attention given to the biblical concept of servant leadership. Topics include principles for leadership within the Christian community, approaches to developing such leaders in their cultural context, and legal and ethical issues that impact Kingdom-oriented leadership.		
COURSE GOALS AND OBJECTIVES		Program Objective(s)
GOAL 1: The learner will develop a foundational knowledge of biblical servant leadership.		2.2
	Objective 1.1: Learners will develop and articulate an understanding of servant leadership theory through Christ's model of servant leadership.	
	Objective 1.2: The learner will extend the breadth of the biblical servant leadership theory by contrasting Christ's model with other biblical characters. Learners will analyze and exegesis the servant leadership models of Moses, Noah, Joseph, and two other biblical personalities.	
GOAL 2: The learner juxtapose four spheres of servant leadership—biblical, scholarly, allegorically, and personal.		2.2
	Objective 2.1: The learner will identify, develop, and articulate scholarly positions of servant leadership theory.	
	Objective 2.2: Learners will hone perspective and strategize development of servant leadership engagement and add depth and breadth of servant leadership development through allegorical insights.	
GOAL 3: The learner will articulate and construct creative approaches to satisfy a servant leadership need through organizational and cultural contexts.		2.2
	Objective 3.1: Learners will identify, develop, and articulate a position of cultural context for servant leadership strategies.	
	Objective 3.2: Learners will analyze the structure and identify the influence of intentionally integrated cultural context in a relevant case study and establish the relationship between creativity and effective servant leadership strategies.	
GOAL 4: The learner will analyze effective methods of servant leaders who diffuse the threat of position and opportunity and understand the influence of "threat" from those they seek to serve.		2.2, 4.2

	Objective 4.1: Learners will understand and articulate the methods of overcoming the threat of position from those they serve.	
	Objective 4.2: Learners will understand and articulate the methods of overcoming the threat of opportunity from those they serve.	
GOAL 5: The learner will develop an understanding of implemented servant leadership structures that have been measured for growth.		4.2
	Objective 5.1: Learners will analyze and evaluate strategic implementation methods that have resulted in success or failure.	
	Objective 5.2: Learners will critically engage case studies and thought leaders in key ministry areas by developing and interviewing a servant leader.	
GOAL 6: Learners will development of personal servant leadership strategy.		2.2, 4.2
	Objective 6.1: Learners will analyze the peer-reviews (2) of their respective servant leadership model/strategy's and modify their model/strategy's per the critical analysis from the peer-review(s).	
	Objective 6.2: Learners will develop and articulate the potential generational influence that their respective servant leadership model projects.	

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to

notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

COPYRIGHT AND FURTHER DISSEMINATION

All content within this course is intended for transformative, educational, and informational purposes under ([Fair Use](#)). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.

Due to Copyright restrictions courses are unpublished thirty days after the completion of a course. If you wish to maintain access to your personal materials, save them before submitting to the course, or download them before the course is unpublished.